



ARIZONA DEPARTMENT OF
EDUCATION

**Arizona Professional Learning Series for Creating Systems
Change to Increase Literacy Achievement for All Students**

Data Guide



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The AZPLS is designed to support districts and schools in closing the literacy achievement gap between students with specific learning disabilities and their peers without specific learning disabilities through a process of systems change with implementation of evidence-based teaching and learning strategies that meet the needs of all students. The AZPLS systems change increases efficacy and builds sustainable implementation in leadership, team collaboration, intentional professional learning, coaching, data analyses, and action planning focused on adult actions to ensure the learning and success of every student.

The Arizona Professional Learning Series (AZPLS) provides two websites to connect content and data. The main AZPLS website provides the professional learning modules, parent meeting content, facilitator guides, videos, and implementation support. The AZPLS Data Portal provides an extensive data collection and analysis system specific to the AZPLS. It will drive implementation and demonstrate progress toward long-term systems change. This guide outlines the data collection tools, data collection process, and data analysis process.

Section 1: Data Collection Tools

This section provides a description of the tools provided to stakeholder groups throughout implementation of the AZPLS. Collectively, this data supports districts and schools in determining next steps in supporting the literacy success for all students. Each data tool summary includes a link to the data tool and a description of the purpose for the data tool.

Section 2: Data Collection

Developing a clear purpose of why and how data is collected and used is vital to the data system. Leadership needs to be transparent about the purpose of data tools and data collection timeline to create a strong data culture. This section supports leadership in articulating a clear focus for data use with a data collection plan and timeline.

Section 3: Data Analysis

This section outlines the components and protocols to support the Building Leadership Team's data analysis that will guide sustainable implementation. The data analysis provides districts and schools with information needed to action plan intentional professional learning and coaching supports to enhance collaborative teams, school-wide teaching and learning strategies, instructional planning using the dimensions of formative assessment, and differentiated instruction to meet the literacy needs of all students.



Section 1: AZPLS Data Collection Tools

The Data Collection Tools completed by district and school staff members, parents, and students provide information to the district and school. That information includes areas of strengths, what could be improved within action plan focus areas toward the implementation of systems, and the teaching and learning strategies taught through the AZPLS. These data points support the reflection and continuous growth of the adult actions that support increased student literacy outcomes. The collection and analysis processes are detailed in Section 2: AZPLS Data Collection Plan and Timeline and Section 3: Data Analysis. The following is a list of the tools and purpose of each:

1. Classroom-Based Observation Checklist

To support teachers with reflection, ongoing professional learning, and coaching for implementation of the formative assessment dimensions.

2. Coaching Log

To support coaches in documenting the coaching process, strategies, and next steps in reaching professional learning goals.

3. Coach Survey

To support coaches with reflection on coaching impact and how to further enhance coaching practices for teachers and collaborative teams.

4. Collaborative Team Meeting Checklist

To support collaborative team reflection on the level of infrastructure, structure, and process in place for collaboration.

5. Fidelity of Implementation Checklist

To support the District and Building Leadership Teams reflection process regarding implementation of systems change and teaching and learning strategies taught throughout the Arizona Professional Learning Series.

6. Fidelity of Implementation Checklist *Completed by External Observers*

To support the DLT and BLT reflection process for implementing systems change and the teaching and learning strategies from the Arizona Professional Learning Series. *This is the same checklist as number 5.*

7. Inclusive Practices and Collaboration Staff Perception Survey

To support the Building Leadership Team in gaining insight of staff perceptions for inclusionary practices that influence the culture and systems change needed for increased student literacy achievement.

8. Parent Meeting Survey *Optional*

To support facilitator reflection on the delivery and content of professional learning for enhancing future parent learning event experiences and meeting the needs of parents in supporting their children's literacy learning.

9. Parent Perception Survey

To support the Building Leadership Team in gaining insight of parent perceptions for inclusionary practices that influence the culture and systems change needed for increased student literacy achievement.

10. Professional Learning Survey *Optional*

To support facilitator reflection on the delivery and content of professional learning to enhance future staff learning experiences and meet staff needs with implementation.

11. Quarterly Report

To support the Building Leadership Team reflection on where they are headed, where they are now, and how they plan to close the gap with implementation toward systems change and increased student literacy achievement.

12. Student Perception Survey K-2 and Student Perception Survey 3-8

To support the Building Leadership Team in gaining insight of student perceptions for inclusionary practices that influence the culture and systems change needed for increased student literacy achievement.

Supporting Data Collection Tools

13. Benchmark Data

To determine if students' literacy achievement scores increase from fall to winter to spring and from one year to the next.

