



SY 20-22 Quarterly Benchmark Analysis and IAP Reflection Tool Guidance

The purpose of this Quarterly Benchmark Analysis and IAP Reflection Tool is to give your school team a structured opportunity to review and analyze benchmark data, reflect on Integrated Action Plan goals, strategies, and action steps, and create next steps based on data analysis. The Quarterly Benchmark Analysis and IAP Reflection is cumulative for the 2020-2021 school year and should be updated and added to each quarter by using benchmark data three times a year and the AzM2 as the end of year reflection. CSI Grad Rate schools should consider reporting on metrics such as credit recovery, on-time graduation projections/estimates, and other leading indicators that may be in your IAP and aligned to your CSI identification in addition to your benchmark data.

There are three sections in the document that must be completed; details about each section are included in the table below. Please note that the Data Review Process section may only need to be completed once at the beginning of the year while the other sections need to be updated each quarter.

Section	Guiding Questions	When to Update
I. Data Review Process	<i>How does your team review IAP progress and benchmark data? Who is part of your team? How does your team share information with stakeholders?</i>	Beginning of Year; update if needed
II. Benchmark Data Sources & Results	<i>What benchmark assessments are administered and to whom? What are the results of the benchmark assessments?</i>	Quarterly
III. IAP Review & Data Analysis	<i>What is your theory as to why you achieved the benchmark results? What implications does it have on your IAP moving forward? What needs to be done as a result?</i>	Quarterly

This process is intended to be completed by the site-based leadership team and we highly recommend your team plan these data analysis meetings prior to the due dates listed below. Please do not hesitate to reach out to your assigned Program Specialist for support.

Quarterly Benchmark Analysis and IAP Goals Reflection Due Dates:

- 1st Benchmark – October 30, 2020
- 2nd Benchmark – January 15, 2021
- 3rd Benchmark – March 15, 2021
- End of the year (AzM2) – June 15, 2021

Document Submission:

- As mentioned, this document is cumulative for the 2020-2021 School Year and should be updated and added to each quarter. (*Due dates: 10/30/2020, 1/15/2021, 3/15/2021, 6/15/2021*)
- **Email your Quarterly Benchmark Analysis and IAP Reflection directly to your Specialist.**
 - o In the future, we will use the new **EMAC system**; when the system is live, we will provide additional guidance and instructions for uploading.
- Schools may also include their benchmark data using their own data collection form (ex: Galileo Benchmark Report for aggregate school and grade level data). **Please do not send individual student data.**

Resources: (also in appendices)

- a. [Data Mining Protocol](#)
- b. [Protocol for Examining Data](#)

c. [Data Analysis Model and Process: Guiding Questions](#)



Frequently Asked Questions
Benchmark Assessments

Background

[Executive Order 2020-41](#) requires LEAs to submit distance learning plans that include detailed plans on how the school district or charter will conduct benchmark testing within the first six weeks of the school year in math and English/language arts for all students in kindergarten programs and grades one (1) through twelve (12).

When does the six-week window for benchmark testing begin?

The English language arts (ELA) and math benchmark assessments must be given within six weeks from August 17, 2020.

Could we use our district/charter created or teacher created assessments to meet this benchmark testing requirement?

If your LEA assesses ELA and Math using district/charter or teacher created assessments, you may use those tests as your benchmark assessment. LEAs are encouraged to use assessments that are currently in place within the LEA to meet this requirement.

Can LEA pre-tests, especially at the high school level, be used as benchmark assessments?

Yes, since high schools are structured by individual courses, utilizing the ELA and Math pre-tests as benchmark assessments would be appropriate.

How will be this benchmark assessment data be used by the state?

The benchmark test results will not have to be sent to ADE; however, will have to be made available- upon ADE request.

At the high school level, we only use mid-terms and final exams across the LEA. Can we use midterms as our benchmark assessment for ELA and Math courses?

Midterm assessments may be used at the high school level if they are provided within the timeframe of the Executive Order, six weeks from August 17, 2020.

What if our mid- term assessments are given at 9 weeks? Is there an exception that can be made for high school requirements?

ADE does not have the authority to provide exceptions to this requirement. The benchmark assessment must be administered within 6 weeks of August 17, 2020 per the executive order.

Does it matter that LEAs might assess different standards during the first quarter or have benchmark assessments with varying levels of difficulty per the design (growth model versus a mastery model, e.g.) for ADE to review in terms of an established standard/criteria across districts/charters?

