2024-2025 School Year
Issue #8

Instructional Data Warehouse News

March 3, 2025 www.nassauboces.org/idw

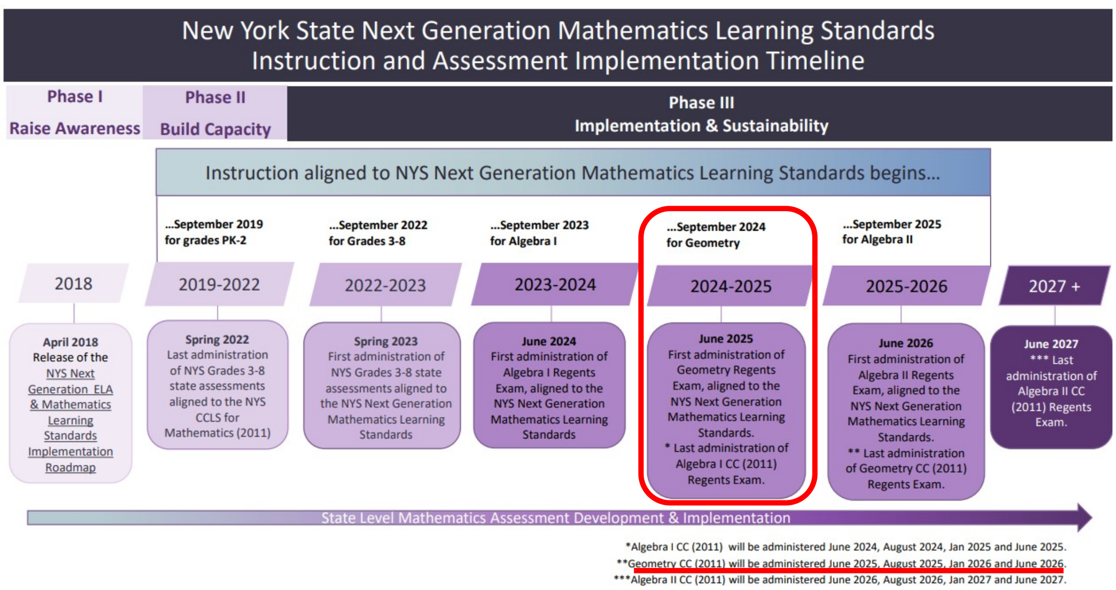
Gap and WASA Reports—A Spring Review

IDW Reports are just as important now as they were in September

by Fred Cohen

Whether analyzing Grade 3-8 assessments or Regents exams, a review of test scores in the fall sheds light on the success of the previous year's teaching program. Areas of success, where the school outperformed the county benchmark, should be celebrated, and areas where the school (or a teacher) underperformed the county benchmark should be analyzed in order to revise less successful teaching strategies.

Most districts already have organized staff development activities so that teachers can review the previous year's results, **but many districts don't offer** an equally important **late-year review for the current students** taking the same courses this year. Unless the state standards are changing for 2024-25 (see phase-in example below for Geometry), a review of this year's student progress is essential.



Why not review the entire curriculum, **especially those areas where students showed deficiencies last year!** The questions are available through the Instructional Data Warehouse (IDW), and resubmitting those questions to current students will reveal new found success or repeated frustration if the new techniques employed were not sufficient to remediate the problems. And just as last year, the **Gap Report and the WASA Report are the ideal tools to focus attention on the specifics of the problem**. For example, did the wrong answers **selected this year** reveal that students were distracted by a single inviting answer that mislead them, or did their wrong answers show that they had little idea of what the right answer might be.

Upcoming IDW Events

IDW Trainings:

IDW Bullseye Presentation
March 6, 2025
2:00PM –3:30PM

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

~ Proudly Serving the Nassau County School Community ~

One technique a supervisor might use is to sort the Gap Report by **Benchmark** for the Region. That means the **questions where the county's had the lowest performance will be listed first** and the "easiest" questions shown last. Perhaps the most profitable place to begin is on those relatively easy questions where the rest of the county performed well. It seems an ideal place to ensure success this year.