14. Reading Data Inventory *Optional*

To assist in defining the data system to support instructional decision making for all students.

15. State Test Data

To determine if grade level literacy proficiency scores increase from one year to the next.

16. Least Restrictive Environment (LRE) Data

To determine if student placement changes over time.

Section 2: AZPLS Data Collection Plan and Timeline

The purpose of the AZPLS is to support district systems change with sustainability in leadership, collaboration between special education and general education, inclusionary practices, and adolescent literacy with a focus on closing the gap in literacy achievement between students with a specific learning disability and students without a specific learning disability in grades K-8.

The Data Collection Tools can be grouped into four general categories in terms of who completes them.

- A. District and school staff members
- B. Coach and school administrator
- C. Parents
- D. Students

Additional tools are provided for:

- E. Supporting Student Data
- F. External Observers

Each of the Data Tools in the Data Guide speak to one or more of these components. The Data Tools provide information to each district and school regarding areas of strengths, improvement needs within action plan focus areas, and strategies toward the implementation of systems and teaching and learning.

ATTENTION: When using the AZPLS Data Portal, use a school-level account to enter/upload data and copy links for staff, parents, and students. This ensures the data is attributed to the correct school.

Data Collection Plan

A. Data Collection Tools to Be Completed by District and School Staff Members

1. Professional Learning Survey *Optional*

What? A survey to gain participants' perceptions of professional learning in module sessions.

Why? To support facilitator reflection on the delivery and content of professional learning for enhancing future staff learning experiences and meeting staff needs with implementation.

Who? Participants attending professional learning.

When? Immediately following professional learning.

How? Coaches log in to the [AZPLS Data Portal](#) for survey materials. Participants complete survey online or on paper.

2. Inclusive Practices and Collaboration Staff Perception Survey

What? A survey to gain staff perceptions of inclusive practices and culture

Why? To support the Building Leadership Team (BLT) in gaining insight into staff perceptions of inclusionary practices that influence culture and systems change needed for increasing student literacy achievement

Who? All school staff: Administrators, instructional staff, and support staff

When? **Year 1:** Collect after Module 1 professional learning and again in early April.

After Year 1: Collect annually in early April.

How? Coaches log in to the [AZPLS Data Portal](#) for survey materials. Staff members complete the survey online or on paper.

3. Coaching Survey

What? A survey to gain staff perceptions of coaching impact

Why? To support coaches with reflection on coaching impact and how to further enhance coaching practices for teachers and collaborative teams

Who? Staff members coached by the school AZPLS Coach

When? Spring *late March*

How? Coaches log in to the [AZPLS Data Portal](#) for survey materials. Staff members complete the survey online or on paper.

4. Collaborative Team Meeting Checklist

What? A checklist to gain Collaborative Teams' perceptions of team infrastructure, structure, and process

Why? To support Collaborative Team reflection on the level of infrastructure, structure, and process in place for team meetings

Who? BLT and site Collaborative Team members complete individually.

When? At least once a quarter for Q1–Q4 immediately after a team meeting has occurred

How? Coaches log in to the [AZPLS Data Portal](#) for survey materials. Team members complete the survey online.

B. Data Collection Tools to Be Completed by Coach and School Administrator

1. Fidelity of Implementation Checklist

What? A checklist to measure implementation of the AZPLS systems change process and module content critical components

Why? To support the District Leadership Team (DLT) and BLT reflection process for implementing systems change and the teaching and learning strategies from the Arizona Professional Learning Series (AZPLS)

Who? School AZPLS Coach and school administrator complete one checklist together.

When? Annually, after year one in January/February *Only check modules for which professional learning has been completed.*

How? Coaches log in to the [AZPLS Data Portal](#) for checklist materials. Coaches complete the checklist online.

2. Reading Data Inventory *Optional*

What? A document to inventory literacy data tools at school sites

Why? To define school site literacy data tools including universal screeners, progress monitoring tools, and standard cut scores for literacy data

Who? School AZPLS Coach

When? Fall *early September*

How? Coaches log in to the [AZPLS Data Portal](#) to download the inventory.

3. Classroom-Based Observation Checklist

What? A checklist to document the formative assessment dimensions implemented during instructional delivery

Why? To support teachers with reflection, ongoing professional learning, and coaching for the Dimensions of Formative Assessment implementation

Who? AZPLS Coach observes all school staff members who have participated in professional learning.

When? After Modules 1–3 are implemented; Collect at least annually in early March.

How? Coaches log in to the [AZPLS Data Portal](#) for survey materials. Coaches complete the survey online.

4. Coaching Log

What? A log to track coaching activities

Why? To support coaches in documenting the coaching process, strategies, and next steps for supporting coaches and teams in reaching professional learning goals

Who? AZPLS Coach

When? Immediately after coaching

How? Coaches log in to the [AZPLS Data Portal](#) to complete the log online.

