

# Implementing Structured Data Meetings

A Year-round Tool  
for Optimizing  
Instructional Planning  
for English Learners



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# Beginning of the Year (BOY) Meetings

# Beginning-of-Year Meetings

## Major Goals

- Review screening and other student assessment data collected at the beginning of the year.
- Identify students' language and literacy needs and plan grade-level support.
- Identify and implement instructional practices that meet students' needs across all tiers of instruction.
- Identify available school-based personnel and related resources for providing intensive (or increasingly intense) language and literacy interventions.
- Organize intervention groups by instructional need.

## 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 beginning-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 data spreadsheets.
- Send all data sets and spreadsheets to teachers and other participating school personnel.

### FACILITATOR

- Participate in Structured Data Meeting Training: Module 1, BOY.
- Review the protocols for all beginning-of-year meetings.
- Distribute pre-meeting prompts to teachers to ensure data is reviewed ahead of time.

### TEACHERS

Review:

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

# Tier I Beginning-of-Year Protocol

## Identifying Needs, Setting Goals, and Planning Instruction

### **MATERIALS**

- Tier I Beginning-of-Year Protocol (this document; one per facilitator)
- Tier I Beginning-of-Year Participant Checklist (one per person)
- Class data sets
- Designated place for recording goals
- Chart paper and marker
- Tier I Instructional 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"> <li>Identify students' performance relative to established benchmarks</li> <li>Cross-analyze literacy data with language proficiency data (i.e., TELPAS data).</li> <li>Consider data from hearing and vision tests, and schedule if gaps exist.</li> </ul>	<ul style="list-style-type: none"> <li>"Let's analyze how our students are doing on [benchmark skill]."</li> <li>"What are our students' strengths? What areas of need do the data show?"</li> <li>"How many ELs do I have in my class? What are their proficiency levels for each language domain?"</li> <li>"Is there a disproportionate number of ELs identified as being at risk?"</li> </ul>	Class data sets

**STEP 2: Team reviews goals set at the end of the previous year and sets measurable goals to achieve by the next benchmark assessment.**

PROCEDURE	DISCUSSION PROMPTS	MATERIALS
<ul style="list-style-type: none"> <li>State goals in terms of percentage or number of students progressing toward the identified benchmark.</li> <li>Set goals for ELs in each domain of language (listening, speaking, reading and writing).</li> </ul>	<ul style="list-style-type: none"> <li>"By the next assessment period, [number] students will attain [benchmark] or above."</li> <li>"By the end of the year, [number] ELs will attain [level] proficiency in [TELPAS domain]."</li> </ul>	Designated place for recording goals

**STEP 3: Team identifies instructional practices to support goals.**

PROCEDURE	DISCUSSION PROMPTS	MATERIALS
<ul style="list-style-type: none"> <li>Review previous End-of-Year Instructional Plan and build on action steps.</li> <li>Identify students' strengths and areas of need. Identify trends across classrooms and/or in across previous years.</li> <li>Select practices that address the language needs of ELs, basic early literacy skills, and academic knowledge and skills across content-areas.</li> </ul>	<ul style="list-style-type: none"> <li>"On which skills will we need to focus our instruction this year?"</li> <li>"Which areas of need do the data show for our bilingual students, or students learning English as a second language?"</li> <li>"What do we know about this students' strengths and needs based on ongoing communication with parents and families?"</li> <li>"How can we follow through on the action steps we put in place at our end-of-year meeting last year?"</li> <li>"Let's list some practices that will help our students meet our goals."</li> </ul>	Chart paper to record ideas

**STEP 4: Team analyzes instructional practices.**

PROCEDURE	DISCUSSION PROMPTS	MATERIALS
<p>Discuss the practice using these filters:</p> <ul style="list-style-type: none"> <li>The practice is evidence based for the target group of students (e.g., bilingual students or students learning English as a second language).</li> <li>The practice is appropriate for the ELs' language of instruction and level of language proficiency.</li> <li>Curricular materials are available or can be readily created to implement the practice or strategy.</li> </ul>	<p>"Let's take a further look at these ideas."</p> <ul style="list-style-type: none"> <li>"Which have a research base? Is the practice effective for the different groups of students we serve?"</li> <li>"In what ways do these practices support second language development?"</li> <li>Do the practices align with the English Language Proficiency Standards?</li> <li>"Can we enhance or adjust the practice to better support ELs?"</li> <li>"Which of these practices are most practical?"</li> <li>"What materials do we have available? What materials do we need?"</li> </ul>	<p>Chart paper to record team analysis of each idea</p>

