

Setting the Stage for Success

Stage I



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Stage I - Introduction

Much of the academic success of the students in the School District of Palm Beach County can be attributed to the proactive nature of the school administrations, their leadership teams and the classroom educators. This document is designed to guide school principals as they strategically develop their instructional plans, formulate their strategies and implement interventions with intentional razor-sharp focus.

In “*Setting the Stage for Success - Stage I*” you will find information that may be helpful to you at the time of the administration of the first diagnostic assessment through October. Changes as they relate to FCAT for FY12 are listed along with suggestions and recommendations for:

- analyzing data (classroom assessments/assignments, District assessments and State data) to identify student groups and to target individual student needs;
- addressing individual student needs in the areas of writing, reading, mathematics and science; and
- selecting appropriate Educational Data Warehouse (EDW) reports that can assist with the process of targeting student needs.

It is always important to remember that *virtually all* students have the capacity to perform at a high level on academic tasks. When students can articulate their academic targets and know where they are in relation to those targets, they are motivated to reach them. Clearly articulated targets in the classroom, along with data chats and multiple opportunities to be successful, serve as a blueprint for success, especially for students who do not have a history of school accomplishments.

Monitoring Student Groups

The continual use of on-going formative assessments in conjunction with standards-based summative assessments has proven to be an effective tool in improving student achievement. The National Center for Educational Achievement (NCEA) identified the core practices present in successful schools. According to the NCEA, "Teachers in higher performing schools create common assessments to supplement District benchmark assessments. These common assessments, typically providing weekly or bi-weekly feedback, allow teachers to compare student performance across classrooms. By comparing results, teachers can identify and observe best practice and modify instruction as needed to best serve their students."

Monitoring Options:

1. Utilize Educational Data Warehouse (EDW) and CORE K12 Assessment Center (AC3) to monitor student, classroom, grade level and school reports.
2. Incorporate TERMS flagging ability to create additional sorting criteria for use in EDW.

EDW provides a wide variety of sorting and filtering options for classroom, grade level or school reports; after exhausting these features, an additional filtering opportunity is to use the flag attribute in TERMS.

CORE K12 provides a variety of assessment options and reporting features that are linked to instructional resources that can be used for remediation and enrichment purposes in and outside of the classroom.

Creating Flags for use in New EDW:

Flags allow you to prescriptively select groups of students to monitor. Creating monitoring groups in TERMS allows you to disaggregate a maximum of five student groups in New EDW. A flag can be designated for any group of students and then reports can be sorted using these flags. For example, all students in a particular tutorial group can be flagged as a 1, then reports can be run just for that tutorial group, eliminating the need to run grade level or classroom reports with students who are not part of the tutorial group.

Creating Flags in TERMS:

- Identify the flag category list to determine what each flag will represent, i.e., 1= Math Tutorial, 2= Reading Tutorial, 3=Pull-out Program, etc.
- Assign students to flag categories.
- Have the designated personnel enter the appropriate flag(s) in TERMS using the guidelines below:

- Pull up each student requiring a flag in TERMS
 - On the A8 Screen in the Flags section, place a “Y” under 1, 2, 3, 4 and/or 5 (depending on the flag(s) associated with each student).

```

PANEL: _____ A08. LOCAL DATA ELEMENTS YEAR: 12
                Friday August 19, 2011 9:17 am
STDT: _____ SCHL: _____ GR: _____ ST: _____

FTE-1 FTE-2 FTE-3 FTE-4 IA NCLB: SES TRN PRIDE: MATH SCIE SOCST WRTNG
- - - - -
      FND ---READ FLUENCY--- MATH READ PE COLL PMP PMP PMP PMP
PREP1 PREP2 SRC AP GRD SCORE RF SY REMED INTV WAV READY READ WRITE MATH SCI
- - - - -

CAP SCHLARSHIP: PGM LOC SCHL DATE G-OPT MAJR PGYR CO/GYR N/D1 N/D2 N/D3
- - - - -

DIFF DIPL: _ BACC DIPL: _ ADV I-CERT: _ PP: _ ZONE DS/SCHL:
REFER DS/SCHL: _____
BACCL FTE SCORE CEEB AICE: DIPL SCORE CW HSA PLINK
      0.00 -.- -.-
SEMESTER GPA: INTO 9TH: _
HLTH INS: _ FLAGS: 1-2-3-4-5 DROPOUT: INFLUENCES R1 R2 ACTIONS
MC: _ TEST ACCOM: _
P/E-E DATE: _____ VAL/SAL HPA: _____ RANK: _____ EXCLUDE: _
MAZE: _____
PF1=HELP 4=PROMPT 3=EXIT 7=BKWD 8=FWD 12=ESCAPE

```

1. **Running reports in New EDW with a specific flagged group**

- Go to the New EDW report you will be accessing and follow the steps below:
 - Select **Programs & Services** and then **Update Selections**.
 - Select the appropriate flag(s) for the report and then proceed using the standard EDW process.

- Final report will indicate the programs (flagged groups) you are running.

FCAT (Most Recent) - RTFSA0033
Grouped by School Ascending on Student Name



| | |
|-------------|------------|
| School Year | 2011 |
| School | |
| Grade | 03, 04, 05 |
| Subject | |
| Course | |
| Teacher | |
| Period | |
| Term | |

| A+ Group | | Programs/Services |
|--------------------------|--|-------------------|
| ESE | | Local Program 1 Y |
| ELL | | Local Program 2 Y |
| Std Curr | | Local Program 3 Y |
| Read Low Percentage | | Local Program 4 Y |
| Math Low Percentage | | Local Program 5 Y |
| AYP Accountability Group | | PMP Read |
| | | PMP Write |
| SWD | | PMP Math |
| ELL | | PMP Science |

CORE K12

CORE K12 provides formative assessment data through the Assessment Center so that educators will have access to current, relevant, and actionable data throughout the school year. The results of these assessments are available immediately after the students complete the assessment. CORE K12 contains the following three types of assessments:

- Interim Benchmark Assessments
- Teacher/School/Area Developed Assessments
- Grade 10 Reading and Mathematics Retakes, Grade 10 Mathematics, and Algebra 1 Diagnostics

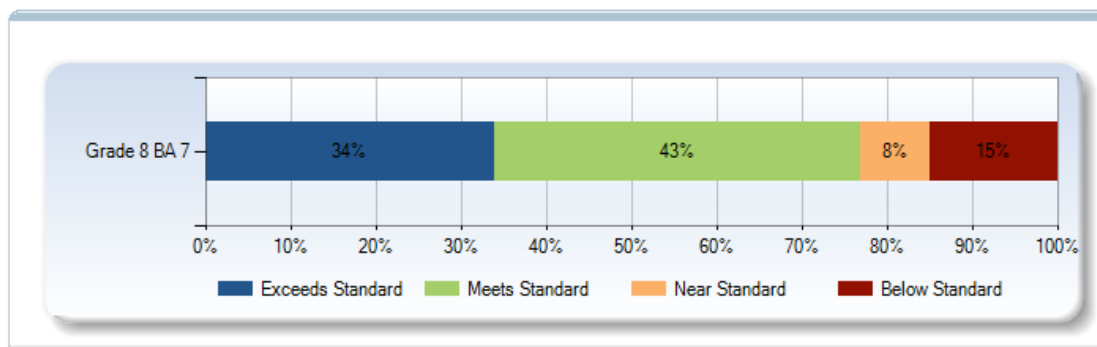
The Interim Benchmark Assessments are administered to assist in evaluating students' mastery of benchmarks. The Interim Benchmark Assessments are administered between the Diagnostic assessment periods and the FCAT/FCAT 2.0 administration in cycles throughout the school year. Educators typically administer these assessments after having taught the specific benchmarks.

Teacher/School/Area developed assessments may be administered for collecting students' understanding of specific benchmarks. The Teacher/School/Area developed assessments are administered during periods determined by the teacher, school administrator or area administrator. Educators are able to share these assessments with other educators and view report data for these assessments.

The Assessment Results Report provides administrators the ability to analyze student performance on a particular assessment at the level of the user's access privileges.

In the sample report provided below and at the top of the next page, the color/shaded bars indicate the percentage of students who performed at each performance level on the selected assessment.

For each selected assignment, the graph below shows the percentage of students in each performance level.



The Item Response Report displays item-level results for a single assessment. Results can be sorted by item or by standard with the most common distracter identified for each item. Student identification (ID) numbers are included when exporting to Excel. This report can be filtered by selected demographic criteria. (See a sample report below.)

| Item Response Report | | | | | | | | | | | | | |
|--|------------|-----------|---|------------|--------------------|------------|------------|------------|------------|------------|------------|------------|------------|
| Grade 8 BA 7 | | | | | | | | | | | | | |
| Teacher: Alondra Marites | | | Period: | | Class Average: 83% | | | School: | | | | | |
| 22 Assessments Scored / 27 Students Enrolled | | | | | | | | | | | | | |
| | | | Question# | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| | | | % of Correct Responses or Average Score | 100% | 50% | 100% | 59% | 64% | 73% | 100% | 95% | 86% | 100% |
| | | | Standard | MA.8.S.3.1 | MA.8.S.3.1 | MA.8.S.3.1 | MA.8.S.3.1 | MA.8.S.3.1 | MA.8.S.3.1 | MA.8.S.3.2 | MA.8.S.3.2 | MA.8.S.3.2 | MA.8.S.3.2 |
| | | | Correct Answer/Total Points Possible | C | D | C | B | B | B | C | A | C | C |
| Student Name | Student ID | Raw Score | % Correct | | | | | | | | | | |
| | | 7 | 70% | + | C | + | D | + | A | + | + | + | + |
| | | 9 | 90% | + | + | + | + | C | + | + | + | + | + |
| | | 7 | 70% | + | A | + | + | + | A | + | + | D | + |
| | | 9 | 90% | + | + | + | A | + | + | + | + | + | + |
| | | 10 | 100% | + | + | + | + | + | + | + | + | + | + |
| | | 9 | 90% | + | + | + | + | C | + | + | + | + | + |
| | | 8 | 80% | + | C | + | + | C | + | + | + | + | + |
| | | 9 | 90% | + | + | + | + | + | D | + | + | + | + |
| | | 8 | 80% | + | C | + | D | + | + | + | + | + | + |
| | | 8 | 80% | + | C | + | + | C | + | + | + | + | + |
| | | 9 | 90% | + | + | + | + | C | + | + | + | + | + |
| | | 8 | 80% | + | + | + | + | A | D | + | + | + | + |
| | | 9 | 90% | + | + | + | + | + | A | + | + | + | + |

State Accountability Cells (A+)

FCAT Components – 800 Points Matrix

| | Reading | Mathematics | Writing | Science | | | | | | | | | | | | |
|--|-------------------|-------------------|---|-------------------|-------|--------|---|------|---|---------|---|---------|---|---------|---|-------|
| % Meeting High Standards | 100 Points | 100 Points | 100 Points | 100 Points | | | | | | | | | | | | |
| % Making Learning Gains | 100 Points | 100 Points | <table border="1" style="margin: auto; border-collapse: collapse;"> <thead> <tr style="background-color: #d9e1f2;"> <th style="text-align: center;">Grade</th> <th style="text-align: center;">Points</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">A</td> <td style="text-align: center;">525+</td> </tr> <tr> <td style="text-align: center;">B</td> <td style="text-align: center;">495-524</td> </tr> <tr> <td style="text-align: center;">C</td> <td style="text-align: center;">435-494</td> </tr> <tr> <td style="text-align: center;">D</td> <td style="text-align: center;">395-434</td> </tr> <tr> <td style="text-align: center;">F</td> <td style="text-align: center;">0-394</td> </tr> </tbody> </table> | | Grade | Points | A | 525+ | B | 495-524 | C | 435-494 | D | 395-434 | F | 0-394 |
| Grade | Points | | | | | | | | | | | | | | | |
| A | 525+ | | | | | | | | | | | | | | | |
| B | 495-524 | | | | | | | | | | | | | | | |
| C | 435-494 | | | | | | | | | | | | | | | |
| D | 395-434 | | | | | | | | | | | | | | | |
| F | 0-394 | | | | | | | | | | | | | | | |
| Low 25% % Making Learning Gains | 100 Points | 100 Points | | | | | | | | | | | | | | |

| Additional High School Bonus Points |
|---|
| <p>High schools, with at least ten (10) eligible students in reading and 10 students in mathematics, may earn an additional ten (10) bonus points if at least 50% of <u>all eligible</u> grade 11 and 12 students retaking the grade 10 FCAT (50% in reading and 50% in mathematics) meet the FCAT graduation requirement.</p> |

