



SCHULTZ CENTER

FOR TEACHING & LEADERSHIP



SCHULTZ PLUS DATA MART

Schultz Plus Data Mart User's Guide



SCHULTZ CENTER

FOR TEACHING & LEADERSHIP

Schultz Center for Teaching and Leadership

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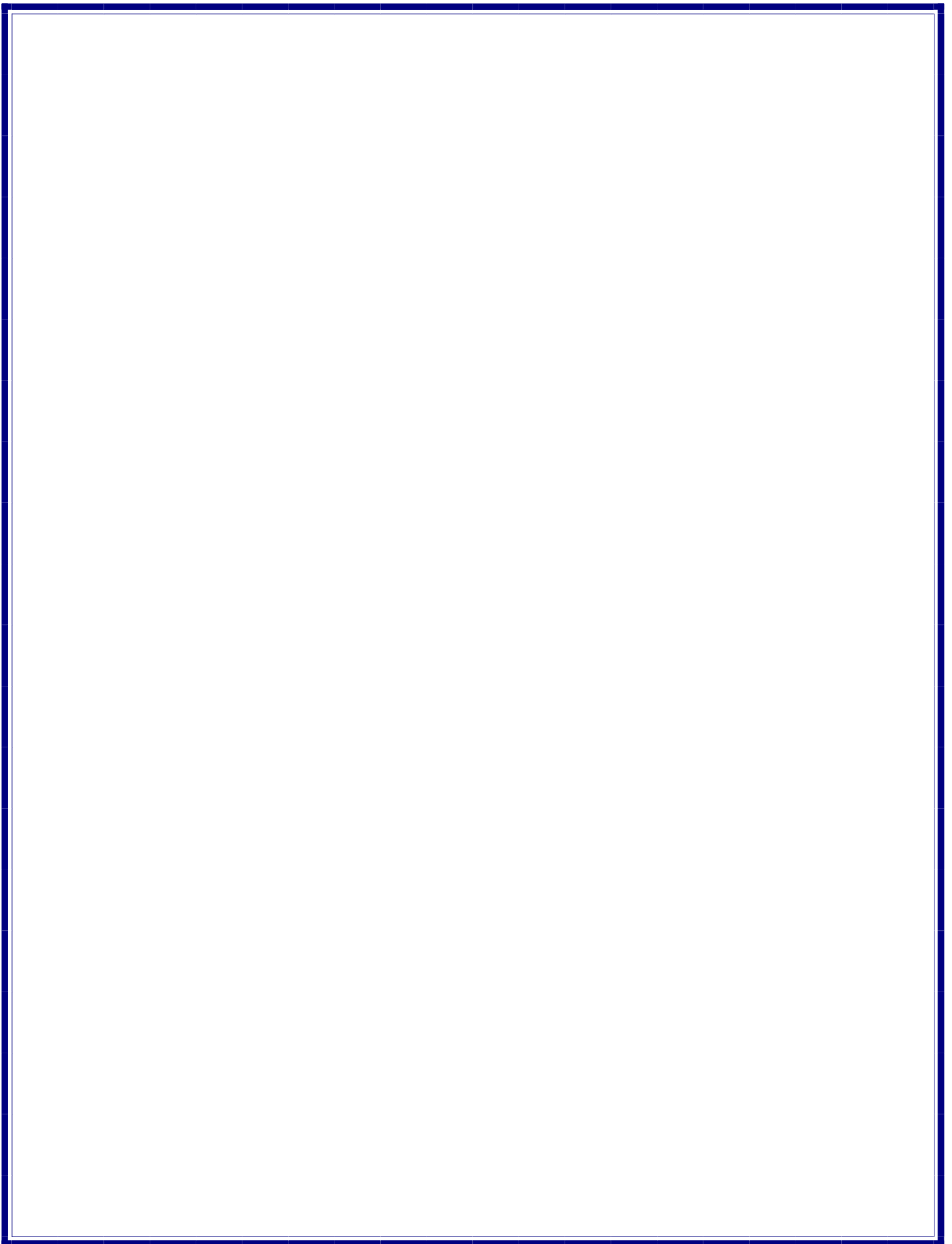
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Welcome Dave Gray

[Home](#)

SCHULTZ PLUS ANALYTICS & DATA MART
(Schultz Plus Schools - A Partnership for School Improvement)

The Schultz Center is dedicated to providing consistently high quality training that is responsive to school district and community needs for counties of the First Coast Region: Duval, Baker, Clay, Nassau, and St. Johns Counties. We provide a state-of-the-art facility for developing and using best practices in professional development to serve teachers and school leaders. Accurate and current data from a variety of sources is needed to allow educators to make informed decisions when planning for instruction and school improvement.

The Schultz Plus Analytics & Data Mart provides a tool for examining data about schools, educator training, student achievement, delivery of services, and allocated resources. The purpose for this tool is to use these data for the proper planning of programs to occur, and to evaluate the impact of these programs on adult and student learning. Our goal is.....

.....to transform data by combining it with insight....to create knowledge.



Introduction:

The *Schultz Plus Data Mart* provides a tool for examining data about schools, educators, student achievement, delivery of services, and allocated resources. The purpose of this tool is to use the data for the proper planning of programs and to evaluate the impact of programs on adult and student learners. With the Data Mart teachers and administrators will be able to analyze student test results as a class, a school, a subpopulation, or an entire district. Several years of testing data, extending back to 2004, are currently available in the system.

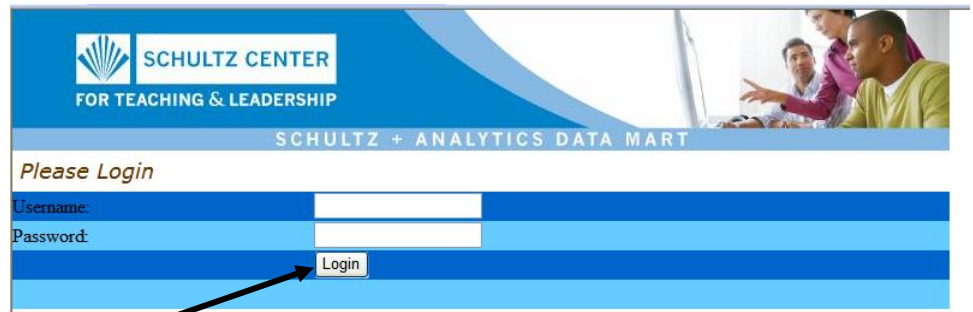
The Data Mart tool is a web-based application that can be accessed from any internet location. This tool can be used to review aggregate *Florida Comprehensive Assessment Test (FCAT)* assessment reports in reading, math, science, and writing, as well as other reports available for school improvement planning. Reports are generated in real time and can be produced for viewing on-screen, and printing in PDF format. Optionally, files can also be saved in Microsoft Excel or comma delimited (CSV) formats. If you experience any difficulties with your computer, or software, check with your technology specialist. For any problems with the Data Mart itself or using the reports or options, contact Research Design and Evaluation at 904-348-7239.

