## Contents

Section 1 PowerPlay Web Skills
Changing Measures ..... 3
Filtering ..... 5
Drilling Down. ..... 7
Replacing a Dimension with Another Dimension ..... 9
Nesting a Subcategory ..... 11
Removing a Nesting ..... 13
Using Measures as a Dimension ..... 15
Swapping Rows and Columns ..... 17
Nesting Another Dimension. ..... 19
Swapping Nested Dimensions ..... 21
Changing between Percentage of Rows and Columns ..... 23
Changing between Percentages of Row/Column Subtotals. ..... 25
Suppressing Zeros ..... 27
Preparing a Bookmark/Favorite ..... 28
Section 2 Workshops ..... 30
A. Show the percent of students at each performance level on the ELA 4 for each income group ..... 31
B. Show the percentage distribution of results for the 1999 Grade 4 Math test for your school district and compare it to the regionally summarized scores ..... 34
C. Show a multi-year comparison of the PEP 5 writing data as well as an analysis of the performance of the different groups of students based on their program services ..... 37
Section 3 Appendices ..... 40
Definition of Terms ..... 41
Tips and Tricks. ..... 43
Cognos Web Access Screen Diagram. ..... 45
Dimension Viewer Diagram ..... 46
Results Display Diagram ..... 47
Toolbar ..... 48
Database and Cube Comparison. ..... 49
1998-1999 LEAP Record Layout. ..... 50

## Section 1 PowerPlay Web Skills

Changing Measures ..... 3
Filtering ..... 5
Drilling Down ..... 7
Replacing a Dimension with Another Dimension. ..... 9
Nesting a Subcategory ..... 11
Removing a Nesting. ..... 13
Using Measures as a Dimension. ..... 15
Swapping Rows and Columns ..... 17
Nesting Another Dimension ..... 19
Swapping Nested Dimensions ..... 21
Changing between Percentage of Rows and Columns ..... 23
Changing between Percentages of Row/Column Subtotals. ..... 25
Suppressing Zeros. ..... 27
Preparing a Bookmark/Favorite ..... 28

## Changing Measures

Why?
When we want to view a different measure (Number of Assessments or Average Score)

## Example

- We're viewing the number of assessments by BOCES for Grade 4 Math
- We'd like to see the average score by BOCES for Grade 4 Math
- We need to change the measure from Number of Assessments to Average Score

| viewing number of Assessments | Assessm | mber of ELA ments by BOCES |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Number of Assessments | Genesee Valley BOCES | Wayne-Finger Lakes BOCES | $\nabla$ |  |
| as values $\quad$ - |  |  |  |  |
| Grade 4 ELA | 2006 | 3460 |  | 5466 |
| Grade 4 Reading | 2006 | 3460 |  | 5466 |
| Grade 8 ELA | 2292 | 3292 |  | 5584 |
| PCT Reading | 1337 | 3567 |  | 4904 |
| PCT Writing | 1115 | 3092 |  | 4207 |
| PEP 3 Reading | 2014 | 3447 |  | 5461 |
| PEP 5 Writing | 4186 | 5805 |  | 9991 |
| PEP 6 Reading | 2113 | 3639 |  | 5752 |
| RCT Reading | 65 | 359 |  | 424 |
| RCT Writing | 63 | 347 |  | 410 |
| Regents ELA | 475 | 2078 |  | 2553 |
| SED Approved Test (variance) | 1022 | 251 |  | 1273 |
| ELA $\quad \square+$ | 18694 | 32797 |  | 51491 |

## Changing Measures (cont.)

## Number of ELA Assessments by BOCES

| Number of Assessments $\geqslant$ |  |  | $\nabla$ |
| :---: | :---: | :---: | :---: |
| MEASURES | Genesee Valley BOCES | Wayne-Finger Lakes BOCES | All Districts $\quad \square$ |
| Number of Assessments | 2006 | 3460 | 5466 |
| Average Score | 2006 | 3460 | 5466 |
| Grade 8ELA | 2292 | 3292 | 5584 |
| PCT Reading | Click | 3567 | 4904 |
| PCT Writing |  | 3092 | 4207 |
| PEP 3 Reading | hange | 3447 | 5461 |
| PEP 5 Writing |  | 5805 | 9991 |
| PEP 6 Reading |  | 3639 | 5752 |
| RCT Reading | 65 | 359 | 424 |
| RCT Writing | 63 | 347 | 410 |
| Regents ELA | 475 | 2078 | 2553 |
| SED Approved Test (variance) | 1022 | 251 | 1273 |
| ELA $\quad$ + | 18694 | 32797 | 51491 |


| Now, we're <br> viewing the <br> Average Score |  |  |  |
| :--- | :--- | :--- | :--- | :--- |

## Filtering

## Why?

To view only data for an individual category of a Dimension

## Example

- We're viewing the average score of each ELA measure for each BOCES
- We only want to include the scores of students who actually took the test
- We need to filter the Test Status dimension

ELA Average Scores by BOCES

| Average Score $\quad \square$ | $\nabla$ | - | $\nabla$ |
| :---: | :---: | :---: | :---: |
| as values |  |  | All Districts $\quad \square$ + |
| Grade 4 ELA | 658 | 654 | 656 |
| Grade 4 Reading | 661 | - 658 | 659 |
| Grade 8 ELA | 715 | , | 714 |
| PCT Reading | 239 |  | 225 |
| PCT Writing | 292 | 317 | 310 |
| PEP 3 Reading | 56 |  | ote these |
| PEP 5 Writing | 25 | $3$ | average scores |
| PEP 6 Reading | 73 | 84 | average scores |
| RCT Reading | 65 | 61 | 62 |
| RCT Writing | 75 | 71 | 71 |
| Regents ELA | 110 | 167 | 156 |
| SED Approved Test (variance) | 64 | 0 | 51 |
| ELA $\quad \rightarrow+$ | 290 | 297 | 294 |



