

Data Meeting Protocol

Assessment isn't the goal. Action is.

The Six-Step Data Cycle

Every effective data meeting moves through the same six steps. Skipping a step is usually why data meetings produce conversation but not classroom change.

Step	What It Means	Guiding Question
1. Assessment	Gather common, standards-aligned evidence of student learning.	What evidence do we actually have?
2. Analyze	Look for patterns — by standard, by skill, by student group.	Where are the biggest gaps, and for whom?
3. Prioritize	Choose the one or two gaps that matter most right now.	If we could only fix one thing, what would it be?
4. Plan	Decide the specific instructional response and who owns it.	What will teachers actually do differently on Monday?
5. Teach	Implement the plan in classrooms with coaching support.	What does this look like in a lesson?
6. Reassess	Check whether the response worked before moving on.	Did it work? What's our evidence?

Worked Example: 10th Grade Math — Unit 3 Common Assessment

Sample data for illustration — grade level and course are representative, not from a specific school.

Standard / Skill	% Mastery	# Below Benchmark	Trend
Ratios & Proportional Relationships	78%	9	▲ Improving
Operations with Rational Numbers	54%	18	▼ Declining
Expressions & Linear Equations	61%	15	— Flat
Geometry: Area & Surface Area	71%	11	▲ Improving
Statistics & Probability	48%	20	▼ Declining

Discussion Questions

As instructional leaders, sit with this data before moving to a blank protocol of your own:

- As instructional leaders, what would your teachers do next with this data?
- Which standard deserves the team's attention first — the lowest score, or the one declining fastest?
- What would Tier 1 (whole-class) instruction need to change? What would need a smaller-group response?

Your Data Meeting Protocol

Use this template in your next data meeting. Fill in each step before moving to the next — the goal is one clear action, not a long list.

Step	Guiding Question	Our Response
1. Assessment	What evidence are we reviewing?	
2. Analyze	What pattern stands out?	
3. Prioritize	What's the one gap we're acting on?	
4. Plan	What will teachers do, and who owns it?	
5. Teach	By when, and with what support?	
6. Reassess	How and when will we check it worked?	