Index

Page references followed by fig indicate an illustrated figure; followed by t indicate a table.

A
Academic calendars: “big rocks” story on effective, 147–148; designed to take into account time for re-teaching, 100–101; district-wide interim assessment, 165; identify priorities for your school’s, 148–153; place the following events in this order on your, 154; sample elementary/middle/high school assessment calendars, 149–153 fig–153 fig. See also Implementation calendars
Accountability: action plan follow-up for, 127–130; core drivers of, 129–130. See also Follow-up/accountability driver
Achievement First (New York City, New York), 136 fig–138
Action: academic calendar allowing re-teaching time, 100–102; aligning after-school tutoring, 101, 102; highest achieving teachers engaged in learning, 91–92; implementation for teachers and leaders, 130–133; Leonore Kirk Elementary School’s successful, 99 fig–100; re-teaching strategies for, 102–120; Whitewater Middle School’s successful, 92 fig–93
Action implementation rubric: Level 1–teachers, 131–132; Level 2–school-based leaders, 132; Level 3–district-level or multi-campus leaders, 132–133; summary of the, 130–131
Action plan follow-up: building into teacher meetings, 129–130; for instructional leaders, 127–129; monthly maps of action plans, 129, 130; observation tracker tool for, 128–129, 130; observing action plans/lesson plans is like putting on 3-D
glasses, 127, 128; Sample Lesson Plan
Reflection Box (Ninth Grade Literacy
Lesson Plan), 128
Action plan templates: Sample Action Plan,
Part 1–Overall Analysis (Seventh Grade
Literacy), 94–95; Sample Action Plan,
Part 2–Small Group Work (Second Grade
Math), 96; Sample Action Plan, Part 3–Six-
Week Plan (Seventh Grade Math), 97–98
Action plans: aligning the “why” to the “how”
through, 93–94, 98–99; driving learning
through six-week, 93; effective data meet-
ings and role of, 76; follow up and account-
ability of, 126–130; Lincoln Elementary
School's example of successful use of DDI,
3; monthly maps of, 129; perfect the plan
before you practice, 121; as precursor for
effective data meetings, 76; six-week action
plans for implementing action, 93; six-
week action plans for implementing assess-
ment, 23, 44; six-week action plans for
implementing culture, 159; six-week action
plans for implementing data analysis, 53,
54, 55, 57, 61–62, 68, 76
Action principle: definition of, 11; making
more time for learning, 91–92
Active leadership team: bridges to buy-in
from the, 140; identifying obstacles to
student achievement purpose of, 141–142;
Instructional Leadership Team Meeting–
Managing Leaders to Weekly Data Meet-
ings, 143–145; as key driver in culture
implementation rubric, 138, 139; “Monday
Meetings” held by, 140–142, 163; train and
monitor data meetings role of, 142–143
Alexander Street Elementary School
(Newark, New Jersey), 80, 108/fig–109
Aligned assessment: college-ready, 25,
28–29; curriculum sequence, 25; state-test,
24–25, 26, 45
Aligning after-school tutoring, 101, 102
Allen, James, 142
Analysis principle. See Data analysis principle
Annie Webb Blanton Elementary School
(Dallas, Texas), 3, 8, 127
Assessment alignment: college-ready-aligned,
25, 28–29; curriculum sequence-aligned,
25; description of function of, 24; state-test
aligned, 24–25, 26
Assessment characteristics: alignment,
24–25; common level of rigor, 24;
quarterly assessments most effective, 25;
re-assessment and cumulative, 25; trans-
parency, 24
Assessment core drivers: aligned to state
tests and college readiness, 24–25, 26,
28–29, 45; common interim assessments,
26, 44, 45; interim assessments, 26, 45,
62; re-assess, 25, 26, 45; transparent, 24,
26, 35, 45
Assessment implementation rubric: Level
1–teachers, 45–46; Level 2–school-based
leaders, 46–48; Level 3–district-level or
multi-campus leaders, 48; overview of the
steps, 44–45
Assessment myths: 1. multiple choice
questions just aren’t rigorous, 35–39; 2.
tests such as the SAT don’t really measure
student learning, 39–40; 3. doing well on
DIBELS, DRA or running record will
guarantee reading proficiency, 41
Assessment principle: definition of, 11;
implementation rubric key drivers
for the, 23
Assessment rigor: aligned to state-test
demands, 24–25, 26; core ideas on, 39;
creating the roadmap for meaningful,
19–22; of multiple choice questions and
open-ended response questions, 35–39;
strategies for all school levels, 29–32
Assessments: aligned, 24–25, 26; college-ready alignment of, 25, 28–29; common characteristics of effective, 24–26; deep, 35; implementing action using ongoing, 104; Nathaniel Hawthorne Academy’s success using, 34① fig–35; needed for effective instruction and student learning, 19; ongoing, 109, 111–115; re-assessing to increase student learning, 25, 26; reflection and planning on, 49; sample elementary/middle/high school assessment calendars, 149① fig–153① fig; standards are meaningless until you define how to conduct, 21, 67; transparent, 24, 26, 35; user-friendly, 35; Whittier Education Campus’ success using, 43① fig–44; year-end, 10; Yinghua Academy (Minneapolis, Minnesota) success with, 22① fig–23. See also Interim assessments (IAs); Tests

