

## Data-Driven Instruction and Analysis

<b>DATA-DRIVEN CULTURE</b>	<b>Exemplary Implementation</b>	<b>Proficient Implementation</b>	<b>Beginning Implementation</b>	<b>No Implementation</b>
<b>Leadership Team (Effective Leadership)</b>	<i>Highly</i> active leadership team facilitates teacher-leader data analysis meetings after each interim assessment and <i>maintains focus</i> on the process throughout the year	Active leadership team facilitates teacher-leader data analysis meetings after each interim assessment and <i>maintains some focus</i> on the process throughout the year	Leadership team facilitates teacher-leader data analysis meetings after each interim assessment	Leadership team <i>does not facilitate</i> teacher-leader data analysis meetings after each interim assessment
<b>Introductory Professional Development</b>	Teachers and leaders are <i>effectively</i> introduced to data-driven instruction— <i>100%</i> understand how interim assessments define rigor and experience the process of analyzing results and adapting instruction	Teachers and leaders are introduced to data-driven instruction— <i>90%</i> understand how interim assessments define rigor and experience the process of analyzing results and adapting instruction	Teachers and leaders are introduced to data-driven instruction— <i>80%</i> understand how interim assessments define rigor and experience the process of analyzing results and adapting instruction	Teachers and leaders are <i>not introduced</i> to data-driven instruction
<b>Implementation Calendar</b>	Begin school year with a <i>detailed</i> calendar that includes time for assessment creation/adaptation, implementation, analysis, planning meetings, and re-teaching (flexible enough to accommodate district changes/mandates)	Begin school year with a <i>somewhat detailed</i> calendar that includes time for assessment creation/adaptation, implementation, analysis, planning meetings, and re-teaching (flexible enough to accommodate district changes/mandates)	Begin school year with a <i>rough</i> calendar that includes time for assessment creation/adaptation, implementation, analysis, planning meetings, and re-teaching	Begin school year <i>without</i> an implementation calendar
<b>Ongoing Professional Development (PD)</b>	PD calendar is aligned with data-driven instructional plan: it includes modeling assessment analysis/action planning and is flexible to adapt to student learning needs	PD calendar is <i>mostly</i> aligned with data-driven instructional plan: it includes modeling assessment analysis/action planning and is <i>somewhat flexible</i> to adapt to student learning needs	PD calendar is <i>partially</i> aligned with data-driven instructional plan: it <i>may or may not include</i> modeling assessment analysis/action planning and be flexible to adapt to student learning needs	PD calendar is <i>not aligned</i> with data-driven instructional plan
<b>ASSESSMENTS</b>	<b>Exemplary Implementation</b>	<b>Proficient Implementation</b>	<b>Beginning Implementation</b>	<b>No Implementation</b>
<b>Common Interim Assessments</b>	Common interim assessments 4–6 times/year	Common interim assessments 3 times per year	Common interim assessments 2 times per year	No common interim assessments
<b>Transparent Starting Point</b>	Teachers see the assessments at the beginning of each cycle; they define the roadmap for	Teachers see the assessments at the beginning of each cycle; they <i>have some input</i> on the	Teachers see the assessments at the beginning of each cycle; they <i>have minimal</i>	Teachers <i>do not see</i> the assessments at the beginning of each cycle; they <i>have no</i>

