

Grades 9-12 Data Day email from Wilma Ferrer – September 16, 2009

Data Day – Monday – September 21, 2009 (Grade 9-12)

(I recommend [printing](#) this email, [saving](#) it for future reference and [forwarding](#) it to your teachers)

As a part of DATA YEAR, Data Day on September 21st will be the third opportunity for schools and teachers to know and analyze their students' data.

Purpose:

The purpose of Data Day is to make specific instructional decisions about content and instruction through an examination of student data.

- A Professional Learning Community (PLC) approach with Data Teams (by grade/department/discipline or specific team) will be used.
- Teachers will carry out meaningful data conversations to facilitate an increase in student achievement and obtain learning gains.
- The PLC will examine individual and subgroup student data, set improvement goals for effective teaching, and determine strategies for progress monitoring of the goals over time.

School Administrator Responsibility:

- Ensure that all staff members know how to log on and access data on IDEAS.
 - Anyone needing help must contact the **HELP DESK** at 519-8042 (51586) before Data Day.
- Inform teachers that all Data Day documentation will be found on OUTLOOK>Public Folders>Assessment, Accountability & Evaluation> 2009 DATA DAY> School Folder.
- **IDEAS User Guide** is located on OUTLOOK>Public Folders>Assessment, Accountability & Evaluation> 2009 DATA DAY.

School Expectation:

- It is the expectation that **all teachers have at least 80% of their students making learning gains**. In order to do this, teachers need to know how their students performed in terms of learning gains to determine instructional strategies.
- Some students will have been tested on FAIR for their baseline assessment in Reading and others are scheduled to be tested on the DOE Math baseline assessments. In an ideal world, these assessments would have been administered, scored and reported prior to Data Day, but this is DATA YEAR and that is not a problem because we will be looking at data on an on-going basis to make informed decisions about student learning.

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

- Grade 9-10 Teachers
- Grade 11 Science Teachers
- Grades 11-12 Retaker Teachers
- Other Grade 11-12 Teachers
- All Advanced Placement Teachers

During Data Day Grade 9-10 teachers:

In IDEAS teachers will:

- Examine the Cell Tally for **at least one** class.
 - See Guide questions at the end of this email.
- Examine present student results over time.
- Examine present subgroup results.
- Summarize class findings.
- Examine prior year content focus areas
 - Select 2008-09 year>All Students 2009 (GO)>Bar Charts>FCAT SSS Sub-test (Test Year: 2009)>Get Chart> Reading and/or Math
- Examine own prior year (2008-09) Learning Gains bar charts for their students.
 - Select 2008-09 year>All Students 2009 (GO)>Bar Charts>FCAT SSS Learning Gains (Test Year: 2009)>Get Chart> Reading and/or Math

In a PLC (by grade/department/discipline or specific team)

- Identify potential students needing supplemental services (Tier 2) and these services.
- Develop an individual Action Plan with a focus on moving students to proficiency or maintaining them at proficiency.
 - Template in Public Folders
- 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

During Data Day Grade 11 Science Teachers:

In IDEAS teachers will:

- Examine prior year 2008-09 FCAT Science data for all assigned students.
 - Locate (or request) a copy of the final course grades assigned to students in 0809.
- Print out the FCAT Science vs. Final Teacher Grade graph or create a similar graph.
 - Graph template in OUTLOOK>Public Folders>Assessment, Accountability & Evaluation> 2009 DATA DAY> School Folder.
- Complete the FCAT Science vs. Final Teacher Grade graph for analysis.
- Analyze the data and determine how to differentiate instruction and/or assignments according to the data for 2009-10.
- Develop an individual Action Plan with a focus on moving students to proficiency or maintaining them at proficiency.
 - Template in Public Folders
- 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

During Data Day Grade 11-12 Retaker Teachers:

In IDEAS teachers will:

- Print out the “Re-Taker Scores” Report for current 2009-10 students.
- In a PLC (by Reading or Math), analyze the data and determine how to differentiate instruction and/or assignments according to the data for 2009-10.
- Develop an individual Action Plan with a focus on moving students to proficiency or maintaining them at proficiency.
 - Template in Public Folders
- 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

During Data Day Grade 11-12 Teachers:

In IDEAS teachers will:

- Print out the “College Entrance Tests Scores” for ACT, PSAT and SAT Report for current 2009-10 students.
- In a PLC (by grade/department/discipline or team), analyze the data and determine how to differentiate instruction and/or assignments according to the data for 2009-10.
- Develop an individual Action Plan with a focus on moving students to proficiency or maintaining them at proficiency.
 - Template in Public Folders
- 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

During Data Day All Advanced Placement Teachers:

- Obtain a copy of last year’s 2008-09 AP Score report with each student’s AP score.
 - Locate (or request) a copy of the final course grades assigned to students in 0809.
- Print out the AP Score vs. Final Teacher Grade graph or create a similar graph.
 - Graph template in OUTLOOK>Public Folders>Assessment, Accountability & Evaluation> 2009 DATA DAY> School Folder.
- Select at least one class and complete the AP Score vs. Final Teacher Grade graph.
- In a PLC (by grade/department/discipline or team), analyze the data and determine how to differentiate instruction and/or assignments according to the data for 2009-10. **Note:** Ideally, the student’s final grade should be commensurate with their AP exam score.
- Develop an individual Action Plan with a focus on moving students to proficiency or maintaining them at proficiency.
 - Template in Public Folders
- 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

Priority for determining the teacher's data analysis assignment:

- If the teacher is an AP teacher and also teaches Science or Retakers, then this teacher should complete the data analysis for the AP course.
- If the teacher is a Grade 11 Science teacher and also teaches Retakers, then this teacher should complete the data analysis for the Science 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 Science or Retakers, then this teacher should complete the data analysis for the Grade 11 -12 students using ACT, PSAT and SAT data.

AT THE END OF DATA DAY ALL teachers:

Final products are:

- Summary statement of class findings integrated into the individual teacher's Action Plan with a focus on moving students to proficiency or maintaining them at proficiency.
- 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 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 to maximize student performance.
- There will be periodic reviews of the data to ensure all students are on track to be proficient.

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

Data Day - September 21st, 2009

Some GUIDING QUESTIONS to help with the analysis:

Looking at this year's (2009-10) individual students and subgroups -

- What are the trends among student ethnicities and subgroups (White, Black, Hispanic, Asian, American Indian), Economically Disadvantaged (free/reduced lunch), English Language Learners (ELL), ESE (SWD)?

- Who are the students in each subgroup?
- Who is, and who is not, on grade level (achievement level 3)?
- Who is a retainee in the current year?
- Who was retained in prior years?
- Did the students have learning gains in prior year(s)?
- What is the learning gain pattern over the past few years?
- What are possible reasons for non-proficiency?
- What questions do I have about what I “see” in the data?

For further analysis:

- Who is overage?
- Do these students all have the same amount of time on tasks?
- What students have an attendance problem?
- What students have discipline problems?

Determinations

- How will I monitor student achievement?
- How will I know when a student is not making sufficient progress?

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

Thank you.

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