Digging into Data
February 2024

Today's Presenter

Carmen Trejo, Social Studies Specialist
Assessment Development Division
carmen.trejo@tea.texas.gov

Carmen works with the social studies content for STAAR and STAAR Alt 2.

Today's Topics

Assessment Literacy

What is the Research Portal?

Data Reports in Action

Assessment Literacy

Before digging into the data, we must first align on definitions concerning **assessments** and a **balanced assessment system**.
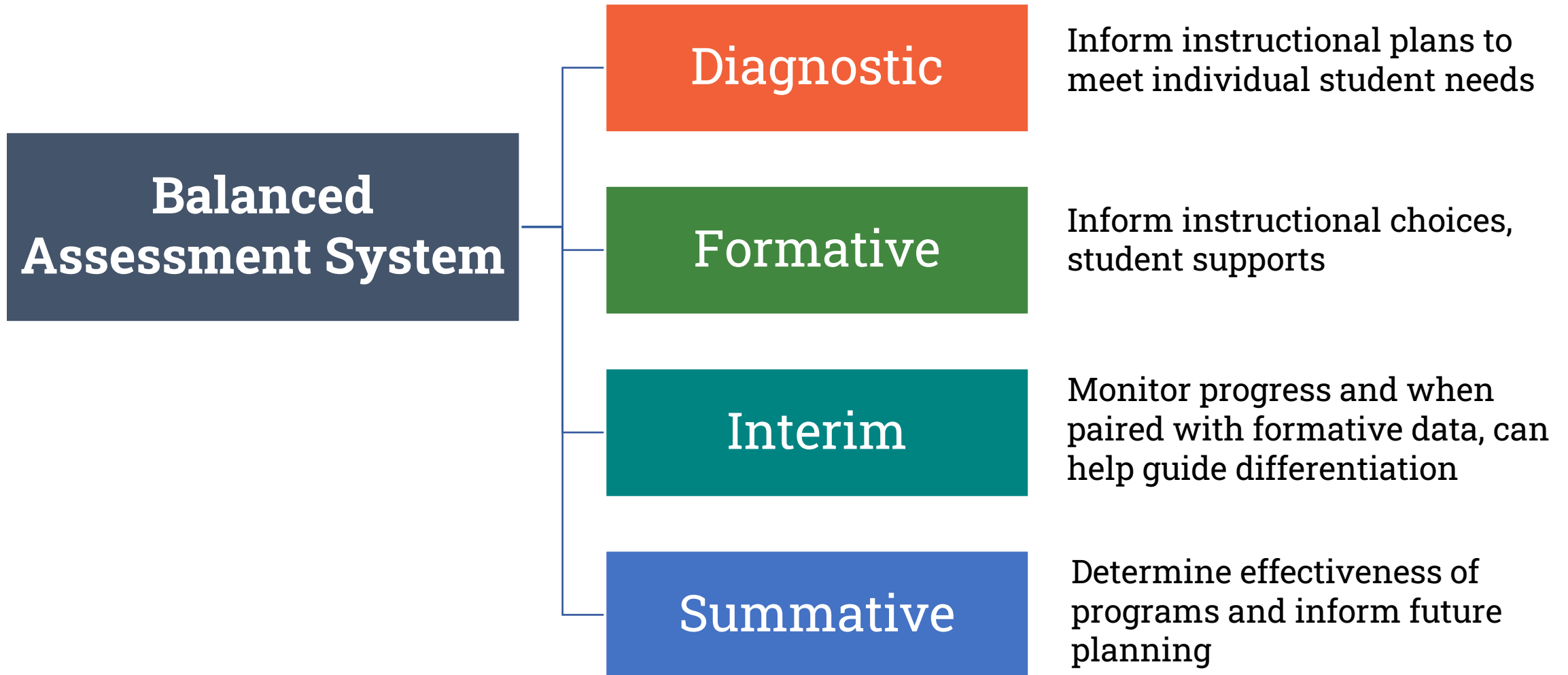
Assessments are tools that provide meaningful information to guide instruction – before, during, and after. They provide educators and parents meaningful information to support strong teaching and guide students to their full potential.

A **balanced assessment system** is an assessment system that intentionally makes use of diagnostic, formative, interim, and summative assessment practices.
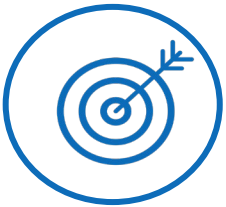
# There are four types of assessment that make up a balanced assessment system

Balanced Assessment System

Diagnostic — Inform instructional plans to meet individual student needs

Formative — Inform instructional choices, student supports

Interim — Monitor progress and when paired with formative data, can help guide differentiation

Summative — Determine effectiveness of programs and inform future planning

Each type of assessment provides data for a specific purpose; therefore, the time of administration is related to the instructional cycle

