



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

Beginning of Year (BOY) 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 be able to use the protocol and related materials to facilitate BOY meetings on your campus

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.

MTSS and English Learners

Multiple Data Sources

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

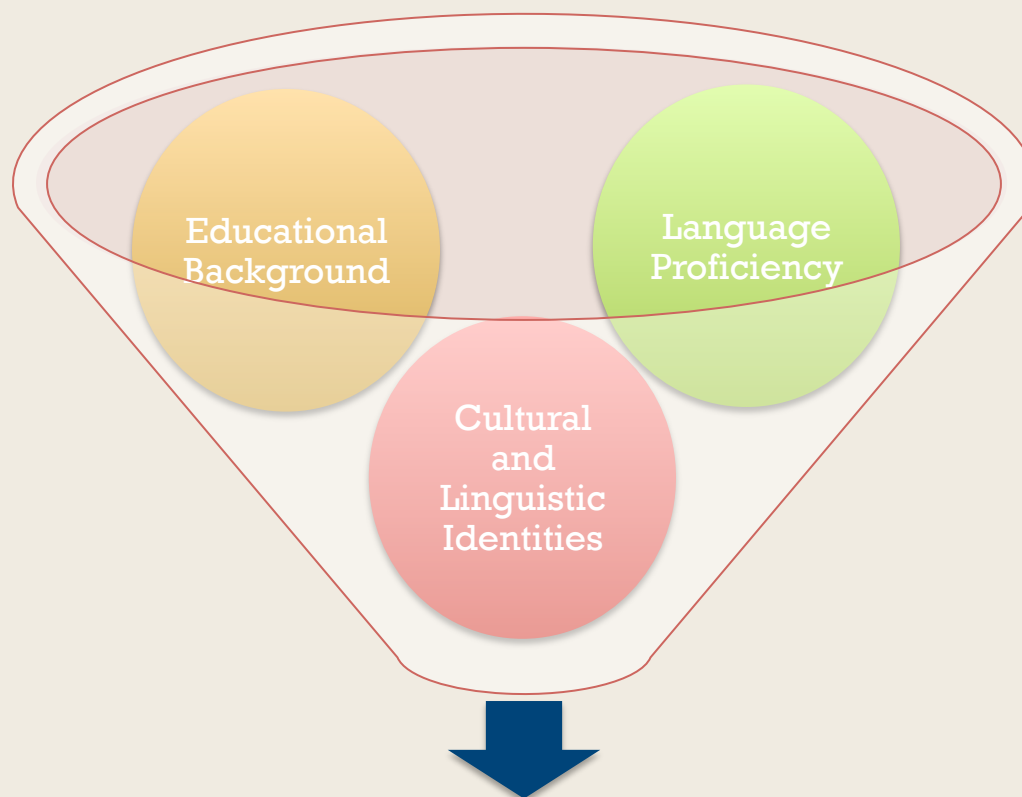
Educator Knowledge of Second Language Acquisition

