

Welcome
to the
Quarterly
Benchmark
& IAP
Reflection
Module



Desired Outcomes

- Clarify the purpose of the Quarterly Benchmark Analysis and IAP Reflection tool
- Review the expectations and directions for each of the three sections and provide examples
- Explain the submission process and due dates



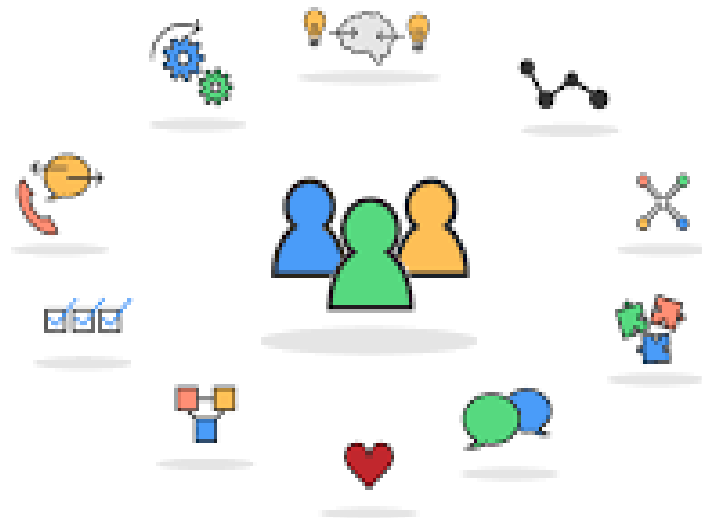
Quarterly Benchmark Analysis and IAP Reflection Tool Purpose

A structured opportunity to:

- review and analyze benchmark data
- reflect on Integrated Action Plan goals, strategies and action steps
- create next steps based on data analysis




Three Sections:

I. Data Review Process	II. Benchmark Data Sources & Results	III. IAP Review & Data Analysis
<p><i>How does your team review IAP progress and benchmark data? Who is part of your team? How do you share information with stakeholders?</i></p>	<p><i>What benchmark assessments are administered and to whom? What are the results of the benchmark assessments?</i></p>	<p><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></p>



I. Data Review Process

Directions: Please answer all three questions to describe how your team conducts quarterly benchmark and IAP analyses, how you review data and implementation information, who participates, and how your team shares results with other stakeholders.

 <i>Describe the data review process your team uses. Please be specific and note how you disaggregate subgroups during your review.</i>	 <i>Who is part of your team's data review process? List roles/names.</i>	 <i>How does your team share results with other appropriate stakeholders?</i>

Data Review Process

Sample Data Analysis Protocol

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 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.



Sample 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?



Data Analysis Model and Process with Guiding Questions

Frame the Question: 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?

Organize for Dialogue: Who should be involved to answer the questions? • 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?

Collect the Data: 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?




Analyze the Data: 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?

Interpret the Data: 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?

Select Actions: What actions will need to be taken to address the identified learning needs? • What additional data might we explore to verify our explanations? • What else do I need to know?

Monitoring Results: How will you monitor the effectiveness • 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? • How will we monitor progress and rigor?

Example

 <p><i>Describe the data review process your team uses. Please be specific and note how you disaggregate subgroups during your review.</i></p>	 <p><i>Who is part of your team's data review process? List roles/names.</i></p>	 <p><i>How does your team share results with other appropriate stakeholders?</i></p>
<p>We use the Protocol for Examining Data Developed from National School Reform Faculty. This protocol is used in guiding our group through analysis of our Quarterly Benchmark data to identify strengths and opportunities for improvement.</p> <ul style="list-style-type: none"> • Step 1: What parts of this data catch your attention? • Step 2: What does the data tell us? What does the data NOT tell us? (*this step is when we disaggregate data by subgroup) • Step 3: What good news is there to celebrate? • Step 4: What are the problems of practice suggested by the data? • Step 5: What are our key conclusions? What recommendations does the team have for addressing the problems of practice? 	<p>The initial data review for each benchmark will be done by our school leadership team. This team is made up of site admin, reading specialist, math specialist, behavior coach, and a grade level rep from each grade level (K-6).</p>	<p>After our team conducts school-wide benchmark data analysis, we present our key findings and proposed priorities at our staff meeting. Then, we review detailed benchmark data in grade level teams within PLCs in the following week to repeat the Protocol. We do this to give all teachers the opportunity to contextualize our leadership-identified priorities for their grade levels and to ensure there are clear next steps and actions determined in every class.</p>

When following this protocol, we disaggregate data by all subgroups, each grade level and by classroom to identify trends, strengths and challenges.

Key conclusions are formed for each disaggregated group with next steps identifies.

II. Benchmark Data Sources and Results

Directions: Fill out your benchmark data information for both ELA and Math in the designated tables below. In the “Data Source Information” table, please include the name of the data source (i.e. the name of the assessment), which grades that assessment was administered to, and the date it will be administered. Next, please identify the reporting measurement of the data you will be reporting (i.e. % Proficient or Above). Lastly, please report the benchmark data for each grade that was assessed each quarter. |

II.A) ELA Data Source Information

	Benchmark #1 (administered by 9/25)	Benchmark #2	Benchmark #3	Final Benchmark	End of Year
Name of Data Source					AzM2
Grades Tested					
Date Administered					

II.B) Check the box that describes the reporting measurement the table below represents. Fill in “other” if your data is not represented by the options provided.

