

Data Day Work Guide
Monday – September 19, 2011 (Grade 9-12)

(This Work Guide is very long. Please print a copy, save it for future reference and forward it to your teachers. Also, it has hyperlinks to group specific tasks.)

Purpose:

The purpose of Data Day is to make specific instructional-decisions about content and instruction through an examination of the Next Generation Sunshine State Standards (NGSSS), district Curriculum Maps and student data. A Professional Learning Community (PLC) approach with Data Teams (by grade/department/discipline or specific team) will be used on Data Day. Teachers will carry out meaningful data conversations to facilitate an increase in student achievement and obtain learning gains.

This year we will continue to use Discovery Education Assessments as the Progress Monitoring tool for all students. The online baseline assessment results were posted immediately after testing. Based on the Discovery results, teachers will review and revise goals and strategies to maximize student performance.

School Expectation:

- It is the expectation that **all teachers have at least 80% of their students making learning gains**. To do this, teachers need to know students' area(s) of greatest need to determine appropriate instructional strategies.

School Administrator Responsibility Before Data Day:

- Inform teachers that all Data Day documentation will be found on OUTLOOK>Public Folders>Assessment, Accountability & Evaluation> 1112 Data Day> School Folder.
- Ensure that all staff members know how to locate and access Public folders on OUTLOOK.
- Ensure that all staff members know how to log on and access data on **DISCOVERY**.
- Ensure that all staff members know how to log on and have access to data on **IDEAS**. (User Guide is located in the school folder in OUTLOOK)
 - Anyone having problems accessing *IDEAS* must contact the **HELP DESK** at 519-8042 (56661) **before** Data Day.
- Identify which class you wish each of your teachers to review.
- Ensure that each teacher prints off the class reports from IDEAS and Discovery for review **before** Data Day. (Instructions for printing the reports are listed below for those teachers needing assistance)
 - To Print IDEAS Reports:
 1. Log in to IDEAS
 2. Select a teacher (1112 School Year)
 3. Select the period you want that teacher to review

4. Click on Display Scores at the top.
 1. Select FCAT SSS Reading (Uncheck Developmental Scores and Scale Scores)
 2. Select FCAT SSS Mathematics (Uncheck Developmental Scores and Scale Scores)
 5. Click Update\Close
 6. Click on Export to Excel (an Excel Spreadsheet will open up)
 7. Highlight Row 1 and change the alignment so the headers are at 90 degrees
 8. Highlight the entire page and select Format: AutoFit column width
 9. Print the page on 8½ x 14 (Legal) paper, Landscaped
 10. You will need to add header for teacher name and class period.

NOTE: This will show the ACH Level for Reading and Math for each student in that class period for that teacher
- To Print Discovery Reports:
 - Log in to Discover
 - After login, select the Assessment tab (top left). Under the Assessment Components, select **View Benchmark Reports**
 - On the next screen, on left hand side under **Benchmark Reports**, select **PDF Teacher**
 - Click the “Select” box next to the class you select for the teachers to review
 - Click the “View Report” button.
 - A PDF file with the Student Sub-skills Report will show. Print the following pages:
 - Discovery Student Sub-skills Report (**B**) - This is the NGSSS Benchmark report
 - Discovery Item Summary Report
 - Print one copy of the 9-10 Grade FCAT 2.0 Test Specifications Manual
 - Link: [Grade 9-10 Reading FCAT 2.0](#)
 - This will be divided by grade level (9-10) and shared with those teachers reviewing Reading at the PLC discussion
 - Provide each Algebra teacher a copy of the Algebra Baseline #1 test **prior** to Data Day.
 - Provide each Biology teacher a copy of the Biology Baseline #1 test **prior** to Data Day and the course description. Link: C-Palms Course Descriptions at FLDOE <http://www.floridastandards.org/Courses/CourseDescriptionSearch.aspx>
 - Provide the Work Guide (this document) to all teachers.
 - Determine PLC locations, timeframe and product(s) expected at the end of the day.