**STEP 5: Team selects practices and agrees to implement.**

DISCUSSION PROMPT	MATERIALS
<p>"Based on what we have discussed, what instructional practices should we implement?" (NOTE: Do not select more than two practices for each targeted skill.)</p>	<p>Tier I Instructional Plan, Part A</p>

**STEP 6: Team plans logistics of implementing practices.**

PROCEDURE	DISCUSSION PROMPTS	MATERIALS
<p>Decide how to do the following:</p> <ul style="list-style-type: none"> <li>Assist all teachers in learning the practices.</li> <li>Locate and/or create instructional materials.</li> <li>Plan to self-monitor the use of practices (fidelity protocols).</li> <li>Adhere to implementation of the action plan (who is responsible for what by when).</li> </ul>	<ul style="list-style-type: none"> <li>"As a team, how can we make this happen for students?"</li> <li>"What do we have to do to make sure we all use this strategy as planned?"</li> <li>"Who can help us with implementation and how will we know we are on track?"</li> </ul>	<p>Tier I Instructional Plan, Part B</p>

**AFTER THE MEETING**

- Schedule Tiers II and III beginning-of-year meeting as soon as possible.
- E-mail completed Tier I Instructional Plans to the designated meeting facilitator.
- Plan for parent-teacher conferences, with specific ways to gather more information about the students' experiences, strengths, and needs from parents.

# Tier I BOY Participant Checklist

## Identifying Needs, Setting Goals, and Planning Instruction

Date: \_\_\_\_\_

Grade: \_\_\_\_\_

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

- Analyze class data sets to identify students' performance and current trends.
- Review language proficiency data for students identified as EL (e.g., TELPAS data).
- Review hearing and vision tests.

### STEP 2: Team reviews goals set at the end of the previous year and sets measurable goals to achieve by the next benchmark assessment.

- State goals in terms of percentage or number of students progressing toward the identified benchmark.
- Set goals for ELs in each language domain (listening, speaking, reading and writing).
- Record goals.

### STEP 3: Team identifies students' needs and instructional practices to support goals.

- Review previous End-of-Year Instructional Plan and build on action steps.
- Identify students' needs based on BOY data; select instructional practices that address those needs; select instructional practices to implement.

### STEP 4: Team analyzes instructional practices.

Team uses the following filters:

- Is the practice evidence based for the target group of students (e.g., students who are bilingual or learning English as a second language)?
- Does the practice promote second language development?
- Is the practice is appropriate for the ELs' language of instruction and level of language proficiency?
- Are curricular materials available or can they be readily created for implementation?
- Of these practices, which are the most practical to implement?

### STEP 5: Team selects practices to implement.

Record which practices have been selected for implementation, including skills targeted for ELs, on the **Tier I Instructional Plan, Part A**. (NOTE: Do not select more than two practices per literacy skill.)

### STEP 6: Team plans logistics of implementing practices.

Planning includes the following:

- Assist all teachers in learning the practices.
- Locate and/or create instructional materials.
- Plan to self-monitor the use of practices (fidelity protocols).
- Adhere to implementation of the action plan (who is responsible for what by when).
- Record decisions on the **Tier I Instructional Plan, Part B**.



# Tiers II and III Beginning-of-Year Protocol

## Identifying Needs, Setting Goals, and Planning Instruction

### MATERIALS

- Tiers II and III Beginning-of-Year Protocol (this document; one per facilitator)
- Tiers II and III Beginning-of-Year Participant Checklist (one per person)
- Designated place for recording goals
- Class data sets
- Standardized reading intervention teacher materials
- Tiers II and III Intervention Worksheet (one per teacher)
- Tiers II and III Intervention Master List (one per intervention provider)
- End-of-Year Instructional Plan from previous year
- Chart paper and marker

### 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.

### DISCUSSION PROMPT

“Let’s recap what we discussed in our Tier I meeting.”

### MATERIALS

- Tier I beginning-of-year (BOY) meeting notes
- Class data sets

## STEP 2: Team determines student intervention needs and creates intervention groups.

### PROCEDURE

- Identify students in need of additional instructional support, based on the following:
  - BOY screening data
  - Previous-year benchmark assessment data (if applicable)
  - Previous-year intervention needs
  - EL status and level of language proficiency
  - Educational history, including the language of prior literacy instruction and the type of program that served the student (bilingual, dual-language, ESL)
  - Completed vision and hearing tests (to be completed before assigning students to intervention groups)
- Assess campus resources (e.g., staff, space, materials) and create intervention groups based on need.

