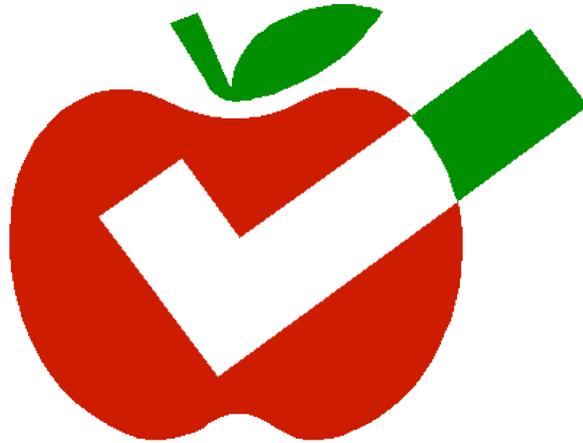


# 5 Critical Components of *Effective Data Meetings*



Presented by  
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# Critical Component #1

## Dorchester Data Meeting Norms

1. We will follow an agenda so we can start and end on time.
2. We will be respectful of each other.
3. Control your controllables. We will stay positive and not get caught up complaining.
4. We will be goal/solution-oriented.
5. We will follow through on plans made for instruction & interventions in order to be prepared for the next meeting.



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## Roles & Responsibilities

**Facilitator** – Prepares and communicates agenda ahead of time. Sets the tone and guides the discussion to keep it on track. Elicits participation from everyone.



**Assistant Facilitators** – Support facilitator and assist when necessary. Take over if facilitator is absent.

**Record Keeper** – Records all notes and shares notes with participants after the meeting.

**Time Keeper** – Monitors time to let group know how much time remains and when time is up.

**Participants** – Make meeting more productive by participating in all discussions.

# Critical Component #2

## Sample of Some Reading RTI Decision Rules

### Progress Monitoring Decision Rules:

1. All students that are intensive or strategic will be placed on progress monitor status and will be tested every week.
2. Students that receive any services from a specialist will be monitored by that specialist. Any student that is intensive or strategic but does not receive special services will be monitored by the classroom teacher.

### Title I Services Decision Rules:

1. After 2 consecutive scores below the student's aimline, teachers will begin interventions within the classrooms for a designated length of time with a specific goal. At teacher discretion, a classroom based intervention may be planned and documentation may begin to start the process sooner, if needed. If that intervention is not successful, a second in-class intervention will be planned and implemented. If the 2nd intervention does not provide adequate growth toward the goal, the student becomes eligible for Title I services.
2. Dismissal from Title I services will require the following:
  - a. Grades K-1 = 3 consecutive data points in the target goal range on the DIBELS. These 3 consecutive data points may come from progress monitoring scores and/or benchmark scores.
  - b. Grade 2 = 3 consecutive data points in the target goal range on the DIBELS. These 3 consecutive data points may come from progress monitoring scores and/or benchmark scores. There also needs to be evidence that the student is passing the Treasures Weekly Skills Selection Tests. The 3 Treasures Selection tests that match up with the DIBELS testing time period needs to be 70% or above.
  - c. Grade 3 = 3 consecutive data points in the target goal range on the DIBELS. These 3 consecutive data points may come from progress monitoring scores and/or benchmark scores. They also need a RIT score at or above the following RIT benchmarks on the NWEA MAP Reading Assessment. (Beginning of the Year – 189.9; Mid-Year – 194.6; End of Year 199.2)
  - d. Grade 4 = 3 consecutive data points in the target goal range on the DIBELS. These 3 consecutive data points may come from progress monitoring scores and/or benchmark scores. They also need a RIT score at or above the following RIT benchmarks on the NWEA MAP Reading Assessment. (Beginning of the Year – 199.8; Mid-Year – 203.2; End of Year 206.7)
  - e. Grade 5 = 3 consecutive data points in the target goal range on the DIBELS. These 3 consecutive data points may come from progress monitoring scores and/or benchmark scores. They also need a RIT score at or above the following RIT benchmarks on the NWEA MAP Reading Assessment. (Beginning of the Year – 207.1; Mid-Year – 209.8; End of Year 212.3)
  - f. Grade 6 = 3 consecutive data points in the target goal range on the DIBELS. These 3 consecutive data points may come from progress monitoring scores and/or benchmark scores. They also need a RIT score at or above the following RIT benchmarks on the NWEA MAP Reading Assessment. (Beginning of the Year – 212.3; Mid-Year – 214.3; End of Year 216.4)

3. Students that are dismissed from Title I services will be kept on progress monitoring status. Classroom teachers will take over monitoring these students. In order to be dismissed from progress monitoring status (by classroom teacher), they must reach 3 data points above the benchmark goal area after Title services have been discontinued.
4. If a student is dismissed from Title I and then does not reach benchmark on the next DIBELS benchmark testing period, the student needs to be placed on progress monitoring status and have gone through 2 more cycles of in-class interventions in order to qualify for Title I services again.
5. Students that are in Title I in the Spring will automatically be placed in Title I in the fall. Then, we'll use the Title I exit criteria for possible dismissal from Title I.

