



# FDLRS Impact Database (FID) Participant User Guide

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## Introduction

*Thank you for attending the professional learning opportunity provided by FDLRS. To complete your follow up requirements, you are asked to implement the knowledge gained from the professional learning and collect data on student impact. The assessment results reported in this database will demonstrate progress towards implementation.*

## Participant Instructions

### Professional Development URL

In order to collect student data, your professional developer will provide you with a unique URL associated with the professional development that you attended.

It may look *similar* to this: <http://fdl.rs/i16357885>.

They may also share a QR code with you. Here is an example of a QR code (Picture 1):

*Picture 1:*



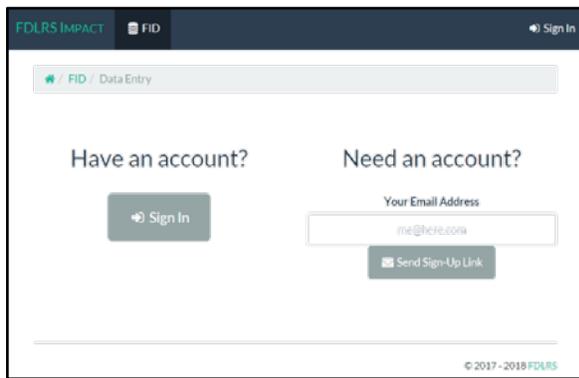


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Once you open the provided URL, there will be two options (Picture 2):

1. **“Have an account?” - Sign In**, if you already have an account. You will be directed to the window called [Editing Assessment](#) where you will determine the parameters of the assessment.
2. **“Need an account?” - Send Sign-Up Link**, if you have never created an account. Instructions are located in the next section.

Picture 2:



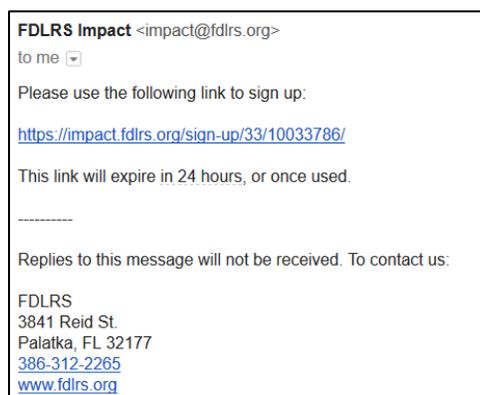
## Setting up an Account

Please enter your **professional email** address in the “Your Email Address” box and select “✉ Send Sign Up Link” (Picture 2).

You will receive an automated system email from **impact@fdlrs.org** (Picture 3). If you do not receive this email within a few minutes, please check your spam folder.

**\*\*Please do not reply to this email address. Replies will not be seen. If you need assistance, please contact your professional developer.**

Picture 3:





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Click on the link in the email to open the window titled [Signing Up](#) (Picture 4).

Picture 4:

The screenshot shows the 'Signing Up' form in a web browser window titled 'FDLRS IMPACT FID'. The form contains the following fields and options:

- Email:** A text input field.
- Subscribe?:** A checkbox labeled 'I'd like to receive emails about upcoming FDLRS PD.'.
- First Name:** A text input field.
- Last Name:** A text input field.
- District:** A dropdown menu with the prompt 'please select a district' and a note: 'please note the special districts 40 (FDOR), 71 (JLVS), and 73-75 (JLJ Schools)'.
- PK-12 School Type:** Radio buttons for 'Public School', 'District Office (Public)', 'Private School', and 'Not a PK-12 School'.
- School:** A dropdown menu with the prompt 'please select a district first' and a checkbox 'not by school number'.
- Job Title/Role:** A text input field.
- ESE Certified?:** A checkbox labeled 'Yes, I am ESE Certified'.
- Create Password:** A text input field.

