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.

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

<table>
<thead>
<tr>
<th>Step 1: DEFINE THE PROBLEM</th>
<th>Step 2: ANALYZE THE PROBLEM (&amp; GENERATE HYPOTHESIS)</th>
<th>Step 3: SET GOAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question: What is the problem?</td>
<td>Question: Why is the problem situation occurring?</td>
<td>Question: How much change is expected and by when?</td>
</tr>
</tbody>
</table>

1. **List Concerns**
2. **Identify Priority Concern**
3. **Define the problem by describing the mismatch between actual (baseline) data and desired situation (performance standard).**

<table>
<thead>
<tr>
<th>1. Problem Analysis Information:</th>
<th>2. Develop Hypothesis regarding factors related directly to the problem situation and intervention planning.</th>
<th>1. Goal (What is the expected change toward meeting performance standard?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Currently (student’s baseline performance) because (observable, measurable explanation for student’s performance mismatch).</td>
<td>If we (specific instructional intervention to address mismatch) then (anticipated change toward meeting the standard).</td>
<td>(Student’s name) will (describe goal) by (date).</td>
</tr>
</tbody>
</table>

## Step 4: PLAN THE INTERVENTION

Question: What will be done to reach the goal(s) & how will progress toward goal(s) be measured?

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</thead>
<tbody>
<tr>
<td>Steps &amp; Strategies of the Intervention Plan</td>
<td>Names of person(s) responsible for each action or activity in the <strong>What</strong> column.</td>
<td>Specific dates by when each action or activity in the <strong>What</strong> column will occur.</td>
<td>Materials needed to implement the plan and costs.</td>
<td>Documentation that the plan was implemented as intended.</td>
<td>Provide data to indicate progress toward goal (attach graph or summarize).</td>
</tr>
</tbody>
</table>
| Describe how implementation of the plan will be monitored. (Include decision rules) | Consider needed training/support for plan implementation. | | | | Data indicate needed next step(s):
| | | | | | - Goal met – begin fading intervention*
- Goal met – set more challenging goal*
- Address next prioritized concern
- Goal not met – continue intervention*
- Goal not met – modify intervention*
- 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
One strategy that I can take home from this video…

* ________________________________________________________

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Critical Component #4

Intervention Tracking Form
**Intervention Tracking Form**

<table>
<thead>
<tr>
<th>Date</th>
<th>Contact Opportunity</th>
<th>Action</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.23.2010</td>
<td>Data Mtg.</td>
<td>Administer Lexia QRT</td>
<td>XXXXX completed the Lexia QRT on 12.1.2010</td>
</tr>
<tr>
<td>12.8.2010</td>
<td>Data Mtg.</td>
<td>Miss XXXXX will read decodable readers when she works with XXXXX. These readers will focus on vowel combinations.</td>
<td>Continue PM with ORF</td>
</tr>
<tr>
<td>8.2011</td>
<td></td>
<td>XXXXX will receive Reading Interventions.</td>
<td></td>
</tr>
<tr>
<td>8.2011</td>
<td></td>
<td>began reading interventions</td>
<td>review vowel and consonant sounds; 6 Min Sol Int Level 2 stories</td>
</tr>
<tr>
<td>9.7.2011</td>
<td></td>
<td>adjusted interventions</td>
<td>Dolch Phrases Set 1 (1-48); 6 Min Sol Int Level 2 stories</td>
</tr>
<tr>
<td>9.14.11</td>
<td>Coordination Day</td>
<td></td>
<td>Reading - 88% average; discussed reading intervention with classroom teacher</td>
</tr>
<tr>
<td>9.28.11</td>
<td>Data Meeting</td>
<td>ORF move from 67-86 wpm by December; PM by Mrs. XXXXX</td>
<td></td>
</tr>
<tr>
<td>10.8.11</td>
<td>Lexia QRT</td>
<td>adjust interventions</td>
<td>continue with 6 Min Inter Level 2 stories; Dolch phrases set 2</td>
</tr>
<tr>
<td>10.14.11</td>
<td>Data Meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.20.11</td>
<td>SLP Observation</td>
<td>XXXXX joined another student in the speech room.</td>
<td>It was observed that XXXXX does not say the final /l/ in reading and conversation. Ex: fall = fa, circle = circa, gringist. He was able to articulate the /l/ 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.</td>
</tr>
<tr>
<td>11.9.11</td>
<td>Coordination Day</td>
<td></td>
<td>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.</td>
</tr>
<tr>
<td>11.16.11</td>
<td>Data Meeting</td>
<td>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</td>
<td>last 2 data points above benchmark - needs 1 more to be dismissed</td>
</tr>
<tr>
<td>12.14.11</td>
<td>Data Meeting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.18.11</td>
<td>Data Meeting</td>
<td>continue to PM on DORF</td>
<td>DORF - above ailmine, one data point above benchmark</td>
</tr>
<tr>
<td>1.25.12</td>
<td>intervention adjustment</td>
<td>6 Min Fluency - Intermediate - stories 301-325</td>
<td></td>
</tr>
<tr>
<td>2.1.12</td>
<td>Coord. Day</td>
<td>remove from watch list for SpLa - not a big discrepancy at this time</td>
<td>determined to succeed; sometimes leaves off &quot;y&quot; endings on words - may be due to his dual language; low self-confidence; wants to make sure he is right and understands</td>
</tr>
<tr>
<td>2.7.12</td>
<td>PT Conf</td>
<td></td>
<td>Parents attended conferences.</td>
</tr>
<tr>
<td>2.15.12</td>
<td>Data Meeting</td>
<td>continue to PM with DORF; continue to work on vocabulary in relation to understanding them due to Spanish background; Miss XXXXX will look at giving the ELDA eventhough he isn’t a qualified ELL student.</td>
<td>DORF - up and down; two of three last data points above ailmine;</td>
</tr>
<tr>
<td>3.16.12</td>
<td>Coord. Day</td>
<td>Miss XXXXX - talk to XXXXX 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</td>
<td></td>
</tr>
<tr>
<td>3.17.12</td>
<td>follow-up</td>
<td>The ELDA will be administered.</td>
<td>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.</td>
</tr>
</tbody>
</table>

