IDW Bullseye Presentation

Oct 6, 2022

AGENDA

- Snapshot – Dr. Wanda Toledo
- Gap – Tammy Mazza
- WASA – Tammy Mazza
- Item Analysis – Dr. Wanda Toledo
- ChAP – Fred Cohen
- Trends Analysis – Fred Cohen
- Third-Party Reports in IDW – Stephanie Witt & Trish Iannacone

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Data Report Goals

SNAPSHOT

2018/2019

- ○ NYS
- ○ All Regents
- ○ Jun Regents Only
- ○ NYS & All Regents

What do you NOTICE? What do you WONDER?

IMPORTANT!

Related Report Links

Subject	Test	# L1	# L2	# L3	# L4	Total	L3+L4	% L1	% L2	% L3	% L4	L3+L4%	Region L3+L4%	Regional Gap
ELA	Grade 3 ELA	20	92	155	12	279	167	7%	33%	56%	4%	60%	66%	-6%
	Grade 4 ELA	29	81	94	50	254	144	11%	32%	37%	20%	57%	62%	-5%
	Grade 5 ELA	62	115	75	35	287	110	22%	40%	26%	12%	38%	51%	-13%
	Grade 6 ELA	78	54	62	70	264	132	30%	20%	23%	27%	50%	60%	-10%
	Grade 7 ELA	59	78	75	43	255	118	23%	31%	29%	17%	46%	52%	-6%
	Grade 8 ELA	38	63	55	52	208	107	18%	30%	26%	25%	51%	59%	-8%
Totals		286	483	516	262	1,547	778	18%	31%	33%	17%	50%		

Subject	Test	# L1	# L2	# L3	# L4	Total	L3+L4	% L1	% L2	% L3	% L4	L3+L4%	Region L3+L4%	Regional Gap
Mathematics	Grade 3 Math	40	63	103	76	282	179	14%	22%	37%	27%	63%	69%	-5%
	Grade 4 Math	35	52	72	108	267	180	13%	19%	27%	40%	67%	67%	1%
	Grade 5 Math	58	49	80	104	291	184	20%	17%	27%	36%	63%	61%	2%
	Grade 6 Math	55	61	65	64	245	129	22%	25%	27%	26%	53%	63%	-11%
	Grade 7 Math	43	66	66	46	221	112	19%	30%	30%	21%	51%	58%	-8%
	Grade 8 Math	1	0	0	0	1	0	100%	0%	0%	0%	0%	38%	-38%
Mathematics Totals		232	291	386	398	1,307	784	18%	22%	30%	30%	60%		

Subject	Test	# L1	# L2	# L3	# L4	Total	L3+L4	% L1	% L2	% L3	% L4	L3+L4%	Region L3+L4%	Regional Gap
Science	Grade 4 Science	2	12	56	213	283	269	1%	4%	20%	75%	95%	94%	1%
Science Totals		2	12	56	213	283	269	1%	4%	20%	75%	95%		

10% or More Above Region	1% to 9% Above Region	1% to 9% Below Region	10% or More Below Region

*Region represents all Nassau County public school districts that score with Nassau BOCES.

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Snapshot

2021/2022 NYS Assessment Snapshot

Subject	Test	# L1	# L2	# L3	# L4	Total	L3+L4	% L1	% L2	% L3	% L4	L3+L4%	Region L3+L4%	Regional Gap
ELA	Grade 3 ELA	34	80	134	15	263	149	13%	30%	51%	6%	57%	63%	-6%
	Grade 4 ELA	46	122	106	47	321	153	14%	38%	33%	15%	48%	58%	-10%
	Grade 5 ELA	73	111	67	42	293	109	25%	38%	23%	14%	37%	50%	-13%
	Grade 6 ELA	60	57	66	73	256	139	23%	22%	26%	29%	54%	71%	-16%
	Grade 7 ELA	51	66	66	42	225	108	23%	29%	29%	19%	48%	57%	-9%
	Grade 8 ELA	24	47	69	74	214	143	11%	22%	32%	35%	67%	59%	8%
ELA Totals		288	483	508	293	1,572	801	18%	31%	32%	19%	51%		

Subject	Test	# L1	# L2	# L3	# L4	Total	L3+L4	% L1	% L2	% L3	% L4	L3+L4%	Region L3+L4%	Regional Gap
Mathematics	Grade 3 Math	61	57	101	51	270	152	23%	21%	37%	19%	56%	65%	-9%
	Grade 4 Math	73	90	95	71	329	166	22%	27%	29%	22%	50%	64%	-13%
	Grade 5 Math	96	66	63	54	279	117	34%	24%	23%	19%	42%	55%	-13%
	Grade 6 Math	78	61	41	43	223	84	35%	27%	18%	19%	38%	58%	-20%
	Grade 7 Math	44	46	51	44	185	95	24%	25%	28%	24%	51%	52%	-1%
	Grade 8 Math	1	0	0	0	1	0	100%	0%	0%	0%	0%	31%	-31%
Mathematics Totals		353	320	351	263	1,287	614	27%	25%	27%	20%	48%		

10% or More Above Region	1% to 9% Above Region	1% to 9% Below Region	10% or More Below Region

* Region represents all Nassau County public school districts that score with Nassau BOCES.

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IDW Instructional Reports

- Help identify areas of relative strength and needed improvement

- Break content standards into small building blocks

- Identify BIG ideas and key understandings

- Support educators in making whole class, small group, or individual instructional decisions

- Aid in developing specific learning targets and intention

- Foster collaborative discussion amongst school staff

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Gap Report

Purpose: The Regional Gap Analysis Report displays percent correct for each question on an assessment and compares results for teachers, school buildings, districts and the region. This report is useful in determining question difficulty, as well as relative strengths and weaknesses, by question, when compared to the region.

Report Options
Select an Assessment from the dropdown menu(*required*). All other selections are optional. Click the **Finish** button on the bottom of the screen to accept the default options and run the report.
Select a Report Type. The *District* report compares the district to the region. The *All Buildings* report compares individual schools to the district and the region. The *All Teachers* report compares individual teachers to the school and region.
Select Building is used to select only one building for the School or Teacher reports. This option has no effect on the district report.
Question Type is used to select either multiple choice (MC), constructed response (CR), or all questions.

Click the **Finish** button to run the report.

Select an Assessment

| 2021/2022 Grade 5 ELA | ⌄ |

Select Report Type

- ● District
- ○ All Buildings
- ○ All Teachers

Select Building (if necessary)

| All Buildings | ⌄ |

NOTE: Selecting a building has no effect on District report. Not all buildings will have data for selected assessment.

Question Type

- ● All Question Types
- ○ Multiple Choice Only
- ○ Constructed Response Only

Cancel   Finish

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2021/2022 Grade 5 ELA (293 Students)

The Gap is BACK!

Sort By:	Sort Field					
Standard	Subskill/Performance Indicator	Question	MC/CR	District%	Region%	District Gap
CCSS.ELA	Benchmark (Region%)	30-MC	MC	79.9%	86.0%	-6.1%
CCSS.EL	District Gap	12-MC	MC	82.9%	83.7%	-0.7%
CCSS.EL	Question Number / Standard/Key Idea ...main ideas of a text and explain how they are supported by key details; summarize the text.	14-MC	MC	71.7%	76.1%	-4.5%
CCSS.ELA-Literacy.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	34-MC	MC	51.9%	57.8%	-5.9%
CCSS.ELA-Literacy.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	12-MC	MC	82.9%	83.7%	-0.7%
CCSS.ELA-Literacy.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	14-MC	MC	71.7%	76.1%	-4.5%
CCSS.ELA-Literacy.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	34-MC	MC	51.9%	57.8%	-5.9%
CCSS.ELA-Literacy.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	35-MC	MC	51.5%	59.5%	-7.9%
CCSS.ELA-Literacy.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	40-CR	CR	62.3%	69.2%	-7.0%
CCSS.ELA-Literacy.RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	39-CR	CR	60.1%	71.8%	-11.7%
CCSS.ELA-Literacy.RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	33-MC	MC	35.5%	34.0%	1.5%
CCSS.ELA-Literacy.RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	42-CR	CR	47.5%	54.8%	-7.3%
CCSS.ELA-Literacy.RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	01-MC	MC	67.6%	74.8%	-7.2%
CCSS.ELA-Literacy.RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	07-MC	MC	83.3%	86.2%	-2.9%
CCSS.ELA-Literacy.RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	24-MC (NR)	MC	63.1%	66.9%	-3.8%
CCSS.ELA-Literacy.RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	38-CR	CR	66.6%	65.4%	1.2%

Hyperlink(s) will connect you directly with the released questions

14 Which idea from the article does the title " 'Janet Guthrie: Lady in the Fast Lane' from *Profiles in Sports Courage*" best support?

A Guthrie was a hard worker and saved money to achieve her goals.