The Audible: Immediate Action in the Classroom, 112

B

Berg, Sue, 23

“Big rocks” story, 147–148

Blanton Elementary School (Dallas, Texas), 3, 8, 127

Bloomgren, Susan, 158–159

“Bridges to buy-in,” 140

Build by borrowing: implementing action
by using, 93; implementing assessment by using, 35; implementing culture by using, 138, 156, 161, 164

Burt, Antonio, 140–142

Buy-in: active leadership team function as bridges to, 140; Camden County, Georgia School District’s Stage 1 to Stage 5 phases of building, 138–139; how data-driven instruction creates, 139

C

Camden County, Georgia School District, 138–139

Carter, Na’Jee: video clip 1 (Carter–See It [Success]), 80; video clip 3 (Carter–See It [Standard and Exemplar]), 82; video clip 5 (Carter–See It, Name It), 82

“Chicago Poet” (Sandburg), 30–31

Classrooms: accountability through posted plans in, 129; seating chart for, 114① fig; strategies for effective re-teaching in the, 102–111; teacher position to scan room for responsiveness in the, 114

Cohen College Prep High (New Orleans, Louisiana), 103① fig–104

College-ready standards: assessment aligned to, 24–25, 25, 26, 28–29, 45; implementation of culture aligned to, 147; interim assessment of, 28–29

The Color Purple (Walker): Reading Response Journal lesson plan on, 105; Sample Lesson Plan Reflection Box (Ninth Grade Literacy Lesson Plan) on, 128

Commercial data analysis products, 60

Common core State Standards for Mathematics, 6.RP: description of the, 19; six assessment questions “aligned” to the, 20–22

Common interim assessments driver: description and importance of, 26; as key driver in assessment implementation rubric, 44, 45; as key driver in culture implementation rubric, 147

Conley, Brian, 118–119

Content expertise, 76, 77

Core ideas (action): creating conditions for student engagement, 115; making more time for learning, 91–92; perfect the plan before you practice, 121; re-teaching is a marathon, not a sprint, 111; spiral the
content to strengthen retention, 99; teachers rise to the level of expectations, 122
Core ideas (analysis): analysis is meaningless without the assessment to guide us, 67; data analysis meetings shift focus from observing to learning, 73; less is more, 58; lock in learning by stamping it, 83; start from exemplar for exemplary analysis, 82; test-in-hand analysis, 60, 62, 70; to transform your school get the view from the pool, 52; use the exemplar, 81
Core ideas (assessment): assessments are the starting point for instruction, 22; keep re-assessing to increase student learning, 25, 26; on multiple-choice and open-ended questions, 39; standards are meaningless until you define how to assess them, 21, 67
Core ideas (culture): active leadership team’s promoting student achievement purpose, 142; identify priorities for your school’s calendar, 148
Core ideas (DDI): assessment of effective instruction and student learning, 19; key questions driving data-based instruction, 4
Coyne, Frank, 161
Culture: Google’s “culture of high expectations,” 135; Jon Saphier’s research findings on adult professional, 135; key drivers in implementation rubric for transforming, 138
Culture drivers: active leadership team, 138, 139–147, 162; building by borrowing, 138, 159–162, 163; implementation calendar, 136fig–138, 147–156, 162; introductory professional development, 138, 156–159, 163; ongoing professional development, 161, 163
Culture implementation calendar: begin school year with the, 164; “big rocks” approach to, 147–148; district-wide, 165; leave room for re-teaching, 149; make time for assessment and data analysis, 148; mark PD in relation to your interims, 149; monthly map for scheduling DDI, 153–154; sample elementary/middle/high school assessment calendars, 149fig–153fig; space out interim assessments with the end in mind, 148–149
Culture implementation rubric: Level 1–teachers, 163; Level 2–school-based leaders, 163–164; Level 3–district-level or multi-campus leaders, 164–165; summary of the, 162–163
Cumulative assessment, 25
Curriculum sequence-aligned assessment, 25
D
Dan D. Rogers Elementary (Dallas, Texas), 155fig–156
Daniels, Prudence, 161
Data analysis: beware the false driver of over-reporting for, 60; commercial products used for, 60; fast turnaround example of, 55–56; implementation for teachers and leaders, 85–88; reflection and planning for, 89; sixth grade math results—a sample, 51–52. See also Data Meetings (data analysis); Data reports
Data analysis core drivers: deep, 62, 70, 71–85, 86; immediate, 54–56, 70, 86; simple, 58, 70, 86; teacher-owned, 57, 60, 62, 70, 86; test-in-hand, 60, 62, 70, 86
Data analysis implementation rubric: Level 1–teachers, 86–87; Level 2–school-based leaders, 87; Level 3–district-level or multi-campus leaders, 87–88; summary of the, 86
Data analysis process: example of Kenyatta’s student-by-student analysis sample, 63–64; identify the gap, 65–67; look for the patterns technique, 63, 64–65; North Star Interim Assessment Results Analysis Template to use for, 58–60, 63, 64; scan by students technique, 63–64; search for
separators technique, 63; “view from the pool,” 50, 52, 60, 62, 65–67

