

Handout 5

Grade Level Team Meeting

Grade: _____ Date: _____	
Today's Data Analysis/Instructional Focus: _____	
Facilitator: _____	Recorder: _____ Timekeeper: _____
Members Present: _____	

Follow-Up	
Last Meeting's Data Analysis/Instructional Focus: _____	
Successes:	Challenges:
Today's Focus	
Strengths:	Challenges:
Proposed Action	
Action Plan Agreements	
Next Meeting	
Data Analysis/Instructional Focus: _____	
Date: _____	Time: _____ Location: _____
Facilitator: _____	Recorder: _____ Timekeeper: _____
Comments:	

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Grade-level Data Meeting

An Explanation

- What: A procedure for principals to use as they lead grade-level teachers in analyzing and acting upon student data
- Who: Principal (facilitator), grade-level teachers, appropriate resource teachers, school reading coach (notetaker)
- When: Monthly

Grade-level data meetings are the cornerstone of successful school renovation. The faculty's commitment to the work of these meetings is a direct reflection of their commitment to ensuring that no child is left behind. In short, these meetings are a time to face the facts and decide what needs to be done.

Before principals begin conducting grade-level data meetings, teachers need opportunities to participate in workshops on assessment. In these workshops, teachers learn how to collect, analyze, and act upon data that target the essential components of reading instruction (e.g., phonemic awareness, phonics, fluency, comprehension, vocabulary). These learning opportunities prepare teachers not only to participate in grade-level data meetings but, more importantly, to provide data-driven instruction for their students.

Principals and teachers typically use a grade-level data meeting to focus on a specific subset of data rather than to analyze a full array. Principals determine an appropriate focus for a grade-level data meeting based on

- assessments that teachers have learned to use and
- data requiring immediate attention (identified in the principal's systematic monitoring of school data).

Prior to a grade-level data meeting, the principal informs all participants of the data focus and, if appropriate, asks teachers to summarize their classroom data (e.g., number of students at low risk, some risk, and high risk).

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Grade-level Data Meeting A Procedure

“Old” Business

The principal, using notes from the last grade-level data meeting, reminds participants of what the data revealed and the agreed-upon changes. The following questions are used to structure the discussion:

1. What do progress monitoring data tell us about our instruction over the past month?
2. What changes in reading instruction and/or professional development account for increased student achievement?
3. What additional changes, if any, do the data require?¹

“New” Business

If appropriate, the principal summarizes a different subset of data. He/she then asks teachers to summarize their classroom data (in whole group or in pairs).² The following questions are used to structure the discussion.

4. What does this set of data tell us about our instruction?
5. Are any students being left behind? If so, what changes in reading instruction and/or professional development do the data require?
6. How will we progress monitor the effectiveness of our instruction for these students?
7. How will we collaborate in making needed changes?

SDE Recommendations

- At the beginning of the year, use outcome data from the previous year (e.g., SAT-10, Alabama High School Graduation Exam) or screening data from the beginning of the year (e.g., DIBELS) as the focus of grade-level data meetings. (DIBELS is particularly useful for grade-level data meetings in K-3.)
- Schedule principal-led grade-level data meetings once a month until grade-level team leaders are prepared to assume this responsibility. (Principals continue facilitating quarterly meetings.)
- Designate the reading coach as notetaker with the responsibility of making copies of the completed “tool for recording reflections” and distributing the information to all participants within 24 hours of the meeting.
- Systematically use the recorded reflections to support data-driven, job-embedded, and ongoing professional development.

¹ As needed, principals prompt participants to review research-based expectations for reading instruction (pp. 10-11) and intervention (p. 24).

² If appropriate, teachers use aimline data to sort their students into # of students who have achieved benchmark, # of students who are on course to meet the grade-level benchmark, and # of students who are being left behind.

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Grade-level Data Meeting A Tool for Recording Reflections

School _____ Grade _____ Date _____

“Old” Business **Data Focus** _____

1. What do progress monitoring data tell us about our instruction over the past month?
2. What changes in reading instruction and/or professional development account for increased student achievement?
3. What additional changes, if any, do the data require?

“New” Business **Data Focus** _____

4. What does this set of data tell us about our instruction?
5. Are any students being left behind? If so, what changes in reading instruction and/or professional development do the data require?
6. How will we progress monitor the effectiveness of our instruction for these students?
7. How will we collaborate in making needed changes?

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