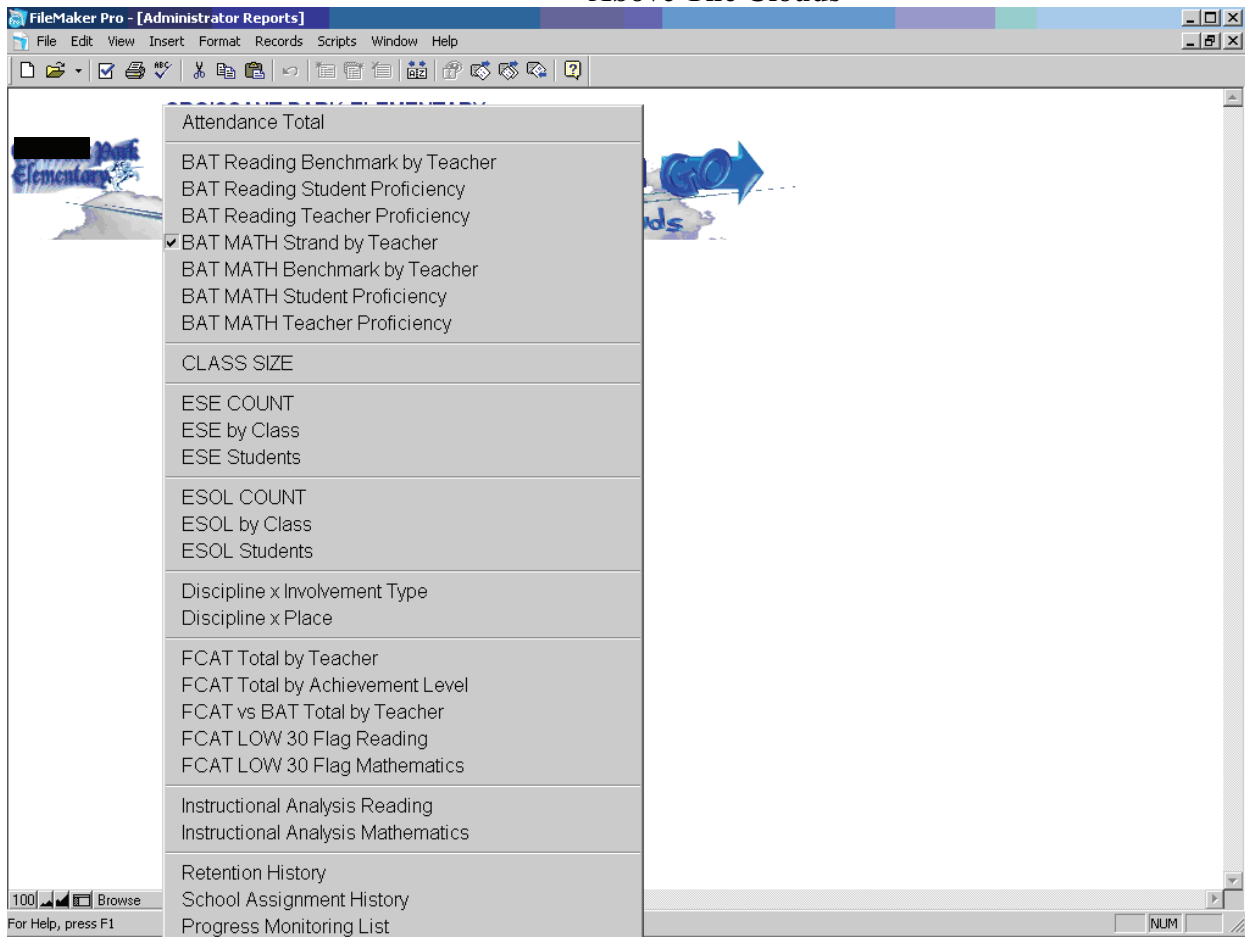


Reports used by schools to improve student achievement.