★ Logging On to the *Schultz Plus Data Mart* Database

1. Launch your web browser.
2. Go to the Schultz Center website at <http://www.schultzcenter.org>.
3. Go to the Schultz Plus Data Mart Database by “clicking” on “Quick Links.”

At the **Welcome Screen:**

4. Enter your **Username and Password.**

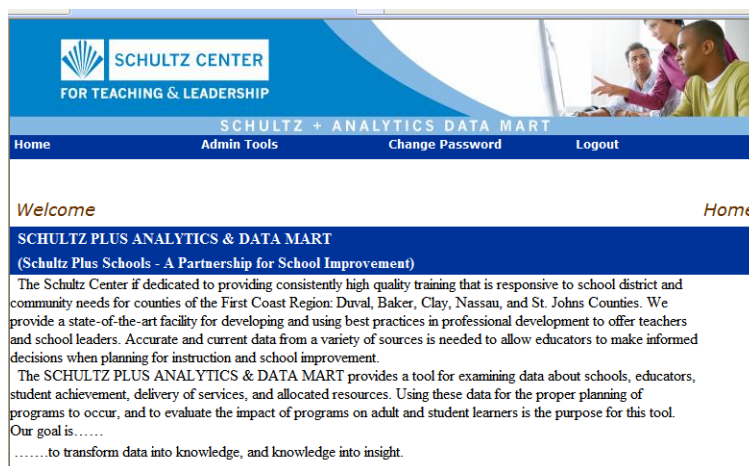


5. Click the “Login” Button.

*You will receive an email from the Schultz Center that contains your log-in username and password. The email will also contain a link to the Schultz Plus Data Mart. Your user name is the name portion of your regular DCPS email address. Once you are in the system as a user, you can change your password if you wish.

★ Data Mart Home Page

Once you have logged on to the Data Mart Home Page, the following screen should appear.



Home **Admin Tools** **Change Password** **Logout**

Welcome *Home*

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The SCHULTZ PLUS ANALYTICS & DATA MART provides a tool for examining data about schools, educators, student achievement, delivery of services, and allocated resources. Using these data for the proper planning of programs to occur, and to evaluate the impact of programs on adult and student learners is the purpose for this tool. Our goal is.....

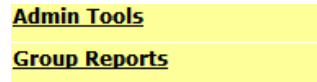
.....to transform data into knowledge, and knowledge into insight.

Your menu choices are: **Home**, **Admin Tools**, **Change Password**, and **Logout**. These are hyperlinks and when you move your computer mouse over them they will reveal drop down options that you can select.

★ Navigating Data Mart: Admin Tools – Group Reports

A. FCAT Assessment Reports

1. Move your mouse over the **Admin Tools** menu and select **Group Reports** from the drop down menu.



The following screen should appear.

A screenshot of the 'SCHULTZ + ANALYTICS DATA MART' interface. The page has a blue header with the Schultz Center logo and navigation links: Home, Admin Tools, Change Password, and Logout. Below the header, there is a 'Welcome' message and a 'Group Reports' link. The main content area is titled 'Student Selection Criteria' and contains several dropdown menus: 'Reporting Level' (set to SchoolLevel), 'School' (set to **All Schools**), 'Chart/Report Selection Criteria' (set to FCAT Assessment Reports), 'Report Name' (set to FCAT Reading School Comparison), 'Report Format' (set to PDF), and 'Test Year' (set to 2008). At the bottom right, there are 'View' and 'Help' buttons.

Student Selection Criteria

Reporting Level – School Level

School – Select the school whose data you want to review.

Chart / Report Selection Criteria

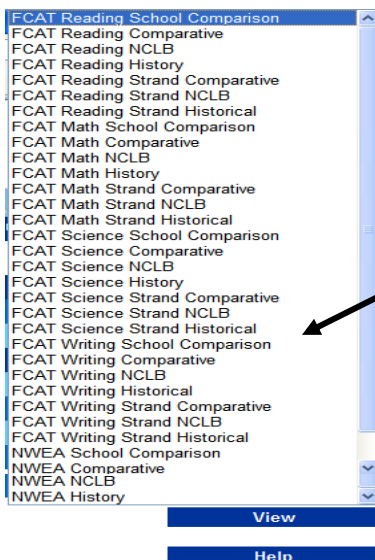
Report Group – FCAT Assessment or Professional Development Reports

Report Name – Select the Report you wish to view.

Report Format – Select the format in which you would like to view the report. (PDF, Excel, or CSV)

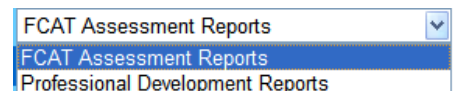
Test Year – Select the test year. (Data is currently available for 2004 – 2008)

2. Select the school you wish to view from the **School** drop down list.
3. Next, select *FCAT Assessment Reports* from the **Report Group** drop down list.

A screenshot of a dropdown menu for selecting a report. The menu is open, showing a list of report names including 'FCAT Reading School Comparison', 'FCAT Reading Comparative', 'FCAT Reading NCLB', 'FCAT Reading History', 'FCAT Reading Strand Comparative', 'FCAT Reading Strand NCLB', 'FCAT Reading Strand Historical', 'FCAT Math School Comparison', 'FCAT Math Comparative', 'FCAT Math NCLB', 'FCAT Math History', 'FCAT Math Strand Comparative', 'FCAT Math Strand NCLB', 'FCAT Math Strand Historical', 'FCAT Science School Comparison', 'FCAT Science Comparative', 'FCAT Science NCLB', 'FCAT Science History', 'FCAT Science Strand Comparative', 'FCAT Science Strand NCLB', 'FCAT Science Strand Historical', 'FCAT Writing School Comparison', 'FCAT Writing Comparative', 'FCAT Writing NCLB', 'FCAT Writing Historical', 'FCAT Writing Strand Comparative', 'FCAT Writing Strand NCLB', 'FCAT Writing Strand Historical', 'NWEA School Comparison', 'NWEA Comparative', 'NWEA NCLB', and 'NWEA History'. At the bottom of the menu, there are 'View' and 'Help' buttons.

