



TE★AS ASSESSMENT

2025 Texas Assessment Conference

Accessing Student Test Results

Student Assessment Division

November 4, 2025



Presenters for this session



Jamie Kwan

Strategy, Operations, & Reporting
Student Assessment Division



Katie Jubert

PR Policy & Communications
Performance Reporting Division

Agenda

- 1. Overview of TEA reporting portals**
- 2. Portal navigation and updates**
- 3. Reporting deliverables and events**



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Overview of TEA reporting portals



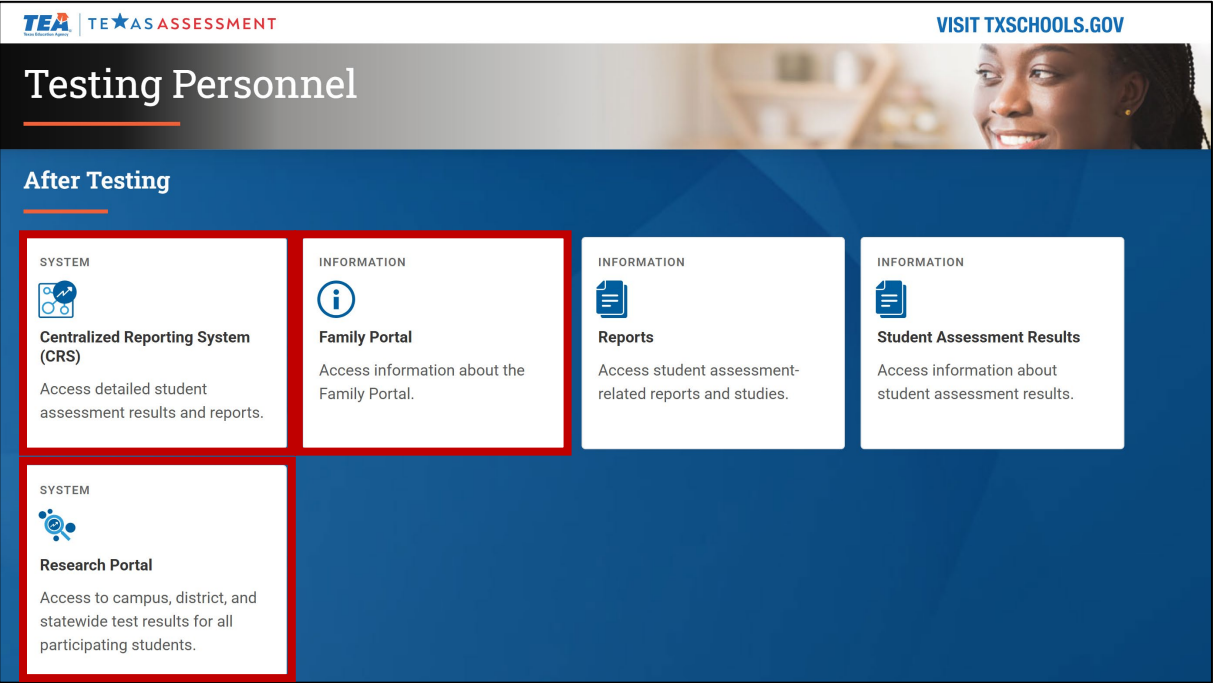
Assessment data matters!

State assessment results are used:

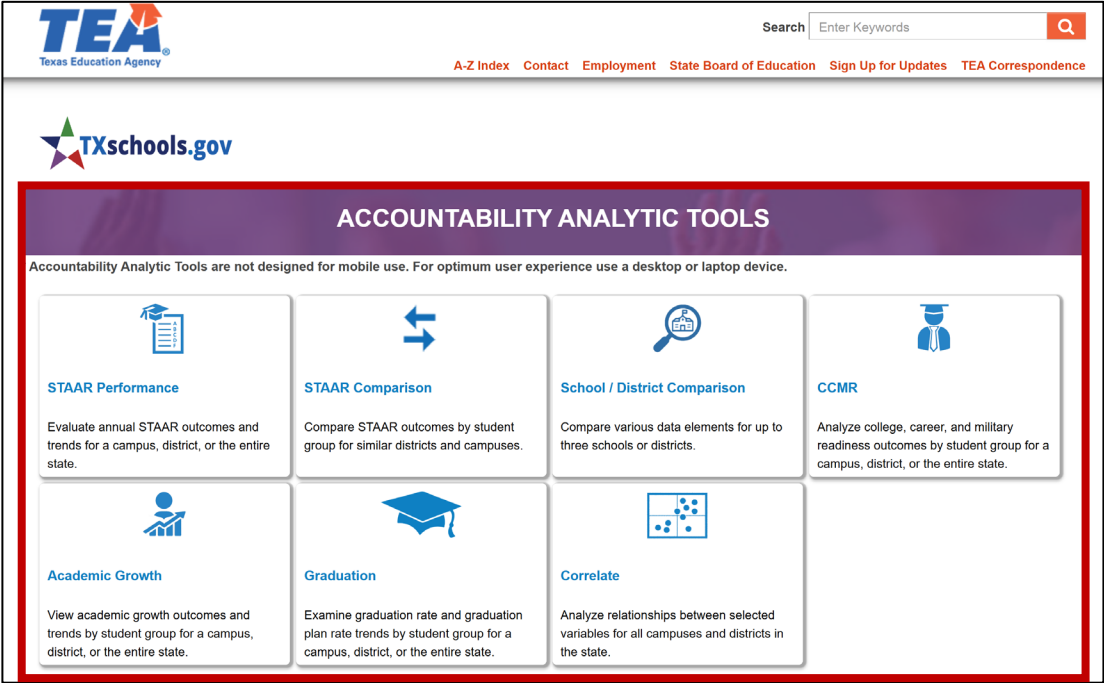
- to measure the extent to which a student has learned and is able to apply the defined knowledge and skills in the Texas Essential Knowledge and Skills (TEKS) at each tested grade, subject, and course
- to gauge how well schools and teachers are preparing their students academically
- for state and federal accountability



Today we will review four types of reporting portals offered by TEA



texasassessment.gov



TXschools.gov

Key differences between each portal

	Family Portal 	Centralized Reporting System (CRS) 	Research Portal 	Analytic Tools 
Primary Audience	Parents and guardians	Educators and district staff		Public, including researchers
Purpose	Provide parents access to child's test results	Support educators in improving student performance – <i>Data scope varies by level of user</i>	Provide downloadable general summative assessment data	Analyze performance trends and accountability outcomes using STAAR and other metrics (7 tools)
Focus	Individual student data, including score reports and learning resources	Data dashboards, item analysis, ECR/SCR images, rescore tools	Raw assessment data broken data by region/ district/ campus levels	Performance trends and metrics (e.g., growth, CCMR, graduation rates)
Frequency				
	Unique student access code via Texasassessment.gov	Secure login via Texasassessment.gov	Txresearchportal.com (no credentials required)	Txschools.gov (no credentials required)

These portals rely on clean data, using TIDE as the source

Verifying data in the Test Information Distribution Engine (TIDE)

Student demographic data (e.g., name, date of birth, grade, race, ethnicity)

Student test settings

Holistic ratings upload

Score codes and appeals

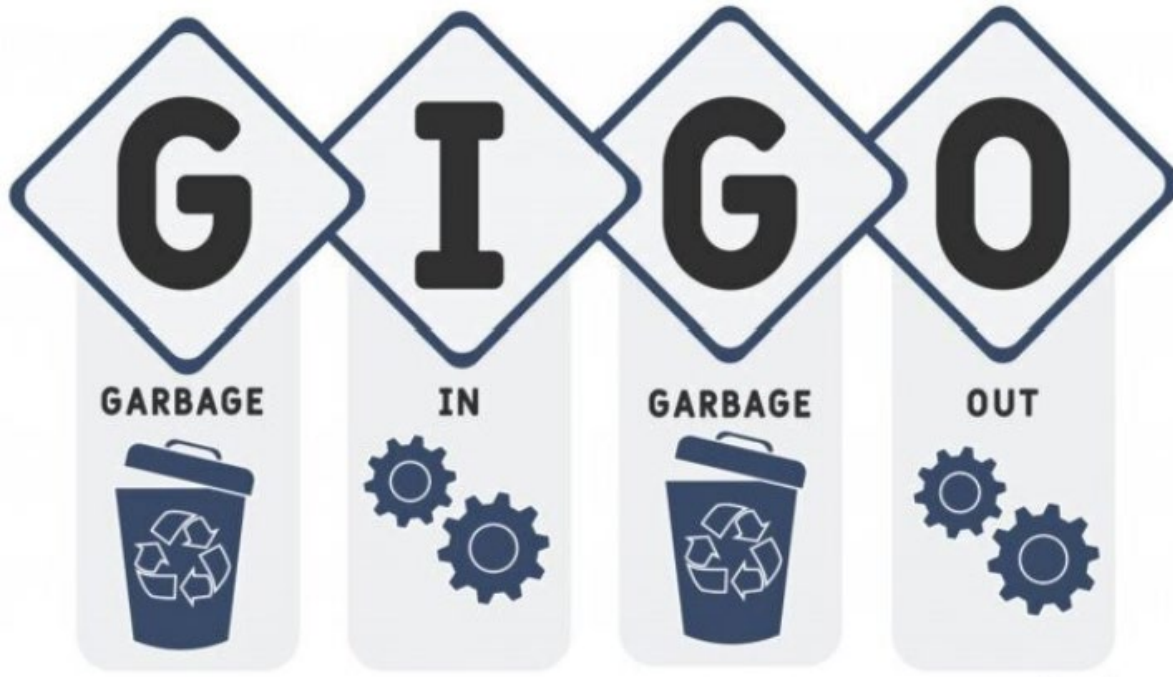
Non-embedded supports

Additional student information (e.g., program enrollment)

PEIMS snapshot data will be loaded in TIDE by March 9, 2026; it replaces blank demographic values in TIDE.

Districts must still verify their data at the end each administration.

Remember: If the data is wrong, conclusions made from that data may be wrong



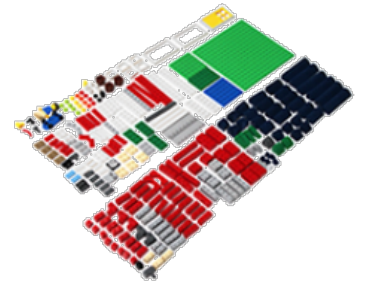
1 Data Collection



2 Data Preparation



3 Data Visualization



4 Data Analysis



5 Data Storytelling



www.effectivedatastorytelling.com



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Portal navigation and updates:

Family Portal



Three New Family Portal Enhancements from 2025

1) Indicator for students who achieved advanced math (top 40%)

STAAR Mathematics

Overall

Category Results

Te

Test:
STAAR Spanish Grade 5 Mathematics

Test Window:
Spring 2025

School:
ZODIAC E L (258999101)

Score:
2105

Math Badge

Advanced Math

Performance Level:
Masters Grade Level

Quantile® Score:
1125Q 

2) Indicator for students who did not meet grade level and are eligible for accelerated instruction

STAAR Mathematics

Your child did not receive a passing score and is entitled to receive accelerated instruction. Please contact your child's school or visit <https://tea.texas.gov/tutoring> for more information.