### DISCUSSION PROMPTS

- “Which students could benefit from more intensive, targeted instruction?” (Tier II)
- “What further assessments are needed to identify students’ instructional needs?”
- “Can we compare literacy data from students’ first language and English? Do we know which literacy skills students’ have mastered in their first language?” (Tier III)
- Are ELs’ language needs being addressed in core instruction? Could they benefit from an additional language intervention?
- What do we know about students’ strengths and needs based on ongoing communication with parents and families?
- “What is our campus capacity this year to provide reading interventions across grade levels? What resources are available this year to support ongoing Tier II and Tier III interventions?”
- “How can we group intervention students, based on similar instructional needs?”

### MATERIALS

- Tiers II and III Intervention Worksheet (for teachers)
- Tiers II and III Intervention Master List (for intervention providers)

### STEP 3: Team reviews goals set at the end of the previous year and sets measurable goals for each Tiers II and III group to achieve by the next benchmark assessment.

PROCEDURE	DISCUSSION PROMPTS	MATERIALS
State the goals for each group in terms of the desired score by the next benchmark assessment (typically the recommended benchmark goal) or improvement on a skill related to the essential knowledge and skills outlined in the curriculum.	<ul style="list-style-type: none"> <li>“What are the overall goals for this entire intervention group?” (minimum rate of progress)</li> <li>“Which students could we reasonably push to a higher level of achievement by the next benchmark period?” (e.g., red to yellow, yellow to green)</li> <li>“Do our goals this year strive for higher achievement levels than last year?”</li> </ul>	<ul style="list-style-type: none"> <li>End-of-Year Instructional Plan from previous year</li> <li>Tiers II and III Intervention Master List (for intervention providers)</li> </ul>

### STEP 4: Team determines criteria for monitoring students’ progress.

PROCEDURE	DISCUSSION PROMPTS
<ul style="list-style-type: none"> <li>Consider grade-level expectations and types of evidence needed to evaluate progress in Tiers II and III (e.g., benchmark, progress-monitoring data).</li> <li>Make changes to the instruction students receive if students or groups make insufficient progress toward target skill level (e.g., pacing, reinforcement of skills).</li> </ul>	<ul style="list-style-type: none"> <li>“In addition to the goals we set at EOY last year, and today in Step 3, what criteria would determine whether and when students make sufficient progress in their designated intervention?”</li> <li>“How will we know whether the group is on target for [MOY/EOY] goals? How will we know whether individual students are on target for [MOY/EOY] goals?”</li> <li>“What instructional changes should we make to accelerate progress for [students/groups] not on target?”</li> <li>“How many data review points will we consider when determining whether students make sufficient progress?”</li> </ul>

### Team plans collaboration with parents.

Plan for specific ways during parent-teacher conferences to gather more information about students’ background, strengths, and needs. As part of ongoing communication with parents and families, share student’s data and discuss recommendations for Tier II and III instruction.

### BETWEEN BOY AND MOY MEETINGS

- Set next meeting date.
- Monitor fidelity of instruction.
- Monitor students’ progress.
- Regular meetings between interventionists and teachers to ensure goals are supported during core instruction.
- Adjust instruction, based on student performance and progress-monitoring data (e.g., pacing, skill reinforcement). More frequent team meetings may be necessary—teachers are encouraged to continue to adjust instruction, based on student progress and observation.

Date: \_\_\_\_\_

Grade: \_\_\_\_\_

# Tiers II and III BOY Participant Checklist

## Identifying Needs, Setting Goals, and Planning Instruction

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

Recap previous Tier I data meeting.

### STEP 2: Team determines student intervention needs and creates intervention groups.

- Review class/grade-level data to identify students in need of targeted intervention.
- Consider language proficiency levels and the language of prior instruction received when making intervention decisions.
- Assess campus resources and create data-informed intervention groups.
- Record intervention decisions and groupings on the **Tiers II and III Intervention Worksheet** (for teachers) or **Master List** (for intervention providers).

### STEP 3: Team reviews goals set at the end of the previous year and sets measurable goals for each Tiers II and III group to achieve by the next benchmark assessment.

- Refer to **End-of-Year Instructional Plan, Part A** from previous year in setting goals.
- State goals in terms of desired score by next benchmark assessment or improvement on specific skill related to the essential knowledge and skills outlined in the curriculum.
- Record goals on the **Master List**.

### STEP 4: Team determines criteria for monitoring students' progress.

- Consider grade-level expectations and types of evidence needed to evaluate progress in Tiers II and III (e.g., benchmark, progress-monitoring data).
- Consider number of data review points needed to evaluate progress toward target skill level.
- Make changes to the instruction students receive (e.g., pacing, reinforcement of skills) if students or groups make insufficient progress toward middle-of-year or end-of-year goals.