1. Above the Clouds and Midas
 - a. These reporting tools were developed in order to provide schools with accurate vital information.
 - b. Management Tools
 - i. Certification of Absence
 - ii. Class Configuration
 - iii. Facility Maintenance
 - iv. Possible Student Retention(s)
 - v. Technology Requests
 - c. Reporting Tools
 - i. BAT Averaged by Teacher
 - ii. Students' Individual BAT Scores Reported by Strand
 - iii. FCAT vs BAT Comparison
 - iv. Students' Individual FCAT Scores Reported by Strand
 - v. FCAT Average by Teacher by Grade Level
 - vi. Mini Assessment Diagnostic Tools
 - vii. Eight Customizable Reports for School Administration Use
 - viii. Thirty-two Customizable Reports for Teachers Use

Above The Clouds



**Above The Clouds Sample Report
BAT Math Strand by Teacher**

Elementary							Grade:03
B roward County A ssessment T est MATHEMATICS		A	B	C	D	E	
		NUMBER SENSE CONCEPTS & OPERATIONS	MEASUREMENT	GEOMETRY & SPATIAL SENSE	ALGEBRAIC THINKING	DATA ANALYSIS PROBABILITY	Total
							Local Percentil
Grade Average	# 1	51%	56%	49%	54%	42%	51%
	# 2						
	# 1	48%	48%	48%	51%	38%	47%
	# 2						
	# 1	52%	59%	54%	41%	45%	51%
	# 2						
	# 1	54%	59%	50%	63%	48%	54%
	# 2						
	# 1	50%	58%	47%	53%	41%	49%
	# 2						
	# 1	53%	59%	48%	60%	40%	52%
	# 2						

