



Implementing Structured Data Meetings



English Learner Institute for
Teaching and Excellence



Office of Special Education Programs
U.S. Department of Education



FOR PREVENTING EDUCATIONAL RISK

End of Year (EOY) Meetings

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.
www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite

Goals of this training

- To understand how structured data meetings are integrated into a multitiered system of support (MTSS)
- To identify ways that data analysis meetings are used to address the unique learning needs of ELs
- To apply the meeting process in a way that is most efficient and effective for your campus
- To understand the protocol and materials you need to facilitate effective EOY meetings and to document decisions

Having Critical Conversations around Data

Structured data meetings are a collaborative effort among various school staff with diverse expertise to:

- Collect and analyze data over time to make educational decisions.
- Use data to identify student needs and problem-solve ways to meet student needs.
- Set measurable goals and plan action steps to achieve those goals.

EOY Meetings: The Big Picture

- What impact has our instructional decisions made at MOY had on students learning?
- What impact has the supports provided to teachers this year had on instruction and learning?
- What challenges have we encountered with Tier II/III interventions this year? How can we better address those next year?

MTSS and English Learners

Data Sources

- ELs' language proficiency levels
- Educational background and language of previous instruction
- Literacy data, in both languages when available

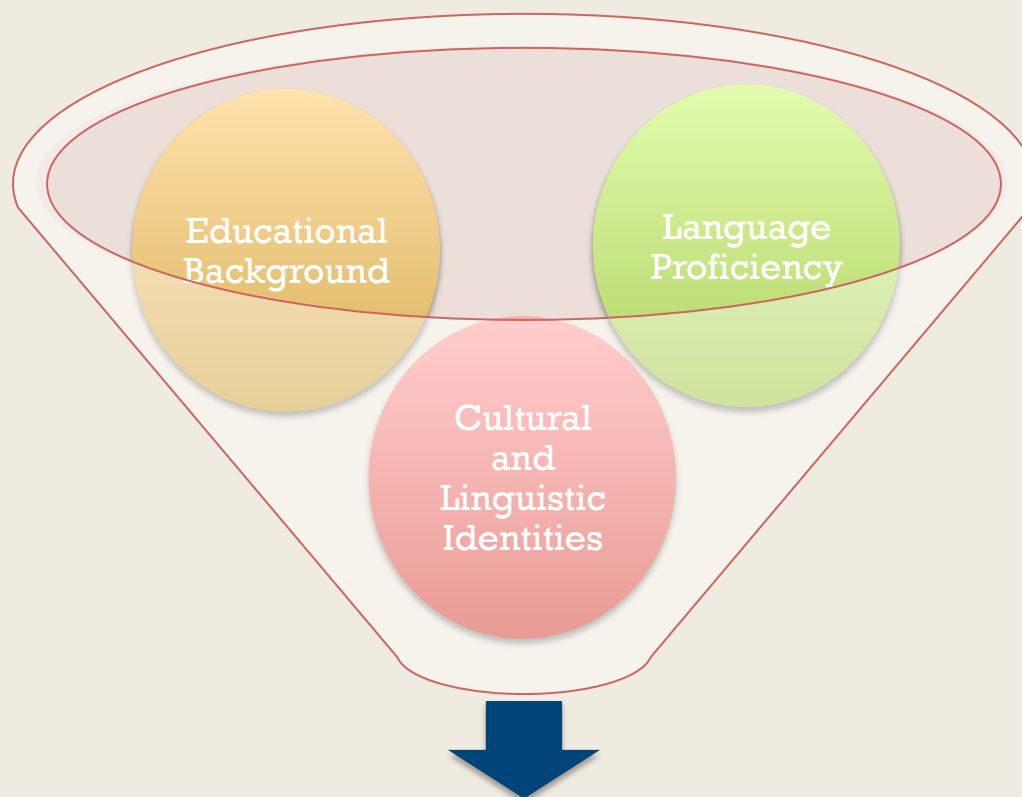
Educator Knowledge of Second Language Acquisition

- Stages of second language development
- Different behaviors associated with the stages
- How to differentiate instruction for different stages