### Team plans collaboration with parents.

- Gather more information about students during BOY parent-teacher conferences
- Share data and discuss intervention recommendations through ongoing communication

# Middle of the Year (MOY) Meetings

# Middle-of-Year Meetings

## Major Goals

- Review screening and other student assessment data collected at the middle of the year.
- Identify students' language and literacy needs and plan grade-level support.
- Identify and implement instructional practices that meet students' needs in across all tiers of instruction.
- Identify available school-based personnel and related resources for providing intensive (or increasingly intense) language and literacy interventions.
- Organize intervention groups based on instructional need.

## 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 middle-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 2: MOY.
- Review the protocols for all middle-of-year meetings.
- Distribute pre-meeting prompts to teachers to ensure data is reviewed ahead of time

### TEACHERS

Review:

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

# Tier I Middle-of-Year Protocol

## Identifying Needs, Setting Goals, and Planning Instruction

### **MATERIALS**

- Tier I Middle-of-Year Protocol (this document; one per facilitator)
- Tier I Middle-of-Year Participant Checklist (one per person)
- Class data sets
- Designated place for recording goals
- Chart paper and marker
- Tier I Instructional 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"> <li>Identify students' performance relative to established benchmarks and goals set at BOY.</li> <li>Cross analyze literacy data with language proficiency data (i.e., TELPAS data).</li> <li>Identify current language and literacy needs.</li> </ul>	<ul style="list-style-type: none"> <li>"Let's analyze how our students are doing on [benchmark skill]."</li> <li>"How did the students do compared to the last benchmark assessment?"</li> <li>"Are my ELs making adequate progress toward the proficiency levels we set for each language domain?"</li> <li>"Are a disproportionate number of ELs being identified as 'at risk'?"</li> </ul>	<ul style="list-style-type: none"> <li>Class data spreadsheets</li> <li>Previous set goals</li> </ul>

**STEP 2: Team sets measurable goals to achieve by the next benchmark assessment.**

PROCEDURE	DISCUSSION PROMPTS	MATERIALS
State goals in terms of percentage or number of students progressing toward the identified benchmark.	"By the next assessment period, [number] students will attain [benchmark] or above."	Designated place for recording goals

**STEP 3: Team identifies instructional practices to support goals.**

PROCEDURE	DISCUSSION PROMPTS	MATERIALS
<ul style="list-style-type: none"> <li>Identify students' strengths and areas of need. Identify trends across classrooms and/or in across previous years.</li> <li>Select practices that address the language needs of ELs, basic early literacy skills, and academic knowledge and skills across content-areas.</li> </ul>	<ul style="list-style-type: none"> <li>"With which concepts/skills were students most successful?"</li> <li>"What practices helped students be successful?"</li> <li>"What concepts did we struggle to teach?"</li> <li>"How can we better address the language and literacy needs shown in this data?"</li> <li>"Let's list some practices that will help our students meet our goals."</li> </ul>	Chart paper to record ideas



**STEP 4: Team analyzes instructional practices.**

PROCEDURE	DISCUSSION PROMPTS	MATERIALS
<p>Discuss the practice using these filters:</p> <ul style="list-style-type: none"> <li>The practice is evidence based for the target group of students (e.g., bilingual students or students learning English as a second language).</li> <li>The practice is appropriate for the ELs' language of instruction and level of language proficiency.</li> <li>Curricular materials are available or can be readily created to implement the practice or strategy.</li> </ul>	<p>"Let's take a further look at these ideas."</p> <ul style="list-style-type: none"> <li>"Which have a research base? Is the practice effective for the different groups of students we serve?"</li> <li>"In what ways do these practices support second language development?"</li> <li>"Do the practices align with the English Language Proficiency Standards?"</li> <li>"Can we enhance or adjust the practice to better support ELs? "</li> <li>"Which of these practices are most practical?"</li> <li>"What materials do we have available? What materials do we need?"</li> </ul>	<p>Chart paper to record team analysis of each idea</p>

**STEP 5: Team selects practices to implement.**

DISCUSSION PROMPT	MATERIALS
<p>"Based on what we have discussed, what is our choice for the best practice(s)?" (NOTE: Do not select more than two practices for each targeted skill.)</p>	<p>Tier I Instructional Plan, Part A</p>

**STEP 6: Team plans logistics of implementing practices.**

PROCEDURE	DISCUSSION PROMPTS	MATERIALS
<p>Decide how to do the following:</p> <ul style="list-style-type: none"> <li>Assist all teachers in learning the practices.</li> <li>Locate and/or create instructional materials.</li> <li>Plan to self-monitor the use of practices (fidelity protocols).</li> <li>Adhere to implementation of the action plan (who is responsible for what by when).</li> </ul>	<ul style="list-style-type: none"> <li>"As a team, how can we make this happen for students?"</li> <li>"What do we have to do to make sure we all use this strategy as planned?"</li> <li>"Who can help us with implementation and how will we know we are on track?"</li> </ul>	<p>Tier I Instructional Plan, Part B</p>

**AFTER THE MEETING**

- Schedule Tiers II and III middle-of-year meeting as soon as possible.
- E-mail completed Tier I Instructional Plans to the designated meeting facilitator.
- Plan specific ways to gather more information about the students' experiences, strengths, and needs through ongoing communication with parents.

