



# Implementing Structured Data Meetings



English Learner Institute for  
Teaching and Excellence



Middle of Year (MOY) 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](http://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 be able to use the protocol and related materials to facilitate MOY 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.

# MOY Meetings: The Big Picture

- What impact has our decisions made at BOY had on student learning?
- What impact has the supports provided to teachers since BOY had on instruction and learning?
- What challenges have we encountered with multitiered instruction (Tiers I, II, and III)? How can we better address those?

# MTSS and English Learners

## Data Sources

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

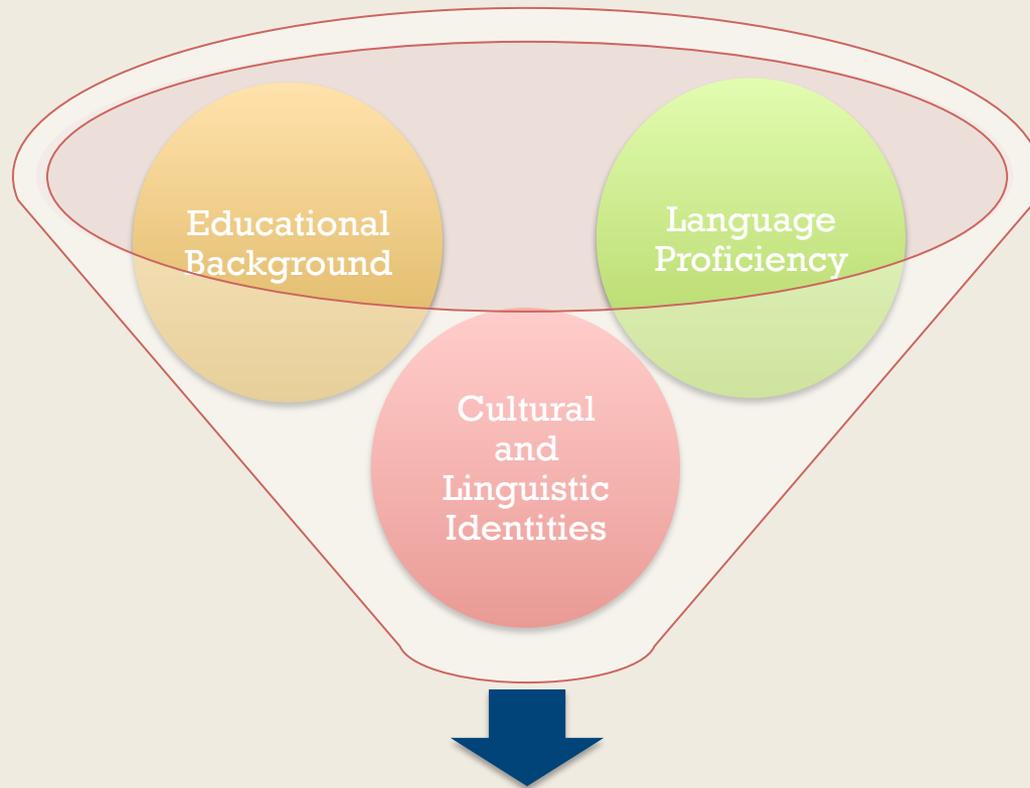
## Educator Knowledge of Second Language Acquisition

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

## Culturally & Linguistically Responsive Instruction

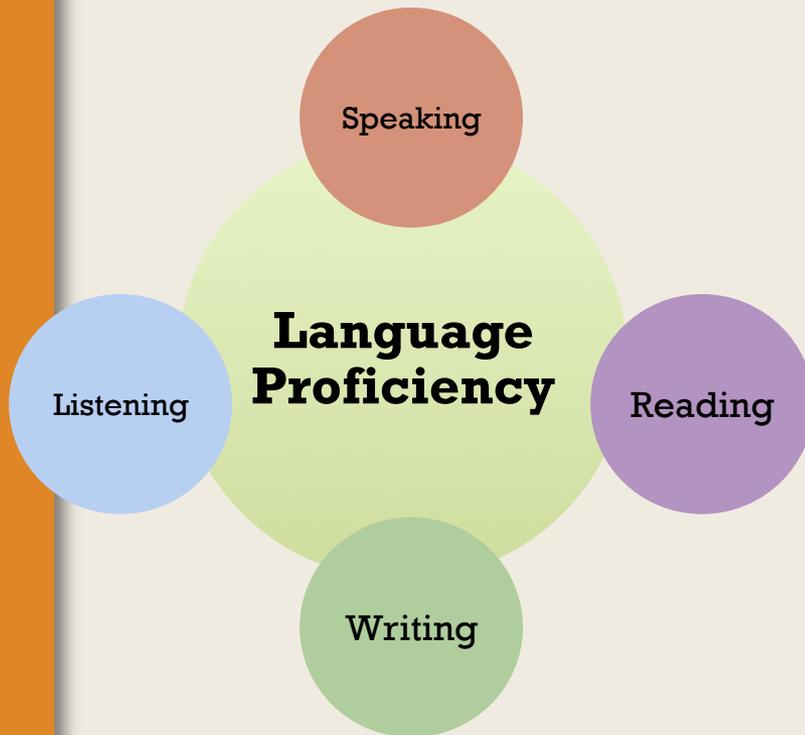
- Students' first languages are assets
- Teachers bridge first language skills to English literacy
- Linguistic and cultural differences are distinguished from learning disabilities.

