

The Achievement Network Leadership Lever Overview

Provide strong data leadership	Establish an effective data leadership team to guide the work across the school
	Ensure school leadership team and teachers understand how the data work fits into the broader school priorities and strategy
	Consistently champion the power of data to help teachers make good decisions for students
	<p>Analyze assessment results as a leadership team</p> <ul style="list-style-type: none"> Identify trends and prioritize standards
Define expectations & structures	Ensure ambitious but feasible student achievement goals for the year
	Ensure clear assessment strategy and understanding of how Anet interims fit with other assessments (i.e. growth, formative)
	Ensure school-wide planning expectations for teachers (i.e. SAS alignment, long-term planning, unit planning, lesson planning)
	<p>Establish organizing systems/structures that will enable the data work to result in maximum impact</p> <ul style="list-style-type: none"> Tight assessment/reporting <u>logistics</u> to enable smooth cycle throughout the year Integrated <u>student intervention</u> times <u>Common planning</u> time and <u>professional development</u> time for teachers Scheduled quarterly <u>data meetings</u>
Manage execution	Facilitate teacher planning (backwards from the assessed standards)
	Manage the administration of the assessment
	<p>Facilitate the data meeting</p> <ul style="list-style-type: none"> Ensure teachers analyze results, prioritize standards, identify sub-skills, develop action plans Establish/reinforce clear expectations for interventions (timelines)
	Relentlessly ensure teachers take instructional action
Develop teachers	Evaluate the teachers' data analysis and action plans and provide feedback
	Facilitate meaningful reflection on the impact of the action plans to inform planning and teacher development
	Ensure strong execution of teacher development resulting from the data cycle reflections (by developing teachers directly or by marshaling resources to address their needs)
Establish Culture of Achievement	Leverage the data to celebrate small wins and to build a positive school-wide culture that increases teacher and student motivation

The Achievement Network

Teacher Action Rubric

	Plan from Standards	Analyze Data	Take Instructional Action	Follow up & Improve
3	<ul style="list-style-type: none"> • 100% of teachers use assessment calendar for planning sequence, content & instruction S1 • Annual priority standards identified at each grade level & 100% of teachers address them strategically at multiple points during the year S2 • 100% of curriculum aligned to state standards S3 • 100% of instruction aligned to the state standards & correct grade level rigor S4 • 100% of teachers hold annual & regular ongoing planning meetings across grades with quantifiable, pre-determined outcomes S5 	<ul style="list-style-type: none"> • 100% of teachers follow a strong process for item/data analysis that yields consistently strong results from 100% of teachers A1 • 100% of teachers always identify detailed, objective takeaways from the data A2 • 100% of teachers address standards in a prioritized order A3 	<ul style="list-style-type: none"> • 100% of teachers follow through on manageable & targeted actions I1 • 100% of actions target prioritized skills/students identified during analysis & 100% of teachers modify actions based on student mastery during implementation I2 • 100% of teachers integrate priority standard questions into instruction on an ongoing basis I3 	<ul style="list-style-type: none"> • 100% of teachers quantitatively & qualitatively evaluate how their actions contributed to student learning & can articulate next instructional steps F1 • 100% of teachers can articulate the school's follow-up & accountability structures F2
2	<ul style="list-style-type: none"> • 75% of teachers use assessment calendar for planning sequence content, & instruction S1 • Annual priority standards identified at each grade level & 75% of teachers address them strategically at multiple points during the year S2 • 75% of curriculum aligned to the state standards S3 • 75% of instruction aligned to the state standards & the correct grade level rigor S4 • 75% of teachers hold annual & regular ongoing planning meetings held across grades S5 	<ul style="list-style-type: none"> • School has a strong process for item/data analysis that at least 75% of teachers have internalized & can complete independently A1 • 75% of teachers always identify detailed, objective takeaways from the data A2 • 100% of teachers address prioritized standards A3 	<ul style="list-style-type: none"> • 75% of teachers follow through on manageable & targeted actions I1 • 100% of actions target prioritized skills/students identified during analysis & at least 50% of teachers modify actions based on student mastery during implementation I2 • 100% of teachers review priority standard questions with students I3 	<ul style="list-style-type: none"> • 75% of teachers quantitatively & qualitatively evaluate how their actions contributed to student learning & can articulate next instructional steps F1 • 95% of teachers can articulate the school's follow-up & accountability structures F2
1	<ul style="list-style-type: none"> • 50% of teachers use assessment calendar for planning sequence, content, & instruction S1 • Annual priority standards identified at each grade level S2 • 50% of curriculum aligned to the state standards S3 • 50% of instruction aligned to the state standards & correct grade level rigor S4 • 50% of teachers hold regular ongoing planning meetings held across grades S5 	<ul style="list-style-type: none"> • School has an unfocused item/data analysis process – 50% of teachers have internalized & can complete independently A1 • Fewer than 75% of teachers identify detailed, objective takeaways from the data A2 • 100% of teachers always focus on priority standards/questions; leadership recommends or selects priority standards for teachers A3 	<ul style="list-style-type: none"> • 100% of teachers follow through on actions (not always manageable & targeted) I1 • 100% of actions taken target prioritized skills/students identified during analysis I2 • 75% of teachers review priority standard questions with students I3 	<ul style="list-style-type: none"> • 50% of teachers quantitatively & qualitatively evaluate how their actions contributed to student learning & can articulate next instructional steps F1 • 75% of teachers can articulate the school's follow-up & accountability structures F2
0	<ul style="list-style-type: none"> • 25% of teachers use assessment calendar for planning sequence, content, & instruction S1 • Annual priority standards not identified at each grade level S2 • Fewer than 50% of curriculum aligned to the state standards S3 • 25% of instruction aligned to the state standards & correct grade level rigor S4 • Teachers do not hold planning meetings regularly S5 	<ul style="list-style-type: none"> • School does not have a clear item/data analysis process A1 • Fewer than 50% of teachers identify detailed, objective takeaways from the data A2 • Fewer than 100% of teachers focus on priority standards/questions A3 	<ul style="list-style-type: none"> • Fewer than 75% of teachers follow through on actions I1 • Fewer than 75% of actions target prioritized skills/students identified during analysis I2 • Fewer than 75% of teachers review priority standard questions with students I3 	<ul style="list-style-type: none"> • Fewer than 50% of teachers evaluate how their actions are contributing to student learning F1 • Fewer than 50% of teachers can articulate the school's follow-up & accountability structures F2