## Filtering (cont.)

## ELA Average Scores by BOCES



| Average Score | $\stackrel{\nabla}{\text { Genesee Valley BOCES }}$ | Wayne-Finger Lakes BOCES | $\nabla$ |  |
| :---: | :---: | :---: | :---: | :---: |
| as values |  |  | All Districts | $\square+$ |
| Grade 4 ELA | 649 | 647 |  | 648 |
| Grade 4 Reading | 652 | 651 |  | 651 |
| Grade 8 ELA | 705 | 703 |  | 704 |
| PCT Reading | 65 | 64 |  | 64 |
| PCT Writing | 82 | 80 |  | 80 |
| PEP 3 Reading | 41 | 41 |  | 41 |
| PEP 5 Writing | 10 | 10 |  | 10 |
| PEP 6 Reading | 62 | 62 |  | 62 |
| RCT Reading |  | 56 |  | 55 |
| RCT Writing |  | 65 |  | 67 |
| Regents ELA |  | 76 |  | 76 |
| SED Approved Test (variance) |  | 0 |  | 6 |
| ELA $\quad \rightarrow+$ | $1$ | 248 |  | 251 |



## Useful Filters

- Only one school district
- Only one Subject Area or Measure
- Only students tested
- Only one school year


## Drilling Down

Why?
When we want to view more detailed results for a category by showing its sub-category instead

## Example

- We're viewing the average score by BOCES for ELA exams
- We'd like to see the scores for the districts in the Genesee Valley BOCES
- We need to drill down on Genesee Valley BOCES


## ELA Average Scores by BOCES

т. ELA

All Districts
All School Years All Genders All Ethnicities


| Average Score $\quad$ | Genesee Valley BOCES | Wayne-Finger Lakes BOCES | $\nabla$ |  |
| :---: | :---: | :---: | :---: | :---: |
| as values $\quad \square$ |  |  | All Districts | $\square+$ |
| Grade 4 ELA |  | 647 |  | 648 |
| Grade 4 Reading |  | - |  | 651 |
| Grade 8 ELA | 705 | - | CK | 704 |
| PCT Reading | 65 | enes | e Valley | 64 |
| PCT Writing | 82 | 80 | S to | 80 |
| PEP 3 Reading | 41 |  |  | 41 |
| PEP 5 Writing | 10 | $10$ | w the | 10 |
| PEP 6 Reading | 62 | Schoo | in that | 62 |
| RCT Reading | 51 | B | ES | 55 |
| RCT Writing | 75 |  |  | 67 |
| Regents ELA | 75 | 76 |  | 76 |
| SED Approved Test (variance) | 7 | 0 |  | 6 |
| ELA $\quad$ + | 255 | 248 |  | 251 |

## Drilling Down (cont.)

## ELA Average Scores by District for Genesee Valley BOCES

| Average Score $\square$ <br> as values  | $\nabla$ <br> Amherst <br> Central <br> School | Beaver River Central School | Cedarville Central School | East Lake Central School | $\nabla$ <br> Fairfield <br> Central <br> School | $\nabla$ <br> Greenfield <br> City <br> Schools | Hinkley <br> Central <br> School | $\nabla$ <br> $\underline{\text { Inlet }}$ <br> Central <br> School | $\stackrel{\nabla}{\text { Middleville }}$ <br> $\frac{\text { Central }}{\text { School }}$ | $\nabla$ <br> North <br> Beach <br> Central <br> School |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade 4 ELA | 653 | 648 | , | 657 | 643 | 646 | 653 | 648 | 634 | 642 |
| Grade 4 Reading | 651 | 650 |  | 665 | 644 | 650 | 656 | 648 | 637 | 647 |
| Grade 8 ELA | 701 | 701 | 699 |  | 706 | 707 | 710 | 705 | 698 | 708 |
| PCT Reading | 63 | 63 | 10 |  | 10 | 10 | 66 | 65 | 36 | 10 |
| PCT Writing | 81 | 82 | 0 | 86 | 10 | 10 | 0 | 82 | 66 | 10 |
| PEP 3 Reading | 41 | 43 | 40 | 40 |  | 42 | 42 | 37 | 35 | 39 |
| PEP 5 Writing | 11 | 11 | 9 | 10 |  | 11 | 10 | 10 | 10 | 10 |
| PEP 6 Reading | 63 | 61 | 58 | 61 |  | 60 | 67 | 58 | 61 | 62 |
| RCT Reading | 10 | 10 | 0 | 10 | 0 |  |  |  | 51 | 58 |
| RCT Writing | 10 | 10 | 10 | 0 |  |  |  |  | 64 | 78 |
| Regents ELA | 10 | 10 | 10 | 10 | $/$ |  |  |  |  | 72 |
| SED Approved Test (variance) | 10 | 10 | 7 | 10 |  |  | win | e |  | 7 |
| ELA $\quad$ + | 258 | 236 | 272 | 259 |  |  |  |  |  | 220 |

## Replacing a Dimension with another Dimension

## Why?

When we want to view results for another dimension (row or column), we need to replace that dimension

## Example

- We're viewing the ELA average scores by Measure and School
- We now want to view the ELA average scores by Income Level
- We need to replace a dimension


