Data Warehouse 101 Handbook

Introduction to the Data Warehouse

Professional Development for the Massachusetts Education Data Warehouse
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Massachusetts Department of Elementary and Secondary Education
350 Main Street, Malden, MA 02148
Phone 781-338-3000 TTY: N.E.T. Relay 800-439-2370
www.doe.mass.edu

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Where Are We Now?

Overview of the Education Data Warehouse Professional Development Courses

The Education Data Warehouse is a collaborative effort of the Massachusetts Department of Elementary and Secondary Education and Massachusetts school districts to create a state-coordinated central data repository for K–12 educational performance data. This series of six courses will introduce you to the tools of the Data Warehouse and allow you to access, interpret, and use data more effectively. Data Warehouse 101, Introduction to the Data Warehouse (DW101) is the first course in this series and is designed to introduce you to the data-driven decision making process and to help you navigate and use the predefined reports in the Education Data Warehouse.

This handbook is designed to accompany the DW101 course, but it can also be used as a standalone resource.

The material in this course will provide you with the concepts and skills necessary to access and use the reports provided through the Education Data Warehouse. Most educators today realize that school improvement is a complex process requiring data-driven inquiry to inform actions taken by school leaders. When the dialog about school effectiveness is driven by focused questions about
student performance, school staff will ask for more extensive data on factors that affect student success. Clearly focused questions become a stimulus for clarifying questions, and the need for deeper data access and analysis. An inquiry-driven approach requires leaders to: ask the right focusing questions, collect information to help answer those questions, apply up-to-date knowledge to reflect on the meaning of the data, and then apply that meaning as they take action in changing instruction, curriculum or other school factors. Framing the use of data in terms of focusing questions and reflective use of data are key elements contributing to successful school improvement.

The Education Data Warehouse enables you to customize reports to answer specific questions about the performance of your students. The examples and activities in the course are based on a set of reports available in the Education Data Warehouse. The screen shots in this handbook are based on fictitious data. What you will learn in this course can be used with your school’s or district’s data for any of the MCAS tests.

As you go through the course, think about what you are learning and who else needs to know this material. What are the key concepts being presented that you will want to share with others? What technical information would it be helpful for others in your school or district to know? The research and practice literature is clear that a culture of data use is only developed, sustained and maintained when there is distributed know-how and school or system-wide commitment to the importance of data-driven decision making. Think about how you will bring back this set of knowledge and skills to others, thereby enhancing the potential that data will be used systemically and productively to improve student learning and achievement.

**Course Objectives**

Upon completion of this course, you will be able to:

1. Distinguish between different types and uses of data and data displays.
2. Utilize the data-driven decision making process.
3. Outline the functions and benefits of a data warehouse.
4. Log into and navigate the Education Data Warehouse.
5. Run basic predefined reports, including the ability to locate, filter, view, save, share, and format reports.
6. Create folders and define starting points.
The *Cycle of Inquiry* graphically describes a theory of action, or logic model, which is the foundation for effective data use. A disciplined application of this kind of data-driven approach builds a district and school environment that is focused on continuous improvement grounded in evidence. The ESE Data Warehouse is an excellent tool that facilitates data analysis, but it alone will not achieve continuous improvement. Concrete actions that are grounded on evidence and continually monitored through the collection and analysis of formative and summative data are critical to achieve improved results.

**Cycle of Inquiry**

**Focusing Questions**
- If we ask the right questions

**Action**
- ...And apply that meaning to improve systems, programs, and classroom instruction

**Knowledge**
- ...And use current research and shared experience to make meaning of those data

**Information**
- ...And collect and analyze data to help us answer those questions

**Results**
- ...Then we will see increased student learning and improved student achievement

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Focusing Your Data Analysis

Educational leaders are now collecting more assessment data than ever before. The goal of this series of courses is to introduce the tools you will need to be successful in identifying what data you need to support you in taking actions that lead to success for your students.

The inquiry approach used throughout the courses in this series begins by using focusing questions to guide your exploration. Instead of pouring through substantial amounts of data looking for answers to undefined questions, focusing questions help set the stage by guiding your analysis: “What is it that I want to know?” This allows you to search for specific answers without being distracted by other data. The answers to these questions will be more meaningful because you have targeted your search.