Above The Clouds Sample Report Instructional Analysis

READING BROWARD ASSESSMENT TEST NUMBER 1 **ELEMENTARY INSTRUCTIONAL ANALYSIS TOOL**

FIND VIEW GRAPH BENCHMARK GRAPH INSTRUCTIONAL GROU

1ST PERFORM FIND DWI ATC

?TEACHER NAME _____ GRADE _____
 RACE **BLACK** SEX **F** **05**

ESOL_STUDENT **N**
 LEP_STATUS **N/A**
 PRIMARY_LANGUAGE **ENGLISH**

ESE_Student **Y** ESE_PILOT _____
 PRIMARY_EXCEPTION **LANGUAGE IMPAIRED**

LUNCH_ELIG_STATUS **FREE MEALS BASED ON DIRECT CERTIFICATION**

2ND SELECT ASSESSMENT FOR INSTRUCTIONAL GROUPING

3RD ENTER THE TITLE FOR THIS REPORT

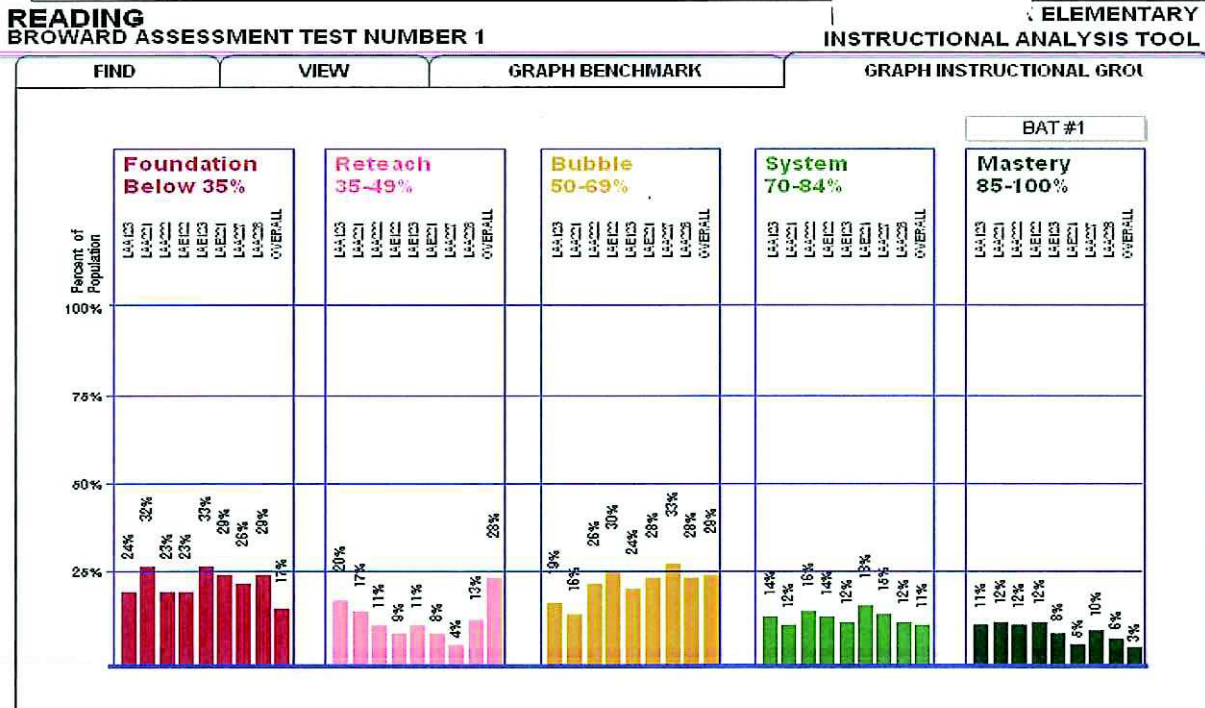
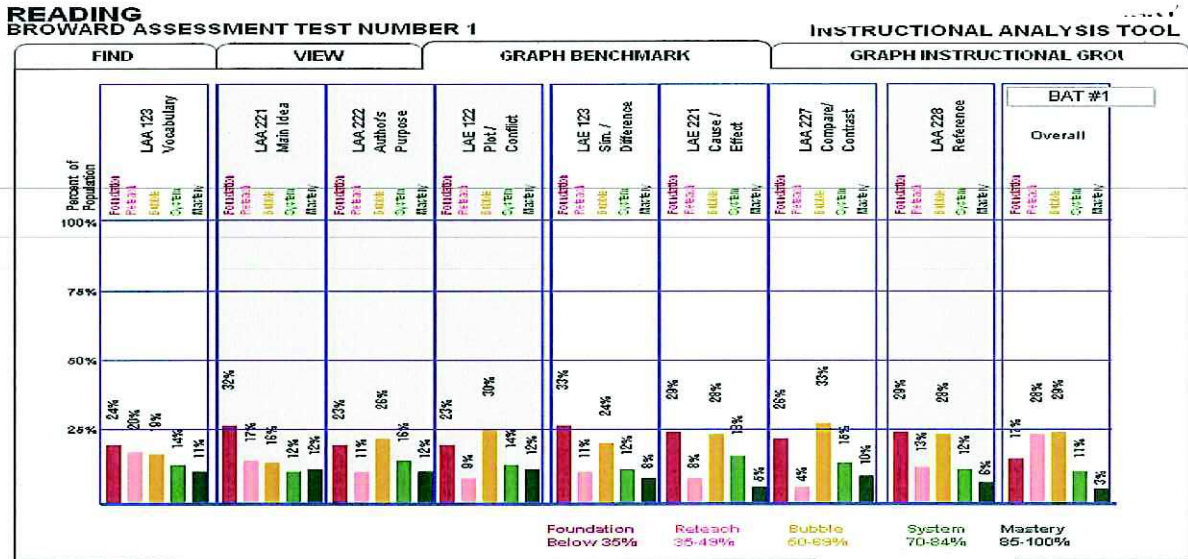
[Click Here to View List of Students](#)
[Click Here to View BAT Proficiency](#)

