

## Quarterly Benchmark Analysis and IAP Reflection Tool (SY 2020-2021)

LEA: (EXAMPLE)	School: Sunshine Elementary School (EXAMPLE)
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### Overview:

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 template is broken down into 3 parts.

I. Data Review Process	II. Benchmark Data Sources & Results	III. IAP Review & Data Analysis
<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>	<i>What benchmark assessments are administered and to whom? What are the results of the benchmark assessments?</i>	<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>

This process is intended to be completed by the site-based leadership team on a quarterly basis. It is highly recommended that 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.

### Document Submission:




- This document is cumulative for the 2020-2021 School Year and should be updated and added to each quarter. See table below for due dates.
- Email your Quarterly Benchmark Analysis and IAP Reflection directly to your Specialist.**
  - Eventually, 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.**

Table: Quarterly Benchmark Information and Due Dates

Quarter	Type of Data	Data Source	Benchmark Analysis and IAP Reflection Due
<i>Quarter 1</i>	Beginning of Year 6 Week Benchmark	School-determined (may be different than Benchmarks)	October 29, 2020
<i>Quarter 2</i>	Benchmark #2	School-determined	January 28, 2021
<i>Quarter 3</i>	Benchmark #3	School-determined	March 31, 2021
<i>Quarter 4</i>	End of Year and Final Benchmark	State Assessment	June 30, 2021

## I. Data Review Process

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

 <b>Describe the data review process your team uses. Please be specific and note how you disaggregate subgroups during your review.</b>	 <b>Who is part of your team's data review process? List roles/names.</b>	 <b>How does your team share results with other appropriate stakeholders?</b>
<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"> <li>• Step 1: What parts of this data catch your attention?</li> <li>• Step 2: What does the data tell us? What does the data NOT tell us? (*this step is when we disaggregate data by subgroup)</li> <li>• Step 3: What good news is there to celebrate?</li> <li>• Step 4: What are the problems of practice suggested by the data?</li> <li>• Step 5: What are our key conclusions? What recommendations does the team have for addressing the problems of practice?</li> </ul> <p>When following this protocol, we disaggregated data by all subgroups, each grade level and by classroom to identify trends, strengths and challenges.</p> <p>Key conclusions are formed for each disaggregated group with next steps identifies.</p>	<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>

## 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	District Pre-Test				State Assessment
Grades Tested	3-6				
Date Administered	9/16/20				

**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
3rd	24%				
4th	32%				
5th	29%				
6th	21%				

**II.D) Math Data Source Information**

	Benchmark #1 (administered by 9/25)	Benchmark #2	Benchmark #3	Final Benchmark	End of Year
Name of Data Source	District Pre-Test				State Assessment
Grades Tested	3 <sup>rd</sup> -6th				
Date Administered	9/20/20				

**II.E)** 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]

**II.F)**

Math 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	19%				
4th	22%				
5th	18%				
6th	15%				

### III. IAP Review & Data Analysis

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.

\*If you are a CSI Grad Rate school, consider reporting on metrics such as credit recovery, on-time graduation projections/estimates, end of course assessments, and/or other leading indicators that may be in your IAP and aligned to your CSI low graduation rate identification. This can be in addition to ELA and math benchmark data or in place of that data. Please be clear in the data source box as to what data sources you are reporting.

**\*\*CSI schools identified for both low achievement and low grad rate should report on academic measures as well as graduation indicator data.**

III.A) IAP REVIEW				
	IAP IMPLEMENTATION		IAP GOALS & PROGRESS	
	<b>ON TRACK</b> What IAP strategies and action steps have been implemented or are on track to implement?	<b>NOT ON TRACK</b> What IAP strategies and action steps were <i>not</i> implemented and/or need more attention?	<b>IAP PROCESS GOALS</b> List <b>IAP Process Goals</b> and provide an update on progress towards goals for each quarter.	<b>IAP IMPACT GOALS</b> List <b>IAP Impact Goals</b> and provide an update on progress towards goals for each quarter.
<b>Q1</b> <b>6-week</b> <b>Benchmark</b> <b>#1</b>	<b>Strategy 1: Implement effective data meetings utilizing district benchmark assessments</b> <ul style="list-style-type: none"> <li>Administered benchmarks</li> <li>Framework for data meetings created and shared</li> </ul> <b>Strategy 2: Refine our Multi-Tiered System of Support</b> <ul style="list-style-type: none"> <li>Evaluation of practices and structures (w/feedback)</li> <li>Staff participated in MTSS training (part 1 of 3) and is beginning our MTSS draft plan for the year</li> </ul> <b>Strategy 3: Implement School-wide SEL practices</b> <ul style="list-style-type: none"> <li>SEL training attended (part 1 of 4)</li> </ul>	<b>Strategy 1: Implement effective data meetings utilizing district benchmark assessments</b> <ul style="list-style-type: none"> <li>Effective implementation of data meetings needs more attention and coaching</li> <li>Data analysis that is rooted in unpacked standards</li> </ul> <b>Strategy 2: Refine our Multi-Tiered System of Support</b> <ul style="list-style-type: none"> <li>Draft plan of MTSS still needs more input and details</li> <li>MTSS plan needs to include SEL practices</li> </ul> <b>Strategy 3: Implement School-wide SEL practices</b>	<b>Process Goal #1:</b> 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. <ul style="list-style-type: none"> <li>All teachers attended a 2-day PD where the data review process was taught and modeled</li> </ul> <b>Process Goal #2:</b> 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.	<b>Impact Goal #1:</b> 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 2020-2021 State Assessment to 20% proficient or highly proficient on the 2021-2022 State Assessment  <b>Impact Goal #2</b> ELA achievement for all students in 5th and 6th grade will increase by 6% moving from 25% proficient or highly proficient on the 2020-2021 AZ Merit to 31% proficient or highly proficient on the 2021-2022 State Assessment