## ELA Average Scores by District for Genesee Valley BOCES

| Average Score <br> as values | Amherst Central School | Beaver River Central School | $\nabla$ <br> Cedarville <br> Central <br> School | East Lake Central School | Fairfield Central School , | $\nabla$ <br> Greenfield <br> City <br> Schools | Hinkley <br> Central <br> School | $\nabla$ <br> Inlet <br> Central <br> School | Middleville <br> Central <br> School | North Beach Central School |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Grade 4 ELA | 653 | 648 | 641 | 657 | 643 | 646 | 653 | 648 | 634 | 642 |
| Grade 4 Reading | 651 | 650 | 644 | 665 | d | 650 | 656 | 648 | 637 | 647 |
| Grade 8 ELA | 701 | 701 | 699 | 702 |  | 707 | 710 | 705 | 698 | 708 |
| PCT Reading | 63 | 63 | 10 | 62 | 10 | 10 | 66 | 65 | 36 | 10 |
| PCT Writing | 81 | 82 | 10 | 86 | 10 | 10 | 0 | 82 | 66 | 10 |
| PEP 3 Reading | 41 | 43 | 40 | 40 | 39 | 2 | 42 | 37 | 35 | 39 |
| PEP 5 Writing | 11 | 11 | 9 | 10 | 11 | , | 10 | 10 | 10 | 10 |
| PEP 6 Reading | 63 | 61 | 58 | 61 | 64 |  | 67 | 58 | 61 | 62 |
| RCT Reading | 10 | 10 | 10 | 10 | 10 |  |  | 10 | 51 | 58 |
| RCT Writing | 10 | 10 | 10 | 10 | 10 |  |  | 10 | 64 | 78 |
| Regents ELA | 10 | 10 | 10 | 10 |  | , |  |  |  | 72 |
| SED Approved Test (variance) | 10 | 10 | 7 | 10 |  |  | Ot | we |  | 7 |
| ELA $\quad$ + | 258 | 236 | 272 | 259 |  | V | win | Dist | cts | 220 |

## Replacing a Dimension with another Dimension (cont.)

| $\nabla$ | $\nabla$ | $\nabla$ | $\nabla$ | $\nabla$ | $\nabla$ | $\nabla$ | $\nabla$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Quiet | Raging | Sandy | Shutesbury | South | South | Ware | All Genders | $\square$ | + |
| Falls | Falls | Inlet | Central | Lake | Pond | Central | All Genders | $\triangle$ |  |
| Central | Central | Central |  | Central | Central | School | All Ethnicities | - |  |
| School | School | School |  | School |  |  | All Income Levels |  |  |
| 648 | 639 | 640 | 654 | 652 | 654 | 653 | All Mobilities |  |  |
| 653 | 647 | 646 | 656 | 655 |  | 656 | All Education Types All Building Status |  |  |
| 705 | 708 | 708 | 704 | 715 | 12 | 706 | All Populations |  |  |
| 64 | 66 |  | Click All |  | 66 | 10 | All Program Services |  |  |
| 0 | 84 |  | ome Leve | Is 84 | 83 | 10 | ALL LEP Status |  |  |
| 44 | 40 |  |  | 43 | 44 | 43 | Student Tested | 4 |  |
| 11 | 11 | 11 | 11 | 10 | 9 | 12 |  | 10 |  |
| 58 | 61 | 62 | 64 | 64 | 63 | 64 |  | 62 |  |
| 47 | 10 | 10 | 0 | 10 | 60 | 10 |  | 51 |  |
| 76 | 10 | 10 | 0 | 10 | 70 | 10 |  | 75 |  |
| 77 | 10 | 10 | 0 | 10 | 77 | 10 |  | 75 |  |
| 7 | 10 | 10 | 0 | 10 | 10 | 8 |  | 7 |  |
| 213 | 308 | 234 | 298 | 259 | 213 | 281 |  | 255 |  |

## ELA Average Scores by Income Level

| Average Score | Low-income | Not Low-income | Unknown | $\nabla$ |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| as values $\quad \square$ |  |  |  | All Income Levels | $\nabla$ |
| Grade 4 ELA | 639 | $\text { } 652$ | 10 |  | 649 |
| Grade 4 Reading | 643 | 655 | 10 |  | 652 |
| Grade 8 ELA | 695 | $\bigcirc 07$ | 713 |  | 705 |
| PCT Reading | 60 | , | 68 |  | 65 |
| PCT Writing | 76 |  | 90 |  | 82 |
| PEP 3 Reading | 38 | 42 | 10 |  | 41 |
| PEP 5 Writing | 10 | 11 |  |  | 10 |
| PEP 6 Reading | 57 |  |  |  | 62 |
| RCT Reading | 52 |  | Nc | , we're | 51 |
| RCT Writing | 75 |  | view | Ing Income | 75 |
| Regents ELA | 71 | - |  | evels | 75 |
| SED Approved Test (variance) | 6 | 8 |  | - | 7 |
| ELA $\quad$ + | 266 | 252 | 140 |  | 255 |

## Nesting a Subcategory

## Why?

When we want to view more detailed results for all categories shown by also showing their subcategories

## Example

- We're viewing the average score for Math assessments by Income Level
- We'd like to see the number of assessments for the individual measures for Math
- We need to nest the Measures

Math Average Score by Measure and Income Level

| Average Scor |  | Low-income | Not Low-income | $\nabla$ |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| as values |  |  |  | All Income Levels | $\checkmark$ |
| Grade 4 Math |  | 655 | 660 |  | 659 |
| Grade 8 Math |  | 691 | 710 |  | 705 |
| PEP 3 Math |  | 51 | 51 |  | 51 |
| PEP 6 Math |  | 38 | 46 |  | 43 |
| Mathematics | $\square+$ | 341 | 413 |  | 391 |



## Nesting a Subcategory (cont.)

## Math Results by Measure and Income Level



## Removing a Nesting

## Why?

When we're done viewing the results at the nested level

## Example

- We're viewing the number of assessments for the Math measures by Income Level
- We'd like to see only the Math measures by Income Level
- We need to remove a nesting

Number of Assessments by Level for Math Measures by Income Level


## Removing a Nesting (cont.)

## Math Average Score by Measure and Income Level



## Using Measures as a Dimension

## Why?

When we want to view multiple Measures at once. For instance, we want to view the number of assessments and the average score.