READING BROWARD ASSESSMENT TEST NUMBER 1 **ELEMENTARY INSTRUCTIONAL ANALYSIS TOOL**

FIND VIEW GRAPH BENCHMARK GRAPH INSTRUCTIONAL GROU

Nbr of Students **MY REPORT TITLE HERE**

Students Meeting Standards	LAA 123 Vocabulary	LAA 221 Main Idea	LAA 222 Author's Purpose	LAE 122 Plot/Conflict	LAE 123 Sim./Difference	LAE 221 Cause/Effect	LAA 227 Compare/Contrast	LAA 228 Reference	Overall
Mastery 85-100% Provide aligned enrichment; extend learning.	11%	12%	12%	12%	8%	5%	10%	6%	3%
System 70-84% Spend more quality time on instructional strategies to yield greater results.	14%	12%	16%	14%	12%	18%	15%	12%	11%
Bubble 50-69% Analyze instructional strategies to determine most effective methods.	19%	16%	26%	30%	24%	28%	33%	28%	29%
Reteach 35-49% Coordinate curriculum objectives across grade levels, making sure all objectives are taught.	20%	17%	11%	9%	11%	8%	4%	13%	28%
Foundation Below 35% The curriculum has not been taught.	24%	32%	23%	23%	33%	29%	26%	29%	17%



Midas



MIDAS

Middle School Instructional Data Analysis System

OPTIONS SCHOOL WIDE MATH OPTIONS

FCAT & BAT Results All Strands in Math	Lowest 30% in Math	Number Sense	Measurement	Geometry
	Algebraic Thinking	Data Analysis	Math- AYP & FCAT Student Data	All Mini Results

READING OPTIONS

FCAT & BAT Results All Clusters in Reading	Lowest 30% in Reading	Words & Phrases	Main Idea	Comparison & Cause-Effect
	Reference & Research	Reading AYP & FCAT Student Data	All Minis b/w Clusters	
Word LAA132	Main Ideas LAA 231 LAA 232 LAE 231	Comparison LAA 227 LAE 221	Reference & Research LAA 235 LAA 238	

SCIENCE & MATH & READING OPTIONS

All Minis Science	FCAT & BAT Results	FCAT BAT Minis	Student Schedules	All Mini Results
	Students Who Took FCAT- %	Multi Year Data- All Subject Areas	All Student Data	

AYP OPTIONS

AYP & FCAT Scores-Reading and Math	Math-AYP & FCAT Learning or Achievement Gains	Reading-AYP & FCAT Learning or Achievement Gains	Math- AYP and Proficiency Levels	Reading- AYP and Proficiency Levels
--	---	--	--	---

MISCELLANEOUS

Student Attendance History	Student Discipline History
----------------------------------	----------------------------------

MENU OPTIONS

Return to the Main Menu	Items For Teachers
-------------------------------	--------------------------

Middle School Database Created by Adam Fleisher, cNET 2007-2008

Midas Sample Report Lowest 30% in Math

Return To The Main Menu	Items For Teachers	Items School Wide	Press Here To ENTER To Find Mode	Press Here to Complete Your Find
-------------------------------	--------------------------	-------------------------	--	--

Sort Last Name
Sort-Period

Team Period Grade Level TERM

First Name	Last Name	Student #	Period	Grade Level	White	Black	Hispanic	Native American	Asian	Multi Racial	SWD	ELL	ELL	Economically Disadvantaged	Math-Achievement Level	Math-SSS	Math-DSS	Lowest 30%-Flagged	Lowest 30%- Math	AYP Subcategories-Total
			02	08		Y					Z		ZZ		4	373	2069	N	MATH	1
			02	08	Y						Z		ZZ		4	378	2067	N	MATH	1
			02	08		Y					Z		ZZ	Y	3	340	1926	N	MATH	2
			02	08			Y				Z		LZ	Y	6	380	2087	N	MATH	2
			02	08		Y					Z		ZZ	Y	3	338	1910	N	MATH	2
			02	08		Y					Z		ZZ		4	361	1970	N	MATH	1
			02	08	Y						Z		ZZ		4	368	2039	N	MATH	1
			02	08	Y						Z		ZZ		4	346	1960	N	MATH	1
			02	08		Y					Z		ZZ	Y	4	351	1970	N	MATH	2