# 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)

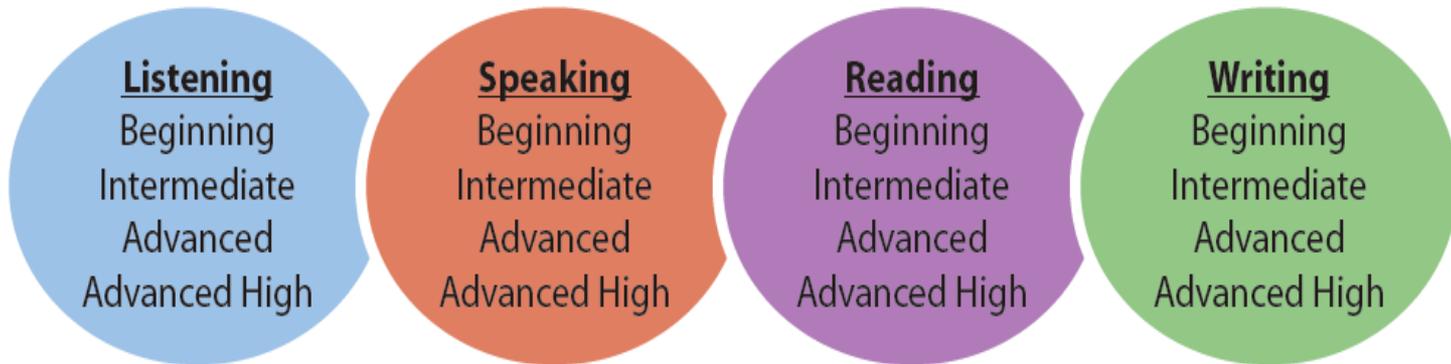
# Let's Think

- 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; VGCRCLA, 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 MOY 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](http://www.meadowscenter.org/projects/detail/english-learner-institute-for-teaching-and-excellence-project-elite)



# What you will need for MOY:

## For Tier I Meeting

- Tier I Middle-of-Year Protocol (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)
- End-of-Year Instructional Plan from previous year

## For Tier II/III Meeting

- Tiers II and III Middle-of-Year Protocol (one per facilitator)
- Tiers II and III Middle-of-Year Participant Checklist (one per person)
- Intervention group data sets
- 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 Middle-of-Year Protocol • 1

## 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



## 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 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**.



# Understanding the Protocol

Tier 1 Beginning-of-Year Protocol • 2

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

### PROCEDURE

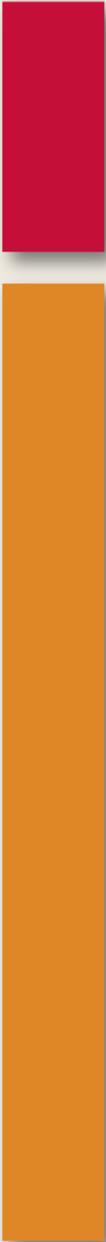
- Identify students' performance relative to established benchmarks
- Cross-analyze literacy data with language proficiency data (i.e., TELPAS data).
- Consider data from hearing and vision tests, and schedule if gaps exist.

### 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

# Turn, Talk, & Share Out...

- How did you allocate time for your BOY meetings? Did you encounter challenges with time and scheduling of your BOY meetings?
- Do you anticipate any of the same challenges for MOY? 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 monthly PLC's to conduct Tier I meetings and make data-informed decisions about Core Instruction.

# Allocating Time for your meetings: Some suggestions

- 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.

# Step 1: Identifying current performance

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

### PROCEDURE

- Identify students' performance relative to established benchmarks and goals set at BOY.
- Cross analyze literacy data with language proficiency data (i.e., TELPAS data).
- Identify current language and literacy needs.

### DISCUSSION PROMPTS

- "Let's analyze how our students are doing on [benchmark skill]."
- "How did the students do compared to the last benchmark assessment?"
- "Are my ELs making adequate progress toward the proficiency levels we set for each language domain?"
- "Are a disproportionate number of ELs being identified as 'at risk'?"

### MATERIALS

- Class data spreadsheets
- Previous set goals

# Step 2: Set Goals

## STEP 2: Team 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.

### DISCUSSION PROMPTS

“By the next assessment period, [number] students will attain [benchmark] or above.”

