

# Instructional Data Warehouse News

September 28, 2022

[www.nassauboces.org/idw](http://www.nassauboces.org/idw)

## *Yes! Gap Reports and Wrong Answer Reports Are Back*

by Fred Cohen

As hoped for last June, Instructional Data Warehouse (IDW) reports are now available for administrators and teachers. In last June's IDW newsletter, we detailed some key reports and how to harvest instructional insights from each report. If you need a review of how these reports work, use the link below to that June newsletter.

<https://www.nassauboces.org/cms/lib/NY01928409/Centricity/Domain/23/Newsletter.IDW.Issue.21.22.11.June.23.2022.pdf>

We do expect that many teachers and administrators might have forgotten the pathways to these reports, so this newsletter will review navigation tips. Although there may be minor differences between some Grade 3-8 assessment reports and Regents examination reports, both sets of reports cover the full range of available data.

Now that the SED embargo on proficiency levels has been lifted, we can generate Snapshot Reports, Trends Reports, Subgroup Analysis Reports, and the full range of Gap, WASA and Item Analysis Reports. Since mid-August, Gap, WASA and Item Analysis Reports were located in special Grade 3-8 and Regents Preliminary folders.

### How do we find the reports?

There is no change in the log on system. The address for the IDW remains [IDW.nasboces.org](http://IDW.nasboces.org) and old passwords remain in effect unless the user has changed them. Contact your district's Chief Information Office if you can't log on.

The logon screen appears below. Click on this icon to access the reports.

Please visit the following link for important information regarding the 2021 ELA and Math State Assessments --- > [WWW.NYSED.GOV](http://WWW.NYSED.GOV)

**n a s s a u  
BOCES** Instructional Data Warehouse

Please note, by accessing this system and reports, you are acknowledging that you have read, understood, and will comply with the following statement.

I acknowledge that it is my responsibility with access to PII, private or confidential information to do the following:

- I will take all reasonable precautions to prevent unauthorized access to passwords, user identifications, or other information that may be used to access the Student Information Repository System (SIRS) Level 2 Reporting Environment (L2RPT) or Level 1 Reporting Environment systems and reports.
- I will not access any restricted information if such access is not required to perform my job.
- I will not disclose any information I access to those not authorized to receive it.
- I will use all reasonable efforts to protect confidential information from unauthorized or unlawful disclosure.



### Upcoming IDW Events

**10/12/22**  
**IDW HS Admin Training**  
**9:00AM-10:30AM**

**10/19/22**  
**IDW 3-8 Admin Training**  
**9:00AM-10:30AM**

**10/26/22**  
**IDW Guidance Training**  
**9:00AM-10:30AM**

**11/2/22**  
**Teacher Interface Training**  
**9:00AM-10:30AM**

**Register on MLP**



Department of Curriculum, Instruction and Technology

**Questions? Contact:** Stephanie Witt, Supervisor II, Instructional Data Warehouse  
Phone: 516-608-6623 • Email: [switt1@nasboces.org](mailto:switt1@nasboces.org)

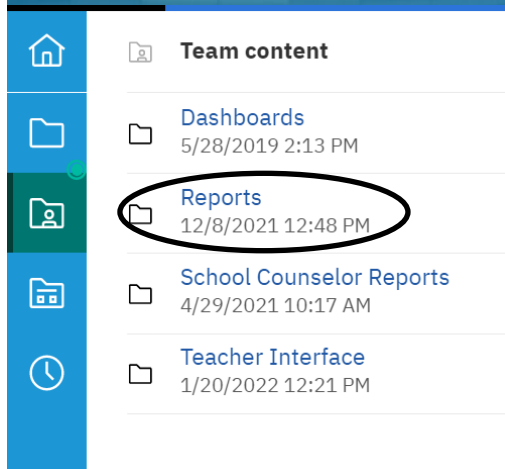
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Before reading further, here is a copy of our revised Quick Reference Guide to use when navigating the IDW and its many reports.