# Tier I MOY Participant Checklist

## Identifying Needs, Setting Goals, and Planning Instruction

Date: \_\_\_\_\_

Grade: \_\_\_\_\_

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

- Review class data sets and identify needs relative to established benchmarks and goals set at BOY.
- Consider language proficiency levels and educational history for ELs when interpreting data and identifying students' needs.

### STEP 2: Team sets measurable goals to achieve by the next benchmark assessment.

State goals in terms of percentage or number of students progressing toward the identified benchmark.

### STEP 3: Team identifies instructional practices to support goals.

- Identify students' needs based on MOY data; select instructional practices that address those needs
- Review previous Tier I plans and build on action steps

### STEP 4: Team analyzes instructional practices.

Team uses the following filters:

- Is the practice evidence based for the target group of students (e.g., students who are bilingual or learning English as a second language)?
- Does the practice promote second language development?
- Is the practice appropriate for the ELs' language of instruction and level of language proficiency?
- Are curricular materials available or can they be readily created for implementation?
- Of these practices, which are the most practical to implement?

### STEP 5: Team selects practices to implement.

Record which practices have been selected for implementation, including skills targeted for ELs, on the **Tier I Instructional Plan, Part A**. (NOTE: Do not select more than two practices per literacy skill.)

### STEP 6: Team plans logistics of implementing practices.

Planning includes the following:

- Assist all teachers in learning the practices.
- Locate and/or create instructional materials.
- Plan to self-monitor the use of practices (fidelity protocols).
- Adhere to implementation of the action plan (who is responsible for what by when).
- Record decisions on the **Tier I Instructional Plan, Part B**.

# Tiers II and III Middle-of-Year Protocol

## Identifying Needs, Setting Goals, and Planning Instruction

### MATERIALS

- Tiers II and III Middle-of-Year Protocol (this document; one per facilitator)
- Tiers II and III Middle-of-Year Participant Checklist (one per person)
- Designated place for recording goals (e.g., Eduphoria spreadsheets)
- Intervention group progress-monitoring data
- Standardized reading intervention teacher materials
- Tiers II and III Intervention Worksheet (one per teacher; saved copy from beginning-of-year [BOY] meeting)
- Tiers II and III Intervention Master List (one per intervention provider; saved copy from BOY meeting)
- Chart paper and marker

### RECOMMENDED ATTENDEES

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

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

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

**STEP 2: Team evaluates effectiveness of Tier II and III interventions and determines students' intervention needs.**

PROCEDURE	DISCUSSION PROMPTS	MATERIALS
<p>Determine whether each of the following is true:</p> <ul style="list-style-type: none"> <li>Gains are clearly linked to intervention for each student.</li> <li>Interventions were implemented as planned.</li> <li>Changes in the design or delivery of instruction are needed to improve effectiveness.</li> </ul> <p>Decide whether each student will do the following:</p> <ul style="list-style-type: none"> <li>Continue in the current tier</li> <li>Move to another tier</li> <li>Be referred for special education eligibility evaluation</li> </ul>	<ul style="list-style-type: none"> <li>"How did our interventions work this period?"</li> <li>"Did some interventions work better than others? Why?"</li> <li>"Do instructional changes need to occur to meet targeted goals?" (e.g., making instruction more explicit, focusing more on different skills, increasing pace of lessons, delivering interventions with greater fidelity)</li> <li>Are there additional sources of data we should review to better understand students' instructional needs?</li> <li>Did ELs receive interventions that matched their needs?</li> <li>"Which students are consistently performing above grade level and can be removed from the intervention or receive a less intensive intervention?"</li> <li>"Which students need to continue in their current level of support?"</li> <li>"Which students are falling further behind and need more intensive intervention or a multidisciplinary evaluation?"</li> <li>"Do our proposed changes meet the instructional needs of students?"</li> </ul>	<ul style="list-style-type: none"> <li>Intervention group progress-monitoring data</li> <li>Standardized reading intervention teacher materials</li> </ul>