At the bottom, a password policy is displayed:

- Hide password
- minimum 8 characters, maximum 128 characters
- no empty spaces at the beginning or end will be removed
- if you have 75 characters, please have at least 4 unique characters, and use at least 3 of the following 4 types:
  - uppercase (A-Z)
  - lowercase (a-z)
  - digits (0-9)
  - special ( ! , @ , # , % )
- if 20 characters or more (passwords should have at least 8 unique characters, otherwise no restrictions)

You will need the following information:

1. Email (This field will pre-populate with the email address you used to sign-up)
2. Subscribe? (If you would like to receive emails regarding statewide professional development offerings, please click the check box.)
3. First Name
4. Last Name
5. District (Dropdown selection)
  - a. If you are retired, please select the district that will be submitting your in-service points.
6. PK-12 School Type (Public School; District Office (Public); Private School; Not a PK-12 School)
7. School (Dropdown selection)
  - a. If you are not employed by a school district, please choose other and type in your place of employment.
8. Job Title/Role
  - a. Please be specific here. If you are a teacher, what grade and subject(s) do you teach?
    - i. Examples:
      - Teacher, Grade 3, Self-contained
      - Teacher, Grade 8, Algebra I
      - Teacher, Grades 9-12, English Language Arts
      - Reading Coach, Grades 7-8
9. ESE Certified? (If you are ESE Certified, click the check box.)
10. Create a password.
  - a. The password policy includes:
    - i. Minimum of 8 characters, maximum of 128 characters.
    - ii. Empty spaces at the beginning or end will be removed.



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- iii. If less than 20 characters, should have at least 4 unique characters, and use at least 3 of the following 4 types:
  - Lowercase (a-z)
  - Upper case (A-Z)
  - Digits (0-9)
  - Other (!, @, etc.)
- iv. If you are using a passphrase that has more than 20 characters, the passphrase should have at least 8 unique characters.

11. Click on Sign Up.

- a. You will be directed to the window, [Editing Assessment](#), where you will determine the parameters of the assessment.

## Editing Assessment

Once you complete a professional learning opportunity, we ask that you implement what you have learned. Your professional developer may determine the specific assessment that correlates with your professional learning, or you will be asked to choose an assessment that relates to the professional learning event (Picture 5).

Picture 5:

A screenshot of a web form titled "Editing Assessment". The form has several input fields and checkboxes. The "Type" field is a dropdown menu with the selected option "Administrator/Coach/Peer Observation (describe the assessm)". Below it is a text input field. The "Duration" field contains the number "1" and a dropdown menu with "week(s)" selected. The "Best" field contains "0" and has a checkbox for "No limit". The "Worst" field contains "0" and has a checkbox for "No limit". The "Options" section has a checkbox for "Lower is better". At the bottom right, there are two buttons: "Cancel" (red) and "Save" (green).

There are 11 assessment **Types** to choose from. If you choose an assessment type that reads (*describe the assessment*), be sure to explain what you used for the assessment. Each assessment type is defined below.

- Administrator/Coach/Peer Observation (describe the assessment)
  - A formal or informal observation of a delivery of a lesson used to provide constructive feedback focused on improving classroom management or instructional methods.
- Behavior Observation Data (describe the assessment)
  - A formal or informal observation of a student in a school setting used to provide anecdotal evidence, engagement data, or frequency data of observed behavior.
- Curriculum Based Assessment (describe the assessment)



