Steps for Leading Fall/Winter Data Meetings

Purpose of Data Meetings

- **Purpose**: Dedicated time to evaluate effectiveness of instruction and adjust plans accordingly, using systematic data analysis and common language.
- **Objectives**:
  - Determine a student's response to instruction
  - Confirm/Update Instructional Focus
  - Group for instruction at all Tiers, as applicable
  - Identify differentiated instructional plans
  - Assign a progress monitoring plan, if necessary
- **Who Attends**: coaches, principal, grade level teachers, any teachers responsible for intervention (SpEd, ELL, reading teachers, tutors etc..)

Before Data Meeting

1. Review **Data Meeting Preparation Checklist**
2. Consider how you will use resources such as Singleton's Compass to manage bias, defensiveness or misconceptions that may arise during data meetings.

During Meeting

1. Identify Note taker to complete **Data Meeting Action Steps** or school/district determined notes form.
2. Confirm attendees have copies of:
   - Student Benchmark and/or Progress Monitoring booklets, or electronic version
   - **Student Progress Monitoring Graph** report, and/or any additional reports from other assessments used.
3. If reviewing data in an excel sheet or sortable report, sort data by predominant subtest measure. (e.g., K: NWF-CLS and 1+: ORF-WRC)

[FOR STUDENTS WHO WERE PROGRESS MONITORED] WINTER ONLY

4. Analyze progress monitoring graphs and determine student's response to instruction (e.g., below growth, typical growth, ambitious growth)
5. Using the grade level decision tree, determine if the student's Instructional Focus will change.
6. Assign progress monitoring plans, as applicable
7. Add brief additional notes as needed.

[PREVIOUSLY BENCHMARK STUDENTS] WINTER ONLY

8. Using the grade level decision tree, determine if the student's Instructional Focus will change.
9. Assign progress monitoring plans, as applicable.
10. Add brief additional notes as needed.

[NEW STUDENTS] FALL and NEW Students in WINTER

11. Using the grade level decision tree, determine Instructional Focus for any new students who do not yet have an instructional focus.
12. Assign progress monitoring plans, as applicable.
13. Add brief additional notes as needed.

[GROUPING]

14. If you are using an electronic document, filter students by Instructional Focus area, and then within that Instructional Focus area sort low to high by target subtest for that area (i.e., PSF, NWF-CLS, NWF-WRC, ORF-ACC or ORF-WRC etc).
15. As you make groups, ensure students with similar needs are grouped together (by instructional focus and within and instructional focus, by similar data sets).
    - SPED and ELL students that must be assigned to SPED/ELL teacher during intervention block should be grouped first.
    - Most at-risk students should be assigned next, in smallest groups if possible and assigned to interventionists as feasible.
16. Identify the program and/or instructional materials that align to the Instructional Focus area.
17. Repeat steps 14-16 for each instructional focus.
18. Once all students are assigned, confirm groups and alignment between instructional focus, group/teacher and instruction.

[WRAP UP]

19. In your data system (e.g., DDS, mClass, iReady…) review reports, such as "Class Progress Graphs".
20. Based on grade level growth, identify topics/discussion points for upcoming implementation and leadership meetings.
21. Articulate the start date for new groups.
22. Schedule/Confirm date of next meeting.

*Items that are **bold and underline** are tools/documents that can be used.*