

## **DATA-DRIVEN ANALYSIS MEETINGS:**

### **Leading Effective 1-on-1 Meetings around Interim Assessment Results**

#### **PRE-CURSORS FOR EFFECTIVE ANALYSIS MEETINGS:**

**Before Giving Interim Assessment:**

- **6 WEEKS PRIOR:** Teachers review assessment and plan towards the rigor of those assessments
- **A FEW WEEKS PRIOR:** Teacher predict performance on each assessment question:
  - a) confident they'll get it right; b) not sure; c) no way they'll get it right
- **PD (timing flexible):** Teachers receive model of how to do assessment analysis and complete action plan, and they see model of effective and ineffective analysis meetings

**Immediately Following Interim Assessment Administration:**

- **TEACHER ANALYSIS:** Teachers do analysis of results prior to meeting, trying to answer fundamental question: why did the students not learn it?
- **TEACHER ACTION PLAN:** Teachers complete action plan
- **LEADER PREPARATION:** Leader analyzes teacher results, analysis and action plan:
  - Determine end goal for teach standard: explicit action step(s) based on deep analysis
  - Prepare questions to get the teacher to that action step
- **CONTENT EXPERTISE:** If the teacher or leader lacks deep content knowledge:
  - If Leader is lacking: identify expert within/outside of school to call on for extra support
  - If Teacher is lacking: leader should be ready to coach them about effective techniques

#### **CONVERSATION STARTERS & RE-DIRECTORS DURING ANALYSIS MEETINGS:**

**Starters:**

- “Congratulations on the improvement on \_\_\_\_\_ from last time!”
- “So...what’s the data telling you?”

**Re-Directors & Data-Focusing Comments:**

- “Let’s look at question \_\_\_\_\_. What do you think the students are doing wrong here?”
- “What did the students need to be able to do to get that question right? How was this more than what they are able to do with you in class?”
- “What’s so interesting is that they did really well on question #\_\_ but struggled question #\_\_ on the same standard. Why do you think that is?”

**Making it Actionable:**

- “What should students do when they hit this struggle the next time?”
- “Where will you do this [action step] in your upcoming lessons?”
- [When new analysis/action is proposed during the meeting] “Let’s summarize the action steps.”  
[Write them into action plan or future lesson plans.]
- “Let’s go back to your action plan and add these new actions.”

#### **KEY PRINCIPLES FOR LEADING ANALYSIS MEETINGS:**

- Let the data do the talking
- Let the teacher do the talking (or push them to!)
- Always go back to the test to specific questions
- Don’t fight the battles on ideological lines (in the larger picture, you’ll lose)
- Know the data yourself to lead an analysis meeting effectively
- Make explicit, detailed action steps & ensure that they happen in the classroom