
Data-Driven Analysis Meetings:

Leading effective one-to-one meetings around interim assessment results.

Precursors for Effective Analysis Meetings:

Before Giving Interim Assessment:

- Six weeks prior: Teachers review assessment and plan toward the rigor of those assessments.
- A few weeks prior: Teachers predict student performance on each assessment question, choosing one of three options:
 - a) Confident they'll get it right
 - b) Not sure
 - c) No way they'll get it right
- Professional development (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 plans.
- Leader analysis: Leader analyzes teacher results personally in preparation for the meetings.
- Review of teacher plans: Instructional leader collects each teacher's action plan and analysis in advance and makes sure it meets pre-established expectations.
Content expertise: If the subject in the assessment is beyond the expertise of the instructional leader, the leader identifies an expert within or outside of school to call on for extra support.

Conversation Starters and Re-Directors During Analysis Meetings:

Starters:

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

Re-Directors for Resistant Comments:

- “Let’s look at question _____. Why did the students get it wrong?”
- “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 on question #__ on the same standard. Why do you think that is?”

Synthesizer for Quality Analysis:

- “So what you’re saying is . . . [paraphrase and improve good responses].”

Action Triggers:

- “So let’s review your action plan and make sure we have all these ideas incorporated.”
- [When new analysis and action is proposed during the meeting] “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 if necessary, push the teacher to do so!)
- Always go back to specific questions on the test.
- Don’t fight the battles on ideological lines. (In the larger picture, you’ll lose.)
- You’ve got to know the data yourself to lead an analysis meeting effectively.
- Keep in mind the difference between the first assessment and the third.
- Make sure the analysis is connected to a concrete action plan you can verify.