**Special Education Decision Rules:**

(Use discrepancy model until RTI plan is fully developed 2013-14)

Future goal is to eliminate discrepancy model for reading comprehension.

Special education verification will be dependent upon records of unresponsiveness to interventions tried as well as a comprehensive diagnostic assessment

# Critical Component #3

## Individual Student Problem-Solving Agenda

<b>Step 1: DEFINE THE PROBLEM</b> <b>Question: What is the problem?</b>		<b>Step 2: ANALYZE THE PROBLEM (&amp; GENERATE HYPOTHESIS)</b> <b>Question: Why is the problem situation occurring?</b>		<b>Step 3: SET GOAL</b> <b>Question: How much change is expected and by when?</b>	
<b>1. List Concerns</b>  <b>2. Identify Priority Concern</b>  <b>3. Define the problem by describing the mismatch between actual (baseline) data and desired situation (performance standard).</b>		<b>1. Problem Analysis Information:</b>  <b>2. Develop Hypothesis regarding factors related directly to the problem situation and intervention planning.</b>  <i>Currently (student's baseline performance) because (observable, measurable explanation for student's performance mismatch).</i>  <i>If we (specific instructional intervention to address mismatch) then (anticipated change toward meeting the standard).</i>		<b>1. Goal (What is the expected change toward meeting performance standard?)</b>  <i>(Student's name) will (describe goal) by (date).</i>	
<b>Step 4: PLAN THE INTERVENTION</b> <b>Question: What will be done to reach the goal(s) &amp; how will progress toward goal(s) be measured?</b>				<b>Step 5: EVALUATE THE INTERVENTION</b> <b>Question: Did we implement the plan as described and is the intervention working? What are our next steps?</b>	
<b>1. What</b>  Steps & Strategies of the Intervention Plan  Describe how implementation of the plan will be monitored. (Include decision rules)  Consider needed training/support for plan implementation.	<b>2. Who</b>  Names of person(s) responsible for each action or activity in the <b>What</b> column.	<b>3. When</b>  Specific dates by when each action or activity in the <b>What</b> column will occur.	<b>4. Resources &amp; Budget</b>  Materials needed to implement the plan and costs.	<b>1. Evidence of Implementation</b>  Documentation that the plan was implemented as intended.	<b>2. Outcomes &amp; Decision Summary</b>  Provide data to indicate progress toward goal (attach graph or summarize).  Data indicate needed next step(s): <input type="checkbox"/> Goal met – begin fading intervention* <input type="checkbox"/> Goal met – set more challenging goal* <input type="checkbox"/> Address next prioritized concern <input type="checkbox"/> Goal not met – continue intervention* <input type="checkbox"/> Goal not met – modify intervention* <input type="checkbox"/> Goal not met – intensify intervention*  Summarize Next Steps  * Indicate new intervention phase on graph

# Critical Component #3

## RTI Data Retreat

(date)

Facilitated by \_\_\_\_\_

### Opening

- Identify new struggling students and begin planning interventions
- Evaluate effectiveness of current interventions and make instructional adjustments if needed

### Identify New Struggling Students

#### Step 1: Define the Problem

- What is the problem?
- What are our concerns that we can control?
- What are our priority concerns?

#### Step 2: Analyze the Problem

- Why is the problem situation occurring?

#### Step 3: Set Goal

- How much change is expected and by when?

#### Step 4: Plan the Intervention

- What will be done to reach the goal(s) and how will progress toward goal(s) be measured?
  - What?
  - Who?
  - When?
  - Resources & Budget?

### Evaluate Current Interventions

#### Step 5: Evaluate the Intervention

- Did we implement the plan as described and is the intervention working? What are our next steps?
  - Evidence of Implementation
  - Outcomes & Decision Summary

### Closure

- Review actions that were planned and summarize next steps
- Set next meeting date

# Dorchester Public School RtI Data Meeting

(<http://www.youtube.com/watch?v=7ZZMlb50bPA>)

One strategy that I can take home from this video...