Data-driven instruction distractions/false drivers: 1. the pursuit of total buy-in, 9; 2. reliance on poorly implemented “professional learning communities” (PLCs), 9–10; 3. year-end assessment analysis, 10

Data-driven instruction mistakes: 1. inferior interim assessments, 6; 2. secretive interim assessments, 6; 3. too-frequent assessments, 6; 4. curriculum/assessment disconnect, 6; 5. delayed results, 7; 6. separation of analysis and re-teaching follow-up, 7; 7. not making time for data, 7

Data meeting (action): follow-up for action, 123; Leading Teacher Teams to Analyze Student Daily Work, 123–126; locking in quality action with a, 120–126; plan for action, 120–121; plan the re-teach, practice, and follow up, 125–126; practice for action, 121–122; preparation before the meeting, 123–124; Punch It—stamp the error and conceptual understanding, 125; See It, see the exemplar, see and analyze the gap, 124; Stop and Jots, 120, 122

Data meeting (action) videos: clip 11 (Worrell–Do It [Plan]), 120; clip 12 (Frazier–Do It [Plan]), 121; clip 13 (Stinson–Do It [Practice]), 121; clip 14 (Worrell–Do It [Practice]), 122; clip 15 (Frazier–Do It [Practice]), 122; clip 16 (Stinson–Do It [Follow-up]), 123; clip 17 (Frazier–Do It [Follow-up]), 123

Data meeting (data analysis) errors: poor preparation–sample failures and their root causes, 75; in responding to teacher resistance, 73–74

Data meeting (data analysis) preparation: facilitate—See It and Name It, 80–82; preview protocol with teachers, 79–80; Prime the Pump—Sample Prep for Data Meeting, 78–79; scripting your meeting to go deep, 77

Data Meeting On-Pager, 145

Data meetings (culture): active leadership team’s training and monitoring of, 142–143; Instructional Leadership Team Meeting—Managing Leaders to Weekly Data Meetings, 143–145

Data meetings (data analysis): content expertise role in effective, 76, 77; Leading Teacher Teams to do Deep Analysis, 84–85; locking in deep analysis through, 71–85; look for patterns to go deep, 75; precursors for effective, 76; rationale for, 71–73; scripting your, 85; shifting focus from observing to learning, 73; Stop and Jot on, 80, 83; video clip 1 (Carter–See It [Success]), 80; video clip 2 (Stinton–See It [Standard]), 81; video clip 3 (Carter–See It [Standard and Exemplar]), 82; video clip 4 (Worrell–See It, Name It), 82; video clip 5 (Carter–See It, Name It), 82; video clip 6 (Stinson–See It, Name It), 82. See also Data analysis

Data reports: the best are teacher-owned and test-in-hand, 60, 62, 70; beware of over-reporting mistake, 60; chart a course to success using, 58; commercial products available for, 60; “less is more” approach of the best, 58; North Star’s Interim Assessment Results Analysis Template example of, 58–60, 59r, 63, 64; “view from the pool,” 52, 60, 62, 65–67. See also Data analysis

De la Torre, Natascha, 69, 70

Deep analysis: data meetings for locking in, 71–85; Leading Teacher Teams to do Deep Analysis, 84–85

Deep driver: implementing assessment with, 35; implementing culture with, 159; implementing data analysis with, 62, 70, 71–85, 86
Denver Green School (Denver, Colorado), 160–161
Diamon, Eric, 77
DIBELS (Dynamic Indicators of Basic Early Literacy Skills), 41, 42
“Dig in” questions (looking for patterns), 65
District-level leaders: action implementation rubric for, 132–133; assessment implementation rubric for, 48; culture implementation rubric for, 164–165; data analysis implementation rubric for, 87–88
District-mandated interim assessments, 154
District-wide interim assessment calendar, 165
Do It. (See It. Name It. Do It.): Data Meeting On-Pager, 145; data Meetings (action), 120–123, 125–126; re-teaching guided discourse (teacher-facilitated) ending with “You Do” or, 111; re-teaching modeling (teacher-driven) ending with “I Do” or, 107
Do Nows: adjust as needed, 115; weekly data meetings addressing, 130
Douglass Street School DDI case study, 139
DRA (Diagnostic Reading Assessment), 41, 42
DuFour, Rick, 9