2. Dashboard

- a. The reporting tool was developed in order to provide District staff with 'live' up-to-date information in order to make data driven decisions.
- b. Information Provided
 - i. Student Learning Gains
 - ii. FCAT Current School Summary
 - iii. Mini Benchmark Assessments
 - iv. Highly Qualified Teacher
 - v. Discipline Incidents
 - vi. School Demographics



STUDENT LEARNING GAINS*

TST1007

MIDDLE

	Read Percent Making Gain	Math Percent Making Gain
2008	59%	67%
2007	60%	64%
2006	67%	68%
2005	63%	62%

School Grades
C
C
B
C

View Type

Grade Levels

[By Course Learn Gains](#)

[By Tchr Learn Gains](#)

[Ethnicity](#)

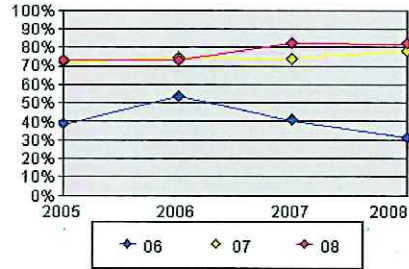
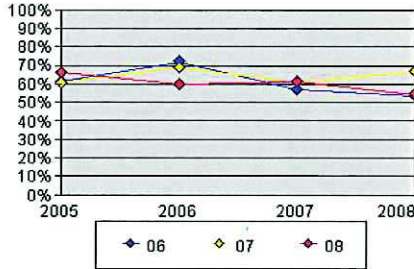
[English Language Learners](#)

[Students with Disabilities](#)

[Economically Disadvantaged](#)

	06	07	08
2008	53%	67%	55%
2007	57%	61%	61%
2006	72%	69%	60%
2005	61%	61%	66%

	06	07	08
2008	31%	78%	82%
2007	41%	74%	82%
2006	54%	74%	73%
2005	38%	72%	73%



* May include students that were not calculated in school grade.

3. Upper Level Likely Report

- a. The report is designed to notify high schools in June, after student course registration, of those students that have been identified by the District as "Likely" to enroll in an upper-level course (AP, IB, and/ DE) but do not have one of these rigorous courses on their schedule for the following school year.
- b. These reports are run several times throughout the school year.
 - i. List of incoming 9th grade students who were identified as Likely to Enroll in upper-level courses (February).
 - ii. List of students that are predicted as upper level ready but have not enrolled in an upper-level course (August, September, October, December, and June).