Balanced Assessment System
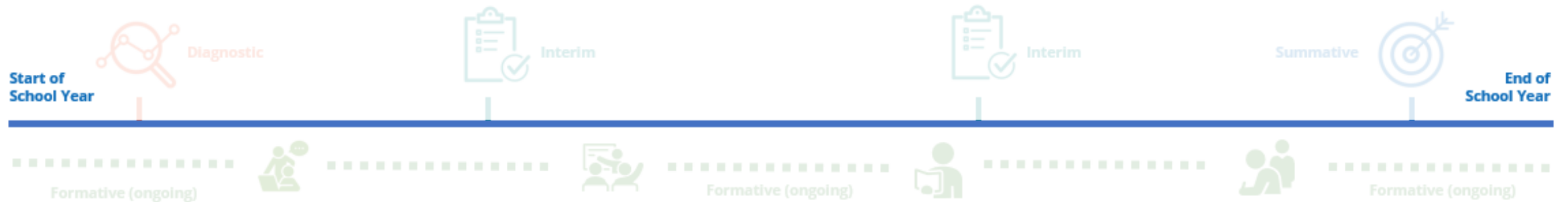
Let's look at the purpose and data use of each assessment type.
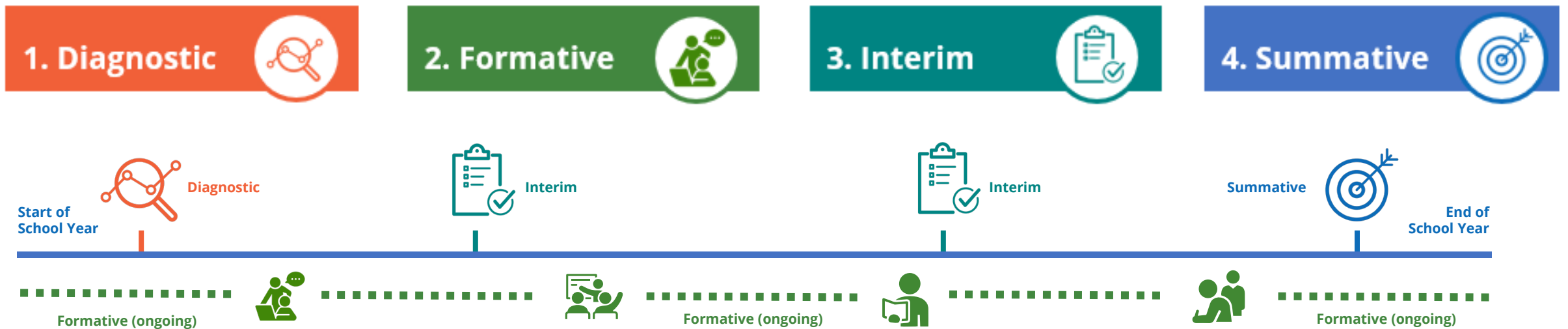
What are **diagnostic assessments?**

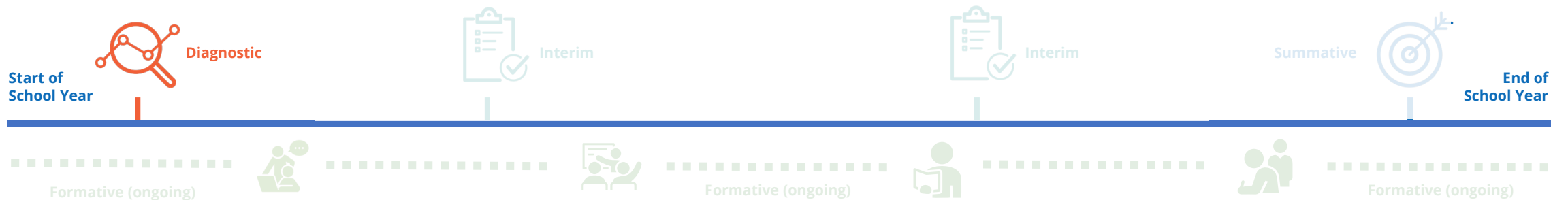| 1. Diagnostic | 2. Formative | 3. Interim | 4. Summative |

Diagnostic assessments measure student knowledge and skills on any variety of student expectations **prior to a new instructional cycle or year to inform instructional plans and curriculum to meet the needs of individual students.**

Example: Beginning of Year (BOY) assessments

Start of School Year — Diagnostic — Interim — Interim — Summative — End of School Year

Formative (ongoing)   Formative (ongoing)   Formative (ongoing)

What **diagnostic assessments** can and cannot do

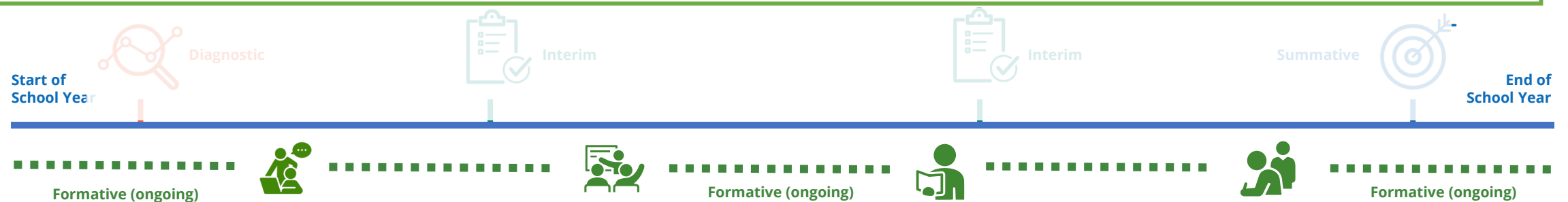| Purposes	What it <u>can</u> tell you	What it <u>cannot</u> tell you
• Determine individuals' strengths, weaknesses, knowledge, and skills prior to instruction • Determine whether a student is at-risk and what broad misconceptions the student may have coming into an instructional cycle to inform planning for interventions and holistic supports • Determine which students may benefit from further diagnostic assessment, targeted instruction, or intensive intervention	• If a student is on grade level at the beginning of the year • If a student is at risk • If a student has mastered prerequisites for a unit or lesson	• If a student has mastered a certain student expectation • If a student shows growth in learning • How a student will perform after instruction