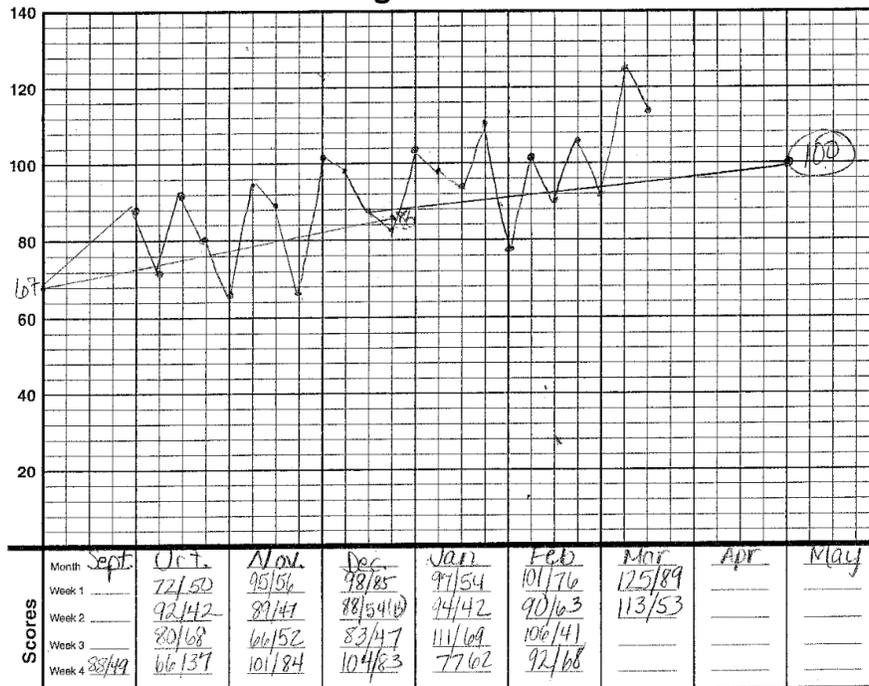
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## Critical Component #4

### Intervention Tracking Form

# Progress Monitoring

DORF/Level 3 Scoring Booklet



Copyright DIBELS Next 2011 Dynamic Measurement Group

# Intervention Tracking Form



Date	Contact Opportunity	Action	Notes
11.23.2010	Data Mtg.	Administer Lexia QRT	XXXXX completed the Lexia QRT on 12.1.2010
12.8.2010	Data Mtg.	Miss XXXXXX will read decodable readers when she works with XXXXX. These readers will focus on vowel combinations.	Continue PM with ORF
8.2011		XXXXX will receive Reading Interventions.	
8.2011		began reading interventions	review vowel and consonant sounds; 6 Min Sol Int Level 2 stories
9.7.2011		adjusted interventions	Dolch Phrases Set 1 (1-48); 6 Min Sol Int Level 2 stories
9.14.11	Coordination Day		Reading - 88% average; discussed reading intervention with classroom teacher
9.28.11	Data Meeting	ORF move from 67-86 wpm by December; PM by Mrs. XXXXXX	
10.8.11	Lexia QRT	adjust interventions	continue with 6 Min Inter Level 2 stories; Dolch phrases set 2
10.14.11	Coordination Day	Mrs. XXXXXX will observe him for artic.	reading PM - ORF is up and down, struggles with multisyllable words
10.19.11	Data Meeting		DORF - two data points above target and one below aimline
10.20.11	SLP Observation	XXXXX joined another student in the speech room.	It was observed that XXXXX does not say the final // in reading and conversation. Ex. fall = fa, circle = circa, girl=gir, He was able to articulate the // in all other positions of words in conversation and reading. The SLP will observe him during lunch to see how he communicates with his peers.
11.9.11	Coordination Day		Mrs. XXXXX will listen to him again at lunch. He is leaving off endings of words. Possibly send parent input form after Mrs. XXXXX observes him again.
11.16.11	Data Meeting	continue with progress monitoring, check benchmarks on DIBEL assessment in Dec.; continue with same interventions then administer LEXIA quick read to see if new interventions are needed; continue to work on independence in the classroom when completing work	last 2 data points above benchmark - needs 1 more to be dismissed
12.14.11	Data Meeting	continue with PM on DORF	
1.18.11	Data Meeting	continue to PM on DORF	DORF - above aimline, one data point above benchmark
1.25.12	intervention adjustment	6 Min Fluency - Intermediate - stories 301-325	
2.1.12	Coord. Day	remove from watch list for SpLa - not a big discrepancy at this time	determined to succeed; sometimes leaves off "l" endings on words - may be due to his dual language; low self-confidence; wants to make sure he is right and understands
2.7.12	PT Conf		Parents attended conferences.
2.15.12	Data Meeting	continue to PM with DORF; continue to work on vocabulary in relation to understanding them due to Spanish background; Miss XXXXXXX will look at giving the ELDA eventhough he isn't a qualified ELL student.	DORF - up and down; two of three last data points above aimline;
3.16.12	Coord. Day	Miss XXXXXXX - talk to XXXX about his vocabulary - Can he say it in Spanish and not English?;	DIBELS PM DORF - 3 data points above goal - need to administer MAP Reading; MAP - Reading earned 197 and the RIT goal is 194.6 for mid-year
3.17.12	follow-up	The ELDA will be administered.	Miss XXXXX talked to XXXX. XXXX knows what he wants to say if speaking Spanish and is fluent. XXXX struggles to come up with the correct vocabulary in English.