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- An assessment that comes directly from the curriculum used to instruct.
- A district-wide assessment based on a pacing guide.
- A collection of assessment items from the curriculum that the teacher uses to develop an assessment.
- Disciplinary Referrals
  - A referral is a form a teacher will complete regarding the behavior of a student.
- FAIR
  - The Florida Assessments for Instruction in Reading (FAIR) is a screening, diagnostic and ongoing progress monitoring assessment that measures phonemic awareness, phonics, fluency, vocabulary and comprehension. In grades K-2 the assessment is administered individually to students.
- Progress Monitoring
  - Brief assessments that are reliable, valid and evidence based and that use repeated measures to capture student ability. These assessments may be summative, diagnostic or formative.
- Rubric/Checklist (describe the assessment)
  - A scoring guide used to evaluate the quality of student work.
- Standardized Behavior Rating Scale
  - A standardized measurement used to assist in collecting data on student behavior. The measurement can quantify and systematically organize behavior data and result are normed. Examples include the Behavior Assessment System for Children (BASC-2), the ADD-H Comprehensive Teacher Rating Scale (ACTeRS), Behavior Rating Scale of Executive Function (BRIEF), etc.
- Student Self-Assessment Data
  - A measurement where students use the data to track their progress on a skill, set realistic goals, or where to focus their attention in learning. This type of assessment could come from rubrics or any kind of log where students track their performance.
- Teacher Made Assessment (describe the assessment)
  - An assessment that is created by the teacher and does not include any items from the curriculum.
- Other (describe the assessment)
  - Any other kind of assessment that can be used after implementing the professional learning.

The next section focuses on **Duration**. How long did you implement the strategy or technique before you delivered your post assessment? Your professional developer may have indicated that you need to implement for a specific amount of time before giving students a post assessment. Please type in a number and choose from day(s), week(s), month(s), or year(s).

Next, you will set up the score range of the assessment. This section is set up for typical classroom measurements, as well as, behavior assessments. When you think about the score, what is the **Best** possible score that a student could get on this assessment? What is the **Worst** score they could receive? On a typical test, the Best score is 100 and the Worst is 0. If you chose to give 10 points extra credit,

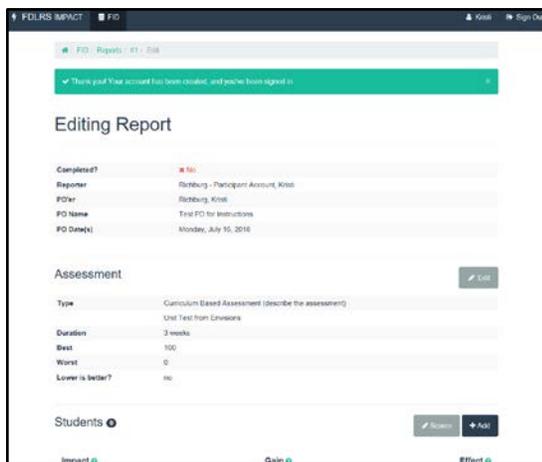


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then be sure to include that in the Best score of 110. If you attended training regarding reducing behaviors, your focus could be on reducing the number of times a student gets out of his seat without permission. The Best score would be 0 and the Worst score could be 15 (the documented number of times that the student has gotten out of her seat previously). In this scenario, using the **Option** of Lower is better will automatically get checked for the system to calculate the data accurately.

Once you have selected the correct options for the assessment you plan to use, click on Save (Picture 5). You have completed setting up your assessment options and will see that you are in the **Editing Report** section of the FDLRS Impact Database (Picture 6). In the next section, you will add Student data.

Picture 6:



## Adding Student

In the **Editing Report** section of the FDLRS Impact Database (Picture 6), you will see a button that says "+Add". Click this button to Add student data. A window will open called, **Adding a Student**, where you will provide demographics and assessment data (Picture 7).

Picture 7:





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The demographic data includes the following.

- **Grade** level (Pre-Kindergarten up to Grade 12; if this is assessment is for a child younger than PreK or has left High School, please choose N/A)
- **Pri. Cls.** is an abbreviation for Primary Classification. The classifications include ESE, ESOL, General Education, and Gifted.
- **Gender** (Female or Male)
- **Eth./Race** is an abbreviation for Ethnicity/Race. The classifications include American Indian or Alaska Native, Asian, Black or African American, Hispanic/Latino, Native Hawaiian or Other Pacific Islander, or White. Check all that apply.
- **LQ?** Is an abbreviation for Lowest-Quartile. Is this student categorized as being in the lowest quartile? If yes, check this box.
- **Pre** is the score the student obtained on an assessment prior to the intervention learned during the professional learning opportunity being implemented.
- **Post** is the score the student obtained on an assessment after the intervention was implemented for the duration suggested by your professional developer.