Materials Needed for Data Day:

- Printed copies of the FCAT reports from IDEAS and Discovery Baseline #1 for the class each teacher will review
- This Work Guide
- Data Summary Sheet to record information
- TARGET Template and/or TARGET worksheet to initiate teacher goals

Please see specific directions below for the following groups of teachers:




- Contacts:
 - Grade 9-10 (Reading: Jackie Baldwin 647-4801, Math: John Miller 647-4807)
 - Biology (Milt Huling 647-4769)
 - Grades 11-12 Retakes (Reading: Jackie Baldwin 647-4801, Math: John Miller 647-4807)
 - Other Grade 11-12 Teachers
 - All Advanced Placement Teachers (Becky Braaten 534-0632)
- Data Day Instructions
 - [During Data Day Grade 9 teachers](#)
 - [During Data Day Grade 10 teachers](#)
 - [During Data Day Algebra Teachers](#)
 - [During Data Day Biology Teachers](#)
 - [During Data Day Grade 11-12 Teachers](#)
 - [During Data Day Grade 11-12 Retaker Teachers](#)
 - [During Data Day All Advanced Placement Teachers](#)

Priority for determining the teacher's data analysis assignment:

- If the teacher is an AP teacher and also teaches Retakers, then this teacher should complete the data analysis for the AP course.
- If the teacher is a Biology teacher and also teaches Retakers, then this teacher should complete the data analysis for the Biology course.
- If the teacher is a Grade 11-12 teacher, who teaches Retakers or has Retakers in the class, then this teacher should complete the data analysis for the Retake students.
- If the teacher is a Grade 11-12 teacher, who does not teach Biology or Retakers, then this teacher should complete the data analysis for the Grade 11-12 students using ACT and/or SAT data.




During Data Day Grade 9 teachers:

According to the new high school accountability system, there is a graduation rate for At-Risk students. These are students who scored a Level 2 or lower on both FCAT Reading and Mathematics in 8th Grade. It is very important that these students succeed and graduate with their 9th grade cohort.

- Teachers will compare the FCAT Data reports from IDEAS and the Baseline #1 reports from Discovery, that they (or their administrator) printed out **before** Data Day
 - Reports are:
 1. IDEAS – FCAT Read/Math Achievement Level Report
 2. Discovery - Student Sub-skills Report (**B**) and Discovery Item Summary Report
 - For the class you are examining, review the FCAT reports from IDEAS
 - Identify achievement level 1 and 2 students on their prior year FCAT score in reading and/or math and compare to Discover Baseline #1 result.
 - Examine the Discovery Baseline #1 reports
 1. Discovery Color Coding is as follows:
 -  Means that more than 60% of the students have the item correct
 -  Means that between 40% and 59% of the students have the item correct
 -  Means that 39% or less of the students have the item correct
 - Analyze this report by:
 - Identifying the students who have the lowest performance on the Discovery Baseline #1
 - Compare this list of students to your list of lowest performing students from the FCAT Report.
 - Note any students who have significant changes in their performance level
 - Review each reporting category in the Discovery report (beginning with the category with the lowest student performance)
 - Analyze this report and determine if there is a trend of incorrect answers for each strand.
 - Look for the following incorrect answer patterns
 - Pattern 1 - The majority of the students selected the same incorrect answer – for example, the correct answer is “B” and the vast majority of the students selected “C” as the correct answer.
 - Pattern 2 - The majority of the students missed the item – for example, the correct answer was “C” but the students selected “A”, “B” and/or “D”.
 - Select the Discovery cluster area with the most incorrectly answered questions.
 - Examine the copy of the baseline test and locate the identified items on the test.
 - Identify plausible misconceptions in the distracters that lead the students to select the incorrect answer(s).
 - Record the identified misconceptions in the Instructional Implications column on the Summary Table.
 - Once the low performance benchmarks are identified, review the FCAT 2.0 Test Specifications and Sample items that assess these benchmarks
 - Link: [Grade 9-10 Reading FCAT 2.0](#)

- Document any specific teaching items that can be reviewed with students to help increase academic performance in these areas
Note: After Data Day continue analyzing the other areas not completed during Data Day
 - Initiate development of the Teachers' Action Research Goals and Educational Timeline (TARGET formerly IPGP)
 - Read guidelines for completing the TARGET at:
<http://www.polk-fl.net/staff/professionaldevelopment/ipgp.htm>
 - Complete the first three (3) columns. Due date for completion is October 26, 2011. Please send completed form via email to your Principal.
- **Once completed, [click here to proceed to End of Data Day Activities](#)

During Data Day Grade 10 teachers:

- Using Discovery results from Baseline #1 for one class/period (all elective teachers should address reading).
- Teachers will compare the FCAT Reading Data reports from IDEAS and the Baseline #1 reports from Discovery, that they (or their administrator) printed out **before** Data Day
 - Reports are:
 1. IDEAS – FCAT Reading Achievement Level Report
 2. Discovery - Student Sub-skills Report (**B**) and Discovery Item Summary Report
 - For the class you are examining, review the FCAT reports from IDEAS
 - Identify achievement level 1 and 2 students on their prior year FCAT score in reading and compare to Discover Baseline #1 result.
 - Examine the Discovery Baseline #1 reports
 Discovery Color Coding is as follows:
 -  Means that more than 60% of the students have the item correct
 -  Means that between 40% and 59% of the students have the item correct
 -  Means that 39% or less of the students have the item correct
 - Analyze this report by:
 - Identifying the students who have the lowest performance on the Discovery Baseline #1
 - Compare this list of students to your list of lowest performing students from the FCAT Report.
 - Note any students who have significant changes in their performance level
 - Review each reporting category in the Discovery report (beginning with the category with the lowest student performance)
 - Analyze this report and determine if there is a trend of incorrect answers for each strand.