## Example

- We're viewing number of assessments grouped by subject area and then by education type
- We'd like to view the number of assessments and the average score at the same time for these same categories
- We need to nest the measures


## Number of Math Assessments by Measure and Income Level

| Number of Assessments | Low-income | Not Low-income | $\nabla$ |  |
| :---: | :---: | :---: | :---: | :---: |
|  |  |  | All Income Levels | - |
| Grade 4 Math | 9 | 85 |  | 124 |
| Grade 8 Math |  | 144 |  | 192 |
| PEP 3 Math | 50 | 73 |  | 123 |
| PEP 6 Math |  | $\rightarrow$ |  |  |
| Mathematics |  | of $a$ | sessments only |  |


| Number of Assessments | Low-income | Not Low-income | $\nabla$ |  |
| :---: | :---: | :---: | :---: | :---: |
| as values $\quad \square$ |  |  | All Income Levels | $\checkmark$ |
| Grade 4 Math | 39 | 85 |  | 124 |
| Grade 8 Math | 48 | 144 |  | 192 |
| PEP 3 Math | 50 | 73 |  | 123 |
| PEP 6 Math | 48 | 101 |  | 149 |
| Mathematics + | 185 | 403 |  | 588 |
| [+] All Ethnicities <br> [ + ] All Income Levels <br> $[+]$ All Mobilities <br> $[+]$ All Education Types <br> $\left.{ }^{[ }+\right]$All Building Status <br> $\left.{ }^{[ }+\right]$All Populations <br> ${ }^{[+]}$All Program Services <br> ${ }^{[+]}$All Integration Levels <br> [ + ] ALL LEP Status <br> $\left.{ }^{[ }+\right]$Student Tested <br> [ + ] MEASURES |  | Click [+] ASURES from row pulldown |  |  |

## Using Measures as a Dimension (cont.)

Number of Assessments and Average Score by Measure and Income Level for the Math Subject Area


## Swapping Rows and Columns

## Why?

When we'd like to switch the rows with the columns to make analysis easier

## Example

- We're viewing the average score of the Assessments by Education type and Program Services
- We'd like to see more of the results on one page so we don't have to scroll to the right to see the remainder of the view
- We need to Swap Rows and Columns


## Average score of the Grade 4 Math by Education type and Program Services




## Swapping Rows and Columns (cont.)

## Average score of the Grade 4 Math Assessment by Program Services and Education Type

| Average Score |  | $\nabla$ | $\nabla$ | $\nabla$ |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| as values $\quad \square$ | Regular Education | Special Education | Unknown | All Education Types | $\square+$ |
| Regular Education | 3 | 10 | 10 |  | 663 |
| Special Class | 10 | 638 | 10 |  | 638 |
| Consultant Teacher | 10 | 641 | 10 |  | 641 |
| Related/Consultant Teacher | 10 | 641 | 10 |  | 641 |
| Resource Room | 10 | 10 | 10 |  | 10 |
| Related Services |  | 10 | 10 |  | 10 |
| Related/Resource Room | - | 10 | 10 |  | 10 |
| Consultant Teacher/Resource Room | 10 | 10 | 10 |  | 10 |
| Related/Consultant Teacher/Resource Room | 10 | 10 | 10 |  | 10 |
| All Program Services $\quad$ - | 663 | 440 | 10 |  | 659 |

## Nesting Another Dimension

## Why?

When we want to view more detailed results for all categories shown by detailing results by children for another dimension

## Example

- We're viewing the average score for the ELA exam by Gender
- We'd like to see the scores also grouped by Income Level
- We need to nest the Income Level dimension


## ELA Average Scores by Gender

| Average Score | Female | Male | $\nabla$ |  |
| :---: | :---: | :---: | :---: | :---: |
| as values |  |  | All Genders | $\nabla$ |
| Grade 4 ELA | 654 | 651 |  | 652 |
| Grade 4 Reading | 655 | 656 |  | 655 |
| Grade 8 ELA | 715 | 739 |  | 726 |
| PEP 3 Reading | 39 | 41 |  | 40 |
| PEP 5 Writing | 41 | 16 |  | 30 |
| PEP 6 Reading | 69 | 72 |  | 71 |
| SED Approved Test (variance) | 130 | 160 |  | 145 |
| ELA $\square^{+}$ | 301 | 314 |  | 307 |

## Nesting Another Dimension (cont.)

| Average Score | Female | Male | $\nabla$ |  |
| :---: | :---: | :---: | :---: | :---: |
| as values |  |  | All Genders | $\checkmark$ |
|  |  |  | [+] Genesee Valley BOCES |  |
| Grade 4 ELA | 659 | 658 | [+] All School Years |  |
| Grade 4 Reading | 660 | 662 | ${ }^{[+}+$All Ethnicities <br> [+] All Income Levels |  |
| Grade 8 ELA | 719 | 71 | ${ }^{[+]}$All Mobilities |  |
| PCT Reading |  | 232 | ${ }^{[+]}$All Education Types <br> $[+]$ All Building Status |  |
| PCT Writing | 313 | 273 | [+] All Populations |  |
| PEP 3 - Click [+] | 54 | 57 | [+] All Program Services <br> [+] All Integration Levels |  |
| PEP 5 All lncome | 24 | 27 | $[+]$ ALL LEP Status | $\checkmark$ |
| PEP 6 - Levels | 69 | 76 |  | 73 |
| RCT Reading | 51 | 74 |  | 65 |
| RCT Writing | 79 | 73 |  | 75 |
| Regents ELA | 104 | 117 |  | 10 |
| SED Approved Test (variance) | 61 | 66 |  | 64 |
| [+] All Income Levels + | 294 | 287 |  | 290 |

## ELA Average Scores by Gender and Income Level

| Average Score $\quad 7$ | Female |  |  | Male |  |  | - All Genders | $\square$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| as values | Low- <br> income | $\begin{gathered} \nabla \\ \frac{\text { Not Low- }}{\text { income }} \end{gathered}$ | All Income Levels | Low- <br> income | Not Lowincome | All Income Levels | - All Income Levels | $\square$ |
| Grade 4 ELA | 657 | 653 | 654 | 644 | 654 | 651 |  | 652 |
| Grade 4 Reading | 655 | 654 | 655 | 653 | 657 | 656 |  | 655 |
| Grade 8 ELA | 710 | 717 | 715 | 748 | 736 | 739 |  | 726 |
| PEP 3 Reading | 40 | 39 | 39 | 40 | 41 | 41 |  | 40 |
| PEP 5 Writing | 34 | 44 | 41 | 8 | 19 | 16 |  | 30 |
| PEP 6 Reading | 53 | 77 | 69 | 52 | 82 | 72 |  | 71 |
| SED Approved Test (variance) | 50 | 158 | 130 | 100 | 180 | 160 |  | 145 |
| ELA $\quad$ + | 284 | 308 | 301 | 285 | 327 | 314 |  | 307 |