### MATERIALS

Designated place for recording goals (e.g., Eduphoria spreadsheets)

# 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)
<p><b>Reading/Comprehension Skills.</b> 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:</p> <p>(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);</p> <p>(B) ask and respond to questions about text;</p>	<p><b>Reading/Comprehension Skills.</b> 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:</p> <p>(A) establish purposes for reading selected texts based upon desired outcome to enhance comprehension;</p> <p>(B) ask literal questions of text;</p>	<p><b>Reading/Comprehension Skills.</b> 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:</p> <p>(A) establish purposes for reading selected texts based upon content to enhance comprehension;</p> <p>(B) ask literal questions of text;</p>	<p><b>Reading/Comprehension Skills.</b> 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:</p> <p>(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;</p> <p>(B) ask literal, interpretive, and evaluative questions of text;</p>	<p><b>Reading/Comprehension Skills.</b> 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:</p> <p>(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;</p> <p>(B) ask literal, interpretive, and universal questions of text;</p>	<p><b>Reading/Comprehension Skills.</b> 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:</p> <p>(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;</p> <p>(B) ask literal, interpretive, evaluative, and universal questions of text;</p>

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)
<p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);</p>	<p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);</p>	<p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);</p>	<p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);</p>	<p>(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);</p>
<p>make inferences about text using textual evidence to support understanding;</p>	<p>(D) make inferences about text using textual evidence to support understanding;</p>	<p>(D) make inferences about text using textual evidence to support understanding;</p>	<p>(D) make inferences about text using textual evidence to support understanding;</p>	<p>(D) make inferences about text using textual evidence to support understanding;</p>
<p>retell important details in stories in logical order; and</p>	<p>(E) summarize information in text, maintaining meaning and logical order; and</p>	<p>(E) summarize information in text, maintaining meaning and logical order; and</p>	<p>(E) summarize information in text, maintaining meaning and logical order; and</p>	<p>(E) summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts; and</p>
<p>make connections to experiences, to ideas in other texts, and to the larger community and its textual evidence.</p>	<p>(F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.</p>	<p>(F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.</p>	<p>(F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.</p>	<p>(F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.</p>

ELAR TEKS Figure 19 | 3

# English Language Proficiency Standards (ELPS)

## Strands:

- Learning Strategies
- Listening
- Speaking
- Reading
- Writing

[www.esc20.net/elps](http://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"><li>• Review previous End-of-Year Instructional Plan and build on action steps.</li><li>• Complete item analysis to identify skills that many students missed (to address in professional learning communities).</li><li>• Select practices and strategies that address the basic early literacy skills and Texas Essential Knowledge and Skills with which students struggle.</li></ul>	<ul style="list-style-type: none"><li>• “With which [items/concepts] did [students/classes] struggle most?”</li><li>• “With which items did ELLs struggle most?”</li><li>• “Are there noteworthy differences between this year’s and last year’s cohort at the beginning of the year?”</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>	<p>Chart paper to record ideas (see for ideas: Treasures, Tips of the Week, Florida Center for Reading Research, Read Naturally, Reading A to Z, Center on Instruction, Institute of Education Sciences practice guides, etc.)</p>

# 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"> <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>

# Tier I Instructional 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
<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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<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>



# Step 6, Plan for Support: Logistics of Implementing Practices

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

### PROCEDURE

Decide how to do 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).

### DISCUSSION PROMPTS

- “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?”

### MATERIALS

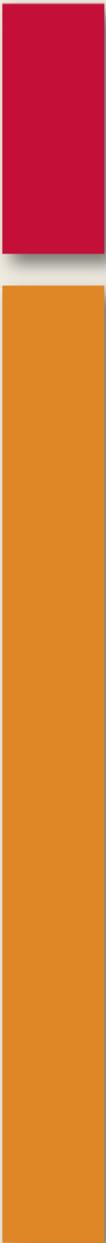
Tier I Instructional Plan, Part B

# After Tier I Meetings

## AFTER THE MEETING

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- 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.



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.

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, Determine effectiveness of interventions.

## 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: Determine intervention needs and make needed modifications

**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: Setting Goals

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

## PROCEDURE

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.

## DISCUSSION PROMPTS

- “What is the overall goal for this entire intervention group?” (i.e., 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)

## MATERIALS

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

# Step 5: Plan for Progress Monitoring

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

### PROCEDURE

- 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).
- Consider possible steps if students make insufficient progress toward target skill level.

### DISCUSSION PROMPTS

- “What instructional changes should be made to accelerate the progress of [students/groups] not on target?”
- “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?”
- “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 Eng**



**BRIEF 1**

Meeting the Needs of English Learners Through a Multitiered Instructional System

**Effective Practices for English Learners**



**BRIEF 2**

Assessment and Data-Based Decision-Making

**Effective Practices for English Learners**



**BRIEF 3**

Instructional Strategies for English Learners

# References

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