5. Quarterly Report Form

What? A form to summarize quarterly activities toward implementation

Why? To support BLT reflection on where they are headed, where they are now, and how they plan to close the gap in implementing systems change and increasing student literacy achievement

Who? School AZPLS Coach and school administrator complete the form.

When? Quarter 1: July 1–September 30; Quarter 2: October 1–December 31; Quarter 3: January 1–March 31; and Quarter 4: April 1–June 30

How? Coaches log in to the [AZPLS Data Portal](#) to complete the form online.

C. Data Collection Tools to Be Completed by Parents

1. Parent Meeting Survey *Optional*

What? A survey to gain parent and staff perceptions of the parent meetings

Why? To support facilitator reflection on the delivery and content of professional learning

Data is used to enhance future parent learning experiences and provide parental support for implementing literacy strategies with their children.

Who? Parents and staff at each parent meeting

When? Immediately following each parent meeting

How? Coaches log in to the [AZPLS Data Portal](#) for survey materials. Participants complete the survey online or on paper.

2. Parent Perception Survey

What? A survey to gain parent perceptions of the school's inclusionary practices and culture.

Why? To support the BLT in gaining insight into parent perceptions of inclusionary practices that influence culture and systems change needed for increasing student literacy achievement

Who? Parents

When? Year 1: Collect after Module 1 professional learning and again in early April.

After Year 1: Collect annually in early April.

How? Coaches log in to the [AZPLS Data Portal](#) for survey materials. Parents complete the survey online or on paper.

D. Data Collection Tool to Be Completed by Students

1. Student Perception Survey

What? A survey to gain student perceptions of the school's inclusionary practices and culture

Why? To support the BLT in gaining insight into student perceptions of inclusionary practices that influence culture and systems change needed for increasing student literacy achievement

Who? Students in grades K–8.

When? Year 1: Collect after Module 1 professional learning and again in early April.

After Year 1: Collect annually in early April.

How? Coaches log in to the [AZPLS Data Portal](#) for survey materials. Students complete the survey online or on paper.

E. Supporting Student Data *Optional—Your district/school may have a process for collecting, reviewing, and analyzing these data collection points.*

1. Benchmark Data

What? An Excel spreadsheet documenting literacy achievement data (e.g., MAP, DIBELS, Aimsweb, or DRA)

Why? To determine if students' scores increase from fall to winter to spring and from one year to the next

Who? Districts/schools

When? Quarterly

How? Coaches log in to the [AZPLS Data Portal](#) for materials.

2. State Test Data

What? An Excel spreadsheet documenting literacy achievement data on the state test

Why? To determine if grade level proficiency scores increase from one year to the next

Who? Districts/schools.

When? Summer *June*

How? Coaches log in to the [AZPLS Data Portal](#) for materials.

3. Student Least Restrictive Environment (LRE) Data

What? An Excel spreadsheet documenting student environment placement (e.g., in general education classroom 80% or more; in general education classroom 40–79%, etc.)

Why? To determine if student placement changes over time

Who? Districts/schools

When? Summer *June*

How? Coaches log in to the [AZPLS Data Portal](#) for materials.

F. Data Collection Tool to Be Completed by External Observers

1. Fidelity of Implementation Checklist

What? A checklist that measures implementation of the AZPLS systems change process and module content critical components *This is the same checklist as B1.*

Why? To support the DLT and BLT reflection process for implementing systems change and the teaching and learning strategies from the Arizona Professional Learning Series (AZPLS) and to compare scores to those of staff members

Who? External observers—a team of at least two DLT members—interview: Principal, AZPLS Coach, and the BLT.

When? After one year of professional learning, conduct interviews in early April, then annually.

How? Coaches log in to the [AZPLS Data Portal](#) for checklist materials. Coaches send a link to the external observers to complete the checklist online.

Student Outcome Data

The student outcome data are derived from benchmark data, state test data, and least restrictive environment (LRE) data for students with and without disabilities. It is important that the district and schools determine who is responsible for collecting, analyzing, and communicating data to all stakeholders. The AZPLS Data Portal provides Excel spreadsheets for the initial analysis of these data collection points.

Benchmark. This data indicates how students are progressing with meeting the standards throughout the school year. These data collection points are most often given in the Fall, Winter, and Spring. It is important to conduct an analysis of subgroup data performance and growth rate to gain awareness on how all students are achieving. This supports team decision making in planning teaching and learning strategies for all students. An Excel spreadsheet for Benchmark Data provides schools with a format to analyze the literacy achievement gap between students with a specific learning disability (SLD), students with a disability (including SLD), and students without a disability. Use of this spreadsheet is optional. It is available for districts and schools who do not have systems in place for analyzing benchmark data.