3) All extended constructed response (ECR) items now display an exemplar of a 10-point response to parents

Item Position	Rationale
28	The student response below has been identified by Texas educators as meeting the requirements for a 10-point (maximum score) response based on the rubric criteria. For additional information, refer to the grade 7 scoring guide available on the STAAR Reading Language Arts Resources webpage. There are approximately eight billion people in the world, and out of these eight billion people there are loved ones who change the way you look at life forever. The relationship between the author and the grandmother influenced the author's life by providing comfort during difficult situations, teaching her patience, and introducing her culture's traditions to her life. When the author felt stressed or was in a difficult situation, "the changing shapes of the paper absorbed my attention until I had nearly forgotten my distress. In that moment, I was no longer alone. " (Paragraph 6). The lessons her grandmother provided may have been brief, but they left a substantial imprint on her as she matured. The relationship they shared allowed her to be "comforted by the memory of my grandmother. " (Paragraph 6). No matter what happened, she could always find a sense of peace in origami. To continue, the art of origami taught the author patience. Whenever she began to fold and, "my hands scrambled to finish a shape, my grandmother, without looking up, would say, "Origami is so much more than folding paper, Emi. It is good for the soul. " I would dutifully nod, take a sip of tea, and start again, this time working more slowly. " (Paragraph 5). Every time she rushed something she could look back at the slow, precise creases that were needed to execute a fold and begin to do things with less haste. She would be able to look back at what her grandmother taught her and begin to do things with patience. Lastly, the relationship she had with her grandmother taught her about her heritage and culture. Whenever she went to her grandmother's house, she learned so much more than how to create a crane or a box, she was able to become closer to her ancestors and culture through the stories her grandmother told her about. "She would tell me stories about her childhood and share snippets of her travels to Japan to visit her family members. " (Paragraph 3). Through her interactions with her grandmother she not only built a strong relationship with her, but she also was able to learn about her culture and how it impacted her lifestyle. After analyzing the text we can see how out of eight billion people, the relationship she had with her grandmother impacted the way she looked at the world. "Winter Wisdom " shows how the wisdom of her grandmother provided a sense of belonging during tough times, taught her how to be patient, and introduced her to her heritage.

Upcoming Feature: Results Page Available in One Click

En español

TEA | Family Portal
Texas Education Agency

Unique Student Access Code: 6-Character Unique Code or TSDS ID or PEIMS ID: ID Number

Date of Birth: Month Day Year

Legal First Name: Legal First Name

SIGN ON

Information and Support
[Where can I find my access code?](#)
[Test Score Release Dates](#)
[Frequently Asked Questions](#)

More Support
[Having trouble logging in?](#)
[Supported Browsers](#)

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TEC §26.005 was amended recently to require TEA to provide parents and guardians with easy access to their child's state assessment results via the Texas Assessment Family Portal

TEA | Family Portal
Texas Education Agency

Here is your access code:

123456

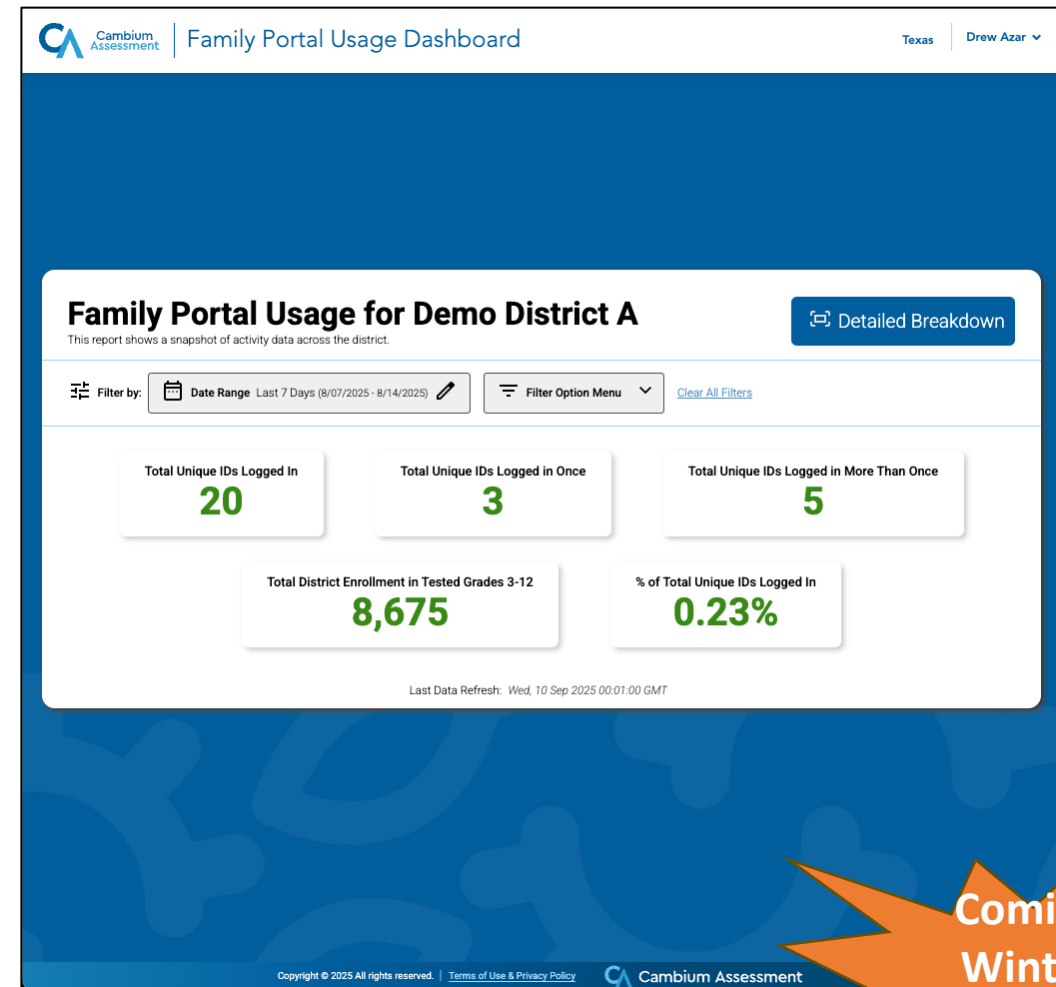
Please save your code for the next time you log into the Family Portal.

You will be redirected to the Family Portal in 10 seconds.

Coming
Winter
2025

Upcoming Feature: Family Portal Usage Dashboard

- This dashboard provides district-level users with general statistics of parents/guardians logging into the Family Portal
- Accessible to DTCs and DTAs through TIDE
- Information updated nightly



Coming
Winter
2025

Filters are available on the Family Portal Usage Dashboard

Data may be filtered based on specific timelines, months, quarters, or date ranges.

The 'Select Date Range' interface includes three preset buttons: 'Last 30 Days (7/15/2025 - 8/14/2025)', 'Last 7 Days (8/07/2025 - 8/14/2025)', and 'Last 1 Days (8/13/2025 - 8/14/2025)'. Below these are sections for 'Year 2025', 'Year 2022', and 'Year 2022'. Each section has a 'Month' dropdown menu and a 'Quarter' dropdown menu. The 'Month' dropdown for 'Year 2025' is open, showing options from Jan to Jun. At the bottom, there is a 'Date Range:' input field and an 'Apply Selection' button with a 'Cancel' button next to it.

Texas Filter Options

Emergent Bilingual I...

1 - Identified as Eme...

0 - Non-Emergent Bilingual (Non-EB)/Non-English learner (Non-EL)

1 - Identified as Emergent Bilingual (EB)/English learner (EL)

3 - Monitored 3rd Year (M3), reclassified from EB/EL

4 - Monitored 4th Year (M4), reclassified from EB/EL

5 - Former EB/EL (Post Monitoring)

F - Monitored 1st Year (M1), reclassified from EB/EL

Key student attributes may be used to filter, such as grade, SPED, EB, and 504.

Screenshots represent mock-ups of an upcoming system, which is subject to change.

It also includes campus level data that can be exported

Family Portal Usage Dashboard Texas Drew Azar

[Return to District Usage](#) [Export](#)

Results for District 999001

This report shows a full breakdown of activity across District 999001. Add filters to narrow your results.

Showing 1 - 2 of 2 Records << 1 of 1 >>

Filter by: **Date Range** Last 7 Days (8/07/2025 - 8/14/2025) **Filter Option Menu** [Clear All Filters](#)

Campus Number	Campus Name	Total Unique IDs Logged In	Total Unique IDs Logged in Once	Total Unique IDs Logged in More Than Once	Total District Enrollment in Tested Grades 3-12	% of Total Unique IDs Logged In
999001001	Demo Campus 1	5	1	2	1,234	0.40%
999001002	Demo Campus 2	15	2	3	7,441	0.20%
Total		20	3	5	8,675	

Detailed breakdown includes campus-level data.

Data is available for export.

Turn and talk!

Screenshots represent mock-ups of an upcoming system, which is subject to change.

Upcoming Feature: Parent SMS Notifications

The screenshot displays the TEAS Assessment Family Portal interface. At the top, the header includes the TEAS ASSESSMENT logo, the text 'Family Portal', and links for 'Subscribe to Alerts', 'En español', 'Print', and 'Sign Out'. Below the header, a user profile for 'Steven Rogers' is shown with a 'Home' button, 'Student ID: 999941503', and 'Date of Birth: 02/03/2004'. A 'New!!' banner is present. The main content area is titled 'Steven's Scores for 2024-2025 School Year' and includes a 'Sorted by: Most Recent Test' dropdown. A modal window titled 'Subscribe to Alerts' is open, containing the following text: 'Stay informed about your child's state test results by registering to get updates. Enter up to three email addresses and three phone numbers.' The modal has two columns: 'Subscribe to Emails' with a 'Parent Email Address' field containing 'jane.rogers@email.com' and an 'Add More' button; and 'Subscribe to Text Messages' with a 'Parent Phone Number' field containing '(---)---' and an 'Add More' button. At the bottom of the modal, there is a checkbox for 'I agree to the Terms and Conditions.' and a green 'Subscribe' button. The background shows sections for 'STAAR Science', 'STAAR Mathematics', 'STAAR RLA', and 'STAAR Social Studies', each with a 'View all' link and a 'Download Detailed Report' button.

Screenshots represent mock-ups of an upcoming system, which is subject to change.





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Portal navigation and updates:

Centralized Reporting System (CRS)



Tip 1: Turn on standard keys for standard-level performance

TEA | TEXAS ASSESSMENT | Reporting

Secure File Center | Help | Laraway, Karlynn

Dashboard Selector > Dashboard Generator > Dashboard > Performance on Tests > District Performance on Test

Enter TSDS Number

Average Score and Performance Distribution for Spring 2024 STAAR Algebra I Online, ASL, and Proctored (STAAR EOC Spring 2024 Math), by Campus and Reporting Category: Demo District TX 1, 2023-2024

Filtered By: Campus: All Campuses | Test Administrations: STAAR EOC Spring 2024 Math | Standards Keys

1. Number and Algebraic Methods

Campus	Total	Student Count	Average Score	Performance Distribution	Average Percent Correct	Average Points Earned out of Points	Item Numbers, Standards Keys and Points Earned					
							1	6	8	16	33	35
State	122	3591	37%	55% 11% 10% 24%	37%	1 pt	0.93	1.8	0.89	0.83	0.81	0.79
ESC	39	2872	14%	87% 10% 3%	14%	0.35	0.06	0.46	0.36	0.08	0.08	
District	39	2872	14%	87% 10% 3%	14%	0.35	0.06	0.46	0.36	0.08	0.08	
Demo Campus TX 1	39	2872	14%	87% 10% 3%	14%	0.35	0.06	0.46	0.36	0.08	0.08	
Demo Campus TX 3	4	2211	10%	75% 25%	10%	1/12	0	0.5	0	1	0	0

Reporting Category: A1.1: Number and algebraic methods. The student will demonstrate an understanding of how to use algebraic methods to manipulate numbers, expressions, and equations.

Knowledge and Skill Statement: A1.1.11: Number and algebraic methods. The student applies the mathematical process standards and algebraic methods to rewrite algebraic expressions into equivalent forms.