School Improvement Rating

| | Reading | Math | |
|---|---------|------|--|
| % of Students making Learning Gains in the Current Year | % | % | 3 Ways to make gains: <ul style="list-style-type: none"> • Improve FCAT Levels • Maintain Levels 3, 4, or 5 • Improve more than one year within Level 1 or 2 |
| % of Students making Learning Gains in the Prior Year | % | % | |
| Difference | | | A school's rating is determined by the difference (if any) between the percent making gains in the current year vs. the prior year. |
| Status | | | <ul style="list-style-type: none"> • "Improving" means at least 5% increase in the percent making gains. • "Maintaining" means less than 5% increase or decrease in the percent making gains. • "Declining" means at least 5% decrease in the percent making gains. |
| School Improvement Rating | | | A school's rating can be no higher than the status of its lowest performing subject. |

Federal Accountability Cells Adequate Yearly Progress (AYP)

| 2010-2011 Adequate Yearly Progress (AYP) Report - District Level - Page 1 | | Palm Beach District Level - 0000 | | |
|---|--------------------|----------------------------------|-------------------------|----------------------|
| Detailed Report | | | | |
| Did the District Make Adequate Yearly Progress? | NO | Percent of Criteria Met: 64% | | |
| Total Writing Proficiency Met: | YES | 2010-2011 School Grade: | | |
| Total Graduation Criterion Met: | YES | | | |
| | 95% Tested Reading | 95% Tested Math | Reading Proficiency Met | Math Proficiency Met |
| TOTAL | YES | YES | NO | NO |
| WHITE | YES | YES | YES | YES |
| BLACK | YES | YES | NO | NO |
| HISPANIC | YES | YES | NO | NO |
| ASIAN | YES | YES | YES | YES |
| AMERICAN INDIAN | YES | YES | NO | NO |
| ECONOMICALLY DISADVANTAGED | YES | YES | NO | NO |
| ENGLISH LANGUAGE LEARNERS | YES | YES | NO | NO |
| STUDENTS WITH DISABILITIES | YES | YES | NO | NO |

State and Federal Accountability Resources

School Grade:

<http://www.palmbeachschools.org/assessment/SchoolGrade.asp>

AYP:

<http://www.palmbeachschools.org/assessment/AYP.asp>

School Improvement Rating:

<http://www.palmbeachschools.org/assessment/AlternativeImprovementRating.asp>

Florida department of Education

<http://schoolgrades.fldoe.org/default.asp>

State and Federal Accountability – Writing

| Factors | School Grade | AYP |
|-------------------------------------|--|---|
| What are the categories? | Percent Meeting High Standards (Proficiency) | Percent Meeting High Standards (Proficiency) |
| Who is included in the calculation? | <ul style="list-style-type: none"> • Students reported in Survey 2 (October FTE) and Survey 3 (February FTE) and enrolled on the first day of testing. • Standard Curriculum Students, which includes: <ul style="list-style-type: none"> ➤ ELL (LY) more than two (2) years in ESOL program ➤ ESE: Gifted, Hospital/Homebound, Speech impaired | <p>Students reported in Survey 2 (October FTE) and Survey 3 (February FTE) and enrolled on the first day of testing.</p> <p>All students. Subgroups include:</p> <ul style="list-style-type: none"> • Total • White • Black • Hispanic • Asian • American Indian • Economically Disadvantaged • English Language Learners (ELL) • Students with Disabilities (SWD) |

| Factors | School Grade | AYP |
|---|--|--|
| What assessments are used in the calculation? | FCAT | <ul style="list-style-type: none"> • FCAT • FAA |
| What is considered proficient? | 4.0 points or higher in FCAT Writing | <ul style="list-style-type: none"> • 3.0 points or higher in FCAT Writing • Level 4 or higher in FAA |
| What is the target/criteria? | No set target | 90% proficient or 1% improvement from prior year |
| How are percentage points computed? | 1 point is accrued for each percent proficient | 1 point is accrued for each percent proficient |
| Other Factors | | The writing criteria must be met in order for a subgroup to be eligible for Safe Harbor or Growth Model |

Instructional Considerations for Writing

1. Strategies for Facilitating Proficiency in Writing:

It is suggested that over the course of a year, teachers build in many opportunities to assess how students are learning and then use this information to differentiate instruction.

The diagnostic use of classroom assessment to provide feedback to teachers and students over the course of instruction is called formative assessment. The continual use of on-going formative writing assessments in conjunction with standards-based mile markers such as the District's Palm Beach Writes have proven to be effective tools in improving student achievement.

- Create and organize student groups based on Palm Beach Writes scores (EDW data), trend analysis and the specific needs of each class period (Palm Beach Writes-RTSCW0146 or Writing Profile-RTSFW0123).
- Flag students to monitor using the Palm Beach Writes and other writing assessment/ assignments.

Examples of Flags for Writing:

- Below Proficiency
 - Score 0 – 2 (all)
 - Group 1: Score 2
 - Group 2: Score 0-1
- Below Proficiency for School Grade
 - Score 3
- At Proficiency for AYP
 - Score 3 (all)
- At Proficiency for School Accountability (School Grade)
 - Score 4
- Above Proficiency
 - Score 5 – 6 (all)
- Provide teachers the opportunity to collaborate on scoring student writing samples in order to ensure scoring consistency and alignment of classroom assignments/assessments to the Palm Beach Writes and FCAT Writing.
- Provide students with ample practice answering FCAT-like writing questions. (<http://fcat.fldoe.org/fwprom10.asp>)
- Require students to regularly provide a rationale for answers to higher-order questions in all content areas.
- Provide students with experience answering multi-part, higher-order questions that require written support or documentation in all content areas.
- Write every day in every class.
- Provide nonfiction and fiction readings for student writing. Keep in mind that on FCAT 2.0, Reading informational (nonfiction) text is as follows: 50% at 4th grade, 60% at 8th grade and 70% at 10th grade.
- Provide opportunities for students to use figurative language in order to increase support of ideas and engagement of the reader.
- Incorporate reading benchmarks into class discussions and activities.

- Discuss author's purpose in readings and teach students to reflect author's purpose in their own writing.
- Practice persuasive techniques in the oral and written arguments.
- Use daily journal writing, which includes reactions to the readings, predictions, thoughts on a particular topic, analysis of a painting or photograph, etc.
- Provide ELL students with the opportunity to use a Heritage Language dictionary and ask for assistance from bilingual facilitator/aide during timed writing practice.
- Assess students using a writing prompt from the lesson/mini-lesson that was taught during small group/differentiated instruction.
- Explain, post, and use the scoring FCAT rubrics and anchor papers. (Rubrics, <http://fcat.fldoe.org/rubrcpag.asp> and anchor papers, <http://fcat.fldoe.org/10writinganchorsets.asp>)
- Provide prescriptive descriptive feedback to students about their written responses.
 1. Conference with students who need corrective instruction or major re-teaching.
 2. Provide opportunities for peer group conferencing using writing assignments.
 3. Descriptive feedback includes:
 - what the student did well;
 - what the student could improve upon; and
 - what strategies could be used to help the student improve.
- Align the prescriptive strategies to the four focused holistic scoring categories used by the State:

| | |
|------------|-----------------|
| 1. Focus | 2. Organization |
| 3. Support | 4. Conventions |

- Use student data trends as criteria for differentiated instruction for each student group in a class period.
- Utilize available findings for writing tutorials and enroll target students who will benefit the most.
- Share students' writing progress with parents/guardians during Family Involvement meetings and solicit their support in the different writing initiatives of the school.

2. Writing Model Lessons-Consistency of Practice:

- Utilize an exemplary teacher or coach to model a lesson.
- Provide opportunity on Professional Development Days, in Department Meetings and in Learning Team Meetings, to analyze scored student work, identify patterns in student writing, and provide descriptive feedback.

3. Writing Lessons: Anchor Papers

- Ensure writing scores are accurate by utilizing anchor papers.

- Utilize anchor papers as model examples and non-examples of good writing as well as to score student work (0-6).
- Teach students how to score essays using the scoring rubric and anchor papers.

4. Revising: Assessing Student Growth:

- Engage students in the revision process.
- Ensure students monitor their writing progress throughout the year.
- Grade and use the entire revised essay or the revised portion(s) of the essay, to assess students' growth, offer further prescriptive descriptive feedback, and base future instructional decisions on the revised essays.

Strategies for English Language Learners

- Know your English Language Learners
- Print TERMS ELL Report MTS5513p
- Print the **New EDW** report: [ELL CELLA Data for Exit and Extension- RTSLA0366](#)

These reports will give you information regarding the English Language Development Continuum Level, CELLA scores, and language of your students.

- Accommodations provided for ELLs can be found at:
<https://www.flrules.org/gateway/ruleNo.asp?ID=6A-6.09091>

Heritage Language to English / English to Heritage Language dictionaries should be provided to students at the beginning of the school year so that they use them in the instructional setting before the assessment administration.

- English Language Proficiency Standards can be found at
<http://www.palmbeachschools.org/multicultural/ELPStandards.asp>

New English Language Proficiency standard are being written to align with the Common Core Standards.

- ESOL Classroom strategies can be found at:
<http://www.palmbeachschools.org/multicultural/documents/ESOLClassroomStrategies.pdf>
- Provide differentiated instruction in the ESOL classroom by implementing a Balanced Rotational Instructional Model (BRIM): The manual with strategies and instructions on implementation can be found at
<http://www.palmbeachschools.org/multicultural/documents/BRIMHandbook0809.pdf>

BRIM Professional Development can be found at:

<http://breeze.palmbeach.k12.fl.us/p65233320/> ,
<http://breeze.palmbeach.k12.fl.us/p24758272/> and
<http://breeze.palmbeach.k12.fl.us/p98306627>

- Language Development Activities can be found at:
<http://www.palmbeachschools.org/multicultural/LanguageDevelopmentActivities.asp>
- Translated Student Mini Lessons can be found at:
<http://www.palmbeachschools.org/multicultural/StudentMiniLessons.asp>
- Translations of Content Area Vocabulary can be found at:
<http://www.palmbeachschools.org/multicultural/ESOL.asp>

Suggested Plan of Action for Reading State and Federal Accountability – Reading

| Factors | School Grade | AYP |
|-------------------------------------|---|--|
| What are the categories? | <ul style="list-style-type: none"> • Percent Meeting High Standards (Proficiency) • Percent Making Learning Gains (all students) • Percent making Learning Gains (Lowest Quartile students) | <ul style="list-style-type: none"> • Percent Meeting High Standards (Proficiency) • Participation |
| Who is included in the calculation? | <ul style="list-style-type: none"> • Students reported in survey 2 (October FTE) and Survey 3 (February FTE) and enrolled on the first day of testing. • Standard Curriculum Students, which includes: <ul style="list-style-type: none"> ➢ ELL (LY) more than two (2) years in ESOL program ➢ ESE: Gifted, Hospital/Homebound, Speech impaired • Learning Gains includes: <ul style="list-style-type: none"> ➢ All students with current and prior scores, including ELL and ESE* <p>*ESE students tested with FAA not included in Lowest 25% Learning Gains</p> | <ul style="list-style-type: none"> • <u>Proficiency</u>: Students reported in survey 2 (October FTE) and Survey 3 (February FTE) and enrolled on the first day of testing. • <u>Participation</u>: Students reported in survey 3 (February FTE) and first day of testing <p>(First-year ELL students with less than 365 days in an ESOL program not included in reading and mathematics)</p> <p>All students. Subgroups include:</p> <ul style="list-style-type: none"> • Total • White • Black • Hispanic • Asian • American Indian • Economically Disadvantaged • English Language Learners (ELL) • Students with Disabilities (SWD) |

| Factors | School Grade | AYP |
|---|---|--|
| What assessments are used in the calculation? | <ul style="list-style-type: none"> • FCAT 2.0 (Standard Setting by Dec. 2011) • FAA (Overall Learning Gains only) | <ul style="list-style-type: none"> • FCAT 2.0 (Standard Setting by Dec. 2011) • FAA |
| What is considered proficient? | <ul style="list-style-type: none"> • Level 3 or higher FCAT 2.0 | <ul style="list-style-type: none"> • Level 3 or higher FCAT 2.0 • Level 4 or higher in FAA |
| What is the target/criteria? | No set target | <ul style="list-style-type: none"> • Proficiency = 86% or higher • Growth Model = 86% or higher |
| How are percentage points computed? | 1 point is accrued for each percent proficient | 1 point is accrued for each percent proficient |
| What is the participation rate target? | <p>No set target for reading only. All subjects all included together.</p> <ul style="list-style-type: none"> • 95% for “A” schools. • 90% other letter grades. | At least 95% for all subgroups |
| Other Factors | NA | The writing criteria must be met in order for subgroups to be eligible for Safe Harbor or Growth Model if proficiency target is not met. |