As a simple example, if you saw that math scores in your school or district fell from last year, you may ask, “Are all students or just certain groups of students having difficulty with math?” The focusing question in this example is: “Which subgroups are performing lowest in math?”

Once you have established a focusing question, the data needed to answer that question become apparent. In this example, you need to compare math test scores in your school or district across various subgroups. This directs your search to a report that will have math performance with the ability to disaggregate (separate out) performance by subgroups. Your data analysis will be more productive because you have first defined your question.

You will find that once your focusing question is answered, it may lead other questions. Formulating these clarifying questions will yield richer information pertaining to your search. By way of example, let’s say that from your original focusing question you found that Hispanic students in your school or district seem to be scoring disproportionately lower than all other student groups in mathematics. A clarifying question might be, “Which strands are causing them the most difficulty?” Again, this will direct you to the appropriate report. In this case, it would be a report that allows you to see performance by strand for Hispanic students.

In the following pages, you will be introduced to the function of a data warehouse and how it supports the inquiry process.
What is a Data Warehouse?

When you consider the need to address relationships among multiple student characteristics and multiple performance measures you can imagine how difficult it is to compile and display the data necessary to answer your questions about student performance. When different types of data are located in several different places, it can be impossible to accurately determine how they relate. In general, after you compile the data from the separate reports, it will still need to be processed through another tool in order to display results meaningfully. This grueling process demonstrates the need for a repository where all data are stored and can be linked and displayed through one tool. This is the purpose of a data warehouse. It contains the data from multiple sources, allowing users to populate the data into reports that answer their specific questions. Unlike a typical "transactional" system used for day-to-day operations, a data warehouse is structured to maintain large amounts of related, historical data for analysis and reporting. A data warehouse provides for easy reconstruction of "snapshots" of historical data, as well as the ability to link such snapshots over time using certain criteria.

The Department has loaded MCAS/MEPA and SIMS data from 2002 to the present into the Education Data Warehouse. Grant districts have the capacity to load local data, such as student and staff schedules, grades, and local assessments. As the warehouse is rolled out, more districts will be able to load additional student and staff data. The warehouse may also be expanded to include discipline and attendance detail, financial, and program data.
Benefits of a Data Warehouse

A data warehouse brings the power and sophistication of technology to schools in a way that allows educators to manage and use data from a variety of sources. Warehousing data from student attendance, grades, student subgroup classifications, test scores, observations, disciplinary actions, and more, provides decision-makers with capacity to examine and reflect more meaningfully on what is working and what is not. The data warehouse is a tool for data storage and retrieval that allows leaders to more efficiently examine performance over time and at multiple levels: student, class, grade level, school, and district. Improving educational performance and accountability depends on understanding the relationships among areas such as student characteristics, curricula, standards, assessments, grades, special programs, teacher qualifications, program spending, discipline incidents and attendance. Without a data warehouse, it is difficult to cross-reference information. Without the ability to link data, state and local decision-makers cannot leverage the full potential of the information we collect and process. The Education Data Warehouse solves this problem.

The data warehouse is a "longitudinal data system" capable of linking student, teacher and financial information over multiple years and across multiple schools and districts. Using the warehouse, ESE district decision-makers can take key metrics from multiple areas and analyze them in a single view.

In the past, many educational questions were difficult to answer. But with the ability provided by the ESE Data Warehouse to easily aggregate and disaggregate data, compare disparate data, and produce customized reports, you are able to answer more detailed and meaningful focusing and clarifying questions through the data analysis process.
One of the great advantages of the ESE Data Warehouse is the flexibility that it provides for users to create reports that effectively communicate information to stakeholders. Reports are written by ESE staff or local Report Authors using the pre-built cubes or the powerful Report Studio® applications of the data warehouse. Reports written using these tools can be posted as pre-defined reports which are then available to all users. The pre-defined reports answer many universal questions about student performance. Authorized users can go beyond the pre-defined reports to “mine” the data more deeply through use of the cubes or Reports Studio applications.