Eagle Ridge Academy (Minnetonka, Minnesota), 158–159
Elementary school level: in-the-moment assessment to create “ripple effect” at, 32–33; Sample Action Plan, Part 2–Small Group Work (Second Grade Math), 96; sample elementary/middle/high school assessment calendars, 149–153; strategies for implementing college-ready rigor at the, 29
Exemplar: data meeting (action) see the, 124; data meeting (analysis) see the, 81–82; exemplary data analysis by starting from the, 82; Instructional Leadership Team Meeting and see the, 143; start with the end in mind by using the, 81
Exemplar videos, clip 3 (Carter—See It [Standard and Exemplar]), 81
Exit Tickets: adjust as needed, 115; weekly data meetings addressing, 130

F
Facilitate data meetings: Leading Teacher Teams to do Deep Analysis, 84–85; scripting your meetings to, 85; video clips and Stop and Jots on, 80–83
Feedback. See Immediate feedback driver
Fernandez, Ann, 34–35
Follow-up/accountability driver: action implemented using, 93, 109, 123, 126–130, 131; action plan follow up, 126–130; Alexander Street Elementary School’s turnaround using, 109; culture implemented using, 156; data analysis implemented using, 54; Data Meeting One-Pager, 145; data meetings (action), 123; data reports supporting the, 58–68; a school is only as good as its follow-up, 157. See also Accountability
Ford Road Elementary School (Memphis), 140–141
The Founder’s Mentality (Zook and Allen), 142
Frazier, Denarius: on value of ongoing assessment for learning, 111; video clip 12 (Frazier—Do It [Plan]), 121; video clip 15 (Frazier—Do It [Practice]), 122; video clip 17 (Frazier—Do It [Follow-up]), 123
Friends of Education (Minnesota), 146–147
Fromson, Sari: creating a monitoring pathway, 113; video clip 10 (Fromson—Aggressive Monitoring), 113
G
Gap videos: clip 4 (Worrell–See It, Name It), 82; clip 5 (Carter–See It, Name It), 82; clip 6 (Stinson–See It, Name It), 82
Gaps: analysis process for identifying the, 65–67; data meetings (action), 126; data meetings (analysis), 82–83; Instructional Leadership Team Meeting and see and analyze the, 144; North Star Interim Assessment Results Analysis Template showing, 59t, 63; search for the questions that separate and reveal, 63
Garcia, Alejandra, 53–54
Garza, Laura: on Annie Webb Blanton Elementary School turnaround, 8; “Monday Meeting” leadership meeting experience of, 140–142; posted action plans and lesson plans system used by, 127
Get Better Faster (Bambrick-Santoyo), 157
Global questions (looking for patterns), 64–65
Gonzalez, Adriana, 100
Google’s “culture of high expectations,” 135
Great Habits, Great Readers (Bambrick-Santoyo), 157
Guided discourse. See Re-teaching guided discourse (teacher-facilitated)
Gutierrez, Jon, 146

H
Hanson, Jeffrey, 140
High school level: college-ready example: rigor in multiple choice reading test, 36–37; in-the-moment assessment to create “ripple effect” at, 32–33fig; math teaching on rigor of the SAT, 40; sample elementary/middle/high school assessment calendars, 149fig–153fig; strategies for implementing college-ready rigor at the, 31–32
Homework, adjust as needed, 115

I
IDEA Brownsville Academy (Brownsville, Texas): data analysis approach taken by, 68; implementation rubric key drivers used at, 68; Texas State Assessment (STAAR) Math & ELA percentages (2017), 67fig
Immediate feedback driver: creating monitoring pathway to facilitate, 112–115; of data analysis, 54–56, 70, 86; Instructional Leadership Team Meeting and peer feedback, 144, 145; of re-teaching and immediate action in the classroom, 112
Implementation calendars: Achievement First’s cultural transformation and use of, 137–138; designed to take into account time for re-teaching, 100–101; identify priorities for your school’s, 148–153; implementing culture using, 137–138, 147–156, 164; implementing action by following a, 104; implementing student engagement using, 119; place the following events in this order on your, 154; sample elementary/middle/high school assessment calendars, 149fig–153fig. See also Academic calendars
Implementation rubric key drivers (action): follow-up/accountability, 93, 109, 123, 126–130, 131; ongoing assessment, 109, 111–115, 131; re-teaching, 125, 129, 130, 132; six-week action plans, 93, 104, 130; student engagement, 115, 116fig–119, 131
Implementation rubric key drivers (analysis): active leadership team, 57; deep by identifying student misunderstandings, 62; engaged students, 57; follow-up/accountability, 54; simple data reports, 54; six-week action plans, 54, 57; teacher-owned, 57, 62; test and student work in hand, 57, 62
Implementation rubric key drivers (assessment): aligned to state tests and college readiness, 19, 23; aligning to instructional
sequence, 19, 23; build by borrowing, 35;
common interim assessments, 19, 44; deep
by identifying student misunderstandings,
35; ongoing professional development
(PD), 44; re-assess, 44; simple data reports,
35; six-week action plans, 44; transparent
starting point, 23, 35

