

Focusing on Student Outcomes  
**Tier 1 Screening and Intervention Data Review Form**

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**Benchmark Period:** FALL

WINTER

SPRING

**Team Members:** \_\_\_\_\_

**Step 1: Identifying the Teaming Outcome**

The purpose of this resource is to guide grade level team analysis of screening and other Tier I data. Before identifying data for review, come to consensus about the outcome of the Tier 1 data analysis. Consider the focus of the analysis (e.g., behavior, reading, both, attendance), grade level(s) of interest, or other desired outcomes. What does your team hope to achieve this session?

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**Step 2: Identify Available Data for Review:**

Before beginning any data analyses, identify all of possible data sources. It is important to ensure the purpose of the assessment matches the desired outcomes of the team. Teams should also confirm the type of data (e.g., screening, informal, summative, diagnostic) to ensure that the results are interpreted appropriately. For example, diagnostic assessments provide data about what students know now but not necessarily how they will perform in the future. In addition, while screening assessments provide an indicator of future performance they usually do not provide sufficient data about why students are struggling. If there are any concerns about the validity of a data source (e.g., lack of research about validity, poor reliability data collection), document that here. As a team, list the data sources that will be used in the Tier 1 analysis below. Once completed, ensure the following before moving to the next step.

- Are there sufficient data sources?
- Do we have the right *type* of data to conduct our analyses?
- Does the focus of the data sources match our desired outcome?
- Are there data sources we need to add or delete?

**Step 3:** After identifying the appropriate data sources, identify the percentage of students at or above the established target and record it in the last column.

Data Source	Focus of Data Source*	Data Type	Concerns About Validity of Data	% at or Above Target?

*\*May include but is not limited to behavior, social emotional, attendance, homework completion, math, attendance*

**Step 4: Identify areas of need for Tier 1 instruction.** Tier 1 programs are generally considered effective when 70-80% of students meet the benchmark or proficiency standard. In the last column of the table above, circle each area in which less than 70% demonstrated proficiency. Below, prioritize the areas of concern with the most important first. The importance of an area will depend on the grade level outcomes, the school goals and objectives (e.g., school improvement plan), desired outcome of teaming session, and/or the severity of the need.

MOST IMPORTANT	IMPORTANT	IMPORTANT, BUT CAN WAIT
<b>Example.</b> Letter Naming Fluency R-CBM	Attendance Oral Counting	Spelling

**Step 5: Goal Setting.** Using the data above as a starting point, write a few measureable and realistic goals for the next benchmark period. Include the timeframe, expected % or number of students, grade level, desired expectation (e.g., cut score, benchmark, target, percentile rank), and measure used to assess attainment. .

<b>Example.</b>	By winter benchmark, 60% of second grade students will be at or above target on math fluency measure.
Goal #1	
Goal #2	
Goal #3	
Goal #4	

**Step 6: Identify strategies to reach the above goals.** The team should select strategies or approaches that will improve the core program for *all* students. For example, if most students did not meet the proficiency standard for phonics or fluency, identify how instruction in these skills can be enhanced or embedded in the general class instruction.

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**Step 7: Develop a plan of action to implement the selected strategies.** Use the chart below to write out the “to-do” list. Identify the action item, date in which item should be completed, and who is responsible. Use additional pages as necessary.

ACTION ITEM	TIMELINE	PERSON(S) RESPONSIBLE



**Step 9: Identify students who need supplemental intensive instruction (Tier 3).**

Selection Criteria: \_\_\_\_\_

STUDENT NAME	AREA OF NEED (e.g., fluency, phonics)	DESIRED GOAL	RECOMMENDED INTERVENTION