### Data Warehouse Reports

- **Predefined Reports**
  - Pre-built, pre-formatted, and posted by either ESE to *Public Folders* or locally to *District Folders*
  - Designed to answer specific questions
  - Similar to existing MCAS paper reports
  - Can be modified within fixed parameters (e.g. year, subject, grade level)
  - All users have access

- **User-Defined Reports Generated Through**
  - *Pre-built Cubes*
    - Support flexible, multi-dimensional analysis
    - Enable quick, on-the-fly analysis
    - Allow for drill-down to item and student level
    - Reports built through Cubes can become Predefined Reports for use by others
    - All users have access (except teachers, due to lack of support for small cell suppression)
  
  - *Report Studio*
    - Extensive formatting capabilities
    - Supports complex report layouts
    - Reports built through Report Studio can become Predefined Reports for use by others
    - Only trained, authorized *Power Users* have access
Types of Data

The following table describes different types of data sources that you might use for educational decision making, and whether they are currently loaded into the Education Data Warehouse. Data elements that are not currently in the Data Warehouse may be uploaded from districts in the future.

<table>
<thead>
<tr>
<th>Data Type</th>
<th>Description</th>
<th>Examples</th>
<th>Currently in DW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment (general)</td>
<td>Any formal or informal way of determining what students know/can do at a given point in time</td>
<td>• All forms of tests/observations/ work samples</td>
<td></td>
</tr>
</tbody>
</table>
| Common assessment                | An assessment agreed to be given to all students in a given grade level or course, across a school or district | • District-wide benchmark tests  
• DIBELS results  
• SAT 10  
• SRI |                                                   |
| Formative assessment             | Tests/quizzes given by a classroom teacher, generally unique to each class/course | • Chapter tests  
• Vocabulary quiz  
• First draft of essay |                                                   |
| Summative assessment             | Assessment given once per year to measure progress of a grade or school as a whole, as well as to examine progress of individuals | • MCAS  
• SAT 10 | • MCAS  
• DIBELS (districts have option to upload) |
| Performance assessment           | Any assessment in which the student is required to actually perform a task, such as showing their calculations or problem-solving steps, writing, singing. | • Short answer items  
• Open response items  
• Composition/essay tests (e.g., MCAS Composition) | • Score only  
• MCAS  
• DIBELS (districts have option to upload) |
| SIMS: Student characteristics and identifiers | Student Information Management System variables | • ELL versus Non-ELL  
• Regular versus special education participation  
• Free- or reduce-price lunch | • All SMS Data |
Data Displays

Crosstab Tables

The crosstab table is also a common representation of data in predefined reports. It lets you compare and contrast values between or across items and must include at least three queries: one for rows, one for columns, and one for the measure. The crosstab can be used to answer questions such as:

- How does performance on the MCAS differ across subjects?
- Over multiple years?
- Between subpopulations and groups?
Simple Bar Chart
A simple bar chart shows a frequency distribution for a single variable (e.g., percent proficient, or percent at Level 1) on a specific measure for components within a single category (e.g., item type, strand). Each bar displays the results for each individual category component. A simple bar chart can answer questions such as:

- What percent correct was achieved by students in each item type or strand?
- How do the results for one population sub-group compare to those of other sub-groups?

Clustered Bar Chart
A clustered bar chart allows you to disaggregate data by a category or subgroup. For example, you would use a clustered bar to look at performance across years, between subgroups of students (gender, lunch status, etc.), or across grades. A clustered bar chart can answer questions such as:

- How did student performance in English compare to performance in math?
- Which grade level population achieved the highest percentage of correct items? The lowest?
- What was the performance of our students across subject areas or strands?
- What subject or curriculum areas show the greatest need for improvement?
Multiline Chart
A multiline chart is similar to a clustered bar chart except that the data are represented with lines rather than bars. A multiline chart can answer questions such as:

- How does the percent correct for each MCAS item compare across populations?
- How has the percent of low income and non-low income students who scored at the advanced level changed over the past six years?

Stacked Bar Chart
A stacked bar chart allows you to see the trend across a given category (years), and then within each category component. It allows you to see the relative distribution of results across another category (MCAS Performance Level). It allows you to answer question such as:

- Which grade level has the highest concentration of proficient students?
- Which grade level has the highest concentration of low-performing students?
- How did the percent of proficient students change from one grade level to the next?
Data Analysis Scenario: District A

One of your schools, Hammonton Regional High School has missed Annual Yearly Progress for all subgroups for the fourth year in a row. The school’s average scores in English are slightly below standard, but the school’s math scores are extraordinarily low. As a district leader you want to help this school get on track, but you have to understand the problem in order to fix it.