Implementation rubric key drivers (culture):
active leadership team, 138, 139–147, 162;
building by borrowing, 138, 159–162, 163;
Friends of Education, 147; implementation
calendar, 136fig–138, 147–156, 162;
introductory professional development,
138, 156–159, 163; ongoing professional
development, 161, 163; use the data-driven
instruction, 165

In-the-moment assessment: research on
the power of, 32; “ripple effect” created by, 32–33fig

“Informal Networks: The Company Behind
the Chart” (Krackhardt and Hanson), 140

Interim assessments (IAs): advantages of
scheduling, 27–29; calendar dates of, 154;
common, 26, 44, 45, 147; as core driver of
assessment, 26, 45; data analysis meet-
ings on, 71–85; description of, 25, 26–27;
district-mandated, 154; district-wide calen-
dar for, 165; in-the-moment assessment to
create “ripple effect,” 32–33fig; North Star’s
Interim Assessment Results Analysis Tem-
plate, 58–60, 59t, 63, 64; spaced out with
the end in mind, 148–149; when to revise/
acquire the, 154. See also Assessments

Introductory professional development:
implementing culture through, 138,
156–157, 159, 164; implementing student
engagement through, 119

“Isaac, After Mount Moriah” (Jones), 37

J
Jar story, 147–148

Jones, Jody, 61–62
Jones, Saeed, 37

K
Krackhardt, David, 140

L
Leadership team. See Active leadership team
Lemov, Doug, 157, 161–162
Leonore Kirk Elementary School (Dallas, TX), 99fig–100

Lesson plans: accountability through reflection box on, 129; accountability through
six-week, 130; action plan follow-up systems for, 127–129; adjust Exit Tickets,
Do Nows, or homework, 115; creating monitoring pathway as part of, 112–115;
observing them is like putting on 3-D glasses, 127, 128; re-teaching, 103fig–115;
Reading Response Journal on The Color Purple, 105; Sample Lesson Plan Reflection
Box (Ninth Grade Literacy Lesson Plan), 128; spiral content within, 115

Lien, Luyi, 23
Lincoln Elementary School, 1, 2fig, 3

Literacy. See Reading/literacy

Looking for patterns technique: analysis pro-
cess using the, 63; “dig in” questions to ask,
65; global questions to ask, 64–65
Lunceford, Ross, on Lincoln Elementary
School challenges, 3

M
Macbeth (Shakespeare), 36–37
Mann, Mike, on North Star Washington Park
High School’s results, 18–19

“Master Teachers” videos, 161–162
Mastery, multiple-choice and open-ended
questions used to achieve, 39
Matamoros, Erica, 68
Math: college-ready example-algebra in fifth
grade math, 29; HS teacher on rigor of SAT
on, 40; Sample Action Plan, Part 2–Small Group Work (Second Grade Math), 96; Sample Action Plan, Part 3–Six-Week Plan (Seventh Grade Math), 97–98; strategies for implementing college-ready rigor in, 29; two questions on quadratic equations in the SAT, 39–40

Math data analysis: Question-level Analysis of Student Performance–Sixth Grade Math Sample, 66; Related Standards Analysis–Sixth Grade Math Sample, 67; Sixth Grade Math Results–A Sample, 51; Standard-level Analysis of Student Performance–Sixth Grade Math Sample, 65

Middle school level: in-the-moment assessment to create “ripple effect” at, 32–33

Sample Action Plan, Part 1–Overall Analysis (Seventh Grade Literacy), 94–95; Sample Action Plan, Part 3–Six-Week Plan (Seventh Grade Math), 97–98; sample elementary/middle/high school assessment calendars, 149 f1g–153 f1g; strategies for implementing college-ready rigor at the, 29, 30–31

Modeling. See Re-teaching modeling (teacher-driven)

“Monday Meetings”: description and function of, 140, 163; The Monday Meeting–A Vignette, 140–142

Monitoring: creating pathway for student, 111–115; of the data meetings by active leadership team, 142–143; of re-teaching chart during Instructional Leadership Team Meeting, 145; of teacher lesson plans, 132

Monitoring pathway: ongoing assessment through, 111–115; steps for creating a, 112–115; video clip 10 (Fromson–Aggressive Monitoring) on, 113

Monthly maps: as calendar of need to do key actions by teachers, 129, 130; creating scheduled for DDI, 153–154

Multi-campus leaders: action implementation rubric for, 132–133; assessment implementation rubric for, 48; culture implementation rubric for, 164–165; data analysis implementation rubric for, 87–88

Multiple choice tests: college-ready example: rigor in HS reading, 36–37; core idea on rigor and, 39; dispelling myth that they aren’t rigorous, 35–39

N

Name It. (See It. Name It. Do It.): data meeting (action) to Punch It and, 125; data meeting (analysis) to Punch It and, 85; Instructional Leadership Team Meeting, 143–144; Leading Teacher Teams to do Deep Analysis, 84

Name It. (See It. Name It. Do It.) videos: clip 4 (Worrell–See It, Name It), 82; clip 5 (Carter–See It, Name It), 82; clip 6 (Stinson–See It, Name It), 82