2010 Likely Upper Level

2009-10 NextSchoolNbr	2009-10 Next School	2009-10 Next GradeLvl	Stat Number	First Name	Last Name	2008-09 Current GradeLvl	2008-09 Current School	Upper-Level Enrollment Flag
1741	ANDERSON BOYD HIGH	09	Stat:			08	WILLIAM DANDY MIDDLE SCHOOL	LIKELY TO ENROLL
1741	ANDERSON BOYD HIGH	09	Stat:			08	WILLIAM DANDY MIDDLE SCHOOL	LIKELY TO ENROLL
1741	ANDERSON BOYD HIGH	09	Stat:			08	DEERFIELD BEACH MIDDLE	LIKELY TO ENROLL
1741	ANDERSON BOYD HIGH	09	Stat:			08	WESTPINE MIDDLE	LIKELY TO ENROLL
1741	ANDERSON BOYD HIGH	09	Stat:			08	WILLIAM DANDY MIDDLE SCHOOL	LIKELY TO ENROLL
1741	ANDERSON BOYD HIGH	09	Stat:			08	LAUDERDALE LAKES MIDDLE	LIKELY TO ENROLL
1741	ANDERSON BOYD HIGH	09	Stat:			08	WILLIAM DANDY MIDDLE SCHOOL	LIKELY TO ENROLL
1741	ANDERSON BOYD HIGH	09	Stat:			08	WILLIAM DANDY MIDDLE SCHOOL	LIKELY TO ENROLL
1741	ANDERSON BOYD HIGH	09	Stat:			08	LAUDERDALE LAKES MIDDLE	LIKELY TO ENROLL
1741	ANDERSON BOYD HIGH	09	Stat:			08	LAUDERDALE LAKES MIDDLE	LIKELY TO ENROLL
1741	ANDERSON BOYD HIGH	09	Stat:			08	LAUDERDALE LAKES MIDDLE	LIKELY TO ENROLL
1741	ANDERSON BOYD HIGH	09	Stat:			08	LAUDERDALE LAKES MIDDLE	LIKELY TO ENROLL
1741	ANDERSON BOYD HIGH	09	Stat:			08	WESTGLADES MIDDLE	LIKELY TO ENROLL
1741	ANDERSON BOYD HIGH	09	Stat:			08	LAUDERHILL MIDDLE	LIKELY TO ENROLL
1741	ANDERSON BOYD HIGH	09	Stat:			08	WILLIAM DANDY MIDDLE SCHOOL	LIKELY TO ENROLL
1741	ANDERSON BOYD HIGH	09	Stat:			08	LAUDERDALE LAKES MIDDLE	LIKELY TO ENROLL
1741	ANDERSON BOYD HIGH	09	Stat:			08	WILLIAM DANDY MIDDLE SCHOOL	LIKELY TO ENROLL

Student Last Name		Student First Name																	
Grade: 05	Race: BLACK	Economically Disadvantaged: YES	English Language Learner: NO																
Predicted Proficient Reading BAT1: N		Predicted Proficient Reading BAT2: N																	
FCAT Reading Achievement 08: 2		FCAT Reading Scale Score 08: 285																	
FCAT Reading Achievement 07: 1		FCAT Reading Scale Score 07: 239																	
FCAT Reading Achievement 06: 1		FCAT Reading Scale Score 06: 252																	
Predicted Proficient Math BAT1: Y		Predicted Proficient Math BAT2: Y																	
FCAT Math Achievement 08: 3		FCAT Math Scale Score 08: 342																	
FCAT Math Achievement 07: 3		FCAT Math Scale Score 07: 330																	
FCAT Math Achievement 06: 2		FCAT Math Scale Score 06: 289																	
<table border="1"> <tr> <td>Lowest 30 Read</td> <td></td> </tr> <tr> <td>FCAT Reading Developmental Scale Score 08</td> <td>1379</td> </tr> <tr> <td>FCAT Reading Developmental Scale Score 07</td> <td>930</td> </tr> <tr> <td>FCAT Reading Developmental Scale Score 06</td> <td>1008</td> </tr> <tr> <td>Lowest 30 Math</td> <td></td> </tr> <tr> <td>FCAT Math Developmental Scale Score 08</td> <td>1638</td> </tr> <tr> <td>FCAT Math Developmental Scale Score 07</td> <td>1439</td> </tr> <tr> <td>FCAT Math Developmental Scale Score 06</td> <td>1249</td> </tr> </table>				Lowest 30 Read		FCAT Reading Developmental Scale Score 08	1379	FCAT Reading Developmental Scale Score 07	930	FCAT Reading Developmental Scale Score 06	1008	Lowest 30 Math		FCAT Math Developmental Scale Score 08	1638	FCAT Math Developmental Scale Score 07	1439	FCAT Math Developmental Scale Score 06	1249
Lowest 30 Read																			
FCAT Reading Developmental Scale Score 08	1379																		
FCAT Reading Developmental Scale Score 07	930																		
FCAT Reading Developmental Scale Score 06	1008																		
Lowest 30 Math																			
FCAT Math Developmental Scale Score 08	1638																		
FCAT Math Developmental Scale Score 07	1439																		
FCAT Math Developmental Scale Score 06	1249																		
Strand Data																			
Algebraic Thinking FCAT08: 100.0	Comparison FCAT08: 33.3	Earth and Space FCAT08:																	
Algebraic Thinking BAT1: 58.3	Comparison BAT1: 50.0	Life and Environment FCAT08:																	
Algebraic Thinking BAT2: 58.3	Comparison BAT2: 47.4	Physical and Chemical FCAT08:																	
Data Analysis FCAT08: 57.1	Main Idea FCAT08: 57.1	Scientific Thinking FCAT08:																	
Data Analysis BAT1: 66.7	Main Idea BAT1: 60.0	Writing 1:	Writing Prompt 1:																
Data Analysis BAT2: 80.0	Main Idea BAT2: 28.6	Writing 2:	Writing Prompt 2:																
Geometry FCAT08: 71.4	Reference and Research FCAT08: 25.0	Writing 3:	Writing Prompt 3:																
Geometry BAT1: 61.1	Reference and Research BAT1: 16.7																		
Geometry BAT2: 77.8	Reference and Research BAT2: 57.1																		
Measurement FCAT08: 75.0	Words and Phrases FCAT08: 57.1																		
Measurement BAT1: 66.7	Words and Phrases BAT1: 42.9																		
Measurement BAT2: 41.7	Words and Phrases BAT2: 42.9																		
Number Sense FCAT08: 72.7																			
Number Sense BAT1: 67.7																			
Number Sense BAT2: 61.3																			
Instructional Prescription																			