	<ul style="list-style-type: none"> <li>• PBIS program researched and adopted</li> <li>• SEL lessons being implemented</li> </ul>	<ul style="list-style-type: none"> <li>• Need to focus on data collection and analysis of behaviors</li> <li>• Incorporate more family partnerships in our SEL plan and keep a focus on cultural responsiveness</li> </ul> <p><b>Overall:</b> We are still working to adjust our structures to meet the needs of students who are learning at home.</p>	<ul style="list-style-type: none"> <li>• All but two teachers attended Q1 SEL training</li> <li>• 7 teachers have delivered 4 or more SEL lessons; 4 have delivered 3 SEL lessons; 2 have delivered 2</li> </ul>	<p><b>Impact Goal #3</b> The total number of discipline referrals will decrease by 100 from 406 in the 2020-2021 school year to 306 in the 2021-2022 school year.</p> <ul style="list-style-type: none"> <li>• We believe we have made progress towards our two academic impact goals by utilizing our baseline pretest data to allow our grade level teams to focus on specific standards when planning lessons. We are on target to work towards our goal of a decrease in referrals by implementing planned SEL lessons, and using PBIS strategies shared during PD sessions. Data shows that we have had a decrease in referrals of 10 when we compare August-October 2020 referrals to August-October 2021.</li> </ul>
Q2 Benchmark #2				
Q3 Benchmark #2				

Q4 End of Year + Final Benchmark				
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III.B) DATA ANALYSIS & NEXT STEPS				
	PATTERNS & TRENDS	CONTRIBUTING CAUSES	PRIORITIZATION	NEXT STEPS
	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.)	What do you believe contributed to these results that is within your control? Refer to your IAP review of implementation and goals as needed.	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?	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	<p><b>Overall:</b> 4<sup>th</sup> grade had highest proficiency rates in ELA and Math; 6<sup>th</sup> grade had lowest. Economically disadvantaged students performed slightly lower than peers (ranging from 3-6% differences by grade and content area).</p> <p><b>ELA:</b> 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><b>Math:</b> 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.</p>	<p>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.</p> <p>Our current ELA curriculum emphasizes literature more than informational text. Teachers lack strategies to incorporate informational text.</p> <p>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.</p>	<p><b>ELA:</b> Supporting teachers to implement informational text mini lessons within Social Studies and Science blocks and providing supplemental materials as needed.</p> <p><b>Standards:</b> 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><b>Testing:</b> 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>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.</p> <p>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.</p>

	<p>5<sup>th</sup> grade averaged 18% proficiency rate but there was one teacher who achieved 29% proficiency.</p>	<p>Teachers reported that students did not take the assessment seriously. Overall, engagement has been difficult with virtual teaching, especially for students with less support at home. There is concern about basic needs not always being met and therefore students are not “ready” to learn and be assessed every day.</p> <p>Historically, math pretest data has shown that students struggle with math concepts that have not been taught previously.</p>	<p><b>SEL/MTSS:</b> Continue to develop and/or compile data-driven interventions for those skills aligned with identified priority standards based on benchmark data.</p>	<p>Leadership will continue to be present and provide coaching for grade level planning meetings when they are deconstructing standards. Leadership team will work with GLs to develop a location to document the deconstruction for all teachers.</p> <p>Leadership will propose a testing protocol for our students and staff and solicit feedback from teachers. The goal is to implement the protocol ~3 weeks prior to our next benchmark (end of Nov/beginning of December).</p>
Q2 Benchmark #2				
Q3 Benchmark #2				
Q4 End of Year + Final Benchmark				