Nathaniel Hawthorne Academy (Dallas, Texas): Ann Fernandez on the story of, 34–35; implementation rubric key drivers used at, 35; Texas State Assessment (STAAR) outcomes (2014–2016), 34 f1g

Nations Ford Elementary School (Charlotte, North Carolina): applying the analysis principle at, 53–54; implementation rubric key drivers used at, 54; North-West Evaluation (NWEA) Assessment scores (2014–2017) of, 53 f1g

North Star Academy Charter High School: data template for fast analysis turnaround at, 55–56, 58; experience of a math teacher on SAT rigor at, 40; Instructional Leadership Team Meeting–Managing Leaders to Weekly Data Meetings, 143–145; Interim Assessment Results Analysis Template used at, 58–60, 63, 64

North Star Clinton Hill Middle School (Newark, New Jersey): focus on culture
and data at, 61–62; implementation rubric key drivers used at, 62; New Jersey PARRC Assessment 2017 ELA and Math proficiency, 61

North Star Interim Assessment Results Analysis Template: description and levels of, 58–60; identifying lowest achieving students and gaps, 59t, 63, 64; scan by student to identify low achievers, 63; teacher-friendly learning curve as part of the, 58


Northeast Elementary (Farmington, New Mexico): implementation rubric key drivers at, 57; making data analysis a part of instruction at, 57; New Mexico PARRC Assessment scores (2014–2017) at, 56

O

Observation: of action plans and lesson plans follow-up strategy, 127, 128; observation tracker tool for, 128–129, 130

Ongoing assessment driver: action implementation through, 109, 111–115, 131; Alexander Street Elementary School’s turnaround using, 109; The Audible: Immediate Action in the Classroom using, 112; Denarius Frazier on learning value of, 111; monitoring and give immediate feedback, 112, 113–115; re-teaching guided discourse using, 111–115

Ongoing professional development (PD). See Professional development (PD)

Open-ended response questions: assessment rigor of, 38–39; core idea on rigor and, 39; developing exemplar responses for, 37–38

P

Peer feedback (Instructional Leadership Team Meeting), 144, 145

Planning: data meetings (action), 120–121; data meetings (action) plan for the re-teach, 125; perfect the plan before you, 121

Practicing: data meetings (action) and practicing the gap, 126; data meetings (action) Do It, 122; data meetings (action) preparation, 121–122

Pritchard, Tenia, 43–44

Professional development (PD): assessment implementation role of, 44; book titles that provide resources on, 157; calendar dates for, 154; culture implementation through, 149, 156, 159, 164; implementation calendar marking interim assessments to, 149; implementing culture through introductory and ongoing, 138, 156–159, 161, 164; implementing student engagement through introductory, 119; as precursor for effective data meetings, 76; re-purpose to give teachers time to plan jointly, 132

“Professional learning communities” (PCLs) false driver, 9–10

Punch It: data meeting (action) to stamp the error and conceptual understanding, 125; data meeting (analysis) to stamp the error and conceptual understanding, 85

Q

Quadratic equations questions, 39–40

R

Re-assess driver, 25, 26, 44, 45

Re-teaching: action implementation through, 125, 129, 130, 132; Cohen College Prep High’s success with, 103–104; data meetings (action) plan for the, 125; guided discourse (teacher-facilitated) type of, 105–106, 108; Instructional Leadership
Team Meeting and charting the, 145; leaving room in your calendar for, 149; is a marathon, not a sprint, 111; modeling (teacher-driven) type of, 105–107; monitoring and give immediate feedback, 112, 113–115; six-week re-teach plans for, 129; strategies for effective classroom, 102–111; tightening support systems outside the classroom for, 132

Re-teaching guided discourse (teacher-facilitated): Alexander Street Elementary School’s success with, 108fig–109; comparing modeling and, 105–106; description of, 105; Instructional Leadership Team Meeting monitoring of, 145

Re-teaching modeling (teacher-driven): comparing guided discourse and, 105–106; description of, 105; Instructional Leadership Team Meeting monitoring of, 145; key strategies to use for, 107; Stop and Jot on, 107; video clip 7 (Worrell–Re-Teach Modeling. Set the Task), 107; video clip 8 (Worrell–Re-Teach Modeling, Model the Thinking), 107

Re-teaching Stop and Jot: re-teach guided discourse, 110; re-teach modeling, 107


Re-teaching videos: clip 7 (Worrell–Re-Teach Modeling. Set the Task), 107; clip 8 (Worrell–Re-Teach Modeling, Model the Thinking), 107; clip 9 (Shaefer–Re-Teach Guided Discourse), 110

Reading/literacy: action plan follow-up systems for instructional leaders for, 127; assessment myth on test outcomes and continued proficiency in, 41; college-ready example: rigor in HS multiple choice test, 36–37; college-ready example: rigor in MS reading, 30–31; The Color Purple (Reading Response Journal), 105; DIBELS (Dynamic Indicators of Basic Early Literacy Skills) test of, 41; Sample Action Plan, Part 1–Overall Analysis (Seventh Grade Literacy), 94–95; Sample Lesson Plan Reflection Box (Ninth Grade Literacy Lesson Plan), 128; strategies for implementing college-ready rigor in, 29

