

End of the Year (EOY) Meetings

End-of-Year Meetings

Major Goals

- Review screening and other student assessment data collected at the end of the year.
- Evaluate the overall efficacy of instruction within the school's multitiered instructional system for that year.
- Set programwide goals for the next year and create a plan to meet the goals.

Preparation

INSTRUCTIONAL LEADER

- Identify a session facilitator (e.g., principal, instructional administrator, literacy coach, teacher leader, or data coordinator).
- Arrange meeting logistics, including date and time, place, and agenda. Schedule the meeting to occur as soon as the testing coordinator completes the end-of-year grade- and class-level data reports.

TESTING/DATA COORDINATOR

- Prepare district- and school-level data sets, including assessment results from universal screening, appropriate benchmark data, and current language proficiency data (e.g., TELPAS).
- Prepare class (Tier I) and group intervention (Tiers II–III) data spreadsheets.
- Send all data sets and spreadsheets to teachers and other participating school personnel.

FACILITATOR

- Participate in Structured Data Meeting Training, Module 3: EOY.
- Review the protocols for all end-of-year meetings.
- Distribute pre-meeting prompts to teachers to ensure data is reviewed ahead of time

TEACHERS

Review:

- EOY class data sets
- Information gathered about the students' needs, background, and experiences from parent/family conferences
- Question prompts from facilitator

Tiers I–III End-of-Year Protocol

Identifying Needs, Setting Goals and Planning Action Steps

MATERIALS

- Tiers I–III End-of-Year Protocol (this document; one per facilitator)
- Tiers I–III End-of-Year Participant Checklist (one per person)
- Class data sets
- Group intervention progress-monitoring data
- Chart paper and marker
- End-of-Year Instructional Improvement Plan (one per person)

RECOMMENDED ATTENDEES

- Campus instructional leaders
- All teachers, per grade level
- Reading intervention providers
- Special education teachers

STEP 1: Team reviews student data and identifies overall trends.

PROCEDURE	DISCUSSION PROMPTS	MATERIALS
<ul style="list-style-type: none"> Review grade-level achievement against goals set in previous meeting and/or at the beginning of the year. Cross analyze literacy data with language proficiency data (i.e., TELPAS data). Note whether grade level and individual students made substantial growth (compared to last assessment period). 	<ul style="list-style-type: none"> “Did we reach our goals for this year?” “What percentage of students are identified as being at low risk now, compared to at the beginning and middle of the year?” “Did we see an adequate rate of improvement for students identified as ‘at risk’?” “Did ELs make adequate progress toward the language proficiency goals we set at the beginning of the year?” (i.e., in each language domain) 	Class data sets

STEP 2: Team sets Tiers I, II, and III goals for the next year.

PROCEDURE	DISCUSSION PROMPTS	MATERIALS
Set goals that will raise expectations for the next year.	<ul style="list-style-type: none"> “This year, our end-of-year goal was [percentage] of students at low risk. For next year, our goal is [higher percentage] of students at low risk by the end of the year.” “This year, [percentage] of students exited interventions. For next year, our goal is [higher percentage] of students will exit interventions by the end of the year.” 	End-of-Year Instructional Improvement Plan, Part A

STEP 3: Team evaluates the overall success of Tier I instruction and identifies a plan to support goals set in Step 2.

PROCEDURE	DISCUSSION PROMPTS	MATERIALS
<ul style="list-style-type: none"> Identify students’ strengths and areas of need. Identify trends across classrooms and/or in across previous years. Discuss a plan for Tier I instruction that directly addresses new goals. 	<ul style="list-style-type: none"> “With which concepts/skills were students most successful?” “What practices helped students be successful?” “What concepts did we struggle to teach?” “How can we better address the language and literacy needs shown in this data?” 	Chart paper to record ideas

STEP 4: Team records a plan for Tier I improvement for the next year.

PROCEDURE	DISCUSSION PROMPTS	MATERIALS
<ul style="list-style-type: none"> • Select instructional practices to implement with greater focus next year (according to filters: evidenced based, practical, etc.). • Identify whether curricular materials are available or can be readily created to implement the practice or strategy. • Identify additional resources needed to follow through with plan (e.g., teacher training or professional development, fidelity plan). • Identify ongoing challenges to meeting goals and prepare for those challenges. 	<ul style="list-style-type: none"> • “Which of these practices have a research base? Is the practice effective for the different groups of students we serve?” • “Can we implement these practices with relative ease? Do we have the materials available?” • “Do the practices effectively promote second language development for ELs?” • “What supports need to be in place to meet our new goals and action plan?” (e.g., additional professional development, resources) • “What other ongoing challenges do we need to plan for now to prepare for next year?” 	<ul style="list-style-type: none"> • Chart paper to record team analysis of each idea • End-of-Year Instructional Improvement Plan, Part B

STEP 5: Team evaluates the overall success of interventions and identifies a plan for Tiers II and III instruction that will support goals set in Step 2.