B Guthrie was famous for participating in a race with a broken foot.

C Guthrie was fearless at trying thrilling and challenging new activities.

D Guthrie was determined to become a commercial pilot like her father.

34 Which detail would be **most** important to include in a summary of the article?

A People who live in areas with lake-effect snow rarely have days off.

B Cold air and warm water are needed to form lake-effect snow.

C Buffalo is a city that is used to dealing with lake-effect snow.

D Lake Erie produces less lake-effect snow at certain times of the year.

35 Which sentence **best** states a central idea of the article?

A Lake-effect snow is common in certain areas of the country.

B Lake-effect snow can occur only for a short period of time each year.

C Lake-effect snow requires a special set of conditions in order to occur.

D Lake-effect snow can cause damage to power lines and trees.

Wrong Answer Summary Analysis (WASA)

Purpose: This Wrong Answer Summary Analysis (WASA) report displays the distribution of all possible answer choices for each multiple-choice question. Correct responses are highlighted in green. Only released questions are displayed for the 3-8 ELA and Math assessments.

Report Options

Select Assessment from the dropdown list (*required*).
Select Report Type from the option box to set grouping on the report (*required*). If 'By Building' is chosen the user must provide a Building. If 'By Teacher' is chosen the user must provide both a building and a teacher.

Optional Demographic Filters may be used to select only certain students based on ethnicity, LEP eligibility, disability status, poverty status and gender. Only one option in each filter may be selected, but you may use all five filters at the same time. To remove a filter, select the first option in each list (e.g. "All Ethnicities")

Click the **Finish** button at the bottom of the screen to accept the options and run the report.

Select Assessment

2021/2022 Grade 5 ELA ⌄

Select Report Type
- ◉ District
- ○ By Building
- ○ By Teacher

Optional Demographic Filters
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.

| All Ethnicities ⌄ | LEP and Non-LEP ⌄ | All Abilities/Disabilities ⌄ | All Income Groups ⌄ | Male and Female ⌄ |

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Cancel   Finish

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Wrong Answer Summary Analysis (WASA)

2021/2022 Grade 5 ELA (293 Students)

Question Number (Q#)
parSortBy

Question Number (Q#)
Region % Correct Ascending
Region % Correct Descending
Skill Tested

Hyperlink(s) will create a list regarding the names of students who chose that specific response

Hyperlink(s) will connect you directly with the released questions

Sort Report By:

Q#	Skill Tested	Region %	Correct Resp	Blank #	Blank %	Multiple #	Multiple %	Resp 1 #	Resp 1 %	Resp 2 #	Resp 2 %	Resp 3 #	Resp 3 %	Resp 4 #	Resp 4 %
14-MC	CCSS.ELA-Literacy.RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	76.1%	3	1	0%			28	10%	34	12%	210	72%	20	7%
34-MC	CCSS.ELA-Literacy.RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	57.8%	2	1	0%	1	0%	19	6%	152	52%	88	30%	32	11%
35-MC	CCSS.ELA-Literacy.RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	59.5%	3	2	1%			84	29%	26	9%	151	52%	30	10%

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WASA Visual IReport

Purpose:

This Wrong Answer Summary Analysis (WASA) Visual iReport displays the distribution of all possible answer choices for each multiple-choice question. Correct responses appear above the 0% Y-axis while incorrect responses appear below. Only released questions are displayed for the 3-8 ELA and Math assessments. The cross above each column represents the regional percent correct.

Report Options:

Select Assessment Type from the drop down list (required). The 'NYS' selection will limit the assessment list to the 3-8 tests. The 'Regents' selection will limit the assessment list to January and June Regents.

Selected Assessment from the drop down list (required). Only 3-8 ELA, 3-8 Math, 4 and 8 Science, January and June Regents are available.

Selected Report Type from the option box to set grouping on the report (required). If 'By Building' is chosen, the user must provide a Building. If 'By Teacher' is chosen, the user must provide both a building and a teacher. The 'Teacher' drow-down prompt will be empty if there aren't any teachers associated with the choosen assessment.

Click the **Disclaimer box** and then the **Finish** button at the bottom of the screen to accept the options and run the report.

Select Assessment Type

NYS

Select Assessment

2021/2022 Grade 5 ELA

Select Report Type

District

By Building

By Teacher

Note: Building Level Users will only see data for their building when running a report type of 'District'.

Cancel   Finish

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Visual WASA

N/A		
Link to Booklet	**Item Maps**	Total Students / Drill Through to WASA
2021/2022 Grade 5 ELA	NYS Item Map	293

Response

● 1 ● 2 ● 3 ● 4 ● Other

Line

● Region Percent Correct
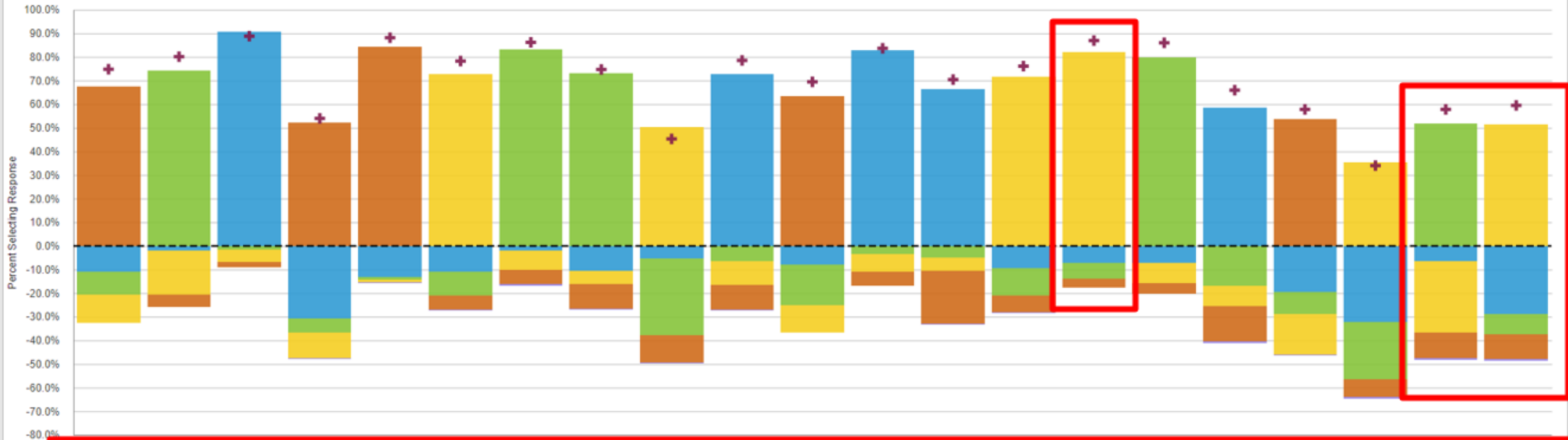
Purpose: This report displays a list of students and their responses to all questions on a particular assessment. Multiple-choice questions that were answered incorrectly and not released to the public appear as a red X. Multiple-choice questions that were publicly released appear with the student's actual response (1,2,3 or 4). In all cases, multiple marks appear as an asterisk (*) and a blank response appears as a dash (-). Constructed response questions display the number of points earned. Regional percentages indicate the percentage of total points earned. Please note that links to the actual assessment booklet are available only for publicly available ("released") questions. If a link to the actual test question is not available, it may be that the question was not released to the public.

Report Options
Select an Assessment from the dropdown (*required*).
Select a Report Type. The District report displays all students in the district. The All Buildings report displays all students in the district, but is grouped by school building. The All Teachers report displays all students in the district, but is grouped by school building and teacher name.
Select Building is used to select only one building for the Building or Teacher reports. Selecting a single building will result in faster performance, especially with PDF printing.
Optional demographic filters may be used to select only certain students based on ethnicity, LEP eligibility, poverty status and disability status. Only one option in each filter may be selected, but you may use all five filters at the same time. To remove a filter, select the first option in each list (e.g. "All Ethnicities")

TIPS: The Item Analysis download is a separate report. If you wish to download the results of this report, please select "Related Report Links" on the upper left side of the Item Analysis report. Do NOT choose the "View in Excel Options" from the upper right dropdown.

Select an Assessment
2021/2022 Grade 5 ELA ▼

Select Report Type
- ● District
- ○ All Buildings
- ○ All Teachers

Select Building
All Buildings ▼
NOTE: Not all buildings will have data for selected assessment.

Optional Demographic Filters

All Ethnicities ▼	ELL and Non-ELL ▼	All Abilities/Disabilities ▼	All Income Groups ▼	Male and Female ▼

Cancel   Finish

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2021/2022 Grade 5 ELA

Sort By: Student Name ▼

Sort Field

Student Name
Student ID
Score Ascending
Score Descending

NOTE: The co... ...le for questions released to the public. A correct response value of N/A indicates that the question was not released.
Multiple-choic... ...played as "1,2,3 or 4" if the question was released and as an "X" when not released.
Constructed re... ...ed. Regional percent indicates the percentage of total points earned.
Links to the ac... ...ailable for released questions.
Demographic ... ...a only. Regional benchmarks are not affected by demographic filters and always reflect ALL Nassau County stud...