Student Last Name				Student First Name			
Grade: 05	Race: BLACK	Economically Disadvantaged: YES	English Language Learner: NO	Student With Disability: NO		Retained: N	
Mathematics							
Algebraic Thinking				Data Analysis & Probability			
Strand	Form A	Form B	Form C	Strand	Form A	Form B	Form C
MA0121: Patterns				MAE121: Charts and graphs			
MA0221: Symbolic expressions				MAE122: Central tendency			
MA0222: Equations and inequalities				MAE221: Possible outcomes			
				MAE222: Probability			
Geometry and Spatial Sense				Measurement			
Strand	Form A	Form B	Form C	Strand	Form A	Form B	Form C
MAC121: Geometric figure				MA0122: Measurement problems	7		
MAC221: Spatial relationships				MA0221: Measurable characteristics	50	100	
MAC222: Transformations				MA0322: Units of measure	87.5		
MAC321: Geometric problems							
MAC322: Coordinate geometry							
Number Sense, Concepts, and Operations				Number Sense, Concepts, and Operations			
Strand	Form A	Form B	Form C	Strand	Form A	Form B	Form C
MAA122: Relative size of numbers				MAA221: Place value	100		
MAA124: Equivalent forms	50	62.5		MAA421: Estimation			

Reading			
Strand	Form A	Form B	Form C
LAA123: Vocabulary Assessment	100	80	
LAA221: Main Idea/Details/Chronological Order	60	60	
LAA222: Author's Purpose	60	100	
LAA227: Compare_Contrast & LAE123: Similarities_Differences	40	40	
LAA228: Reference Assessment		60	
LAE122: Plot and Conflict	40		
LAE221: Cause and Effect	80	40	

Student Last Name				Student First Name			
Grade: 05	Race: BLACK	Economically Disadvantaged: YES	English Language Learner: NO	Student With Disability: NO		Retained: N	
Science							
Strand	Form A	Form B	Form C				
SCA1.2.1	25						
SCA1.2.2							
SCA1.2.3							
SCA1.2.4	100						
SCA1.2.5	25						
SCA2.2.2	0						
SC01.2.1	75						
SC01.2.2	100						
SC01.2.3	75						
SC01.2.4	50						
SC01.2.5	75						
SC01.2.1							
SC01.2.4							
SC01.2.5							
SC01.2.1							
SC01.2.2							
SC01.2.4							