4. You are now ready to select an assessment report to view. Choose a report from the drop down list.

Reports are available for reading, math, science, and writing

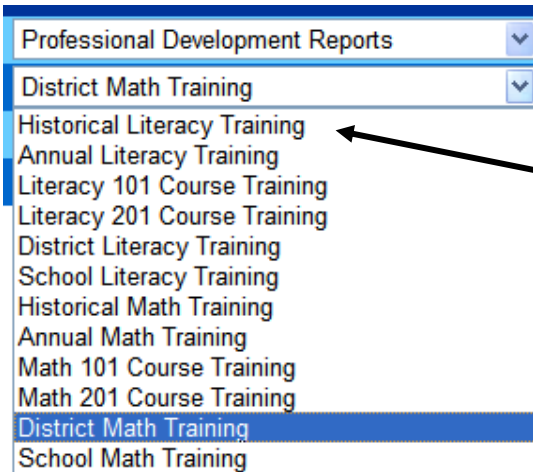
A screenshot of a dropdown menu for selecting a report group. The menu is open, showing three options: 'FCAT Assessment Reports', 'FCAT Assessment Reports', and 'Professional Development Reports'. The first 'FCAT Assessment Reports' option is selected and highlighted in blue.

6. Next, select the **Report Format** in which you would like to view the report (PDF, Excel, or CSV).
7. Finally, select the **Test Year**.
8. Click on “View” to see the report.

.....

B. Professional Development Reports – these reports are provided to show the schools’ and district’s current status in accumulated hours of professional development in standards-based literacy and mathematics courses. (This year science professional development hours will be collected as well.)

1. *Professional Development Reports* are selected in the same way as *FCAT Assessment Reports*.
2. Select *Professional Development Reports* next to **Report Group**.



3. You are now ready to select a *Professional Development Report* to view.

Choose a Report from the drop down menu.

4. Select the **Report Format** and **Test Year** and click “View” to see the report.

★ Using Data Mart Reports

Note: FCAT Reports are available for elementary, middle, and high school levels in reading, mathematics, science, and writing. Examples and a brief description of each type of report are shown below.

A. FCAT Assessment Reports

1. FCAT School Comparison

The *FCAT School Comparison Report* allows you to compare your school (by grade level) to other schools in the district.

Scale Score (SS) – score used to report student results for the entire test in FCAT Reading, Mathematics, and Science. Scale Scores range from 100 (lowest) to 500 (highest) at each grade level.


Developmental Scale Score (DSS) – scale score used to determine student’s annual progress from grade to grade. DSS are reported for Reading and Mathematics assessments. Developmental Scale Scores range from 0 to 3000 across grades 3 – 10.


No Child Left Behind (NCLB) Subgroups:

LEP– Limited English Proficiency
SWD– Students with Disabilities
FRL – Free or Reduced Lunch
 Total Students, 6 Racial / Ethnicity Subgroups

Achievement Levels – intervals describing achievement on FCAT assessments ranging from 1 to 5. FCAT proficiency is defined by Levels 3, 4, and 5.

- You can view the *number of students* (by grade) completing the FCAT assessment, the *average scale score (SS)* and *average developmental scale score (DSS)*.
- These average scores are shown for the Total Student Group, as well as broken down by NCLB subgroup.
- The percentage of students (within a grade) performing at proficiency is also shown (Achievement Levels 3, 4, 5). An example of the School Comparison Report has been provided below.

 FCAT Math School Comparison Report													
Test Year: 2008													
School Name	# Students	Average SS					Average DSS				% Ach Level (3, 4, 5)		
		Total	LEP	SWD	FRL	Total	LEP	SWD	FRL	Total	LEP	SWD	FRL
Grade: 6													
Duval Co. Schools (in alphabetical order)	288	284	268	244	282	1563	1495	1391	1555	32	8	9	33
	140	274	0	221	281	1521	0	1290	1550	22	0	8	26
	388	355	349	349	348	1869	1842	1843	1835	84	100	75	82
	437	293	283	245	295	1603	1560	1395	1608	38	16	17	36
	285	288	222	241	275	1579	1296	1375	1522	33	0	13	29
	453	317	242	268	291	1705	1391	1492	1597	57	6	34	43
	293	286	254	250	283	1589	1433	1414	1557	29	12	7	29
	232	285	326	249	285	1565	1743	1413	1567	29	100	7	28
	364	286	277	231	290	1570	1531	1334	1590	32	50	12	35
	333	354	367	314	329	1886	1919	1693	1757	84	100	44	66
	384	321	259	265	298	1723	1453	1482	1622	63	0	23	44

 FCAT Writing School Comparison Report										
Test Year: 2008										
School Name	# Students	Mean Writing Score					% Writing Level 3.5 Plus			
		Total	LEP	SWD	FRL	Total	LEP	SWD	FRL	
Grade: 4										
Duval Co. Schools (in alphabetical order)	131	3.7	0.0	3.5	0.0	73	0	58	0	
	172	3.8	0.0	3.6	0.0	77	0	61	0	
	39	3.9	0.0	3.3	0.0	85	0	57	0	
	94	3.6	0.0	3.6	0.0	69	0	82	0	
	59	3.8	0.0	3.2	0.0	81	0	50	0	
	50	3.5	0.0	4.0	0.0	66	0	67	0	
	27	4.1	0.0	4.0	0.0	96	0	100	0	
	39	3.3	0.0	4.0	0.0	54	0	83	0	
	183	3.7	0.0	3.3	0.0	74	0	63	0	
	38	3.7	0.0	3.3	0.0	71	0	50	0	

The *FCAT Writing School Comparison Report*:

- You can view the number of students (by grade) completing the assessment, the average writing score, and the percentage of students (within a grade) performing at Writing Level 3.5 Plus.
- These values are listed for the Total Student group and NCLB Subgroups.