A. Students with a Specific Learning Disability

	Fall			Winter			Spring				
	# Test-Takers	# At Benchmark	% At Benchmark (auto calculated)	# Test-Takers	# At Benchmark	% At Benchmark (auto calculated)	# Test-Takers	# At Benchmark	% At Benchmark (auto calculated)	# Showing Growth from Fall to Spring	% Showing Growth from Fall to Spring (auto calculated)
Grade K			#DIV/0!			#DIV/0!			#DIV/0!		#DIV/0!
Grade 1			#DIV/0!			#DIV/0!			#DIV/0!		#DIV/0!
Grade 2			#DIV/0!			#DIV/0!			#DIV/0!		#DIV/0!
Grade 3			#DIV/0!			#DIV/0!			#DIV/0!		#DIV/0!
Grade 4			#DIV/0!			#DIV/0!			#DIV/0!		#DIV/0!
Grade 5			#DIV/0!			#DIV/0!			#DIV/0!		#DIV/0!
Grade 6			#DIV/0!			#DIV/0!			#DIV/0!		#DIV/0!
Grade 7			#DIV/0!			#DIV/0!			#DIV/0!		#DIV/0!
Grade 8			#DIV/0!			#DIV/0!			#DIV/0!		#DIV/0!

Totals Automatically Calculated in Spreadsheet

Grades	# Test-Takers	# At Benchmark	% At Benchmark (auto calculated)	# Test-Takers	# At Benchmark	% At Benchmark (auto calculated)	# Test-Takers	# At Benchmark	% At Benchmark (auto calculated)	# Showing Growth from Fall to Spring	% Showing Growth from Fall to Spring (auto calculated)
K-3	0	0	#DIV/0!	0	0	#DIV/0!	0	0	#DIV/0!	0	#DIV/0!
4-8	0	0	#DIV/0!	0	0	#DIV/0!	0	0	#DIV/0!	0	#DIV/0!
All Grades	0	0	#DIV/0!	0	0	#DIV/0!	0	0	#DIV/0!	0	#DIV/0!

NOTE: Sections B and C of this Excel spreadsheet (not shown) ask for the same information within the subcategories of Students with a Disability Including Students with a Specific Learning Disability and Students without a Disability.

State Test Data. Arizona's statewide achievement assessment is given in the Spring to determine students' overall performance on grade level standards. It is important to look at the general performance levels of students and the subgroup performance levels of students and growth rate. An Excel spreadsheet for State Test Data provides schools with a snapshot format of student performance levels to analyze the literacy achievement gap between students with a specific learning disability (SLD), students with a disability (including SLD), and students without a disability. It will take a deeper analysis from a district or school team to determine student growth rate. Use of this spreadsheet is optional. It is available for districts and schools who do not have systems in place for analyzing state test data.

A. Students with a Specific Learning Disability													
	Number of Test-Takers Scoring at a Given Performance Level					Percent of Test-Takers Scoring at a Given Performance Level (auto calculated)				Proficiency (auto calculated)			
	1	2	3	4	Total # Test-Takers (auto calculated)	1	2	3	4	# Scoring Partially Proficient or Above	# Scoring Proficient or Above	% Scoring Partially Proficient or Above	% Scoring Proficient or Above
Grade K					0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0	0	#DIV/0!	#DIV/0!
Grade 1					0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0	0	#DIV/0!	#DIV/0!
Grade 2					0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0	0	#DIV/0!	#DIV/0!
Grade 3					0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0	0	#DIV/0!	#DIV/0!
Grade 4					0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0	0	#DIV/0!	#DIV/0!
Grade 5					0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0	0	#DIV/0!	#DIV/0!
Grade 6					0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0	0	#DIV/0!	#DIV/0!
Grade 7					0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0	0	#DIV/0!	#DIV/0!
Grade 8					0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0	0	#DIV/0!	#DIV/0!
Totals Automatically Calculated in Spreadsheet													
Grades K-3	0	0	0	0	0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0	0	#DIV/0!	#DIV/0!
Grades 4-8	0	0	0	0	0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0	0	#DIV/0!	#DIV/0!
All Grades	0	0	0	0	0	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	0	0	#DIV/0!	#DIV/0!

NOTE: Sections B and C of this Excel spreadsheet (not shown) ask for the same information within the subcategories of Students with a Disability Including Students with a Specific Learning Disability and Students without a Disability.