- Look for the following incorrect answer patterns
 - Pattern 1 - The majority of the students selected the same incorrect answer – for example, the correct answer is “B” and the vast majority of the students selected “C” as the correct answer.
 - Pattern 2 - The majority of the students missed the item – for example, the correct answer was “C” but the students selected “A”, “B” and/or “D”.
 - Select the Discovery cluster area with the most incorrectly answered questions.
 - Examine the copy of the baseline test and locate the identified items on the test.
 - Identify plausible misconceptions in the distracters that lead the students to select the incorrect answer(s).
 - Record the identified misconceptions in the Instructional Implications column on the Summary Table.
 - Once the low performance benchmarks are identified, review the FCAT 2.0 Test Specifications and Sample items that assess these benchmarks
 - Link: [Grade 9-10 Reading FCAT 2.0](#)
 - Document any specific teaching items that can be reviewed with students to help increase academic performance in these areas

Note: After Data Day continue analyzing the other areas not completed during Data Day
 - Initiate development of the Teachers' Action Research Goals and Educational Timeline (TARGET formerly IPGP)
 - Read guidelines for completing the TARGET at: <http://www.polk-fl.net/staff/professionaldevelopment/iplp.htm>
 - Complete the first three (3) columns. Due date for completion is October 26, 2011. Please send completed form via email to your Principal.
- **Once completed, [click here to proceed to End of Data Day Activities](#)

During Data Day Algebra Teachers:

- Using Discovery Science results from Baseline #1 for one class.
- After login, select the Assessment tab (top left). Under the Assessment Components, select **View Benchmark Reports**.
- On the next screen, on left hand side under **Benchmark Reports** on left hand side - select **PDF Teacher**.
- Under **Reports to Include**, leave all checked reports selected. However, you must select at least one of your classes in the gray area to see results.
- Select the View Report button on the right side of the screen.
- This will bring up the following reports:
 - Class Summary Report; Student Skill Report; Student Subskill Report A (Common Core); Student Subskill Report B (NGSSS); Answers Report; Item Summary Report (Common Core vs. NGSSS)
- Scroll down to the **Student Subskill Report B (NGSSS)**. This is the report you will use for Data Day and is based on the NGSSS. You will see the Florida specific standards and benchmark codes, as well as what answer each student

in your class selected for each item. The report also provides the correct answer, item difficulty and Total Number Correct per student.

- Analyze this report and determine if there is a trend of incorrect answers for each strand (i.e., Strand A is Properties of Matter)
 - Look for the following incorrect answer patterns
 - Pattern 1 - The majority of the students selected the same incorrect answer – for example, the correct answer is “B” and the vast majority of the students selected “C” as the correct answer.
 - Pattern 2 - The majority of the students missed the item – for example, the correct answer was “C” but the students selected “A”, “B” and/or “D”.
 - Complete the Summary Table (Template in Outlook> Public Folders>Assessment, Accountability & Evaluation> 1112 Data Day> School Folder) indicating which questions were categorized under each pattern.
 - In a PLC, analyze the data for each pattern (1 & 2).
 - Determine which FCAT cluster area had the most questions incorrectly answered compared to the other cluster areas
 - Select the FCAT cluster area with the most incorrectly answered questions.
 - Examine the copy of the baseline test and locate the identified items on the test.
 - Identify plausible scientific misconceptions in the distracters that lead the students to select the incorrect answer(s).
 - Record the identified misconceptions in the Instructional Implications column on the Summary Table.
- Note:** After Data Day continue analyzing the other areas not completed during Data Day
- Identify which benchmarks are covered during the first nine (9) weeks and select appropriate resources.
 - Initiate development of the Teachers' Action Research Goals and Educational Timeline (TARGET formerly IPGP)
 - Read guidelines for completing the TARGET at
 - <http://www.polk-fl.net/staff/professionaldevelopment/iplp.htm>
 - Complete the first three (3) columns. Due date for completion is October 26, 2011. Please send completed form via email to your Principal.