PROCEDURE	DISCUSSION PROMPTS	MATERIALS
<ul style="list-style-type: none"> • Examine group intervention data and determine which of the following is true: <ul style="list-style-type: none"> • Gains are clearly linked to the intervention for each student. • Interventions worked for some students and not others. • Interventions were not implemented as planned. • Changes in the design or delivery of instruction are needed to improve effectiveness (e.g., pacing, reinforcement of skills, fidelity of intervention). • Identify ongoing, programwide challenges to meeting goals and create a plan for the next year. 	<ul style="list-style-type: none"> • “Were some interventions more effective than others? Why?” • “In what areas were ELs most successful? What needs did we as teachers struggle to address for our ELs? ” • “Do any instructional changes in the design or delivery of interventions need to occur to better meet the needs of our students (e.g., making instruction more explicit, focusing more on certain skills, changing the pace of lessons, delivering interventions with better fidelity)?” • “Are there additional sources of data we could use to better understand students’ needs?” 	<p>Group intervention progress-monitoring data</p>

STEP 6: Team records a plan for Tiers II and III improvement for the next year.

PROCEDURE	DISCUSSION PROMPTS	MATERIALS
<ul style="list-style-type: none">• Identify any intervention modifications that need to be made to meet new goals (e.g., pacing, fidelity of intervention, use of progress-monitoring data to inform instruction).• Identify additional resources needed to follow through with plan (e.g., teacher training, fidelity plan).• Identify ongoing challenges to meeting goals and prepare for those challenges.	<ul style="list-style-type: none">• “What changes in the design and delivery of instruction should be made to accelerate progress for students next year?”• “In what ways can we use progress monitoring and data-based decision making more effectively?”• “What other ongoing challenges do we need to plan for now in preparation for next year?”• “What supports need to be in place to meet new goals and follow the action plan?” (e.g., additional professional development, resources)	<ul style="list-style-type: none">• Chart paper to record team analysis of each idea• End-of-Year Instructional Improvement Plan, Part C

AFTER THE MEETING

E-mail completed End-of-Year Instructional Improvement Plan to the designated meeting facilitator.

Tiers I–III EOY Participant Checklist

Setting Goals and Planning Action Steps

Date: _____

Grade: _____

☐ STEP 1: Team reviews student data and identifies overall trends.

- Analyze **class data sets** to identify students' strengths and needs.
- Review language proficiency data for students identified as EL (e.g., TELPAS data).

☐ STEP 2: Team sets Tiers I, II, and III goals for the next year.

- Review goals set during the current year and set new goals for the next year.
- Record goals on the **End-of-Year Instructional Improvement Plan, Part A**.

☐ STEP 3: Team evaluates the overall success of Tier I instruction and identifies a plan to support goals set in Step 2.

- Identify students' needs based on EOY data.
- Discuss ongoing challenges to Tier I instruction and identify instructional practices and strategies that support goals for the next year.

☐ STEP 4: Team records a plan for Tier I improvement for the next year.

- Identify action steps for improving instruction and meeting goals across all tiers.
- Identify additional resources needed to follow through with plan.
- Record decisions on the **End-of-Year Instructional Improvement Plan, Part B**.

☐ STEP 5: Team evaluates the overall success of interventions and identifies a plan for Tiers II and III instruction that will support goals set in Step 2.

- Examine the extent to which interventions addressed students' needs and accelerated progress in targeted skills.
- Determine any instructional changes needed to make interventions more effective and to meet targeted goals.

☐ STEP 6: Team records a plan for Tiers II and III improvement for the next year.

- Plan for any changes in the design and delivery of interventions needed to meet targeted goals (e.g., making instruction more explicit, focusing more on different literacy skills, increasing pace of lessons).
- Identify additional resources needed to follow through with plan.
- Record decisions on the **End-of-Year Instructional Improvement Plan, Part C**.