Data Analysis Report Committee
March 7, 2018

Agenda

• Visualizing Data- A look back and a look forward.
• A review of data sources
• New additions to Level 1 Teacher Level Reporting
• Cognos Update and Cognos Analytics
• New Reports: Benchmark, NYSESLAT, Teacher Class Analysis, Multi-Year Percentile Rank
• NYSED Sub- Committee updates: Tech Standards Subcommittee, Data Visualization Tools, School Climate Data, Computer Based Testing Advisory Committee
Edward Tufte:  http://edwardtufte.com

John Snow - Cholera Map - London - 1854 - Broad Street Pump
Napoleon’s March to Moscow 1812-13

Space Shuttle Challenger launch-
January 28, 1986

O-ring damage index, each launch

25°-29° range of forecasted temperatures (as of January 27, 1986) for the launch of space shuttle Challenger on January 28
Data Visualization and Storytelling

Gapminder
https://www.gapminder.org/
World Bank


Excel 3D Power Maps

- https://www.youtube.com/watch?v=trdX7b0_pE0
GIS - Geographic Information Systems
Mapinfo, ESRI

OSC WORLD
ALL THE RIGHT ANSWERS

SOCIAL MEDIA AWARENESS TOOLS FOR SAFER SCHOOLS AND COMMUNITIES
We create social media awareness tools for safe schools and communities.

Our goal is to deliver the most effective social media awareness technology that give educators, social services providers and parents greater visibility in to the early warning signs of potential threats in our schools and neighborhoods.

**Digital Fly is cost-effective and easy to use**
- No software to install
- Supplements cameras and other security measures
- We offer flexible solution usage models
  - Self management, Management as a service, or a
  - Hybrid of both.

**HOW IT WORKS**

**Exclusive Fly Paper Engine Technology**
- Filters public content from various social media platforms

**Topic Analyzer**
- Gathers insights on potential bullying and self harm
- Alerts schools of potential threats

**Provide you with the ability to**
- Create a consistent, effective and enforceable social media policy
- Act more proactively for all activities within the community.

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https://www.trendsmap.com/
New Additions to Teacher Level Reporting

Customized View for Teachers only

Virtual Class and views for:
- ELL Teachers
- Counselors
- Specialists
  (They do not need to be scheduled in the SIS)

Assessment Tool

APPR Tool

Scan Local Assessments for use in Teacher Reporting

Add scores and item data from local and publisher exams (paper or CBT)

Cognos Update

History:
- 2000 - NY State purchases Cognos for internal use
- 2001 LHRIC and WNYRIC purchase Cognos as viewing tool
- 2004 - NYSED purchase Cognos for entire state as part of the SIRS project
- 2007 Cognos is bought by IBM
- 2011 IBM Watson wins Jeopardy
- 2014 IBM Watson is deployed in the cloud to the general public
- 2016 IBM Cognos Analytics (Cognos 11) Released (Cognos and Watson begin to merge)
- 2017 NYSED asks RICs to look into alternatives to Cognos

Future:
- NYSED tells RICs to upgrade to Cognos Analytics by Fall, 2018
- NYSED and Committee still looking at Tableau, Microsoft Power BI in addition to Cognos 11 (Cognos Analytics)
Cognos Analytics - Version 11

Present Status:
Operational on Cognos Test Server since December. Just upgraded to 11.09
Teacher Level Reporting Working well
All reports have been migrated- 99% working

