

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"> 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. 	<ul style="list-style-type: none"> "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'?" 	<ul style="list-style-type: none"> Class data spreadsheets Previous set goals

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"> 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"> "With which concepts/skills were students most successful?" "What practices helped students be successful?" "What concepts did we struggle to teach?" "How can we better address the language and literacy needs shown in this data?" "Let's list some practices that will help our students meet our goals." 	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"> 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 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"> 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 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"> Examine intervention group progress-monitoring data. Compare scores from last assessment period to scores from current period. Examine rate of improvement for each student and each group. Consider students' EL status level of language proficiency and language of instruction. 	<ul style="list-style-type: none"> "How did our students do in Tier II and Tier III this period?" "Is each student improving at an adequate rate?" "Are ELs progressing toward higher levels of English language proficiency?" 	Intervention group progress-monitoring data

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

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

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

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"> “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) 	<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"> 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. 	<ul style="list-style-type: none"> “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?”

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

- 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.