You have access to the released questions.

For released questions, the incorrect choice a student chose is displayed.

A check indicates the student answered the question correctly.

				03-MC	04-MC	05-MC	06-MC	07-MC	08-MC	09-MC	10-MC	11-MC	12-MC	13-MC	14-MC	MC	23-MC	24-MC	25-MC	26-MC	27-MC	28-MC	29-MC	30-MC	31-MC	32-MC	33-MC	34-MC	35-MC	36-CR	37-CR
Question Type			MC	MC	MC	MC	MC	MC	MC	MC	MC	MC	MC	MC	MC	MC	MC	MC	MC	MC	MC	MC	MC	MC	MC	MC	MC	MC	CR	CR
Correct Resp/Max Pts			4	2	1	4	4	3	2	2	3	1	4	1	1	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	3	2	1	4	3	2	3	2	2
Regional Percent			74.8%	80.1%	88.8%	54.0%	88.1%	78.2%	86.2%	74.7%	45.3%	78.6%	69.5%	83.7%	70.4%	76.1%	54.4%	68.4%	66.9%	50.0%	47.9%	73.7%	65.2%	86.9%	86.0%	66.0%	57.8%	34.0%	57.8%	59.5%	75.4%	79.3%

Student Name	ID	Score	Level																															
		597	Level 2L	2	✔	✔	✔	✔	✔	✔	✔	2	2	✔	✔	✔	✔	✗	✔	✔									3	1	1	2
		586	Level 1	2	3	✔	3	1	4	3	✔	2	3	3	2	2	4	✔	✔	✗									✔	1	2	2
		600	Level 2L	1	✔	✔	3	✔	✔	✔	✔	2	✔	3	✔	✔	✔	✗	✔											✔	1	1	1
		599	Level 2L	2	3	✔	1	✔	✔	✔	✔	✔	3	✔	✔	✔	✔	✗	✔	✗	✗	✗	✔	✔	✔	✔	4	1	2	3	1	1	2
		592	Level 1	✔	3	✔	3	✔	✔	✔	✔	3	2	4	✔	✔	3	2	✗	✗	✔	✗										1	1
		618	Level 3H	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	4	✔	✔	✔	✔	✔	✔											1	1
		611	Level 3L	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	✔	2	✔	✔	✔	✔	✔	✗											1	1
		623	Level 4L	✔	✔	✔	✔	✔	✔	✔	✔	2	✔	✔	✔	✔	2	✔	✔	✔	✗											1	2

14 Which idea from the article does the title " 'Janet Guthrie: Lady in the Fast Lane' from *Profiles in Sports Courage*" **best** support?

A   Guthrie was a hard worker and saved money to achieve her goals.

B   Guthrie was famous for participating in a race with a broken foot.

C   Guthrie was fearless at trying thrilling and challenging new activities.

D   Guthrie was determined to become a commercial pilot like her father.

Correct response: C
76.1% correct –Region
72% correct--District

34 Which detail would be **most** important to include in a summary of the article?

A   People who live in areas with lake-effect snow rarely have days off.

B   Cold air and warm water are needed to form lake-effect snow.

C   Buffalo is a city that is used to dealing with lake-effect snow.

D   Lake Erie produces less lake-effect snow at certain times of the year.

Correct response: B

57.8% correct—Region
52% correct—District
(30% chose C)

35 Which sentence **best** states a central idea of the article?

A   Lake-effect snow is common in certain areas of the country.

B   Lake-effect snow can occur only for a short period of time each year.

C   Lake-effect snow requires a special set of conditions in order to occur.

D   Lake-effect snow can cause damage to power lines and trees.

Correct response: C
59.5 % correct—Region
52%--District
(29% chose A)

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Individualizing a Teacher's <u>Child Assessment Profile</u> (ChAP Report)

- Why the ChAP Report was created!
- The Teacher <u>Interface</u> will allow for the creation of a ChAP Report for the teacher's current roster.
- But any supervisor can quickly create a teacher's ChAP report using this clever shorthand method.

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The ChAP Prompt Page will assist you

Select Year:
Select School Year ▼

Select Building:
Select Building ▼

Scroll down if you want to include iReady, NWEA or STAR exams.

Select Grade:
Select Grade ▼

Select Student:

Keywords:
Type one or more keywords separated by spaces.

[   ] Search 🔍

Options ⌄

Results:
[   ]

Insert ➡
⬅ Remove

Choice:
[   ]

Select all Deselect all

Select all Deselect all

Current Test Codes
- ☑ NYS (3-8 ELA, Math, Science)
- ☑ NYSAA
- ☑ NYSESLAT
- ☑ NYSITELL
- ☑ Regents
- ☐ ALTREG (Regents Alternatives)
- ☐ APDW (IDW AP Project Scores)
- ☐ APPDW (IDW AP Potential Project)
- ☐ CCR (College, Career, and Civic Readiness)
- ☐ COSF (Child Outcome Summary Form)

Select all Deselect all

Additional Test Codes
- ☑ KEEP THIS CHECKED
- ☐ AAOS
- ☐ ALT
- ☐ ALTLOC
- ☐ ALTRCT
- ☐ CDOS
- ☐ Local
- ☐ RCT
- ☐ SLP
- ☐ TONYSS

Select all Deselect all

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Don't forget to add spaces as you enter "a – e – i – o – u"

Keywords:
Type one or more keywords separated by spaces.

| a e i o u | Search |

Options

Select Student:

Hold the "Control" button down while selecting the desired students.

Results:

Alonso, Pete
Bassit, Chris
Carrasco, Carlos
DeGrom, Jacob
Diaz, Edwin
Escobar, Eduardo
Guillorme, Luis
Hodges, Gil

Insert ➡
⬅ Remove

Choice:

Alonso, Pete
DeGrom, Jacob
Hodges, Gil

Select all   Deselect all

Select all   Deselect all

Finish

First student in 9th grade English

School Year			Score	Level
2021-2022	Regents	Regents Common Core Algebra I - Jun	97	Scored 85 - 100
		Regents Living Environment - Jun	96	Scored 85 - 100
2020-2021	NYS	Grade 7 ELA	615	Level 3
		Grade 7 Math	637	Level 4
2018-2019	NYS	Grade 5 ELA	622	Level 4
		Grade 5 Math	621	Level 4
2017-2018	NYS	Grade 4 ELA	645	Level 4
		Grade 4 Math	628	Level 4
		Grade 4 Science	95	Level 4
2016-2017	NYS	Grade 3 ELA	358	Level 4
		Grade 3 Math	397	Level 4

Second Student in 9th grade English

School Year			Score	Level
2021-2022	NYS	Grade 8 Sci: Scale		Refusal
2020-2021	NYS	Grade 7 ELA	575	Level 1
		Grade 7 Math	557	Level 1
2018-2019	NYS	Grade 5 ELA	550	Level 1
		Grade 5 Math	583	Level 1
2017-2018	NYS	Grade 4 ELA	575	Level 1
		Grade 4 Math	999	Refusal
		Grade 4 Science		Refused to take test
2016-2017	NYS	Grade 3 ELA	245	Level 1
		Grade 3 Math	254	Level 1

The Trends Analysis Report (A district's Assessment Profile)