Least Restrictive Environment (LRE). LRE means that, to the maximum extent appropriate, schools must educate students with disabilities in the general education classroom with their peers without disabilities. Supplementary aids and services must be provided for all students with disabilities, as needed. The goal is for students to spend the majority of their day in the general education classroom. This data collection is part of the October 1 count reported to the Arizona Department of Education, Exceptional Student Services Data Management. The Excel spreadsheet for LRE data provides schools with a snapshot format of LRE data. This spreadsheet also auto-calculates the percentage of students who are identified with a specific learning disability. Use of this spreadsheet is optional. It is available for districts and schools who do not have systems in place for analyzing LRE data.

	A. Students in Each Group				B. SLD		C. SWD	D. Students Served in LRE			
	# SLD	# SWD	# SWOD	# All Students (auto calculated)	% SWD with SLD (auto calculated)	% All Students with SLD (auto calculated)	% All SWD (auto calculated)	# Students with SLD Served in LRE 80% or More of the Day	# SWD Served in LRE 80% or More of the Day	% Students with SLD Served in LRE 80% or More of the Day (auto calculated)	% SWD Served in LRE 80% or More of the Day (auto calculated)
Grade K				0	#DIV/0!	#DIV/0!	#DIV/0!			#DIV/0!	#DIV/0!
Grade 1				0	#DIV/0!	#DIV/0!	#DIV/0!			#DIV/0!	#DIV/0!
Grade 2				0	#DIV/0!	#DIV/0!	#DIV/0!			#DIV/0!	#DIV/0!
Grade 3				0	#DIV/0!	#DIV/0!	#DIV/0!			#DIV/0!	#DIV/0!
Grade 4				0	#DIV/0!	#DIV/0!	#DIV/0!			#DIV/0!	#DIV/0!
Grade 5				0	#DIV/0!	#DIV/0!	#DIV/0!			#DIV/0!	#DIV/0!
Grade 6				0	#DIV/0!	#DIV/0!	#DIV/0!			#DIV/0!	#DIV/0!
Grade 7				0	#DIV/0!	#DIV/0!	#DIV/0!			#DIV/0!	#DIV/0!
Grade 8				0	#DIV/0!	#DIV/0!	#DIV/0!			#DIV/0!	#DIV/0!
Totals Automatically Calculated in Spreadsheet:											
Grades K-3:	0	0	0	0	#DIV/0!	#DIV/0!	#DIV/0!	0	0	#DIV/0!	#DIV/0!
Grades 4-8:	0	0	0	0	#DIV/0!	#DIV/0!	#DIV/0!	0	0	#DIV/0!	#DIV/0!
All Grades:	0	0	0	0	#DIV/0!	#DIV/0!	#DIV/0!	0	0	#DIV/0!	#DIV/0!

With the AZPLS Data Collection Tools supporting decision making toward systems change, school culture change, and adult actions with literacy teaching and learning strategies, districts and schools can compare and analyze data collection points to see if implementation efforts are supporting literacy achievement.

Strategies to Support Data Collection Efforts

Data collection and analyses construct a comprehensive picture of how a district and school are meeting the needs of every student. If teachers, students, and parents (stakeholders) have a clear purpose about why data is collected, what their role is in data collection, and how data is used to make decisions, they will be more likely to participate in the data collection process. Consider the following strategies to support data collection efforts:

Create a data rich culture with stakeholders. On a regular basis, share and communicate the purpose of the data collection and how the data is collected, analyzed, and used to determine where you are headed, where you are now, and how you will close the gap.

Get buy in from stakeholders. Be transparent about how the AZPLS systems (Teams, Professional Learning, Data, Action Planning, Leadership, and Coaching) work together in using the data. Have a clear purpose for how data is used when implementing systems change. Starting with the voice of teachers, students, and parents helps all stakeholders understand the importance of their roles in data collection.

Provide confidentiality. Obtaining data from stakeholders could become challenging if they are concerned that their information will be shared with others, or they will be identified in reporting. Always inform stakeholders of the confidentiality guidelines (e.g., surveys ask for email address for tracking purposes only; surveys will not be shared with others; surveys will not be identifiable in reporting). Make sure that you abide by the guidelines set in place.

Identify and train. Choose a team member to collect data and generate reports. Once trained on how to use the data tools and AZPLS Data Portal, the team member can support all stakeholders throughout the data collection process and provide the Building Leadership Team (BLT) and District Leadership Team (DLT) with information.

Determine methods of collection. Using the AZPLS Quarterly Data Collection Timeline and AZPLS Data Portal, set a schedule and be transparent about how and when data collection will occur.

Celebrate. In addition to celebrating the data, celebrate everyone's participation in the data collections. Be creative and make it fun for each of the stakeholder groups that take part in data collection.

