Using Forefront RtI and MTSS Processes

Data Prep - 7-10 days before

Use the [Pacing Page](#) to confirm that the necessary data has been collected and input in Forefront.

For the assessment data that will be the focus of your meetings:
- Is the data manageable?
- Is the data actionable?
- What trends are there to anticipate? *(We encourage you to let the educators drive the data discussion with what they notice and want to highlight, but it's a good idea to have an idea of general trends in data.)*

If a teacher has not input the data needed for the meeting, consider supports. Can you...
- provide time to input data?
- find the right messenger - a teacher champion who sees the value and has done it?
- help them see the value and long-term time efficiency?
- provide accountability?

The Meeting

Aim to spend 20% of the time looking at reports, 80% of time taking action on them.

Use the [Reporting Suite](#) and [historic student wheels](#) to identify which students need support with which skills and the urgency around the intervention.

Start with larger groups and more general data and drill down to specific skills and students.

Questions to drive conversation:
- Where are student successes at Tier 1?
- Where are Tier 1 areas in need of support and instructional next steps?
- What students are high urgency for support? What skills do they need support with? What secondary skills can be worked on? (Tier 2 and Tier 3)

Report Types and Features to Explore:
- Question Analysis Report
- Score or Proficiency Histogram
- Data Table
- Sankey Chart (2 data points needed)
- Right-Click a Group to Add a Custom Cohort

The Follow-Up

[Use the updated spreadsheet technology](#) to progress monitor, retest, or partially retest targeted skills.

With purposeful and specific reassessment, look to answer the question, "Did our interventions improve student learning?"

For reviewing Tier 1 instruction, this may mean reassessing one to three questions on a screener or key common assessment.

For reviewing Tier 2 or Tier 3 instruction, more targeted assessments for smaller groups of students may be more useful.

[Learn more about progress monitoring in Forefront here.](#)

Forefront