### STEP 3: Team makes any needed modifications to intervention groups, based on available resources.

PROCEDURE	DISCUSSION PROMPTS	MATERIALS
<ul style="list-style-type: none"> <li>Assess campus resources (e.g., staff, space, materials) and create or adjust intervention groups.</li> <li>Modify intervention groups so that each student in need is assigned to one of the available interventions.</li> <li>Base intervention decisions on the intensity and type of instructional need, as determined in Step 2.</li> </ul>	<ul style="list-style-type: none"> <li>“Let’s discuss which intervention matches this student’s needs best.”</li> <li>“What is our campus capacity to meet our students’ intervention needs? What are our resources to support ongoing Tiers II and III interventions?”</li> </ul>	<ul style="list-style-type: none"> <li>Tiers II and III Intervention Master List (for intervention providers; saved copy from BOY meeting)</li> <li>Tiers II and III Intervention Worksheet (for teachers; saved copies from BOY meeting)</li> </ul>

### STEP 4: Team sets measurable goals for each Tier II and III group to achieve by next review point.

PROCEDURE	DISCUSSION PROMPTS	MATERIALS
<p>State goals in terms of desired score by the next benchmark assessment (typically the next benchmark score) or improvement on specific basic early literacy skill or skill the essential knowledge and skills outlined in the curriculum.</p>	<ul style="list-style-type: none"> <li>“What is the overall goal for this entire intervention group?” (i.e., minimum rate of progress)</li> <li>“Which students could we reasonably push to a higher level of achievement by the next benchmark period?” (e.g., red to yellow, yellow to green)</li> </ul>	<p>Tiers II and III Intervention Master List (for intervention providers)</p>

### STEP 5: Team determines criteria for monitoring students’ progress.

PROCEDURE	DISCUSSION PROMPTS
<ul style="list-style-type: none"> <li>Consider grade-level expectations and types of evidence needed to determine sufficient or insufficient progress in Tiers II and III (e.g., benchmark, progress-monitoring data).</li> <li>Consider possible steps if students make insufficient progress toward target skill level.</li> </ul>	<ul style="list-style-type: none"> <li>“What instructional changes should be made to accelerate the progress of [students/groups] not on target?”</li> <li>“How will we know whether the group is on target for meeting end-of-year goals? How will we know whether individual students are on target for end-of-year goals?”</li> <li>“How many data review points will we consider when determining whether students make sufficient progress?”</li> </ul>

## Collaborate with parents and families.

Plan for specific ways to gather more information about the students' background, strengths, and needs from parents. As part of ongoing communication with parents and families, share student's data and discuss recommendations for Tier II and III instruction.

## BETWEEN MIDDLE- AND END-OF-YEAR MEETINGS

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- Set next meeting date.
- Monitor fidelity of instruction.
- Monitor students' progress.
- Interventionist regularly examines data and instruction to ensure each student achieves at the minimum rate of progress.
- Regular meetings between interventionists and teachers to ensure goals are supported during core instruction.
- Adjust instruction, based on student performance and progress-monitoring data (e.g., pacing, skill reinforcement, Tier I instruction). A team meeting may not be necessary—teachers are encouraged to continue to adjust instruction, based on student performance and observation.

# Tiers II and III MOY Participant Checklist

## Identifying Needs, Setting Goals, and Planning Instruction

Date: \_\_\_\_\_

Grade: \_\_\_\_\_

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

- Examine intervention group progress-monitoring data.
- Compare scores from last assessment period to current scores.
- Examine rate of improvement for each student and intervention group.

### STEP 2: Team evaluates effectiveness of Tier II and III interventions and determines students' intervention needs.

- Determine the effectiveness of each intervention and discuss instructional changes needed to improve effectiveness (e.g., pacing, skill reinforcement, explicit instruction). Refer to intervention program teacher materials for possible adjustments.
- Make data-informed decisions about students' intervention needs (e.g., continued support at current level, movement to Tier II or III, exit from intervention).

### STEP 3: Team makes any needed modifications to intervention groups, based on available resources.

- Assess campus resources (e.g., staff, space, materials) and create or adjust intervention groups.
- Modify intervention groups so that each student in need is assigned to one of the available interventions. Record changes on the **Master List** (intervention providers) and **Worksheets** (teachers).

### STEP 4: Team sets measurable goals for each Tier II and III group to achieve by next review point.

- State goals in terms of desired score by next benchmark assessment or improvement on specific skill related to essential knowledge and skills outlined in the curriculum.
- Modify goals on **Master List** to reflect new goals.

### STEP 5: Team determines criteria for monitoring students' progress.

- Consider grade-level expectations and types of evidence needed to evaluate progress in Tiers II and III (e.g., benchmark, progress-monitoring data).
- Make changes to the instruction students receive (e.g., pacing, reinforcement of skills) if students or groups make insufficient progress toward end-of-year goals.
- Consider data review points needed to evaluate progress toward target skill level.

### Collaborate with parents and families.

Share data, gather information, and discuss intervention recommendations through ongoing communication with parents.