Instructional Consideration for Reading

1. Updates and Information on the FY12 FCAT Reading:

- The FCAT 2.0 Reading has replaced the FCAT Reading for grades 3-10.
- The FCAT 2.0 Reading for grades 6 and 10 will be computer based for FY12.
- There are no performance task items (short or extended responses items) on the FCAT 2.0 Reading or the FCAT 2.0/FCAT Reading Retakes.
- FY12 tenth graders must earn a Level 3 on FCAT 2.0 Reading in order to meet graduation requirements.
- The new proficiency target for FY12 AYP in Reading is 86% while in FY11 it was 79%.
- FCAT 2.0 Reading assesses the 2007 *Next Generation Sunshine State Standards* in Reading.
- AYP calculation purposes, first year (less than 365 calendar days from entry date into ELL program to the first day of testing) ELL student are not included in the proficiency rate for Reading and Mathematics.
- FCAT 2.0 Reading Test Item Specifications can be found at: <http://fcat.fldoe.org/fcatis01.asp>.
- “Reporting Categories” for the FCAT 2.0 Reading as follows:

| Reporting Categories (FCAT 2.0) |
|---------------------------------------|
| Vocabulary |
| Reading Application |
| Literary Analysis: Fiction/Nonfiction |
| Informational Text/Research Process |

- For the FCAT 2.0 Reading, the percentage of the test by text type and the length of texts are as follows:

| Grade | % of Test using Literary Text | % of Test using Informational Text | Range of Number of Words per Text | Average Number of Words per Text |
|-------|-------------------------------|------------------------------------|-----------------------------------|----------------------------------|
| 3 | 60% | 40% | 100-700 | 500 |
| 4 | 50% | 50% | 100-900 | 500 |
| 5 | 50% | 50% | 200-1000 | 600 |
| 6 | 50% | 50% | 200-1100 | 700 |
| 7 | 40% | 60% | 300-1100 | 700 |

| Grade | % of Test using Literary Text | % of Test using Informational Text | Range of Number of Words per Text | Average Number of Words per Text |
|-------|-------------------------------|------------------------------------|-----------------------------------|----------------------------------|
| 8 | 40% | 60% | 300-1200 | 700 |
| 9 | 30% | 70% | 300-1400 | 900 |
| 10 | 30% | 70% | 300-1500 | 1000 |

- The table below presents the range for the percentage of points by cognitive task level on each FCAT/FCAT 2.0 Reading test.

| FCAT Reading Percentage of Points by Cognitive Task Level | | | |
|---|----------------|---------------------|-----------------|
| Grade(s) | Low Complexity | Moderate Complexity | High Complexity |
| 3 | 25–35% | 50–70% | 5–15% |
| 4 | 20–30% | 50–70% | 10–20% |
| 5–7 | 15–25% | 50–70% | 15–25% |
| 8 | 10–20% | 50–70% | 20–30% |
| 9 | 10–20% | 50–70% | 20–30% |
| 10 | 10–20% | 45–65% | 25–35% |

- Eleventh and twelfth grade retake students who took the FCAT Reading in 10th grade will participate in the FCAT Reading Retake to meet the graduation requirements. The **New EDW** report, [FCAT Reading Retake Students-RTSFR0466](#), is a listing of Reading Retake students. The pathway is FAMILIES>>TEST RESULTS AND OTHER ASSESSMENT INFORMATION>>FCAT>>RETAKES.
- Students who took the FCAT 2.0 Reading in FY11 as tenth graders and need to retake the assessment will participate in the FCAT 2.0 Reading Retake to meet the graduation requirements.
- High school students only need to take the FCAT/FCAT 2.0 Reading once before a passing concordant score on ACT-Reading or SAT-Verbal can be used in lieu of FCAT/FCAT 2.0 Reading scores.

2. Determining Overall FCAT Reading Data Trends:

- Begin by downloading a copy of your school's FCAT results using the School Level Report for All Years on the FLDOE at <http://fcat.fl DOE.org/results/default.asp> or run **New EDW**, [FCAT Reading Graphs](#). The pathway is FAMILIES>>TEST RESULTS AND OTHER ASSESSMENT INFORMATION>>FCAT>>GRAPHS>>FCAT GRAPHS.

Once in the FLDOE report, scroll down the page and click “detail” next to your school name to show a detailed report with student overall performance levels for each of the tested areas over multiple years.

- **Analysis of the Percentage of Students at each FCAT Level in Reading**
 - Using your **School Level Report** from the FLDOE as described above, go to the section titled “**School Summary of Students Tested**” or **EDW FCAT Reading Graphs**.
 - Review the percentages of Level 1 and 2 students over the years.
 - Review the percentages of Level 3, 4 and 5 students over the years.
 - Are the percentages of:
 - *Students meeting proficiency* going up, down or staying the same?
 - *Students NOT meeting proficiency* going up, down or staying the same?
 - If your data trend indicates a **DECREASE** in Level 1 and 2 students and/or **INCREASE** in Level 3, 4 and 5 students, many of your implemented strategies have had a positive effect on student achievement.
 - If your data trend indicated an **INCREASE** in Level 1 and 2 students and/or a **DECREASE** in Level 3, 4 and 5 students, consider addressing your current strategies and/or implementation.
 - What curriculum factors and/or other factors may have contributed to changes in your percentages?
 - What type of curriculum resources, instructional practices and support mechanisms can be provided to meet student needs and be used as possible “flag” elements in TERMS to monitor progress?

3. Analysis of the Progression of Student Cohort Groups in Reading:

- Using your **School Level Report** from the FLDOE, go to the section titled “**School Percent Scoring Three and Above**” for Reading or download the three available cohort groups from **New EDW** using the reports Cohort Performance Tracking EL and MS-RTSOA0431 or Cohort Performance Tracking MH and HS-RTSOA0432. The pathway is FAMILIES>>TEST RESULTS AND OTHER ASSESSMENT INFORMATION>>FCAT >>COHORT PERFORMANCE TRACKING.
- Review grade level cohort groups of students as they progress through the grade levels over the years.
 - Elementary School Example: Start with 3rd grade 2009, compare to 4th grade 2010, compare 5th grade 2011.
 - Middle School Example: Start with 6th grade 2009, compare to 7th grade 2010, compare 8th grade 2011.
 - High School Example: Start with 9th grade 2010, compare to 10th grade 2011.

- Are the percentages of *students meeting proficiency* going up, down or staying the same as the cohorts advance through the school?
- If your data trend indicates an **INCREASE** in the students meeting proficiency, many of your implemented strategies have had a positive effect on student achievement.
- If your data trend indicated a **DECREASE** in the percentage of students meeting proficiency, consider re-examining your implemented strategies, curriculum resources, instructional practices and/or support mechanisms.
- Is there a grade level where scores increase or decrease on a regular basis?
- If a particular grade level is showing a **DECREASE** in performance, consider an examination of implemented strategies, curriculum resources, instructional practices and/or support mechanisms at that grade level.
- What type of curriculum resources, instructional practices and support mechanisms can be changed to meet student needs and be used as possible “flag” elements in TERMS to monitor progress?

4. Analysis of Proportion of a Years’ Growth in Reading: To determine the amount of growth for the overall school, grade levels or NCLB Subgroups, download the **New EDW** reports. The pathway is FAMILIES>>TEST RESULTS AND OTHER ASSESSMENT INFORMATION>>FCAT>>PROPORTIONS OF A YEAR’S GROWTH.

- PYG Gains – All
- PYG Gains – By Grade
- PYG 3rd Grade Gains – All
- PYG 3rd Grade Gains – SY2011
- PYG Gains – All – NCLB
- How is the overall school performing compared to the District?
- How is each grade level performing compared to the District?
- How is each subgroup performing compared to the District?
- Are there any patterns developing in the overall school performance, grade level and subgroup reports over the five year period?
- What type of curriculum resources, instructional practices and support mechanisms can be changed to meet student needs and be used as possible “flag” elements in TERMS to monitor progress?

5. FCAT Reading Developmental Scale Scores by Teacher:

- For a more detailed view of the distribution of FCAT Reading Developmental Scale Scores by Teacher-Course-Section against the chosen school grade level vs. previous year, go to the **New EDW** report, Student Scatter Plots FCAT Read Dev Score-RSTOA0155 (Scatter Plots are also located in **EDW for Teachers**.)

- What type of curriculum resources, instructional practices and support mechanisms can be changed to meet student needs and be used as possible “flag” elements in TERMS to monitor progress?

6. Identifying State Accountability (A+) Reading Students:

Run the Accountability Reading Profile-RTSFR0280 report in **New EDW** to obtain a list of accountable students that will count toward your High Standards in Reading score. The pathway is FAMILIES>> TEST RESULTS AND OTHER ASSESSMENT INFORMATION >> FCAT>>ACCOUNTABILITY AND MONITORING. Sort and print the above report by accountability areas using the following categories:

- Proficiency Levels (you can use the same report; be sure to note where each level starts and stops):
 - Level 1 and Level 2 students
 - Level 3 and Level 4 students
 - Level 5 students
- Learning Gains
- Retained Students
- Retake students - 10th grade only (Use FCAT Reading Retake Students-RTSFR0466 to identify 11th and 12th grade retake students.)
- Developmental Scale Scores: High Level 2 and Low Level 3 students. **NOTE: The FCAT 2.0 DSS will be determined at Standard Setting in September, 2011.**

| <i>FCAT Reading</i> | | | | | |
|--|----------------|----------------|----------------|----------------|----------------|
| FCAT Reading Developmental Scale Scores | | | | | |
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| 3 | 86 - 1045 | 1046 - 1197 | 1198 - 1488 | 1489 - 1865 | 1866 - 2514 |
| 4 | 295 - 1314 | 1315 - 1455 | 1456 - 1689 | 1690 - 1964 | 1965 - 2638 |
| 5 | 474 - 1341 | 1342 - 1509 | 1510 - 1761 | 1762 - 2058 | 2059 - 2713 |
| 6 | 539 - 1449 | 1450 - 1621 | 1622 - 1859 | 1860 - 2125 | 2126 - 2758 |
| 7 | 671 - 1541 | 1542 - 1714 | 1715 - 1944 | 1945 - 2180 | 2181 - 2767 |
| 8 | 886 - 1695 | 1696 - 1881 | 1882 - 2072 | 2073 - 2281 | 2282 - 2790 |
| 9 | 772 - 1771 | 1772 - 1971 | 1972 - 2145 | 2146 - 2297 | 2298 - 2943 |
| 10 | 844 - 1851 | 1852 - 2067 | 2068 - 2218 | 2219 - 2310 | 2311 - 3008 |

- The report can be re-run:
 - after Fall and Winter assessments to monitor progress; and
 - after the February FTE for a final list of students whose FCAT scores will be included for your school’s grade calculation.

- **NOTE:** EDW does not take absences during FTE week into account. Students must be enrolled in the same school on the first date of FCAT testing.
- Consider giving copies of the reports to your reading, language arts and social studies teachers and tutors to allow for monitoring and academic support of students.