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April Kelley and Karma Ridpath  
March, 2012  
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## Critical Component #5

### Student Needs List

<table>
<thead>
<tr>
<th>Class</th>
<th>Transition Program</th>
<th>Reading PM - end of 2010-2011 school year</th>
<th>Reading PM - 2011-2012 School Year (First Semester)</th>
<th>Reading PM - 2011-2012 School Year (Second Semester)</th>
<th>Classroom Reading PM 2011-2012 School Year</th>
<th>Reading Intervention</th>
<th>Math Intervention</th>
<th>Pre-SAT (Coordination Day Conversation)</th>
<th>SAT</th>
<th>Resource</th>
<th>SpLa</th>
<th>Asperger’s/ Autism</th>
<th>ELL</th>
<th>Total Students in Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>Merle</td>
<td>Alex, Merle, Rafe, Tom</td>
<td>Alex (PSF), Merle (PSF), Rafe (PSF), Tom (PSF), Bobby (NWF), Emma (NWF)</td>
<td>Bobby (PM), Emma (PM), Rafe (PM)</td>
<td></td>
<td>Jay (PM), Barb (PM)</td>
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<td></td>
<td>18</td>
</tr>
<tr>
<td>1st Grade</td>
<td></td>
<td>Felix, Lee, Carol, Jay</td>
<td>Felix (DORF), Lee (NWF, DORF), Carol (NWF, DORF), Jay (DORF), Barb (DORF)</td>
<td>Felix, Lee (PM), Carol (PM)</td>
<td></td>
<td>Jay (PM), Barb (PM)</td>
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<td>10</td>
</tr>
<tr>
<td>2nd Grade</td>
<td>Kate, Troy, Leroy, Tom, Nancy, Cindy</td>
<td>Tom (DORF), Allyn (DORF), Troy (DORF), Leroy (DORF), Nancy (DORF), Kate (DORF), Mabel (DORF), Cindy (DORF)</td>
<td>Leroy (PM), Kate (PM), Mabel (PM)</td>
<td>Tom (PM), Nancy (PM)</td>
<td>Cindy, Taryn</td>
<td>Cindy (PM), Taryn (PM), Allyn (PM)</td>
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<td>17</td>
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<tr>
<td>3rd Grade</td>
<td>Lori, Kris, Lisa, Doris, Sadie, Luke</td>
<td>Luke (DORF, DAZE), Kris (DORF), Bruce (DORF), Sadie (DORF), Lisa (DORF)</td>
<td>Kris (PM), Bruce (PM), Lisa (PM)</td>
<td>Sadie (PM), Luke (PM)</td>
<td>Lisa, Doris</td>
<td>Flo, Kris</td>
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<tr>
<td>4th Grade</td>
<td>Otis, Jim, Trinity, Kristen</td>
<td>Trinity (DAZE, DORF), Otis (DORF), Jim (DORF), Kristen (DORF), Bobby (DORF)</td>
<td>Otis (PM, Jim (PM), Bobby (PM), Kristen (PM)</td>
<td>Trinity (PM)</td>
<td>Bobby</td>
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<td>Sarab</td>
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<td>Mabel</td>
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<tr>
<td>5th Grade</td>
<td>Cori, Nate, Jeff, Jeff, Jule</td>
<td>Julie (DAZE, DORF), Jeff (DORF), Cori (DORF), Cori (DORF)</td>
<td>Cori (PM)</td>
<td>Jeff (PM), Jeff J.</td>
<td>Nate, Jule (esp), Tori</td>
<td>Julie (PM)</td>
<td>Julie, Jeff J. (PM)</td>
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<td>6th Grade</td>
<td>Rex, Josh, Kay, Keith, Scott</td>
<td>Josh (ORF), Josh (ORF), Krisie (DORF), Kay (ORF)</td>
<td>Josh (PM)</td>
<td>George, Rex, Keith (esp), Scott</td>
<td>Scott (DORF), Drake (PM), Scott</td>
<td>Scott (PM)</td>
<td>Fred</td>
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<td>7th Grade</td>
<td>Turner, Zoe, Bruce</td>
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<td>Nelle</td>
<td>Bruce, Nora</td>
<td>Laura, Tony, Turner</td>
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<td>8th Grade</td>
<td>Adam, Lance</td>
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Please note that the names listed above are all fictitious names.