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During Data Day Biology Teachers:

- Using Discovery Biology EOC results from Baseline #1 for one class.
- After login, select the Assessment tab (top left). Under the Assessment Components, select **View Benchmark Reports**.
- On the next screen, on left hand side under **Benchmark Reports** on left hand side - select **PDF Teacher**.
- Under **Reports to Include**, leave all checked reports selected. However, you must select at least one of your classes in the gray area to see results.
- Select the View Report button on the right side of the screen.

- This will bring up the following reports:
 - Class Summary Report; Student Skill Report; Student Subskill Report A (Common Core); Student Subskill Report B (NGSSS); Answers Report; Item Summary Report (Common Core vs. NGSSS)
 - Scroll down to the **Student Subskill Report B (NGSSS)**. This is the report you will use for Data Day and is based on the NGSSS. You will see the Florida specific standards and benchmark codes, as well as what answer each student in your class selected for each item. The report also provides the correct answer, item difficulty and Total Number Correct per student.
 - Analyze this report and determine if there is a trend of incorrect answers for each strand (i.e., Strand A is Properties of Matter)
 - Look for the following incorrect answer patterns
 - Pattern 1 - The majority of the students selected the same incorrect answer – for example, the correct answer is “B” and the vast majority of the students selected “C” as the correct answer.
 - Pattern 2 - The majority of the students missed the item – for example, the correct answer was “C” but the students selected “A”, “B” and/or “D”.
 - Complete the Summary Table (Template in Outlook> Public Folders>Assessment, Accountability & Evaluation> 1112 Data Day> School Folder) indicating which questions were categorized under each pattern.
 - In a PLC, analyze the Summary Table for each pattern (1 & 2).
 - Determine which FCAT cluster area, had the most questions incorrectly answered compared to the other cluster areas
 - Select the FCAT cluster area with the most incorrectly answered questions.
 - Examine the copy of the baseline test and locate the identified items on the test.
 - Identify plausible scientific misconceptions in the distracters that lead the students to select the incorrect answer(s).
 - Record the identified misconceptions in the Instructional Implications column on the Summary Table.
- Note:** After Data Day continue analyzing the other areas not completed during Data Day
- Identify which benchmarks are covered during the first nine (9) weeks and select appropriate resources.
Link: C-Palms Course Descriptions at FLDOE
<http://www.floridastandards.org/Courses/CourseDescriptionSearch.aspx>
 - Initiate development of the Teachers' Action Research Goals and Educational Timeline (TARGET formerly IPGP)
 - Read guidelines for completing the TARGET at
 - <http://www.polk-fl.net/staff/professionaldevelopment/jplp.htm>
 - Complete the first three (3) columns. Due date for completion is October 26, 2011. Please send completed form via email to your Principal.
- *Once completed, [click here to proceed to End of Data Day Activities](#)

During Data Day Grade 11-12 Retaker Teachers:

- Print out the “Re-Taker Scores” Report for current year students from IDEAS **before** Data Day. This will provide a list of students, their scores, as well as their cluster scores, for easy identification for areas of concern for each student.
 - Use Discovery results from Baseline #1 for the specific area (Reading or Math) for one class.
 - After login, select the Assessment tab (top left). Under the Assessment Components, select **View Benchmark Reports**
 - On the next screen, on left hand side under **Benchmark Reports**, select **Interactive Item Summary**
 - Under **Select Report Criteria**, select one of your Classes and the Test you will examine.
 - Click on the **red View Report** button and read the directions bullet.
 - The color coding for the report is as follows:
 -  Means that more than 60% of the students have the item correct
 -  Means that between 40% and 59% of the students have the item correct
 -  Means that 39% or less of the students have the item correct
 - Analyze this report by sorting on each column. For example, click on the column header “Level”; this will bring all the EASY items to the top of the report.
 - Identify any items that are EASY but coded red. These are your greatest opportunities for re-teaching.
 - Identify the Reporting Category that is the area with the greatest need for your class.
 - Examine the items and identify plausible misconceptions in the distracters that lead the students to select the incorrect answer(s).
 - Record the identified misconceptions in the Instructional Implications column on the Summary Table. **Note:** After Data Day continue analyzing the other areas not completed during Data Day
 - Initiate development of the Teachers' Action Research Goals and Educational Timeline (TARGET formerly IPGP)
 - Read guidelines for completing the TARGET at: <http://www.polk-fl.net/staff/professionaldevelopment/iplp.htm>
 - Complete the first three (3) columns. Due date for completion is October 26, 2011. Please send completed form via email to your Principal.
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During Data Day Grade 11-12 Teachers:

- In IDEAS, select the **Other Test Data** bullet for current year students.
- Export into Excel the “**College Entrance Tests**” scores report for ACT and SAT.
- In IDEAS, select the **Spring Test Data** bullet and select one class of 25 students. Click on **Cell Tally**. This will give you a visual representation of how these students performed on their last FCAT administration. Each achievement level is divided into three parts.