2023/2024 Grade 4 ELA (233 Students)

Sort By: Benchmark (Region%)

Show Subskill
Hide Subskill (Best for PDF)

Standard/Key Idea	Question #	MC/CR	District%	Region%	District Gap
NGLS.ELA.Content.NY-4.RL.5	16-MC (NR)	MC	44.2%	48.8%	-4.6%
NGLS.ELA.Content.NY-4.RL.9	18-MC (NR)	MC	45.1%	48.9%	-3.8%
NGLS.ELA.Content.NY-4.RI.3	27-MC	MC	48.5%	51.3%	-2.8%
NGLS.ELA.Content.NY-4.RL.4	19-MC	MC	48.1%	51.6%	-3.5%
NGLS.ELA.Content.NY-4.RL.3	35-CR	CR	33.5%	54.1%	-20.6%
NGLS.ELA.Content.NY-4.RL.2	20-MC	MC	51.9%	54.2%	-2.3%
NGLS.ELA.Content.NY-4.RL.3	21-MC	MC	54.9%	56.4%	-1.5%
NGLS.ELA.Content.NY-4.RL.9	23-MC	MC	57.9%	59.8%	-1.9%
NGLS.ELA.Content.NY-4.L.4	01-MC	MC	69.1%	61.8%	7.3%
NGLS.ELA.Content.NY-4.RI.7	04-MC	MC	66.5%	63.2%	3.3%
NGLS.ELA.Content.NY-4.RI.7	30-MC	MC	65.2%	63.9%	1.3%
NGLS.ELA.Content.NY-4.RL.3	25-CR	CR	52.8%	66.7%	-14.0%
NGLS.ELA.Content.NY-4.RL.5	34-CR	CR	49.1%	67.3%	-18.1%
NGLS.ELA.Content.NY-4.RI.5	29-MC	MC	69.5%	67.8%	1.7%
NGLS.ELA.Content.NY-4.RI.4	32-CR	CR	50.6%	69.3%	-18.7%
NGLS.ELA.Content.NY-4.RL.2	24-CR	CR	56.2%	70.8%	-14.6%
NGLS.ELA.Content.NY-4.RL.8	22-MC	MC	70.4%	72.9%	-2.5%
NGLS.ELA.Content.NY-4.RI.9	31-MC	MC	72.5%	74.9%	-2.4%
NGLS.ELA.Content.NY-4.RI.2	33-CR	CR	63.7%	76.4%	-12.6%
NGLS.ELA.Content.NY-4.RL.3	13-MC (NR)	MC	78.1%	76.8%	1.3%
NGLS.ELA.Content.NY-4.RI.2	26-MC	MC	79.0%	77.0%	2.0%
NGLS.ELA.Content.NY-4.RL.2	15-MC (NR)	MC	82.8%	77.2%	5.6%
NGLS.ELA.Content.NY-4.RI.3	03-MC	MC	83.3%	78.8%	4.4%
NGLS.ELA.Content.NY-4.L.4	14-MC (NR)	MC	77.3%	80.0%	-2.7%
NGLS.ELA.Content.NY-4.RI.2	06-MC	MC	85.8%	80.8%	5.1%
NGLS.ELA.Content.NY-4.RL.3	17-MC (NR)	MC	86.3%	83.1%	3.2%

Notice that the questions are listed in rank order starting with the lowest performance by Nassau County's students and proceeding to the highest performance at the bottom of the table. Notice, as well, that there seems to be a tendency to score above the county on the easiest MC questions (bottom of the table) where the region scored above 70% and to score below the county on the harder MC questions at the top of the table.

But the disparity in performance, whether plus or minus is relatively small on the MC questions, generally five percentage points or fewer. Note, however, that there are six constructive response questions, all of which show deficits of over 10 percentage points. For each question, I have also circled the content standard to show that the deficits are not content based. Five separate **ELA 4 standards** are included in these six questions.

Rather than waiting for the results of this year's students next fall, it is imperative to check that instruction this year has focused on those skills where underperformance is obvious. Perhaps it is because instruction had been focused on third party tests in this district, where there are no constructed response questions, that these writing skills had not been sufficiently emphasized.

Early this Spring would, therefore, be an ideal time to assess students' current skills and teach those skills if proficiency is still lacking. Last year's assessments are still available to use as diagnostic tests for this year's students. Now is the ideal time to assess this year's students.

Of course, areas of underperformance are rarely as clear cut as focusing on a broad instructional area such as constructed response questions. Examining specific questions on the Gap Reports and then analyzing student responses using WASA reports will likely be required. And don't forget to use the newer **WASA Visual Reports** to gain quick insights into student thinking and follow-up strategies that can be used instructionally this year. Illustrations using the WASA Visual are shown on pages three and four of this newsletter.