What are **formative assessments?**

Formative assessment is an **on-going process** that plays a critical role in our assessment systems. They are designed to quickly inform instruction by providing **specific and immediate feedback** through daily, ongoing instructional strategies that are **student- and classroom-centered**, and that answer **"what comes next for student learning?"**

Examples: Curricular-embedded tests within high quality instructional materials, exit tickets, checks for understanding.

Diagnostic   Interim   Interim   Summative

Start of School Year   **End of School Year**

Formative (ongoing)   Formative (ongoing)   Formative (ongoing)

What **formative assessments** can or cannot do

Purposes	What it <u>can</u> tell you	What it <u>cannot</u> tell you
• Serve as an assessment **for** learning, not **of** learning (e.g., check for understanding) • Evaluate mastery of specific standards; assessments are deep and narrow • Collect detailed information that can be used to improve instruction and determine what small-scale adjustments need to occur in the classroom • Track student learning while it's happening	• If a student mastered a particular standard/concept • If and where student misunderstanding occurred • How students can be grouped for intervention	• If a student has demonstrated growth from the beginning of the school year to the end • If students are on track to achieving grade level proficiency or meeting end-of-year goals

What are **interim assessments?**

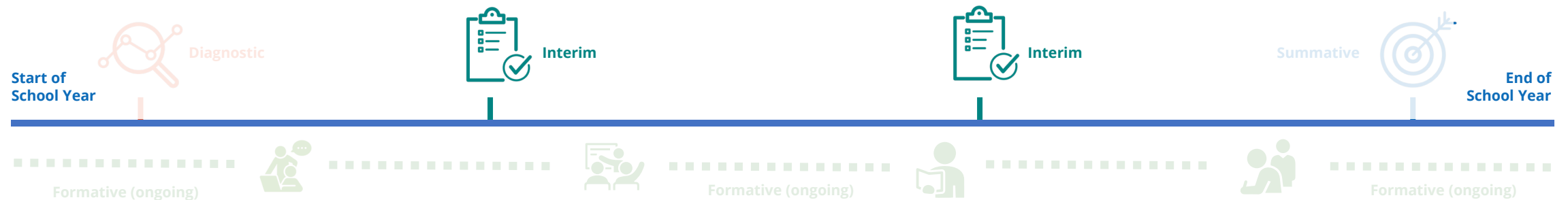| 1. Diagnostic	2. Formative	**3. Interim**	4. Summative

Interim assessments **measure** student understanding of a **broad span of student expectations** at check-points during the year to **monitor progress toward end-of-year goals**, **predict summative performance**, and **identify students for intervention**

Examples: STAAR Interim Assessments, MAP Growth, iReady, district-created benchmarks

Diagnostic

Interim

Interim

Summative

Start of
School Year

End of
School Year

Formative (ongoing)

Formative (ongoing)

Formative (ongoing)

What **interim assessments** can or cannot do

Purposes	What it _can_ tell you	What it _cannot_ tell you
• Acts as dipstick to track progress toward end-of-year learning goals (1-3 times a year); assessments are wide and shallow • Gain a bird's-eye view of student progress (i.e., growth, predictions) • Determine if students are accessing the right level of rigor in the classroom	• If a student may need intervention (need to reference back to formative data to confirm differentiation plan) • If a student is on track towards end of year goals	• If a student mastered a particular standard/concept • If and where student misunderstanding occurred

What are **summative assessments?**

Summative assessments **measure student mastery of a broader span of student expectations at the end of a unit or a course to determine the overall effectiveness** of curricular and instructional programs, report summative mastery, and inform future planning.

Examples: STAAR, STAAR Alternate 2, TELPAS, TELPAS Alternate

Start of School Year

Diagnostic

Interim

Interim

Summative

End of School Year

Formative (ongoing)

Formative (ongoing)

Formative (ongoing)

What **summative assessments** can or cannot do

Purposes	What it <u>can</u> tell you	What it <u>cannot</u> tell you
• Assess long-term retention of student learning • Gauge if the combination of curricular and instructional delivery was effective over the course of the year • Benchmark performance across classroom, schools, and districts	• If a student has met end-of-year, or end-of-unit, learning expectations • If a student is on grade level	• If a student is on track in the middle of the learning cycle • If a student mastered a particular standard/concept • If and where student misunderstanding occurred

In summary, a balanced assessment system utilizes all four assessment types to gather data on student learning throughout the year.