% Proficient or Above

% Meeting Expectations

Other [please fill in]

II.C)

ELA Data by Grade Level (add additional rows if needed)					
Grade	Benchmark #1 (administered by 9/25)	Benchmark #2	Benchmark #3	Final Benchmark	End of Year AzM2

Benchmark Data & Results

EXAMPLE

	Benchmark #1 (administered by 9/25)	Benchmark #2	Benchmark #3	Final Benchmark	End of Year
Name of Data Source	District Pre-Test				AzM2
Grades Tested	3-6				
Date Administered	9/16/20				

1.B) Check the box that describes the reporting measurement the table below represents. Fill in "other" if your data is not represented by the options provided.

X % Proficient or Above

% Meeting Expectations

Other [please fill in]

1.C)

ELA Data by Grade Level (add additional rows if needed)					
Grade	Benchmark #1 (administered by 9/25)	Benchmark #2	Benchmark #3	Final Benchmark	End of Year AzM2
3rd	24%				
4th	32%				
5th	29%				
6th	21%				

III. IAP Review & Data Analysis

Directions: This section has two parts: 1) **IAP Review** and 2) **Data Analysis and Next Steps**. In the IAP Review table, please record the strategies and actions from your IAP that have been implemented as either on track or off track. Then, provide an update on your IAP Process Goals and Impact Goals by listing them in the quarterly boxes and providing a brief update on progress towards the goals. If you are a CSI Grad Rate school, 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 the Data Analysis and Next Steps table, your team will summarize patterns you saw in the benchmark data and make special note of disaggregated subgroups as applicable. Next, based on those patterns or notable results, you will examine contributing causes at which point your team will consider your IAP Review information. Finally, you will determine your top priorities based on the student-level results of the quarter and identify clear next steps to support those priorities. **If you plan to make any adjustments to your IAP, please contact your Specialist prior to doing so.**

III.A) IAP REVIEW				
	IAP IMPLEMENTATION		IAP GOALS & PROGRESS	
	ON TRACK What IAP strategies and action steps have been implemented or are on track to implement?	NOT ON TRACK What IAP strategies and action steps were <i>not</i> implemented and/or need more attention?	IAP PROCESS GOALS List IAP Process Goals and provide an update on progress towards goals for each quarter.	IAP IMPACT GOALS List IAP Impact Goals and provide an update on progress towards goals for each quarter.
Q1 6-week Benchmark #1				
Q2 Benchmark #2				

IAP Review & Data Analysis

EXAMPLE

III.A) IAP REVIEW				
	IAP IMPLEMENTATION		IAP GOALS & PROGRESS	
	ON TRACK What IAP strategies and action steps have been implemented or are on track to implement?	NOT ON TRACK What IAP strategies and action steps were <i>not</i> implemented and/or need more attention?	IAP PROCESS GOALS List IAP Process Goals and provide an update on progress towards goals for each quarter.	IAP IMPACT GOALS List IAP Impact Goals and provide an update on progress towards goals for each quarter.
Q1 6-week Benchmark #1	<p>Strategy 1: Implement effective data meetings utilizing district benchmark assessments</p> <ul style="list-style-type: none"> Administered benchmarks Framework for data meetings created and shared <p>Strategy 2: Refine our Multi-Tiered System of Support</p> <ul style="list-style-type: none"> Evaluation of practices and structures (w/feedback) Staff participated in MTSS training (part 1 of 3) and is beginning our MTSS draft plan for the year <p>Strategy 3: Implement School-wide SEL practices</p> <ul style="list-style-type: none"> SEL training attended (part 1 of 4) PBIS program researched and adopted 	<p>Strategy 1: Implement effective data meetings utilizing district benchmark assessments</p> <ul style="list-style-type: none"> Effective implementation of data meetings needs more attention and coaching Data analysis that is rooted in unpacked standards <p>Strategy 2: Refine our Multi-Tiered System of Support</p> <ul style="list-style-type: none"> Draft plan of MTSS still needs more input and details MTSS plan needs to include SEL practices <p>Strategy 3: Implement School-wide SEL practices</p> <ul style="list-style-type: none"> Need to focus on data collection and analysis of behaviors Incorporate more family partnerships in our SEL plan 	<p>Process Goal #1: All teachers will understand their role in the data protocol process before the pretest data is received, as measured by attending PD on this topic and participating in pretest data analysis.</p> <ul style="list-style-type: none"> All teachers attended a 2-day PD where the data review process was taught and modeled <p>Process Goal #2: By the end of 1Q20, all teachers will complete professional learning regarding social emotional needs and will implement at least four SEL lessons during homeroom.</p> <ul style="list-style-type: none"> All but two teachers attended Q1 SEL training 7 teachers have delivered 4 	<p>Impact Goal #1: Math achievement for all students in 3rd and 6th grade will increase by 5.5% moving from 14.5% proficient or highly proficient on the 2018-2019 AZMerit to 20% proficient or highly proficient on the 2019-2020 AzM2 (Goal remains same for SY 2020-2021 in lieu of testing in 2020).</p> <p>Impact Goal #2 ELA achievement for all students in 5th and 6th grade will increase by 6% moving from 25% proficient or highly proficient on the 2018-2019 AZ Merit to 31% proficient or highly proficient on the 2019-2020 AzM2 (Goal remains same for SY 2020-2021 in lieu of testing in 2020).</p>

