

## Acton Agua Dulce Unified School District Theory of Action in Practice

### **ESSENTIAL: STUDENT WORK & DATA** Examine student work and data to drive instruction and professional development

#### **EXPECTATIONS FOR SCHOOLS**

- School staff use the STPT process to analyze and use data – CST, CAHSEE, CELDT and Benchmark results, student work, formative assessments, classroom observations to:
  - monitor each student's progress toward proficiency and to appropriately place students
  - plan instruction
  - intervene immediately to accelerate learning for all underperforming students (including gifted)
  - problem-solve to make decisions about interventions and student placement
  - check alignment among standards, curriculum, instruction, and assessments
  - plan and evaluate professional learning
  - hold themselves accountable for students' achieving proficiency and for closing the achievement gap
  - inform students and parents of academic progress
- The principal and Leadership Teams use data to develop the school's Academic Plan for Student Achievement (APSA) with ongoing performance measures.

#### **EVIDENCE: WHAT YOU SHOULD SEE AND HEAR ...**

##### **In Classrooms**

- Teachers keep track of each student's learning and share progress with them regularly to set new learning goals.
- Teachers use interim screening and formative assessments [curriculum-based measures (CBMs)] to monitor student progress and inform instruction.
- Teachers intervene immediately if a student is not progressing as expected academically, linguistically or socially.
- Teachers use the OARS (PowerSchool) to track patterns in their students' performance and modify their instruction.
- Teachers know the value and purpose of various kinds of assessments.
- Teachers use data to determine the specific content and instructional strategies to develop their Process Objectives.
- Student work is visible and celebrated.
- Students monitor their individual progress toward established learning goals.

##### **Around the School**

- Data Teams, including the principal, analyze data and present findings (disaggregated by Leadership Team subgroups and programs) to all school staff at least twice each year to track each student's progress toward proficiency.
- The Leadership Teams use data to identify school-wide professional development needs in content or pedagogy.
- School teams (grade-level dept.) collaborate as part of the STPT process to analyze data and student work to plan instruction, solve problems, and identify their own learning needs.
- Student Success Teams meet regularly to discuss individual students, problem solve, monitor their progress, and suggest interventions and proper placements.
- The school posts data and student work publicly and in a timely manner.

#### **EXPECTATIONS FOR CENTRAL OFFICE ADMINISTRATORS**

- The Superintendent and central administrators use data to examine the effectiveness of major initiatives and intervention programs in order to make decisions.
- The District makes available formative assessments in core content areas for each grade that are aligned with state standards.
- The District makes student performance data available to schools through OARS (PowerSchool) in a timely manner.
- The District utilizes the data to determine the interventions that are part of the Response to Intervention framework.

- The District provides training on data analysis and OARS (PowerSchool) use to all instructional staff.