**Local Data Usage for the 2019-2020 School Year**

Due to the Covid-19 pandemic, we did not use state mandated testing data, as the state test in Texas, the STAAR, was cancelled. Thus, we used local data to assess where our students were and what we could do to track their progress and work on their growth in the classroom. ELA and Science classes used a locally devised benchmark that was given across the district. These benchmarks included the Texas Education Knowledge Standards that would have been tested on the STAAR and used previous STAAR released test items. It was our intention to determine how our students were progressing toward STAAR using this assessment.

Our Math and Social Studies departments utilized a test offered by the Texas Education Agency called an Interim Assessment to track their student growth. This test was also made up of STAAR released questions and featured the entirety of Texas Education Knowledge Standards taught for that grade level over the course of the school year. This data was used to create flexible small groupings, create intervention groups and more.

We continue to use these data points this year even through our STAAR test will be offered in May.

Further, since our initial application, we have implemented a new way of tracking data on our campus at the local level. We implemented checkpoints across the board in ELA, as a trial group to determine how data could best drive our PLC instructional process. While we were doing CFA’s previously, we wanted to ensure that we were doing them in a way that was best practice. So we did the following?

* New checkpoint procedures implemented across ELA as of 10/15 and beyond.
* Required checkpoints for what we considered and decided upon as “boulder” knowledge standards every 5-7 days either through a formal checkpoint given in class.
* ELA teachers were explicitly trained on assessment writing on two occasions both whole group and within grade level specifically on how to create data driven assessments and use the data to drive reteaching informal and formal assessments.
* Backwards design, as a result of the above training, was fully implemented in all ELA classrooms by 11/1
* District personnel and Academic Specialist attended two planning days for each ELA grade level to assist in data usage and assessment planning.
* Weekly data meetings held with all individual ELA grade levels beginning 10/1

What we saw was wonderful progress. Please see the attached file labeled ELA Checkpoint Data Progress that shows the growth toward our goals due to the implementation and tracking of data in this targeted way. The ELA groups targeted for data accountability are seeing universal progress toward our masters goals. ELA is our first targeted group, and all three grade levels show a positive trend line toward our masters goals and are on track to both meet or succeed.

While more data is needed, it is our hypothesis, that there is a statistical correlation and possible causal relationship between our data intervention and accountability implemented as interventions within ELA. We will run a full analysis at the close of this school year. As we turn toward SS in 8th grade and Math, we hope to see the same amount of progress in the next three months approaching testing, as we’ve seen among the ELA groups over the past three months.