Any grade 12 student with an achievement level 3 or higher will be included in your 2010-11 school's new high school accountability system under the College Readiness cells for reading and/or math. Therefore, it is important to determine if the student has taken either the ACT or SAT and obtained the passing cut score. This should be completed for both grade 11 and 12, even though they are two different cohorts. The cut scores are as follows:

	Reading	Math
ACT	18	19
SAT	440	440

- In a PLC (by grade/department/discipline or team), analyze the data and determine who has not received the passing score and determine what strategies and differentiated instruction and/or assignments will be implemented to ensure these students will be prepared to pass the readiness cut score.
- Initiate development of the Teachers' Action Research Goals and Educational Timeline (TARGET formerly IPGP)
 - Read guidelines for completing the TARGET at
 - <http://www.polk-fl.net/staff/professionaldevelopment/iplp.htm>
 - Complete the first three (3) columns. Due date for completion is October 26, 2011. Please send completed form via email to your Principal.

**Once completed, click here to proceed to End of Data Day Activities

During Data Day All Advanced Placement Teachers:

- Obtain a copy of last year's 2010-11 AP Score report with each student's AP score.
 - Locate (or request) a copy of the final course grades assigned to students in 10.-11
- Print out the AP Score vs. Final Teacher Grade graph or create a similar graph.
 - Graph template in OUTLOOK>Public Folders>Assessment, Accountability & Evaluation> 1112 Data Day> School Folder.
- Select at least one class and complete the AP Score vs. Final Teacher Grade graph. This graph will be used as part of the afternoon activity.
- In an AP – PLC, analyze the completed graph and identify trends across the AP program at the school level and then by subject area (e.g., AP math courses or AP science courses, etc.) Note: Ideally, the student's final grade should be commensurate with their AP exam score.
- Based on the observed trend data analysis for 2010-11, brainstorm ideas for strengthening instructional pedagogy and implementing more rigorous assignments.
 - In the afternoon, ALL AP teachers will convene at a central site **TBD** to share ideas from the AM session and to begin analysis of the AP individual level instructional planning report. This meeting will include:
 - Teacher Reflection based on course syllabus and instructional planning report (please bring your course syllabus, the instructional planning report will be provided)

- Collaborative Sharing by course
- Course curriculum map revisions based on teacher reflections and collaborative sharing process
- Initiate development of the Teachers' Action Research Goals and Educational Timeline (TARGET formerly IPGP)
 - Read guidelines for completing the TARGET at
 - <http://www.polk-fl.net/staff/professionaldevelopment/iplp.htm>
 - Complete the first three (3) columns. Due date for completion is October 26, 2011. Please send completed form via email to your Principal.

*Once completed, [click here to proceed to End of Data Day Activities](#)

AT THE END OF DATA DAY ALL teachers:

Final products are:

- Completed DATA DAY Summary Worksheet for your grade/department/discipline or specific team, which includes selection of possible resources for the first nine weeks (Reading and/or Math) based on findings of the analysis
- AP teachers
 - Individual AP Score vs. Final Teacher Grade graph
 - Teacher reflection (APIPR)
 - Summary statement of course curriculum map revisions
- Initiate development of the Teachers' Action Research Goals and Educational Timeline (TARGET formerly IPGP)
 - Read guidelines for completing the TARGET at
 - <http://www.polk-fl.net/staff/professionaldevelopment/iplp.htm>
 - Complete the first three (3) columns. Due date for completion is October 26, 2011. Please send completed form via email to your Principal.
- Each teacher and administrator will complete a brief online survey for feedback and concerns. Link will be emailed on Data Day to all teachers and administrators.

AFTER DATA DAY ALL teachers:

- Teachers will monitor the progress of the subgroups and the individual students in those groups.
- PLCs will review and revise goals and strategies based on Discovery baseline 2 and 3 results to maximize student performance.
- There will be periodic reviews of the data to ensure all students are on track to be proficient.

Note: After Data Day continue analyzing the other areas not completed during Data Day

[\(This guide will also be included in Outlook\)](#)

We look forward to improving student achievement and reaching proficiency for all.

If you have any questions, please email me at wilma.ferrer@polk-fl.net .

Thank you.
Wilma Ferrer