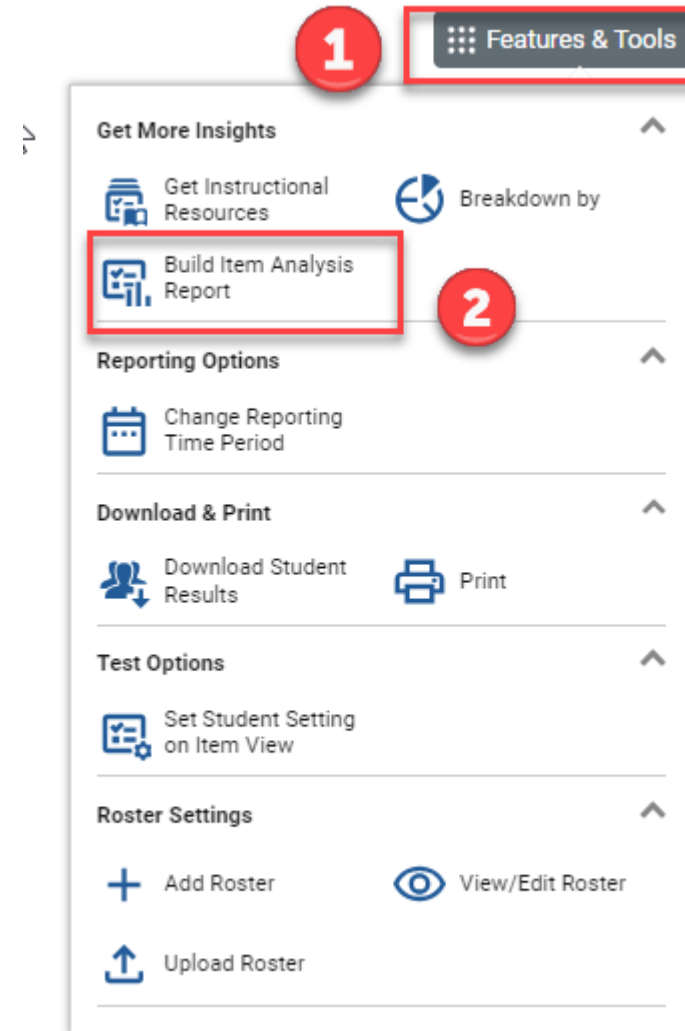
Student Expectation: A1.1.11.A: Simplify numerical radical expressions involving square roots.

Standards keys selector will display the content standard assessed.
The information icon in this example provides the specific text for the reporting category, knowledge and skills statement, and student expectation.

Tip 2: Access Item Analysis Report for detailed information

Testing coordinators can get an early Item Analysis Report in CRS.

1. Features and Tools menu.
2. Build Item Analysis Report.



Item Analysis—Summary

Item Analysis

SummarySingle Item View

1

Items on Spring 2024 STAAR Grade 4 Mathematics Online, ASL, and Proctored Administration Forms (STAAR 3-8 Spring 2024 Math): Demo District TX 1, 2023-2024

Show All DetailsExport

5

Item	Reporting Category	Standard	Item Type	No Credit	Partial Credit	Full Credit	Details																				
1	4. Data Analysis and Personal Financial Literacy	4.4.9.A				72%	2																				
Options <table><thead><tr><th></th><th>A</th><th>B</th><th>C</th><th>D</th></tr></thead><tbody><tr><td>Percent Responding</td><td>88%</td><td>0%</td><td>13%</td><td>0%</td></tr><tr><td>Count Responding</td><td>21</td><td>0</td><td>3</td><td>0</td></tr><tr><td colspan="5">Correct Response: A</td></tr></tbody></table>									A	B	C	D	Percent Responding	88%	0%	13%	0%	Count Responding	21	0	3	0	Correct Response: A				
	A	B	C	D																							
Percent Responding	88%	0%	13%	0%																							
Count Responding	21	0	3	0																							
Correct Response: A																											
2	1. Numerical Representations and Relationships	4.1.2.A				15%																					
3	3. Geometry and Measurement	4.3.8.C				69%																					
4	2. Computations and Algebraic Relationships	4.2.4.H				19%																					
5	1. Numerical Representations and Relationships	4.1.2.G				12%																					
6	3. Geometry and Measurement	4.3.6.A				31%																					
Points <table><thead><tr><th></th><th>0</th><th>1</th><th>2</th></tr></thead><tbody><tr><td>Percent Receiving</td><td>35%</td><td>35%</td><td>31%</td></tr><tr><td>Count Receiving</td><td>9</td><td>9</td><td>8</td></tr></tbody></table>									0	1	2	Percent Receiving	35%	35%	31%	Count Receiving	9	9	8								
	0	1	2																								
Percent Receiving	35%	35%	31%																								
Count Receiving	9	9	8																								
7	2. Computations and Algebraic Relationships	4.2.5.A				15%																					
8	1. Numerical Representations and Relationships	4.1.3.D				38%																					
9	3. Geometry and Measurement	4.3.5.D				27%																					
10	2. Computations and Algebraic Relationships	4.2.5.B				8%																					
11	1. Numerical Representations and Relationships	4.1.2.B				16%																					
Other				84%	0%																						

1. Summary item analysis provides information for all items.

2. Expand the arrow to look at details including:

3. Response frequency and the correct response for multiple-choice items

4. Point frequency for non-multiple-choice items

5. A Basic or Detailed Summary can exported to Excel and printed

Item Analysis—Single Item View

Item Analysis

Summary

Single Item View

1

Item 1 on Spring 2024 STAAR Grade 4 Mathematics Online, ASL, and Proctored Administration Forms (STAAR 3-8 Spring 2024 Math): Demo District TX 1, 2023-2024

Reporting Category: 4. Data Analysis and Personal Financial Literacy Standard: 4.4.9.A Item Type: Multiple Choice No Credit: 28% Partial Credit: N/A Full Credit: 72%

Options	✓ A	B	C	D
Percent Responding	88%	0%	13%	0%
Count Responding	21	0	3	0

Correct Response: A

<

Item 1 - Currently Showing

2

1

Some friends measure their heights in inches, as shown.

53½ 54½ 53½ 55 54 55 52½ 52½

Which dot plot represents the data?

(A)

Friends' Heights

Heights (inches)

Each • means 1 friend.

(C)

Friends' Heights

Heights (inches)

Each • means 1 friend.

(B)

Friends' Heights

Heights (inches)

Each • means 1 friend.

(D)

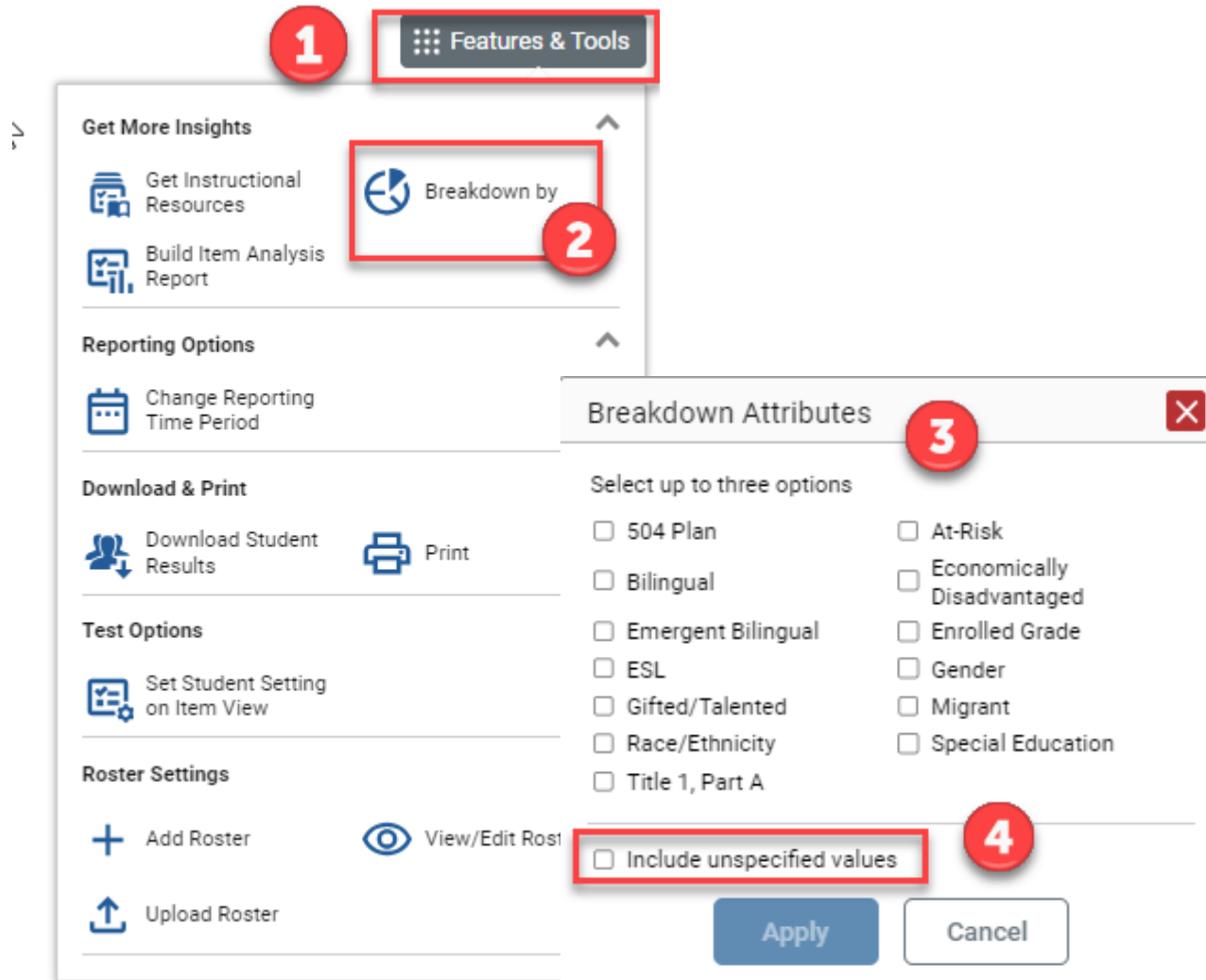
Friends' Heights

Heights (inches)

Each • means 1 friend.

1. Single item view provides the same response frequency and the correct response for multiple-choice items or points earned frequency for non-multiple-choice items.
2. Item and item response options are displayed.

