Title: Grade Level Academic Data Review - Follow-up Meeting

Description: An outline of the follow-up grade level data review process
Purpose: Guides data discussion and grade level data analysis by comparing current and previous student data, determining if there is overall improvement in targeted skills, determining the need for change, and selecting new strategies if necessary
Outcome: To assist grade-level teams in utilizing a problem-solving process to analyze data as necessary to improve student outcomes
Audience: Building Implementation Team, MTSS Coach, Grade Level Teams
Instructions: Utilize this outline to record current and previous student performance, review progress toward goals, adjust strategies or discuss new strategies if needed, and move students in and out of various intervention groups.

IDEAs that Work
Office of Special Education Programs
U.S. Department of Education

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Grade Level Academic Data Review

Follow-Up Meeting

Date:	
Grade Level:	
Team Members Present	

TIER 1

Core Area: Reading

Data since the last assessment:
Assessment Name:

	Number	Percent
Advanced		
Benchmark		
Strategic		
Intensive		

Attendance: What does our attendance data tell us about students' access to instruction?

Attendance: Identify the number and percentage of students for each attendance category:	Regular Attendance 96% or higher	At-Risk 91% to 95%	Chronically Absent 90% to 80%	Severely Chronically Absent >80%

Reading Assessment (same as reported above)	Previous Benchmarking	Current Benchmarking	* Goal for next Benchmarking
% at or above benchmark (*proficient*)			
% below benchmark (*nearing proficient*)			
% well below benchmark (*novice*)			

Review of strategies, curriculum considerations, or instructional practices that were selected for use at Tier 1: Rate the fidelity and effectiveness of the strategies identified for core instruction and differentiation planned in the last meeting

Strategies	Fidelity	Success
		❒ Effective ❒ Not effective
		❒ Effective ❒ Not effective
		❒ Effective ❒ Not effective

Strategy Review

What strategies will all teachers use for core instruction? Include strategies that will be used for all students and differentiated small groups.	What actions are necessary to support the implementation of the selected strategies?

TIER 1

Core Area: Math

Data since the last assessment:
Assessment Name:

	Number	Percent
Advanced		
Benchmark		
Strategic		
Intensive		

Attendance: What does our attendance data tell us about students' access to instruction?

Attendance: Identify the number and percentage of students for each attendance category:	Regular Attendance 96% or higher	At-Risk 91% to 95%	Chronically Absent 90% to 80%	Severely Chronically Absent >80%

Math Assessment (same as reported above)	Previous Benchmarking	Current Benchmarking	* Goal for next Benchmarking
% at or above benchmark (*proficient*)			
% below benchmark (*nearing proficient*)			
% well below benchmark (*novice*)			

Review of strategies, curriculum considerations, or instructional practices that were selected for use at Tier 1: Rate the fidelity and effectiveness of the strategies identified for core instruction and differentiation planned in the last meeting.

Strategies	Fidelity	Success
		❒ Effective ❒ Not effective
		❒ Effective ❒ Not effective
		❒ Effective ❒ Not effective

Strategy Review

What strategies, curriculum considerations, or instructional practices will all teachers use for core instruction? Include strategies that will be used for all students and differentiated small groups.	What actions are necessary to support the implementation of the selected strategies?

TIER 2

Date:	
Grade:	
Team Members Present:	

Tier 2 Reading Intervention Groups. For each Intervention Group, record and review the following information.

	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
Intervention Focus:						
Number of Students						
Number making adequate progress						
Percent making adequate progress						
Number not making adequate progress						
Percent not making adequate progress						
Fidelity measure						
Average implementation fidelity rating?						

Intervention Problem Solving and Action Planning (for students not experiencing intervention success.)

Student	Current Intervention Group	Identify the problem (e.g. insufficient rate of improvement	Why is this happening?	Response action and next steps	Who? By When?

Intervention Fading & Graduation: Exit may occur if student is successful (e.g., the student has met exit criteria) or if a student will be provided with a different intervention or DBI

Student	Intervention	Supporting Data	Fade or Graduate	Response actions and next steps	Who? By When

Student	Intervention	Supporting Data	Fade or Graduate	Response actions and next steps	Who? By When

Identify new students for Tier 2 intervention based on the winter benchmark scores, and teacher/parent nomination. Group students with similar needs for small group instruction/intervention. You can use the Grade Level Intervention Pathway to match assessment information with appropriate instruction.

Intervention Focus: Identify the strategy or program used	Students: Enter the names of each student who will receive the intervention.	Progress Monitoring Measure	Progress Monitoring Frequency
Group 1			
Group 2			
Group 3			
Group 4			
Group 5			
Group 6			

Identify students who need further assessment

Students who need further assessment	Name of assessment

Tier 2 Math Intervention Groups. For each Intervention Group, record and review the following information.

	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
Intervention Focus:						
Number of Students						
Number making adequate progress						
Percent making adequate progress						
Number not making adequate progress						
Percent not making adequate progress						
Fidelity measure						
Average implementation fidelity rating?						

Intervention Problem Solving and Action Planning (for students not experiencing intervention success)

Student	Current Intervention Group	Identify the problem (e.g. insufficient rate of improvement	Why is this happening?	Response action and next steps	Who? By When?

Intervention Fading & Graduation: Exit may occur if student is successful (e.g., the student has met exit criteria) or if a student will be provided with a different intervention or DBI

Student	Intervention	Supporting Data	Fade or Graduate	Response actions and next steps	Who? By When

Identify new students for Tier 2 intervention based on the winter benchmark scores, and teacher/parent nomination. Group students with similar needs for small group instruction/intervention. You can use the Grade Level Intervention Pathway to match assessment information with appropriate instruction.

Intervention Focus: Identify the strategy or program used	Students: Enter the names of each student who will receive the intervention.	Progress Monitoring Measure	Progress Monitoring Frequency
Group 1			
Group 2			
Group 3			
Group 4			
Group 5			
Group 6			

Identify students who need further assessment.

Students who need further assessment	Name of assessment

TIER 3

Tier 3 Deliberations: Students newly identified at Tier 3 based on winter benchmark scores

Student Name	
Assessment Measures & Scores	
Goal	
Intervention	
Progress Monitoring Measure	
Interventionist	
Logistics:	
Location & Frequency of Intervention	
Frequency of Progress Monitoring	

Student Progress since Last Assessment: Student progress should be reviewed as graphed data and rate of improvement (ROI).

Student Name	
Assessment Measures & Scores	
Was the intervention effective?	
Was intervention delivered with fidelity?	
What is the new goal and review date?	
Interventionist	
Logistics:	
Location & Frequency of Intervention	
Frequency of Progress Monitoring	

Student Name	
Assessment Measures & Scores	
Was the intervention effective?	
Was intervention delivered with fidelity?	
What is the new goal and review date?	
Interventionist	
Logistics:	
Location & Frequency of Intervention	
Frequency of Progress Monitoring	

Student Name	
Assessment Measures & Scores	
Was the intervention effective?	
Was intervention delivered with fidelity?	
What is the new goal and review date?	
Interventionist	
Logistics:	
Location & Frequency of Intervention	
Frequency of Progress Monitoring	