Once you have completed the data on a single student, you have three options (Picture 8).

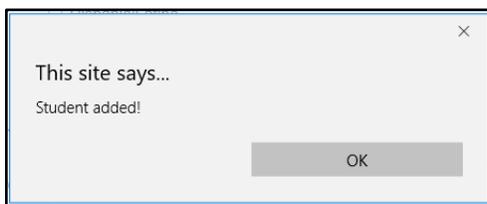
*Picture 8:*



The first one, **Cancel**, will close the Add Student window and take you to the Editing Report section of the FDLRS Impact Database (FID).

The second one, **Add**, will result in a message from the system “student added”, informing you that the student data that you entered was added (Picture 9).

*Picture 9:*



Once you click OK, the data entry window disappears and you will be directed back to the Editing Report section of the FDLRS Impact Database (FID) which includes a listing of student data and statistics.

The third option, **Add & Keep Adding**, will allow you to add additional students immediately. After entering data and clicking this button, the system will quickly flash a message that the student was added (Picture 10) and then you can continue to add additional students. The grade level stays selected, but all other data is cleared for the next entry.

When you begin to add additional student data, your scores will change.



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Picture 10:



## Student Data Explanation

When you finish adding data, you will see that you have a variety of data points that are calculated.

Every score is adjusted to a scale of 0 (worst) to 100 (best), if not already on that scale. For example, you have created a 5 question mini assessment where a student can earn 1 point for each correct answer. A student scores a 3, therefore the system will calculate the score like this:

This calculation shows a score of 3 on a 0-5 scale, where 5 is best.

$$100 * \frac{3-0}{5-0} = X \quad 100 * \frac{3}{5} = 60$$

If you are working with a student on behavior and you would like for her to limit the number of times she gets out of her seat without asking to 3 times instead of the usual 5 times daily, the system will calculate those scores like this:

This calculation shows a score of 3 on a 0-5 scale, where 5 is worst.

$$100 * \frac{3-5}{0-5} = X \quad 100 * \frac{-2}{-5} = 40$$

The **Impact** data point is the change between the pre score and the post score. For example, on a typical classroom test worth 100 points, a student scores a 75 on the pretest and an 89 on the posttest. The system will calculate the impact score like this:

$$89 - 75 = 14$$

The **Gain** data point is calculated like this:

$$\frac{89 - 75}{100\% - 75} = .56$$

The **Effect** data point is calculated by taking the difference in two mean scores (post-pre) and then dividing this figure by the average spread of student scores (average standard deviation). As you add student scores to your report, your Effect data point will change. Please be cautious when using this data point if you have small sample sizes (less than 30 students). Effect sizes derived from small sample sizes and individual student effect sizes should only be used indicatively by the teacher to question:

- What possible reasons could there be for why that group of students recorded these estimated effect sizes?
- What will we do for students who are achieving at expected achievement levels but not the expected growth effect size?



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Interpretation of effect sizes for individual students is to be used with caution because we would expect larger errors in effect size at this level. Therefore individual level effects must always be used in addition to other reliable information and teacher professional judgement.

