

## ***F. Data Systems and Achievement Monitoring***

F.4. District and school site staff analyze data from multiple sources, including Academic Performance Index (API), Adequate Yearly Progress (AYP), and student group data, to ensure that all applicable results can be used to improve student learning and achievement.

### **Possible Actions**

- District technology system administrators will facilitate the analysis of data through a data management system that routinely imports and provides easy access to:
    - Curriculum-embedded assessment data (e.g., data from six-to-eight week and end-of-course assessments based on State Board of Education/local-board-adopted texts)
    - Pre-and post-diagnostic assessments and other district assessments
    - State-level testing data, including California Standards Test results, California High School Exit Exam results, California English Language Development Test results, and AYP and API data
    - Regularly updated demographic and other data (e.g., poverty, ethnicity, feeder school patterns, and attendance data)
    - Data at the student level, which can be retrieved with adequate security by the student's teachers and parents
    - Disaggregated data (e.g., by student groups, proficiency and quintile levels, and AYP achievement; by classroom level, grade level, and school level; and by programs, such as extended-day and special needs students)
    - Longitudinal data (e.g., data on individual students over time and for cohorts of students)
  - District technology system administration will do the following:
    - Ensure that the technology supports the analysis of the data at the student, class, grade, school, and district level.
    - Ensure that specific groups of students and their data on these assessments may be tracked over time.
    - Ensure that all district student information data are linked with student achievement data.
    - Regularly update student rosters with demographic information.
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- Use the student information system to look at attendance area trends and feeder school patterns of attendance and discipline in relation to student achievement.

- The superintendent will implement the local measures of student performance in the local educational agency (LEA) Plan using a district-wide information infrastructure and technology to administer, score, and report student achievement data.
- Site administrators and teachers will use the data to discuss:
  - Strengths and weaknesses of student performance in each part of the assessment
  - Lessons taught and the evidence of student learning from the class work during the period covered by the assessment
  - Additional instruction/review of a particular skill or concept
- At the beginning of each school year, site administrators and teachers will plot the proficiency levels of individual students and specific groups of students, analyze the improvement or lack of improvement of the student and subgroup achievement, and identify key areas of focus for the next year.

## ***G. Professional Development***

- G.1. The Local Educational Agency Plan includes budgeted, coherent professional development activities that reflect research-based strategies for improved student achievement and a focus on standards-based content knowledge.
- G.2. The district provides materials-based professional development, based on data and adoptions in use and focused on improving student achievement.
- G.3. The district provides opportunities for professional development in reading/language arts, mathematics, and interventions, through Assembly Bill (AB) 430 (Nava/2005) Principal Training Program, Senate Bill (SB) 472 (Alquist) State Board of Education-approved training for teachers, and other materials-based trainings as available.
- G.4. The district provides opportunities for teachers to collaborate on the analysis and application of assessment data in improving curriculum, instruction, and student achievement.