# 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"> <li>Review grade-level achievement against goals set in previous meeting and/or at the beginning of the year.</li> <li>Cross analyze literacy data with language proficiency data (i.e., TELPAS data).</li> <li>Note whether grade level and individual students made substantial growth (compared to last assessment period).</li> </ul>	<ul style="list-style-type: none"> <li>“Did we reach our goals for this year?”</li> <li>“What percentage of students are identified as being at low risk now, compared to at the beginning and middle of the year?”</li> <li>“Did we see an adequate rate of improvement for students identified as ‘at risk?’”</li> <li>“Did ELs make adequate progress toward the language proficiency goals we set at the beginning of the year?” (i.e., in each language domain)</li> </ul>	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"> <li>“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.”</li> <li>“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.”</li> </ul>	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"> <li>Identify students’ strengths and areas of need. Identify trends across classrooms and/or in across previous years.</li> <li>Discuss a plan for Tier I instruction that directly addresses new goals.</li> </ul>	<ul style="list-style-type: none"> <li>“With which concepts/skills were students most successful?”</li> <li>“What practices helped students be successful?”</li> <li>“What concepts did we struggle to teach?”</li> <li>“How can we better address the language and literacy needs shown in this data?”</li> </ul>	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"> <li>• Select instructional practices to implement with greater focus next year (according to filters: evidenced based, practical, etc.).</li> <li>• Identify whether curricular materials are available or can be readily created to implement the practice or strategy.</li> <li>• Identify additional resources needed to follow through with plan (e.g., teacher training or professional development, fidelity plan).</li> <li>• Identify ongoing challenges to meeting goals and prepare for those challenges.</li> </ul>	<ul style="list-style-type: none"> <li>• “Which of these practices have a research base? Is the practice effective for the different groups of students we serve?”</li> <li>• “Can we implement these practices with relative ease? Do we have the materials available?”</li> <li>• “Do the practices effectively promote second language development for ELs?”</li> <li>• “What supports need to be in place to meet our new goals and action plan?” (e.g., additional professional development, resources)</li> <li>• “What other ongoing challenges do we need to plan for now to prepare for next year?”</li> </ul>	<ul style="list-style-type: none"> <li>• Chart paper to record team analysis of each idea</li> <li>• End-of-Year Instructional Improvement Plan, Part B</li> </ul>

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

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

- 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.

**DISCUSSION PROMPTS**

- “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)

**MATERIALS**

- 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**.

# Tier I Meetings

# Monthly Data Meeting Protocol

## Identifying Needs, Setting Goals, and Planning Instruction

### **MATERIALS**

- Monthly Data Meeting Protocol (this document; one per facilitator)
- Monthly Data Meeting Participant Checklist (one per person)
- Class data sets
- Designated place for recording goals
- Chart paper and marker
- Tier I Instructional 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"><li>Review students' performance relative to established benchmarks</li><li>Cross-analyze literacy data with language proficiency data (i.e., TELPAS data).</li><li>Determine students' progress toward goals.</li></ul>	<ul style="list-style-type: none"><li>"Let's analyze how our students are doing on [benchmark skill]."</li><li>"What are our students' strengths? What areas of need do the data show?"</li><li>"What does the data show about my ELs' literacy development?"</li><li>"Are the ELs in my class progressing in the language domains that I have targeted in my instruction?"</li></ul>	Class data sets

## STEP 2: Team sets measurable goals to achieve by the next benchmark assessment.

PROCEDURE	DISCUSSION PROMPT	MATERIALS
State goals in terms of percentage or number of students making progress toward the identified benchmark.	"By the next assessment period, [number] students will attain [benchmark] or above."	Designated place for recording goals

## STEP 3: Team identifies instructional practices to support goals.

PROCEDURE	DISCUSSION PROMPTS	MATERIALS
<ul style="list-style-type: none"><li>Identify students' strengths and areas of need. Identify trends across classrooms and/or in across previous years.</li><li>Select practices that address the language needs of ELs, basic early literacy skills, and academic knowledge and skills across content-areas.</li></ul>	<ul style="list-style-type: none"><li>"With which concepts/skills were students most successful?"</li><li>"What practices helped students be successful?"</li><li>"What concepts did we struggle to teach?"</li><li>"Which areas of need do the data show for our bilingual students, or students learning English as a second language?"</li><li>"What do we know about students' strengths and needs based on ongoing communication with parents and families?"</li><li>"Let's list some effective practices that will help our students meet our goals."</li></ul>	Chart paper to record ideas

