Last Year’s Teacher Interface is Alive and Well and More Useful than Ever

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The power of the Teacher Interface right now lies in its ability to aggregate student assessment results, by teacher, for the 2012-13 school year. To better understand the function of the Teacher Interface, let’s first review the initial purpose of the 2012-13 Teacher Interface.

The Teacher Interface—Fall 2012
When teachers first signed on to the Teacher Interface last fall (October/November 2012), they were able to review previous test results for their new students. In other words, last fall, teachers reviewed their then current roster’s assessment scores from the spring 2012 assessments. Thus, the purpose of the Interface then was to help analyze the strengths and weaknesses of teachers’ new students at the beginning of the school year.

The Teacher Interface—Fall 2013
Those same 2012-13 teacher/student associations have not yet changed for the 2013-14 school year. Thus, teachers can now see how last year’s students performed on the 2013 assessments and compare their own students’ results, question by question, to the results of all other students in the Nassau County region. Since teachers also have access to these students’ previous test scores, teachers of grade 4-8 math and ELA can actually analyze their state provided growth scores to compare results. And, for the first time, teachers can produce their own gap reports, and teachers of Regents subjects can also review their own Wrong Answer Summary Analysis (WASA Report) as well.

Although this Teacher Interface will only be available through the end of October, during that time, teachers can analyze their own teaching strengths and weaknesses compared to other teachers in Nassau County. It is important to remind teachers that the Gap Report and the WASA Report are not summary teacher evaluation tools. Instead, they report relative strengths and weaknesses within the curriculum. It is true that classes with stronger enrollments will tend to have better overall results, and classes with weaker enrollments will have poorer results, but Gap and WASA reports are designed to differentiate those curriculum areas most effectively learned from those least effectively learned.
How do teachers get access to the Teacher Interface?
Easy and secure teacher access to the Interface is now possible. In each district, at least one school administrator has already been given a series of unique school sign-on names and accompanying passwords. If unsure who that district administrator is, please email Jane Boyd at jboyd@mail.nasboces.org. Then, Teacher Access Codes, needed for teachers to access their secure results, can be found on the “Public Folders” tab in a folder labeled “Misc.”

Opening View of the Teacher Interface
When a teacher first signs on to the Teacher Interface, it is important to remember that the teacher must make two or three changes in the opening screen to display the correct data.

Note the sample below.
First, some opening screens may say “Data not Available” because the default year is set for 2011-12. But even if the opening screen shows data, the year must be changed using the drop down menu to “2012-13.” Then, in order to see 2012-13 results, teachers of Regents subjects will have to click the circle next to “Regents.” These tasks will take about 20 seconds each for the next screen to appear.

The next screen (below left) will have one further option which allows a teacher to disaggregate scores by the course taught.

Note the drop down menu allowing for a selection from the four separate courses this teacher instructs. The teacher may choose any one course or remain with the aggregate for all four courses.

The teacher can then click on any numerical listing on the report to find the names and scores of those students in the category. For example, 55 students took the Chemistry Regents. To find their scores, click on the number 55.

Next, the teacher should click on the Regents exam corresponding to the course this teacher taught—in this case, the Chemistry Regents.
A new menu of reports will then appear. (See below for report links and descriptions.)

<table>
<thead>
<tr>
<th>Report Link</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Assessment Profile (ChAP) Report</td>
<td>Shows a record of all previous student assessments.</td>
</tr>
<tr>
<td>Gap Report</td>
<td>Shows results by question compared to county.</td>
</tr>
<tr>
<td>Item Analysis Report</td>
<td>Shows student results by individual question.</td>
</tr>
<tr>
<td>Student Assessment Scores Teacher Interface</td>
<td>Shows student scores for this assessment.</td>
</tr>
<tr>
<td>Wrong Answer Summary Analysis (WASA)</td>
<td>Shows wrong answers selected (Regents exams only).</td>
</tr>
</tbody>
</table>

Three of these reports are self-explanatory, but the WASA and Gap Report need further explanation to detail their special contributions to improving instruction.

**Wrong Answer Summary Analysis (WASA)**

On the WASA report below note the three circled results for question three. On this question, the teacher could see that 76.6% of the region had correct answers, but only 47.3% of the 55 students in this teacher’s classes had the right answer. Noting that, on most other questions, these students were close to matching regional results, the teacher would want to reflect on why results on this particular question were so poor. Since the test itself is publically available, the teacher can review the question itself. Now, we have all heard teachers say, “What were they thinking?” when they review students’ responses. The WASA report tells us—showing that 41.8% of the students actually chose the same wrong answer. Thus, we actually know what they were thinking! The teacher can now analyze what teaching strategies may have contributed to this wrong answer and what strategies might produce a better result on future assessments. That is the key advantage of the WASA report—understanding how previous errant strategies might produce better curriculum decisions. Ideally, a teacher can check those areas of greatest relative weakness and seek out other teachers who may have better results on that question or concept. There is no better instructional technique than teachers sharing successful strategies with colleagues in a non-judgmental environment!
**The Teacher Interface Gap Report**

The final Teacher Interface report available is the Gap Report. It is similar to the WASA Report, but, unlike the WASA Report which is available for only Regents exams, the **Gap Report is available for all tests including the grade 3-8 assessments**. And the Gap Report can be resorted in any number of useful configurations. Below is a sample Gap Report for a teacher of grade 5 ELA.

As indicated at the top of the first column, this Gap Report is **sorted by Standard** (highlighted in yellow). For each standard, the report shows this teacher’s results, by question, when compared to the Nassau County region. Note the four circled columns: the first column shows “% correct” for the students in this class; the second column shows “% correct” for the district; the third column shows “% correct” for the region; and the last circled column shows the difference between the students in this class and the region. It is expressed as “Student Gap % From Region.” **Red numbers in that column show that these students performed below** the Nassau County region, and **green numbers show the students in this class outperformed** the region.

If the teacher wants to see the results sorted in a different manner, there are a number of other options which can be activated by clicking on the drop down menu next to the words “Sort By.” Choosing “Student Gap % From Region,” shows the **greatest positive gaps in green first and transitions to the negative gaps in red**. Each gap report, of course, is designed to **show teachers their success areas when compared to the region**, allowing teachers to recognize what worked best instructionally and what teaching strategies may need revision.

We in the IDW feel that this new Teacher Interface Gap Report and WASA Report (available for Regents exams only) are two vital tools to assist teachers in better understanding how their teaching strategies affect student learning.

As always, IDW personnel are available to provide telephone assistance and in-district training for any district seeking to learn more about this newsletter or about other best practices for the IDW. **Call Fred Cohen at 608-6640 or Jane Boyd at 608-6612** to schedule a training session or to discuss any Instructional Data Warehouse questions.