- What do you want to know?
- Which data would you need to answer that question?
- What is good way to display that data meaningfully?

If you find that the average score is being pulled down by a particular subgroup, what might you pose as a clarifying question?

Possible clarifying questions:
- What areas of curriculum/strands and standards are weakest for the low performing subgroup?
- How long has this subgroup had a pattern of low performance? OR When and how has their performance changed?

The Education Data Warehouse helps you answer these questions by allowing you to access reports that display the relevant data.
Logging on to the Data Warehouse

In the following pages, you will be introduced to the Education Data Warehouse interface. The goal of this section is to familiarize you with the website.

Open your Web browser and go to the ESE homepage: http://www.doe.mass.edu

1. Go to the navigation menu at the upper right corner. Click on the **--Select Program Area--** dropdown menu.

2. Select **Security Portal**.

3. Click the orange arrow button to continue.

**TIP**
You can create a shortcut to this site on your browser.
1. From the ESE Security Portal screen, type in your Username and Password.

2. Click the Log In button.

3. Click the Data Warehouse link.

**WARNING**

Do not share your password or write it down in a place easily accessible to others.
Data Warehouse Welcome Page

After logging in, the Education Data Warehouse welcome page will display. From the welcome page you will be able to navigate to any desired section on the site. The welcome page is separated into three major sections: 1) the header menu, 2) the sidebar, and 3) the welcome text in the center of the screen. This User Agreement in the welcome text introduces the project and outlines your confidentiality responsibilities related to this Data Warehouse.

1. The header menu includes a tabbed browsing structure, search bar, and other helpful tools.

2. The side bar of the welcome page holds information about the data warehouse including updates to the site, the data security policies, and help guides. Local data is available only to pilot sites.

In the following pages we will take a closer look at the side bar and header menu.
Exploring the Side Bar

1. The **What's New** section includes frequently updated Release Notes. These notes announce the most recently loaded data, reports, and additional features. Reading these Release Notes as they are posted will keep a data warehouse user current on all the latest application data, functions, and features.

2. The data warehouse has implemented a sophisticated security system to ensure that data in the system remains secure and all FERPA (Family Educational Rights and Privacy Act) federal regulations are followed. The **Security** section contains the reports and policies concerning Data Access, Security, User Administration, and Student Claiming.

3. The **Help** section includes documents that familiarize the user with the Data Warehouse. You will find many of the topics covered in this course in the “Getting Started” document. Questions and issues can be addressed by the Education Data Warehouse staff via the email address found at the bottom of the Side-Bar.

4. The **Local Data** section includes **Extract Guides** that describe the process of uploading local school data into the warehouse.
Navigating Using the Header Menu

- The **Welcome** Tab will always bring you back to the welcome page. This can be used as a home button when it is available.

- The **Public Folders** tab will navigate you to a menu of folders that contain various reports and data manipulation tools housed in the data warehouse. This is where you will go to view predefined reports for the first time. Watch Release Notes to see when other report types become available here.

- **My Folders** is a place where you can store reports that you frequently use in order to find them quickly and easily. Think of it as a place to bookmark reports in the same way that you might add a particular webpage to a list of favorites.

The **Home** button takes you to your **Home**, which defaults to the **Welcome** page. You can change the page that displays when you click the **Home** button. You will learn how to set up a folder and reassign the **Home** button later in the course. The **Search bar** allows you to search for reports containing the search criteria you provide. It searches by the contents of the report title or description.

The **Tools** button contains the following features: Drill-through Definitions, Schedule Management, My Preferences.

The **Help** button gives you access to other help options, including COGNOS general training.

**Report Studio** is a report authoring tool which is covered in depth in course DW301 and DW302. This button is only to those users that have taken DW301 or DW302.
Creating Folders: Establishing Starting Points

You may want to create a new folder within your My Folders section to help organize your reports and report views. You can also set My Folders as your home page so that it acts as your starting point when you access the site in the future.