April Kelley and Karma Ridpath  
March, 2012

# Critical Component #5

## Student Needs List

Class	Transition Program	Reading PM - end of 2010-2011 school year	Reading PM - 2011-2012 School Year (First Semester)	Reading PM - 2011-2012 School Year (Second Semester)	Classroom Reading PM 2011-2012 School Year	Reading Intervention	Math Intervention	Pre-SAT (Coordination Day Conversation)	SAT	Resource	SpLa	Asperger's/ Autism	ELL	Total Students in Class
Kindergarten	Merle		Alex, Merle, Rafe, Tom	Alex (PSF), Merle (FSF), Rafe (PSF), Tom (PSF), Bobby (NWF), Emma (NWF)	Bobby (PM), Emma (PM)	Rafe (PM)					Merle (PM)		Emmy, Merle, Tom (PM), Alex (PM)	18
1st Grade			Felix, Lee, Carol, Jay	Felix (DORF), Lee (NWF, DORF), Carol (NWF, DORF), Jay (DORF), Barb (DORF)	Jay (PM), Barb (PM)	Felix, Lee (PM), Carol (PM)	Lee						Felix (PM)	10
2nd Grade		Kate, Troy, Leroy, Tom, Nancy, Cindy	Tom, Taryn, Trey, Troy, Leroy, Nancy, Bruce, Kate, Cindy, Melanie	Tom (DORF), Alicyn (DORF), Trey (DORF), Leroy (DORF), Nancy (DORF), Kate (DORF), Mabel (DORF), Cindy (DORF)	Leroy (PM), Kate (PM), Mabel (PM)	Tom (PM), Nancy (PM)	Cindy, Taryn			Cindy (PM), Taryn	Cindy, Trey (PM), Alicyn (PM)		Trey	17
3rd Grade		Lori, Kris, Lisa, Dori, Sadie, Luke	Luke, Kris, Bruce, Sadie, Lisa, Dori	Luke (DORF, DAZE), Kris (DORF), Bruce (DORF), Sadie (DORF), Lisa (DORF)	Kris (PM), Bruce (PM), Lisa (PM)	Sadie (PM), Luke (PM)	Lisa, Dori				Flo, Kris			15
4th Grade		Otis, Jim, Trudy, Kristen	Trudy, Otis, Jim, Kristen, Mabel	Trudy (DAZE, DORF), Otis (DORF), Jim (DORF), Kristen (DORF), Bobby (DORF, DAZE)	Otis (PM), Jim (PM), Bobby (PM), Kristen (PM)	Trudy (PM)	Bobby				Sarah		Mabel	14
5th Grade		Cori, Nate, Jeff J., Jeff, Julie	Roger, Jeff J., Jeff, Nate, Cori	Julie (DAZE, DORF), Jeff J. (DORF), Jeff (DORF), Cori (DORF), Scott (DORF, DAZE), Josh (DORF), Kristie (DORF), Kay???	Cori (PM)	Jeff (PM), Jeff J.	Nate, Julie(sp), Tori, George, Rex, Keith (sp), Scott	Tori		Julie (PM)	Julie, Jeff J.(PM)			14
6th Grade		Rex, Josh, Kay, Keith, Scott, Turner, Zoe, Bruce	Josh, Kay, Keith, Scott		Josh (PM)					Scott, Kristie (PM), Bruce, Nora	Scott (PM)	Fred	Scott	17
7th Grade										Nellie		Laura, Kory, Turner		16
8th Grade										Arnie, Lance	Tony	Tony		16
9th Grade											Amy	Fred, Amy		13
10th Grade														11
11th Grade										Jewel, Nancy, Roy	Jewell, Nancy			15
12th Grade										Nellie	Nellie			20

Please note that the names listed above are all fictitious names.



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March, 2012