	teaching	roadmap for teaching	<i>input</i> on the roadmap for teaching	<i>input</i> on the roadmap for teaching
<b>Aligned to State Tests and College Readiness</b>	<i>Fully aligned</i> with state tests and college readiness	<i>Mostly aligned</i> with state tests and college readiness	<i>Some areas are aligned</i> with state tests and college readiness	<i>No alignment</i> with state tests and college readiness
<b>Aligned to Instructional Sequence</b>	<i>Fully aligned</i> with instructional sequence of clearly defined grade-level/content expectations	<i>Mostly aligned</i> with instructional sequence of clearly defined grade-level/content expectations	<i>Some areas are aligned</i> with instructional sequence of clearly defined grade-level/content expectations	<i>No alignment</i> with instructional sequence of clearly defined grade-level/content expectations
<b>Reassess</b>	Previously taught standards are reassessed <i>100% of the time</i>	Previously taught standards are reassessed <i>90% of the time</i>	Previously taught standards are <i>inconsistently</i> reassessed	Previously taught standards are <i>not</i> reassessed
<b>ANALYSIS</b>	<b>Exemplary Implementation</b>	<b>Proficient Implementation</b>	<b>Beginning Implementation</b>	<b>No Implementation</b>
<b>Turnaround of Results</b>	Immediate turnaround of assessment results ( <i>ideally 48 hours</i> )	Quick turnaround of assessment results ( <i>within 96 hours</i> )	Turnaround of assessment results <i>takes longer than one week</i>	Turnaround of assessment results <i>does not occur</i>
<b>Data Reports</b>	<i>User-friendly, succinct</i> data reports include: item-level analysis, standards-level analysis, and bottom-line results	<i>Succinct</i> data reports include: item-level analysis, standards-level analysis, <i>and bottom-line analysis</i>	Data reports <i>include</i> : item-level analysis and standards-level analysis	Data reports <i>do not include</i> item-level analysis or standards-level analysis
<b>Teacher-owned Analysis</b>	Teachers complete analysis of their own students, <i>facilitated by effective leadership preparation</i>	Teachers complete analysis of their own students	Teachers <i>sometimes complete</i> analysis of their own students	Teachers <i>do not complete</i> analysis of their own students
<b>Test-in-hand Analysis</b>	Teacher(s) and the instructional leader analyze results test-in-hand	Teacher(s) and the instructional leader analyze results test-in-hand <i>90% of the time</i>	Teacher(s) and the instructional leader analyze results test-in-hand <i>80% of the time</i>	Teacher(s) and the instructional leader analyze results <i>without</i> the test-in-hand
<b>Depth of Analysis</b>	Analysis <i>always</i> moves beyond “what” students got wrong and answers “why” they got it wrong	Analysis <i>usually</i> moves beyond “what” students got wrong to answer “why” they got it wrong	Analysis <i>rarely</i> moves beyond “what” students got wrong to answer “why” they got it wrong	Analysis <i>lacks depth</i>

<b>ACTION</b>	<b>Exemplary Implementation</b>	<b>Proficient Implementation</b>	<b>Beginning Implementation</b>	<b>No Implementation</b>
<b>Lesson Plans</b>	Teacher(s) and instructional leader plan new lessons collaboratively to develop new strategies based on data analysis	Teacher(s) and instructional leader plan new lessons collaboratively <i>80% of the time</i> to develop new strategies based on data analysis	Teacher(s) and instructional leader plan new lessons collaboratively <i>70% of the time</i> to develop new strategies based on data analysis	Teacher(s) and instructional leader <i>do not plan</i> new lessons collaboratively

<b>Teacher Action Plans</b>	Teachers implement <i>explicit</i> teacher action-plans for whole-class instruction, small groups, interventions, and before/after-school supports	Teachers implement teacher action-plans for whole-class instruction, small groups, <i>interventions, and before/after-school supports</i>	Teachers implement teacher action-plans for whole-class instruction and small groups	Teachers do not write or implement teacher action-plans
<b>Ongoing Assessment</b>	Teachers <i>skillfully differentiate</i> in-the-moment checks for understanding and in-class assessments to ensure <i>individual</i> student progress between interim assessments	Teachers <i>consistently utilize</i> in-the-moment checks for understanding and in-class assessments to ensure student progress between interim assessments	Teachers <i>occasionally utilize</i> in-the-moment checks for understanding and in-class assessments to ensure student progress between interim assessments	Teachers <i>rarely, if ever, utilize</i> in-the-moment checks for understanding and in-class assessments to ensure student progress between interim assessments
<b>Accountability</b>	Instructional leaders review lesson/unit plans and give observation feedback driven by the action plan and student learning needs	Instructional leaders review lesson/unit plans <i>90% of the time</i> and give observation feedback driven by the action plan and student learning needs	Instructional leaders review lesson/unit plans <i>80% of the time</i> and give observation feedback driven by the action plan and student learning needs	Instructional leaders review lesson/unit plans <i>less than 80% of the time</i> and give observation feedback driven by the action plan and student learning needs
<b>Engaged Students</b>	Students know the end goal, how they perform on assessments, and what actions they are taking to improve	<i>80% of students</i> know the end goal, how they perform on assessments, and what actions they are taking to improve	<i>70% of students</i> know the end goal, how they perform on assessments, and what actions they are taking to improve	<i>Fewer than 70% of students</i> know the end goal, how they perform on assessments, and what actions they are taking to improve

**Exemplary**                    \_\_\_\_\_/19  
**Proficient**                    \_\_\_\_\_/19  
**Beginning**                    \_\_\_\_\_/19  
**No Implementation**        \_\_\_\_\_/19