## IDW – Quick User Reference Guide

<h3>Basic Report Navigation</h3> <p><b>START at TEAM CONTENT</b></p> <p>How to Access IDW Reports:</p> <ol style="list-style-type: none"> <li>3. Go to "Team Content"</li> <li>4. Select Report folder or Dashboard folder</li> <li>5. Click on the desired report to run</li> </ol>				<h3>Switcher Menu</h3> <p>The <b>Switcher</b> menu located in the top center of the screen is used to navigate between reports the user has already opened.</p>
<h3>Finding Recent Reports</h3> <p>Click on the <b>Recent</b> icon to go directly to reports you have recently accessed. The <b>Home</b> screen also displays recent reports.</p>	<h3>Converting Reports</h3> <p>Rerun or convert reports to pdf or Excel from the <b>Run As</b> button.</p>	<h3>How Do I Go Back?</h3> <p>Use the <b>bread crumb trail</b> at the top of <b>Team Content</b> to go back to a previous menu.</p>	<h3>Saving Reports</h3> <p>Within a report, click on the disk icon to save to <b>My Content</b>.</p>	<p>This Space Reserved for Future Updates in Navigation Tips</p>
<h3>Logging Off</h3> <p>Go here to sign out of the IDW.</p>	<h3>IDW Support</h3> <p>Stephanie Witt <a href="mailto:switt1@nasboces.org">switt1@nasboces.org</a> 516 608-6623          Fred Cohen <a href="mailto:fcohen@nasboces.org">fcohen@nasboces.org</a> 516 608-6640          Tammy Mazza <a href="mailto:tmazza@nasboces.org">tmazza@nasboces.org</a> 516 608-6633</p>			

Now move on to the rest of this reintroduction to navigating our key reports.



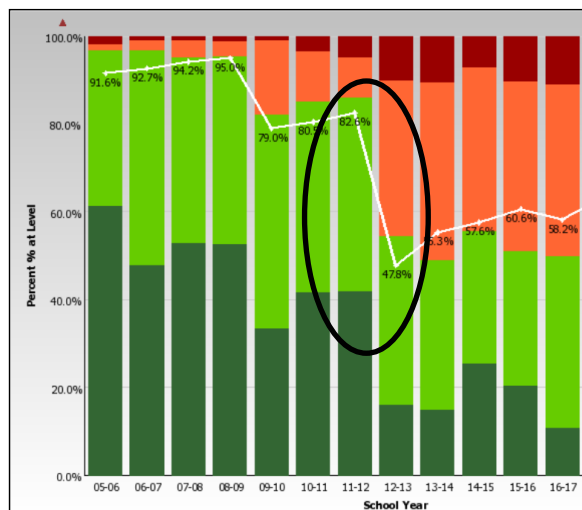
When the Team Content screen appears, click the **Reports folder**. This will bring you to a host of useful additional folders and reports. This newsletter will focus on the reports generated from the Spring Grade 3-8 assessments and the June Regents examinations. Other newsletters will discuss the many other reports in the IDW and the Dashboard section of the IDW which deals with different ways to look at data reports.

The Reports folder first lists a set of folders, each containing multiple reports which open additional avenues of investigation. Following this opening set of folders is an alphabetical list of key instructional reports. Among them are the Gap, WASA, and Item Analysis Reports (with links to all released questions). These reports are the key to showing district, school, teacher, and student instructional strengths and areas for future focus. But the Snapshot Reports and the Trends Analysis are also needed as overarching reports that should govern and add insight to these analyses.

### Interpreting Proficiency

Each year, SED determines both the required scaled scores necessary for passing Regents exams and for determining proficiency on NY State Grade 3-8 assessments. In an ideal world, proficiency and passing should be an objective and unchanging standard, but for a variety of reasons, proficiency does change from year to year. Surely, the pandemic has created new exigencies as did the Common Core when it was introduced. Therefore, knowing how the Nassau County benchmark has reacted to these changes in proficiency is key to interpreting your district's or school's or classroom's level of proficiency.

The Trends Report has the advantage of showing proficiency or passing score data on a visual grid and comparing district proficiency and passing rate to a County benchmark. This allows a district to see if its own trends match those of other districts in Nassau County and whether what occurred was unique to one district. For example, in the year the **Common Core was introduced, proficiency scores plummeted for everyone.**



Look at the transitional years of 2011-12 to 2012-13 (circled) for ELA 4. The district's scores plummeted from close to 90% proficiency to under 60% proficiency (indicated by the stacked dark green and light green bars). But a quick look at the County benchmark, shown by the white line, shows that the County fell by an even greater amount from 82.6% to 47.8%.

Common sense suggests that this was not a true indicator of students' change in proficiency for 4th grade students but a change in how proficiency was measured after the Common Core was introduced. This is an important overlay in the thought process that the Trends Report brings to bear. In addition, the Trends Report also shows a tabular view that indicates whether the district's scores are a representative sample of the district students.

Take a look at this **tabular view of the Trends Report** for the same years. District size had been around 250 or more students (see Total Students), but note the diminution after the Common Core was introduced, and opting out grew. By 2014-15, only 50 students took the exam, not likely a representative sample of students. The key insight here is that the Trends Reports should be viewed even before the Gap, WASA and Item Analysis Reports are checked.