## Swapping Nested Dimensions

## Why?

When we want to change the grouping order in a set of nested dimensions

## Example

- We're viewing ELA scores grouped by Gender and then Income level
- We'd like to see the ELA scores by Income level and then Gender
- We need to swap the nested dimensions


## ELA Average Scores by Gender and Income Level

| Average Score $\quad$ | Female |  |  | Male |  |  | - All Genders | $\square$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| as values $\quad \square$ | Lowincome | Not Lowincome | All Income Levels | Low. income | Not Lowincome | All Income Levels | $-\sqrt{\text { All Income Levels }}$ | $\square$ |
| Grade 4 ELA | 657 | 653 | 654 | 644 | 654 | 651 |  | 652 |
| Grade 4 Reading | 655 | 654 | 655 | 653 | 657 | 656 |  | 655 |
| Grade 8 ELA | 710 | 717 | 715 | 748 | 736 | 739 |  | 726 |
| PEP 3 Reading | 40 | 39 | 39 | 40 | 41 | 41 |  | 40 |
| PEP 5 Writing | 34 | 44 | 41 | 8 | 19 | 16 |  | 30 |
| PEP 6 Reading | 53 | 77 | 69 | 52 | 82 | 72 |  | 71 |
| SED Approved Test (variance) | 50 | 158 | 130 | 100 | 180 | 160 |  | 145 |
| ELA $\quad$ + | 284 | 308 | 301 | 285 | 327 | 314 |  | 307 |


| Average Score $\quad$ - | Female |  |  | Male |  |  | - All Genders | $\square$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| as values $\quad$ - | $\stackrel{\nabla}{\text { Low }}$ income | Not Lowincome | All Income Levels | Low. income | Not Lowincome | All Income Levels | - ${ }_{\text {All Income Levels }}$ | $\pm$ |
| Grade 4 ELA | 657 | 653 | 654 | 644 | 654 | 651 | $\left.{ }^{[ }+\right]$All Populations |  |
| Grade 4 Reading | Click [Swap Up] the innermost dimension |  |  | 3 | 657 | 656 | $\left.{ }^{[ }+\right]$All Program Services <br> ${ }^{[+]}$All Integration Levels |  |
| Grade 8 ELA |  |  |  | in | 736 | 739 | ${ }^{[+]}$ALL LEP Status |  |
| PEP 3 Reading |  |  |  |  | 41 | 41 | $\left.{ }^{[ }+\right]$All Test Status <br> [ + Average Score |  |
| PEP 5 Writing |  |  |  |  |  | 16 | $\underline{\longrightarrow}$ |  |
| PEP6 Reading |  |  |  |  |  |  | [Hide Summaries] [Remove] |  |
| SED Approved Test (variance) | 50 | 158 | 130 | 100 | 180 |  | [Swap Up] | $\checkmark$ |
| ELA $\quad$ + | 284 | 308 | 301 | 285 | 327 | 314 |  | 307 |

## Swapping Nested Dimensions (cont.)

## ELA Average Scores by Income Level and Gender

| Average Score $\quad \rightarrow$ | Low-income |  |  | Not Low-income |  |  | - All Income Levels | 7 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| as values $\quad \square$ | Female | Male | All GS iers | Female | Male | All Genders | - All Genders | $\square$ |
| Grade 4 ELA | 657 | 644 | -65 | 653 | 654 | 653 |  | 652 |
| Grade 4 Reading | 655 | 653 | - |  | 657 | 656 |  | 655 |
| Grade 8 ELA | 710 | 748 |  | - | 16 | 726 |  | 726 |
| PEP 3 Reading | 40 | 40 | 40 |  | - | 40 |  | 40 |
| PEP 5 Writing | 34 | 8 | 21 | 44 |  |  |  | 30 |
| PEP 6 Reading | 53 | 52 | 52 | 77 |  | Now | the two | 71 |
| SED Approved Test (variance) | 50 | 100 | 74 | 158 |  |  |  | 145 |
| ELA + | 284 | 285 | 285 | 308 |  |  |  | 307 |

## Changing Between \% of Rows and Columns

## Why?

When we want to view the percentage of the measure of its column total or of its row total.

## Example

- We're viewing percentages of ELA 4 assessments by Level grouped by gender
- We'd like to see the percentages of assessments by Gender grouped by Level
- We need to change the measure display type to \% of column total


## Percentage Breakdown of ELA 4 Assessments by Gender




## Changing Between \% of Rows and Columns (cont.)

Percentage Breakdown of ELA 4 Assessments by Level


## Changing between \% of Row/Column Subtotals

## Why?

When we want to view the percentage of the measure of its column subtotal or of its row subtotal.

## Example

- We're viewing the percentage breakdown by Education Type for the Grade 4 ELA performance levels for each Gender
- We'd like to see the percentage breakdown by Performance Level for each Education Type for each Gender
- We need to change the measure display type to \% of column subtotals



## Changing between \% of Row/Column Subtotals (cont.)



## Suppressing Zeros

## Why?

To eliminate categories whose measures are all zero

## Example

- We're viewing the performance of the ELA 4 by Education Type and we have no assessments in the LEP Exempt and no assessments for Unknown Education Types
- We'd like to remove the LEP Exempt row and the Unknown Education Type column