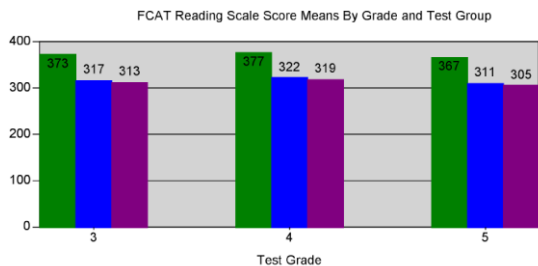
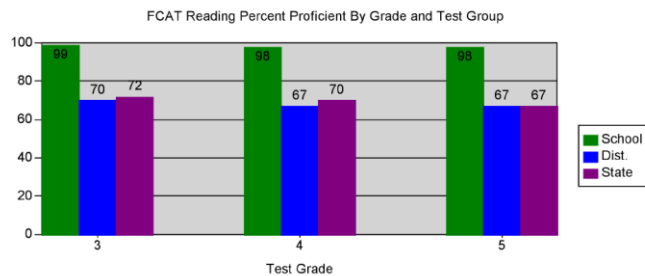
2. FCAT Comparative

The *FCAT Comparative Report* allows you to compare students within your own school to similar students in the district, and the state, by grade. Using this report you are able to see the number of students taking the test, the average scale score (SS), average developmental scale score (DSS), the percentage of students (by grade level) in each achievement level, and the total percentage of students in each of the learning gain types. An example FCAT Comparative Report is provided below.

Test Group	# Stud.	Average		% By Achievement Level						% Learning Gain Type				
		SS	DSS	1	2	3	4	5	(3,4,5)	0	1	2	3	(1,2,3)
Grade 3														
School	112	373	1746	0	1	17	56	26	99	100	0	0	0	0
Dist.	10090	317	1450	17	13	34	29	7	70	96	4	0	0	4
State	204251	313	1378	16	12	34	31	7	72	0	0	0	0	0
Grade 4														
School	126	377	1918	0	2	11	47	40	98	19	2	31	48	81
Dist.	9476	322	1627	18	14	31	28	8	67	37	1	21	41	63
State	192761	319	1577	17	13	32	29	9	70	0	0	0	0	0

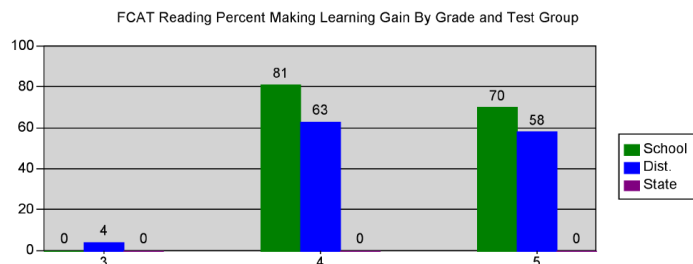
The *FCAT Comparative Report* also provides bar charts of student performance on the FCAT assessments.

This bar chart shows the percent proficient (by grade) for your school, the district, and the state.




This bar chart shows the average scale score (by grade) for your school, the district, and the state. * A similar bar chart for developmental scale score is also available.

This bar chart shows the percent of students making achievement gains (by grade) for your school, the district, and the state.



3. FCAT History

The *FCAT History Report* displays average scale score (SS), developmental scale score (DSS), percentage of students by achievement level, and percentage of students in each learning gain type, by grade, by year.



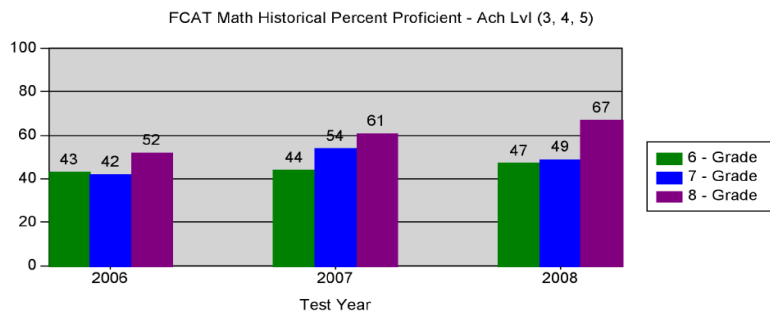
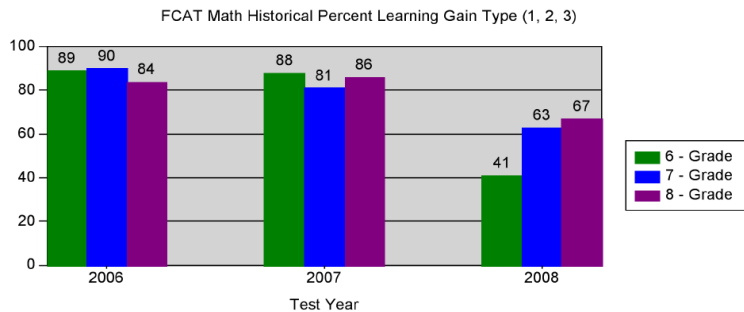
FCAT Math Proficiency Report (Historical)

School Name: Sample Middle

Learning Gains: 0 - Did not make gain 1 - Achievement Level Increase 2 - Maintained Proficiency 3 - Level 1 or 2 points gain


Test Year	# Stud.	Average		% By Achievement Level						% Learning Gain Type				
		SS	DSS	1	2	3	4	5	(3,4,5)	0	1	2	3	(1,2,3)
Grade 6														
2008	415	303	1646	28	24	30	12	5	47	60	11	24	6	41
2007	370	300	1632	29	27	29	13	2	44	13	49	12	27	88
2006	318	301	1642	31	25	27	12	4	43	11	53	8	28	89
Grade 7														
2008	417	301	1768	20	31	36	11	2	49	37	22	23	18	63
2007	343	302	1773	22	24	35	16	3	54	20	32	14	35	81
2006	432	288	1718	33	25	28	11	3	42	11	33	30	27	90
Grade 8														
2008	367	323	1905	11	23	37	20	10	67	32	32	25	10	67
2007	435	311	1857	18	21	40	15	6	61	14	23	22	41	86
2006	357	301	1819	26	22	38	12	2	52	16	30	22	32	84

The *FCAT History Report* bar chart illustrates grade level performance on the FCAT assessment from 2006 to 2008. Using this data it is possible to visually observe year to year trends for a school and grade level.