Communicate often. Share and celebrate data at quarterly BLT meetings, DLT meetings, coach meetings, and with staff, students, and parents.



Quarterly Data Collection Timeline - Year 1

Quarter 1	September 30: Covers July–September <ul style="list-style-type: none">• Action Plan• Perception Surveys for Staff, Students, and Parents <i>Administer in August.</i>• Collaborative Team Meeting Checklist• Coach Service Delivery Plan, Coaching Logs, and Analysis of Coaching System• Reading Data Inventory <i>Optional</i>• Quarterly Report Form	Provides Data for Quarter 2 Analysis and Planning
Quarter 2	December 31: Covers October–December <ul style="list-style-type: none">• Action Plan• Collaborative Team Meeting Checklist• Coach Service Delivery Plan, Coaching Logs, and Analysis of Coaching System• Benchmark Data• Quarterly Report Form	Provides Data for Quarter 3 Analysis and Planning
Quarter 3	March 31: Covers January–March <ul style="list-style-type: none">• Action Plan• Collaborative Team Meeting Checklist• Coaching Survey <i>Complete in March.</i>• Coach Service Delivery Plan, Coaching Logs, Analysis of Coaching System• Benchmark Data• Quarterly Report Form	Provides Data for Quarter 4 Analysis and Planning
Quarter 4	June 30: Covers April–June <ul style="list-style-type: none">• Action Plan• Collaborative Team Meeting Checklist• Perception Surveys for Staff, Students, and Parents <i>Administer in April.</i> <i>Note: Perception Surveys given twice in initial year only.</i>• Coach Service Delivery Plan, Coaching Logs, and Analysis of Coaching System <i>Complete in April–May.</i>• Benchmark Data• State Testing and Least Restrictive Environment Data• Quarterly Report Form	Provides Data for Next Year Quarter 1 Analysis and Planning



Quarterly Data Collection Timeline - Year 2 and All Following Years

Quarter 1	September 30: Covers July–September <ul style="list-style-type: none">• Action Plan• Collaborative Team Meeting Checklist• Coach Service Delivery Plan, Coaching Logs, and Analysis of Coaching System• Reading Data Inventory <i>Optional</i>• Quarterly Report Form	Provides Data for Quarter 2 Analysis and Planning
Quarter 2	December 31: Covers October–December <ul style="list-style-type: none">• Action Plan• Collaborative Team Meeting Checklist• Coach Service Delivery Plan, Coaching Logs, and Analysis of Coaching System• Benchmark Data• Quarterly Report Form	Provides Data for Quarter 3 Analysis and Planning
Quarter 3	March 31: Covers January–March <ul style="list-style-type: none">• Action Plan• Collaborative Team Meeting Checklist• Fidelity of Implementation Checklist <i>Complete after implementing Modules 1–3.</i>• Classroom-Based Observation Checklist <i>Complete after implementing Modules 1–3.</i>• Coaching Survey <i>Complete in March.</i>• Coach Service Delivery Plan, Coaching Logs, Analysis of Coaching System• Quarterly Report Form	Provides Data for Quarter 4 Analysis and Planning
Quarter 4	June 30: Covers April–June <ul style="list-style-type: none">• Action Plan• Collaborative Team Meeting Checklist• Perception Surveys for Staff, Students, and Parents <i>Administer in April.</i>• Coach Service Delivery Plan, Coaching Logs, and Analysis of Coaching System Complete in April–May• Benchmark Data• State Testing and Least Restrictive Environment Data• Quarterly Report Form	Provides Data for Next Year Quarter 1 Analysis and Planning

Section 3: Data Analysis

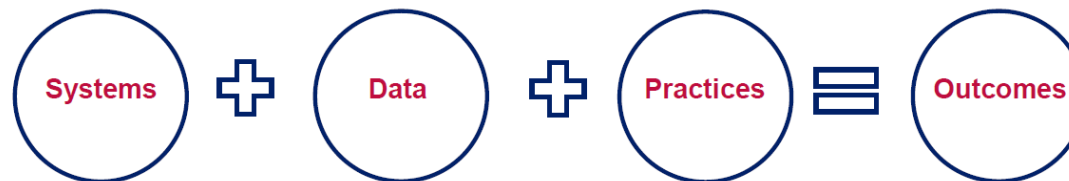
It is the role of leadership to set the focus for data collection and analysis. The Professional Standards for Educational Leaders (PSEL) Standard 4: Curriculum, Instruction, and Assessment states that principal leadership for students with disabilities requires attention to student monitoring and assessment in instruction. Effective principals promote appropriate, clear, and valid monitoring and assessment systems. These systems should provide valid, meaningful information to teachers about how students respond to instruction, relevant to instructional improvement (PSEL 2015 and Promoting Principal Leadership for the Success of Students with Disabilities 2015).

