**Data Team Meeting Cycle**

**Meeting 1: First Ever**

This is the first meeting of the year and only happens once in the meeting cycle. Often this takes place at a whole group staff meeting. Team meeting norms are established, state and/or district level assessment data is analyzed (i.e.; OAKS, MAPS) to determine instructional areas of urgent need, and annual goals may be established as a part of the school improvement process.

**Meeting 2: Before Instruction**

After choosing an identified urgent need, grade level or department teams (classroom teachers and specialists if desired) determine the best way to monitor progress, create a pre-assessment, and set an administration date for the pre-assessment, allowing time for completion and scoring before the next meeting.

**Meeting 3: Before Instruction Collaboration**

The following process is followed by the same team as listed above:

1. **Collect and chart data** from pre-assessment.
2. **Analyze strengths and obstacles** using student work. Identify trends, patterns, misconceptions, etc. (For example: students are consistently misusing commas)
3. **Establish goals: set, review, revise** using the SMART goal format. (Specific, Measurable, Achievable, Relevant, Timely)
4. **Select instructional strategies** that will have the greatest impact when implemented with fidelity.
5. **Determine result indicators** that will provide evidence that the strategies selected are having the desired effect. The team then decides how much instructional time is needed and when the post-assessment will be administered.
6. **Monitor strategies and use of the process.**

**Meeting 4: After Instruction Collaboration**

The same process is used as in Meeting 3 using post-assessment data, analyzing for growth, and considering next steps— move on to the next urgent need or revise instructional strategies and re-assess.

**Alternate Meetings**

These meetings may occur between pre- and post- assessments and during instruction, usually between Meeting 3 and 4, to discuss implementation and effectiveness of the chosen strategies based on results indicators.

The cycle is then repeated following the before instruction, after instruction and alternate meeting format. (Besser, Anderson-Davis & Peery, 2006, p.26-33)