4. FCAT NCLB

The *FCAT NCLB Report* displays average scale score (SS), developmental scale score (DSS), percent by achievement level, and percentage of students earning each type of learning gain types, by grade and by NCLB subgroup.



FCAT Math Proficiency Report (NCLB)


School Name: Sample Middle
Test Year: 2008

Learning Gains: 0 - Did not make gain 1 - Achievement Level Increase 2 - Maintained Proficiency 3 - (Level 1 or 2) Points Gain AYP subgroups where total student counts (across grade levels) are > or = 30 are held accountable for meeting AYP rules; those where student counts are less than 30 are shown in Blue (District average is used in place of school data in this case).

Group	# Stud.	Average		% By Achievement Level							% Learning Gain Type				
		SS	DSS	1	2	3	4	5	(3,4,5)	0	1	2	3	(1,2,3)	
Grade 6															
Total	415	303	1648	28	24	30	12	5	47	60	11	24	6	41	
White	276	308	1664	26	23	31	14	5	50	59	11	25	5	41	
Black	97	289	1584	36	29	26	7	2	35	62	13	18	7	38	
Hispanic	18	294	1650	28	28	33	11	0	44	97	0	22	6	34	
Asian	10	351	1850	20	0	30	20	30	80	30	20	50	0	70	
Am. Indian	1	277	1532	100	0	0	0	0	100	0	0	0	0	0	
Other	13	301	1634	23	23	46	0	8	54	69	0	23	8	31	
LEP	6	274	1520	50	17	33	0	0	33	67	33	0	0	33	
SWD	59	239	1368	66	15	17	2	0	19	68	7	8	17	32	
FRL	85	287	1574	41	22	25	11	1	37	65	6	24	6	30	

The FCAT NCLB Writing Report:

- Displays the mean writing score and scale score and the average percent points (Percent Mastery) and the percentage of students in each of the learning gain types.
- Writing results are displayed by grade, writing mode (narrative, expository, or persuasive), and NCLB subgroup.

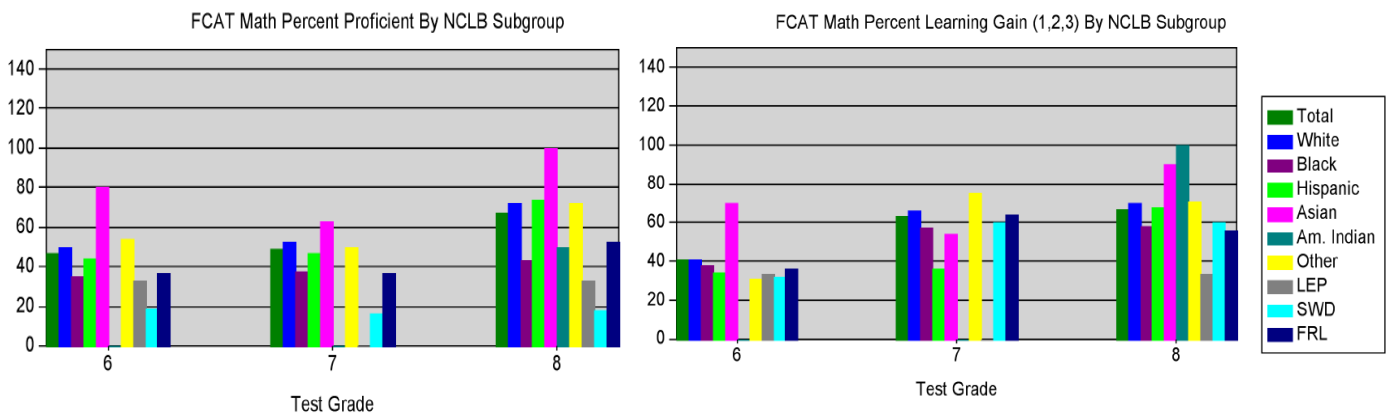


FCAT Writing Plus Report (NCLB)

School Name: Elementary
Test Year: 2008


Test Group	# Stud.	Mean Writing Score	Scale Score	Writing Plus Mean Scores					Achievement Level					
				Percent Mastery					% Students By Achievement Level					
				Plus	Focus	Organization	Support	Conventions	1	2	3	4	5	3+
Grade 4														
Combined														
Total	45	3.7	287	60	65	55	52	64	22	22	49	7	0	56
White	20	3.6	289	64	67	61	59	68	25	10	60	5	0	65
Black	19	3.8	274	52	61	46	45	57	28	37	32	5	0	37
Hispanic	2	4.0	344	76	75	71	82	78	0	0	50	50	0	100
Asian	1	4.0	352	73	75	58	50	94	0	0	100	0	0	100
Am. Indian	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0
Other	3	4.0	297	57	62	53	33	69	0	33	67	0	0	67
LEP	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0
SWD	8	3.3	247	50	66	47	47	48	38	38	25	0	0	25
FRL	0	0.0	0	0	0	0	0	0	0	0	0	0	0	0
Expository														
Total	22	3.7	300	65	74	61	59	67	0	0	0	0	0	0
White	11	3.7	313	71	75	67	65	73	0	0	0	0	0	0
Black	8	3.5	282	62	77	59	55	61	0	0	0	0	0	0

The *FCAT NCLB Report* includes bar charts that illustrate the percent proficient by NCLB subgroup and grade level.



5. *FCAT Strand Comparative*


The *FCAT Strand Comparative Report* shows the average percent of points (Mean Percent Mastery) achieved by students within each tested curriculum strand area. Using this data you are able to compare the results of students at your school, by grade level, to students at the district and state levels.