1. Diagnostic

What: A test measuring student knowledge and skills on any variety of student expectations

When: Prior to new instructional cycle or school year

Why: To inform instructional plans and curriculum to meet the needs of individual students

- **Example:** Beginning of Year (BOY) assessments

2. Formative

What: Ongoing process of measuring student performance on specific student expectations

When: Often, throughout the year

Why: To inform instructional choices, student supports, and updates to planning within existing curricular structures

Examples: Curricular-embedded tests, and unit assessments included within high quality instructional materials

3. Interim

What: Measure student performance and understanding against grade-level standards

When: At check-points a few of times a year

Why: To monitor progress, predict summative performance, and guide student groupings for differentiation when paired with formative data

Examples: STAAR Interim Assessments, MAP Growth, iReady, district-created benchmarks

4. Summative

What: Measure student mastery of a broad span of student expectations

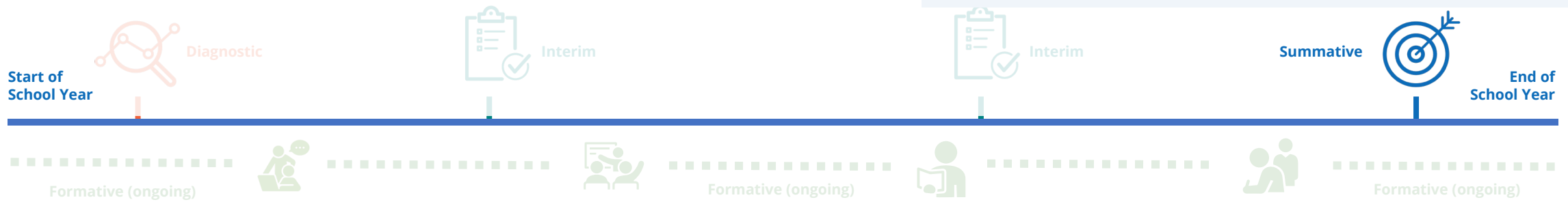**When:** At the end of an instructional cycle or school year

Why: Campuses and districts use data to determine effectiveness of their programs, report summative mastery, and inform future planning

Examples: STAAR, STAAR Alternate 2, TELPAS, and TELPAS Alternate

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Start of School Year

Diagnostic

Interim

Interim

Summative

End of School Year

Formative (ongoing)

Formative (ongoing)

Formative (ongoing)

For our discussion today, we are going to focus on summative test data by exploring how to locate it in the new Research Portal and how to generate reports.

1. Diagnostic

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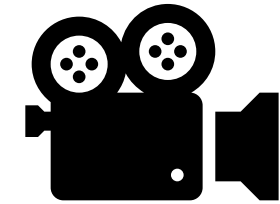**Examples**: STAAR, STAAR Alternate 2, TELPAS, and TELPAS Alternate

Diagnostic

Interim

Interim

Summative

Start of School Year

End of School Year

Formative (ongoing)

Formative (ongoing)

Formative (ongoing)

What is the Research Portal?

TEA | TE★AS ASSESSMENT
Texas Education Agency

Supporting Student Success

The Research Portal contains data for all Texas students who participated in statewide test administrations and is available for anyone to use.

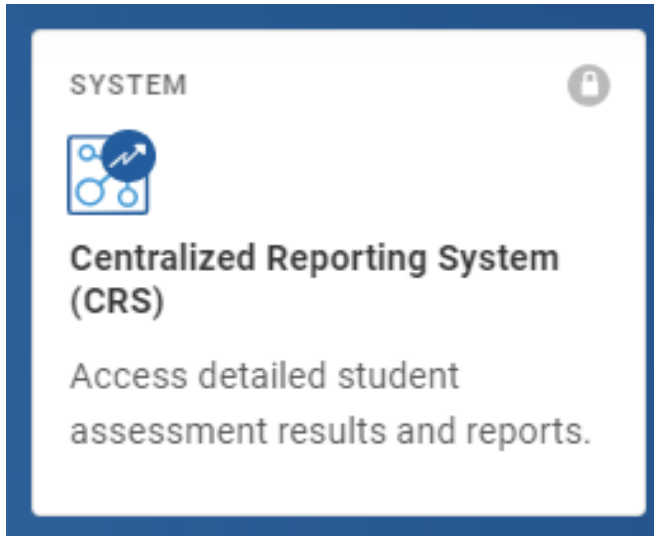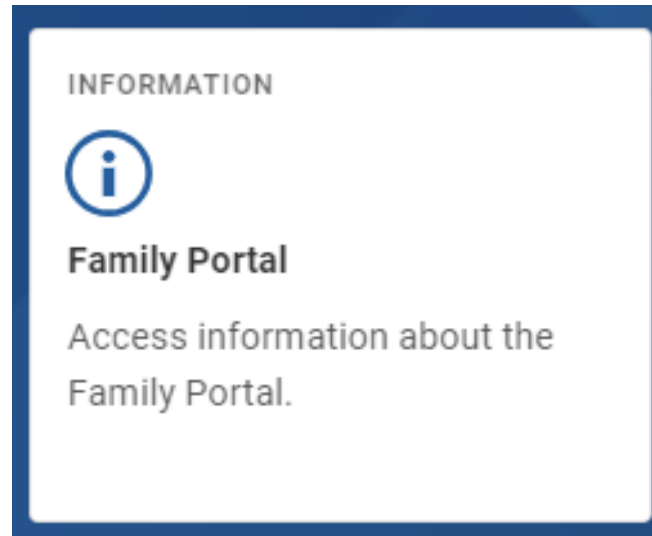[Getting Started Video](#)