Reflection and planning: on action at your own school or district, 134; on assessment at your own school or district, 49; on data analysis at your own school or district, 89; on data-driven instruction in your own school or district, 13

Rigor: assessment aligned to state-test level of, 24–25, 26; creating the roadmap for meaningful, 19–22; HS math teacher on SAT, 40; of multiple choice questions and open-ended response questions, 35–39; observing action plans/lesson plans like using 3-D glasses to observe, 128; setting success stories as a part of, 4–5

Rigor strategies: for college-ready example: rigor in MS reading, 30–41; for college-ready example–algebra in fifth grade math, 29–30; for implementing college-rigor for every grade span, 29–32; for middle school reading–push for deeper reader, 30

“Ripple effect” (in-the-moment assessment), 32–33fig

Rolfert, Michele, 70

Running records: assessment myth on, 41; two samples of a, 42
St. Croix Preparatory Academy, 146
Salt Lake City School District (Salt Lake City, Utah), 118
Sandburg, Carl, 30–31
Saphier, Jon, 135
SAT: assessment myth on measuring student learning using, 39–40; HS math teacher on rigor of, 40; two questions on quadratic equations, 39–40
School success stories: Achievement First (New York City, New York), 136fig–138; Alexander Street Elementary School, 80, 108fig–109; Annie Webb Blanton Elementary School, 3, 8, 127; Blanton Elementary School, 6fig; Cohen College Prep High, 103fig–104; Dan D. Rogers Elementary, 155fig–156; Denver Green School, 160fig–161; Eagle Ridge Academy, 158fig–159; Friends of Education, 146fig–147; IDEA Brownsville Academy, 67fig–68; Leonore Kirk Elementary School, 99fig–100; Lincoln Elementary School, 1, 2fig, 3; Nathaniel Hawthorne Academy, 34fig–35; Nations Ford Elementary School, 53fig–54; North Star Academy Charter High School, 40; North Star Clinton Hill Middle School, 61fig–62; North Star Washington Park High School, 17–19; Northeast Elementary, 56fig–57; the road to rigor setting apart, 4–5; Salt Lake City School District, 118fig–119; Whitewater Middle School, 92fig–93; Whittier Education Campus, 43–44
Seating chart, 114fig
See and analyze the gap: data meeting (action), 124, 126; data meeting (analysis), 82–83; data meetings (culture), 143
See It (See It. Name It. Do It.): facilitating data meetings using, 80–83; Instructional Leadership Team Meeting, 143–144; Leading Teacher Teams to do Deep Analysis, 84; Name It-Punch It during Data Meeting (action), 125; Name It-Punch It during Data Meeting (analysis), 85; See It─Past Success during Data Meeting (action), 124; See It─Past Success during Data Meeting (analysis), 80–81, 84; See It─the Exemplar during Data Meeting (action), 124; See It─the Exemplar during Data Meeting (analysis), 81–82, 84; See It─the Gap during Data Meeting (action), 124; See It─the Gap during Data Meeting (analysis), 82, 84
See It videos: clip 1 (Carter─See It [Success]), 80; clip 2 (Stinson─See It [Standard]), 81; clip 3 (Carter─See It [Standard and Exemplar]), 82; clip 4 (Worrell─See It, Name It), 82; clip 5 (Carter─See It, Name It), 82; clip 6 (Stinson─See It, Name It), 82
See past success: data meeting (action), 124; data meeting (analysis), 84; data meetings (culture), 143
See the exemplar: data meeting (action), 124; data meeting (analysis), 81–182; data meetings (culture), 143
Shaefer, Andrew: guide discourse process used by, 110–111; video clip 9 (Shaefer─Re-Teach Guided Discourse), 110
Sharp, Tildi, 142–143
Simple driver: implementing assessment with, 35; implementing data analysis with, 58, 70, 86
Six-week action plans: follow-up systems for instructional leaders, 127–129; implementing action using, 93, 104, 130; implementing assessment using, 23, 44; implementing culture using, 159; implementing data analysis using, 53, 54, 55, 57, 61–62, 68, 76
Six-week re-teach plans, 129
Small groups: actions plans for teaching whole-class, individuals, and, 98; monitoring, 115; Sample Action Plan, Part 2─Small Group Work (Second Grade Math), 96
Special needs students: Natascha de la Torre’s tips for DDI and, 69–70; special concerns regarding DDI and, 69
Spiraled lesson content, 115
Spiraled reviews, 98–99
Standard videos: clip 2 (Stinson–See It [Standard]), 81; clip 3 (Carter–See It [Standard and Exemplar]), 81
Standards: Common core State Standards for Mathematics, 6.RP, 19; facilitating data meetings by seeing the, 81; as meaningless until you define how to assess them, 21, 67; six assessment questions “aligned” to the same, 20–22
State-tests: assessment aligned to, 24–25; calendar dates of the, 154; culture aligned to, 147
STEP (Strategic Teaching and Evaluation of Progress) Assessment, 42
Stinson, Mary Ann: clip 2 (Stinton–See It [Standard]), 81; video clip 6 (Stinson–See It, Name It), 82; video clip 13 (Stinson–Do It [Practice]), 121; video clip 16 (Stinson–Do It [Follow-up]), 123
Stop and Jot: data meeting (action), 120, 122; data meeting (analysis), 80, 83; re-teaching modeling, 107
“Strong Adult Professional Culture–The Indispensable Ingredient for Sustainable School Improvement” (Saphier), 135
Success stories. See School success stories
Swim team data analysis, 52, 60