The row of buttons below the My Folders tab can be used to personalize the Data Warehouse interface. These buttons allow you to create your own folders, copy and paste reports, or make links to any URL of your choice.

1. To create your own folder, start on the Welcome Page and select the My Folders tab.

2. Click the New Folder button. The New Folder Wizard window will display.

3. Enter a name for your new folder, a short description of what you will keep in the folder, and a screen tip (what you would like to read when you scroll your mouse over the new folder).

4. Click the Select My Folders link at the bottom of the page.

5. Click Finish to continue.
Resetting the Home Page
The folder that you just created appears on the My Folders page. You may want to set this folder to open when you click the Home button:

1. Open the folder you just created by clicking on the folder name. In the example it is called Important MCAS Reports.

2. Click on the drop-down arrow directly to the right of the home button.

3. Select Set View as Home.

Now that you have set this folder as your home page, you will be taken directly to this folder whenever you click on the home button. Next, you will learn how to fill this folder with reports, report views, and class rosters.
Running Predefined Reports

**Introduction**

Now that you know how to navigate the warehouse site, you will learn how to run basic predefined reports. You will be taken through a simple scenario to add context to the process of accessing reports. You will also learn how to save, share, and schedule reports. Procedures to follow in running basic predefined reports make up the final module in this course.

**SCENARIO**

The new MCAS data has recently been released. The district’s assistant superintendent would like to know how the 10th graders in his district (District A) are performing across the standards in English this past year (2007). He posed two Focusing Questions: **Which standards are District A’s 10th graders struggling with? On which standards are they performing well?**

The predefined reports that are currently available in the ESE Data Warehouse are displayed in the table below. By determining the level of detail that is needed to answer your question (district-school-individual) (subject-standard-item) you can locate the cell that contains the report(s) that will be helpful in answering your question. Using this table, select the report(s) that might answer the Assistant Superintendent’s Focusing Questions.

**MCAS Predefined Reports**

<table>
<thead>
<tr>
<th>Subject</th>
<th>District</th>
<th>School</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCAS</td>
<td>R-303: District Performance Distribution</td>
<td>R-403: School Performance Distribution</td>
<td>R-610: Student Test Results</td>
</tr>
<tr>
<td></td>
<td>R-304: District Performance Distribution by Subgroup</td>
<td>R-404: School Performance Distribution by Subgroup</td>
<td></td>
</tr>
<tr>
<td></td>
<td>R-305: District Performance Distribution by Year</td>
<td>R-405: School Performance Distribution by Year</td>
<td></td>
</tr>
<tr>
<td></td>
<td>R-307: District Graduating Class History</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard / Strand</th>
<th>District</th>
<th>School</th>
<th>Student</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Item</th>
<th>District</th>
<th>School</th>
<th>Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>R-301: District Item Analysis</td>
<td>R-401: School Item Analysis</td>
<td>R-602: Student Item Analysis Graph</td>
<td></td>
</tr>
<tr>
<td>R-302: District Item Analysis Graph</td>
<td>R-402: School Item Analysis Graph</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In this scenario, you are looking for District A, MCAS performance on different English standards. Choose **R-306 District Standards Summary Report** (see next page for a description of report Actions).
Running Predefined Reports

The Prompt Page: Filtering a Report

After selecting the report **R-306 District Standards Summary Report**, the Prompt page appears.

1. The **Prompt** page presents you with a number of prompt values by which to filter data.

2. Filters include **MCAS Year**, **District**, **Subject Name**, **Grade**, and **Subgroup**.

   Each dropdown menu displays the available options the data can be filtered by.

   If a report contains a lot of data, it can take some time to populate. The section on **Scheduling Predefined Reports** (page 31) will describe how to schedule larger, more time consuming reports to run during off hours.

   Remember, the focusing question you are investigating is: *Which standards are District A’s 10th grades struggling with? On which standards are they performing well?* To run the report that will answer your question, you need to select the relevant filters.

3. Once you are finished selecting the correct filters click **Finish** to run the report. If you need to start over, click **cancel**.
Viewing a Report

The information that you receive in a report can be displayed in many different tables and charts. The type of table or chart used to display the data can have a significant impact on how those data are interpreted. The following examples include common ways in which data are presented in the predefined reports of the Education Data Warehouse as well as various questions that reports can be used to answer. Additional types of data displays will be discussed in the Multi-Dimensional Analysis and Report Builder courses.