III.B) DATA ANALYSIS & NEXT STEPS

	PATTERNS & TRENDS What patterns did your team observe in the benchmark data? (Be specific. Look at grade level strengths and challenges, teacher trends, content standards, subgroups, etc.)	CONTRIBUTING CAUSES What do you believe contributed to these results that is within your control? Refer to your IAP review of implementation and goals as needed.	PRIORITIZATION Based on your team's analysis of your current outcomes (with regards to benchmark data <i>and</i> other IAP goals), what are your top priorities as you move into the next quarter and why?	NEXT STEPS How will your team support those priorities? What strategies/actions within your current IAP need to be adjusted? What does your team need to do and who will be responsible?
Q1 6-week Benchmark #1				
Q2 Benchmark #2				

IAP Review & Data Analysis

EXAMPLE

III.B) DATA ANALYSIS & NEXT STEPS				
	PATTERNS & TRENDS	CONTRIBUTING CAUSES	PRIORITIZATION	NEXT STEPS
Q1 6-week Benchmark #1	<p>What patterns did your team observe in the benchmark data? (Be specific. Look at grade level strengths and challenges, teacher trends, content standards, subgroups, etc.)</p> <p>Overall: 4th grade had highest proficiency rates in ELA and Math; 6th grade had lowest. Economically disadvantaged students performed slightly lower than peers (ranging from 3-6% differences by grade and content area).</p> <p>ELA: 3rd grade students showed strengths in RL3.1, but were not as proficient in RI.1. This was true in most grade levels. Grade level teams feel that we need more of a focus on informational text.</p> <p>Math: Proficiency averages for math are at 25% when analyzing grades 3-6 benchmark data. While this proficiency rate is lower, it is on trend with past years baseline data. 5th grade averaged 18% proficiency rate but there was</p>	<p>What do you believe contributed to these results that is within your control? Refer to your IAP review of implementation and goals as needed.</p> <p><i>Our MTSS structures are in the process of being revised because we recognize our interventions were not as effective as they needed to be, and our data practices needed refinement. This is still an underlying cause to the results we're seeing in Q1.</i></p> <p><i>Our current ELA curriculum emphasizes literature more than informational text. Teachers lack strategies to incorporate informational text.</i></p> <p><i>Teachers who are new to the school and did not participate in the multi-part standards training in 2018 lack a thorough understanding of their grade level content standards in ELA and Math.</i></p> <p><i>Teachers reported that students did not take the assessment</i></p>	<p>Based on your team's analysis of your current outcomes (with regards to benchmark data and other IAP goals), what are your top priorities as you move into the next quarter and why?</p> <p>ELA: Supporting teachers to implement informational text mini lessons within Social Studies and Science blocks and providing supplemental materials as needed.</p> <p>Standards: Utilize teacher planning time to deconstruct ELA and Math standards with a focus on the ELA and Math standards identified as deficiencies based on the pretest data.</p> <p>Testing: Schoolwide testing protocols and expectations will be developed and taught to students. This will include strategies to help students and staff be successful.</p> <p>SEL/MTSS: Continue to develop and/or compile data-driven interventions for those skills aligned with identified priority</p>	<p>How will your team support those priorities? What strategies/actions within your current IAP need to be adjusted? What does your team need to do and who will be responsible?</p> <p><i>Leadership will attend the next scheduled trainings for MTSS and SEL (Oct. and Nov.) and identify evidence-based interventions aligned to priority standards based on benchmark data. GL teams will use intervention data as a basis for their student study team meetings 1x/week. Leadership will observe interventions and provide support as needed.</i></p> <p><i>We will amend our IAP to include an action step for prioritizing informational text (Principal). Grade level teams will be facilitating this process and reporting progress to the leadership team on mini lesson implementation.</i></p> <p><i>Leadership will continue to be present and provide coaching for grade level planning meetings</i></p>

<i>Quarter 1</i>	Beginning of Year 6 Week Benchmark #1 (by 9/25 per Governor's order)*	School-determined (may be different than Benchmarks)	October 30, 2020
<i>Quarter 2</i>	Benchmark #2	School-determined	January 15, 2021
<i>Quarter 3</i>	Benchmark #3	School-determined	March 15, 2021
<i>Quarter 4</i>	End of Year and Final Benchmark	Must include AzM2 and School-determined measure	June 15, 2021

Submission Dates for Quarterly Benchmarks

Thank you!

Please feel free to reach out to your
Specialist

or call

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