What needs to be done:
Correct reports that are not working
Make sure all user groups are operational and show correct data
Develop new, more visual reports
Develop dashboards as opening screens for multiple user groups
<table>
<thead>
<tr>
<th>Standard</th>
<th>% of Questions (%)</th>
<th>Strand</th>
<th>Domain</th>
<th>2018-19 ELA Building Benchmark (Curriculum) Analysis</th>
<th>Building Success Rate (at Grades 3-8)</th>
<th>Question</th>
<th>District Success Rate (at Grades 3-8)</th>
<th>Original Score</th>
<th>Regional Success Rate (at Grades 3-8)</th>
<th>Original Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.3.3.b</td>
<td>10% (3)</td>
<td>Reading</td>
<td>Literature</td>
<td>MD26</td>
<td>85%</td>
<td>2%</td>
<td>63%</td>
<td>86%</td>
<td>57%</td>
<td>35%</td>
</tr>
<tr>
<td>RL.3.1.a</td>
<td>12% (4)</td>
<td>Reading</td>
<td>Literature</td>
<td>MD26</td>
<td>65%</td>
<td>1%</td>
<td>65%</td>
<td>86%</td>
<td>53%</td>
<td>33%</td>
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<tr>
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<td>Reading</td>
<td>Informational Text</td>
<td>MD26</td>
<td>62%</td>
<td>10%</td>
<td>62%</td>
<td>72%</td>
<td>71%</td>
<td>64%</td>
</tr>
<tr>
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<td>Reading</td>
<td>Informational Text</td>
<td>MD26</td>
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<td>16%</td>
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<td>99%</td>
<td>85%</td>
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<td>Reading</td>
<td>Literature</td>
<td>MD26</td>
<td>71%</td>
<td>6%</td>
<td>71%</td>
<td>67%</td>
<td>88%</td>
<td>61%</td>
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</table>

Notes:
This report may be used for Data Analysis purposes only. It should NOT be used for Accountability data verification or to determine Accountability status. Only Level 2 reports are the official reports used for Accountability purposes.

- Building Success Rate will be highlighted in red if it is below the selected Target with the selected gap.
- BOCES Success Rate is the rate for all districts in your BOCES Region (either NYBOCES, Richland BOCES, or FINABOCES). The field test questions have been excluded from the report.

Field Test:
Click on the "Finish" button once a Regents Assessment and a Target are selected.
For All Data Analysis Districts:

Benchmark Reports now show success rates on questions that are both below (in red) and above (in green) the gap percentage for the selected target:
For All Data Analysis Districts:

NYSESLAT Individual Scores over Time

<table>
<thead>
<tr>
<th>ELA Grade 3-8</th>
<th>NYSESLAT Individual Scores Over Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Group/Sub-group (Demographic) Analysis</td>
<td>1. NYSESLAT Individual Scores Over Time</td>
</tr>
<tr>
<td>2. Building Benchmark (Curriculum) Analysis</td>
<td>Sorted by Student Name</td>
</tr>
<tr>
<td>3. Strengths and Weaknesses (Student) Analysis</td>
<td>1.2 NYSESLAT Individual Scores Over Time</td>
</tr>
<tr>
<td>4. Student Item Analysis</td>
<td>Selected Current Grade Level: All Grades</td>
</tr>
<tr>
<td>5. Data Download</td>
<td>1.2 NYSESLAT Individual Scores Over Time</td>
</tr>
</tbody>
</table>

