
Entry Plan for Data-Driven Instruction: New School Start-Up

Implementation Calendar

As Soon as Possible (Spring or Summer)—Assessment:

Adopt and apply rubric metrics to ensure completion (all in “Assessment” section): Common, Aligned, Reassesses, Wrong Answers, and Transparent.

Build a full plan for interim assessments for the following school year:

- Acquire quality interim assessments, build your own, or supplement existing assessments using the Interim Assessment Checklist as guide.
- Change curriculum scope and sequence to match interim assessments that will be used (or vice versa).
- Identify who will help you complete the assessment and curriculum adjustment process to be ready for launch by the beginning of the school year.

Grade your school with the implementation rubric in the category of “assessment,” identifying where the school stands and where you need to be before the school year begins.

Support Materials: “Interim Assessment Review” checklist (see Appendix and CD-ROM).

Summer—Culture:

Adopt and apply rubric metrics to ensure completion (all in “Culture” section): Calendar, Leadership Team Training, Professional Development Plan, Vision.

The following items should be completed:

- Create a detailed Assessment Calendar that includes assessment creation, assessment implementation, scoring and analysis dates, teacher–instructional leader meetings, and re-teaching time (see Assessment section of CD-ROM for prototypes to follow).
- Create a skeletal Professional Development Calendar that includes launch of data-driven model, training for staff in analysis, time for scoring and analyzing, training staff to develop new lesson plans, and other key meetings (see professional development ideas in Part 2).
- Create a detailed plan for the training of the school’s leadership team.
- Have the first professional development session planned for launch.

Plan training for your leadership team (your formal leadership team and the informal staff leaders).

Support Materials: Assessment Calendars (see Appendix and CD-ROM).

September—Assessment and Culture:

Evaluate all the rubric metrics in “Assessment” and “Culture.”

You should have evidence of each of the following:

- An opening professional development session has been held with the faculty, presenting the data-driven instructional model.
- The first interim assessments (or the closest proxy) are finalized and comply with each aspect of the assessment rubric in reading, writing, and math.
- The teachers have already seen the first interim assessments (or the closest proxy) so that they can plan for mastery (“Transparency”).

Review your protocols for lesson plan supervision and walk-throughs or observations.

- Improve the lesson plan reviews and observations to support the data-driven instructional model.

Develop plan to determine how test scoring and analysis will be completed.

- Use all staff to accomplish this task.

Support Materials: See Part Two of *Driven by Data* (Chapters Six through Twelve).

October—Analysis:

Evaluate all the rubric metrics in “Analysis” and two metrics in “Action”—new lesson plans and teacher action plans.

Prior to first interim assessment, have teachers predict performance, marking each question as follows:

- “Confident” (sure that the students will get it right)
- “Not sure”
- “No way” (students will definitely get it wrong)

Administer the first interim assessment.

Make sure Teacher Analysis and Action Plan templates are in place.

Principal and instructional leaders run test-in-hand analysis meetings with teachers.

- Principal runs meetings or observes other instructional leaders in action.
- After the meetings, principal gives feedback to other instructional leaders about how to facilitate the meeting more effectively in the future. Principal makes point to attend team meetings where teacher teams plan new lessons.

Support Materials: See Appendix and CD-ROM: “Data-Driven Analysis Meetings: Leading Effective Analysis Meetings” and “Assessment Analysis Sheet and Instructional Plan” template.

November—Action:

Evaluate all the rubric metrics, with focus on “Action.”

The second assessment is in the hands of the teachers, so they can plan backward from it.

Run Results Meetings to plan to re-teach challenging standards.

Have teachers add rigor to their lesson using “Increasing Rigor Throughout the Classroom: Data-Driven Best Practices.”

The principal does a formal school review and walk-through with other instructional leaders.

- Review lesson plans: Is there evidence of implementation of teacher action plans from the assessment analysis meetings?
- Observe classes: Is there evidence of implementation of teacher action plans? Can you identify examples of changed teaching practices?

The leadership team completes full mid-semester evaluation of the school based on the entire data-driven instruction implementation rubric.

Support Materials: See Appendix and CD-ROM: “Results Meeting Protocol,” “Increasing Rigor in the Classroom: Data-Driven Best Practices” and “Data-Driven Implementation Rubric.”

December—June:

Repeat interim assessment cycle mentioned above:

- Teachers see interim assessment in advance
- Teachers predict performance
- Administer interim assessment
- Teachers complete Assessment Analysis Instructional Plans
- Instructional leaders and teachers participate in test-in-hand analysis meetings
- Run Results Meetings
- Teacher implement action plans
- Leaders observe for implementation