7. Identifying Federal Accountability (AYP) Subgroups in Reading:

- Begin by downloading a copy of your school’s AYP results for *All Years* using the **Adequate Yearly Progress (AYP) Report** on the FLDOE at <http://schoolgrades.fldoe.org/default.asp> or **New EDW** FCAT Reading Graphs. The pathway is FAMILIES>>TEST RESULTS AND OTHER ASSESSMENT INFORMATION >>FCAT>>GRAPHS>>FCAT GRAPHS
- Click “Detailed Report” in the FLDOE report to see the percentages of students who scored at proficiency or above in each subgroup.
- **Determining Subgroups for Considerations**
 - Review the FLDOE AYP report or **New EDW** Reading graphs and compare each subgroup over the years.
 - What do you notice?
 - Are the percentages of *students meeting proficiency per subgroup* going up, down or staying the same?
 - What subgroups are close to making the proficiency target? Are they close to making Safe Harbor or Growth Model?
 - Please note subgroups need to have an improvement of 1% from the previous year or have at least 90% of the subgroup with a passing score on the FCAT Writing for the subgroup to be considered for Safe Harbor and Growth Model.
 - High schools also need to have an improvement of 2% or have at least 85% in the graduation rate for the subgroup to be considered for Safe Harbor and Growth Model.
 - What type of curriculum resources, instructional practices and support mechanisms can be provided to meet subgroup needs and used as possible “flag” elements in TERMS to monitor progress?
- **Identifying Students within Subgroups**
 - To determine which students comprise each AYP subgroup, filter by *Subgroup* and print the **New EDW** report, Accountability Reading Profile- RTFSR0280. Consider giving copies of the reports to your reading, language arts, and social studies teachers and tutors to allow for monitoring and academic support of students.

- **Implementing Student Assessment Literacy Project (SAL-P)**

- Give students copies of their individual assessment results to help students determine where they are and need to be in relation to the standards; and to assist students in setting goals. For SAL-P reports go to the **New EDW** report SAL-P by student RTTOR0035, or report SAL-P High school by Student RTSOA0454. The pathway is FAMILIES>>ACADEMIC PROFILES>>INDIVIDUAL STUDENT INFORMATION>>SALP

8. Possible Suggestions to Improve Reading Achievement:

It is suggested that over the course of a year, teachers build in many opportunities to assess how students are learning and then use this information to differentiate instruction.

The diagnostic practice of classroom assessments to provide feedback to teachers and students over the course of instruction is called formative assessment. The continual use of on-going formative, reading assessments in conjunction with standards-based summative assessments has proven to be effective tool in improving student achievement.

- Use teachers who have the most experience in the area of highest needs to maximize student performance.
- Assess using Reading Running Records on an ongoing basis in order to identify students' strengths and needs in reading (elementary schools).
- Provide interventions based on the students' individual needs as determined by analyzing Reading Running Records (elementary schools).
- View Reading Running Records results in **New EDW**. The pathway is FAMILIES>>TEST RESULTS AND OTHER ASSESSMENT INFORMATION>>ELEMENTARY LITERACY ASSESSMENT SYSTEM.
 - Elem Literacy Assessment System - RTSKA0043
 - Elem Literacy Assessment System Historical by Assessment Component – RTSKA0344
 - Elem Literacy Assessment System All Component Historical Report - RTSKA0355
- Create a focus calendar to address benchmark weaknesses identified by the **New EDW**/FLDOE reports analyzed above.
- Use Bellringers/warm-ups that align to the reading tested benchmarks (secondary schools).
- Implement CRISS and NGCAR strategies in all classes.
- Emphasize importance of data chats with students and parents.
- Provide ELL students with the opportunity to use a Heritage Language dictionary and ask for assistance from bilingual facilitator/aide during independent reading sessions.
- Incorporate reading and writing across the curriculum.
- Use grade level texts during whole group instruction and texts at students' instructional reading level during small group instruction when working with elementary students.

- Use texts/passages within classrooms that mirror the FCAT 2.0 passage type and length to build capacity and endurance. (secondary schools)
- Implement literature circles and book clubs to increase students' reading endurance and capacity.
- Expose and use high complexity Webb's Depth of Knowledge levels 3 & 4 questions with students to increase familiarity and comprehension skills for both oral and written responses.
- Have students develop their own questions; help students understand low, moderate and high complexity questions.
- Provide time for students to self-select reading materials, spend increasingly longer amounts of time in independent reading and support the use of reading strategies during reading.
- Support project-based learning and student presentations.
- Use reading logs; have students record how long they read and include reading reflections.
- Select read-aloud material at higher complexity levels to help develop vocabulary, background knowledge, and a deeper understanding of text.
- Provide mentoring opportunities for students from administrators and volunteers.
- Provide students with descriptive feedback on their work.
- Provide students multiple opportunities and time to discuss and write about text read.
- Train students to self-analyze their work to determine strengths/weaknesses and to develop strategies for improvement.
- Use the Fountas and Pinnell *Continuum of Literacy Learning* for elementary students to develop students' higher levels of thinking.
- Train teachers on NGCAR-PD.
- Use benchmark assessments from CORE K12.
- Create common assessments using CORE K12 item bank.
- Utilize available funding for reading tutorials and enroll target students who will benefit the most.
- Offer eligible students in Title I schools, which have not met AYP for two years in a row, reading tutorial services under the Supplemental Educational Services.
- Share students' reading progress to parents/guardians during Family Involvement meetings and solicit their support in the different reading initiatives of the school.

ESE Specific Instructional Strategies

The resources below can be utilized in ALL academic areas as needed:

- Providing accommodations and/or modifications specified on a student's IEP. Resource: *Accommodations: Assisting Students with Disabilities (2010)*: www.fldoe.org/ese/pdf/accomm-educator.pdf

- Accessing strategies for students with disabilities:
 - Teaching Strategies for Students with Disabilities: An Inclusive Model:
<http://www.palmbeachschools.org/ese/Curriculum.asp>
 - Curriculum & Instructional Materials available for students with disabilities:
<http://www.palmbeachschools.org/ese/cim.asp>

- Implementing targeted *Strategic Instruction Model* in inclusion classes:
<http://www.kucrl.org/>

- Providing differentiated instruction to target students' IEP needs, readiness level, interest, and learning profile:
 - Professional Development Info:
<http://www.palmbeachschools.org/ese/fininstructl.asp>
 - Instructional Strategies: <http://daretodifferentiate.wikispaces.com/>

- Utilizing RtI Charts:
 - Elementary: <http://www.palmbeachschools.org/ec/index.asp>
 - Secondary:
<http://www.palmbeachschools.org/sc/documents/RetentiontoInterventionCharts.pdf>

- Considering Responsible Inclusion:
 - Steps to Developing Inclusive Practices:**
<http://www.palmbeachschools.org/ese/fininstructl.asp>
 - Providing time for Collaborative planning and teaching between the ESE teacher and Regular Ed. teacher in inclusive setting:
http://www.floridainclusionnetwork.com/Research_Centers/CRSRL/Florida-Inclusion-Network/Products/Collaborative Planning and Teaching.aspx

- Considering assistive technology (AT):
 - Teacher Resources:
<http://www.palmbeachschools.org/ese/AACTeacherResources.asp>
 - Accessing available resources:
<http://www.palmbeachschools.org/ese/AACTraining.asp>
<http://www.palmbeachschools.org/ese/AccessC.asp>

Diagnostics will be given at opening of school for FY12; therefore, much of the information from stage II should be included in Stage I. Especially, “Using the Assessment System to Inform Instruction,” and “Setting Growth Goals” using SRI.

Strategies for English Language Learners

Know your English Language Learners.

- Print TERMS ELL Report MTS5513p
- Print the **New EDW** report: [ELL CELLA Data for Exit and Extension- RTSLA0366](#)

These reports will give you information regarding the English Language Development Continuum Level, CELLA scores, and language of your students.

- Accommodations provided for ELLs can be found at:
<https://www.flrules.org/gateway/ruleNo.asp?ID=6A-6.09091>

Heritage Language to English / English to Heritage Language dictionaries should be provided to students at the beginning of the school year so that they use them in the instructional setting before the assessment administration.

- English Language Proficiency Standards can be found at
<http://www.palmbeachschools.org/multicultural/ELPStandards.asp>

New English Language Proficiency standard are being written to align with the Common Core Standards.

- ESOL Classroom strategies can be found at:
<http://www.palmbeachschools.org/multicultural/documents/ESOLClassroomStrategies.pdf>
- Provide differentiated instruction in the ESOL classroom by implementing a Balanced Rotational Instructional Model (BRIM): The manual with strategies and instructions on implementation can be found at
<http://www.palmbeachschools.org/multicultural/documents/BRIMHandbook0809.pdf>

BRIM Professional Development can be found at:

<http://breeze.palmbeach.k12.fl.us/p65233320/> ,
<http://breeze.palmbeach.k12.fl.us/p24758272/> and
<http://breeze.palmbeach.k12.fl.us/p98306627>

- Language Development Activities can be found at:
<http://www.palmbeachschools.org/multicultural/LanguageDevelopmentActivities.asp>
- Reading Skills Practice for ELLs can be found at:
<http://www.palmbeachschools.org/multicultural/FCATReadingSkills.asp>

- Translated Student Mini Lessons can be found at:
<http://www.palmbeachschools.org/multicultural/StudentMiniLessons.asp>
- Translations of Content Area Vocabulary can be found at:
<http://www.palmbeachschools.org/multicultural/ESOL.asp>

Suggested Plan of Action - Mathematics

State and Federal Accountability – Mathematics

| Factors | School Grade | AYP |
|--|--|---|
| <p>What are the categories?</p> | <ul style="list-style-type: none"> • Percent Meeting High Standards (Proficiency) • Percent Making Learning Gains (all students) • Percent making Learning Gains (Lowest Quartile students) | <ul style="list-style-type: none"> • Percent Meeting High Standards (Proficiency) • Participation |
| <p>Who is included in the calculation?</p> | <ul style="list-style-type: none"> • Students reported in survey 2 (October FTE) and Survey 3 (February FTE) and enrolled on the first day of testing. • Standard Curriculum Students, which includes: <ul style="list-style-type: none"> ➢ ELL (LY) more than two (2) years in ESOL program ➢ ESE: Gifted, Hospital/Homebound, Speech impaired • Learning Gains: <ul style="list-style-type: none"> ➢ All students with current and prior scores, including ELL and ESE* <p>*ESE students tested with FAA not included in Lowest 25% Learning Gains</p> | <ul style="list-style-type: none"> • Proficiency: Students reported in survey 2 (October FTE) and Survey 3 (February FTE) and enrolled on the first day of testing. • Participation: Students reported in survey 3 (February FTE) and first day of testing <p>(First-year ELL students with less than 365 days in an ESOL program not included in reading and mathematics)</p> <p>All students Subgroups include:</p> <ul style="list-style-type: none"> • Total • White • Black • Hispanic • Asian • American Indian • Economically Disadvantaged • English Language Learners (ELL) • Students with Disabilities (SWD) |

| Factors | School Grade | AYP |
|---|---|---|
| What assessments are used in the calculation? | <ul style="list-style-type: none"> • FCAT 2.0 (Gr. 3-8) • Algebra 1 EOC (Gr. 6-10 – calculation TBD) • FAA (Overall Learning Gains only) | <ul style="list-style-type: none"> • FCAT 2.0 (Gr. 3-8) • Algebra 1 EOC (Gr. 9-10 – calculation TBD) • FAA |
| What is considered proficient? | <ul style="list-style-type: none"> • Level 3 or higher FCAT 2.0 • Level 3 or higher Algebra 1 EOC (Standard Setting by Dec. 2011) | <ul style="list-style-type: none"> • Level 3 or higher FCAT 2.0 • Level 3 or higher Algebra 1 EOC (Standard Setting by Dec. 2011) • Level 4 or higher in FAA |
| What is the target/criteria? | No set target | <ul style="list-style-type: none"> • Proficiency = 86% or higher • Growth Model = 86% or higher |
| How are percentage points computed? | 1 point is accrued for each percent proficient | 1 point is accrued for each percent proficient |
| What is the participation rate target? | <p>No set target for mathematics only. All subjects all included together.</p> <ul style="list-style-type: none"> • 95% for “A” schools. • 90% other letter grades. | At least 95% for all subgroups |
| Other Factors | NA | The writing criteria must be met in order for subgroups to be eligible for Safe Harbor or Growth Model if proficiency target is not met. |

Instructional Consideration for Mathematics

1. Updates and Information on the FY12 FCAT Mathematics:

- The FCAT 2.0 Mathematics has replaced the FCAT Mathematics for grades 3-8.
- The FCAT Mathematics Retake, the Algebra 1 End-of-Course (EOC), and the Geometry End-of-Course (EOC) will be computer-based administrations.
- There are no performance task items (short or extended response items) on the EOCs, FCAT 2.0 Mathematics or FCAT Mathematics Retake.
- All students, regardless of grade level, enrolled in Algebra 1 or an equivalent course MUST take the Algebra 1 EOC assessment.
- All students, regardless of grade level, enrolled in Geometry or an equivalent course MUST take the Geometry EOC assessment.
- The new proficiency target for FY12 AYP in Mathematics is 86% while in FY11 it was 80%.
- FCAT 2.0 Mathematics and the EOCs assess the 2007 *Next Generation Sunshine State Standards*.
- For AYP purposes, first year (less than 365 calendar days from entry date into ELL program to the first day of testing) ELL students are not included in the proficiency rate for Reading and Mathematics.
- The FCAT 2.0 Mathematics Test Item Specifications with *FCAT Mathematics Reference Sheets* included can be found at: <http://fcat.fldoe.org/fcatis01.asp>.
- The Algebra 1 EOC Test Item Specifications with the corresponding Algebra 1 EOC Reference Sheet included can be found at: http://fcat.fldoe.org/eoc/pdf/f110_alg_eoc_isb_wt_r4g.pdf.
- The Geometry EOC Test Item specifications with the corresponding Geometry EOC Reference Sheet included can be found at: <http://fcat.fldoe.org/eoc/pdf/GeometrySpecs.pdf>.

