

## **Data Review Meeting**

**Purpose:** Data review meetings are designed to discuss students currently in interventions and whether to continue, modify, change, or discontinue an intervention. **Note:** Parents should be notified when their child is participating in an intervention.

**Who:** Grade level teams meet with the building principal, Title One Coordinator, Special Education teacher, Intervention Specialist, and any other specialists determined by the individual building

**Estimated Time:** Meetings are 1 to 2 hours in length as determined by the individual building. They are scheduled approximately every six weeks. **Note:** Sufficient instructional time should have occurred to determine effectiveness of intervention (generally 20 – 30 days)

**Planning for Students in an Intervention:** The team focuses on groups of students whose data indicates they are performing below benchmark and have been screened and placed into a targeted reading, writing, math, or behavior interventions. These students are listed on the EBIS Group Intervention and Planning form. Using the district's decision rules, the team focuses on time, design, and delivery of instruction and determines if:

- 1) The group intervention has been successful and the intervention needs to be de-intensified or discontinued
- 2) The intervention appears to be working for the student and should be continued as it is necessary for continued success
- 3) The group intervention is not working for the student and should be revised or refined
- 4) The group intervention is highly unlikely to be successful for the student and therefore a more individualized approach is needed. If after at least two substantial changes have occurred in a student's intervention, it's been well documented on the Student Intervention Profile, and/or the student appears to be meeting the context of dual discrepancy for reading or continues to lack progress in math, an individual intensive intervention and planning meeting should be scheduled. **Note:** Parents are invited to the individual planning meeting. Other needed documentation includes a Developmental History and an Individual Problem Solving Action Plan

**Meeting Outcomes:** These may include

- Students are placed in interventions that target their deficit skills
- Parents are notified that their child has been placed in an intervention
- Communication has occurred with all appropriate staff that the students has been placed in an intervention or that the intervention has been changed
- A timeline for implementation of all placements/changes is developed

Notes from these meetings should be recorded on the EBIS Group Intervention and Planning Form and/or the Student Intervention Profile.

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### **Agenda**

- I. Set meeting norms
- II. Review Decision Rules
- III. Students in intervention
  - A. Reading
  - B. Math
  - C. Writing
  - D. Behavior/Attendance
- IV. TAG review – possible referrals
- IV. Review decisions and responsibility assignments