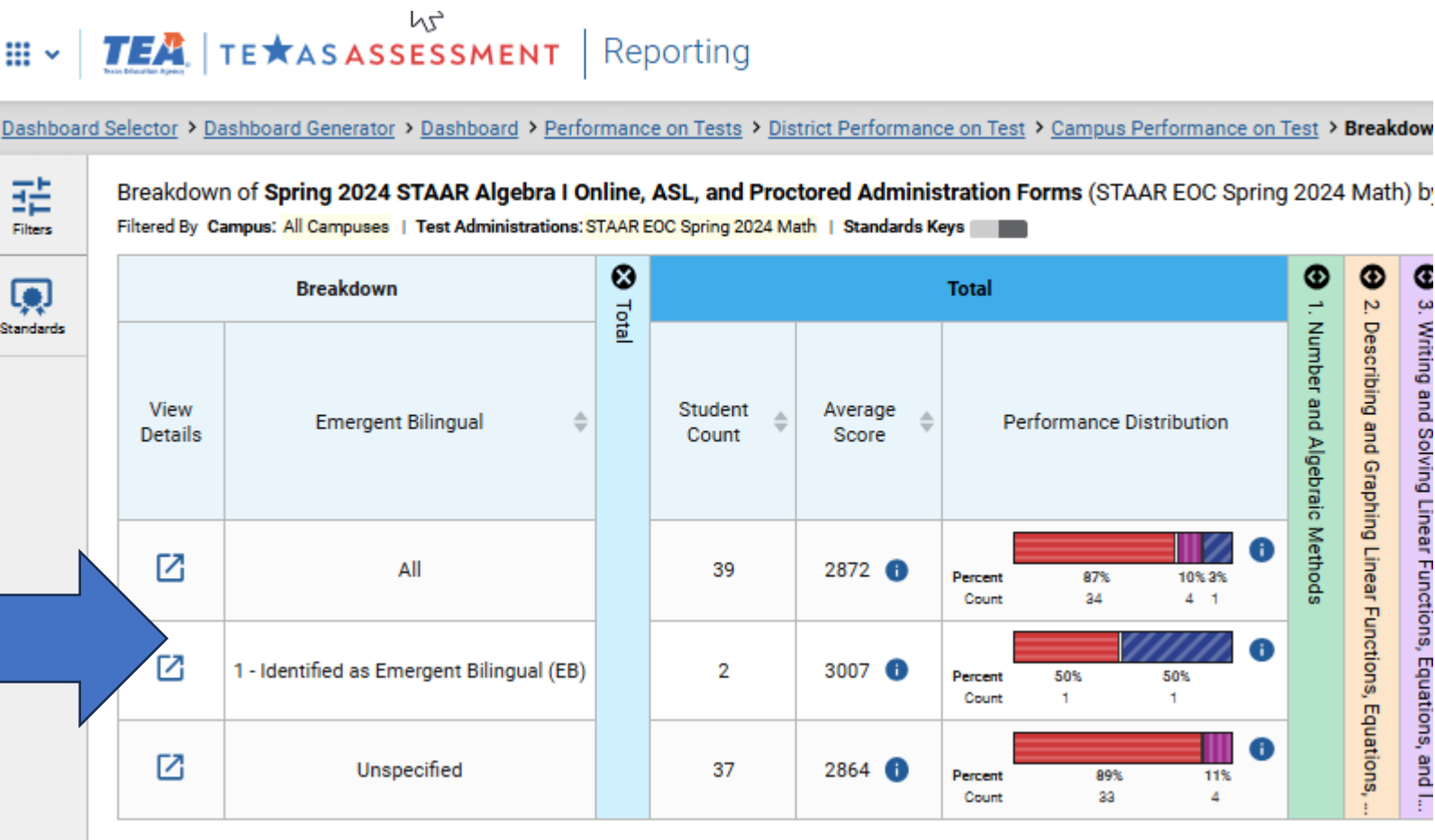
Tip 3: Spot checks through Assessment Results Delivered to Districts



Testing coordinators can do a sanity check of results available in CRS:

1. Features and Tools menu
2. Breakdown by provides a menu of attributes to select demographic groups.
3. Select up to three options.
4. Recommended to always include unspecified values to include counts of students who are in TIDE or CRS with results but may not have a demographic value selected.

Results check example



Example of using *Breakdown By*: district or campus wants to view results for the 39 students in Emergent Bilingual group:

Breakdown will show all students, students in the group (1-Identified as EB), and Unspecified for students where no value was set in TIDE.

Upcoming Feature: PDF Export of Writing Responses

- Users will now be able to export constructed responses for spring STAAR assessments.
- The information will be in a PDF format and sent to the user via the Secure File Center.
- The information is available for an entire district, campus, or roster.
- This includes:
 - RLA extended constructed responses
 - RLA short constructed responses
 - Science short constructed responses
 - Social studies short constructed responses

Cambridge Assessment Reporting		Student Writing Response
Lastname, Firstname		English I EOC 2025-2026
Student ID: 999999999 Student DOB: 7/2/2005		
Date Taken: 3/31/2026		
Raw Score 6/10		
Item Level Position: 43		
Student's Writing Response: How Did Your Student Respond?		
Caves are fascinating natural formations that have intrigued humans for centuries. These underground chambers, often hidden from view, offer a glimpse into the Earth's geological history and provide unique ecosystems for various species. From the stunning stalactites and stalagmites to the eerie silence that envelops them, caves are a testament to the power of nature's artistry. This essay will explore the formation, significance, and exploration of caves, highlighting their importance in both science and culture. Caves are primarily formed through a process known as chemical weathering, where acidic water erodes limestone and other soluble rocks over thousands of years. This slow process creates intricate networks of tunnels and chambers. The most famous type of cave is the limestone cave, which can be found in many parts of the world. As rainwater seeps into the ground, it absorbs carbon dioxide, forming a weak acid that gradually dissolves the rock. Over time, this leads to the creation of vast underground landscapes, often adorned with stunning mineral formations. Caves serve as crucial habitats for a variety of organisms, many of which are specially adapted to life in darkness. Bats, for instance, are commonly found in caves and play a vital role in the ecosystem by controlling insect populations and pollinating plants. Additionally, unique species such as cave-dwelling fish and insects have evolved to thrive in these isolated environments. The study of these organisms can provide insights into evolutionary processes and biodiversity, making caves important for ecological research. Throughout history, caves have held significant cultural value for various civilizations. Many ancient peoples used caves as shelters, and some even adorned their walls with intricate paintings, such as those found in Lascaux, France. These artworks provide a glimpse into the lives and beliefs of our ancestors. In modern times, caves continue to be sites of exploration and adventure, attracting tourists and researchers alike. They serve as reminders of our connection to the Earth and the mysteries that lie beneath its surface. In conclusion, caves are not just geological formations; they are vital ecosystems and cultural treasures. Their formation through natural processes, ecological significance, and historical importance make them worthy of protection and study. As we continue to explore and understand these underground wonders, we gain valuable insights into our planet's past and the intricate web of life that exists within it. Caves remind us of the beauty and complexity of nature, urging us to preserve these remarkable environments for future generations.		



Extended Constructed Response Reports will no longer be produced after the spring 2026 STAAR administration.

Coming
Spring 2026

Upcoming Feature: PDF Export of Writing Responses

The mock-up shows the 'Student Results Generator' interface. On the left, a blue callout bubble points to the 'Report Type' section, which has three options: 'Individual Student Report', 'Student Data File', and 'Writing Responses' (selected). A vertical sidebar on the right of this section is labeled '1. Select Test Administration'. To the right of the sidebar, the 'Select the test administration:' section has two options: 'STAAR 3-8 Spring 2026 RLA' (selected) and 'STAAR EOC Spring 2026 RLA'. A second blue callout bubble points to the 'Select the assessments.' section, which has a 'Previous' and 'Next' button. Below these buttons, there are radio buttons for 'Select by Subject' (selected) and 'Select by Grade'. A list of subjects is shown, with 'Reading Language Arts' expanded. Under 'Reading Language Arts', there are checkboxes for 'Grade 3', 'Grade 4', 'Grade 5', 'Grade 6', 'Grade 7', and 'Grade 8'. The 'Grade 3' checkbox is selected, and it is further expanded to show two options: 'Spring 2026 STAAR Grade 3 Reading Language Arts Online and ASL Forms' (selected) and 'Spring 2026 STAAR Grade 3 Reading Language Arts General Paper, Paper with Embedded Supports, and Braille Forms' (selected). A third blue callout bubble points to the '2. Select tests.' section, which is currently empty. An orange starburst graphic in the bottom right corner contains the text 'Coming Spring 2026'.

1. Select *Writing Responses* in the CRS' Student Results Generator.

2. Select tests.

Coming Spring 2026

Screenshots represent mock-ups of an upcoming system, which is subject to change.

Upcoming Feature: PDF Export of Writing Responses

Select the students.

1. Select Test Administration

2. Select Assessments

3. Select Students

☒ All Students

☒ DEMO School A

☒ Test Roster A2

☒ DM86753091

☒ DM86753092

☒ DM86753093

☒ DM86753094

☒ DM86753095

Filters Previous

3. Select a campus, roster, or individual students.

Secure File Center

View Files Share Files Upload

Hide Filters Batch Actions: Label Archive Delete Download

File Storage System Labels Custom Labels

Temporary File Storage

	NAME	CREATED	EXPIRATION	DAYS LEFT	ACTIONS
☐	DEMODistrict_StudentWritingResponses_154349 PM.zip REPORTING	08/21/2025 02:43 PM	09/20/2025 02:43 PM	29 days	
☐	DEMODistrict_StudentWritingResponses_154331 PM.zip REPORTING	08/21/2025 02:43 PM	09/20/2025 02:43 PM	29 days	
☐	DEMODistrict_StudentWritingResponses_154253 PM.pdf REPORTING	08/21/2025 02:42 PM	09/20/2025 02:42 PM	29 days	

View 20 First << 1 >> Last

4. A zip file is sent to the user's Secure File Center

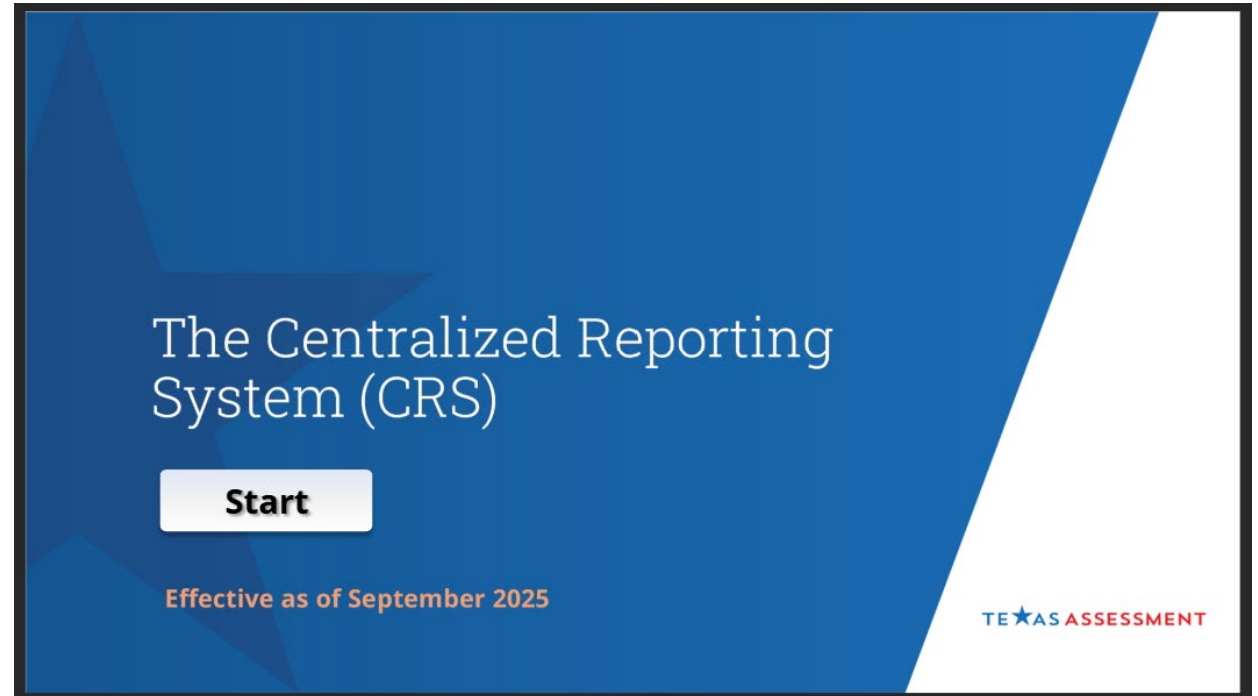
Coming
Spring 2026

Screenshots represent mock-ups of an upcoming system, which is subject to change.

Additional information about navigating CRS can be found on the LMS

This [training](#) will review how designated testing personnel can:

- navigate CRS
- generate Individual Student Reports and Student Data Files
- print and export reports





TE★AS ASSESSMENT

Portal navigation and updates:

Research Portal



The Research Portal was created to give the public direct access to student assessment information

Fun Facts:

- Research Portal established January 2024
- Over 170K unique viewers accessing the site
- Around 300K reports ran in the Research Portal (STAAR 3-8 Group Summary is by far the most popular!)