## STEP 4: Team analyzes instructional practices.

PROCEDURE	DISCUSSION PROMPTS	MATERIALS
<p>Discuss the practice using these filters:</p> <ul style="list-style-type: none"> <li>The practice is evidence based for the target group of students (e.g., bilingual students or students learning English as a second language).</li> <li>The practice is appropriate for the ELs' language of instruction and level of language proficiency.</li> <li>Curricular materials are available or can be readily created to implement the practice or strategy.</li> </ul>	<p>"Let's take a further look at these ideas."</p> <ul style="list-style-type: none"> <li>"Which have a research base? Is the practice effective for the different groups of students we serve?"</li> <li>"In what ways do these practices support second language development?"</li> <li>"Can we enhance or adjust the practice to better support ELs?"</li> <li>"Which of these practices are most practical?"</li> <li>"What materials do we have available? What materials do we need?"</li> </ul>	<p>Chart paper to record team analysis of each idea</p>

## STEP 5: Team selects practices and agrees to implement.

DISCUSSION PROMPT	MATERIALS
<p>"Based on what we have discussed, what instructional practices should we implement? " (NOTE: Do not select more than two practices for each skill.)</p>	<p>Tier I Instructional Plan, Part A</p>

## STEP 6: Team plans logistics of implementing practices.

PROCEDURE	DISCUSSION PROMPTS	MATERIALS
<p>Decide how to do the following:</p> <ul style="list-style-type: none"> <li>Assist all teachers in learning the practices.</li> <li>Locate and/or create instructional materials.</li> <li>Plan to self-monitor the use of practices (fidelity protocols).</li> <li>Adhere to implementation of the action plan (who is responsible for what by when).</li> </ul>	<ul style="list-style-type: none"> <li>"As a team, how can we make this happen for students?"</li> <li>"What do we have to do to make sure we all use this strategy as planned?"</li> <li>"Who can help us with implementation and how will we know we are on track?"</li> </ul>	<p>Tier I Instructional Plan, Part B</p>

## BETWEEN MONTHLY MEETINGS

- E-mail completed Tier I Instructional Plans to the designated meeting facilitator.
- Schedule next monthly meeting.
- Monitor fidelity of instruction.
- Monitor students' progress.
- Plan for parent-teacher conferences, with specific ways to gather more information about the students' experiences, strengths, and needs from parents

# Monthly Data Meeting Participant Checklist

Date: \_\_\_\_\_

## Identifying Needs, Setting Goals, and Planning Instruction

Grade: \_\_\_\_\_

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

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

### STEP 2: Team sets measurable goals to achieve by the next benchmark assessment.

- State goals in terms of percentage or number of students making progress toward recommended benchmark goals. Teams may generate goals in more than one area.
- Set goals for English language development for ELs.

### STEP 3: Team identifies instructional practices to support goals.

- Identify students' needs based on current data.
- Select instructional practices and strategies that directly address the benchmark and/or Texas Essential Knowledge and Skills.

### STEP 4: Team analyzes instructional practices.

Team uses the following filters:

- Is the practice evidence based for the target group of students (e.g., students who are bilingual or learning English as a second language)?
- Does the practice promote second language development?
- Is the practice appropriate for the ELs' language of instruction and level of language proficiency?
- Are curricular materials available or can they be readily created for implementation?
- Of these practices, which are the most practical to implement?

### STEP 5: Team selects practices and agrees to implement.

Record selected practices, including descriptions and supports for ELs, on the **Tier I Instructional Plan, Part A**. (NOTE: Do not select more than two practices per literacy skill.)

### STEP 6: Team plans logistics of implementing practices.

Planning includes the following:

- Assist all teachers in learning the practices.
- Locate and/or create instructional materials.
- Plan to self-monitor the use of practices (fidelity protocols).
- Adhere to implementation of the action plan (who is responsible for what by when).
- Record decisions on the **Tier I Instructional Plan, Part B**.



# Appendix: Forms and Worksheets

# Tier I Instructional Plan

Date: \_\_\_\_\_

Grade: \_\_\_\_\_

## PART A: Selected Instructional Practices

Below, record the instructional practices your team selects in Step 5 of the Data Meeting Checklist.

TARGETED LITERACY SKILLS	SUPPORTING INSTRUCTIONAL PRACTICES	ENHANCEMENTS OR LINGUISTIC ACCOMMODATIONS FOR ELS	NOTES

## PART B: Implementing Practices

Below, record the decisions your team makes in Step 6 of the Data Meeting Checklist.

INSTRUCTIONAL PRACTICE	TO DO	PERSON RESPONSIBLE









# 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

**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**

<b>CHALLENGES AND/OR AREAS FOR IMPROVEMENT</b>	<b>IMPROVEMENT PLAN</b>	<b>SUPPORT FOR IMPROVEMENT PLAN</b>