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

~ ***Proudly Serving the Nassau County School Community*** ~

Sort By: Standard/Key Idea | Hide Subskill (Best for PDF)

Standard/Key Idea	Question #	MC/CR	District%	Region%	District Gap
Arithmetic with Polynomials & Rational Expressions	I-14	MC	68.6%	66.5%	2.1%
Arithmetic with Polynomials & Rational Expressions	I-20	MC	57.2%	52.2%	5.0%
Arithmetic with Polynomials & Rational Expressions	I-05	MC	70.4%	68.3%	2.1%
Arithmetic with Polynomials & Rational Expressions	I-22	MC	77.1%	72.0%	5.1%
Building Functions	I-11	MC	60.1%	63.2%	-3.1%
Building Functions	I-21	MC	51.3%	53.3%	-2.0%
Building Functions	I-12	MC	73.6%	66.8%	6.9%
Building Functions	I-09	MC	70.7%	67.5%	3.2%
Building Functions	II-32	CR	27.9%	27.0%	0.9%
Building Functions	I-19	MC	70.1%	68.9%	1.2%
Conditional Probability & the Rules of Probability	II-31	CR	40.9%	45.4%	-4.5%
Conditional Probability & the Rules of Probability	I-16	MC	70.7%	68.4%	2.3%
Expressing Geometric Properties with Equations	I-23	MC	49.3%	52.2%	-3.0%
Interpreting Categorical & Quantitative Data	I-18	MC	35.8%	53.3%	-17.5%
Interpreting Categorical & Quantitative Data	I-06	MC	74.2%	76.1%	-1.9%
Interpreting Functions	II-29	CR	51.8%	46.7%	5.0%
Interpreting Functions	III-34	CR	49.0%	56.7%	-7.7%
Interpreting Functions	II-28	CR	63.3%	65.6%	-2.3%
Interpreting Functions	I-03	MC	87.1%	86.6%	0.5%
Interpreting Functions	III-36	CR	59.9%	55.7%	4.2%
Linear, Quadratic, & Exponential Models	II-26	CR	54.0%	60.4%	-6.4%
Linear, Quadratic, & Exponential Models	IV-37	CR	41.2%	48.4%	-7.2%
Making Inferences & Justifying Conclusions	II-27	CR	61.1%	72.6%	-11.4%
Making Inferences & Justifying Conclusions	III-35	CR	64.6%	62.4%	2.2%
Reasoning with Equations & Inequalities	I-02	MC	85.3%	84.0%	1.4%
Reasoning with Equations & Inequalities	I-08	MC	76.2%	81.9%	-5.7%
Reasoning with Equations & Inequalities	II-30	CR	36.5%	43.3%	-6.8%
Reasoning with Equations & Inequalities	I-10	MC	51.9%	54.6%	-2.7%
Reasoning with Equations & Inequalities	III-33	CR	68.5%	64.7%	3.9%
Reasoning with Equations & Inequalities	I-04	MC	76.8%	80.3%	-3.4%
Seeing Structure in Expressions	I-01	MC	96.8%	92.8%	3.9%
Seeing Structure in Expressions	I-07	MC	87.1%	81.6%	5.5%
Seeing Structure in Expressions	I-15	MC	40.5%	49.9%	-9.4%
Seeing Structure in Expressions	I-24	MC	40.5%	44.2%	-3.7%

