

Nuts and Bolts - What is the Action Research Summit Process?

School principals synthesize their data analysis into a 90 minute PowerPoint presentation three times each school year following each District testing cycle. Principals are expected to discuss their school's data trends by grade-level and student group (race/ethnicity, Special Education, English Learner, and Re-designated Fluent English Proficient). All principals are minimally required to address a standardized set of local and state assessments as well as student behavioral data. Academic achievement data include DIBELS as our universal screener, Reading and Math diagnostics, as well as English Language Arts and Math Common Core benchmarks. Student behavioral data comprise of student attendance, positive referrals, office discipline referrals, suspensions and expulsions. Principals are asked to discuss their action plan, how they monitored the implementation of those actions, the formative data used as an interim measure of what students need to know and be able to do, adjustments to their plan based on data to include lessons learned, and their data-driven decisions to improve student outcomes in the subsequent testing cycle.

The audience is comprised of the Superintendent, Assistant Superintendent of Academic Improvement and Accountability, Assistant Superintendent of Human Resources, Director of Special Education, Director of Instructional Support Services, Director of Curriculum and Standards, Director of School Support, Director Research and Evaluation, Department Supervisors, and principal colleagues. The Superintendent and his team evaluate the information presented, provide feedback and support and identify individual school needs and district trends. These presentations play a significant role in refining the work district-wide. Information acquired through ARS informs any necessary immediate adjustments to the current practice or future recommendations for professional development, curriculum, programs and resources.

This academic year, ARS informed the 2015-16 District Local Control and Accountability Plan (LCAP). Specifically, actions for next year's District plan addresses schools' need for differentiated professional development on strengthening their Professional Learning Communities, the need to extend the District's English Learner pilot program and the need to build teacher capacity in early literacy in order to close the K-2 literacy gap. Also, principals and their teams attend similar school presentations in order to garner information and strategies to improve student outcomes and address their unique site concerns.