FCAT Reading Strand Report (Comparative)

School Name: Elementary
Test Year: 2008

Test Group	# Stud.	Average		Mean Percent Mastery			
		SS	DSS	Word Phrase	Main Idea	Comparison	Reference Research
Grade 3							
School	112	373	1746	91	89	82	89
Dist.	10090	317	1450	71	70	65	71
State	204251	313	1378	75	68	70	60




FCAT Math Strand Report (Comparative)

School Name: Sample Middle
Test Year: 2008

Test Group	# Stud.	Average		Mean Percent Mastery				
		SS	DSS	Number Sense	Measurement	Geometry	Algebraic Thinking	Data Analysis
Grade 6								
School	415	303	1646	47	47	70	51	64
Dist.	8920	302	1640	47	48	68	51	63
State	193758	313	1687	56	44	67	50	67

6. *FCAT Strand NCLB*

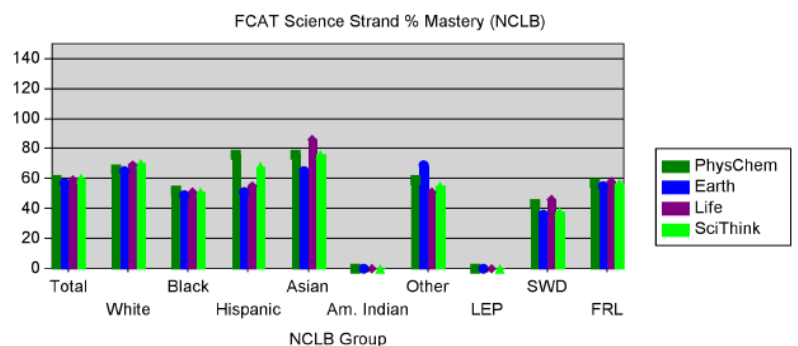
The *FCAT Strand NCLB Report* shows the average percent of points (Mean Percent Mastery) achieved by students within each tested curriculum strand area for each grade and by NCLB subgroup. The bar chart illustrates the percent mastery by curriculum strand area and NCLB subgroup.



FCAT Science Strand NCLB Report


School Name: Elementary
Test Year: 2008

Test Group	# Stud.	Mean SS	Mean Percent Mastery			
			Physical Chemistry	Earth Science	Life Science	Scientific Thinking
Grade 5						
Total	47	307	59	57	59	60
White	18	335	66	65	69	70
Black	25	283	52	49	51	51
Hispanic	1	324	76	51	55	68
Asian	1	356	76	65	86	76
Am. Indian	0	0	0	0	0	0
Other	2	310	59	69	51	55
LEP	0	0	0	0	0	0
SWD	5	244	43	36	46	38
FRL	16	303	57	55	58	57



7. *FCAT Strand Historical*

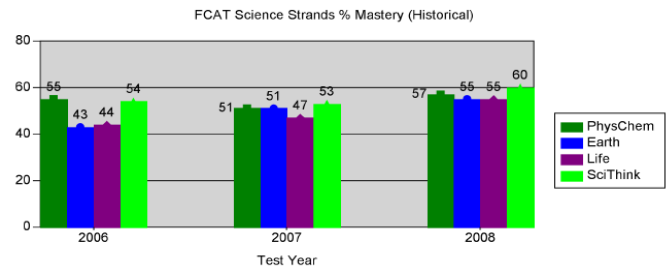
The *FCAT Strand Historical Report* shows the average percent of points (Mean Percent Mastery) by subject area strand from each year by grade level. You are able to use this report and associated bar chart to observe year to year trends in subject matter proficiency within strands.



FCAT Science Strand Report (Historical)

School Name: Elementary


Test Year	# Stud.	Mean SS	Mean Percent Mastery			
			Physical Chemistry	Earth Science	Life Science	Scientific Thinking
Grade 5						
2008	73	305	57	55	55	60
2007	76	294	51	51	47	53
2006	94	282	55	43	44	54



B. Professional Development Reports – This series of reports was designed to support priorities identified for long term capacity building among teachers in the district. Planned programs of courses are designed to support standards-based instructions in core content areas.

1. *Standards Assessment Inventory (NSDC)*

The Standards Assessment Inventory is a 60-item school-based survey to assess staff perceptions of the level of implementation in their school of the NSDC Professional Development Standard. The SAI has been administered annually in schools since 2008.

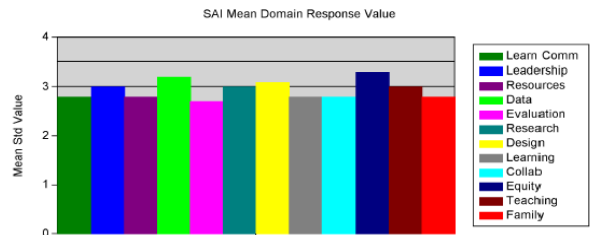


Standards Assessment Inventory Report

Test Year: 2009

Mean Domain Response Values ranging from 0 (Never) to 4 (Always)

School	# Respondents	Context				Process				Content			
		Learning Community	Leadership	Resources	Data/Action	Evaluation	Research/Share	Design	Learning	Collaboration	Equity	Quality/Research	Family/Community
Abess Park Elementary	55	2.8	3	2.8	3.2	2.7	3	3.1	2.8	2.8	3.3	3	2.8
Elementary School Mean	3472	2.7	3.2	2.9	3.1	2.8	2.9	3.1	2.8	2.9	3.3	3	2.8
District Mean	6249	2.6	3.1	2.8	3	2.7	2.8	2.9	2.7	2.8	3.2	2.9	2.7



2. *Historical Literacy Training*

The *School Historical Literacy Training Report* lists teachers within a school who have completed courses in standards-based Literacy training over the past several years. The report lists courses completed, hours of training received, and dates of training.