Now, results from state summative assessments can be accessed immediately by anyone through the new Research Portal.
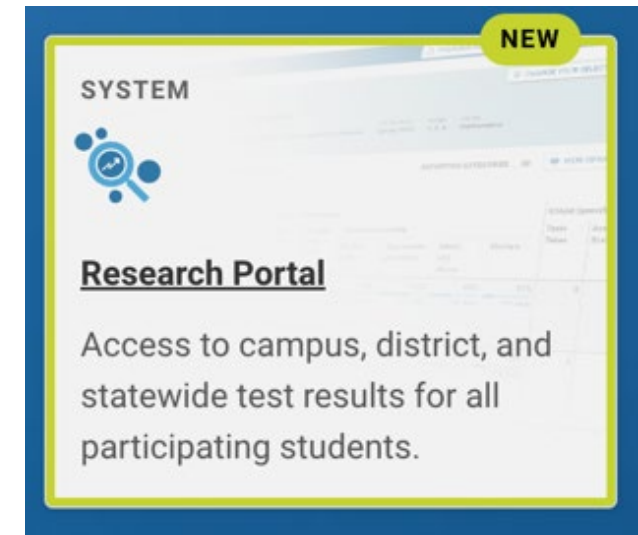
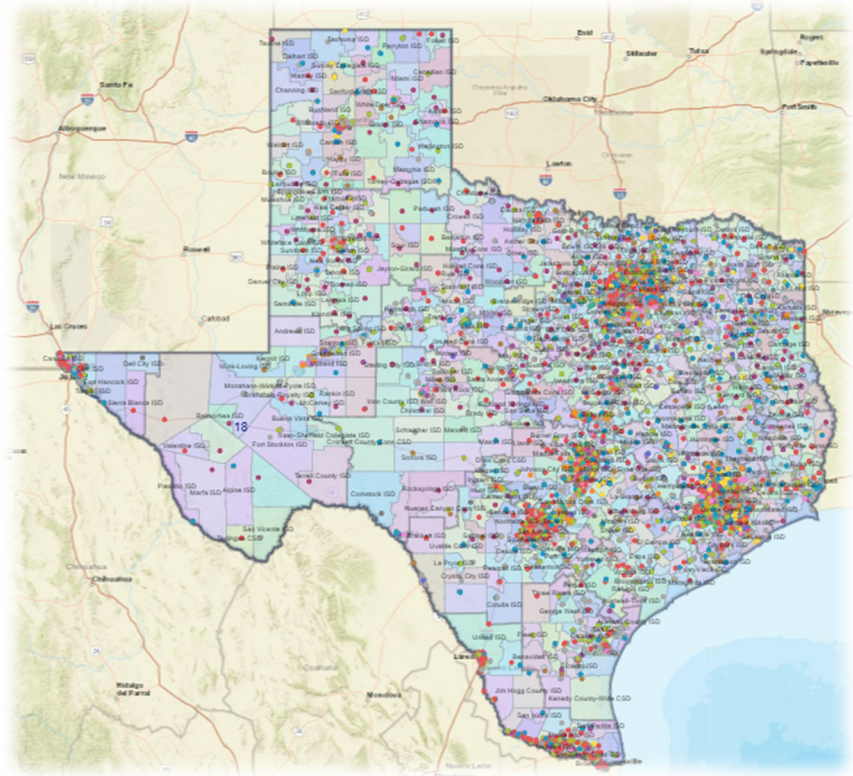For School Staff: Centralized Reporting System (CRS)

For Parents and Students: Family Portal

For the General Public: Research Portal

The Research Portal is an easy way to access state, region, district, and campus information.

[Texas Research Portal](#)

TEA | TE★AS ASSESSMENT | Research Portal

Support ⌄

Find out how every Texas school is doing on state assessments.

Search for a region, district, or campus

Enter a region, district or campus name   🔍

SEARCH

Search using the search box feature or click on the different levels to bring you to a comprehensive list of each.

Select **state** or from list of **regions**, **districts**, or **campuses**.

Your Favorites

The Research Portal contains data for all Texas students who participated in statewide test administrations. This data is available to analyze state assessment results. Based on accountability rules, state assessment results within the Research Portal vary slightly from the data used for accountability calculations. To access accountability data, please visit the *Texas Performance Reporting System*.
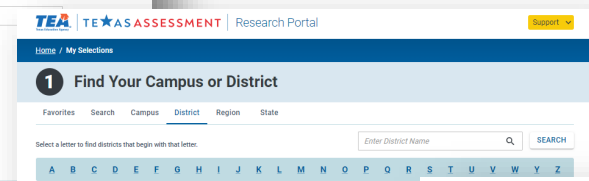
Data for different assessment programs can be viewed at each level.
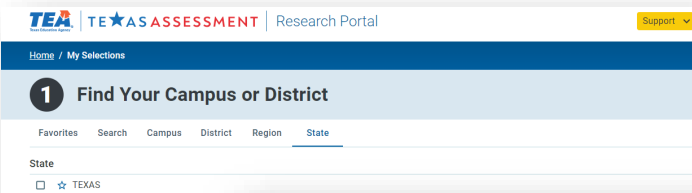
STATE
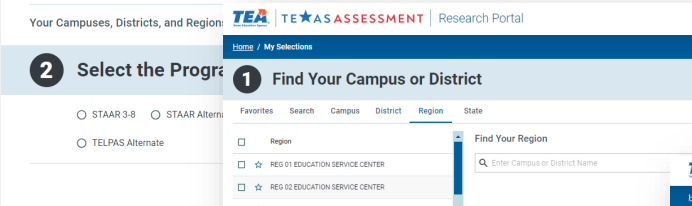
REGION