Culturally & Linguistically Responsive Instruction

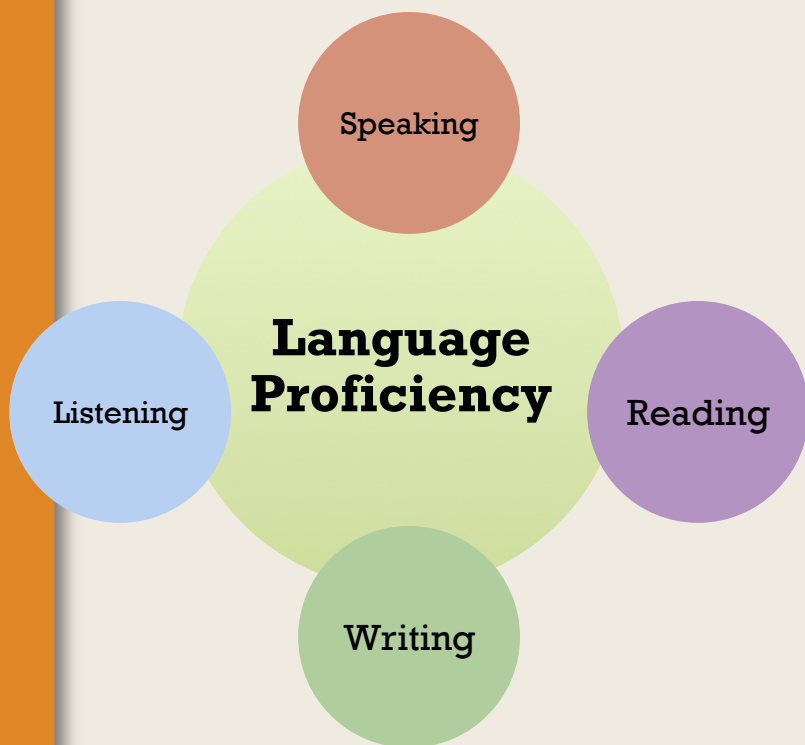
- Students' first languages are assets
- Teachers bridge first language skills to English literacy
- Linguistic and cultural differences are distinguished from learning disabilities.

Knowing Our ELs



**Instruction that meets
the needs of ELs**

Language Proficiency



- The communication skills that ELs need in order to use English as an effective medium for grade-level academic instruction
- Language proficiency levels can vary:
 - By language domain
 - Between languages (L1 and L2)
- Not the same as academic achievement

(TEA, 2011); (VCGRLA, 2015)

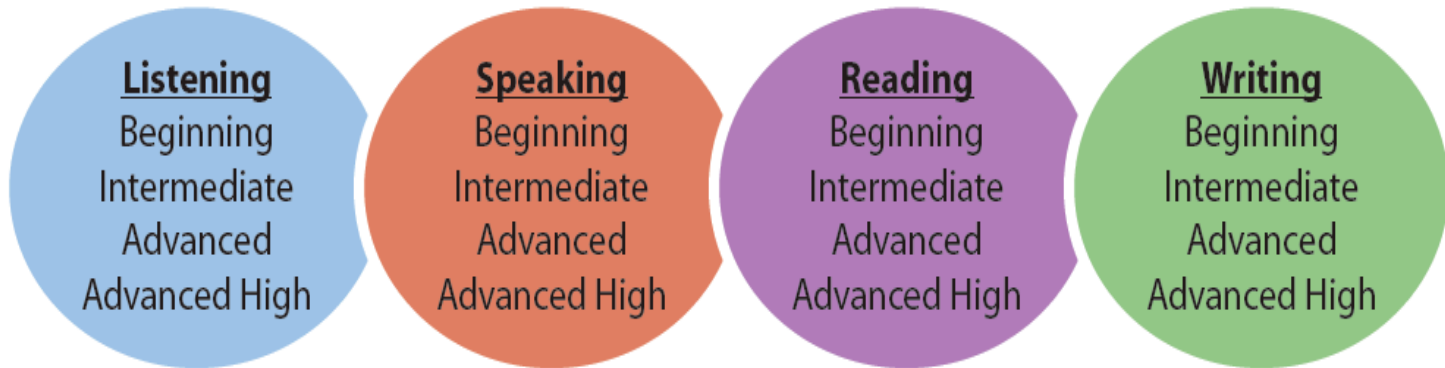
Let's Think

- How do we get to know our students' levels of language proficiency?
- How do we know when they make progress in each skill?

(VGCRLA, 2015)

Texas English Language Proficiency Assessment System (TELPAS)

- Focuses on the development of academic English in the four language domains



- Used to identify current language needs and set instructional goals

(VGCRLA, 2015)

Using Our Knowledge: Language Proficiency

- Knowing our students' language proficiency levels is key to providing instruction that is linguistically accommodated to meet their needs.
- The data can be used to set learning goals for ELs. Consider the following questions:
 - How can I adjust my instruction to make the content comprehensible?
 - How can I provide instruction and support so that this student can build on current language skills and grow toward the next level of proficiency?

(VGCRLA, 2015)

Knowing Our ELs: Educational Histories

What educational opportunities have my students had prior to my class (e.g., prior schooling, literacy instruction)?

(VGCRLA, 21015)

Knowing Our ELs: Educational Histories

What educational opportunities have my students had prior to my class (e.g., prior schooling, literacy instruction)?

