

Data Day Work Guide
Monday – September 19, 2011 (Grade 6-8)

(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.)

Date Day Purpose:

- Examine student assessment data to make specific instructional decisions about content and instruction
- Evaluate student performance on the FCAT and Discovery Baseline #1 tests to identify trends in student achievement
- Teachers carry out meaningful data conversations to facilitate an increase in student achievement and obtain learning gains through a Professional Learning Community (PLC) approach with Data Teams (by grade/department/discipline or specific team) will be used on Data Day

Again this year, Polk County is using the Discovery Education Assessments as the Progress Monitoring tool for all students. The 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.

Grade	Areas	Mode	Test
6	R/M	Online*	Benchmark Assessment
7	R/M	Online*	Benchmark Assessment
8	R/M/Sci	Online*	Benchmark Assessment
MS/HS	Algebra	Online*	End of Course
*Students with special needs on their IEP will use paper and pencil at all grade levels.			

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:

- 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 access data on **IDEAS**. (User Guide is located in the school folder in OUTLOOK)
 - Anyone having problems accessing *IDEAS* must contact the **HELP DESK** at 519-8040 (56661) **before** Data Day.
- Identify which class you wish each of your teachers to review.

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- 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 6-8 Grade FCAT 2.0 Test Specifications Manual
 - Link: [6-8 FCAT 2.0 \(Reading\) Test Specifications](#)
 - Link: [6-8 FCAT 2.0 \(Math\) Test Specifications](#)
 - Link: [8th FCAT 2.0 \(Science\) Test Specifications](#)
 - This will be divided by grade level (6,7,8) and shared at the PLC discussion
- Provide the Work Guide (this document) to all teachers.

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- Determine 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




Links to During Data Day Activities:

[During Data Day Grade 6-7 teachers](#)

[During Data Day Grade 8 Non Science teachers](#)

[During Data Day Grade 8 Science teachers](#)

During Data Day Grade 6 – 7 teachers:

- Teachers will compare the FCAT Data reports from IDEAS and the Baseline #1 reports from Discovery, that they (or their administrator) printed out
 - 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

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


- 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: [6-8 FCAT 2.0 \(Reading\) Test Specifications](#)
 - Link: [6-8 FCAT 2.0 \(Math\) Test Specifications](#)
 - 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 Grade 8 Non Science 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 cohort.

- Teachers will compare the FCAT Data reports from IDEAS and the Baseline #1 reports from Discovery, that they (or their administrator) printed out.
 - 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




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- 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: [6-8 FCAT 2.0 \(Reading\) Test Specifications](#)
 - Link: [6-8 FCAT 2.0 \(Math\) Test Specifications](#)
 - 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
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- 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 8 Science teachers:

- Using Discovery Science results from Baseline #1 for one class.
- Teachers will compare FCAT Data reports from IDEAS and Baseline #1 Science Reports from Discovery, that they (or their administrator) printed out.
 - Reports are:
 - IDEAS – FCAT Read/Math Achievement Level Report
 - Discovery - Student Sub-skills Report **(B)** and Discovery Item Summary Report
- Identify the level 1 and 2 students from FCAT and review their Discovery Science scores to identify any commonality of performance on the two assessments.
 - 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.

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- 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 Science FCAT 2.0 Test Specifications and Sample items that assess these benchmarks
 - [8th FCAT 2.0 \(Science\) Test Specifications](#)
 - 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](#)

AT THE END OF DATA DAY:

Final products for Grades 6 – 8 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
- TARGET (first 3 columns completed)
- 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:

- 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)

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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