

## **Clarification of Data Meetings**

The term “data meeting” can have a variety of connotations. Since data based decision making is a key principle of a multi-tiered system, data meetings should be clearly defined and systematic. The following is a sample of such clarification and can be adapted to the process at the division and school:

### **Universal Screening/Benchmark Review – 3 X per year**

The progress of all students is reviewed. Some questions that this data answers are:

1. Are students making growth in essential learning?
2. Which subgroups are making growth in essential learning?
3. What is the efficacy of tiered interventions?
4. What percent of students remain below benchmark? How does this compare to prior data?
5. What percent of students are at risk for non-mastery of content material for the SOL?
6. What specific areas need to be addressed for future teaching and learning?

In addition to the universal screening results, other data may include benchmark scores, grades, PALs, unit assessments, and SOL practice tests.

**Grade level/content level meetings** – oftentimes a PLC, or regularly scheduled grade level/content level meetings, where the discussion focuses on “we just taught this, did they get it” in regards to teaching the SOL content or Tier 1/universal instruction (academic and behavior). The tier 1 curriculum/pacing guide and/or teaching matrix is “what was taught” and the team decides if re-teaching or review is necessary based on the data. This is the opportunity to look at grade level behavior and academic trends that are used for instructional planning.

### **Individual Students Data Meeting**

The progress of students receiving a tiered intervention (monitor students may be included) is reviewed. In addition to the progress monitor graph, other data may include grades, behavior plans, running records, release tests, intervention assessments/checkouts, attendance, or any other data pertinent to student progress. These meetings focus on data only and two sets of questions/decisions are oftentimes made in a brief amount of time (i.e. 5 – 7 minutes):

1. Is the student’s progress good, questionable, or poor?
2. What do we plan to do? (Options are usually stated simply, such as: continue current program, move to a lower tier, modify the current tier, move to a higher tier, or schedule a problem solving meeting)

**Intervention Planning and Individual Student Problem Solving** – as determined by individual student needs. The problem solving meeting occurs on individual students who are not making progress as expected or have other unique needs. Data includes all of the above mentioned, as well as any other diagnostic assessment.