## Finalizing Your Report

As you finish entering your data, you will see a button at the bottom of the Editing Report page (Picture 11):

Picture 11:

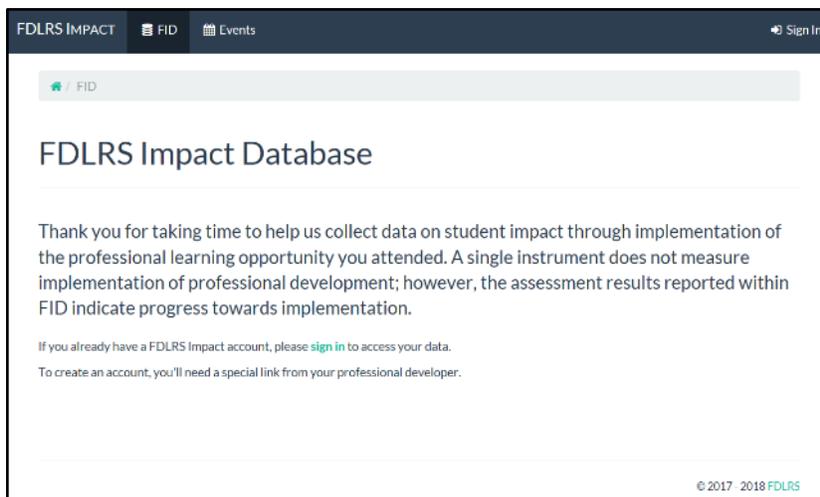


Once you are completely done with your entry, click **Mark Report as Complete** to indicate to your professional developer that you have finished your report.

## Accessing My Data

If you need to access your data in the future, you can easily use your credentials to sign back in and view your report. Use an internet browser to access the webpage: <https://impact.fdlrs.org/>. Click on Sign In in the top right corner to access your data (Picture 12).

Picture 12:

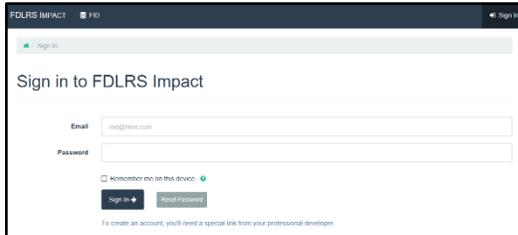


Use the professional email address that you used, along with the password you created to access your account. Click on Sign In to access your data (Picture 13).



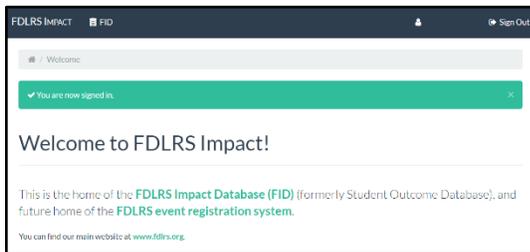
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Picture 13:



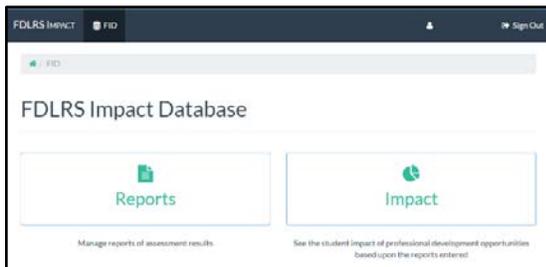
This is the screen you will see when you are signed in (Picture 14).

Picture 14:



Next, you can click on the words FDLRS Impact Database (FID) or click on FID at the top, left side of the screen to get to the menu (Picture 15).

Picture 15:



## Reports

You can manage and finalize your reports of assessment results by clicking on Reports (picture 16).

Picture 16:



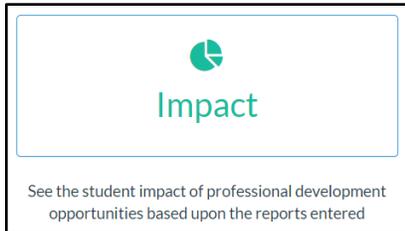


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## Impact

In this section of the FDLRS Impact Database (FID) you can select a variety of dimensions to analyze your data (picture 17). This area of the FID will only work once you mark your report as complete in the Reports section. As a reminder, please read the section titled [Student Data Explanation](#) to learn more about data point calculations.

*Picture 17:*



## Contact Information

If you need any assistance with the FDLRS Impact Database, please reach out to your local FDLRS professional developer.