- The table below presents the range for the percentage of points by cognitive task level on each FCAT 2.0 Mathematics test, Algebra I EOC assessment, and Geometry assessment.

| FCAT 2.0/Algebra 1 EOC Mathematics Percentage of Points by Cognitive Task Level | | | |
|--|-----------------------|----------------------------|------------------------|
| Grade(s) | Low Complexity | Moderate Complexity | High Complexity |
| 3-4 | 25-35% | 50-70% | 5-15% |
| 5 | 10-20% | 55-75% | 10-20% |
| 6-8 | 10-20% | 60-80% | 10-20% |
| Algebra 1 | 10-20% | 60-80% | 10-20% |
| Geometry | 10-20% | 60-80% | 10-20% |

- The FCAT Mathematics Retake is based on the 1996 Sunshine State Standards (SSS) and results are reported by “Strands” as listed below:

| Strands (Mathematics FCAT) |
|---|
| Number Sense, Concepts & Operations Measurement Geometry and Spatial Relationships Algebraic Thinking Data Analysis & Probability |

- The table below shows the Reporting Categories for the FCAT 2.0 Mathematics and the EOCs including the approximate percentage of raw-score points derived from each content category. There is a possibility that some categories can vary as much as + or -5%, but no category will comprise less than 10% of the assessment.

| Grade | Reporting Categories | | | |
|--------------|---|---------------------------------|---------------------------------------|--|
| 3 | Number: Operations, Problems, and Statistics 50% | Geometry and Measurement 30% | Number: Fractions 20% | |
| 4 | Number: Operations and Problems 45% | Geometry and Measurement 30% | Number: Base Ten and Fractions 25% | |

| Grade | Reporting Categories | | | |
|-----------|---|--|---|-----------------------------------|
| 5 | Number: Base Ten and Fractions 50% | Geometry and Measurement 30% | Expressions, Equations, and Statistics 20% | |
| 6 | Fractions, Ratios/Proportional Relationships, and Statistics 40% | Expressions and Equations 40% | Geometry and Measurement 20% | |
| 7 | Geometry and Measurement 30% | Ratios and Proportional Relationships 25% | Number: Base Ten 25% | Statistics and Probability 20% |
| 8 | Expressions, Equations, and Functions 40% | Geometry and Measurement 35% | Number: Operations, Problems, and Statistics 25% | |
| Algebra 1 | Functions, Linear Equations, and Inequalities 55% | Polynomials 20% | Rationals, Radical, Quadratics, and Discrete Mathematics 25% | |
| Geometry | Two-Dimensional Geometry 65% | Three-Dimensional Geometry 20% | Trigonometry and Discrete Mathematics 15% | |

- Eleventh and twelfth grade retake students who took the FCAT Mathematics in 10th grade will participate in the FCAT Mathematics Retake to meet the graduation requirements. The **New EDW** report, [FCAT Math Retake Students-RTSMR0467](#), is a listing of Mathematics Retake students.
- High school students only need to take the FCAT Mathematics once before a passing concordant score on ACT or SAT can be used in lieu of FCAT Mathematics scores.

2. Determining Overall FCAT Mathematics Data Trends:

- Begin by downloading a copy of your school’s FCAT results using the **School Level Report** for *All Years* on the FLDOE at <http://fcat.fl DOE.org/results/default.asp> or run **New EDW, FCAT Mathematics Graphs**. The pathway is FAMILIES>>TEST RESULTS AND OTHER ASSESSMENTS>>FCAT>> GRAPHS>>FCAT GRAPHS. Once in the FLDOE report, scroll down the page and click “detail” next to your school name to show a detailed report with student overall performance levels for each of the tested areas over multiple years.

3. Analysis of the Percentage of Students at each FCAT Level in Mathematics:

- Using your **School Level Report** from the FLDOE as described above, go to the section titled “**School Summary of Students Tested**” or **New EDW, FCAT Mathematics Graphs**.
- Review the percentages of Level 1 and 2 students over the years.
- Review the percentages of Level 3, 4, and 5 students over the years.
 - Are the percentages of *students meeting proficiency* going up, down or staying the same or are *students NOT meeting proficiency* going up, down or staying the same?
 - If your data trend indicates a **DECREASE** in Level 1 and 2 students and/or **INCREASE** in Level 3, 4, and 5 students, many of your implemented strategies have had a positive effect on student achievement.
 - If your data trend indicated an **INCREASE** in Level 1 and 2 students and/or a **DECREASE** in Level 3, 4, and 5 students, consider addressing your current strategies and/or implementation.
 - What curriculum factors and/or other factors may have contributed to changes in your percentages?
 - What type of curriculum resources, instructional practices and support mechanisms can be provided to meet student needs and be used as possible “flag” elements in TERMS to monitor progress?

4. Analysis of the Progression of Student Cohort Groups in Mathematics:

- Using your **School Level Report** from the FLDOE, go to the section titled “**School Percent Scoring Three and Above**” for Mathematics or download the three available cohort groups from **New EDW** using the report [Cohort Performance Tracking EL and MS-RTSOA0431](#),

Cohort Performance Tracking MH and HS-RTSOA0432. The pathway is FAMILIES>>TEST RESULTS AND OTHER ASSESSMENT INFORMATION>>FCAT >>COHORT PERFORMANCE TRACKING. Review grade level cohort groups of students as they progress through the grade levels over the years.

- Elementary School Example: Start with 3rd grade 2009, compare to 4th grade 2010, compare 5th grade 2011.
 - Middle School Example: Start with 6th grade 2009, compare to 7th grade 2010, compare 8th grade 2011.
 - High School Example: Start with 9th grade 2010, compare to 10th grade 2011.
- Are the percentages of *students meeting proficiency* going up, down or staying the same as the cohorts advance through the school?
 - If your data trend indicates an **INCREASE** in the students meeting proficiency, many of your implemented strategies have had a positive effect on student achievement.
 - If your data trend indicated a **DECREASE** in the percentage of students meeting proficiency, consider re-examining your implemented strategies, curriculum resources, instructional practices and/or support mechanisms.
 - Is there a grade level where scores increase or decrease on a regular basis?
 - If a particular grade level is showing a **DECREASE** in performance, consider an examination of implemented strategies, curriculum resources, instructional practices and/or support mechanisms at that grade level.
 - What type of curriculum resources, instructional practices and support mechanisms can be changed to meet student needs and be used as possible “flag” elements in TERMS to monitor progress?

5. Analysis of Proportion of a Years’ Growth in Mathematics:

To determine the amount of growth for the overall school, grade levels or NCLB Subgroups, download the **New EDW** reports. The pathway is FAMILIES>>TEST RESULTS AND OTHER ASSESSMENT INFORMATION>>FCAT>>PROPORTION OF A YEAR’S GROWTH.

- PYG Gains – All
- PYG Gains– By Grade
- PYG 3rd Grade Gains – All
- PYG 3rd Grade Gains – SY2011
- PYG Gains – All – NCLB
- How is the overall school performing compared to the District?
- How is each grade level performing compared to the District?
- How is each subgroup performing compared to the District?
- Are there any patterns developing in the overall school performance, grade level and subgroup reports over the five year period?

- What type of curriculum resources, instructional practices and support mechanisms can be changed to meet student needs and be used as possible “flag” elements in TERMS to monitor progress?

6. FCAT Mathematics Developmental Scale Scores by Teacher:

- For a more detailed view of the distribution of FCAT Mathematics Developmental Scale Scores by Teacher-Course-Section against the chosen school grade level vs. previous year, go to the **New EDW** report: Student Scatter Plots FCAT Math Dev Score-RSTOA0154. The pathway is FAMILIES>>TEST RESULTS AND OTHER ASSESSMENT INFORMATION>>FCAT>>GRAPHS.
- What type of curriculum resources, instructional practices and support mechanisms can be changed to meet student needs and be used as possible “flag” elements in TERMS to monitor progress?

7. Identifying State Accountability (A+) Mathematics Students:

- Run the **New EDW** report: Accountability Math Profile - RTSFM0281 to obtain a list of accountability students that will be counted toward your FCAT 2.0 Mathematics scores. The pathway is FAMILIES>>TEST RESULTS AND OTHER ASSESSMENT INFORMATION >>FCAT>>MATHEMATICS.
- Sort and print the above report by accountability areas using the following categories:
 - Proficiency Levels (you can use the same report; be sure to note where each level starts and stops):
 - Level 1 and Level 2 students
 - Level 3 and Level 4 students
 - Level 5 students
 - Learning Gains
 - Lowest 25 %
 - Retained Students
- Retake students - 10th grade only (Use FCAT Math Retake Students-RTSMR0467 to identify 11th and 12th grade retake students.)
- Developmental Scale Scores: High Level 2 and Low Level 3 students. **NOTE: The FCAT 2.0 DSSs will be determined at Standard Setting in September, 2011.**

| FCAT Mathematics | | | | | |
|--|----------------|----------------|----------------|----------------|----------------|
| FCAT Mathematics Developmental Scale Scores | | | | | |
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
| 3 | 375 - 1078 | 1079 - 1268 | 1269 - 1508 | 1509 - 1749 | 1750 - 2225 |
| 4 | 581 - 1276 | 1277 - 1443 | 1444 - 1657 | 1658 - 1862 | 1863 - 2330 |
| 5 | 569 - 1451 | 1452 - 1631 | 1632 - 1768 | 1769 - 1956 | 1957 - 2456 |
| 6 | 770 - 1553 | 1554 - 1691 | 1692 - 1859 | 1860 - 2018 | 2019 - 2492 |
| 7 | 958 - 1660 | 1661 - 1785 | 1786 - 1938 | 1939 - 2079 | 2080 - 2572 |
| 8 | 1025 - 1732 | 1733 - 1850 | 1851 - 1997 | 1998 - 2091 | 2092 - 2605 |
| 9 | 1238 - 1781 | 1782 - 1900 | 1901 - 2022 | 2023 - 2141 | 2142 - 2596 |
| 10 | 1068 - 1831 | 1832 - 1946 | 1947 - 2049 | 2050 - 2192 | 2193 - 2709 |

The report can be re-run:

- After Fall and Winter diagnostics to monitor progress
- After the February FTE for a final list of students who's FCAT scores will be included for your school's grade calculation.
 - **NOTE:** EDW does not take absences during FTE week into account. Students must be enrolled in the same school on the first date of FCAT testing.
 - Consider giving copies of the reports to your mathematics and science teachers and tutors to allow for monitoring and academic support of students.

8. Identifying Federal Accountability (AYP) Subgroups in Mathematics:

- Begin by downloading a copy of your school's AYP results for *All Years* using the **Adequate Yearly Progress (AYP) Report** on the FLDOE at <http://schoolgrades.fldoe.org/default.asp> or **New EDW**, FCAT Mathematics Graphs. The pathway is FAMILIES>>TEST RESULTS AND OTHER ASSESSMENTS>>FCAT>>GRAPHS>>FCAT GRAPHS. Click "Detailed Report" in the FLDOE report to view the percentages of students who scored at proficiency or above in each subgroup.