DISTRICT
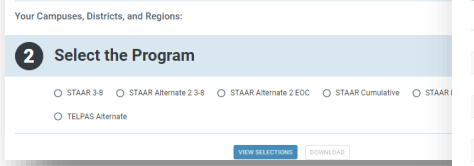
CAMPUS
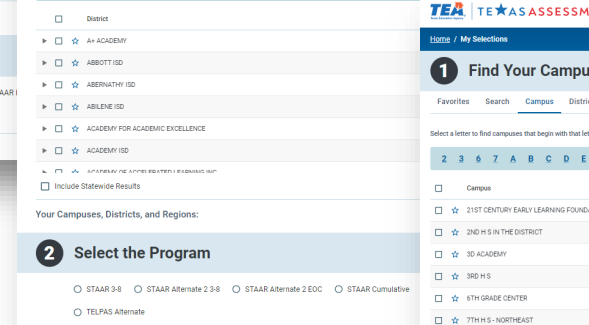
- STAAR 3-8
- STAAR Alternate 2 3-8
- STAAR Alternate 2 EOC
- STAAR Cumulative
- STAAR EOC
- TELPAS
- TELPAS Alternate

TEA | TEXAS ASSESSMENT

Supporting Student Success

Types of common reports you can create on your own

✓Breakdown of performance by populations (e.g., SpEd, EB, At-Risk, Migrant, etc.)

✓Breakdown of STAAR EOC assessment first-time testers versus retesters

✓Language proficiency results by domain

✓Alternate assessment results

✓Combined test results over multiple test administration years

✓Combined all campuses, districts, regions, and state in a single report

Summary: What can you do in the Research Portal?

- Select unlimited organizations—state, region, district, campus

- Search by each summative assessment program

- Produce a variety of reports for each test administration

- Select multiple subjects, grades, courses, or domains
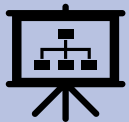
- Customize your report— filter, disaggregate, transpose

- Download your report into PDF or CSV format

Data is updated in the Research Portal based on the Calendar of Events.

Next, let's look at how different reports can be produced.

ROLL 2 | SCENE Data Reports | TAKE 1
Director TSSSA
Camera
Date February 2024 ..../..../....

My Selections:

Organization: STATE

| Program: | Report: | Administration: | Grade: | Subject: |
| STAAR 3-8 | Score Codes Summary | Spring 2023 | 3 | Mathematics |

Data Updated: 11/7/2023

‹ BACK   ⋮≡ FILTER   🔵 BREAKDOWN   👁 VIEW OPTIONS

Showing all students

Organization	Administration	Tested Grade	STAAR - Mathematics				STAAR Spanish - Mathematics			
			Total Count	A ❶	O ❶	S ❶	Total Count	A ❶	O ❶	S ❶
🔵 State	Spring 2023	3	371,348	1,061	281	370,006	16,492	31	7	16,454

My Selections:

Organization: STATE

| Program: | Report: | Administration: | Subject: | Version: | Grade: |
| STAAR 3-8 | Standard Summary | Spring 2023 | Reading | STAAR | 5 |

Data Updated: 11/7/2023

‹ BACK   ⋮≡ FILTER   🔵 BREAKDOWN   👁 VIEW OPTIONS

Showing all students

Organization	Student Group	Tests Taken	Average Scale Score	Performance Levels				Reporting Category 1		
				Did Not Meet	Approaches and Above	Meets and Above	Masters	Mean	Max	Percen
STATE	All Students	372,677	1602	19% 72,656 Tests	81% 300,021 Tests	56% 208,262 Tests	28% 105,364 Tests	16.8	26	
🔵 STATE	Male	189,488	1584	23% 43,588 Tests	77% 145,900 Tests	51% 96,788 Tests	24% 46,084 Tests	16.4	26	
🔵 STATE	Female	182,283	1620	16% 28,825 Tests	84% 153,458 Tests	61% 111,063 Tests	32% 59,102 Tests	17.2	26	

Organization: District A

| Administration: | Subjects: | Grades: | Program: | Report: |
| March 2023 | Listening, Speaking, Reading, Writing | 6, 7, 8 | TELPAS | Group Summary: Performance Levels |

Organization	Administration	Tested Grade	Listening						Speaking	
			Tests Taken	Performance Level					Tests Taken	Performance L
				Beginning	Intermediate	Advanced	Advanced High			Beginning
District A	March 2023	6	951	7% 66 Tests	30% 289 Tests	31% 295 Tests	32% 301 Tests		951	10% 95 Tests
District A	March 2023	7	844	8% 66 Tests	30% 256 Tests	32% 266 Tests	30% 256 Tests		843	22% 183 Tests
District A	March 2023	8	827	9% 71 Tests	26% 217 Tests	29% 237 Tests	37% 302 Tests		826	23% 194 Tests

Data Reports in Action

How can you use the research portal to create summative assessment reports to help improve outcomes?

Data Report Examples

Research Portal Practice

Data Report Analysis

The STAAR Standard Combined Summary Report shows both the STAAR and STAAR Spanish results in a combined report.