> Performance Breakdown for the ELA 4 by Education Type

| Number of Assessments | ${ }^{\nabla}{ }^{\nabla}$ | $\stackrel{\nabla}{\square}$ | $\nabla$ | $\nabla$ |
| :---: | :---: | :---: | :---: | :---: |
| as \% of column subtotals |  |  |  | All Education Types $\quad$ + |
| Level 1 | 4.81\% | 11.54\% | 10 | 6.15\% |
| Level 2 | 43.27\% | 57.69\% | 10 | 46.15\% |
| Level 3 | 49.04\% | 11.54\% | 10 | 41.54\% |
| Level 4 | 2.88\% | 3.85\% | 10 | 3.08\% |
| IEP Exempt | 0.00\% | 11.54\% | 10 | 2.31\% |
| LEP Exempt | 0.00\% | 0.00\% | 10 | 0.00\% |
| Absent, not Tested | 0.00\% | 3.85\% | 10 | 0.77\% |
| Grade 4ELA $\quad \geqslant$ | 100.00\% | 100.00\% | 0 | 100.00\% |



## Creating a Bookmark / Favorite

## Why?

When we want to save an analysis view for later use

## Steps

1. When you've found a view that you'd like to save, click the Prepare a Bookmark button in the toolbar

2. Follow the steps for your browser to create a bookmark or favorite

## Creating a Bookmark in Microsoft Internet Explorer:

1. Click Add to Favorites from the Favorites menu

2. Type the name of the bookmark in the Name: box. In this example, we're looking at Percentage of ELA Scores by Gender.

## Creating a Bookmark / Favorite (cont.)

3. Click the folder in which you'd like to create the bookmark. In this example, we'll place the bookmark in the LEAP Analysis folder. Note that the folder appears "open" after selecting it.

4. Click Bookmarks from the Communicator menu
5. Click Add Bookmark
6. The bookmark is placed in bookmarks list but, not in a specific folder
7. To move the bookmark to a different folder, click Bookmarks from the Communicator menu then click Edit Bookmarks. You can then drag the bookmark into an existing folder or create a new folder for the bookmark.

## Section 2 Workshops

A. Show the percent of students at each performance level on the ELA 4 for each income group31
B. Show the percentage distribution of results for the 1999 Grade 4 Math test for your school district and compare it to the regionally summarized scores ..... 34
C Show a multi-year comparison of the PEP 5 writing dataas well as an analysis of the performance of thedifferent groups of students based on their programservices37

## Workshop A

## Show the percent of students at each performance level on the ELA 4 for each income group.

Your results should look like the following (note: your columns will be determined by your access level):

| Number of Assessments <br> as \% of column subtotals |  | $\begin{aligned} & \nabla \\ & \text { Genesee Valley } \\ & \text { BOCES } \end{aligned}$ | $\begin{aligned} & \stackrel{\nabla}{\text { Wayne-Finger Lakes }} \\ & \text { BOCES } \end{aligned}$ | $\text { All GV/NFL Districts } \quad \square+$ |
| :---: | :---: | :---: | :---: | :---: |
| Level 1 | Low-income | 48.78\% | 52.66\% | 51.56\% |
|  | Not Low-income | 51.22\% | 46.86\% | 48.10\% |
|  | Unknown | 0.00\% | 0.48\% | 0.35\% |
|  | All Income Levels | 100.00\% | 100.00\% | 100.00\% |
| Level 2 | Low-income | 36.26\% | 32.91\% | 34.14\% |
|  | Not Low-income | 63.74\% | 67.09\% | 65.86\% |
|  | Unknown | 0.00\% | 0.00\% | 0.00\% |
|  | All Income Levels | 100.00\% | 100.00\% | 100.00\% |
| Level 3 | Low-income | 20.18\% | 17.33\% | 18.41\% |
|  | Not Low-income | 79.82\% | 82.67\% | 81.59\% |
|  | Unknown | 0.00\% | 0.00\% | 0.00\% |
|  | All Income Levels | 100.00\% | 100.00\% | 100.00\% |
| Level 4 | Low-income | 13.59\% | 8.78\% | 10.39\% |
|  | Not Low-income | 86.41\% | 91.22\% | 89.61\% |
|  | Unknown | 0.00\% | 0.00\% | 0.00\% |
|  | All Income Levels | 100.00\% | 100.00\% | 100.00\% |
| IEP Exempt | Low-income | 47.06\% | 28.13\% | 37.88\% |
|  | Not Low-income | 52.94\% | 71.88\% | 62.12\% |
|  | Unknown | 0.00\% | 0.00\% | 0.00\% |
|  | All Income Levels | 100.00\% | 100.00\% | 100.00\% |
| LEP Exempt | Low-income | 66.67\% | 55.56\% | 58.33\% |
|  | Not Low-income | 33.33\% | 44.44\% | 41.67\% |
|  | Unknown | 0.00\% | 0.00\% | 0.00\% |
|  | All Income Levels | 100.00\% | 100.00\% | 100.00\% |
| Absent, not Tested | Low-income | 50.00\% | 41.94\% | 44.90\% |
|  | Not Low-income | 50.00\% | 58.06\% | 55.10\% |
|  | Unknown | 0.00\% | 0.00\% | 0.00\% |
|  | All Income Levels | 100.00\% | 100.00\% | 100.00\% |
| - Grade 4ELA $\quad$ - | - All Income Levels $\quad \square$ | NA | NA | NA |

## View next page for solutions

## Questions

Of all of the Level 1 Assessments, what percent was from students noted as low-income? At what level of assessment was the greatest percentage difference between each income level?

## Going Further

What percentage of assessments from Low Income students attained a Level 3?

## Tasks

1. Start with the Default View
2. Drill down on ELA
3. Drill down on ELA 4
4. Nest the Income Level as rows
5. Change the Measure Display Type to \% of Column subtotal

## Going Further Tasks

1. Swap the nested Row dimension

## Workshop A - Step by Step Instructions

## Step by Step Instructions

1. Start with the Default View

- Start with Subject Areas as the Rows and your district(s) data as the columns

2. Drill down on ELA

- Click the ELA row in the Results View

3. Drill down on ELA 4

- Click the Grade 4 ELA row in the Results View

4. Nest the Income Level as rows

- Click the [+] All Income Levels from the Row Dimension pulldown

5. Change the Measure Display Type to \% of Column subtotal

- Click the As \% of Column total from the Measure Display Type pulldown


## Going Further Step by Step Instructions

1. Swap the nested Row dimension

- Click the Swap Left from the nested, Income Level row's Row Dimension pulldown


## Workshop B

Show the percentage distribution of results for the 1999 Grade 4 Math test for your school district and compare it to the regionally summarized scores.