Tip 1: Access statewide or region information easily

Home / My Selections

1 Find Your Campus or District

Favorites Search Campus District **Region** State

Select All ☐ Region

- ☐ ★ REG 01 EDUCATION SERVICE CENTER
- ☐ ★ REG 02 EDUCATION SERVICE CENTER
- ☐ ★ REG 03 EDUCATION SERVICE CENTER
- ☐ ★ REG 04 EDUCATION SERVICE CENTER
- ☐ ★ REG 05 EDUCATION SERVICE CENTER
- ☐ ★ REG 06 EDUCATION SERVICE CENTER

☒ Include Statewide Results

Find Your Region

Enter Campus or District Name or CDC code

Your Campuses, Districts, and Regions:

STATE

TEXAS

After the assessment program is selected, one can generate the following:

1. Group Summary Report
2. Item Analysis Summary
3. Score Code Summary
4. Standard Combined Summary
5. Standard Constructed Response Summary
6. Standard Summary

Tip 2: Mass upload CDC codes for quick look-up

Search for a region, district, or campus

Enter a region, district, or campus name or County District Campus (CDC) code

SEARCH

Upload County District Campus (CDC) codes

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 . Based on accountability rules, state assessment results within the Research Portal vary slightly from the data used for accountability accountability data, please visit the [Texas Performance Reporting System](#).

CDC codes can be found on AskTED!

1 Find Your Campus or District

Favorites Search Campus District Region State

Find your Campus or Organization

Search by Name or County District Campus (CDC) code

Enter a Campus or District Name or CDC code

SEARCH

Upload multiple County District Campus (CDC) codes

Upload a .TXT file with one County District Campus (CDC) code per line. Districts have 6 digits, and campuses have 9 digits. There is a maximum limit of 1000 codes per file.

Drag and drop or select a .TXT file.

☐ Include Statewide Results

Your Campuses, Districts, and Regions:

TEA
Texas Education Agency

TEAS ASSESSMENT

Valid and Reliable Measures of Student Progress 34

Upcoming Feature: Multiple selection of EOC assessments

5 **Select a Subject**

☒ Algebra I ☐ Biology ☒ English I ☒ English II ☐ U.S. History

[VIEW SELECTIONS](#) [DOWNLOAD](#)



Upcoming Feature: Filter of Enrolled Grade

Example of how to use 'Filter' function (for Male and Hispanic/Latino students) –

The screenshot shows a web application interface for a report titled "My Selections: Organization: STATE, Program: STAAR EOC, Report: Group Summary: Performance". A "Filter" dialog box is open in the center. The dialog has two steps: "1 Select student groups" and "2 Select the relationship". In step 1, "Male" and "Hispanic/Latino" are selected with 'X' buttons, and a "Student ..." dropdown is visible. In step 2, the "And" radio button is selected, and the "Or" radio button is unselected. "CANCEL" and "APPLY" buttons are at the bottom of the dialog. The background shows a table with columns for Organization, Administration, STAAR Tests Taken, and various performance metrics with bar charts.

Organization	Administration	STAAR Tests Taken	57%	43%	4%	1%	
STATE	Summer 2025	38,392	3519	21,884 Tests	16,508 Tests	1,649 Tests	515 Tests

Select '**AND**' to see students who meet all criteria selected

Select '**OR**' to see students who belong to one or another group

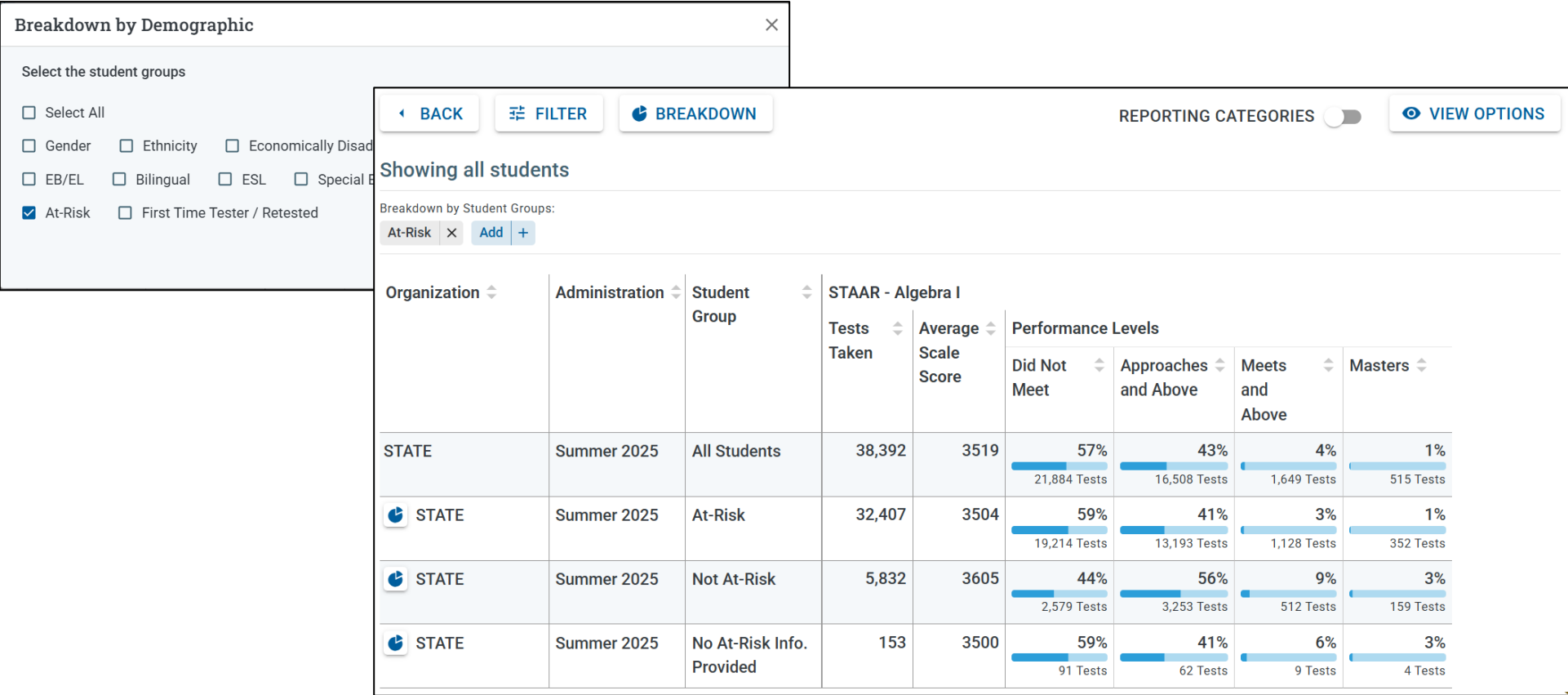
The new Enrolled Grade filter will allow you to view students who are at a specific grade level accessing a certain test.

Note: This feature would only apply for Spring 2026 data and beyond (cannot pull this data for previous administrations)



Upcoming Feature: Breakdown of Enrolled Grade

Example of how to use ‘Breakdown’ function (for At-Risk students) –

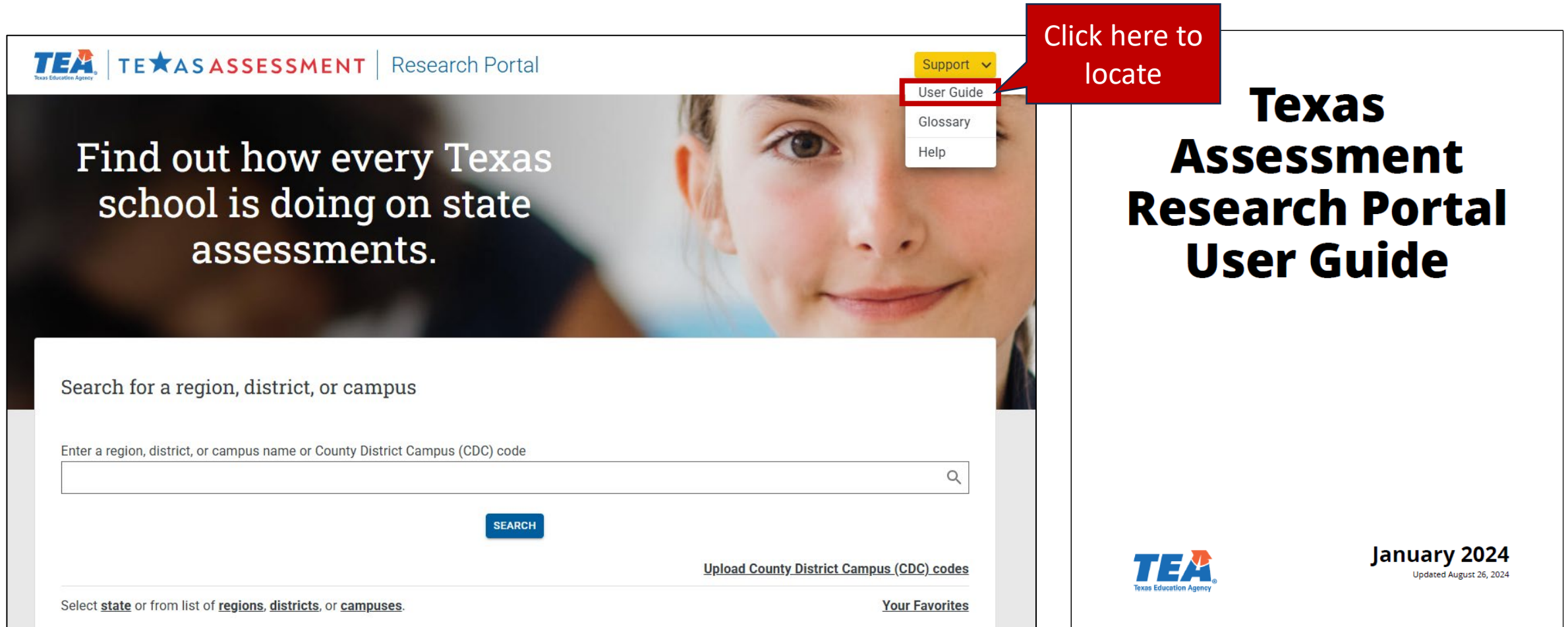


The new Enrolled Grade breakdown will allow you see the enrolled grade level of all students who took a certain test.

Coming June 2026

Note: This feature would only apply for Spring 2026 data and beyond (cannot pull this data for previous administrations)

More detail on how to use the Research Portal can be found in user guide



The image shows a screenshot of the Texas Assessment Research Portal. At the top left is the TEA logo and the text "TE★AS ASSESSMENT | Research Portal". The main header area features a large image of a young girl's face and the text "Find out how every Texas school is doing on state assessments." Below this is a search bar with the placeholder text "Search for a region, district, or campus" and "Enter a region, district, or campus name or County District Campus (CDC) code". A blue "SEARCH" button is positioned below the search bar. To the right of the search bar, there is a link to "Upload County District Campus (CDC) codes" and a link to "Your Favorites". In the top right corner, a "Support" dropdown menu is open, showing options for "User Guide", "Glossary", and "Help". A red callout box with the text "Click here to locate" points to the "User Guide" link. To the right of the screenshot, the title "Texas Assessment Research Portal User Guide" is displayed in large, bold, black text. At the bottom right, the TEA logo is shown next to the date "January 2024" and the text "Updated August 26, 2024".

TEA | TE★AS ASSESSMENT | Research Portal

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 or County District Campus (CDC) code

SEARCH

Upload County District Campus (CDC) codes

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

Your Favorites

Support
User Guide
Glossary
Help

Click here to locate

Texas Assessment Research Portal User Guide

TEA | January 2024
Updated August 26, 2024

Note: This resource is updated on an as-needed basis



TE★AS ASSESSMENT

Portal navigation and updates:

Accountability Analytic Tools



Analytics tools are a valuable resource in more deeply understanding your data for specific student groups

PROFILE

PERFORMANCE

FINANCE

TOOLS AND REPORTS

COMPARE

REPORT CARDS

CLOSING THE GAPS

Rating

A

90 out of 100

Closing the Gaps tells us how well a school is ensuring that all student groups are successful.

