

## Coaches Supporting Continuous Improvement: Leading Data Meetings

This document provides instructional coaches with clear, practical steps for leading effective data meetings and provides actionable next steps aligned to Tier 1 reading goals.

### Data Meeting Overview

**Purpose:** To support a cycle of continuous improvement by using data to reflect on instruction, identify gaps, and plan targeted next steps.

**Objectives:**

- Analyze student data to evaluate the effectiveness of core instruction
- Identify instructional strengths and areas in need of improvement
- Align instructional priorities and develop next steps to strengthen instruction for all students

### Pre-Meeting Tasks

1. Gather and organize resources for the review (e.g., [Grade-Level Problem-Solving Process](#), implementation plan templates, instructional supports, etc.)
2. Gather, organize, and preview the data
  - a. Disaggregate by class, grade-level, subgroup, etc.
  - b. Optional: Create clear data visuals (charts, graphs, color-coded spreadsheets, slide deck) for easy analysis and time efficiency
  - c. Identify trends, strengths, and areas of in need of improvement
  - d. Look for indicators of instructional effectiveness (e.g., are 80% or more of students considered low risk?)
  - e. Highlight key areas for discussion
3. Review school/district goals or plans for improvement
  - a. Ensure the meeting will connect data analysis to district or building priorities (e.g., implementation of new reading curriculum, explicit instruction, etc.)
4. Plan follow-up supports and determine a process for documenting next steps (e.g., [Coaching Action Plan](#))

### During the Data Meeting

1. Set the tone and purpose

- a. Reinforce that the goal is to support all students through data-informed instruction
  - b. Highlight the importance of analyzing data as a baseline for growth
2. Establish or reinforce group norms (e.g., encourage a safe, non-judgmental space for reflection and planning)
3. Facilitate the data review
  - a. Guide the team in examining literacy data by walking them through the Grade-Level Problem-Solving document
  - b. Prompt discussion using the guided questions provided in the process document
  - c. Support teacher understanding of each step of the problem-solving process, clearing up any misunderstandings along the way
  - d. Build teacher capacity by modeling how to interpret and act on data
  - e. Encourage teacher voice and leadership in analyzing and planning
4. Support teachers in prioritizing focus areas (e.g., decoding, fluency, comprehension etc.)
  - a. Ensure decisions are data-driven, not based on assumptions, and are aligned with the most foundational common instructional need
  - b. Focus should be on the most common instructional need
5. Support goal setting and help teams define clear outcomes for student progress
6. Provide evidence-based instructional resources or guidance aligned with the instructional focus
7. Create a plan for support and determine next steps for coaching
  - a. Schedule your next coaching collaboration task (e.g., planning, observation, modeling, etc.)
8. Create a communication plan with building leadership

## After the Data Meeting

1. Follow up with teachers to review the instructional improvement plan
  - a. Provide a summary of next steps for coaching support
  - b. Confirm the next coaching session date and time
2. Launch the coaching cycle
  - a. Conduct a task analysis of the evidence-based practice(s)/routine(s)
  - b. Develop an observational checklist to guide and monitor implementation
3. Plan and schedule in-classroom support aligned with the observational checklist

## URLs Used in Document

### [Coaching Action Plan](https://www.dropbox.com/scl/fi/bl6eo3qoekwvbbp6orl6v/Coaching_Action_Plan_Template.docx?rlkey=3mnv2aiw401rf2j5qlc5gveoy&st=qn4cw3b&dl=0)

([https://www.dropbox.com/scl/fi/bl6eo3qoekwvbbp6orl6v/Coaching\\_Action\\_Plan\\_Template.docx?rlkey=3mnv2aiw401rf2j5qlc5gveoy&st=qn4cw3b&dl=0](https://www.dropbox.com/scl/fi/bl6eo3qoekwvbbp6orl6v/Coaching_Action_Plan_Template.docx?rlkey=3mnv2aiw401rf2j5qlc5gveoy&st=qn4cw3b&dl=0))

### [Grade-Level Problem-Solving Process](https://www.dropbox.com/scl/fi/xs17pnnm8w4pjfcr7qn5k/Grade_Level_Problem_Solving_Process.docx?rlkey=fqjh483p4shycc7kxut737azb&st=nic8oxjj&dl=0)

([https://www.dropbox.com/scl/fi/xs17pnnm8w4pjfcr7qn5k/Grade\\_Level\\_Problem\\_Solving\\_Process.docx?rlkey=fqjh483p4shycc7kxut737azb&st=nic8oxjj&dl=0](https://www.dropbox.com/scl/fi/xs17pnnm8w4pjfcr7qn5k/Grade_Level_Problem_Solving_Process.docx?rlkey=fqjh483p4shycc7kxut737azb&st=nic8oxjj&dl=0))

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