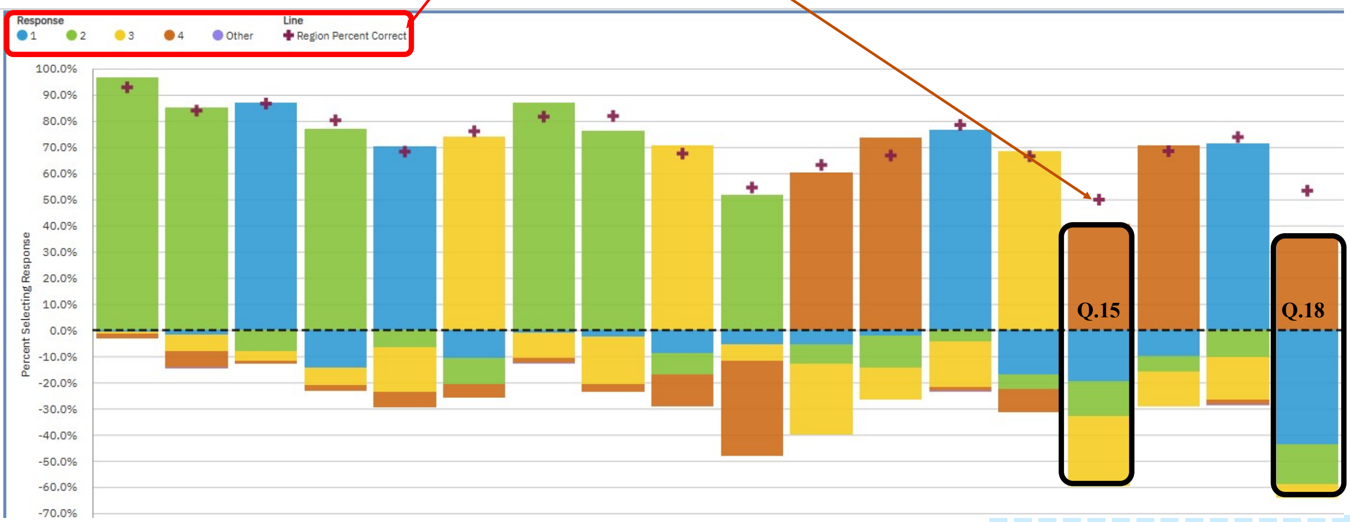
On **all Gap Reports, the default option is to show Gap Reports by Standard**. But, on many exams, as can be seen in this large district with over 300 students taking the Algebra II exam last June, success or underperformance is rarely achieved relative to a specific standard or question type. Instead, student performance and areas of success or deficiency can most easily be identified by analyzing individual questions.

Examining the two MC questions with the biggest deficits can be quite productive. At first glace one can see that these questions were among the most difficult on the exam. Barely 50% of students countywide answered each question correctly.

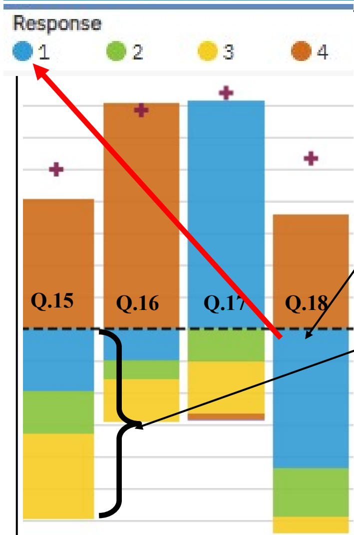
Now assuming these curriculum topics were already covered this year, how would students perform? Why not give the questions to this year's students and compare the results to last year's benchmark? Did the insights gleaned from the gap review last Fall result in more productive instruction this year, or were the results the same?

In addition to the Gap Report, the WASA Visual shown below should be used as a reference when the questions are given again to this year's students. On the WASA Visual below, the first 18 questions are shown in numerical order with Questions 15 and 18 outlined.

The color code at the top left of the report (outlined in red) is essential to interpreting the results. Question difficulty can be inferred by the **brown plus signs** which indicate the region's percent correct. One can see that the first question had over 90% correct while the arrow pointing to Question 15 had barely 50% correct. Note, as well, that the gaps between the county and the district were greatest on Questions 15 and Question 18. Finally, the colors of the bars above the X-axis show that the correct answers. Both Questions 15 and 18 are reddish brown (corresponding to Answer 4). All wrong answers are shown below the X-axis.



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



Looking below the X-axis on this enlarged visualization, one can see the wrong answers selected by last year's students. The clear **distractor for Question 18 was choice one**. Far more students chose that answer than the other two wrong answers. For Question 15, on the other hand, **wrong answers** were more evenly divided indicating that most students likely did not know how to solve the problem at all.

But the logic behind giving last year's questions to current students is in finding out whether insights gleaned from last year's Gap and WASA analyses were applied productively. Have they resulted in improved skills acquisition and better test results this year? If not, there is still time to ensure that students have acquired these key skills.

In essence, IDW users are taking advantage of being able to use 2024 summative assessments as formative assessments for 2025 students. This has always been a time honored practice, but now IDW users have detailed data from 2024 to further inform this year's instruction.

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, Fred Cohen at 516) 608-6640,Tammy Mazza at (516) 608-6633, 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**

nassau BOCES

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