List Tables
The list table includes at least one query item and displays data as a series of columns. It is useful for presenting tabular list information. Many of the predefined reports are of this type.
The R-306 District Standards Summary Report is displayed in a simple list table.

- The Report Headers at the top of the report display the filters selected.
- The Headings are shaded in blue.
- The Standards are displayed by percent correct (State and District).
- The Results for the total strand are boldfaced (Language or Reading and Literature).

As you can see in the report to the right, the district’s 10th graders received the lowest percent correct on the Nonfiction and Poetry Standards.

From here, clarifying questions might be:

- How does the district’s performance compare with the state’s performance?

(These questions can be answered using the report you have just created.)

- How do the different subgroups perform on these standards?

(To answer their questions you will need to re-run this report to select subgroups of interest.)

The Run button will re-run the report you are currently viewing, allowing you to reset the prompt values by which you are filtering the report.

TIP
If you think that you are missing some data in your report or it looks like the bottom of your report is cut off, scroll to the bottom of the page and check to see if there is a “page down” button in the lower left hand of the screen.
Report Saving, Sharing, and Format

If you wanted to share the report that you ran on your district's 2007, 10th grade English performance, you have several options. You could export the data into one of the available formats, save it, and print it or attach it to an email. Remember to share your reports only with those that are authorized to view the information, as noted in the User Agreement.

The **Save** button allows you to save the report as a report view.

The **Email** button allows you to email reports to other certified users; however, this functionality is not currently available.

The **Run** button allows you to re-run the report and change any of the filters you previously selected.

These buttons allow you to **Drill-Up, Drill-Down, and Drill Through** your report to access relative data. These options are not always available. Drilling through data will be covered in detail in DW102.

1. **Displays the report in HTML format.** This is the default view when you run a report.
2. **Displays the report in PDF format.** You can save the report in PDF format once you are viewing it as a PDF. This is also the best format in which to print a report.
3. **Displays the report in Excel Spreadsheet format.**
4. **Displays the data in XML format.**

When you save the report while you are viewing it, it will save the Report View, meaning that when you open it again, the same view will appear, displaying the filters that you previously selected from the prompt page. To select different filters on the same report, click the Run button at the top of the report and the Prompt Page will reappear, allowing you to select new filters.
Saving a Report View

Saving a Report View allows you to access a predefined report that you have previously filtered. This will bypass the prompt page, allowing you to view the data in the same way it was displayed when you saved it.

At the end of Viewing a Report (page 22) you filtered a report and learned about the possible saving and formatting options available at the top of report page. In this section, you will learn how to save a report as a report view in your Important MCAS Reports folder.

1. With report you wish to save open, click the Save as Report View button.
2. When the Save as Report View window displays, enter the name for the report view “District A – English Scores:”
3. Choose the location where the report view will be saved. In this case, save it in your new Important MCAS Reports folder.
4. Click OK and navigate back to your Important MCAS Reports folder by clicking the home button. Your report is saved as a report view in your folder.

When you open the report from your folder, you will notice that the same report is displayed from the last time you saved.

Although the report view is pre-filtered when you bring it up, you can re-filter the report by clicking the Run button. You will be provided with the original prompt value options.
Running Predefined Reports

Saving a Class Roster

Another benefit to saving a report view is to save a class roster report, allowing the user to access a report populated by the same group of students.

To save a class roster report, select one of the student level reports from the Public Folders tab and run the report:

- Select the desired categories and student names from the prompt page.
- Once you have populated the report, follow the directions from the previous page to save it as a report view and save it to your preferred folder.
Report Actions

There are also report option buttons available on the Public Folders and My Folders where lists of reports are displayed. There is a row of buttons next to each report that are referred to as Action buttons. Below is a summary of the actions associated with each of the buttons:

- **Set properties** for the report such as the name and description. See the next page for a more detailed description of this tool.

- **Run with options** including an output type and delivery method.

- **Open with Report Studio** enabling you to edit the report (available only to authorized report authors).