TELL ME MORE

Change Over Time

School Year

Rating/Score

ACCOUNTABILITY ANALYTIC TOOLS

* Accountability Analytic Tools are not designed for mobile use. For optimum user experience use a desktop or laptop device.

STAAR Performance

Evaluate annual STAAR outcomes and trends for a campus, district, or the entire state.

STAAR Comparison

Compare STAAR outcomes by student group for similar districts and campuses.

School / District Comparison

Compare various data elements for up to three schools or districts.

CCMR

Analyze college, career, and military readiness outcomes by student group for a campus, district, or the entire state.

Academic Growth

View academic growth outcomes and trends by student group for a campus, district, or the entire state.

Graduation

Examine graduation rate and graduation plan rate trends by student group for a campus, district, or the entire state.

Correlate

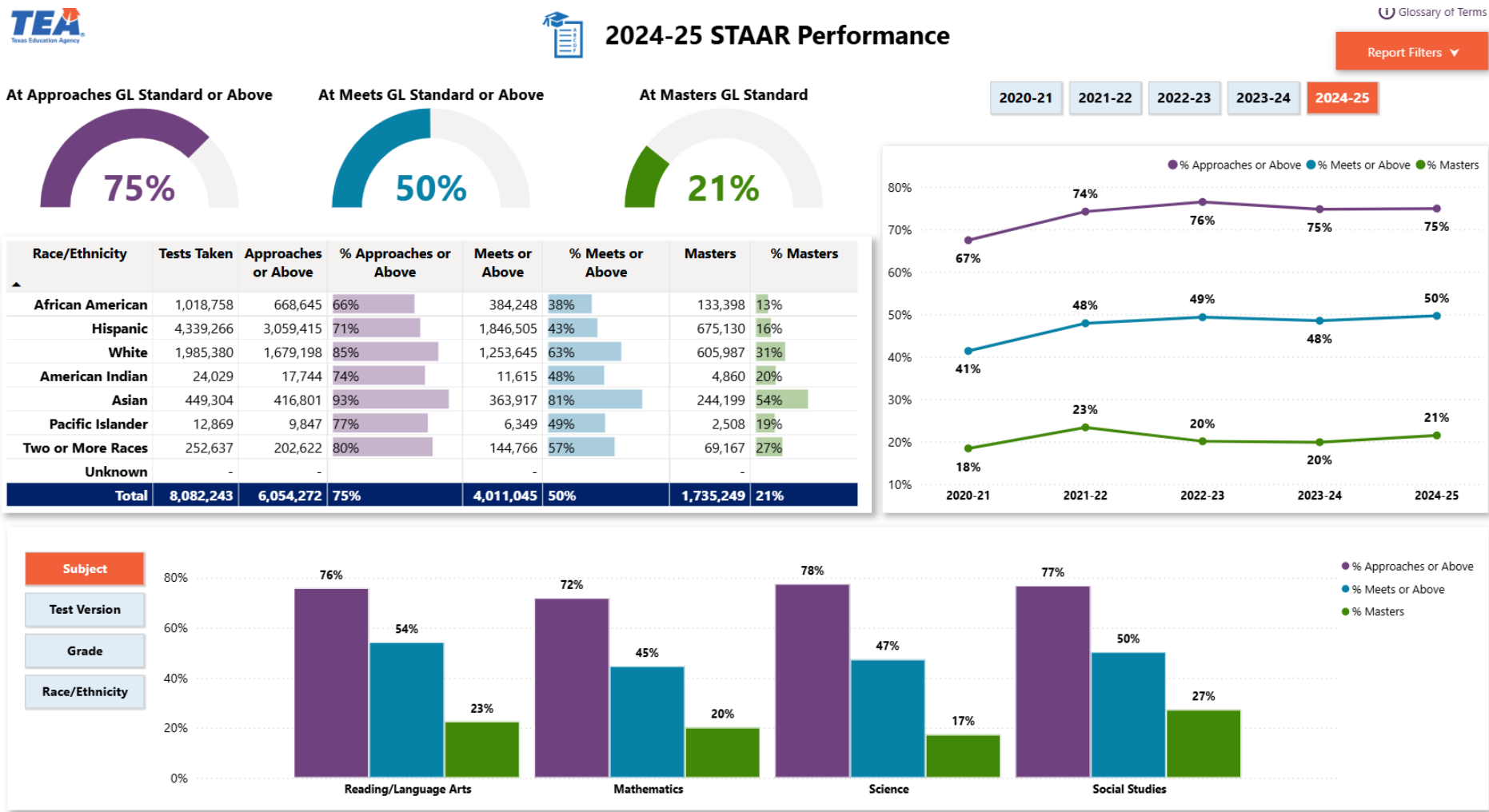
Analyze relationships between selected variables for all campuses and districts in the state.

TEA

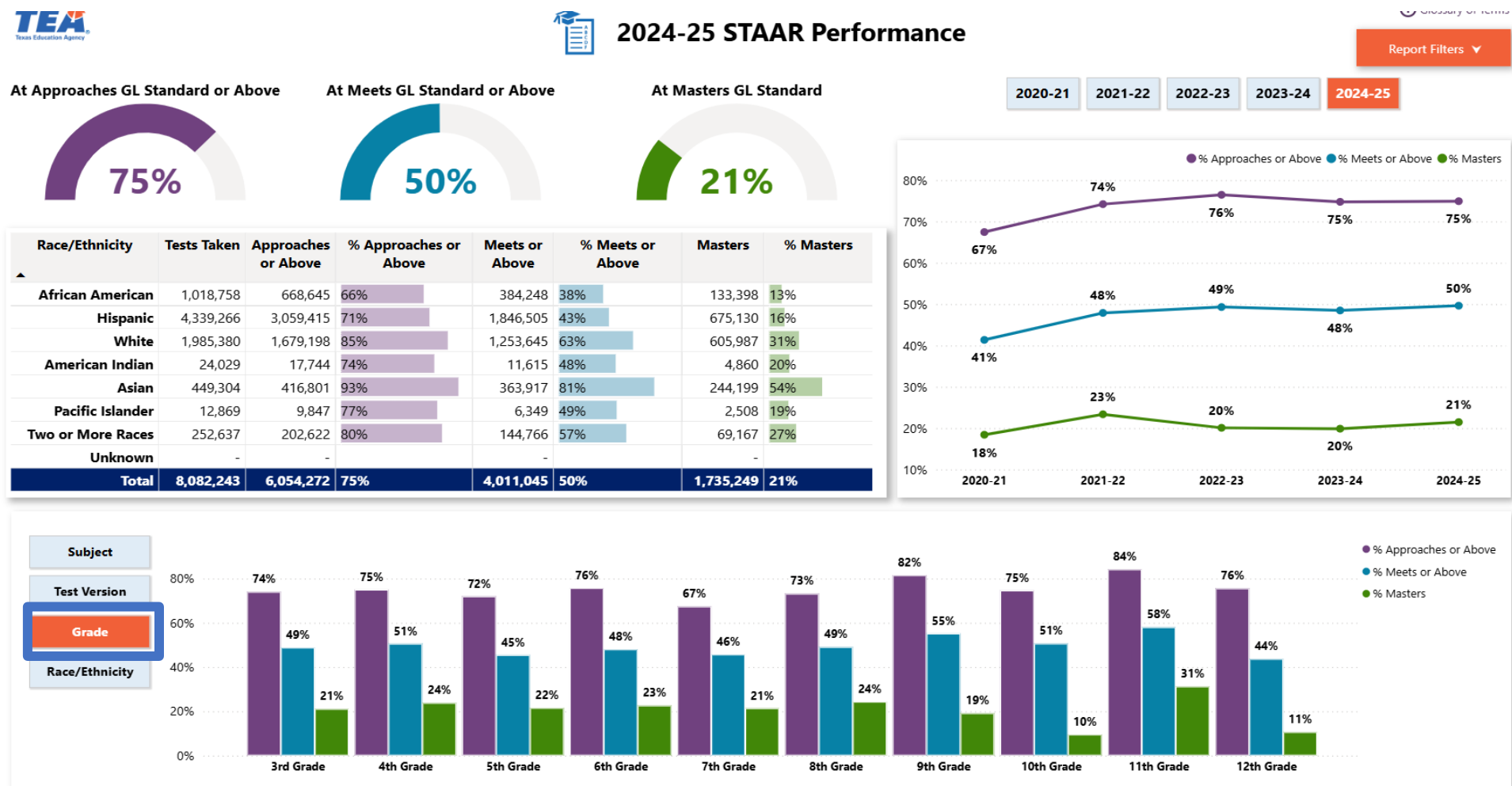
TEXAS ASSESSMENT

Valid and Reliable Measures of Student Progress 40

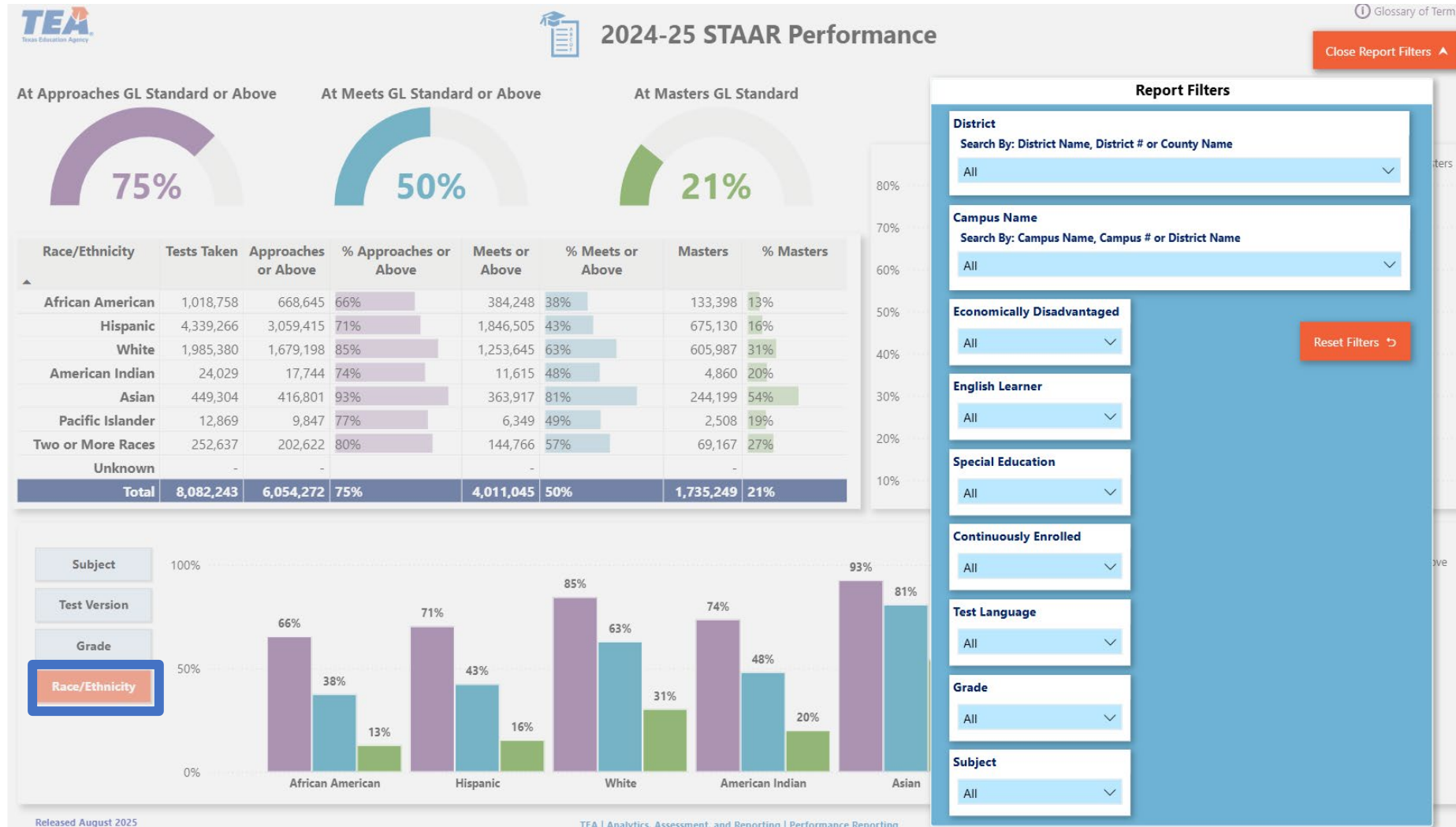
STAAR Performance Reports can be customized to analysis at the state, district, and campus levels