### 1.2 NYSESLAT Individual Scores Over Time

**2016-17 School Year**

<table>
<thead>
<tr>
<th>District:</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Gender</th>
<th>Ethnicity</th>
<th>LEP Dren.</th>
<th>School Year</th>
<th>Grade Level</th>
<th>Prof Level</th>
<th>Total Scale</th>
<th>Total Raw</th>
<th>Listening</th>
<th>Reading</th>
<th>Speaking</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>F Asian</td>
<td>1</td>
<td>Hispanic</td>
<td></td>
<td>2016</td>
<td>4</td>
<td>Emerging</td>
<td>104</td>
<td>32</td>
<td>56</td>
<td>9</td>
<td>65</td>
<td>18</td>
</tr>
<tr>
<td>H Hispanic/Latino</td>
<td>2</td>
<td>Hispanic/Latino</td>
<td></td>
<td>2017</td>
<td>7</td>
<td>Expanding</td>
<td>254</td>
<td>31</td>
<td>60</td>
<td>14</td>
<td>73</td>
<td>22</td>
</tr>
<tr>
<td>H Hispanic/Latino</td>
<td>1</td>
<td>Hispanic/Latino</td>
<td></td>
<td>2016</td>
<td>6</td>
<td>Emerging</td>
<td>186</td>
<td>32</td>
<td>14</td>
<td>6</td>
<td>19</td>
<td>12</td>
</tr>
<tr>
<td>H Hispanic/Latino</td>
<td>2</td>
<td>Hispanic/Latino</td>
<td></td>
<td>2017</td>
<td>7</td>
<td>Expanding</td>
<td>259</td>
<td>31</td>
<td>69</td>
<td>17</td>
<td>73</td>
<td>24</td>
</tr>
<tr>
<td>F Hispanic/Latino</td>
<td>2</td>
<td>Hispanic/Latino</td>
<td></td>
<td>2017</td>
<td>7</td>
<td>Expanding</td>
<td>270</td>
<td>33</td>
<td>59</td>
<td>14</td>
<td>79</td>
<td>17</td>
</tr>
<tr>
<td>F Multiracial</td>
<td>1</td>
<td>Hispanic/Latino</td>
<td></td>
<td>2017</td>
<td>7</td>
<td>Expanding</td>
<td>295</td>
<td>37</td>
<td>72</td>
<td>16</td>
<td>70</td>
<td>21</td>
</tr>
<tr>
<td>H Hispanic/Latino</td>
<td>1</td>
<td>Hispanic/Latino</td>
<td></td>
<td>2017</td>
<td>7</td>
<td>Transitioning</td>
<td>226</td>
<td>39</td>
<td>77</td>
<td>22</td>
<td>90</td>
<td>27</td>
</tr>
<tr>
<td>F Asian</td>
<td>3</td>
<td>Hispanic/Latino</td>
<td></td>
<td>2017</td>
<td>7</td>
<td>Expanding</td>
<td>303</td>
<td>70</td>
<td>18</td>
<td>26</td>
<td>21</td>
<td>7</td>
</tr>
<tr>
<td>H Hispanic/Latino</td>
<td>2</td>
<td>Hispanic/Latino</td>
<td></td>
<td>2017</td>
<td>7</td>
<td>Expanding</td>
<td>299</td>
<td>72</td>
<td>72</td>
<td>21</td>
<td>79</td>
<td>25</td>
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<tr>
<td>F Asian</td>
<td>3</td>
<td>Hispanic/Latino</td>
<td></td>
<td>2017</td>
<td>7</td>
<td>Commanding</td>
<td>315</td>
<td>75</td>
<td>72</td>
<td>21</td>
<td>73</td>
<td>20</td>
</tr>
</tbody>
</table>
For Administrators of Teacher Level Analysis Districts:

Regents Teacher Class Analysis

Regents

Name

1. Group/Sub-group (Demographic) Analysis
2. Building Benchmark (Curriculum) Analysis
3. Student Item Analysis
4. Change Over Time (Trend) Analysis
5. Data Download
6. In District Scanning Regents Score
7. Compare to other district(s)

9. Teacher Class Analysis

Individual Student Performance Analysis By Skill and Question Type

9.1 June Regents Class Student Details

2010-11 School Year

Report Description:
This report shows Student's June Regents results by a Teacher and a Class. The Class information is based on Course Instructor Assignment/Student Class Entry Exit records loaded by the District.

District: [District Name]

Building: [Building Name]

<table>
<thead>
<tr>
<th>Teacher Name</th>
<th>Teacher ID</th>
<th>Course SS</th>
<th>Course Name</th>
<th>Course Code</th>
<th>Term Code</th>
<th>Term Code</th>
<th>Instruction Start Date</th>
<th>Instruction End Date</th>
<th>Student Name</th>
<th>Student SS</th>
<th>Class Entry Date</th>
<th>Class Exit Date</th>
<th>Assessment</th>
<th>Assessment Date</th>
<th>Score</th>
<th>Performance Level</th>
</tr>
</thead>
</table>
NYSED Sub-committees

Tech Standards Subcommittee
Data Visualization Tools
School Climate Data
Computer Based Testing
Computer Based Testing Advisory Committee