Your results should look similar to the following:


## View next page for solutions

## Questions

In which levels did students at your school perform better than the regional average? In which levels did students at your school perform worse than the regional average?

## Going Further

Show the percentage distribution for each of the measures in the mathematics subject area in one display.

Or
Show the percentage distribution for the Grade 4 Math results as a clustered bar graph.

## Tasks

1. Start with the Default View
2. Drill down on Mathematics
3. Drill down on Grade 4 Math
4. Filter year 1999
5. Change to show measures as a \% of Column Total

## Going Further Tasks

1. Show all of the Mathematics measures as the outside row
2. Nest the Mathematics sub-categories (results levels)

Or

1. Select clustered bar graph as the display

## Workshop B - Step by Step Instructions

## Step by Step Instructions

1. Start with the Default View

- Start with Subject Areas as the Rows and your district(s) data as the columns

2. Drill down on Mathematics

- Click the Mathematics row in the Results View

3. Drill down on Grade 4 Math

- Click the Grade 4 Math row in the Results View

4. Filter year 1999

- Select 1999 as from the All Years pulldown in the dimension line

5. Change to show measures as a \% of Column Total

- Select As \% of Column total from the Measures Display type pulldown


## Going Further Step by Step Instructions

1. Show all of the Mathematics measures as the outside row

- Drill down on Mathematics by clicking the Mathematics row in the Results View

2. Nest the Mathematics sub-categories (results levels)

- Click the [Nest] from the Mathematics row's Row Dimension pulldown

Or

1. Click the clustered bar graph button in the toolbar

## Workshop C

Show a multi-year comparison of the PEP 5 writing data as well as an analysis of the performance of different groups of students based on their program services.

Your results should look like the following:

| Number of Assessments <br> as $\%$ of column subtotals |  |  | Central School |  |  | $- \text { Wayne-Finger Lakes BOCES }-$ |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | $1999$ | $\begin{gathered} \nabla \\ \underline{1998} \\ \hline \end{gathered}$ | All School Years |  |  |  |
|  |  |  |  |  |  | - All School Years |  |  |
| Regular Education | Below minimum |  | 0.95\% | 0.00\% | 0.51\% | 2.27\% |  |  |
|  | At/above minimun |  | 97.14\% | 97.83\% | 97.46\% | 97.14\% |  |  |
|  | Absent, not Tested |  | 1.90\% | 2.17\% | 2.03\% | 0.59\% |  |  |
|  | PEP 5 Writing |  | 100.00\% | 100.00\% | 100.00\% | 100.00\% |  |  |
| Related Services | At/above minimun |  | 100.00\% | 100.00\% | 100.00\% | 64.71\% |  |  |
|  | PEP 5 Writing |  | 100.00\% | 100.00\% | 100.00\% | 100.00\% |  |  |
| Consultant Teacher | At/above minimun |  | 100.00\% | 10 | 100.00\% | 86.24\% |  |  |
|  | PEP 5 Writing |  | 100.00\% | / | 100.00\% | 100.00\% |  |  |
| Resource Room | Below minimum |  | 33.33\% | 0.00\% | 20.00\% | 17.54\% |  |  |
|  | At/above minimun |  | 66.67\% | 100.00\% | 80.00\% | 81.99\% |  |  |
|  | PEP 5 Writing |  | 100.00\% | 100.00\% | 100.00\% | 100.00\% |  |  |
| Related/Consultant Teacher | At/above minimun |  | 100.00\% | 100.00\% | 100.00\% | 89.83\% |  |  |
|  | PEP 5 Writing |  | 100.00\% | 100.00\% | 100.00\% | 100.00\% |  |  |
| Related/Resource Room | Below minimum |  | 60.00\% | 0.00\% | 30.00\% | 22.41\% |  |  |
|  | At/above minimun |  | 20.00\% | 100.00\% | 60.00\% | 75.86\% |  |  |
|  | Absent, not Tested |  | 20.00\% | 0.00\% | 10.00\% | 1.72\% |  |  |
|  | PEP 5 Writing |  | 100.00\% | 100.00\% | 100.00\% | 100.00\% |  |  |
| Related/Consultant Teacher/Resource Room | At/above minimun |  | 100.00\% | 10 | 100.00\% | 66.67\% |  |  |
|  | PEP 5 Writing |  | 100.00\% | / | 100.00\% | 100.00\% |  |  |
| Special Class | Below minimum |  | 42.86\% | 7.14\% | 25.00\% | 30.95\% |  |  |
|  | At/above minimun |  | 57.14\% | 92.86\% | 75.00\% | 48.41\% |  |  |
|  | PEP 5 Writing |  | 100.00\% | 100.00\% | 100.00\% | 100.00\% |  |  |
| - All Program Services $\quad$ - | - PEP 5 Writing | $\square$ | NA | NA | NA | NA |  |  |

## View next page for solutions

## Questions

Of all of the PEP 5 Writing Assessments for students who were in the resource room for part of the day, what percent scored above the minimum?
Students participating in what program service realized the greatest decrease in performance on the PEP 5 writing measure?

## Going Further

Show a stacked bar graph of the percentage of students, for each year, using each program service grouped by whether the students met the minimum score. The graph should show how each program service contributed to the number of students who scored at each level.

