

## **Objectives:**

To comprehensively examine and analyze curricular, instructional, assessment, programmatic, behavioral, and systemic data to design challenges, create specific and focused inquiries, and drive the school improvement process in the classrooms, grade level, building level, and district level.

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## **Desired Effects:**

Improve instructional effectiveness and student learning.

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## **Alignment with District Professional Development Goals:**

### **RIGOR**

- Evaluate the extent to which our instruction, curriculum, and assessment practices are aligned to the appropriate levels of complexity as embedded within the standards.
- Evaluate the extent to which our instruction, curriculum, and assessment practices allow for student autonomy in meeting our performance/proficiency expectations,
- Create recommendations based on evaluations.

### **PROFICIENCY SCALES**

- Evaluate the extent to which our instruction, curriculum, and assessment practices are clearly written, aligned, and scaffolded appropriately.
- Evaluate the extent to which our assessment practices create authentic opportunities for students to perform in real world scenarios/ situations.
- Create recommendations based on evaluations.

### **FORMATIVE ASSESSMENT**

- Evaluate the extent to which our instruction, curriculum, and assessment practices focus on growth and learning.
- Evaluate the extent to which our instruction, curriculum, and assessment practices motivate and engage learners.
- Create recommendations based on evaluations.

# MSAD #46 Data Teams

# School Year 2015-2016

District PD Goal	Data Analysis Theme(s)	Essential Question (“How might we...”)	Complexity Level	Month	Data Sources	Report Due Date	Sample Evidence Types
<b>RIGOR</b>	Student Achievement & Instructional Planning	<ul style="list-style-type: none"> <li><b>identify</b> individualized and authentic lessons, using effective research-based instructional strategies, that are based on achievement results?</li> </ul>	<b>Retrieval / Comprehension</b>	<b>Sept. / Oct</b>	NWEA SBAC SAT Atlas Power School iObservation	Nov. 6, 2015	<ul style="list-style-type: none"> <li>Lessons and/or Units designed based on assessment results</li> <li>Student Learning Objective (S.L.O.)</li> <li>Capacity Matrix</li> </ul>
<b>PROFICIENCY SCALES</b>	Alignment to Complexity	<ul style="list-style-type: none"> <li><b>determine</b> the extent to which assessments, rubrics, and scales are aligned to complexity?</li> </ul>	<b>Retrieval / Comprehension</b>	<b>Nov.</b>	Atlas Power School iObservation	Dec. 4, 2015	<ul style="list-style-type: none"> <li>Assessment Type Report (Atlas)</li> <li>Attached scales/ rubrics (Atlas)</li> <li>Standards, Assignments, Assessments (Power School)</li> </ul>
<b>FORMATIVE ASSESSMENT</b>	Student Growth	<ul style="list-style-type: none"> <li><b>describe</b> the extent and methods used to measure student growth.</li> </ul>	<b>Retrieval / Comprehension</b>	<b>Dec.</b>	NWEA Atlas Power School	Jan. 13, 2016	<ul style="list-style-type: none"> <li>Student Learning Objective (S.L.O.)</li> <li>Capacity Matrix</li> <li>NWEA Results</li> </ul>
<b>RIGOR</b>	Student Achievement & Instructional Planning	<ul style="list-style-type: none"> <li><b>evaluate</b> individualized and authentic lessons, using effective research-based instructional strategies, that are based on achievement results?</li> </ul>	<b>Analysis</b>	<b>Jan.</b>	NWEA Power School iObservation	Feb. 5, 2016	<ul style="list-style-type: none"> <li>Lessons and/or Units designed based on assessment results</li> <li>Student Learning Objective (S.L.O.)</li> <li>Capacity Matrix</li> </ul>

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<b>RIGOR</b>	Engagement	<ul style="list-style-type: none"> <li><b>evaluate</b> the extent to which our educational systems use research-based information to create learning environments that integrate a culture of intrinsic motivation to learn?</li> </ul>	<b>Analysis</b>	<b>Feb.</b>	Power School	Mar. 4, 2016	<ul style="list-style-type: none"> <li>Discipline Incidents &amp; Data</li> <li>Attendance / Tardy</li> <li>Habits of Work</li> </ul>
<b>FORMATIVE ASSESSMENT</b>	Student Growth	<ul style="list-style-type: none"> <li><b>evaluate</b> the extent and methods used to measure student growth.</li> </ul>	<b>Analysis</b>	<b>Mar.</b>	NWEA Atlas Power School	Apr. 7, 2016	<ul style="list-style-type: none"> <li>Student Learning Objective (S.L.O.)</li> <li>Capacity Matrix</li> <li>NWEA Results</li> </ul>
<b>PROFICIENCY SCALES</b>	Alignment to Complexity	<ul style="list-style-type: none"> <li><b>judge</b> the extent to which assessments, rubrics, and scales are aligned to complexity?</li> </ul>	<b>Analysis</b>	<b>Apr.</b>	Atlas Power School iObservation	May 6, 2016	<ul style="list-style-type: none"> <li>Assessment Type Report (Atlas)</li> <li>Attached scales/ rubrics (Atlas)</li> <li>Standards, Assignments, Assessments (Power School)</li> </ul>
<b>RIGOR</b>	Student Achievement & Instructional Planning	<ul style="list-style-type: none"> <li><b>develop</b> plans for individualized and authentic lessons, using effective research-based instructional strategies, that are based on achievement results?</li> </ul>	<b>Knowledge Utilization</b>	<b>May</b>	NWEA SAT Atlas Power School iObservation	June 10, 2016	<ul style="list-style-type: none"> <li>Lessons and/or Units designed based on assessment results</li> <li>Student Learning Objective (S.L.O.)</li> <li>Capacity Matrix</li> </ul>

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<b>RIGOR</b>	Engagement	<ul style="list-style-type: none"> <li><i>develop</i> plans to increase the extent to which our educational systems use research-based information to create learning environments that integrate a culture of intrinsic motivation to learn?</li> </ul>	<b>Knowledge Utilization</b>	<b>May</b>	Power School	June 10, 2016	<ul style="list-style-type: none"> <li>Discipline Incidents &amp; Data</li> <li>Attendance / Tardy</li> <li>Habits of Work</li> </ul>
<b>FORMATIVE ASSESSMENT</b>	Student Growth	<ul style="list-style-type: none"> <li><i>develop</i> plans to increase the extent and methods used to measure student growth.</li> </ul>	<b>Knowledge Utilization</b>	<b>May</b>	NWEA Atlas Power School	June 10, 2016	<ul style="list-style-type: none"> <li>Student Learning Objective (S.L.O.)</li> <li>Capacity Matrix</li> <li>NWEA Results</li> </ul>
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