

Instructional Data Warehouse News

October 17, 2024

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READ ALL ABOUT IT:

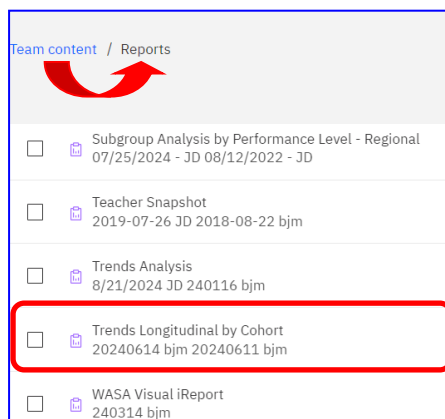
The New TRENDS LONGITUDINAL BY COHORT Report

by Wanda Toledo, Ph.D

In the beginning of the school year, administrators in grades 3-8 look at three global reports appearing in the Instructional Data Warehouse (IDW). These are the *Snapshot*, *Trends Analysis* and *ChAP* (Child Assessment Profile) reports. The *Snapshot* provides an overview of the state assessments in grades 3-8 both by number and level for a district or school building. The *Trends Analysis* provides test results (by level) over time and compares scores to the Nassau County benchmark year by year. The *ChAP* report shows the exam results of individual students taken over time. The aforementioned reports provide valuable insight in terms of strengths and challenges for any given grade level year after year. When comparing Snapshot and Trends Analysis reports over several years, the data tell stories about different sets of students—that is, the fourth grade students looked at one year are not the same fourth grade students the subsequent year. In addition to analyzing patterns in performance levels from one year to the next, administrators may wonder about the academic trajectory of a select group or cohort of students. A few questions that have arisen among administrators are, *How do cohorts of students perform year after year from grades 3 to 8? Is there a report that can track their academic progress over the course of their elementary and middle school years?*

The IDW team recently developed the *Trends Longitudinal by Cohort Report*. The purpose of the report is to look at the trends of the New York State ELA and/or Math assessments for three groups of Grade 3 cohorts. It provides a longitudinal view of each of these cohorts from grade 3 through grade 8 for the chosen subject area. As stated in the report description, each year consists of any students who took the grade dependent assessment and achieved a valid score.

To access the report, click on *Team Content* followed by *Reports*. Next, select *Trends Longitudinal by Cohort* as illustrated below:



Upcoming IDW Events

IDW Trainings

Teacher Interface
10/23/24
1:00 pm—2:30 pm

Gr. 3-8 Admin. Navigation
10/30/24
1:00 pm—3:00 pm

HS Admin Navigation
11/6/24
1:00 pm—3:00pm

Register on MLP

To book an in-district training, please call Stephanie Witt 516-608-6623



Department of Curriculum, Instruction and Technology

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

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You will be prompted to select a third grade cohort. The cohorts for the subsequent two years will automatically be included in the report. District data is the default option unless a particular building is specified.

Report Options:
 Select Grade 3 Cohort (required) by choosing an item on the drop-down list. This identifies the first of three Grade 3 Cohorts. Two subsequent cohort groups, the following two school years, are included in this report.
 Select NYS Assessment Subject Area (required) by choosing an item on the drop-down list.
 Select Building (optional) if selected, the report renders for the selected building. By default, the report renders for the district.
 Click the Finish button at the bottom of the screen to accept the options and run the report.

Select Grade 3 Cohort: Select NYS Assessment Subject Area Select Building (optional)

Grade 3 Cohort

- Jun 30, 2024
- Jun 30, 2023
- Jun 30, 2022
- Jun 30, 2021
- Jun 30, 2019
- Jun 30, 2018
- Jun 30, 2017
- Jun 30, 2016
- Jun 30, 2015
- Jun 30, 2014
- Jun 30, 2013
- Jun 30, 2012
- Jun 30, 2011

Grade 3 Cohort

Subject Area

Subject Area

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ELA

Mathematics

All Buildings (District)

The Trend Longitudinal by Cohort Report displays three tabs—*Assessment Levels*, *Regional Gap Analysis*, and *Data Tables*. The **Assessment Levels** tab displays a total of 6 data visualizations (2 for each of the three cohorts). The graph on the left depicts the percentage of students attaining levels 1-4 for each cohort as well as the region’s success rate. The graph on the right depicts the percentage of students across Nassau County scoring at levels 1-4 for the same cohorts selected. (Only two graphs are shown here for illustrative purposes.)



The **Regional Gap Analysis** tab provides a line graph and chart depicting each cohorts' gap to the region from grade 3 to grade 8.



The last tab, **Data Tables**, presents the aforementioned information in a tabular format.

Assessment Levels Regional Gap Analysis **Data Tables**

		Level 1		Level 2		Level 3		Level 4		Total Students	L3+L4%	Region Success Rate
		#	%	#	%	#	%	#	%			
		2017 Grade 3 Cohort	2017 Grade 3 ELA	31	16%	55	28%	91	47%			
	2018 Grade 4 ELA	18	10%	61	34%	80	45%	19	11%	178	56%	60%
	2019 Grade 5 ELA	57	25%	66	29%	70	31%	31	14%	224	45%	51%
	2021 Grade 7 ELA	25	20%	28	22%	49	39%	24	19%	126	58%	
	2022 Grade 8 ELA	13	9%	42	30%	47	34%	36	26%	138	60%	59%
2018 Grade 3 Cohort	2018 Grade 3 ELA	19	10%	61	33%	98	54%	5	3%	183	56%	63%
	2019 Grade 4 ELA	28	12%	74	32%	93	41%	34	15%	229	55%	62%
	2021 Grade 6 ELA	22	14%	26	17%	37	24%	67	44%	152	68%	
	2022 Grade 7 ELA	33	17%	67	34%	62	31%	37	19%	199	50%	57%
	2023 Grade 8 ELA	29	12%	62	26%	89	38%	57	24%	237	62%	66%
2019 Grade 3 Cohort	2019 Grade 3 ELA	14	6%	67	29%	143	61%	10	4%	234	65%	66%
	2021 Grade 5 ELA	22	13%	34	21%	41	25%	66	40%	163	66%	
	2022 Grade 6 ELA	29	14%	45	22%	47	23%	80	40%	201	63%	71%
	2023 Grade 7 ELA	46	21%	64	29%	61	28%	48	22%	219	50%	60%
	2024 Grade 8 ELA	57	23%	54	22%	82	33%	52	21%	245	55%	60%



When reviewing the Trends Longitudinal by Cohort Report, be aware of the following:

1. The students may not necessarily be continuously enrolled from year to year. This may skew the results for districts with high mobility rates.
2. District, building and regional benchmark data are not available for 2020 as the state assessments were not administered due to COVID-19.
3. Regional benchmark data are not available for 2021.

Tracking cohort progress over time provides insights that are not possible with cross-sectional data alone. Following groups of students from year to year can lead to rich discussions about the effectiveness of instructional programs introduced in the elementary grades and how well the curriculum prepared students for middle school and beyond. The possible discussion topics (e.g., teaching strategies, enrichment programs) generated by an analysis of these reports are powerful.

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 Stephanie Witt at (516) 608-6623, Tammy Mazza at (516) 608-6633, Barbara Dwyer at (516) 608-6695, Fred Cohen at (516) 608-6640 or Dr. Wanda Toledo at (516) 608-6648.

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

Look for these New & Updated IDW Reports:

- ◆ NYSESLAT Snapshot
- ◆ College Tracking Reports
- ◆ Trends Longitudinal by Cohort
- ◆ Half-Level Performance Change
- ◆ Gap: Multi-Year Standards