9. Determining Subgroups for Considerations:

- Review the FLDOE AYP report or **New EDW** Mathematics graphs and compare each subgroup over the years.
- What do you notice?
- Are the percentages of *students meeting proficiency per subgroup* going up, down or staying the same?

- What subgroups are close to making the proficiency target? Are they close to making Safe Harbor or Growth Model?
 - Please note subgroups need to have an improvement of 1% from the previous year or have at least 90% of the subgroup with a passing score on the FCAT Writes for the subgroup to be considered for Safe Harbor and Growth Model.
 - High schools also need to have an improvement of 2% or have at least 85% in the graduation rate for the subgroup to be considered for Safe Harbor and Growth Model.
- What type of curriculum resources, instructional practices and support mechanisms can be provided to meet subgroup needs and used as possible “flag” elements in TERMS to monitor progress?

10. Identifying Students within Subgroups

- To determine which students comprise each AYP subgroup, sort by *Subgroup* and print the **New EDW** report, Accountability Math Profile-RTSFM0281. The pathway is FAMILIES>>TEST RESULTS AND OTHER ASSESSMENT INFORMATION>>FCAT>>MATHEMATICS. Consider giving copies of the reports to your mathematics and science teachers and tutors to allow for monitoring and academic support of students.

11. Implementing Student Assessment Literacy Project (SAL-P)

- Give students copies of their individual assessment results to help students determine where they are and need to be in relation to the standards; and to assist students in setting goals. For SAL-P reports go to the **New EDW** report, SAL-P by student RTTOR0035 or report SAL-P High school by Student RTSOA0454. The pathway is FAMILIES>>ACADEMIC PROFILES>>INDIVIDUAL STUDENT INFORMATION>>SALP

12. Possible Suggestions to Improve Mathematics Achievement:

It is suggested that over the course of a year, teachers build in many opportunities to assess how students are learning and then use this information to differentiate instruction.

The diagnostic use of classroom assessment to provide feedback to teachers and students over the course of instruction is called formative assessment. The continual use of ongoing formative mathematics assessments in conjunction with standards-based summative assessments has proven to be an effective tool in improving student achievement.

- Use teachers who have the most experience in the area of highest needs to maximize student performance.
- Continue to use diagnostic scores to create focus calendars.
- Ensure that Assessments of Learning (AOL) are being utilized.

- Incorporate enrichment activities.
- Provide opportunities for peer group problem-solving.
- Provide ELL students with the opportunity to use a Heritage Language dictionary and ask for assistance from bilingual facilitator/aide during challenging math lessons.
- Ensure that differentiated instructional practices are being provided.
- Provide exposure to and implementation of appropriate FCAT, FCAT 2.0 and Algebra I/Geometry Reference Sheets.
- Perform student data chats to help students set targets.
- Offer mathematics competitions throughout grade levels.
- Provide opportunities for coaches to model effective best practices.
- Utilize Problems of the Day (PODs) in alignment with targeted benchmark weaknesses.
- Provide cooperative learning opportunities within small learning groups.
- Develop tutorial programs based on student need.
- Provide tutoring, push-ins, pull-outs based on the student groups' needs as determined in the above sections.
- Expose and use high-complexity Webb's Depth of Knowledge levels 3 & 4 questions with students to increase familiarity and comprehension skills for both oral and written responses.
 - Have students develop their own questions; help students understand low, moderate and high complexity questions.
- Provide mentoring opportunities for students from administrators and volunteers.
- Provide students with descriptive feedback on their work.
- Train students to self-analyze their work to determine strengths/weaknesses and to develop strategies for improvement.
- Utilize benchmark assessments from CORE K12.
- Create common assessments utilizing CORE K12 item banks.
- Utilize available funding for math tutorials and enroll target students who will benefit the most.
- Offer eligible students in Title I schools, which have not met AYP for two years in a row, mathematics tutorial services under the Supplemental Educational Services.
- Share students' mathematics progress to parents/guardians during Family Involvement meetings and solicit their support in the different mathematics skill development initiatives of the school.

ESE Specific Instructional Strategies

The resources below can be utilized in ALL academic areas as needed:

- Providing accommodations and/or modifications specified on a student's IEP. Resource: *Accommodations: Assisting Students with Disabilities (2010)*:
www.fldoe.org/ese/pdf/accomm-educator.pdf
- Accessing strategies for students with disabilities:
 - Teaching Strategies for Students with Disabilities: An Inclusive Model:
<http://www.palmbeachschools.org/ese/Curriculum.asp>-Curriculum & Instructional
 - Materials available for students with disabilities:
<http://www.palmbeachschools.org/ese/cim.asp>
- Implementing targeted *Strategic Instruction Model* in inclusion classes:
<http://www.kucrl.org/>
- Providing differentiated instruction to target students' IEP needs, readiness level, interest, and learning profile:
 - Professional Development Info:
<http://www.palmbeachschools.org/ese/fininstructl.asp>
 - Instructional Strategies: <http://daretodifferentiate.wikispaces.com/>
- Utilizing RtI Charts:
 - Elementary: <http://www.palmbeachschools.org/ec/index.asp>
 - Secondary:
<http://www.palmbeachschools.org/sc/documents/RetentionInterventionCharts.pdf>
 - Considering Responsible Inclusion:
 - Steps to Developing Inclusive Practices:**
<http://www.palmbeachschools.org/ese/fininstructl.asp>
 - Providing time for Collaborative planning and teaching between the ESE teacher and Regular Ed. teacher in inclusive setting:
http://www.floridainclusionnetwork.com/Research_Centers/CRSRL/Florida_Inclusion_Network/Products/Collaborative_Planning_and_Teaching.aspx
- Considering assistive technology (AT):
 - Teacher Resources:
<http://www.palmbeachschools.org/ese/AACTeacherResources.asp>
 - Accessing available resources:
<http://www.palmbeachschools.org/ese/AACTraining.asp>
<http://www.palmbeachschools.org/ese/AccessC.asp>

Strategies for English Language Learners

Know your English Language Learners.

- Print TERMS ELL Report MTS5513p
- Print **New EDW** report, ELL CELLA Data for Exit and Extension- RTSLA0366

These reports will give you information regarding the English Language Development Continuum Level, CELLA scores, and language of your students.

- Accommodations provided for ELLs can be found at:
<https://www.flrules.org/gateway/ruleNo.asp?ID=6A-6.09091>

Heritage Language to English / English to Heritage Language dictionaries should be provided to students at the beginning of the school year so that they use them in the instructional setting before the assessment administration.

- English Language Proficiency Standards can be found at
<http://www.palmbeachschools.org/multicultural/ELPStandards.asp>

New English Language Proficiency standard are being written to align with the Common Core Standards.

- ESOL Classroom strategies can be found at:
<http://www.palmbeachschools.org/multicultural/documents/ESOLClassroomStrategies.pdf>
- Provide differentiated instruction in the ESOL classroom by implementing a Balanced Rotational Instructional Model (BRIM): The manual with strategies and instructions on implementation can be found at
<http://www.palmbeachschools.org/multicultural/documents/BRIMHandbook0809.pdf>

BRIM Professional Development can be found at:
<http://breeze.palmbeach.k12.fl.us/p65233320/>,
<http://breeze.palmbeach.k12.fl.us/p24758272/> and
<http://breeze.palmbeach.k12.fl.us/p98306627>

- Language Development Activities can be found at:
<http://www.palmbeachschools.org/multicultural/LanguageDevelopmentActivities.asp>
- Translated Student Mini Lessons can be found at:
<http://www.palmbeachschools.org/multicultural/StudentMiniLessons.asp>
- Translations of Content Area Vocabulary can be found at:
<http://www.palmbeachschools.org/multicultural/ESOL.asp>

Suggested Plan of Action for Science

State Accountability – Science

| Factors | School Grade | AYP |
|---|--|------------|
| What are the categories? | Percent Meeting High Standards (Proficiency) | NA |
| Who is included in the calculation? | <ul style="list-style-type: none"> • Students reported in Survey 2 (October FTE) and Survey 3 (February FTE) and enrolled on the first day of testing. • Standard Curriculum Students, which includes: <ul style="list-style-type: none"> ➢ ELL (LY) more than two (2) years in ESOL program ➢ ESE: Gifted, Hospital/Homebound, Speech impaired | NA |
| What assessments are used in the calculation? | <ul style="list-style-type: none"> • FCAT 2.0 (Gr. 5 & 8) • Biology 1 EOC (Gr. 9-10-how and whether to include is TBD) | NA |
| What is considered proficient? | <p>Level 3 and higher</p> <ul style="list-style-type: none"> • FCAT 2.0 (Standard Setting in Fall 2012) • Biology 1 EOC (Standard Setting in Fall 2012) | NA |
| What is the target/criteria? | No set target | NA |
| How are percentage points computed? | 1 point is accrued for each percent proficient. | NA |
| Other Factors | NA | NA |

Instructional Considerations for Science

1. Updates and Information on the FY12 FCAT 2.0 Science and Biology 1 EOC Assessment

- FCAT 2.0 Science assesses the Next Generation Sunshine State Standards in grades 5 and 8.
- FY12 will be the first year of FCAT 2.0 Science. This is the baseline year.
- FCAT 2.0 Test Item Specifications are available on the FL DOE website at: <http://fcat.fldoe.org/fcat2/itemspecs.asp>
- FCAT 2.0 Science is a comprehensive assessment based on benchmarks from grades 3 – 5 for students in grade 5 or grades 6 – 8 for students in grade 8.
- All items will be multiple-choice.
- For the grade 5 and grade 8 FCAT 2.0 Science assessment, the reporting categories are as follows

| Grade | FACT 2.0 Science Reporting Categories | | | |
|-------|---------------------------------------|-----------------|------------------|--------------|
| | Nature of Science | Earth and Space | Physical Science | Life Science |
| 5 | 17% | 29% | 29% | 25% |
| 8 | 19% | 27% | 27% | 27% |

- The length of FCAT 2.0 Science (grades 5 and 8) will be 60-66 questions.
 - For the grade 8 FCAT 2.0 Science assessment, a periodic table and a calculator will be provided.
 - For the grade 8 FCAT 2.0 Science assessment, items requiring an equation will have the equation included with the item; a reference sheet is not needed and will not be provided.
 - The Biology 1 EOC assessment measures achievement of Florida students enrolled in Biology 1, or an equivalent course, by assessing student progress on benchmarks from the NGSSS that are assigned to the Biology 1 course description. The course description for Biology 1 is available online at: <http://www.floridastandards.org/Courses/CourseDescriptionSearch.aspx>.
 - The Biology 1 EOC Assessment Test Item Specifications can be found at: <http://fcat.fldoe.org/eoc/itemspecs.asp>.
 - FY12 will be the first year of the Biology 1 EOC assessment. This is the baseline year. This assessment will replace the grade 11 FCAT assessment.
 - The Biology 1 EOC assessment will be a computer-based assessment administered during the established testing window (April 23 – May 11, 2012).
 - All items will be multiple-choice.
 - The length of the Biology 1 EOC assessment will be 60-66 questions.
 - The nature of science will be assessed in a biological context.
 - A periodic table and a calculator will be provided.
-
- For the Biology 1 EOC assessment, the reporting categories are as follows:

| |
|---|
| Biology 1 EOC Reporting Categories |
|---|

| | | |
|--------------------------------|---|--|
| Molecular and Cellular Biology | Classification, Heredity, and Evolution | Organisms, Populations, and Ecosystems |
| 35% | 25% | 40% |

- The table below presents the range for the percentage of raw score points by cognitive complexity level on each FCAT 2.0 Science (grades 5 and 8) and Biology 1 EOC assessment.

| Grade | Low | Moderate | High |
|-----------|---------|----------|---------|
| 5 | 10%-20% | 60%-80% | 10%-20% |
| 8 | 10%-20% | 60%-80% | 10%-20% |
| Biology 1 | 10%-20% | 60%-80% | 10%-20% |

2. Determining Overall FCAT Science Data Trends:

- Begin by downloading a copy of your school’s FCAT results using the **School Level Report** for *All Years* on the FLDOE at <http://fcat.fldoe.org/results/default.asp> or run **New EDW, FCAT Science Graphs**. The pathway is FAMILIES>>TEST RESULTS AND OTHER ASSESSMENTS>>FCAT >>GRAPHS.
- Once in the FLDOE report, scroll down the page and click “detail” next to your school’s name to show a detailed report with student overall performance levels for each of the tested areas over multiple years.