- Select an assessment.
- But view the trend with an experienced eye.
- For grade 3 through 8 assessments, the yearly percentage of opt-outs must be taken into account.
- For elective Regents examinations (e.g. Algebra II, Chemistry), the percent of enrollment must be taken into account.
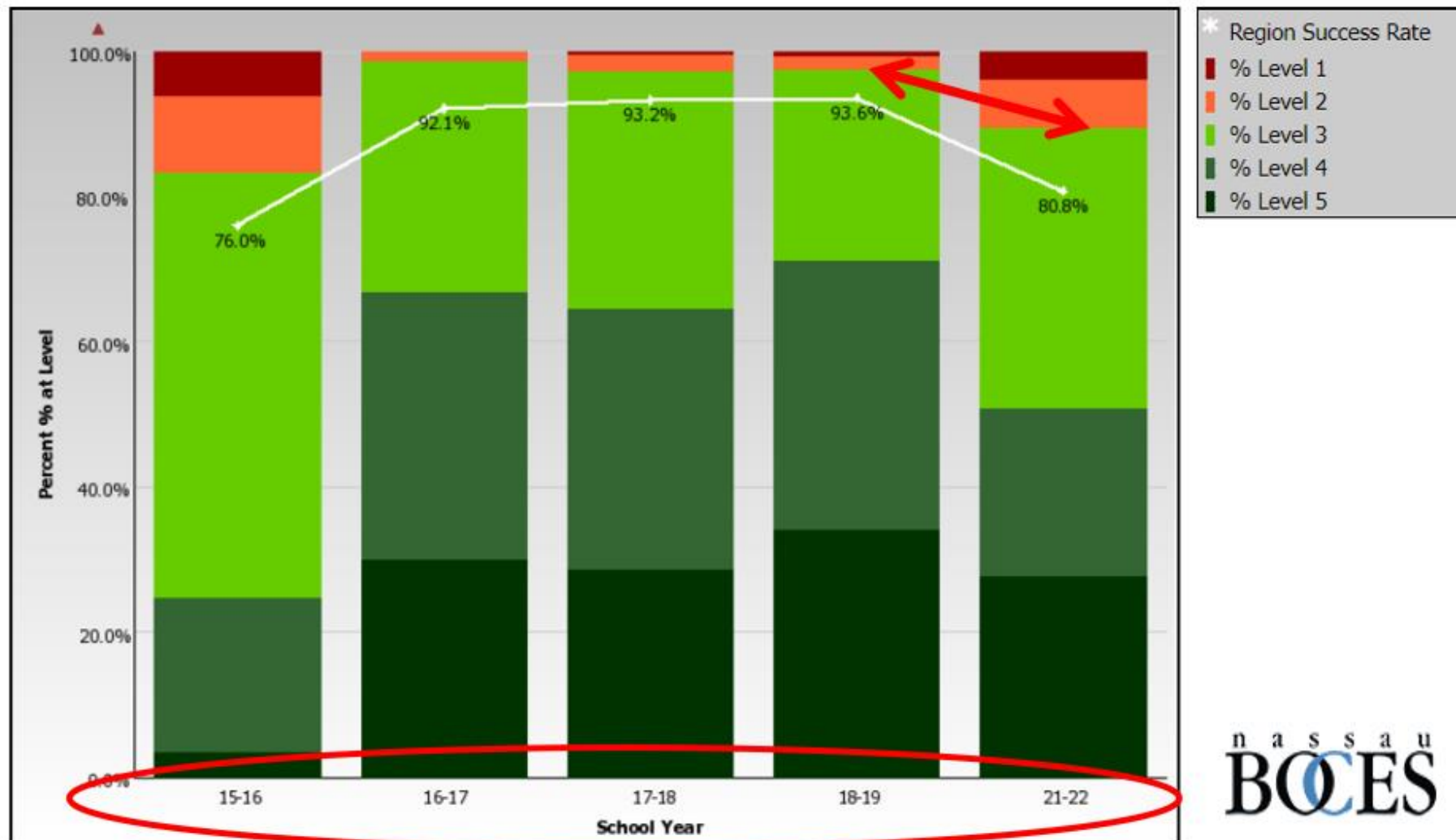
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Algebra I

Regents Common Core Algebra I - Jun

Region Success Rate
% Level 1
% Level 2
% Level 3
% Level 4
% Level 5

Percent passing

Compare to yourself; compare to everyone else!

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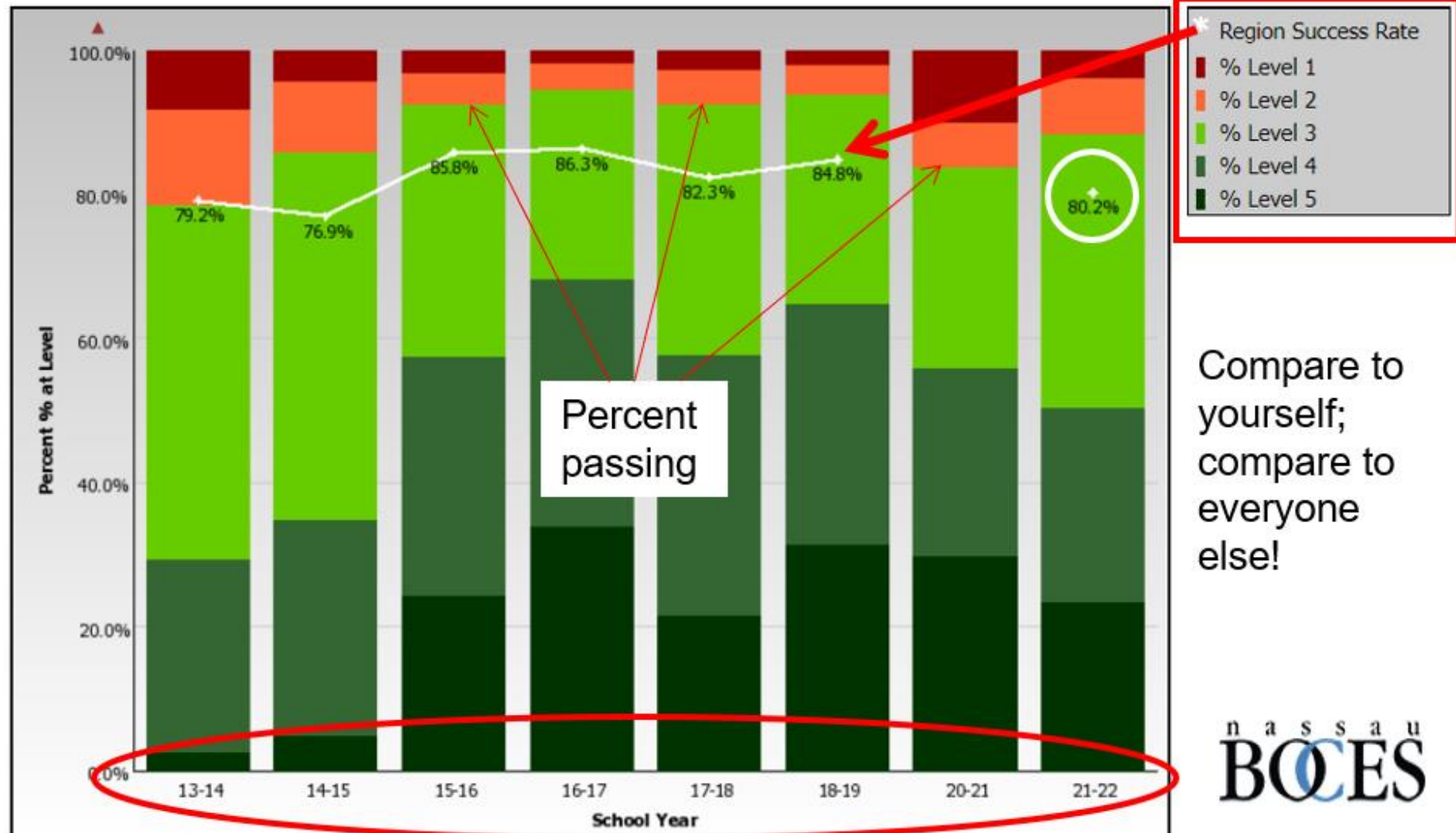
Algebra II

Regents Common Core Algebra II - Jun

ALL TRENDS ANALYSES HAVE A SECOND PART—THE TRENDS TABLE

		Total Students	Level 2		Level 3		Level 4		Level 5		L3+L4+L5 %	L3+L4+L5 % Region
			#	%	#	%	#	%	#	%		
Regents Common Core Algebra II - Jun	15-16	325	34	10.5%	190	58.5%	69	21.2%	12	3.	83.4%	76.0%
	16-17	315	4	1.3%	100	31.7%	116	36.8%	95	30.	98.7%	92.1%
	17-18	397	9	2.3%	130	32.7%	143	36.0%	114	28.	97.5%	93.2%
	18-19	391	7	1.8%	103	26.3%	145	37.1%	134	34.	97.7%	93.6%
	21-22	402	27	6.7%	155	38.6%	93	23.1%	112	27.	89.6%	80.8%
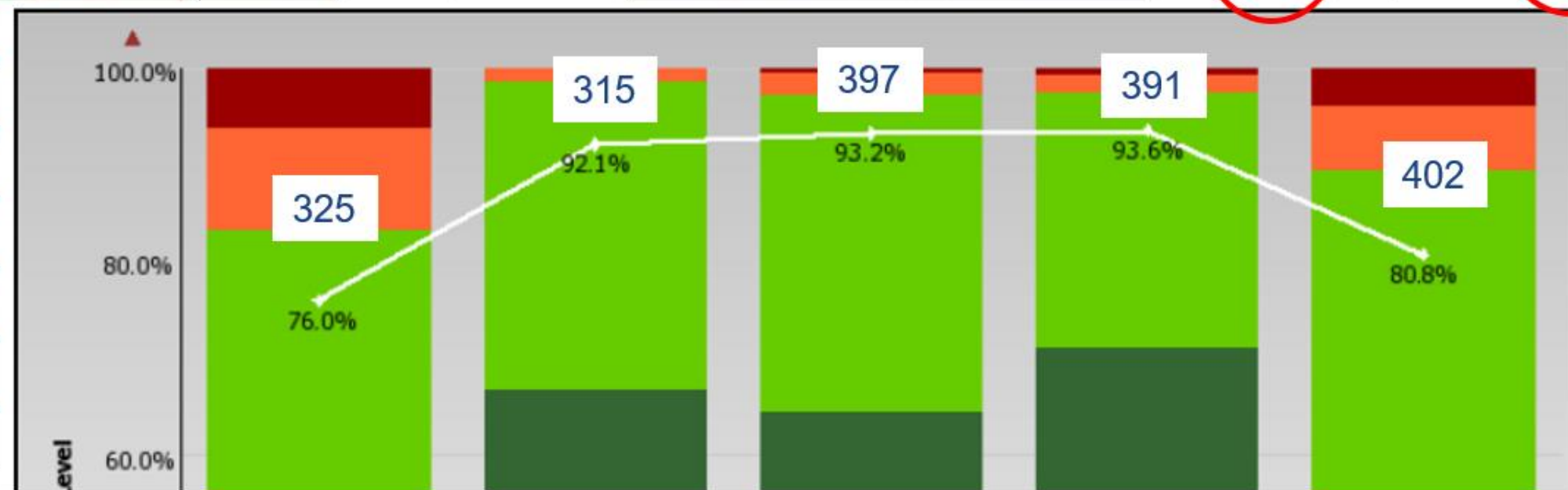
Third-Party Data

