

DOINGWHATWORKS



SAMPLE MATERIAL

Data Meeting Agendas

Bracker Elementary School, Arizona

Topic: Teaching Literacy in English to K-5 English Learners

Practice: Screen and Monitor Progress

The Bracker Elementary School staff use a set of structured agendas to hold conversations each month to monitor student progress. The examples below show the topics that Bracker staff are likely to discuss at monthly grade-level and schoolwide meetings. At the end of the year, teams meet to review progress of students over the year; they discuss instructional changes needed in the coming year at each grade level.

Agenda
Monthly Grade Level Data Meetings

Assessing the Effectiveness of Interventions

I. Who is making progress? Who is not making progress?

The teachers at a grade level discuss with the Title I teachers and intervention assistants each student who is participating in a reading intervention. The classroom teacher and the intervention teacher discuss and document which students are benefiting from interventions and which are not making progress.

II. How are your EL students progressing?

Teachers take a special look at each English learner and discuss whether the interventions are working for individual students. Some students might be identified for additional daily work on vocabulary building. After school tutoring might be suggested for others.

III. Plan—which students will be targeted—what needs to be changed to fine tune instruction?

For each student who is not making progress, the group brainstorms what changes are needed in the intervention. For example, the group might suggest additional practice with letter-sound combinations for a particular student or might suggest changing a student to a smaller group for more intense intervention depending on current skills level.

Agenda Review of School Level Data

Participant Signatures:

GOAL: EVERY CHILD WILL LEARN TO READ PROFICIENTLY BY 3RD GRADE AND REMAIN A PROFICIENT READER THROUGH THE 5TH GRADE.

What's working [How does the data confirm that it is working?]

Staff talk about monitoring results from the month for each grade level which might include end-of-unit assessments, DIBELS assessments, or diagnostic test results. They identify areas of strength and check to see whether monitoring data show overall patterns of skill attainment. In the discussion, they pay special attention to the students who are currently assigned to interventions.

What challenges are we facing? [How does the data confirm that these challenges do exist?]

At the same time, staff discuss the places where students are stuck and the problems they are having, especially students who are not making progress in the interventions. Staff document which students are not meeting benchmarks.

What are some possible reasons behind these challenges?

Examples of problems include mis-match between interventions and skill needs; behavioral problems that are interfering with attention to tasks, insufficient practice, and so forth.

What steps need to be taken to improve in areas of concerns?

The team discusses strategies that might be used schoolwide or at particular grade levels. Examples might include greater use of word walls for vocabulary instruction, more attention to question generation as a reading comprehension strategy, or training for instructional assistants in teaching word structure.