## Workshop C - Tasks to Perform

## Tasks

1. Start with the Default View
2. Drill down on ELA
3. Drill down on PEP 5 Writing
4. Nest the Years dimension as columns
5. Nest the Program Services dimension as Rows
6. Change the Measure Display Type to \% of Column Subtotal
7. Swap the nested row dimension
8. Eliminate the rows that have zeros in all columns

## Going Further Tasks

1. Swap the nested Row dimension again
2. Change the display to a Stacked Bar Graph

## Workshop C - Step by Step Instructions

## Step by Step Instructions

1. Start with the Default View

- Start with Subject Areas as the Rows and your district(s) data as the columns

2. Drill down on ELA

- Click the ELA row in the Results View

3. Drill down on PEP 5 Writing

- Click the PEP 5 Writing row in the Results View

4. Nest the Years dimension as columns

- Click the [+] All Years from the Row Dimension pulldown

5. Nest the Program Services dimension as Rows

- Click the $[+]$ All Program Services from the Row Dimension pulldown

6. Change the Measure Display Type to \% of Column Subtotal

- Select As \% of Column total from the Measures Display type pulldown

7. Swap the nested row dimension

- Click the Swap Left from the nested, Program Services row's Row Dimension pulldown

8. Eliminate the rows that have zeros in all columns

- Click the Zero Suppression button on the toolbar


## Going Further Step by Step Instructions

1. Swap the nested Row dimension again

- Click the Swap Left from the nested, Score level row's Row Dimension pulldown

2. Change the display to a Stacked Bar Graph

- Click the Stacked Bar Display button on the toolbar


## Section 3 Appendices

Definition of Terms ..... 41
Tips and Tricks ..... 43
Cognos Web Access Screen Diagram ..... 45
Dimension Viewer Diagram ..... 46
Results Display Diagram. ..... 47
Toolbar. ..... 48
Database and Cube Comparison ..... 49
1998-1999 LEAP Record Layout ..... 50

## Definition of Terms

## Data Analysis

- Make informed decisions by analyzing your school's data
- Explore data from different angles and gain new insights
- Find faster answers to Education-delivery questions

Cube: A collection of related data on which you can perform analysis. The LEAP data resides in a cube

Dimension: a grouping of data that defines something you're analyzing
Examples:

- LEP
- Building
- Regular or Special Ed.
- Mobility
- Gender

Measure: performance indicators of the data that you're analyzing
Examples:

- Score on a test
- Number of days absent
- Number of students exempted from a test
- Amount of budget spent on each program
- Percentage of students requiring special services

Multidimensional Analysis: analyzing school performance across different dimensions

Examples:

- Percentage of students at each performance level on the ELA-4 for each income group
- Percentage of Special Ed. students at each Performance level of the ELA by level of integration
- Percentage of students by integration level exempted from each ELA test


## Definition of Terms (cont.)

Levels and Categories:

- Data is organized into dimensions and stored in a hierarchy of levels
- A category is a data item that exists in a level


## LEAP Data Subject Area Dimension



## Tips and Tricks

- When viewing Average Scores, make sure you filter for "Students Tested" from the "All Test Status" dimension.
- When viewing Number of Assessments, use the "All Test Status" dimension to select whether your analysis will include: only students tested, only students not tested, or both.
- All tasks that can be performed for rows (filtering, nesting, swapping, etc.) can also be performed for columns, and vice versa.
- You only have access to the data appropriate to you. For district personnel, only your school is available for analysis. For BOCES personnel, only your BOCES (at an aggregate level) is available for analysis.
- The "Score" measure is of little use
- PowerPlay Web is best viewed at a monitor resolution of at least 800 by 600 .
- No student-level data is available in this cube.
- Use bookmarks to get back to your favorite reports.
- You must "Prepare a Bookmark" before you use your browser to create a bookmark
- Use Excel to perform further data manipulation, if needed. Save your results to a .CSV (comma separated values) formatted file and import it into Excel.
- "/0" (division by zero) usually means that the value is zero.
- Use your browser's Back button to go back to a previous view.
- To nest rows (or columns), you can use the [+] Rows (or [+] Columns) from the dimension in the dimension line or you can choose [+] DimensionName from the Row (or Column) Dimension pulldown


## Cognos Web Access Screen Diagram



## Dimension Viewer




## Toolbar



1 Crosstab display (default)
2 Indented Crosstab display
3 Pie Chart
4 Bar Chart
5 Clustered Bar Chart
6 Stacked Bar Chart
7 Multiline Chart
8 Fit chart displays to page
9 Limits \# of Rows per page

10 Limits \# of Columns per page
11 Swaps Rows and Columns
12 Applies Exception highlighting
13 Applies 80/20 suppression
14 Applies Zero suppression
15 Prepares a bookmark
16 Saves to .CSV format
17 Drills through to another report
18 Opens the Help window

## Database and Cube Comparison



```
Operational Database(s)
Holds operational data,
has frequent updates, very
detailed
Examples:
Schoolmaster
SASI
Part }20
CP
CCC
Jostens
Spreadsheets
Access Databases
Etc.
Jostens
Spreadsheets
Etc.
```


## Operational Report(s)

Reports on day-to-day, operational data

## Examples:

Attendance
Grade summaries
Budget reports
Class schedules
Etc.

## PowerPlay Cubes

Holds summarized, static data for analysis purposes. Typically, trend analysis.

Examples:
LEAP cube
Regents cube
Financial cube Item analysis cube Etc.

## PowerPlay Analysis

- Reporting with highlevel, strategic analysis goal in mind
- OLAP tool (On-Line Analytical Processing)
- Analyze data without awaiting a "report" to be created and run
- Enables you to easily find new ways to analyze data


## 1998 - 1999 LEAP Record Layout




| $\begin{aligned} & \stackrel{\rightharpoonup}{0} \\ & \stackrel{\rightharpoonup}{0} \\ & \stackrel{\rightharpoonup}{\bar{n}} \end{aligned}$ | Measure |  | Date of Administration | Score | 硎 |
| :---: | :---: | :---: | :---: | :---: | :---: |


| 1 ${ }^{\text {st }}$ Assessment | 57-73 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| $2^{\text {nd }}$ Assessment | 74-90 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $3^{\text {rd }}$ Assessment | 91-107 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $4^{\text {th }}$ Assessment | 108-124 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $5^{\text {th }}$ Assessment | 125-141 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $6^{\text {th }}$ Assessment | 142-158 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 7th Assessment | 159-174 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| $\mathbf{8}^{\text {th }}$ Assessment | 175-191 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 9 ${ }^{\text {th }}$ Assessment | 192-208 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