Views can be customized to meet the needs of a wide range of stakeholders



Filters can be leveraged for deeper analysis and easy to use visualizations



Analytics tools are a valuable resource in more deeply understanding your data for specific student groups

PROFILE

PERFORMANCE ▾

FINANCE

TOOLS AND REPORTS ^

COMPARE

REPORT CARDS ▾

 CLOSING THE GAPS

Rating



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TELL ME MORE

Change Over Time

School Year	Rating/Score
-------------	--------------

ACCOUNTABILITY ANALYTIC TOOLS

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Correlate

Analyze relationships between selected variables for all campuses and districts in the state.

 | TE★AS ASSESSMENT

Valid and Reliable Measures of Student Progress 44

STAAR Comparison analytics tools demonstrate comparative performance for districts or campuses statewide



STAAR Comparison

[Glossary of Terms](#)

Report Filters ▼

Campus

Search By: Campus Name, Campus # or District Name

All

Campus: User Choice

Campus: Compare 40

District

Campus	%	At Approaches GL Standard or Above	%	At Meets GL Standard or Above	%	At Masters GL Standard	Economically Disadvantaged	English Learner	Special Education	Mobility Rate	Enrolled in Early College HS	Enrollment
A & M CONS H S \ 021901001	87%		66%		26%		33.2%	4.8%	10.9%	10.2%	0.0%	2,165
A & M CONSOLIDATED MIDDLE \ 021901042	74%		54%		32%		44.6%	15.4%	16.9%	14.2%	0.0%	681
A B DUNCAN COLLEGIATE EL \ 077901101	84%		54%		24%		71.2%	8.5%	14.6%	14.3%	0.0%	295
A C BLUNT MIDDLE \ 205901041	56%		28%		8%		70.2%	8.9%	11.8%	18.4%	0.0%	382
A C JONES H S \ 013901001	73%		38%		9%		78.6%	3.1%	12.5%	11.1%	7.8%	969
A E BUTLER INT \ 116908101	65%		35%		12%		76.0%	23.3%	26.1%	15.9%	0.0%	651
A G ELDER EL \ 126905103	89%		66%		30%		52.4%	27.5%	20.4%	16.1%	0.0%	657
A LEAL JR MIDDLE \ 015904042	66%		37%		14%		92.8%	27.5%	16.0%	14.2%	0.0%	499
A M OCHOA EL \ 108902104	71%		39%		15%		93.6%	50.3%	12.2%	26.8%	0.0%	576
A M PATE EL \ 220905153	55%		26%		5%		96.0%	34.8%	14.1%	19.6%	0.0%	227
A N RICO EL \ 108913113	71%		45%		17%		89.3%	33.2%	16.6%	13.4%	0.0%	779
A P BEUTEL EL \ 020905102	83%		56%		24%		57.6%	3.2%	21.3%	12.3%	0.0%	568
A P SOLIS MIDDLE \ 108902045	78%		54%		22%		91.3%	47.5%	14.9%	17.7%	0.0%	646
A V CATO EL \ 220917101	72%		41%		17%		94.8%	47.6%	12.6%	18.7%	0.0%	633
A+ ACADEMY EL \ 057829001	60%		31%		10%		91.7%	60.7%	15.8%	6.4%	0.0%	888
A+ SECONDARY SCHOOL \ 057829002	69%		39%		9%		98.2%	51.1%	13.2%	7.9%	0.0%	790
A+ UNLIMITED POTENTIAL - UNIVERSIT \ 101871102	64%		34%		15%		77.6%	7.1%	17.3%	31.7%	0.0%	156
A+UP H S \ 101871001	86%		69%		11%		85.1%	6.4%	25.5%		0.0%	47
AARON PARKER EL \ 139911102	66%		34%		13%		63.3%	2.9%	22.0%	13.6%	0.0%	245
AB HARRISON INT \ 043914042	88%		68%		39%		29.4%	15.9%	21.6%	7.3%	0.0%	1,090
ABBETT EL \ 057909143	75%		49%		26%		61.2%	35.8%	13.3%	22.6%	0.0%	707
ABBOTT SCHOOL \ 109901001	88%		60%		24%		38.5%	3.2%	15.5%	5.2%	0.0%	283
ABELL J H \ 165901047	62%		35%		15%		54.3%	22.3%	10.5%	13.5%	0.0%	1,129
ABERNATHY EL \ 095901101	77%		52%		20%		51.6%	1.3%	13.4%	9.2%	0.0%	397
ABERNATHY H S \ 095901001	85%		60%		17%		46.4%	1.3%	11.8%	8.9%	0.0%	237
ABERNATHY MIDDLE \ 095901041	85%		62%		28%		45.6%	0.6%	14.6%	5.1%	0.0%	171
ABILENE H S \ 221901001	80%		51%		15%		63.4%	11.6%	13.7%	21.3%	0.0%	1,794
ACADEMY AT CARRIE F THOMAS \ 220902116	67%		37%		14%		75.7%	38.1%	18.6%	25.7%	0.0%	585
ACADEMY AT NOLA DUNN \ 126902101	87%		62%		31%		14.8%	2.2%	15.4%	1.8%	0.0%	667
ACADEMY FOR TECHNOLOGY ENGINEERING \ 221901010	98%		84%		31%		43.2%	1.0%	3.9%	8.5%	0.0%	384
ACADEMY H S \ 014901001	89%		65%		19%		34.1%	6.0%	12.6%	9.8%	0.0%	546
ACADEMY H S \ 043910008	98%		85%		39%		14.9%	4.4%	11.6%	5.2%	0.0%	275
ACADEMY INT \ 014901101	83%		53%		23%		38.1%	4.7%	23.6%	9.0%	0.0%	444

Users can select specific schools for comparison or compare to their campus comparison groups



STAAR Comparison

[Glossary of Terms](#)

Report Filters ▼

Campus

Search By: Campus Name, Campus # or District Name

A & M CONS H S \ COLLEGE STATION ISD \ 021901001 ^

Search

- ☒ A & M CONS H S \ COLLEGE STATION ISD \ 021901001
- ☐ A & M CONSOLIDATED MIDDLE \ COLLEGE STATION IS...
- ☐ A B DUNCAN COLLEGIATE EL \ FLOYDADA COLLEGIATE...
- ☐ A C BLUNT MIDDLE \ ARANSAS PASS ISD \ 205901041
- ☐ A C JONES H S \ BEEVILLE ISD \ 013901001
- ☐ A E BUTLER INT \ QUINLAN ISD \ 116908101
- ☐ A G ELDER EL \ JOSHUA ISD \ 126905103
- ☐ A LEAL JR MIDDLE \ HARLANDALE ISD \ 015904042
- ☐ A M OCHOA EL \ DONNA ISD \ 108803104