Literacy PD Training (Historical)

School Name: Elementary

Teacher Name	Year	Course		
		Name	Hours	Dates
Participants in Literacy Training	2008	Elementary Literacy 101, Days 1-5, 2-3	30	06/13/08 - 06/20/08
	2008	Elementary Literacy 101, Days 1-7, 2-3	42	03/04/08 - 05/27/08
	2008	Elementary Literacy 101, Days 1-3, K-1	18	08/08/07 - 08/10/07
	2008	Elementary Literacy 101, Days 1-7, K-1	30	10/02/07 - 01/08/08
	2008	Elementary Literacy 101, Days 8-14, K-1	36	01/16/08 - 03/18/08
	2008	Elementary Literacy 101, Days 1-7, K-1	42	02/28/08 - 05/14/08
	2007	Elementary Literacy 101 (K/1)	84	07/20/06 - 03/13/07
	2007	Elementary Literacy 101 (K/1)	63	09/11/06 - 03/13/07
	2007	Elementary Literacy 101 (K/1)	58	09/11/06 - 03/13/07
	2006	2/3 Literacy 201 - Group 2	12	09/01/05 - 05/11/06
	2006	2/3 Literacy 101 - Group 4 (Days 1-3)	18	01/11/06 - 02/08/06
	2006	2/3 Literacy 101 - Group 1	72	09/06/05 - 05/02/06
	2006	4/5 Literacy 101 - Group 2	78	09/08/05 - 05/04/06
	2006	4/5 Literacy 101 - Group 1	54	09/06/05 - 05/02/06
	2006	K/1 Literacy 101 - Group 3 (Days 1-3)	18	07/20/06 - 07/27/06
	2006	K/1 Literacy 101 - Group 4 (Days 1-3)	18	01/11/06 - 02/08/06
	2006	K/1 Literacy 101 - Group 4 (Days 1-3)	18	01/11/06 - 02/08/06
	2006	2/3 Literacy 201 - Group 2	66	09/01/05 - 05/11/06

3. *District Literacy PD Summary*

The *District Literacy PD Summary Report* lists all schools within the district and the amount of district Literacy training completed over several years. The number of teachers attending, total participation hours, and percentage of training hours for each school are listed (by year).




Districtwide Literacy PD Training Report

	Literacy 101							Literacy 201					
	Attendees	Total Hours	% With Hours Training					Attendees	Total Hours	% With Hours Training			
School Year: 2008			0-20	21-40	41-60	61-80	81 +			0-20	21-40	41-60	61 +
Name of Schools in 2008	6	150	33	67	0	0	0	0	0	0	0	0	0
	2	42	50	50	0	0	0	0	0	0	0	0	0
	5	189	0	60	40	0	0	0	0	0	0	0	0
	5	114	80	0	20	0	0	0	0	0	0	0	0
	2	72	0	100	0	0	0	0	0	0	0	0	0
School Year: 2007													
Name of Schools in 2007	1	30	0	100	0	0	0	0	0	0	0	0	0
	1	54	0	100	0	0	0	1	54	0	0	100	0
	1	60	0	100	0	0	0	0	0	0	0	0	0
	1	60	0	100	0	0	0	0	0	0	0	0	0
1	27	0	100	0	0	0	0	0	0	0	0	0	
School Year: 2006													
Name of Schools in 2006	2	24	100	0	0	0	0	0	0	0	0	0	0
	6	216	17	50	33	0	0	0	0	0	0	0	0
	1	12	100	0	0	0	0	0	0	0	0	0	0
	1	12	100	0	0	0	0	0	0	0	0	0	0
	2	60	0	100	0	0	0	3	102	0	100	0	0
	1	60	0	0	100	0	0	1	36	0	100	0	0

4. *Historical Math PD Summary*

The *School Historical Math PD Summary Report* lists the names of teachers within a school who have participated in standards-based mathematics professional development. This report lists the courses the teacher has taken, hours of training received, and dates of training. (Note: Math Training Records begin in 2006-2007 when Mathematics Professional Development courses were re-designed.)




Math PD Training (Historical)

School Name: Elementary

Teacher Name	Year	Course		
		Name	Hours	Dates
Participants in Math Training	2008	Elementary Math 201: Algebra through the Grades K-2	24	04/10/08 - 05/15/08
	2008	Elementary Math 101 Grades 3-5	48	02/12/08 - 05/20/08
	2008	Elementary Math 201: Algebra through the Grades K-2	24	04/10/08 - 05/15/08
	2008	Elementary Math 101 Grades K-2	42	02/12/08 - 05/20/08
	2008	Elementary Math 101 Grades 3-5	6	07/19/07 - 07/27/07
	2008	Elementary Math 101 Grades K-2	30	07/19/07 - 07/27/07
	2007	Elementary Math 101 Grades 3-5	30	06/25/07 - 06/29/07

5. *District Math PD Summary*

The *District Math PD Summary Report* lists all schools within the district that have participated in standards-based mathematics professional development by year (2006-07 and 2007-08). The number of teachers attending, total participation hours, and percentage of training hours for each school are listed.



Districtwide Math PD Training Report

	Math 101							Math 201						
	Attendees	Total Hours	% With Hours Training					Attendees	Total Hours	% With Hours Training				
			0-10	11-20	21-30	31-40	41+			0-10	11-20	21-30	31+	
School Year: 2008														
	2	46	0	0	100	0	0	0	0	0	0	0	0	
	1	30	0	0	100	0	0	0	0	0	0	0	0	
	2	54	0	0	100	0	0	0	0	0	0	0	0	
School Year: 2007														
	1	30	0	0	100	0	0	0	0	0	0	0	0	

C. DART Reports – The DART reports included in the Schultz Plus Data Mart are intended to serve as a support for schools as they go about assembling data to review and analyze for preparing the School Improvement Plan (SIP).

DART 2009

Using the definitions of terms and calculating directions given in the DART implementation model, these reports use the current year's data to populate each report. Reports reflect the overall school district and state results, as well as subgroup results. In proficiency reports, the percent of students scoring in achievement Levels 1 and 2 is highlighted. **The choice of selecting an area to “identify if a concern” is left to the school to determine.**



This series of reports provides the necessary data for engaging in the first step of the Florida Department of Education's recommended process for guiding Florida Continuous Improvement Model (FCIM) Implementation.

Step 1 of the DART Process is **D-Disaggregate**.

All DART reports are populated with a selected school's data to facilitate easy access to the information.

- DART ° Reading Results
- DART ° Reading Proficiency Results by Subgroups
- DART ° Reading Subtest Results (STRAND)
- DART ° Mathematics Results
- DART ° Mathematics Proficiency Results by Subgroup
- DART ° Mathematics Subtest Results (Strand)
- DART ° Science Results
- DART ° Science Proficiency Results by Subgroup
- DART ° Science Subtest Results (Strand)
- DART ° Writing Results
- DART ° Writing Results by Subgroup

You may then wish to continue with other steps in the DART process by:

- A- Assessing** the patterns in achievement for strengths and weaknesses identified by student performance.
- R- Reviewing** the curriculum standards and FCAT test blueprints and other resources to pinpoint deficiencies and decide on strategies.
- T- Targeting** the instructional programs, learning activities and curriculum or technology resources needed to address selected priorities is next for developing the SIP.