No, it is up to the LEA to determine the assessments and what ELA/Math content is appropriate for each grade level.

Appendices

A. DATA ANALYSIS PROTOCOL

Analyzing data: Guiding questions

1. What areas of students' performance are at or above expectations?
2. What areas of student performance are below expectations?
3. How did various groups (e.g. gender, race, socioeconomic, disability, English proficiency) of students perform?
4. What are other data telling us about student performance in this area?
5. What confirms what we already know? What challenges what we thought?
6. What important observations seem to "pop out" from the data? Surprising observations? Unexpected observations?
7. What patterns or trends appear?
8. What similarities and differences exist across various data sources?
9. What do we observe at the school level? The grade level? The class level?
10. What are some things we have not yet explored? What other data do we want to examine?

National Staff Development Council

B. PROTOCOL FOR EXAMINING DATA DEVELOPED FROM NATIONAL SCHOOL REFORM FACULTY MATERIALS

Purpose: This protocol is for use in guiding a group through analysis of data to identify strengths and problems of practice.

Materials: Copies of data for team members. Highlighters.

Getting Started- Overview of Data (3 minutes) The facilitator reminds the group of the norms, assigns roles (recorder, timekeeper) and explains the protocol. The facilitator gives a brief description of the particular data to be discussed and answers clarifying questions as necessary.

Step 1: What parts of this data catch your attention? Just the facts. (8 minutes: 2 minutes silently writing individual observations, 6 minutes discussing as a group)

Step 2: What does the data tell us? What does the data NOT tell us? (10 minutes: 3 minutes silently making notes, 7 minutes discussing as a group). Make inferences about the data. The facilitator encourages team members to support their statements with evidence from the data.

Step 3: What good news is there to celebrate? (5 minutes to identify strengths) The facilitator asks the group to look for indications of success in the data.

Step 4: What are the problems of practice suggested by the data? (10 minutes: 3 minutes silently writing individual ideas for practice, 7 minutes for group discussion) The facilitator helps the group narrow the focus of the problems of practice.

Step 5: What are our key conclusions? What recommendations does the team have for addressing the problems of practice? This is the action phase of the data analysis. The group will design an action plan for next steps to be recorded in the minutes.

Protocol for Examining Data Developed from National School Reform Faculty Materials

Purpose: This protocol is for use in guiding a group through analysis of WSFCS Quarter Assessment data to identify strengths and opportunities for improvement.

Materials: Blue Diamond Progress by Objective Reports - by teacher and Grade Level- Item Analysis Report by teacher and Grade level, Subject/Grade Self-Assessment Sheet, highlighters

Getting Started- Overview of Data (3 minutes) The facilitator reminds the group of the norms, assigns roles (recorder, timekeeper) and explains the protocol. The facilitator gives a brief description of the particular data (Progress by Objective and Item Analysis Reports) to be discussed and answers clarifying questions as necessary.

Step 1: What parts of this data catch your attention? (Progress by Objective & Item Analysis Reports) (8 minutes: 2 minutes silently writing individual observations, 6 minutes discussing as a group) The facilitator reminds the group that this phase is to just state what they see without reaching conclusions or making recommendations. Consider the following: – Note what you can see – Note important points that “pop out” – Look for patterns or trends that emerge – Note surprising or unexpected data
After three minutes of looking through the data , the facilitator has the group share their observations by going around the group. Just the facts.

Step 2: What does the data tell us? What does the data NOT tell us? (10 minutes: 3 minutes silently making notes, 7 minutes discussing as a group) The facilitator tells the group that this step is to look beyond the obvious for relationships, cause/effect and to make inferences related to student learning. – Was this objective or learning target taught during this quarter? – Generate possible explanations for what the data reveals – What can you infer about the data regarding the impact on student learning?
After three minutes of making notes, the facilitator has the group share their ideas by going around the group. The facilitator encourages team members to support their statements with evidence from the data.

Step 3: What good news is there to celebrate? (5 minutes to identify strengths) The facilitator tells the group to look for indications of success in the data. The facilitator asks for the “good news” by going around the group.

Step 4: What are the problems of practice suggested by the data? (10 minutes: 3 minutes silently writing individual ideas for practice, 7 minutes for group discussion)

The facilitator tells that group that this step is designed to help the group identify connections between what is missing, what needs to change and what is working. Keep in mind the following prompts:

- Focus on practices for improving student learning
- What issues have been raised about classroom practices?
- What is the first step to increase student success in this area?
- Where do you suggest we go from here?
- What are the next steps this group should take?
- Is there other data or material we should look at?