Vendors

- NWEA
- STAR
- i-Ready

Types of Data

- Projections* to NYS
- National Percentile and Score Distribution

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Third-Party Assessment Reports

Dashboards/Reports Offered for STAR, NWEA, and iReady

Child Assessment Profile (ChAP) reports

Third-Party Dashboards

Third Party/NYS Comparison reports and download

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Third-Party and NYS Comparison
Projected vs. Actual Proficiency by Student

Student Name	Student Id	Grade Level	Building	Fall Assessment			Winter Assessment			Spring Assessment			NYS Assessment		
				Score	Percentile	Projected Proficiency	Score	Percentile	Projected Proficiency	Score	Percentile	Projected Proficiency	Test Name	Score	Level
		03		193	58	NYS Level 3	189	24	NYS Level 1	207	60	NYS Level 3	Grade 3 Math	999	Refusal
		04		207	64	NYS Level 2	217	72	NYS Level 3	223	74	NYS Level 3	Grade 4 Math	606	Level 3
		05		186	4	NYS Level 1	190	4	NYS Level 1	197	7	NYS Level 1	Grade 5 Math	999	Refusal
		04		216	85	NYS Level 3	217	72	NYS Level 3	226	80	NYS Level 3	Grade 4 Math	609	Level 3
		03		201	79	NYS Level 3	211	83	NYS Level 4	217	84	NYS Level 4	Grade 3 Math	611	Level 3
		03		192	55	NYS Level 2	201	58	NYS Level 3	205	55	NYS Level 2	Grade 3 Math	611	Level 3
		04		219	89	NYS Level 3	216	70	NYS Level 3	222	72	NYS Level 3	Grade 4 Math	612	Level 3
		03		199	74	NYS Level 3	202	61	NYS Level 3	217	84	NYS Level 4	Grade 3 Math	999	Refusal
		05		206	36	NYS Level 1	207	25	NYS Level 1	219	44	NYS Level 2	Grade 5 Math	999	Refusal
		03		196	67	NYS Level 3	202	61	NYS Level 3	199	37	NYS Level 2	Grade 3 Math	613	Level 3
		04		218	88	NYS Level 3	217	72	NYS Level 3	227	82	NYS Level 3	Grade 4 Math	618	Level 4
		05		223	78	NYS Level 3	226	72	NYS Level 2	227	64	NYS Level 2	Grade 5 Math	999	Refusal
		05		211	49	NYS Level 2	217	49	NYS Level 2	223	54	NYS Level 2	Grade 5 Math	999	Refusal
		03		200	77	NYS Level 3	207	75	NYS Level 3	230	97	NYS Level 4	Grade 3 Math	999	Refusal
		05		207	38	NYS Level 1	211	34	NYS Level 1	212	28	NYS Level 1	Grade 5 Math	591	Level 1

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Projected vs. Actual Proficiency by Student

Fall Assessment			Winter Assessment			Spring Assessment			NYS Assessment		
Score	Percentile	Projected Proficiency	Score	Percentile	Projected Proficiency	Score	Percentile	Projected Proficiency	Test Name	Score	Level
193	58	NYS Level 3	189	24	NYS Level 1	207	60	NYS Level 3	Grade 3 Math	999	Refusal
207	64	NYS Level 2	217	72	NYS Level 3	223	74	NYS Level 3	Grade 4 Math	606	Level 3
186	4	NYS Level 1	190	4	NYS Level 1	197	7	NYS Level 1	Grade 5 Math	999	Refusal
216	85	NYS Level 3	217	72	NYS Level 3	226	80	NYS Level 3	Grade 4 Math	609	Level 3
201	79	NYS Level 3	211	83	NYS Level 4	217	84	NYS Level 4	Grade 3 Math	611	Level 3
192	55	NYS Level 2	201	58	NYS Level 3	205	55	NYS Level 2	Grade 3 Math	611	Level 3
219	89	NYS Level 3	216	70	NYS Level 3	222	72	NYS Level 3	Grade 4 Math	612	Level 3
199	74	NYS Level 3	202	61	NYS Level 3	217	84	NYS Level 4	Grade 3 Math	999	Refusal
206	36	NYS Level 1	207	25	NYS Level 1	219	44	NYS Level 2	Grade 5 Math	999	Refusal
196	67	NYS Level 3	202	61	NYS Level 3	199	37	NYS Level 2	Grade 3 Math	613	Level 3
218	88	NYS Level 3	217	72	NYS Level 3	227	82	NYS Level 3	Grade 4 Math	618	Level 4
223	78	NYS Level 3	226	72	NYS Level 2	227	64	NYS Level 2	Grade 5 Math	999	Refusal
211	49	NYS Level 2	217	49	NYS Level 2	223	54	NYS Level 2	Grade 5 Math	999	Refusal
200	77	NYS Level 3	207	75	NYS Level 3	230	97	NYS Level 4	Grade 3 Math	999	Refusal
207	38	NYS Level 1	211	3				NYS Level 1	Grade 5 Math	591	Level 1

NWEA Dashboard

Projected NYS Assessment Standard Achieved Level (bar chart) — Student Count vs. Performance Level (L1 ≈ 78, L2 ≈ 126, L3 ≈ 101, L4 ≈ 19)
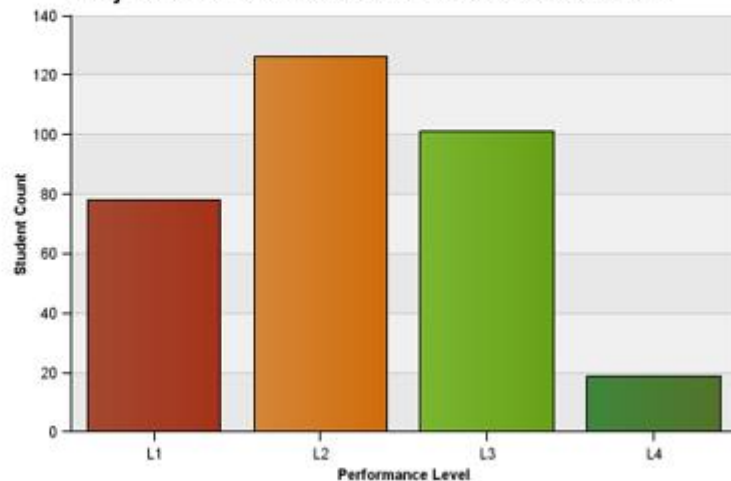
National Quintile Distribution (bar chart) — Student Count vs. National Percentile (1-19 ≈ 62, 20-39 ≈ 70, 40-59 ≈ 62, 60-79 ≈ 85, 80-99 ≈ 43)
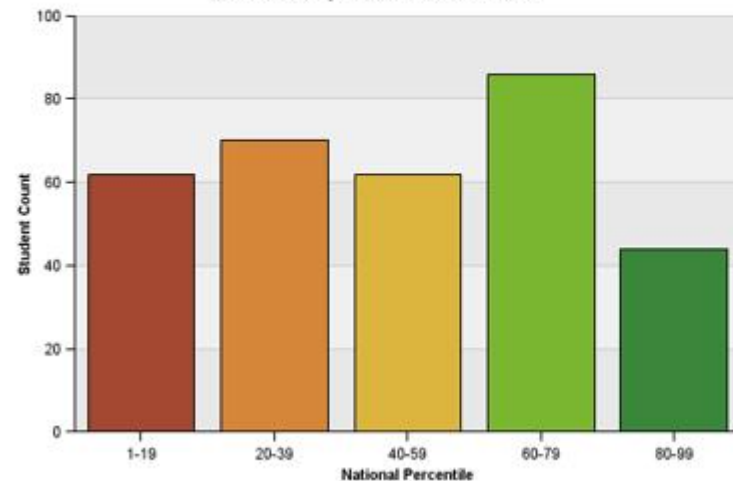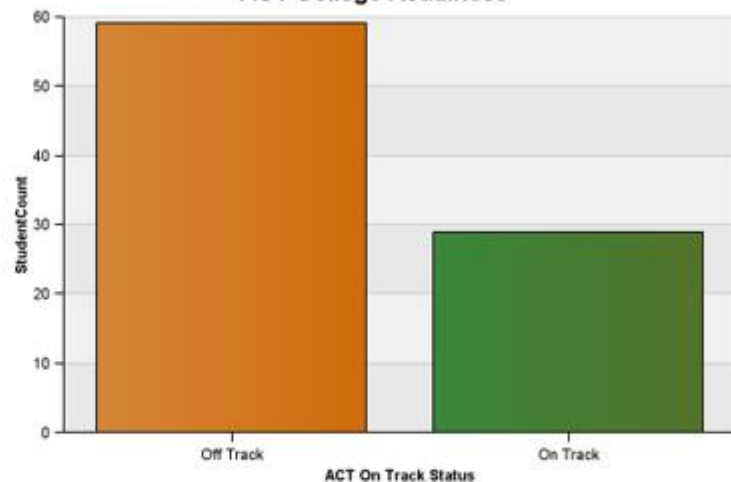
ACT College Readiness (bar chart) — Student Count vs. ACT On Track Status (Off Track ≈ 59, On Track ≈ 29)
- ○ Show ACT Score of 22 Seperately
- ◉ Group ACT Score of 22 with Off Track