What types of programs have served my ELs until now?

(VGCRLA, 2015)

Knowing Our ELs: Educational Histories

What educational opportunities have my students had prior to my class (e.g., prior schooling, literacy instruction)?

What types of programs have served my ELs until now?

What are my students' linguistic and academic strengths?

What functions do my students' languages serve in and out of school?

(VGCRLA, 2015)

Knowing Our ELs: Cultural and Linguistic Identities

- Language and culture are conduits for learning more effectively, not obstacles to learning.
- Effective teachers understand that students' first language, cultural background, and diverse experiences are assets and create opportunities for students to use that knowledge to further learning.

(VGCRLA, 2015)

Cultural and Linguistic Resources and Assets

- ELs may have strengths and proficiencies in their native language that are not apparent to English-speaking teachers.
- Learning about the diverse backgrounds of students is a first step toward effective instruction.

(TEA, 2015; VGCRLA, 2015))

Data Sources: Educational Histories



Take a minute to brainstorm the following at your table:

- How can I learn about the educational backgrounds of my students?
- What sources of information can I access and use to further understand my ELs?



Preparing for EOY Meetings

MEETING MATERIALS

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.
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What you will need for EOY:

For EOY Meeting

- End-of-Year Protocol (one per facilitator)
- End-of-Year Participant Checklist (electronic; one per person)
- Completed Tier I Instructional Plans from previous meeting
- Completed Tiers II and III Intervention Worksheet and Master List from previous meeting
- Class data sets
- Designated place for recording goals
- Chart paper and marker
- Standardized reading intervention teacher materials
- EOY Instructional Improvement Plan (one per person)
- Completed End-of-Year Instructional Improvement Plan from previous year

[Access Electronic Forms Here](#)

Guides for Data Meeting Discussion

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



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.

Understanding the Protocol

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

PROCEDURE	DISCUSSION PROMPTS	MATERIALS
<ul style="list-style-type: none">• Examine intervention group progress-monitoring data.• Compare scores from last assessment period to scores from current period.• Examine rate of improvement for each student and each group.• Consider students' EL status level of language proficiency and language of instruction.	<ul style="list-style-type: none">• "How did our students do in Tier II and Tier III this period?"• "Is each student improving at an adequate rate?"• "Are ELs progressing toward higher levels of English language proficiency? "	Intervention group progress-monitoring data

Planning and Record Keeping:

End-of-Year
Instructional Improvement Plan

Date:
Grade:

PART A: Goals for Next Year




Below, record the goals your team sets in Step 2 of the End-of-Year Checklist.

TIER I	TIER II	TIER III
<input type="text"/>	<input type="text"/>	<input type="text"/>

PART B: Tier I Improvement Plan

Below, record the decisions your team makes in steps 3 and 4 of the End-of-Year Checklist.

CHALLENGES AND/OR AREAS FOR IMPROVEMENT	IMPROVEMENT PLAN	SUPPORT FOR IMPROVEMENT PLAN
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The Meadows Center
for Preventing Educational Risk

English Learner Institute for
Teaching and Excellence



Optimizing Multitiered Instruction for English Learners

EOY DATA MEETINGS

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Turn, Talk, & Share Out...

- Have you encountered challenges in scheduling and implementing data meetings this year?
- Do you anticipate any of the same challenges for EOY? What ideas do you have to address those challenges?

Allocating Time for your meetings: Some suggestions

Breaking up your meeting schedule:

- Conduct Tier I meetings in one sitting; conduct Tier II and III meetings in another sitting.
- Use BOY and MOY structured Data meetings to focus on intervention instruction and decisions about students intervention needs.
- Use EOY meetings to discuss the overall effectiveness of MTSS on your campus and plan for the next year.
- Use monthly PLC's to conduct Tier I meetings and make data-informed decisions about Core Instruction.

Considerations

- Have student data sets prepared and available to teachers before the meetings.
- Provide attendees with question prompts beforehand.
- Ask your team to consider what the data is telling them about students before the meeting, and to come with ideas of how to target their students' instructional needs.



Optimizing Multitiered Instruction for English Learners

EOY DATA MEETINGS

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Step 1: Identifying current performance

Tiers I–III End-of-Year Protocol • 2

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: Set Goals

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

PROCEDURE

Set goals that will raise expectations for the next year.

DISCUSSION PROMPTS

- “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.”