Organization:
STATE

Program:	Report:	Administration:	Subject:	Grade:
STAAR 3-8	**Standard Combined Summary**	**Spring 2023**	**Mathematics**	**4**

This summary report includes percentages for students that approach grade level. The user may choose which subpopulations they want to include on the report.

| Organization	Student Group	STAAR Tests Taken	STAAR Approaches Count	STAAR Approaches Percent	STAAR Spanish Tests Taken	STAAR Spanish Approaches Count	STAAR Spanish Approaches Percent	Total Tests Taken	Total Approaches Count	Total Approaches Percent
STATE	All Students	373,988	260,173	70%	11,497	5,361	47%	385,485	265,534	69%
STATE	Male	189,269	135,194	71%	5,680	2,817	50%	194,949	138,011	71%
STATE	Female	183,701	124,364	68%	5,787	2,536	44%	189,488	126,900	67%
STATE	No Gender Provided	1,018	615	60%	30	8	27%	1,048	623	59%
STATE	Hispanic/Latino	190,007	124,922	66%	11,232	5,240	47%	201,239	130,162	65%
STATE	American Indian or Alaska Native	1,049	769	73%	33	17	52%	1,082	786	73%
STATE	Asian	21,367	19,076	89%	1	*	*	21,368	19,077	89%
STATE	Black or African American	47,866	25,753	54%	14	7	50%	47,880	25,760	54%
STATE	Native Hawaiian or Other Pacific	632	456	72%	2	*	*	634	457	72%

The STAAR Group Summary Report shows performance level and reporting category percentages for the chosen administration or group level.

Organization:
STATE

Administrations:	Subject:	Program:	Report:
Spring 2023, Spring 2022, Spring 2021	**English I**	**STAAR EOC**	**Group Summary: Performance Levels & Reporting Categories**

Compares multiple administrations statewide.

Organization	Administration	age	Performance Levels				Reporting Category 1			Reporting
			Did Not Meet	Approaches and Above	Meets and Above	Masters	Mean	Max	Percent	Mean
STATE	Spring 2023	4054	29% 151,876 Tests	71% 365,509 Tests	54% 280,213 Tests	14% 73,239 Tests	18.9	32	59%	17.
STATE	Spring 2022	3971	37% 186,590 Tests	63% 313,331 Tests	48% 240,220 Tests	11% 54,450 Tests	5.7	8	71%	7.
STATE	Spring 2021	4003	34% 142,414 Tests	66% 273,515 Tests	50% 208,911 Tests	12% 51,551 Tests	5.0	8	63%	8.
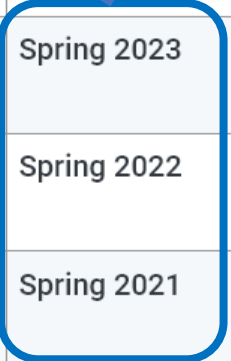
Item analysis reports will be available in the Research Portal beginning in Spring 2024.

- Item Analysis Reports have been enhanced to better support campus, district and regional users.

- Combining multiple reports into one

- Increasing the readability of the user

- To be delivered this spring with all standard reports to the district testing coordinator

A	Number of student Tested
B	Identification Information
C	All Items
D	Multi-point Items
E	Item
F	Reporting Category

Item analysis summary reports give results for each individual question on an assessment.

Organizations:

State, District A, Campus A

Program:	Report:	Administration:	Grade:	Subject:
STAAR 3-8	**Item Analysis Summary**	**Spring 2022**	**3**	**Reading**
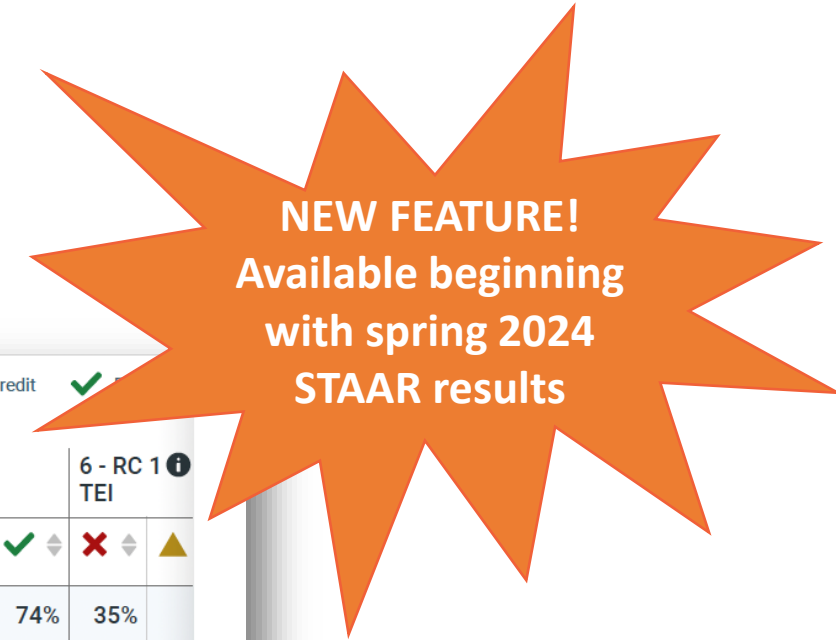
❌ No Credit 🔺 Partial Credit ✔