Students Meeting Projected Growth from Previous Fall (bar chart) — Student Count vs. No/Yes
- Did Not Meet Growth Projections (Within Margin of Error)
- Did Not Meet Growth Projections (Greater Than Margin of Error)
- ...rojections (Within Margin of Error)
- ...rojections (Greater Than Margin of Error)
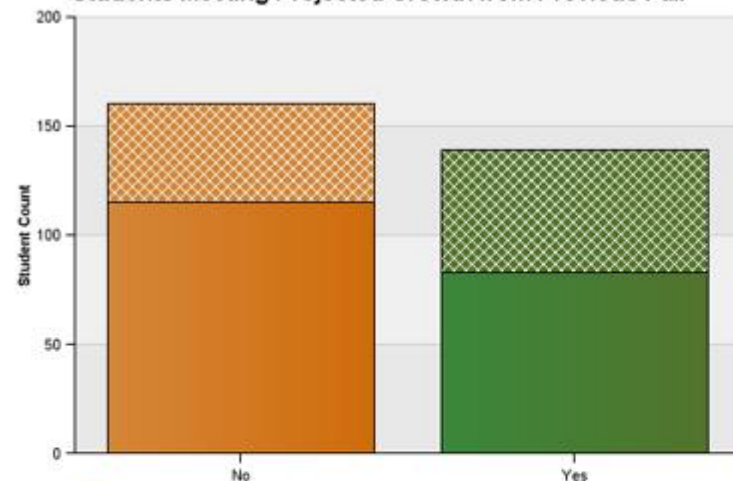
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Report Filtering Options

1 Select an enrollment year (not test year)

2 Choose either a district report or by building

3 Filter by ELA or Math subject area (optional)

4 Select a current grade level

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Visual Enhancements

- Color-coded highlights that allow comparison of multiple categories across time
  - Projected NYS Performance Level
  - ACT College Readiness
  - Growth from the previous Fall

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Report Overview

Projected Proficiency Highlighting

| Level 4 Score | Level 3 Score | Level 2 Score | Level 1 Score |

Projected proficiency is a projection of how a student will perform on the official spring NYS assessment.

Student Name	Reading Primary Grades (Fall) Gr:01	Reading Primary Grades (Winter) Gr:01	Reading Primary Grades (Spring) Gr:01	Reading K-2 (Fall) Gr:02	Reading K-2 (Winter) Gr:02	Reading K-2 (Spring) Gr:02	Reading 2-5 (Fall) Gr:03	Reading 2-5 (Spring) Gr:03	Reading 2-5 (Fall) Gr:04	Reading 2-5 (Winter) Gr:04	Reading 2-5 (Spring) Gr:04	Reading 2-5 (Fall) Gr:05
Student A	178 (2016)	180 (2016)	190 (2016)	193 (2017)	206 (2017)	212 (2017)	205 (2018)	206 (2018)	208 (2019)	205 (2019)	217 (2019)	215 (2020)
Student B	172 (2016)	180 (2016)	183 (2016)	192 (2017)	195 (2017)	202 (2017)	204 (2018)	212 (2018)	210 (2019)	215 (2019)	217 (2019)	209 (2020)
Student C	176 (2016)	186 (2016)	199 (2016)	204 (2017)	212 (2017)	213 (2017)	202 (2018)	218 (2018)	213 (2019)	216 (2019)	217 (2019)	218 (2020)
Student D	182 (2016)	196 (2016)	198 (2016)	195 (2017)	208 (2017)	218 (2017)	206 (2018)	204 (2018)	195 (2019)	213 (2019)	214 (2019)	199 (2020)

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Growth Highlighting

| Met Growth Projections (Greater Than Margin of Error) | Met Growth Projections (Within Margin of Error) |
| Did Not Meet Growth Projections (Within Margin of Error) | Did Not Meet Growth Projections (Greater Than Margin of Error) |

Growth based on previous fall administration

	Reading 2-5 (Fall) Gr:05	Reading 2-5 (Winter) Gr:05	Reading 2-5 (Spring) Gr:05	Reading 6+ (Fall) Gr:06	Reading 6+ (Winter) Gr:06
Student A	216 (2021)	220 (2021)	222 (2021)	223 (2022)	215 (2022)
Student B	217 (2021)	220 (2021)	217 (2021)	212 (2022)	217 (2022)
Student C	222 (2021)	223 (2021)	229 (2021)	233 (2022)	230 (2022)
Student D	214 (2021)	208 (2021)	210 (2021)	202 (2022)	217 (2022)
Student E	201 (2021)	213 (2021)	215 (2021)	218 (2022)	214 (2022)

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ACT Highlighting

On Track | Off Track

**ACT college readiness identifies students predicted to attain an ACT score of 24 or higher.**

NWEA ONLY

Reading 2-5 (Fall) Gr:05	Reading 2-5 (Winter) Gr:05	Reading 2-5 (Spring) Gr:05	Reading 6+ (Fall) Gr:06	Reading 6+ (Winter) Gr:06	Reading 6+ (Spring) Gr:06	Reading 6+ (Fall) Gr:07	Reading 6+ (Winter) Gr:07	Reading 6+ (Spring) Gr:07	Reading 6+ (Fall) Gr:08
209 (2017)	216 (2017)	220 (2017)	216 (2018)	220 (2018)	219 (2018)	216 (2019)	226 (2019)	222 (2019)	228 (2020)
215 (2017)	219 (2017)	218 (2017)	213 (2018)	215 (2018)	212 (2018)	210 (2019)	208 (2019)	217 (2019)	222 (2020)
207 (2017)	212 (2017)	207 (2017)	212 (2018)	209 (2018)	203 (2018)	220 (2019)	219 (2019)	224 (2019)	209 (2020)
223 (2017)	218 (2017)	222 (2017)	225 (2018)	225 (2018)	226 (2018)	233 (2019)	230 (2019)	229 (2019)	236 (2020)

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Projected Proficiency Aggregates