3. Analysis of the Percentage of Students at each FCAT Level in Science:

- Using your **School Level Report** from the FLDOE as described above, go to the section titled “**School Summary of Students Tested**” or **New EDW, FCAT Science Graphs**.
- Review the percentages of Level 1 and 2 students over the years.
- Review the percentages of Level 3, 4, and 5 students over the years.
- Are the percentages of:
 - Students meeting proficiency* going up, down or staying the same?
 - Students NOT meeting proficiency* going up, down or staying the same?
 - If your data trend indicates a **DECREASE** in Level 1 and 2 students and/or **INCREASE** in Level 3, 4, and 5 students, many of your implemented strategies have had a positive effect on student achievement.
- If your data trend indicated an **INCREASE** in Level 1 and 2 students and/or a **DECREASE** in Level 3, 4, and 5 students, consider addressing your current strategies and/or implementation.
- What curriculum factors and/or other factors may have contributed to changes in your percentages?

- What type of curriculum resources, instructional practices and support mechanisms can be provided to meet student needs and be used as possible “flag” elements in TERMS to monitor progress?

4. Identifying State Accountability (A+) Science Students:

- Run the **New EDW** report, Accountability Science Profile - RTSFS0332 to obtain a list of accountability students that will be counted towards your FCAT Science scores. The pathway is FAMILIES>>TEST RESULTS AND OTHER ASSESSMENT INFORMATION >>FCAT>>SCIENCE.
- Sort and print the above report by accountability areas using the following categories:
 - a. Proficiency Levels (you can use the same report; be sure to note where each level starts and stops):
 - i. Level 1 and Level 2 students
 - ii. Level 3 and Level 4 students
 - iii. Level 5 students
- The report can be re-run:
 - a. after Fall and Winter assessments to monitor progress; and
 - b. after the February FTE for a final list of students whose FCAT scores will be included for your school’s grade calculation.
 - i. **NOTE: New EDW** does not take absences during FTE week into account. Students must be enrolled in the same school on the first date of FCAT testing.
- Consider giving copies of the reports to your science teachers and tutors to allow for monitoring and academic support of students.

5. Possible Support Programs to Consider for Science:

- Consider providing support services by the science coach and school leadership focusing on 5th and 8th grade and biology.
- Ensure that all 5th and 8th grade and biology students are exposed to the tested benchmarks in a format that promotes higher-order thinking and questioning through a combination of hands-on and teacher-directed activities, labs and technology instructional resources.
 - Establish a support program for 5th and 8th grade students and biology students.
- **Implementing Student Assessment Literacy Project (SAL-P)**
 - Give students copies of their individual assessment results to help students determine where they are and need to be in relation to the standards; and to assist students in setting goals. For SAL-P reports go to the **New EDW** report, SAL-P by student RTTOR0035, or report SAL-P High school by Student RTSOA0454. The pathway is FAMILIES>>ACADEMIC PROFILES>>INDIVIDUAL STUDENT INFORMATION>>SALP

6. Possible Suggestions to Improve Science Achievement:

It is suggested that over the course of a year, teachers build in many opportunities to assess how students are learning and then use this information to differentiate instruction.

The diagnostic use of classroom assessment to provide feedback to teachers and students over the course of instruction is called formative assessment. The continual use of on-going formative science assessments in conjunction with standards-based summative assessments has proven to be an effective tool in improving student achievement.

- Use teachers who have the most experience in the area of highest needs to maximize student performance.
- Provide hands-on science labs and activities that align to the Next Generation Sunshine State Standards with a focus on the tested benchmarks.
- Ensure that differentiated instructional practices are being implemented in the science classrooms.
- Utilize data from diagnostic assessments and other formative assessments to create focus calendars to address benchmark weaknesses.
- Implement CRISS and other content area reading strategies in all science classes.
- Emphasize the importance of data chats with students and parents to set student targets.
- Provide tutoring, push-ins, and/or pull-outs based on the student groups' needs as determined through data analysis.
- Incorporate science across *all content areas*.
- Use texts/passages within classrooms based on tested science benchmarks.
- Use high complexity/Webb's Depth of Knowledge levels 3 & 4 questions with students to develop comprehension skills for both oral and written responses.
- Motivate students to develop their own questions; help students understand low, moderate and high complexity questions. Ensure that vocabulary is utilized in laboratory experiments. For elementary science, utilize science Picture Cards which are available on Learning Village.
- Encourage virtual labs, FCAT Explorer, FOCUS benchmark mini-assessments, and Gizmos (if available) usage to supplement lessons.
- Promote science competitions for students. Emphasize student involvement in SECME and Science Fair.
- Provide ELL students with the opportunity to use a Heritage Language dictionary and ask for assistance from bilingual facilitator/aide during science laboratory/hands-on activities.
- Provide bilingual facilitator/aide to ELL students who are participating in the school/district based science fair competition.
- Utilize reading informational textbooks and infuse reading strategies.
- Promote conversations and written responses with students that will help them learn how to explain reason and draw conclusions based on sound scientific practices.

- Provide peer tutoring. Provide opportunities for peer group problem solving and cooperative learning in small groups.
- Ensure that proficient students are involved in continual science enrichment.
- Provide mentoring opportunities for students from administrators and volunteers.
- Provide students with descriptive feedback on their work.
- Train students to self-analyze their work to determine strengths/weaknesses and to develop strategies for improvement.
- Use comprehension checks from CORE K12.
- Create common assessments using CORE K12 item banks.
- Utilize available funding for science tutorials and enroll target students who will benefit the most.
- Share students' science progress with parents/guardians during Family Involvement meetings and solicit their support in the different science content enrichment initiatives of the school.

ESE Specific Instructional Strategies

The resources below can be utilized in ALL academic areas as needed:

- Providing accommodations and/or modifications specified on a student's IEP. Resource: *Accommodations: Assisting Students with Disabilities (2010)*: www.fldoe.org/ese/pdf/accomm-educator.pdf
- Accessing strategies for students with disabilities:
 - Teaching Strategies for Students with Disabilities: An Inclusive Model: <http://www.palmbeachschools.org/ese/Curriculum.asp>
 - Curriculum & Instructional Materials available for students with disabilities: <http://www.palmbeachschools.org/ese/cim.asp>
- Implementing targeted *Strategic Instruction Model* in inclusion classes: <http://www.kucrl.org/>
- Providing differentiated instruction to target students' IEP needs, readiness level, interest, and learning profile:
 - Professional Development Info: <http://www.palmbeachschools.org/ese/fininstructl.asp>
 - Instructional Strategies: <http://daretodifferentiate.wikispaces.com/>
- Utilizing RtI Charts:
 - Elementary: <http://www.palmbeachschools.org/ec/index.asp>
 - Secondary: <http://www.palmbeachschools.org/sc/documents/RetentiontoInterventionCharts.pdf>

- Considering Responsible Inclusion:
 - Steps to Developing Inclusive Practices:**
<http://www.palmbeachschools.org/ease/fininstructl.asp>
 - Providing time for Collaborative planning and teaching between the ESE teacher and Regular Ed. teacher in inclusive setting:
http://www.floridainclusionnetwork.com/Research_Centers/CRSRL/Florida_Inclusion_Network/Products/Collaborative_Planning_and_Teaching.aspx
- Considering assistive technology (AT):
 - Teacher Resources:
<http://www.palmbeachschools.org/ease/AACTeacherResources.asp>
 - Accessing available resources:
<http://www.palmbeachschools.org/ease/AACTraining.asp>
<http://www.palmbeachschools.org/ease/AccessC.asp>

Strategies for English Language Learners

1. Know your English Language Learners.
 - Print TERMS ELL Report MTS5513p
 - Print **New EDW** report, ELL CELLA Data for Exit and Extension-RTSLA0366
2. These reports will give you information regarding the English Language Development Continuum Level, CELLA scores, and language of your students.
 - Accommodations provided for ELLs can be found at:
<https://www.flrules.org/gateway/ruleNo.asp?ID=6A-6.09091>
3. Heritage Language to English / English to Heritage Language dictionaries should be provided to students at the beginning of the school year so that they use them in the instructional setting before the assessment administration.
 - English Language Proficiency Standards can be found at
<http://www.palmbeachschools.org/multicultural/ELPStandards.asp>
4. New English Language Proficiency standard are being written to align with the Common Core Standards.
 - ESOL Classroom strategies can be found at:
<http://www.palmbeachschools.org/multicultural/documents/ESOLClassroomStrategies.pdf>
 - Provide differentiated instruction in the ESOL classroom by implementing a Balanced Rotational Instructional Model (BRIM): The manual with strategies and instructions on

implementation can be found at

<http://www.palmbeachschools.org/multicultural/documents/BRIMHandbook0809.pdf>

BRIM Professional Development can be found at:

<http://breeze.palmbeach.k12.fl.us/p65233320/> ,

<http://breeze.palmbeach.k12.fl.us/p24758272/> and

<http://breeze.palmbeach.k12.fl.us/p98306627>

- Language Development Activities can be found at:
<http://www.palmbeachschools.org/multicultural/LanguageDevelopmentActivities.asp>
- Translated Student Mini Lessons can be found at:
<http://www.palmbeachschools.org/multicultural/StudentMiniLessons.asp>
- Translations of Content Area Vocabulary can be found at:
<http://www.palmbeachschools.org/multicultural/ESOL.asp>

State Accountability

Other Middle School Components

- Calculation of participation and performance on high-school level End-of-Course Assessments (EOC). Weighted at 50% of high-school EOC - calculation to be determined (TBD)
- Attainment of Industry Certification as data becomes available

Actions for High School FY12

In addition to the FCAT Components, high schools are graded on the following Non-FCAT components:

- overall graduation rate and at-risk rate;
- participation and performance in rigorous, accelerated coursework; and
- college readiness.

High School Accountability Reports in New EDW

Grade Scale: A ≥ 1050 B 990-1049 C 870-989 D 790-869 F < 790

| High School Non-FCAT Components Accountability Cells | | | |
|--|---|---|---|
| GRADUATION | ACCELERATION | READINESS | GROWTH/DECLINE |
| Overall Rate 200* <i>Survey 5</i> | Participation 150 <i>Surveys 2 and 3</i> | Performance on Reading 100 <i>Survey 5</i> | School gains one point for each annual percentage increased from prior year. For each component schools may earn up to 20 additional points for GROWTH |
| At-Risk Rate 100 <i>Survey 5</i> | Performance 150 <i>Surveys 2 and 3</i> | Performance on Math 100 <i>Survey 5</i> | School loses 5 points if a component DECLINES by at least 10 percentage points from prior year |
| Total Graduation Points 300 | Total Acceleration Points 300 | Total Readiness Points 200 | Total Non-FCAT Components Points Possible 800 |

Survey 2 = October FTE

Survey 3 = February FTE

Survey 5 = August FTE

* Two points are awarded for each percentage point ($75\% \times 2 = 150$ pts).

- **For a school to qualify for a grade of “A” the school’s at-risk population must**
 - meet an annual graduation rate target of 75%; or
 - show adequate annual improvement.
- School’s grade will be lowered to a “B” if one of the above conditions is not met.
- A school shows adequate annual improvement if it makes
 - 1 percentage point improvement over the prior year if percentage is within 10 points of the target; or
 - 5 percentage point improvement over the prior year if percentage is beyond 10 points of the target.