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

Culturally & Linguistically Responsive Instruction

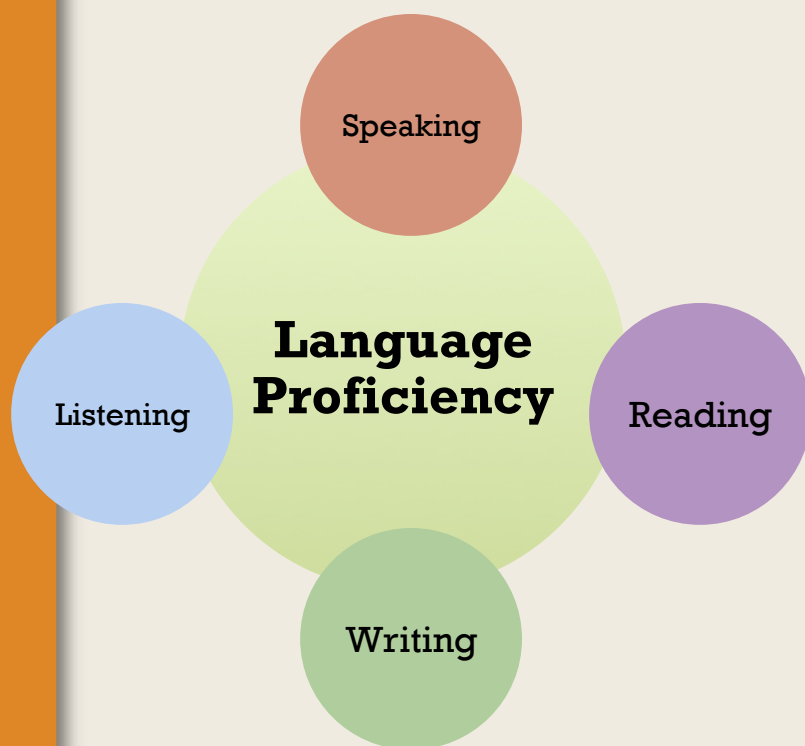
- Students' first languages are assets.
- Teachers bridge first language skills to English literacy.
- Linguistic and cultural differences are distinguished from learning disabilities.

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)

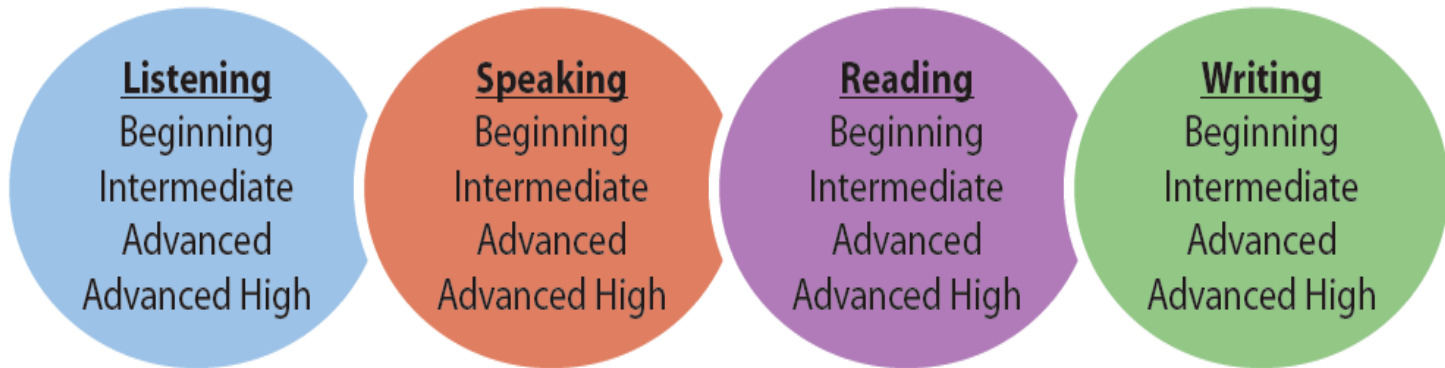
Let's Think

- 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?

(VGCRCLA, 2015)



Preparing for BOY Meetings

MEETING MATERIALS

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



What you will need for BOY:

For Tier I Meeting

- Tier I Beginning-of-Year Protocol (one per facilitator)
- Tier I Beginning-of-Year Participant Checklist (one per person)
- Class data sets and pre-meeting prompts for attendees
- Designated place for recording goals
- Chart paper and marker
- Tier I Instructional Plan (one per person)
- End-of-Year Instructional Plan from previous year

For Tier II/III Meeting

- Tiers II and III Beginning-of-Year Protocol (one per facilitator)
- Tiers II and III Beginning-of-Year Participant Checklist (one per person)
- Class data sets and pre-meeting prompts for attendees
- Designated space for recording goals
- 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

Guides for Data Meeting Discussion

Tier I Beginning-of-Year Protocol • 1

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



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 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.



Understanding the Protocol

Tier 1 Beginning-of-Year Protocol • 2

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

PROCEDURE

- Identify students' performance relative to established benchmarks
- Cross-analyze literacy data with language proficiency data (i.e., TELPAS data).
- Consider data from hearing and vision tests, and schedule if gaps exist.