MATERIALS

End-of-Year Instructional Improvement Plan, Part A

Standards-based Goal Setting



ELAR TEKS Figure 19

Figure: 19 TAC §110.10(b) – Elementary
Figure: 19 TAC §110.17(b) – Middle School

Figure: 19 TAC §110.10(b)
19 TAC Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading
Subchapter A. Elementary
Reading/Comprehension Skills §110.11 - §110.16

Kindergarten (§110.11 English Language Arts and Reading)	First Grade (§110.12 English Language Arts and Reading)	Second Grade (§110.13 English Language Arts and Reading)	Third Grade (§110.14 English Language Arts and Reading)	Fourth Grade (§110.15 English Language Arts and Reading)	Fifth Grade (§110.16 English Language Arts and Reading)
Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:	Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:
(A) discuss the purposes for reading and listening to various texts (e.g., to become involved in real and imagined events, settings, actions, and to enjoy language);	(A) establish purposes for reading selected texts based upon desired outcome to enhance comprehension;	(A) establish purposes for reading selected texts based upon content to enhance comprehension;	(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;	(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;	(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;
(B) ask and respond to questions about text;	(B) ask literal questions of text;	(B) ask literal questions of text;	(B) ask literal, interpretive, and evaluative questions of text;	(B) ask literal, interpretive, and evaluative questions of text;	(B) ask literal, interpretive, evaluative, and universal questions of text;

Comprehension Skills in
Figure 19 for Grades K-5

ELAR TEKS Figure 19 | 2

TAC Chapter 110. Texas Essential Knowledge and Skills for English Language Arts and Reading
Subchapter A. Elementary
Reading/Comprehension Skills §110.11 - §110.16

First Grade (§110.12 English Language Arts and Reading)	Second Grade (§110.13 English Language Arts and Reading)	Third Grade (§110.14 English Language Arts and Reading)	Fourth Grade (§110.15 English Language Arts and Reading)	Fifth Grade (§110.16 English Language Arts and Reading)
(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);	(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);	(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);	(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);	(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);
(D) make inferences about text and use textual evidence to support understanding;	(D) make inferences about text and use textual evidence to support understanding;	(D) make inferences about text and use textual evidence to support understanding;	(D) make inferences about text and use textual evidence to support understanding;	(D) make inferences about text and use textual evidence to support understanding;
(E) summarize important details in stories in logical order; and	(E) summarize information in text, maintaining meaning and logical order; and	(E) summarize information in text, maintaining meaning and logical order; and	(E) summarize information in text, maintaining meaning and logical order; and	(E) summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts; and
(F) make connections to experiences, to ideas in other texts, and to the larger community and its textual evidence.	(F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.	(F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.	(F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.	(F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.

ELAR TEKS Figure 19 | 3

English Language Proficiency Standards (ELPS)

Strands:

- Learning Strategies
- Listening
- Speaking
- Reading
- Writing

www.esc20.net/elps

EOY Instructional Improvement Plan

End-of-Year Instructional Improvement Plan

Date:

Grade:

PART A: Goals for Next Year

Below, record the goals your team sets in Step 2 of the End-of-Year Checklist.

TIER I	TIER II	TIER III

PART B: Tier I Improvement Plan

Below, record the decisions your team makes in steps 3 and 4 of the End-of-Year Checklist.

CHALLENGES AND/OR
AREAS FOR IMPROVEMENT

IMPROVEMENT PLAN

SUPPORT FOR IMPROVEMENT PLAN

Steps 3 – 6: Plan for Support

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, Plan for Support: Evaluate and Select Practices

Tiers I–III End-of-Year Protocol • 3

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



EOY Instructional Improvement Plan

PART B: Tier I Improvement Plan

Below, record the decisions your team makes in steps 3 and 4 of the End-of-Year Checklist.

CHALLENGES AND/OR AREAS FOR IMPROVEMENT	IMPROVEMENT PLAN	SUPPORT FOR IMPROVEMENT PLAN

Step 5, Determine effectiveness of interventions

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?”	Group intervention progress-monitoring data

Step 6: Planning for support in Tiers II and III

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

EOY Instructional Improvement Plan

PART C: Tiers II–III Improvement Plan

Below, record the decisions your team makes in steps 5 and 6 of the End-of-Year Checklist.


CHALLENGES AND/OR AREAS FOR IMPROVEMENT	IMPROVEMENT PLAN	SUPPORT FOR IMPROVEMENT PLAN

Collaboration with Parents and Families

- How did our collaboration with parents and families inform our instructional decision-making?
- What successes and challenges did we encounter in our efforts to build relationships with families?
- How can we better address these challenges for next year?






Supporting ELs through Effective Data-based Decision Making

Effective Practices for English Learners




BRIEF 1

Meeting the Needs of English Learners Through a Multitiered Instructional System








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Effective Practices for English Learners




BRIEF 2

Assessment and Data-Based Decision-Making








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Effective Practices for English Learners



Instructional Strategies for English Learners



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