The Arizona Professional Learning Series supports leadership in creating a clear and valid assessment system. Tools and resources are provided to conduct an analysis of teaching and learning, assessment in instruction using the formative assessment dimensions, and perception input from teachers, parents, and students. Leadership teams reflect on the data of adult actions and student outcomes and collectively discuss the data with staff to create change within a shared leadership community of growth where all stakeholders have a voice in the systems that support student success.

When analyzing data, three components should be measured:

1. Outputs
2. Fidelity of Implementation
3. Outcomes

These three components are addressed through the inquiry cycle that is embeded into the systems with ongoing data collection and supports a frame for creating sustainable implemenation efforts resulting in positive outcomes for all students.



Here is an example of what that might look like when analyzing professional learning data:

1. Outputs
 - a. Are we doing the activities (e.g., delivering professional learning) we said we would do?
 - b. Are the targeted people participating in the activities?

- c. Are participants satisfied with the activities?
- d. Are we implementing the professional learning activities as they were intended (e.g., fidelity of professional learning)?

2. Fidelity of Implementation

- a. Are participants implementing the program/practice as it was intended (adherence, exposure/dosage, quality of delivery, student responsiveness)?

3. Outcomes

- a. Are participants gaining new knowledge, skills, attitudes, behaviors?
- b. Are participants implementing new skills and practices?
- c. Are students gaining new knowledge, skills, behaviors, attitudes?

Data Analysis Tools

The Data Analysis Tools support the district/school in analyzing areas of strength and needs throughout implementation and sustainability. The Building Leadership Team (BLT) and District Leadership Team (DLT) utilize the information collected to improve action plan focus areas and strategies toward systems change, focus for teaching and learning strategies, strategic professional learning, and coaching supports. These data collection points support the reflection and continuous growth of the adult actions and student outcome data that support successful literacy achievement for all students.

Inquiry Cycle: Three Questions: The three inquiry questions provide teams and teachers with a cycle of inquiry to support decision making, planning, and a feedback loop for communications at both the school and district level. Whether it is instructional planning, grade level team planning, Building Leadership Team planning, or District Leadership Team planning, the three inquiry questions provide a common structure to guide teams and teachers in meeting the needs of all students.

Quarterly Data Analysis Protocol: The Quarterly Data Analysis Protocol provides the Building Leadership Team with a process to dig deeper into quarterly report data. Quarterly report data indicate levels of the school's inclusive culture, collaborative teams, coaching, fidelity of implementation, and teaching and learning strategies. Using the Quarterly Data Analysis Protocol with schoolwide data, the Building Leadership Team ensures the site action plan focus areas and strategies are on point and guides any necessary adjustments toward full implementation with a solid plan for sustainability.

Action Plan Review: Each professional learning module provides teachers and leadership the opportunity to action plan on focus areas and strategies towards improving outcomes for students. Using the inquiry cycle and quarterly data analysis protocol to monitor and adjust implementation efforts quarterly supports strategic planning for professional learning, coaching, and parent involvement.

For additional supports with the action planning process and BLT/DLT team protocols, review the [Action Planning Guide](#).

Analysis of Your Coaching System: Analysis of your coaching system supports Building Leadership Teams with the quarterly analysis of their coaching system to determine alignment of coaching focus and how to intensify coaching supports for collaborative teams and teachers. For additional supports with the coaching system and protocols, review the [Coaching Guide](#).

Sequence of Analysis

1. The Building Leadership Team (BLT) completes data analysis by using the following tools:

- [Quarterly Data Collection Timeline](#)
- [Inquiry Cycle: Three Questions](#)
- [Quarterly Data Analysis Protocol](#)
- Updates to Action Plan/Coach Service Delivery Plan

2. The District Leadership Team (DLT) meets and discusses the following:

- BLT updates DLT on current data, focus areas, strategies, and needs.
- DLT collaboratively plans supports at both the district and school site level.

3. BLT communicates information to staff, students, and parents about implementation efforts and celebrates successes.

The BLT analyzes data using the Quarterly Data Analysis Protocol aligned to the Quarterly Data Collection Timeline. Once data is collected and reports are complete via the AZPLS Data Portal, the BLT will use the three inquiry questions with the Quarterly Data Analysis Protocol to determine levels of implementation.

The Inquiry Cycle: Three Questions provides teams and teachers with a cycle of inquiry to support decision making, planning, and a feedback loop for communications at both the school and district level. Whether it is instructional planning, grade level team planning, Building Leadership Team (BLT) planning, or District Leadership Team (DLT) planning, the three inquiry questions provide a common structure to guide teams and teachers in meeting the needs of all students.