- **Create a report view** - a report view shares the same report specification as the source report, but other properties such as prompt values, schedules, languages, and output formats are independent of the source report.

- **Schedule** reports to run at specified times, generating specified output types.

- **More** actions including move, copy, delete, and create shortcuts.
Running Predefined Reports

Setting the Properties of a Report from a Report View

Another way to create a report view without first running the report and selecting your filters is to use the **Action** buttons next to the list of reports, as described on the previous page.

On page 26, you learned how to create a report view after running a report and selecting the desired filters. You can also create a report view of a predefined report from the **Public Folders** tab before you have run the report and selected your filters.

1. From the **Public Folders** tab, click the **Create a Report View** button that appears to the right of the **R-306 District Standards Summary Report**.


3. Save it to your **Important MCAS Reports** under **My Folders** and click **Finish**
Running Predefined Reports

Once you have saved this report, you will be brought back to the Public Folders tab. To access the report you just saved, click on the My Folders tab and click Important MCAS Reports.

To set the properties of this new report,

1. Click on the Set Properties icon. This is the first icon listed under Actions.

2. Click on the Report view tab.

3. Under the Prompt values section, click Set... A new window will open with options for Year, Grade, Subject, District, School, and Student Names. Make your selections and click Finish.

4. Uncheck the Prompt for values box, so you will not be prompted when you run the report again. Click OK.

At the My Folders screen, click the Run with options icon, the third icon listed under Actions. The report will run (or display saved output) without prompts, but will also give you the option to change any prompts you want.

(If necessary, click the Page down link at the bottom of the page.)

TIP

There is a Link to a report... option on the General tab of the Set Properties dialog. This is important if the ESE updates a report, the report specification will be replaced and the link will break. The user will need to use this option to reconnect the report view to the updated report.
Running Predefined Reports

Copying a Full Report Into Your New Folder

The report you have created may be one you will use frequently. Instead of recreating this report with the same specific prompt values every time you want to view it, you can save the report in your My Folders section. The My Folders tab is a good place to store reports to which you need regular access.

The first time you click on the My Folders tab there are no entries found. Our first entry will be the report that we created during the previous scenario.

1. Go to the Public Folders tab and put a check mark in the box next to R-306 District Standards Summary Report. (Use the Home button to navigate back to the Welcome page if the Public Folders tab is not visible).

2. Click on the Copy button from the toolbar above the report entries.

3. Click on the My Folders tab, then, click the Paste button. The report will paste into the My Folders section and be ready to run.

Tip: When you copy a report, you can modify and schedule the report. However, when the ESE enhances the report, you will not benefit from these enhancements until you re-copy the updated report.

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Scheduling Predefined Reports

When dealing with large data sets, it is important to make use of filters to narrow down the set of data that you are asking the Data Warehouse to retrieve. If you know the report may return a particularly large data set, it is recommended that you schedule it to run during off hours.

To schedule a predefined report, first save the report in your My Folders section (pg. 24).

1. Click the Schedule icon to the right of the report name. The schedule dialog opens.

2. Select the Frequency, Format and Delivery options you desire. To open the dialogue boxes for each option, you must check the box for Override the default values. These will be the same prompt values found on the prompt value page.

3. Select Save the report as a report view to save the report output to your district folder. Once the scheduled report executes, the report view will appear in your district folder. (Note: A report view shares the same report specification as the source report, but other properties such as prompt values, schedules, languages, and output formats are independent of the source report.)

4. Click OK to schedule the report.
Wrapping Up

Congratulations! You’ve just completed the Introduction to the Data Warehouse course and have learned:

- About the inquiry-driven process used to analyze data.
- How to distinguish between different types and uses of data and displays.
- About the functions and benefits of a data warehouse.
- How to log on to and navigate the Education Data Warehouse.
- How to run predefined reports, including the ability to locate, filter, view, save, share, and format reports.
- How to create folders and define starting points.

Now it’s important for you to take action using your new capabilities and understanding. Take a few minutes to answer the questions to the right. Your responses will help guide your next steps toward building a culture of data use in your school and/or district.

Now What?

- Who else in your school or district needs to know this material?
- What are the key concepts that you will want to share with others?
- What technical information would be helpful for others in your school or district to know?
- What will be your plan to make sure this occurs?