The DART process was developed by the Florida Department of Education (FLDOE), and is useful as a tool for school improvement planning and to support implementation of the Florida Continuous Improvement Model (FCIM). It can be found at the Florida Bureau of School Improvement (<http://www.flbsi.org>).

DART Reading Reports include:

- DART Reading Results
- DART Reading Proficiency Results by Subgroups
- DART Reading Subtest Results

(Sample Shown: DART Reading Results)



DART Reading Results
Analysis of Reading Developmental Scale Score

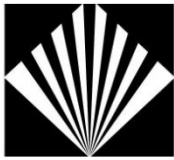
School Name: District School Board

Test Year	DSS Mean			School DSS Difference		Identify If Concern (x)
	School	District	State	District	State	
Grade 3						
2009	1357	1357	1381	0	-24	
2008	1450	1450	1378	0	72	
Grade 4						
2009	1594	1594	1606	0	-12	
2008	1627	1627	1577	0	50	
Grade 5						
2009	1637	1637	1657	0	-20	
2008	1690	1690	1624	0	66	
Grade 6						
2009	1686	1686	1720	0	-34	
2008	1701	1701	1705	0	-4	
Grade 7						
2009	1791	1791	1813	0	-22	
2008	1809	1809	1798	0	11	
Grade 8						
2009	1877	1877	1895	0	-18	
2008	1991	1991	1886	0	105	
Grade 9						
2009	1897	1897	1944	0	-47	
2008	2020	2020	1926	0	94	
Grade 10						
2009	1918	1918	1955	0	-37	
2008	2123	2123	1958	0	165	

DART Mathematics Reports include:

- DART Mathematics Results
- DART Mathematics Proficiency Results by Subgroups
- DART Mathematics Subtest Results (Strand)

(Sample Shown: DART Mathematics Proficiency Results by Subgroups)



DART Mathematics Proficiency Results by Subgroup

School Name: District School Board

Test Year: 2009

Student Group	% Students in Achievement Levels 1 and 2									Identify If Concern (x)
	Grd 3	Grd 4	Grd 5	Grd 6	Grd 7	Grd 8	Grd 9	Grd 10	Mean	
Total	26	27	41	53	43	36	38	36	38	
White	13	16	26	41	31	21	21	19	24	
Black	40	41	59	69	58	51	53	54	53	
Hispanic	24	30	41	52	43	40	42	44	40	
Asian	11	14	19	25	21	17	20	17	18	
Asian	11	14	19	25	21	17	20	17	0	
LEP	52	61	70	82	75	73	68	66	68	
SWD	41	47	63	81	75	71	76	77	66	
FRL	31	33	50	62	52	43	47	47	46	

DART Science Reports include:

- DART Science Results
- DART Science Results by Subgroups
- DART Science Subtest Results (Strand)

(Sample Shown: DART Science Subtest Results (Strand))



DART Science Subtest Results (Strand)

School Name: District School Board
 Test Year: 2009

Entity	# Stud.	Mean SS	Mean Percent Mastery			
			Physical Chemistry	Earth Science	Life Science	Scientific Thinking
Grade 5						
Dist.	8984	308	61	57	63	61
State	191751	314	58	62	62	62
Grade 8						
Dist.	8178	303	58	54	57	59
State	193018	305	54	55	54	57
Grade 11						
Dist.	6559	312	55	59	57	61
State	167041	303	54	58	50	58

DART Writing Reports include:

- DART Writing Results
- DART Writing Results by Subgroups

(Sample Shown: DART Writing Results by Subgroups)



DART Writing Essay Results by Subgroup

School Name: District School Board
 Test Year: 2009

Year	Mean Writing Score									Identify If Concern (x)
	White	Black	Hispanic	Asian	Am. Indian	FRL	ELL	SWD	All Students	
Grade 4										
2009	3.9	3.7	3.8	4.0	0.0	3.7	0.0	3.5	3.8	
Grade 8										
2009	4.3	4.1	4.1	4.4	0.0	4.1	0.0	3.6	4.2	
Grade 10										
2009	4.0	3.6	3.7	4.0	0.0	3.6	0.0	3.1	3.8	

Glossary

Achievement Level – Interval scores of 1 (low) through 5 (high) assigned to FCAT achievement levels. Proficiency is defined as levels 3, 4, and 5 and apply to all FCAT subjects.

Developmental Scale Score (DSS) – scale scores used to determine students' annual progress from grade to grade. DSS are reported for Reading and Mathematics assessments. Developmental Scale Scores range from approximately 0 to 3000 across grades 3 – 10.

Florida Comprehensive Assessment Test (FCAT) – assessments that measure students performance on selected benchmarks in mathematics, reading, science, and writing as defined by the Florida Sunshine State Standards (SSS).

Free or Reduced-price lunch (FRL) – one of the NCLB subgroup of students

Learning Gains - students are described as making learning gains in one of three ways; in Data Mart reports, these are described by one of three codes: **0** – *Did not make gain*, **1** – *Student increased by one or more achievement level*, **2** – *Maintained Proficiency*, **3** – required points gain within Level 1 or 2

Limited English Proficiency (LEP) – NCLB subgroup; LEP students, also known as English Language Learners, are permitted testing accommodations on FCAT assessments.

No Child Left Behind (NCLB) Act was signed into U.S. law in 2002 and raised levels of accountability for public schools. NCLB increased requirements for qualifications of teachers and paraprofessionals, and for schools to show progress with all student subgroups.

NCLB Subgroup – individual subgroups of students for whom schools are responsible for reporting Annual Yearly Progress: six Racial Subgroups, Limited English Proficiency (LEP), Students with Disabilities (SWD), Free or Reduced Lunch Students, and Total Group

Scale Score (SS) – score used to report student results for the entire test in FCAT Reading, Mathematics, and Science. Scale Scores range from 100 (lowest) to 500 (highest) at each grade level.

Standard – a statement of what students should know and be able to do.

Strands – broad divisions of content areas within the Sunshine State Standards.

Students with Disabilities (SWD) – NCLB subgroup

Sunshine State Standards (SSS) – Florida's curriculum framework that provides guidelines for what students should know and be able to do in each subject at each grade.