SHADOW CREEK H S \ 020901006

MCKINNEY NORTH H S \ 043907004

CLEAR LAKE H S \ 084910002

LAKE BELTON H S \ 014903010

MANSFIELD LAKE RIDGE H S \ 220908007

NEW BRAUNFELS H S \ 046901001

MIDLOTHIAN H S \ 070908001

SOTOMAYOR H S \ 015915029

MANSFIELD H S \ 220908003

KINGWOOD PARK H S \ 101913013

WARREN H S \ 015915019

AUSTIN H S \ 227901002

A & M CONS H S \ 021901001

COLLEGE STATION H S \ 021901001

Campus: User Choice

Campus: Compare 40

District

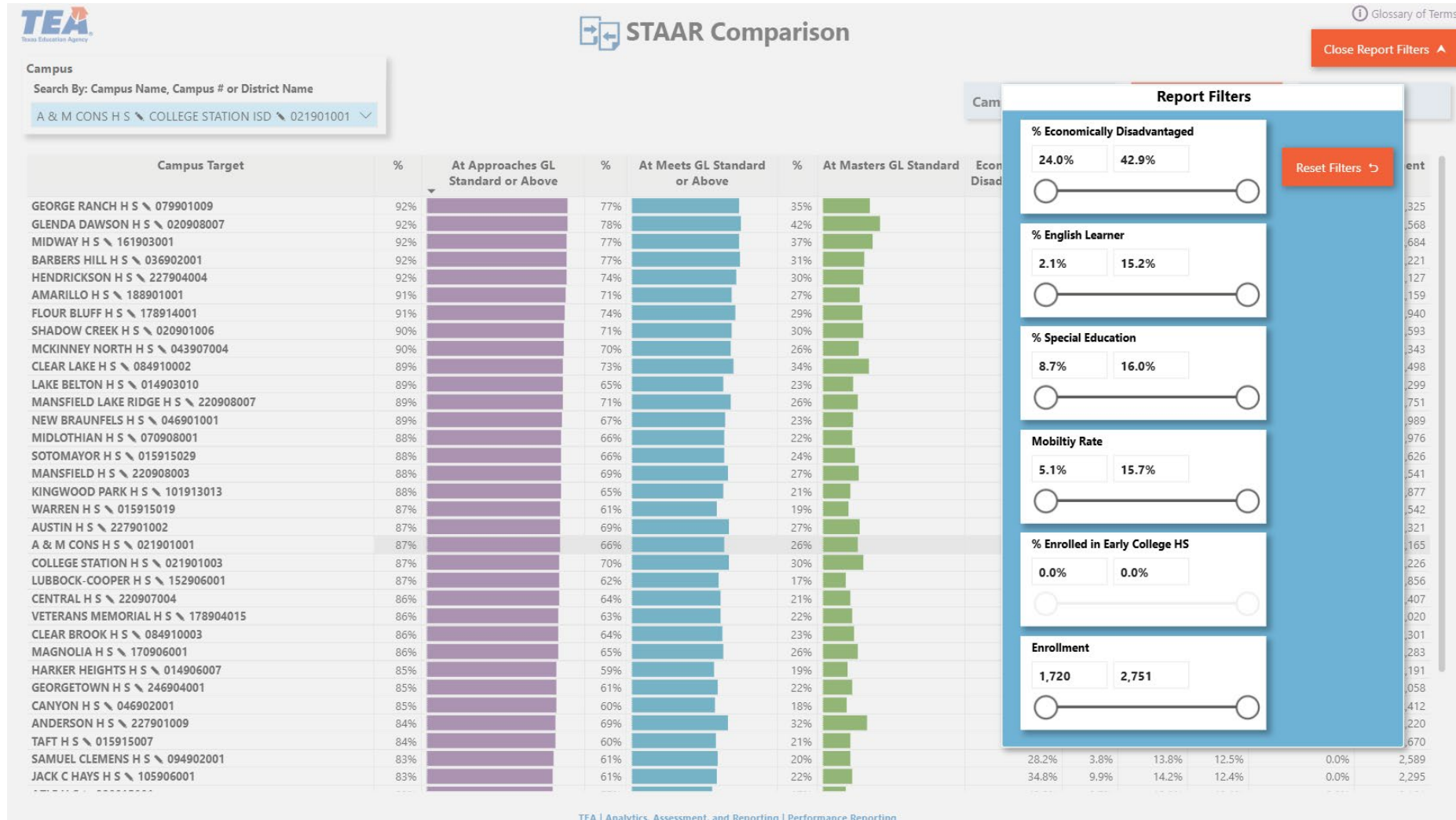
	%	At Approaches GL Standard or Above	%	At Meets GL Standard or Above	%	At Masters GL Standard	Economically Disadvantaged	English Learner	Special Education	Mobility Rate	Enrolled in Early College HS	Enrollment
A & M CONS H S \ COLLEGE STATION ISD \ 021901001	92%		77%		35%		26.8%	7.1%	9.7%	5.1%	0.0%	2,325
A & M CONSOLIDATED MIDDLE \ COLLEGE STATION IS...	92%		78%		42%		29.9%	5.3%	9.5%	8.5%	0.0%	2,568
A B DUNCAN COLLEGIATE EL \ FLOYDADA COLLEGIATE...	92%		77%		37%		30.3%	2.1%	11.4%	9.9%	0.0%	2,684
A C BLUNT MIDDLE \ ARANSAS PASS ISD \ 205901041	92%		77%		31%		24.2%	3.9%	10.8%	8.4%	0.0%	2,221
A C JONES H S \ BEEVILLE ISD \ 013901001	92%		74%		30%		24.0%	6.7%	9.1%	8.0%	0.0%	2,127
A E BUTLER INT \ QUINLAN ISD \ 116908101	91%		71%		27%		31.4%	2.7%	10.9%	10.0%	0.0%	2,159
A G ELDER EL \ JOSHUA ISD \ 126905103	91%		74%		29%		42.9%	2.4%	12.2%	13.0%	0.0%	1,940
A LEAL JR MIDDLE \ HARLANDALE ISD \ 015904042	90%		71%		30%		29.3%	5.5%	9.1%	9.6%	0.0%	2,593
A M OCHOA EL \ DONNA ISD \ 108803104	90%		70%		26%		27.1%	7.6%	10.7%	10.9%	0.0%	2,343
SHADOW CREEK H S \ 020901006	89%		73%		34%		31.9%	10.8%	10.8%	10.4%	0.0%	2,498
MCKINNEY NORTH H S \ 043907004	89%		65%		23%		30.7%	2.7%	14.2%	9.8%	0.0%	2,299
CLEAR LAKE H S \ 084910002	89%		71%		26%		32.1%	5.1%	9.9%	8.0%	0.0%	2,751
LAKE BELTON H S \ 014903010	89%		67%		23%		26.2%	5.9%	11.6%	15.7%	0.0%	1,989
MANSFIELD LAKE RIDGE H S \ 220908007	88%		66%		22%		28.6%	5.5%	12.0%	10.2%	0.0%	1,976
NEW BRAUNFELS H S \ 046901001	88%		66%		24%		30.6%	5.6%	12.5%	10.8%	0.0%	2,626
MIDLOTHIAN H S \ 070908001	88%		69%		27%		36.4%	6.6%	10.3%	10.3%	0.0%	2,541
SOTOMAYOR H S \ 015915029	88%		65%		21%		33.1%	6.0%	12.9%	10.4%	0.0%	1,877
MANSFIELD H S \ 220908003	88%		61%		19%		41.8%	6.8%	12.6%	11.5%	0.0%	2,542
KINGWOOD PARK H S \ 101913013	87%		69%		27%		24.1%	9.5%	12.1%	8.8%	0.0%	2,321
WARREN H S \ 015915019	87%		66%		26%		33.2%	4.8%	10.9%	10.2%	0.0%	2,165
AUSTIN H S \ 227901002	87%		70%		30%		34.0%	6.0%	11.5%	10.3%	0.0%	2,300
A & M CONS H S \ 021901001	87%		70%		30%		34.0%	6.0%	11.5%	10.3%	0.0%	2,300



TEA ASSESSMENT

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Filters can be leveraged to find comparable campuses or districts





TE★AS ASSESSMENT

What to expect with reporting deliverables and events



Updated Terminology for Reporting Events

Previous Terms		Updated Terms	
Early Student-Level Results	➡	Assessment Results	
Preliminary Assessment Reports for Accountability	➡	Administration Reports for Data Verification	
Final Assessment Results for Accountability	➡	Final Administration Reports for Accountability	

See the [Reporting Events](#) page of the *Coordinator Resources* for more information.

Assessment Results



Assessment Results

First available in the Centralized Reporting System (CRS) for district testing coordinators and superintendents.

Later available to other educators who have access to CRS and have rosters in TIDE.

Provided to aid district personnel in making student-level decisions not for accountability.

- Graduation
- Required accelerated instruction
- Reclassification



Assessment Results Data Files

Posted in the Secure File Center for district coordinators.

Provided in Excel in a custom data file format available on the [Data File Formats](#) webpage.

Contains one file for each subject.

Does not include item-level information or historical records.

Reflects students active in TIDE

Standard Reporting Deliverables

Legend	
	Administration Reports for Data Verification
	Final Administration Reports for Accountability
	Not Available

Deliverables	STAAR Grades 3-8	STAAR Spring EOC	Dec & June STAAR EOC	STAAR Alternate 2	TELPAS	TELPAS Alternate
Reporting Data File	 	 	 	 	 	 
Summary Report	 	 	 	 	 	 
Campus Rosters						
Student Report Cards	 	 	 	 	 	 
Student Labels	 	 	 	 	 	 
Item Analysis Summary Reports						
Student ECR Report						

Data Verification Windows



District coordinators **must** review and verify the data and make corrections as needed.

Correction submitted during the window will be reflected in final administration reports for accountability.

Corrections made after the window will not be reflected in final administration reports.

Can Be Done	Cannot Be Done
Submit score code changes	Enter a score code
Resolve test discrepancies	Enter student responses in RE
Merge temporary TSDS IDs	Add a student
Submit rescore requests	Correct existing student demographic information
Correct student name	Enter holistic ratings
Correct student date of birth	Change holistic ratings
Correct years in U.S. schools	

Assessment Results are the same as Final Administration Reports unless changes have been made during the Data Verification Window.

Naming Conventions for Reports and Files

This resource provides a description of how files and reports for assessment results that are posted in the Secure File Center are named.

TE★AS ASSESSMENT

2025–2026 Naming Conventions for Reports and Files

For more information on assessment reports and reporting events, refer to the [Reporting](#) section of the *District and Campus Coordinator Resources*.

Assessment Results

The assessment results data files are located within “DISTRICTNAME_StudentData.zip” zipped district folders. The data files have the same name as the folders but are in a .csv format. The naming convention for file name is “<first three characters of the last name of the first student in the file>-<first three characters of the last name of the last student> in the file”. “TimeGenerated” on the data file is the time of data file generation and follows “HHMMSS <A/P>M” (9 characters) format. Separate files by subject are generated for Spring.

Administration	Report Level	File Name	One File
Spring STAAR Grades 3–8 Assessments	District	DISTRICTNAME_Page1_XXX-YYY_StudentData_TimeGenerated.csv	per district and subject
Spring STAAR EOC Assessments		DISTRICTNAME_Page1_XXX-YYY_StudentData_TimeGenerated.csv	per district and subject
STAAR EOC Assessments (December and June)		DISTRICTNAME_Page1_XXX-YYY_StudentData_TimeGenerated.csv	per district
STAAR Alternate 2 Grades 3–8 Assessments		DISTRICTNAME_Page1_XXX-YYY_StudentData_TimeGenerated.csv	per district
STAAR Alternate 2 EOC Assessments		DISTRICTNAME_Page1_XXX-YYY_StudentData_TimeGenerated.csv	per district
TELPAS		DISTRICTNAME_Page1_XXX-YYY_StudentData_TimeGenerated.csv	per district
TELPAS Alternate		DISTRICTNAME_Page1_XXX-YYY_StudentData_TimeGenerated.csv	per district

This will be posted soon on the [Data File Formats](#) webpage on [tea.Texas.gov](https://tea.texas.gov).

Reporting Dates for the Texas Assessment Program

- This one-page color-coded document on reporting deliverables has been updated this year to include icons for the three main reporting events.



Assessment Results



Administration Reports for Data Verification



Final Administration Reports for Accountability

- Available on the [Student Assessment Results](#) web page.

REPORTING FOR THE TEXAS ASSESSMENT PROGRAM
2025–2026 SCHOOL YEAR

TEASASSESSMENT

WHAT?	WHO AND WHEN?	
Assessment Results Assessment results are for student-level decisions, such as determining whether accelerated instruction is required or whether graduation requirements have been met. Assessment results from the Centralized Reporting System (CRS) are dynamic and should NOT be used to calculate district or campus accountability ratings since changes may occur during the data verification window, state-level aggregate data is still in progress, and accountability reporting rules have not been applied.	For District Testing Coordinators and Superintendents Assessment results are delivered to district testing coordinators via CRS data files in the Secure File Center and available in CRS for district testing coordinators and superintendents on the following dates: • STAAR Grades 3–8 assessments: May 29, 2026 • Spring STAAR EOC assessments: May 22, 2026 • December STAAR: January 7, 2026 • June STAAR: July 21, 2026	For Educators Rostered in TIDE Assessment results are available in CRS on the following dates for all educators who are rostered in the Test Information Delivery System (TIDE): • STAAR Grades 3–8 assessments: June 3, 2026 • Spring STAAR EOC assessments: May 28, 2026 • December STAAR: January 9, 2026 • June STAAR: July 23, 2026 • STAAR Alternate 2: June 11, 2026 • TEPAS: May 22, 2026 • TEPAS Alternate: April 10, 2026

REPORTING FOR THE TEXAS ASSESSMENT PROGRAM 2025–2026 SCHOOL YEAR			TEASASSESSMENT	
Admin for Administration reporting data files, reports, campus reports, student labels. The identify data that is data verification window. Administration reports are used as an input to accountability ratings.	WHAT?	WHO AND WHEN?		
	Final Administration Reports for Accountability Final administration reports for accountability reflect changes made during the data verification window and include item analysis reports and updated reporting data files, summary reports, student report cards, and student labels. Because these reports are provided to the TEA Performance Reporting Division, where accountability rules are applied to produce the Consolidated Accountability File, final administration reports for accountability may vary slightly from the Consolidated Accountability File. Accountability data may be accessed through the Texas Performance Reporting System.	For District and Regional Testing Coordinators Final administration reports for accountability are posted for district and regional testing coordinators in the Secure File Center on the following dates: • STAAR Grades 3–8 assessments: July 28, 2026 • Spring STAAR EOC assessments: July 14, 2026 • December STAAR: March 23, 2026 • June STAAR: August 28, 2026 • STAAR Alternate 2: July 24, 2026 • TEPAS: July 20, 2026 • TEPAS Alternate: May 13, 2026	In Family and Research Portals Data from the final administration reports are available in the Family Portal and the Research Portal on the following dates: • STAAR Grades 3–8 assessments: July 31, 2026 • Spring STAAR EOC assessments: July 17, 2026 • December STAAR: March 26, 2026 • June STAAR: September 2, 2026 • STAAR Alternate 2: July 29, 2026 • TEPAS: July 23, 2026 • TEPAS Alternate: May 19, 2026	

Thank you for everything you do for Texas students!

Visit the Computer Lab at the Portia Room to receive any support or reporting walkthroughs you need!

Open Tuesday (8am-5pm) and Wednesday (8am-11am)

Contact Information

TEA Student Assessment

- [Student Assessment Help Desk](#)

Cambium Texas Testing Support

- TexasTestingSupport@cambiumassessment.com
- [TexasAssessment.gov](https://www.texasassessment.gov) via live chat
- (833) 601-8821

We want your
feedback!

<https://forms.office.com/r/MvndbvcaEM>

