

Frequently Asked Questions for Baseline and Mid-Year Reporting Template

1. Will FAIR data be automatically uploaded or will this have to be inputted by the school?

Yes. It will be uploaded on the PMRN.

2. Who should take the “Algebra” pretest and who should take the “Geometry” pretest? What about students in 9th grade for 2009-2010 who will be taking the “10th grade FCAT 1 Retest” for graduation in 2010-2011? Shouldn’t they have a general test correlated to FCAT 1? Should 8th grade students enrolled in Algebra 1 Honors also be tested on the “Algebra” pretest?

The Algebra and Geometry “pretest” should be taken by any student who is expected to take the end of course exam for that school year.

3. In the baseline data reporting document, FCAT levels in math, grades 4-8, are highlighted/grayed out and there are no lines. Does that mean that the levels aren’t required?

Only the AYP column is grayed without lines. This section of the AYP column will now be blackened to distinguish it from the grayed columns where data is required.

4. Our district will need an extension for submission of the Baseline Reports. We are asking to submit by October 15, 2010.

Please discuss this with your Regional Executive Director (RED).

5. The reporting template asks for data disaggregated by subgroup for each grade level. There is no state data reported in this format to which these data align. (AYP data is reported school-wide for each subgroup, not by grade.) Perhaps, data should be reported for “all students” by grade and for AYP subgroups school wide. This would align to state reporting practices and allow for comparison to the prior year’s performance.

Our hope is that districts will refine their data systems to enable the reporting of student data by subgroups to guide necessary intervention throughout the year.

6. The strands identified on the reporting template for reading do not completely align to the strands published on FDOE’s Standards website. (For example, Reading Application is not an identified strand; however, “Reading Process” is and that strand contains “Vocabulary Development” as a standard. “Informational Text and Research Process” are standards within the “Information and Media Literacy” strand.)

The reporting template lists the reporting categories for reading as outlined in the Draft FCAT Reading Test Item Specifications. These can be found at <http://fcats.fldoe.org/fcatis01.asp>.

7. Is reporting for kindergarten optional as it was for 2009-10?

This is done through PMRN if a district uses FAIR. However, if a district does not use FAIR, then K-2 data is not required. However, districts are recommended to use a uniformed K-2 assessment.

8. Only Differentiated Accountability schools with CII and Intervene status are required to implement FAIR. Therefore, is reporting optional for grades 1-2 as it was for 2009-2010? *This is done through PMRN if a district uses FAIR. However, if a district does not use FAIR, then grades 1-2 data is not required. However, districts are recommended to use a uniformed grades 1-2 assessment.*

9. Reporting templates were provided in reading for FAIR as well as for District Assessments. May the district opt to report on a District Assessment only? (The narrative report suggests that Districts may elect to use one assessment or the other for reporting.)
Yes.

10. The reporting template for math provides the old clusters rather than the Big Idea/Supporting Ideas, which align to the Next Generation Standards (NGSSS) being implemented in 2010-2011. *We are still working with the Assessment and Curriculum and Instruction offices to define the final reporting categories. When the categories are defined we will update the reporting template.*

11. Will the reporting on subsets (strands for reading and Big Idea/Supporting Idea for math) optional as it was for 2009-2010? If the strands/clusters are not revised to reflect NGSSS, our district will not be able to report these data.
We are still working with the Assessment and Curriculum and Instruction offices to define the final reporting categories. The final reporting categories for the FCAT will be the categories we expect all districts to base their reports on.

12. On the Algebra reporting template, Standard 1 (Real and Complex Number System), Standard 10 (Mathematical Reasoning and Problem Solving), and Standard 1 of Geometry (Points, Lines, Angles and Planes) will not be assessed in isolation on the Algebra EOC; therefore, the data will not align to the EOC if reported on separately.
We are still working with the Assessment and Curriculum and Instruction offices to define the final reporting categories.

13. Standard 1 of Algebra is assessed within Standard 7 and Geometry Standard 1 is assessed within Standard 3; Standard 10 is assessed throughout or not at all; these are not stand-alone benchmarks and it is next-to-impossible to isolate valid data for them.
The Standard, Mathematical Reasoning and Problem Solving, is no longer separated on the template since it will be a common thread throughout the End of Course (EOC) assessment. Algebra Strand 1 has been combined with Standard 7. However, as indicated in the Geometry Appendix B, Standard 1 benchmarks will be assessed through Standard 3 benchmarks.

14. If we must report on the individual standards for Algebra, must we include all of them during each reporting period? Not all of the standards will be taught by the end of September and, unlike the comprehensive tests, it is unlikely that the students would have had any substantial exposure to Algebra specific content prior to this course.

Your question is a good one but an issue that is more relevant for “mini-assessments” throughout the year. The baseline and mid-year assessment should determine where students stand with all of the standards that will appear on the EOC. Mini-assessments should be given specifically on the standards that were most recently taught between the baseline and mid-year assessment to inform interventions throughout the school year.

15. It is critical that our district know by the end of April whether the baseline test must address all of the Algebra course content, as this test is being developed at this time.

Yes, please see the response above.

16. Why isn't there a 10th grade reporting template that aligns to 10th Grade FCAT, which will be administered for 2010-2011?

There is a reporting template for 10th Grade FCAT. However, we are still working with the Assessment and Curriculum and Instruction offices to define the final reporting categories.

17. In the writing section, the template asks for the percent of students scoring 3.0—should this be 3.0 and above? If not, what is the purpose of collecting this data?

No, we ask for 3.0-3.9 and 4.0 and above because the scores are averaged.

18. Must schools report on both kinds of prompts or should they select one kind and report on the same type for baseline and midyear?

Schools should report on both prompts considering that one or the other may appear on FCAT.

19. The writing template asks if school made AYP in writing through Safe Harbor or Growth Model; these do not apply to writing.

This has been corrected on the template since Safe Harbor and Growth Model apply only to reading and mathematics.

20. The template asks for data disaggregated by subgroup, although criteria for AYP in writing are applicable to “Total Students” only.

Writing data is provided for the category “Total Students” as well as for subgroups. At the subgroup level, the requirement for Safe Harbor and Growth Model eligibility in reading and mathematics includes meeting the AYP writing proficiency goal. Therefore, subgroup writing data will be required on the template.

21. Can the definition for “overall average” be included in the reporting template?

A definition will be provided in a technical assistance guide. The “overall average” describes how all students did, on average, for that indicator.

22. Are schools required to include the “Average Score” and “Percent Proficient” cluster data for baseline and mid-year reporting? This was optional last year.

Yes, this information will be required in 2010-2011.

23. Are schools required to administer both writing prompts for baseline and mid-year reporting?

Yes. This will allow preparation for both prompts.

24. Our district prepares an Educational Data Warehouse (EDW) report for our DA schools to use when completing their baseline and mid-year data report. The EDW report is based on the Bureau of School Improvement's most current data reporting template. Will the required data fields listed in the current draft appear in the final reporting template?

Yes, but changes may be made when we know the exact reporting categories for the mathematics assessments.

25. When will DA schools have access to the baseline and mid-year reporting templates?

You currently have access to them. Additional changes may be necessary when we learn the final reporting categories for the mathematics assessments.