Tech Standards Subcommittee

<table>
<thead>
<tr>
<th># Assigned</th>
<th>Possible Solutions</th>
<th># Votes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Consolidation of Errors at Various Levels</td>
<td>18</td>
</tr>
<tr>
<td>2</td>
<td>Consistency Between Levels – Errors in Sync</td>
<td>18</td>
</tr>
<tr>
<td>2</td>
<td>Catching Errors Earlier in the Process, also SMS</td>
<td>18</td>
</tr>
<tr>
<td>11</td>
<td>Pull Master-Grand Report L0-L1-L2</td>
<td>9</td>
</tr>
<tr>
<td>11</td>
<td>Universal Data Quality Check</td>
<td>9</td>
</tr>
<tr>
<td>11</td>
<td>Dashboard – Quality Check</td>
<td>9</td>
</tr>
<tr>
<td>8</td>
<td>DELTA – Move Changes Only</td>
<td>8</td>
</tr>
<tr>
<td>7</td>
<td>Refresh More</td>
<td>7</td>
</tr>
</tbody>
</table>
Data Visualization Tools

RICs evaluate the following tools:

Cognos Analytics (Version 11.x)
Tableau
Microsoft Power BI

School Climate Survey Update

USDOE Survey:
You must use the questions provided
You must use the calculations provided
Other than that, you are can administer any way you like (see next slide)
School Climate Survey Update

NYSED would like all schools to administer School Climate Survey in Spring, 2018

Three Alternatives:

School administers Climate Survey on their own and provides data to NYSED

RICs provide Climate Survey for districts and provide data to NYSED

RICs with vendor provide Climate Survey and data to NYSED

https://safesupportivelearning.ed.gov/edscls/administration
Faster Release of Data

Commissioner is mandating the NYSED get data releases out to the field faster:

- Graduation Rate
- 3-8 Assessments
- Regents

CBT- Questar Secure Browser and Practice Tests

Where is secure Browser?
https://ny.nextera.questarai.com/Admin/Help/Downloads

Need Nextera login credentials

How to access Practice Tests with secure browser?
How do we access ELA practice tests in the Nextera Secure Browser?

February 06, 2018 14:21

Updated 2/8/18: The new Nextera Secure Browser math practice tests logins have been updated for the 2017-18 school year.

Nextera Secure Browser

To access the Secure Browser practice tests, student testing devices must have the Nextera Secure Browser installed and tested before the student can access the practice test. The passwords remain the same ("practice"). The new username format for this year is the following (note the addition of the letter "g" in the username):

subject + g + grade number + code for accommodation (if needed)

Example: elag03 / practice

See below for additional examples. The 2017 practice test logins will not work after 2/13/18.

You can locate browser and Operating System specific downloads on the "Downloads" page under the Help tab from the banner toolbar in Nextera Admin.

- Nextera Secure Browser Download Page
- Nextera Setup & Installation Guide

The complete list, which includes logins for the practice tests with accommodations, TTLS, and alternate languages, are available in Nextera Admin and on CBT Support (CPQ's can be downloaded below). The usernames and passwords are not case sensitive.

<table>
<thead>
<tr>
<th>ELA Grade Level</th>
<th>Username</th>
<th>Password</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
<td>elag03</td>
<td>practice</td>
</tr>
<tr>
<td>Grade 4</td>
<td>elag04</td>
<td>practice</td>
</tr>
<tr>
<td>Grade 5</td>
<td>elag05</td>
<td>practice</td>
</tr>
<tr>
<td>Grade 6</td>
<td>elag06</td>
<td>practice</td>
</tr>
</tbody>
</table>
Practice with Equation Editor in Sampler

Use the Sampler Page:
https://ny.nextera.questarai.com/tds/#practice
Pick Math, a Grade Level, then "Equation Editor Sampler"
(Make sure you are in Chrome)

Select Question Sampler

Take it online.

Start test

Question 1

Use the space below to answer the question your teacher has provided you.

Show your work.

Answer
Participation - 2018 CBT:

Operational:
8 Public districts (1 district 3-8)
Two Archdiocese schools (1 school 3-8)

Field Testing:
Public districts
Archdiocese schools
For Paper-Based:

Spring Testing Results

Preliminary Reports- Raw Score + each question success rate (with CC skill)
ELA before Math
ELA- June 1?
Math- June 12?
Answer Key and Item Maps are required!
Responsibilities of Home District for Testing Outplaced Students

- Know your students
- You have the responsibility for contacting the outplaced location for your student
- You should work with the outplaced location
- Have a primary and secondary contact
- You may need to work with them for varying purposes (i.e. NYSAA Assessments)