- For example:

| At-Risk Graduation Rate | HS Measure Related Action |
|--------------------------------|---|
| 75% + | No Reduction (“A” is maintained) |
| 65% - 74% | “A” reduced to “B” <u>unless</u> improvement of 1% or more is made over the prior year. |
| 64% and Below | “A” reduced to “B” <u>unless</u> improvement of 5% or more is made over the prior year. |

| GRADUATION RATE | ACCELERATION COURSEWORK | COLLEGE READINESS |
|--|---|---|
| <ul style="list-style-type: none"> • Based on Federal Uniform Rate • Graduates = standard diploma recipients • At-Risk = Students who scores at Level 1 or 2 on the grade 8 FCAT Reading <u>and</u> Mathematics * | Courses: <ul style="list-style-type: none"> • Advanced Placement (AP) • International Baccalaureate (IB) • Advanced International Certification of Education (AICE) • Dual Enrollment • Industry Certification | Students who scored ready on SAT, ACT, CPT or P.E.R.T. Highest score is used. |

| College Readiness | | |
|--------------------------|--------------------|------------------|
| Assessment | Reading | Math |
| | Denominator | |
| FCAT | Level 1-5 | Level 1-5 |
| Cut Scores | | |
| SAT | 440 | 440 |
| ACT | 18 | 19 |
| CPT | 83 | 72 |
| P.E.R.T. | TBD | TBD |

High School Accountability FCAT and Non-FCAT Components Matrix

| FCAT Components Points | Grade | FCAT and NON-FCAT Components Points |
|------------------------|-------|-------------------------------------|
| 525+ | A | 1050+ |
| 495-524 | B | 990-1049 |
| 435-494 | C | 870-989 |
| 395-434 | D | 790-869 |
| 0-394 | F | 0-769 |

New EDW pathway: FAMILIES>>HIGH SCHOOL ACCOUNTABILITY: GRADUATION, ACCELERATION AND READINESS

- **Overall Graduation Rate:**
- **Potential Students for High School Graduation Rate-RXSOA0438.** The report identifies students in the current graduation cohort. Click the school’s name, Update Selections bar and Run Report button. Click the gray bar labeled, Potential Students for High School Graduation Rate-RXSOA0438. Click the Cohort Year, Sort Ascending and Sorted by desired column. Sorting can now be done for all cells in the report. Filtering can be done for student groups (i.e., ethnicity). Please note: Filtering changes the numerator and denominator.
 - Review the “Grad Cohrt Year” column. This shows each student’s year to graduate within their cohort. The cell is color-coded green for students in the correct grade level for that cohort year. If the cell is not color coded, then the student is not in the correct grade level for the cohort. The students in the current graduation cohort but not in grade 12 will show up at the beginning of the grade level report. This report also shows future cohort years and the students who are not in the correct grade for their cohort.
 - Review the “Grad Stat” column, which shows whether or not a student is on track for graduation. The cell is color-coded green for students on track for graduation. The cell is color-coded red for students who are not on track for graduation and indicates that one or more of the graduation requirements have not been met by the student.
- **At-Risk Graduation Rate:**
- **Potential Students for At-Risk Graduation Rate- RXSOA0437.** Click the school’s name and run the report. The report shows the students who are in the current at-risk cohort and their current grade levels. Sorting can now be done for all cells in the report. Filtering can be done for student groups (i.e., ethnicity). Please note: Filtering changes the numerator and denominator.

- Review the “GR 8 Cohort Year” column, which shows the year each student entered the 8th grade. The current cohort will show a 2008 in this column. The cell is color-coded green for students in the correct grade level for that cohort year. If the cell is not color coded, then the student is not in the correct grade level for the cohort. The students in the current at-risk cohort but not in 12th grade will show up first. This report also shows future at-risk cohort years and the students who are not in the correct grade.
 - Review the “Grad Stat” column, which shows whether or not a student is on track for graduation. The cell is color-coded green for students on track for graduation. The cell is color-coded red for students who are not on track for graduation.
- **College Readiness for Reading:**
 - **Potential Students for Post Secondary Readiness Report-RESQA0440.** Click the school’s name and sort by “Reading Readiness” and run the report. The report identifies the students who have not met the college readiness criteria. Students not meeting the reading college readiness requirement will show up first, alphabetically by name. Review the Ready Read column. The cell is blank for students who have not met the reading readiness requirement by achieving the required score on the FCAT and SAT, ACT or CPT. The cell is color-coded green with a “Y” if a student has met the requirement.
 - **Graduation Concordance Test Scores-RTSOA0426.** Click the school’s name and run the report. This report displays the highest FCAT and concordance test scores received by each student. Information may be sorted by individual column titles in ascending or descending order. To view each page, click Page up, Page down at the bottom of the screen. To print, click the “Printer Friendly” button in the right corner.
 - **College Readiness for Math:**
 - **Potential Students for Post Secondary Readiness Report-RESQA0440.** Click the school’s name and sort by “Math Readiness” and run the report. The report identifies the students who have not met the college readiness criteria. Students not meeting the math college readiness requirement will show up first, alphabetically by name. Review the Ready Math column. The cell is blank for students who have not met the math readiness requirement by achieving the required score on the FCAT and SAT, ACT or CPT. The cell is color-coded green with a “Y” if a student has met the requirement.
 - **Graduation Concordance Test-RTSOA0426.** Click the school’s name and run the report. This report displays the highest FCAT and concordance test scores received by each student. Information may be sorted by individual column titles in ascending or descending order. To view each page, click Page up, Page down at the bottom of the screen. To print, click the “Printer Friendly” button in the right corner.

- **Graduation Status:**
- **Graduation Status-RSSOA0034.** Sort this report in the following ways to identify students for each area: (**NOTE: In this report, students are listed according to their current grade level.**)
 - **Graduation Status.** Click the school’s name, Grade 12, Grad Cohort, sorted by “Graduation Status” and run the report. The report identifies the students currently in the graduation cohort not on track to graduate. Review the “Grad Stat” column. Students not on track to graduate will show up first, alphabetically by name, with this sort. The cells are color-coded red for students not on track to graduate and green for students on track to graduate.
 - **Reading Mastery.** Click the school’s name, Grade 12, Grad Cohort, sorted by “Read Mastery” and run the report. The report identifies the students who have not passed the Reading FCAT or Verbal SAT or Reading ACT tests. Review the Reading “Mast” column. This column is blank for students who have not met the reading graduation requirement (FCAT, SAT or ACT). The cell is color-coded green with a “Y” if a student has met the FCAT, SAT or ACT reading graduation requirement. Students not meeting the reading graduation requirement are listed first, alphabetically by name, with this sort.
 - **Math Mastery.** Click the school’s name, Grade 12, Grad Cohort, sorted by “Math Mastery” and run the report. The report identifies the students who have not passed the Math FCAT or Math SAT or ACT test. Review the Math “Mast” column. The cell is blank for students who have not met the math graduation requirement (FCAT, SAT or ACT). The cell is color-coded green with a “Y” if a student has met the FCAT, SAT or ACT math graduation requirement. Students not meeting the math graduation requirement are listed first, alphabetically by name, with this sort.
 - **Community Service Hours.** Click the school’s name, Grade 12, Grad Cohort, sorted by “Community Hours” and run the report. This report identifies students who have not turned in or completed the required amount of community service hours. Review the “Comm Hrs” column. This column will show the number of community service hours entered into TERMS for each student. The cell is color-coded red for students not meeting the graduation requirement and green for students meeting the graduation requirement. Students not meeting the community service hour graduation requirement will show up first, by the number of hours, with this sort.
 - **Credits Earned.** Click the school’s name, Grade 12, Grad Cohort, sorted by “Credit Earned” and run the report. This will identify the students who need more credits. Review the “Credits Earned” column. This report shows each student’s current-earned credits total. The names of students not meeting the credits earned graduation requirement are listed first, by number of credits, with this sort. The cells are color-coded red for students not meeting the graduation requirement and green for students meeting the graduation requirement.

- **Cumulative GPA.** Click the school’s name, Grade 12, Grad Cohort, sorted by “Cumulative GPA” and run the report. The report identifies the students who do not have the required GPA for graduation. Review the “Cum GPA” column. This column will show each student’s current GPA total. Students not meeting the cumulative GPA graduation requirement are listed before those who do meet the requirement. The cells are color-coded red for students not meeting graduation requirements and green for students meeting graduation requirements.
- **Individual Graduation Status- RSSYA0342.** For counseling purposes, use this report to discuss a student’s graduation status. This report may be accessed for an individual student or for all students at each grade level.
- **SALP High School-RTSOA0454.** For counseling purposes, use this report to discuss a student’s assessment results on the SRI, Diagnostics, FCAT SSS, SAT, ACT and CPT.

FY11 Distribution of Points:

- **Accelerated Participation and Performance:**
- **Monitoring Accelerated Participation (Weighted Category):**
- Check AP Potential to ensure that all students who have the potential to be in AP courses are enrolled or are in the pipeline of courses that will prepare them to enroll in the recommended AP course. (EDW report, Accelerated Participation in AP- RTSUA0405)
- Look for the following information:

| “Accelerated Participation in AP” Grade Level Analysis Categories | Report Links available on the “Accelerated Participation in AP” Home Page | |
|---|---|---|
| Current year participation for grades 9-12 | <ul style="list-style-type: none"> ● Listing of all students with PSAT results | <ul style="list-style-type: none"> ● Current and potential course rosters |
| Current year participation for grades 11-12 | <ul style="list-style-type: none"> ● Previous year analysis of key result | <ul style="list-style-type: none"> ● Potential rosters of courses not taught in school |

- Administrators and AP Coordinators should review the school’s AP data (Score Summary, School Score Roster, Subject Score Roster) to determine areas in need of additional support. Have data chats with teachers using their **AP Instructional Planning Reports**. (All AP scores and reports available online at: <https://scores.collegeboard.com/pawra/home.action>.)
- Schools should ensure that AP teachers have appropriate training. Begin grooming future AP teachers through peer mentoring, team teaching and training to build capacity for next

year. AP one-day seminars, Pre-AP and Vertical Team training sessions are available. Teachers should register on Course Registration.

- Administrators and AP Coordinators should ensure that all AP courses for your school are properly included in the AP Course Ledger. All new AP teachers **must** submit a course syllabus to AP Course Audit for approval. Deadlines:
 - August – October 2011 (October 15 preferred submission date):
 - Teachers who have moved to a new school can begin transferring existing accounts to their new schools.
 - AP Administrators should begin renewing previously authorized courses for the current school year and add online/distance learning courses.
 - Teachers should submit syllabi and AP Course Audit forms for new courses being offered in 2011-2012.
- Administration should recognize students who were successful on the 2011 AP exams and provide special recognition for students identified as AP Scholars by the College Board.
- Schools should purchase appropriate ancillary materials for AP teachers (lab materials, software, test preparation materials, texts, etc.) as needed.
- Schools should include AP and College Readiness strategies in the School Improvement Plan.
- Teachers, counselors and administrators identify gateway courses appropriate for 9th-10th graders and encourage their enrollment. Possible gateway courses include:
 - Social Studies (Human Geography, World History, Psychology)
 - Mathematics (Algebra I, Geometry, Algebra II)
 - Sciences (Environmental Science, Biology)
 - Arts (Art History, Music Theory)
 - World Languages (Spanish – if experienced students)
- Administration should provide opportunities for vertical teams to align curriculum of AP and pre-requisite courses for rigor.
- Schools increase rigor and placement in accelerated courses in middle school grades (e.g., Algebra I, Geometry, World Languages, SpringBoard).
- Schools administer PSAT to 9th -10th graders. Deadlines:
 - Reduce orders by August 16th
 - Increase orders by September 14th
 - PSAT Test Administration on October 12th

- **Monitoring Accelerated Performance (Weighted Category):**
 - Teachers should reinforce the expectations of AP courses to parents and students through distribution of syllabi, Open House conversations and the setting of expectations in the classroom at the beginning of the year.
 - Schools should promote extended learning opportunities:
 - Afterschool or Saturday tutoring (AP Saturday Success Academy lessons available on TrainU)
 - Free online tutoring (Florida Virtual, Hippocampus, Spark Notes, etc.)
 - Teachers should provide practice with exam format:
 - use released exams as a diagnostic;
 - review rubrics and sample student writing;
 - use results of practice exam to focus instruction and/or tutoring; and
 - use similar AP-style questioning and tasks during formative assessments throughout the year.
 - Teachers should encourage peer study groups/course review sessions with students who have passed the AP exam as peer mentors/facilitators.
 - Schools should monitor student progress and begin tutorials/support as soon as possible.
 - Teachers should provide differentiated instruction, acceleration strategies and collaborative practice.
 - AP Teachers should stagger the scheduling of AP class exams and projects so as not to occur on same day. (This will support students taking multiple AP courses.)
 - Administration should monitor classroom instruction. AP classroom “look fors” include:
 - higher order questioning is being used;
 - instruction matches course descriptions;
 - all students are actively engaged;
 - encourage AP teachers to become AP Readers; and
 - schools create incentive programs.