- Compare entire district/school across seasons

- Analyze intra-year trends within and among grade levels

- Identify grade level strengths and weaknesses

- Supplement missing ELA/Math scores

- Drill-down to specific students

- All tested students, not same tested students

Projected NYS Proficiency by Season and Grade
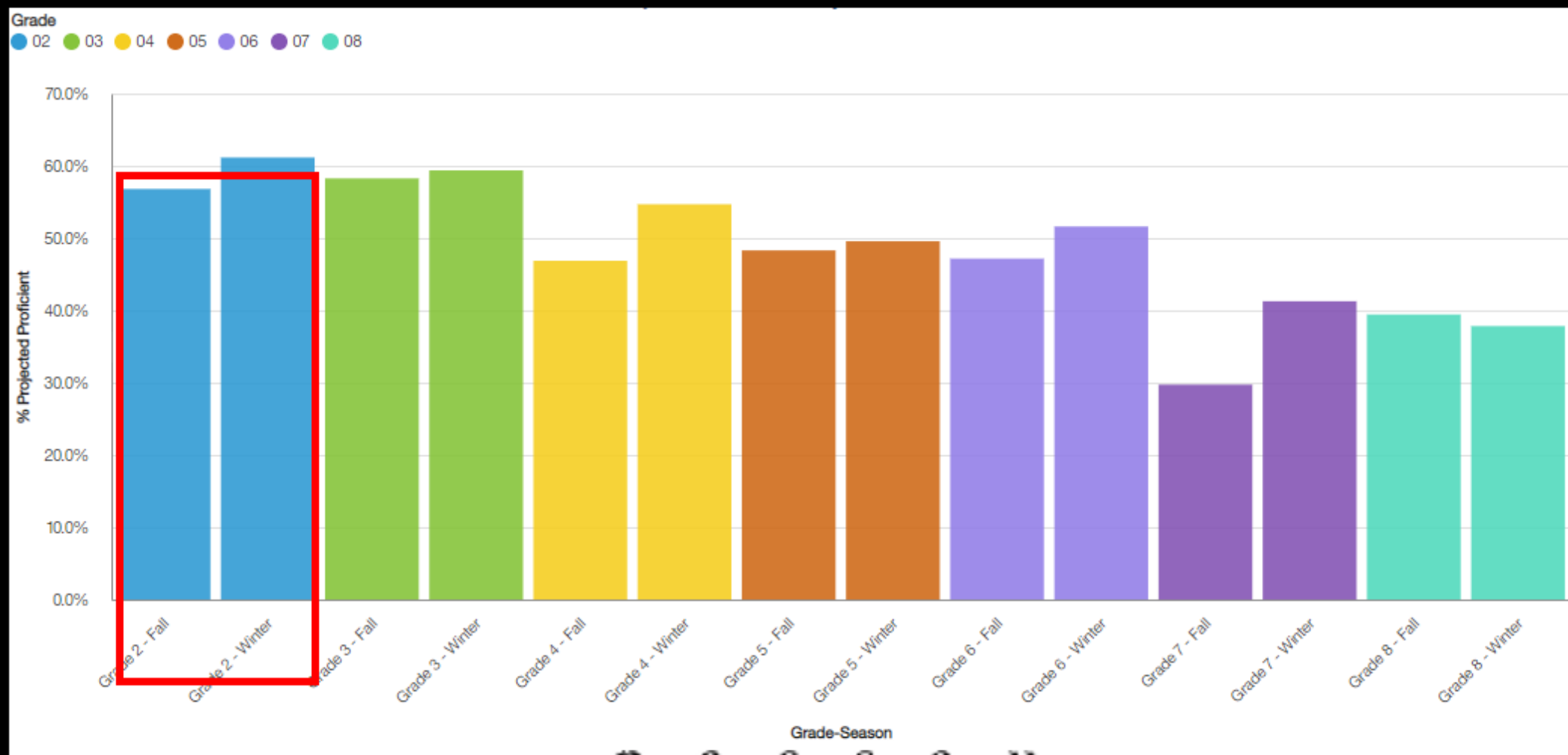
Projected NYS Levels – Tabular Data

Item Name	Grade	Level 1 #	Level 1 %	Level 2 #	Level 2 %	Level 3 #	Level 3 %	Level 4 #	Level 4 %	Proficient #	Proficient %	Total Students
STAR Grade 2 Reading (Fall)	02	77	25.6%	53	17.6%	113	37.6%	58	19.2%	170	56.8%	300
STAR Grade 3 Reading (Fall)	03	53	17.3%	74	24.4%	139	45.7%	38	12.6%	178	58.3%	305
STAR Grade 4 Reading (Fall)	04	48	15.6%	115	37.5%	86	28.1%	58	18.8%	144	46.9%	307
STAR Grade 5 Reading (Fall)	05	84	29.7%	62	22.0%	74	26.3%	62	22.0%	137	48.3%	283
STAR Grade 6 Reading (Fall)	06	58	22.6%	77	30.2%	55	21.7%	65	25.5%	120	47.2%	254
STAR Grade 7 Reading (Fall)	07	31	35.1%	31	35.1%	24	27.0%	2	2.7%	26	29.7%	89
STAR Grade 8 Reading (Fall)	08	48	28.2%	55	32.4%	38	22.5%	29	16.9%	67	39.4%	170
Subtotal:		**398**	**23.3%**	**468**	**27.4%**	**530**	**31.0%**	**312**	**18.3%**	**842**	**49.3%**	**1,709**
STAR Grade 2 Reading (Winter)	02	48	16.5%	65	22.3%	120	41.3%	58	19.8%	178	61.2%	290
STAR Grade 3 Reading (Winter)	03	36	11.7%	89	28.9%	139	45.3%	43	14.1%	182	59.4%	307
STAR Grade 4 Reading (Winter)	04	38	12.5%	101	32.8%	115	37.5%	53	17.2%	168	54.7%	307
STAR Grade 5 Reading (Winter)	05	72	25.6%	70	24.8%	77	27.4%	62	22.2%	139	49.6%	281
STAR Grade 6 Reading (Winter)	06	84	28.2%	60	20.2%	58	19.4%	96	32.3%	154	51.6%	298
STAR Grade 7 Reading (Winter)	07	96	31.7%	82	27.0%	110	36.5%	14	4.8%	125	41.3%	302
STAR Grade 8 Reading (Winter)	08	118	33.1%	103	29.1%	98	27.7%	36	10.1%	134	37.8%	355
Subtotal:		**492**	**23.0%**	**569**	**26.6%**	**718**	**33.5%**	**362**	**16.9%**	**1,080**	**50.4%**	**2,141**
Overall - Total		**890**	**23.1%**	**1,037**	**26.9%**	**1,248**	**32.4%**	**674**	**17.5%**	**1,922**	**49.9%**	**3,850**

Projected NYS Levels – Tabular Data

Item Name	Grade	Proficient #	Proficient %	Total Students
STAR Grade 2 Reading (Fall)	02	170	56.8%	300
STAR Grade 3 Reading (Fall)	03	178	58.3%	305
STAR Grade 4 Reading (Fall)	04	144	46.9%	307
STAR Grade 5 Reading (Fall)	05	137	48.3%	283
STAR Grade 6 Reading (Fall)	06	120	47.2%	254
STAR Grade 7 Reading (Fall)	07	26	29.7%	89
STAR Grade 8 Reading (Fall)	08	67	39.4%	170
Subtotal:		**842**	**49.3%**	**1,709**
STAR Grade 2 Reading (Winter)	02	178	61.2%	290
STAR Grade 3 Reading (Winter)	03	182	59.4%	307
STAR Grade 4 Reading (Winter)	04	168	54.7%	307
STAR Grade 5 Reading (Winter)	05	139	49.6%	281
STAR Grade 6 Reading (Winter)	06	154	51.6%	298
STAR Grade 7 Reading (Winter)	07	125	41.3%	302
STAR Grade 8 Reading (Winter)	08	134	37.8%	355
Subtotal:		**1,080**	**50.4%**	**2,141**
Overall - Total		**1,922**	**49.9%**	**3,850**