DISCUSSION PROMPTS

- "Let's analyze how our students are doing on [benchmark skill]."
- "What are our students' strengths? What areas of need do the data show?"
- "How many ELs do I have in my class? What are their proficiency levels for each language domain?"
- "Is there a disproportionate number of ELs identified as being at risk?"

MATERIALS

Class data sets



Optimizing Core Instruction for English Learners

TIER I DATA MEETINGS

Project ELITE supported by U.S. Office of Special Education Programs Grant H326M110003.
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Step 1: Identifying Strengths, Needs, and Overall Trends in the Data

Tier 1 Beginning-of-Year Protocol • 2

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

PROCEDURE	DISCUSSION PROMPTS	MATERIALS
<ul style="list-style-type: none">• Identify students' performance relative to established benchmarks• Cross-analyze literacy data with language proficiency data (i.e., TELPAS data).• Consider data from hearing and vision tests, and schedule if gaps exist.	<ul style="list-style-type: none">• "Let's analyze how our students are doing on [benchmark skill]."• "What are our students' strengths? What areas of need do the data show?"• "How many ELs do I have in my class? What are their proficiency levels for each language domain?"• "Is there a disproportionate number of ELs identified as being at risk?"	Class data sets

Step 2: Set Goals

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

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

DISCUSSION PROMPTS

- “By the next assessment period, [number] students will attain [benchmark] or above.”
- “By the end of the year, [number] ELs will attain [level] proficiency in [TELPAS domain].”

MATERIALS

Designated place for recording goals

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 culture using 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

Steps 3 – 6: Plan for Support

STEP 3: Team identifies instructional practices to support goals.

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

Steps 4 – 5, Plan for Support: Analyze and Select Practices

STEP 4: Team analyzes instructional practices.

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

Tier I Instructional Plan

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



Step 6, Plan for Support: Logistics of Implementing Practices

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">• 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).	<ul style="list-style-type: none">• “As a team, how can we make this happen for students?”• “What do we have to do to make sure we all use this strategy as planned?”• “Who can help us with implementation and how will we know we are on track?”	<p>Tier I Instructional Plan, Part B</p>

After the Tier I Meeting

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.



Optimizing Supplemental Instruction for English Learners

TIERS II/III DATA MEETINGS

Step 1: Analyze student performance

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: Determine Intervention Needs

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

PROCEDURE	DISCUSSION PROMPTS	MATERIALS
<ul style="list-style-type: none"> Identify students in need of additional instructional support, based on the following: <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> "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?" 	<ul style="list-style-type: none"> Tiers II and III Intervention Worksheet (for teachers) Tiers II and III Intervention Master List (for intervention providers)



Step 3: Set Goals

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">• “What are the overall goals for this entire intervention group?” (minimum rate of progress)• “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)• “Do our goals this year strive for higher achievement levels than last year?”	<ul style="list-style-type: none">• End-of-Year Instructional Plan from previous year• Tiers II and III Intervention Master List (for intervention providers)

Step 4: Plan for Progress Monitoring

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

PROCEDURE

- 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 if students or groups make insufficient progress toward target skill level (e.g., pacing, reinforcement of skills).

DISCUSSION PROMPTS

- “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?”
- “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?”
- “What instructional changes should we make to accelerate progress for [students/groups] not on target?”
- “How many data review points will we consider when determining whether students make sufficient progress?”

Communication with Families


- Parents and families are viewed as partners in students' education and learning.
- Educators communicate and collaborate with parents and families on an ongoing basis.
- Communication about student data and intervention instruction is part of ongoing collaboration with families.
- At BOY, educators capitalize on initial parent-teacher conferences to better know students.

After the Tiers II/III Meeting...

- Synthesize information from meetings and plan educator support.
- Make a plan for regular communication between classroom teachers and interventionists.
- Monitor fidelity of instruction and support effective progress monitoring.
- Schedule the next meeting date(s).






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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