Where are we headed? What is our goal? What does success look like when we achieve our goal? What criteria will we use to know if we have met our goal? *If we have reached our goal of ABC, then XYZ will be evident.* This is our vision and process for success: a goal with criteria for success.

Where are we now? What data and evidence will tell us if we met the criteria for success of our goal? What data and evidence will tell us if we made progress towards meeting the criteria for success of our goal? This is our inquiry process: evidence and analysis.

How will we close the gap? What are the adult actions that will move us from where we are now to achieving where we are headed? This is our action process.



The focus areas for adult actions to support student outcomes are directly tied to where we are headed. If the adults do XYZ at high levels, we will achieve where we are headed in meeting the needs of all students. The BLT will reflect on the focus areas and strategies described in the site action plan with schoolwide student data as evidence.

Once the action plan is designed and/or updated, the information is shared at the DLT meeting using the frame of the three inquiry questions to discuss district supports and alignment with current initiatives. The DLT discusses further supports that might be offered to the school site to enhance implementation and sustainability efforts. The action planning process is finalized by the BLT and shared with the staff, students, and parents. Successes are celebrated. Next steps are created to provide coaching, professional learning, and parent supports toward closing the literacy achievement gap.

By comparing data analyses, districts and schools can determine if their systems are working toward meeting literacy achievement needs for all students and more specifically how to close the literacy achievement gap between students with and without specific learning disabilities.

Section 4: Getting Started with the AZPLS Data Portal

Contact Information

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ATTENTION: When using the AZPLS Data Portal, use a school-level account to enter/upload data and copy links for staff, parents, and students. This ensures the data is attributed to the correct school.

Login

Your Professional Learning Coordinator from the Arizona Department of Education will provide you with your login information. Please take a moment to update your password. If at any time you forget your password, you may reset it by clicking *Forgot Password* on the login page.

After logging in, a menu will appear at the top of the page.

[Home](#)[Data Entry/Reporting ▾](#)[AZPLS Website](#)[Support](#)[Hello, Stacy! My Account](#)[Log off](#)

Menu Topics

The **Home** page (represented on page 19) provides links to guides, templates, data entry/reporting for the tools, supporting data documents, and tools to support analysis and decision making.

Data Entry/Reporting provides coaches and administrators access to a landing page for the data entry of each online data collection tool. Available information includes the tools, instructions to generate reports, and supporting materials.

AZPLS Website provides a direct link to the Arizona Professional Learning Series (AZPLS) site for all module materials.

Support provides assistance with Data Portal use.

My Account provides functions for users to update their information, reset their passwords, and add users.



Arizona Professional Learning Series Data Portal

[HOME](#)

[DATA ENTRY/REPORTING](#)

[AZPLS WEBSITE](#)

[SUPPORT](#)

Welcome to the Arizona Professional Learning Series (AZPLS) Data Portal. The Data Portal supports your district and school(s) with data collection and analysis for sustainable systems change toward increasing literacy outcomes for all students. Data analysis with the AZPLS Data Inquiry Cycle determine the level of implementation of all AZPLS systems (Professional Learning, Action Planning, Coaching, Teams, Leadership, and Data). These systems naturally work together to guide districts and schools toward sustainable implementation meeting the needs of all teachers to support the needs of all students.

The AZPLS Data Guide describes all data tools and the collection/analysis processes.

Guides:

[Action Planning Guide](#)

[Coach Guide](#)

[Data Guide](#)

[Action Plan Templates:](#)

[Module 2](#)

[Module 3](#)

[Module 4](#)

[Module 5](#)

[Module 6](#)

[Coach Service Delivery Plan](#)

Data Entry/Reporting:

[Classroom-Based Observation Checklist](#)

[Coaching Log](#)

[Coaching Survey](#)

[Collaborative Team Meeting Checklist](#)

[Fidelity of Implementation Checklist](#)

[Inclusive Practices and Collaboration
Staff Perception Survey](#)

[Parent Perception Survey](#)

[Quarterly Report Form](#)

[Student Perception Survey](#)

[Professional Learning Survey](#)

[Parent Meeting Survey](#)

Supporting Data Documents for a Creating Comprehensive Data Review:

[Benchmark Data](#)

[Least Restrictive Environment and Specific
Learning Disability Identification](#)

[Reading Data Inventory](#)

[State Testing Data](#)

Tools to Support Analysis and Decision Making:

[Coaching Alignment Tool to Intensify
Coaching](#)

[Creating a Sustainability Plan](#)

[Inquiry Cycle: Three Questions](#)

[Quarterly Data Analysis Protocol](#)