T
Tate, Laquita, 141
Teach Like a Champion (Lemov), 157, 161–162
Teacher meetings: building action plan follow-up into, 129–130; planning meeting type of, 129; weekly data meeting type of, 129

Teacher-owned drivers: for implementing culture, 161; for implementing data analysis, 57, 60, 62, 70, 86
Templates: available in Appendix in the DVD, 131; North Star’s Interim Assessment Results Analysis Template, 58–60, 59t, 63, 64; Sample Action Plan, Part 1–Overall Analysis (Seventh Grade Literacy), 94–95; Sample Action Plan, Part 2–Small Group Work (Second Grade Math), 96; Sample Action Plan, Part 3–Six-Week Plan (Seventh Grade Math), 97–98; Student Reflection Template, 116–117, 131
Test-in-hand analysis driver, 60, 62, 70, 86
Tests: assessments aligned to state-tests, 24–25, 26; DIBELS, 41, 42; DRA, 41, 42; multiple choice and open-ended questions, 35–39; SAT, 39–40; STEP Assessment, 42. See also Assessments
Thompson, Beth, 93
Topuluk, Beth, 146–147
Total buy-in false driver, 9
Transparent driver, implementing assessment with, 24, 26, 35, 45
Tschang, Chi, 137–138

U
Ulbrich, Jason, 158–159
Uncommon Collegiate High School (Brooklyn, New York), 111

V
Vailsburg Middle School (Newark, New Jersey), 77
VanHooks, Chavon, 141
Video clips: clip 1 (Carter–See It [Success]), 80; clip 2 (Stinton–See It [Standard]), 81; clip 3 (Carter–See It [Standard and Exemplar]), 82; clip 4 (Worrell–See It, Name It), 82; clip 5 (Carter–See It, Name
It), 82; clip 6 (Stinson–See It, Name It), 82; clip 7 (Worrell–Re-Teach Modeling. Set the Task), 107; clip 8 (Worrell–Re-Teach Modeling. Model the Thinking), 107; clip 9 (Shaefer–Re-Teach Guided Discourse), 110; clip 10 (Fromson–Aggressive Monitoring), 113; clip 11 (Worrell–Do It [Plan]), 120; clip 12 (Frazier–Do It [Plan]), 121; clip 13 (Stinson–Do It [Practice]), 121; clip 14 (Worrell–Do It [Practice]), 122; clip 15 (Frazier–Do It [Practice]), 122; clip 16 (Stinson–Do It [Follow-up]), 123; clip 17 (Frazier–Do It [Follow-up]), 123; “Master Teachers,” 161–162

“View from the pool” data analysis: analysis is meaningless without the assessment to guide us, 67; Question-level Analysis of Student Performance–Sixth Grade Math Sample, 66; Related Standards Analysis–Sixth Grade Math Sample, 67; Standard-level Analysis of Student Performance–Sixth Grade Math Sample, 65; as teacher-owner and test-in-hand analysis, 60, 62, 70; to transform your school get the, 52

W
Weekly data meetings: accountability for action plans through, 130; data meeting (action), 120–126; data meeting (data analysis), 71–85; Instructional Leadership Team Meeting–Managing Leaders to Weekly Data Meetings (culture), 143–145

Whitewater Middle School (Charlotte, North Carolina), 92fig–93

Whittier Education Campus (Washington, DC), 43–44

Williamsburg Collegiate Charter School’s Student Reflection Template, 116–117

Wondewossen, Rahel, 103–104

Worrell, Art: clip 7 Worrell (Re-Teach Modeling. Set the Task), 107; modeling re-teaching strategy used by, 106–107; video clip 11 (Worrell–Do It [Plan]), 120; video clip 14 (Worrell–Do It [Practice]), 122

Worrell, Juliana: on Alexander Street Elementary School’s turnaround, 108fig–109; Prime the Pump–Sample Prep for Data Meeting by, 78–79; video clip 4 (Worrell–See It, Name It), 82

Y
Year-end assessment analysis, 10

Yinghua Academy (Minneapolis, Minnesota): implementation rubric key drivers used at, 23; Minnesota Comprehensive Assessment (MCA) scores (2016–2018), 22fig; success with assessment, 23

Z
Zook, Chris, 142