	Total Students	Level 1		Level 2		Level 3		Level 4		L3 + L4 Count	L3 + L4 %	L3 + L4 % Region
		#	%	#	%	#	%	#	%			
Grade 4 ELA												
05-06	292	7	2.4%	12	4.1%	201	68.8%	72	24.7%	273	93.5%	87.1%
06-07	280	6	2.1%	16	5.7%	204	72.9%	54	19.3%	258	92.1%	86.6%
07-08	284	6	2.1%	17	6.0%	190	66.9%	71	25.0%	261	91.9%	87.6%
08-09	263	5	1.9%	23	8.7%	201	76.4%	34	12.9%	235	89.4%	91.0%
09-10	270	4	1.5%	49	18.1%	203	75.2%	14	5.2%	217	80.4%	76.0%
10-11	244	4	1.6%	55	22.5%	173	70.9%	12	4.9%	185	75.8%	72.5%
11-12	260	13	5.0%	54	20.8%	175	67.3%	18	6.9%	193	74.2%	74.8%
12-13	233	36	15.5%	92	39.5%	75	32.2%	30	12.9%	105	45.1%	42.6%
13-14	196	34	17.3%	81	41.3%	62	31.6%	19	9.7%	81	41.3%	42.3%
14-15	50	6	12.0%	26	52.0%	9	18.0%	9	18.0%	18	36.0%	45.1%
15-16	46	4	8.7%	17	37.0%	14	30.4%	11	23.9%	25	54.3%	54.1%
16-17	46	5	10.9%	18	39.1%	14	30.4%	9	19.6%	23	50.0%	55.6%

Once the Trends Report has been seen, the next report to be viewed is the **Snapshot Report**. The Snapshot Reports (District and Building) show a breakdown of scores compared to the Nassau County Benchmark for the current school year. Depending on the grades in your building, Grade 3-8 assessments or Regents exams can be selected. While the **Trends Report gives an extended longitudinal view**, the **Snapshot shows multiple tests for a single year**.

After these two views have been studied, the experienced user is ready to dig into individual test results for the most recent school year (2021-2022). The **Gap Reports** (listed alphabetically on the Reports list) offer item by item comparisons for every released question, allowing districts, schools, and teachers to see how their students' success, question by question, compared to others in Nassau County. Users have a number of options in choosing how data is displayed (for example, in charts or tables, by standards or question numbers).

Remember that the strength of Gap Reports is not in comparing how successful students were on one question compared to another but how students compared to the county benchmark on each question. The County benchmark reveals how difficult the question was. Thus, if a district scored 65% correct on a question where the County performed at only 60%, that shows a teaching/learning strength compare to another question where the district had 75% correct compared to the County's 85% correct. That district's 75% score actually represented a relative deficiency because this was an easier question where performance expectations were higher.

[The Gap Reports also provide links to all released questions. If the IDW has not yet made the links operational when this newsletter is released, the tests can also be found by following the links below:]

Regents Examination  
Grade 3-8 ELA and Math Tests

<https://www.nysedregents.org/>  
<https://www.nysedregents.org/elementary-intermediate.html>

The WASA Reports add an additional insight for teachers and administrators. It's helpful to know what students were thinking when their answers were incorrect. The WASA Reports show what percentage of students chose each wrong answer on the MC questions. As shown on the June newsletter, there is both a tabular and a chart version of the WASA. The WASA is also available at the teacher, school, or district level. The chart version is called the Visual WASA and offers a unique view of student answer patterns. Don't forget to try this new report for 2022.



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The final essential report to view early in the school year is the **Item Analysis Report**, especially for students taking the Grade 3-8 exams. Not only can every student's answer to each question be displayed, but the astute user can take advantage of the subgroup disaggregations on the prompt page. For example, one might choose to display only the students (and their answers) who are classified as Special Education students or those who are English Language Learners. Simply choose from among these drop-down menus.

NOTE: Demographic filters are applied to local district data only. Regional benchmarks are not affected by demographic filters and always reflect ALL Nassau County students.

Thus, 2022-2023 teachers can see how their students performed on the 2022 exam questions. This is especially useful for AIS teachers.

Admittedly, there is much to do at the start of the school year. But reviewing past successes and areas in need of improvement is an essential ingredient in improving instructional strategies for the new year. We hope these new reports become part of every districts instructional improvement cycle.

As always, IDW personnel are available to provide telephone assistance as well as virtual and in-district training for any district seeking to learn more about this newsletter, or about other best data practices. To schedule a training session or ask any IDW-related questions, please call Fred Cohen at (516) 608-6640, Stephanie Witt at (516) 608-6623, or Tammy Mazza at (516) 608-6633.

### ***What's New in the IDW?***

- **The embargo has been lifted , and, for the first time since 2019, the full suite of IDW reports is available for the Grade 3-8 assessments and for Regents examinations.**
- **AP examination Reports for 2022 have also been updated and are ready for review.**