Organization	Tests Taken	1 - RC 1 ⓘ Multiple Choice			2 - RC 1 ⓘ Multiple Choice			3 - RC 1 ⓘ Multiple Choice			4 - RC 1 ⓘ Multiple Choice			5 - RC 1 ⓘ TEI			6 - RC 1 ⓘ TEI	
		❌	🔺	✔	❌	🔺	✔	❌	🔺	✔	❌	🔺	✔	❌	🔺	✔	❌	🔺
🥧 STATE	356,558	42%	—	58%	34%	—	66%	21%	—	79%	37%	—	63%	26%	—	74%	35%	
District A	2,209	38%	—	62%	39%	—	61%	23%	—	77%	36%	—	64%	25%	—	75%	39%	
Campus A	63	24%	—	76%	35%	—	65%	16%	—	84%	37%	—	63%	25%	—	75%	25%	

NEW FEATURE!
Available beginning with spring 2024 STAAR results

Reports can be used to compare region, district, or campus level results.

Organizations:

District A, District B, District C, District D

Program:	Report:		Administration:	Grade:	Subject:
STAAR 3-8	**Group Summary: Performance Levels & Reporting Categories**		**Spring 2023**	**8**	**Social Studies**

Compare performance level results by district

		Grade	Tests Taken	Average Scale Score	Performance Levels			
					Did Not Meet	Approaches and Above	Meets and Above	Masters
District A	Spring 2023	8	342	3901	25% / 87 Tests	75% / 255 Tests	42% / 142 Tests	21% / 72 Tests
District B	Spring 2023	8	86	3690	41% / 35 Tests	59% / 51 Tests	29% / 25 Tests	12% / 10 Tests
District C	Spring 2023	8	240	3630	47% / 113 Tests	53% / 127 Tests	25% / 59 Tests	11% / 26 Tests
District D	Spring 2023	8	3,596	4119	23% / 812 Tests	77% / 2,784 Tests	55% / 1,977 Tests	37% / 1,314 Tests

Score Code Summary Reports give score code totals at the desired group level.

New

Allows users to view participation and non-participation information from each test administration.

Users no longer have to wait or rely on PDFs to access this information.

Organization:
STATE

Program:	Report:	Administration:	Grade:	Subject:
STAAR 3-8	**Score Codes Summary**	**Spring 2023**	**3**	**Mathematics**

Showing all students

Organization	Administration	Tested Grade	STAAR - Mathematics				STAAR Spanish - Mathematics			
			Total Count	A ⓘ	O ⓘ	S ⓘ	Total Count	A ⓘ	O ⓘ	S ⓘ
ⓒ State	Spring 2023	3	371,348	1,061	281	370,006	16,492	31	7	16,454

The research portal can also create reports for STAAR Alternate 2.

Organization:

District A

Program:	Report:	Administration:	Grades:	Subject:
STAAR Alternate 2 3-8	**Group Summary: Performance Levels**	**Spring 2023**	**3, 4, 5**	**Mathematics**

Create reports including STAAR Alternate 2 performance level results.

Organization	Administration	Tested Grade	Mathematics			
			Tests Taken	**Performance Levels**		
				Developing	Satisfactory	Accomplished
District A	Spring 2023	3	86	12% 10 Tests	88% 76 Tests	12% 10 Tests
District A	Spring 2023	4	108	11% 12 Tests	89% 96 Tests	6% 6 Tests
District A	Spring 2023	5	86	13% 11 Tests	87% 75 Tests	16% 14 Tests

TEA | TEXAS ASSESSMENT — Texas Education Agency

Supporting Student Success

The research portal can also create reports for TELPAS.

Organization:

District A

Administration:	Subjects:		Grades:	Program:	Report:
March 2023	**Listening, Speaking, Reading, Writing**		**6, 7, 8**	**TELPAS**	**Group Summary: Performance Levels**

Create reports including TELPAS performance level results. Reports can be customized by domain.

Organization	Administration	Tested	Listening					Speaking	
			Tests Taken	Performance Level				Tests Taken	Performance Levels
				Beginning	Intermediate	Advanced	Advanced High		Beginning	Inter
District A	March 2023	6	951	7% — 66 Tests	30% — 289 Tests	31% — 295 Tests	32% — 301 Tests	951	10% — 95 Tests
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Scavenger Hunt

- Go to https://txresearchportal.com/

- Select a high school campus in your district or one that you attended to explore their data.

- Create a report for that includes statewide results, performance levels, and reporting category data for U.S. History Spring 2023.

- Download the report in a PDF version.

Now that you have created your report answer this question

Based on what we learned about a balanced assessment system, how can this data be useful to district leadership, principals, and teachers?

Hunt #2

- Using your same high school report, filter the data on all current EB/
  EL students, as well as special education students.

- Download the report in a PDF version.

Now that you have created your report answer this question

Using your knowledge of the balance assessment system, answer the following questions:

1. Does this report provide information about what students did not understand? Why or why not?

Please contact us through the Assessment Help Desk.

If you have questions about navigating the Research Portal, please put include "Research Portal" in the subject line.

[Assessment Help Desk](#)

When you contact the Help Desk, please include the following information:

- Topic
- Questions
- Relevant information
- Contact information

(Please include availability if you request a phone call.)

Thank you for attending our session today.

<u>Social Studies</u>

Carmen Trejo

<u>Math/Science/Social Studies Director</u>

JoAnn Bilderback

Please provide your input.

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Q&A

Please submit your questions to the Q&A feature