After three minutes of making notes, the facilitator leads the group in the discussion of what this data implies for their classroom practice. Are the problems of practice the same for all teachers? The facilitator helps the group narrow the focus of the problems of practice.

Step 5: What are our key conclusions? What recommendations does the team have for addressing the problems of practice? This is the action phase of the data analysis. The facilitator asks teachers to suggest ways that the problems of practice can be addressed. The group will design an action plan for next steps that might outline changes in instructional practice, analysis of materials used or require a deeper understanding of the learning targets and standards. The recorder will record this action plan for next steps in the minutes.

Data Analysis Model and Process: Guiding Questions

Frame the Question	Organize for Dialogue	Collect the Data	Analyze the Data	Interpret the Data	Select Actions	Monitor Results
<ul style="list-style-type: none"> •What do we want to know? •What are we attempting to measure, monitor? •What questions are we asking of the data? •What are we hoping to learn about our own practices as a result of this data analysis? •Why is this important? •What are the primary concerns about my current instructional program? •How will information obtained from this data analysis study help to improve my overall instructional program? •What areas (instructional, curricular) need improvement? 	<ul style="list-style-type: none"> •Who should be involved to answer the questions? •Does everyone know what the strategies look like in action? •How do I create a culture for data conversations that are focused on inquiry? •What is the process for building learning teams that use data to make decisions? •What are the different types of data conversations? •What are the steps of the data analysis process? •What are tools I can use with teachers as they engage in data conversations? •How do I facilitate data conversations? •How do I provide structures for teachers to use data to make instructional decisions? 	<ul style="list-style-type: none"> •What data sources will be needed? •Do we need any resources to learn more about the data analysis strategies? •What data measure the skills or concepts that we need to monitor? •Is the source reliable? •Where can I get more information? 	<ul style="list-style-type: none"> •How will data need to be aggregated and disaggregated? •How will I analyze strengths and obstacles? •How will I prioritize? •Do any responses stand out? •Which questions had a high number of correct responses? •What are some things we have not explored? •What questions about student thinking and understanding will we address by examining our student data? •What skills, knowledge, and concepts do students have mastery of as evidenced by the data? Which have they not mastered? •Are the observations and inferences that surfaced during the analysis of the student data validated by multiple data points and sources? •What additional insights can we gain about student thinking and understanding from the data? 	<ul style="list-style-type: none"> •What do the data tell you? •What learning needs are evident? •What question(s) seem most difficult for students? •Which concepts require focused and direct instruction? •What is a sample of an ideal/proficient response? •Do we know what we consider proficient? •Do we agree on what proficiency looks like? •What exactly will tell us if proficiency has been achieved? •Have we defined proficiency for a given skill/concept process? •What inferences and explanations can we draw from these data sets? •What tentative conclusions might we draw? •What important points seem to stand out? •What are some patterns or trends that are emerging? •What do you notice about subgroup performance? •What hunches do you have to explain the performance? •How strong is the evidence overall? •What do the numbers mean? •What are some contributing factors to the lack of student understanding? 	<ul style="list-style-type: none"> •What actions will need to be taken to address the identified learning needs? •Establish goals: set, review, and revise •Is our goal a SMART (Specific, Measurable, Achievable, Relevant, and Timely) goal? •Specific: students, group, content area, objectives and student expectations •Measurable: Can it be measured with an assessment? •Achievable: Is our goal within our reach? •Relevant: Are these concepts and skills aligned with the TEKS? •Timely: Can the progress be measured frequently and teachers see results immediately? •What additional data might we explore to verify our explanations? •What will each of us do to increase the level of student proficiency? •What else do I need to know? 	<ul style="list-style-type: none"> •How will you monitor the effectiveness of your action? •Are we all committed to helping students meet their learning goal? •What obstacles stand in the way of reaching our student learning goals? •What does the research say about the effectiveness of the strategies we have chosen? •How will we know students are learning as a result of our actions? •What should we see students applying after 5 days of instruction, 10, and 20? •How will we monitor progress and rigor? •What will directly link learning with specific strategies? •How will we confirm that the entire team has implemented the strategies that were collaboratively and collectively agreed upon? •What overall application behaviors will we be able to see/note if the desired learning is occurring as a result of our focused actions? •When will we assess student learning? •What needs for school improvement might arise from these data? •What new insights do you have about the student learning problem? •How will I know if the instructional program is working at top efficiency and effectiveness?