Projected NYS Proficiency - Levels 3 & 4
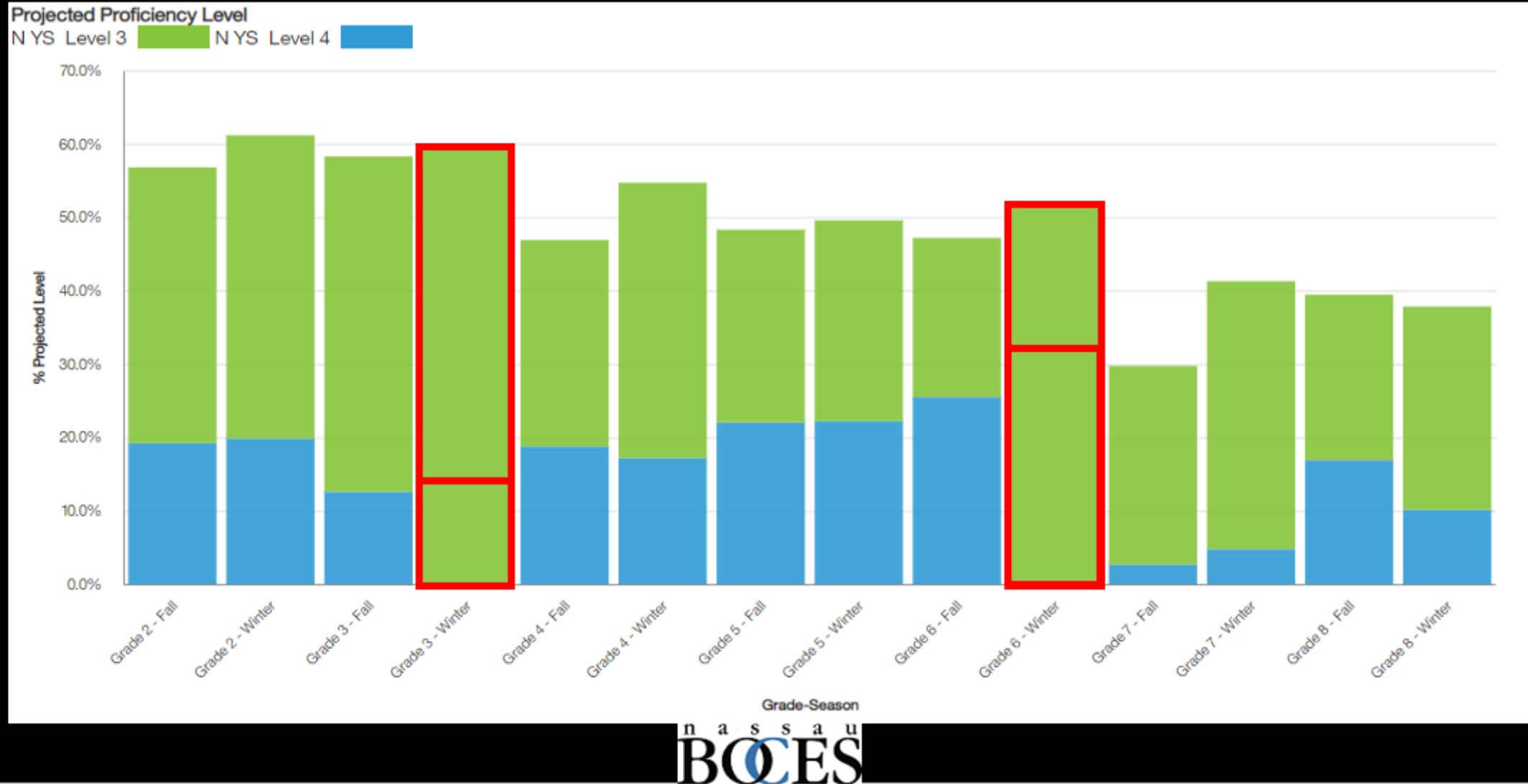
Projected NYS Proficiency – All Levels
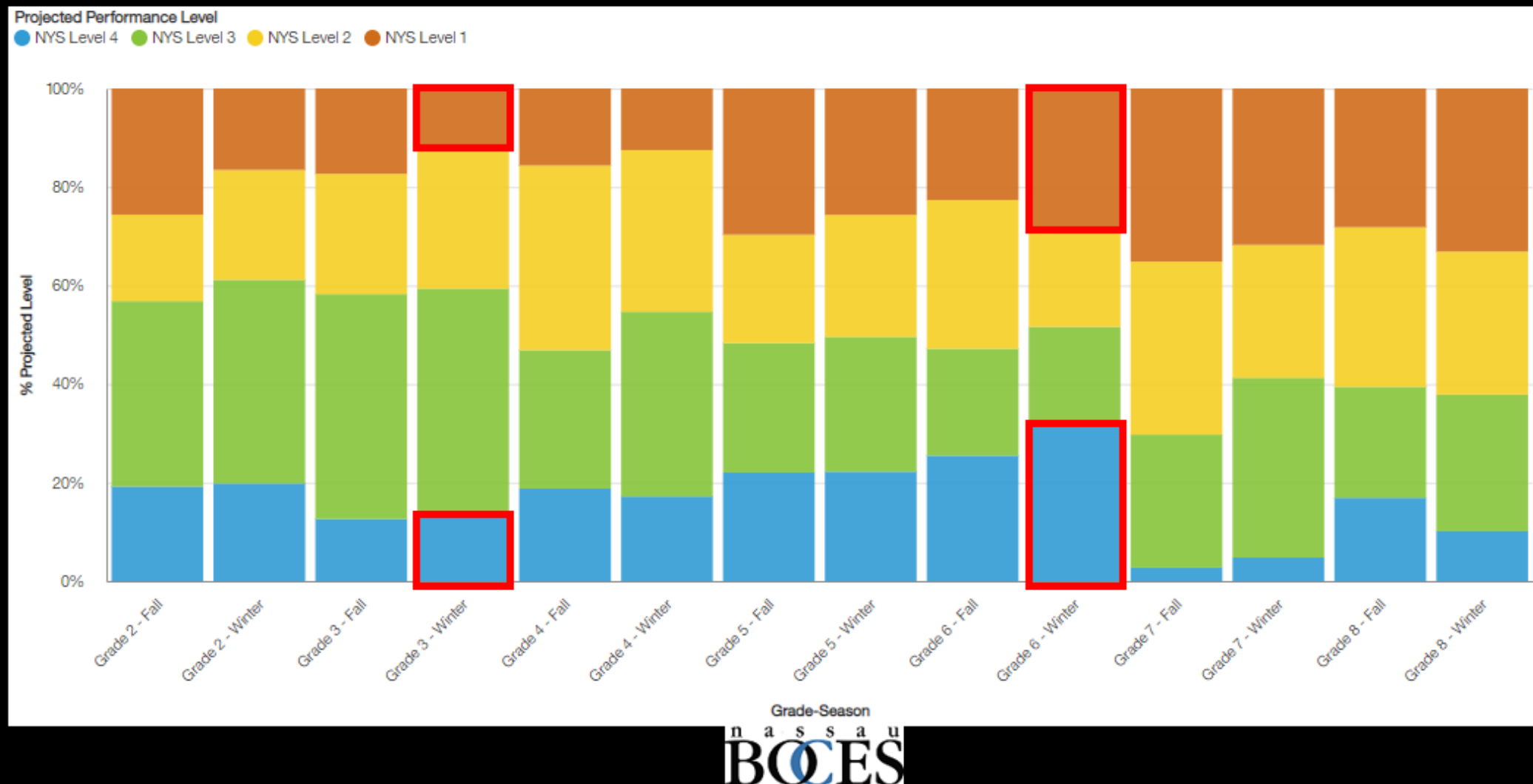
Projected NYS Proficiency: Student Drill-Through

Student Name	Student ID	Building Name	Subject	Season	Grade	Score	National Percentile	Performance Level
			ELA	Winter	06	400	6	NYS Level 1
			ELA	Winter	06	373	5	NYS Level 1
			ELA	Winter	06	405	7	NYS Level 1
			ELA	Winter	06	495	15	NYS Level 1
			ELA	Winter	06	378	5	NYS Level 1
			ELA	Winter	06	388	6	NYS Level 1
			ELA	Winter	06	448	10	NYS Level 1
			ELA	Winter	06	456	11	NYS Level 1
			ELA	Winter	06	234	1	NYS Level 1
			ELA	Winter	06	481	14	NYS Level 1
			ELA	Winter	06	495	15	NYS Level 1

Same-Student Projected Proficiency Change

- Compare the same students from one assessment to another

- Select a "recent" assessment

- Compare to a "previous" assessment

- Different assessments within the same year (e.g. Fall to Winter)

- Different assessments in different years (e.g. 2020 Fall to 2021 Fall)

Level Increase/Decrease	
+3	2
+2	4
+1	18
Same	54
-1	20
-2	4

Same-Student Projected Proficiency Change

Third-Party Reports in the IDW

- Multiple third-party reports are now available.

- The IDW research and program team meet bi-weekly to discuss potential third-party reports for NWEA, iReady, & STAR.

- All third-party reports are included in your IDW subscription

- Contact your District Data Coordinator to have your third-party assessment files uploaded in the IDW.

- Please have your DDC contact Stephanie Witt at switt1@nasboces.org for upload instructions.

Questions

2022/2023 IDW Navigation Trainings

HS Admin Navigation Training
Wednesday, October 12, 2022
Thursday, November 16, 2022

IDW: 3-8 Admin Navigation Training
Wednesday, October 19, 2022
Wednesday, November 9, 2022
Wednesday, December 14, 2022

IDW: Guidance Navigation Training
Wednesday, October 26, 2022 (ZOOM)
or
Tuesday, November 22, 2022

IDW: Teacher Interface Training
Wednesday, November 2, 2022
Wednesday, November 30, 2022

IDW: Serving the Underserved
Wednesday, December 7, 2022 (ZOOM)

Please register at
mylearningplan.com

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Instructional data warehouse team

- Stephanie Witt, Supervisor, switt1@nasboces.org, 516-608-6623

- Tammy Mazza, Program Specialist, tmazza@nasboces.org, 516-608-6633

- Barbara Dwyer, Program Specialist, bdwyer@nasboces.org, 516-608-6695

- Fred Cohen, Data Specialist, fcohen@nasboces.org, 516-608-6640

- Dr. Wanda Toledo, Data Specialist, wtoledo@nasboces.org, 516-608-6648

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