

Transcript – Comparisons Across Groups

Presenter: In this lesson we will talk about the Universal Screener Comparison Summary Reports. These reports will allow the user to make comparisons over time for individuals and groups of students, as well as classes and grades, and to make comparisons between groups of students.

The Universal Screener is designed to be administered three times per year—in the fall, winter, and in early spring. We can make two different decisions from those results. First, we can determine if students are on track for meeting our expectations in algebra or if they might be at risk for not meeting our expectations in algebra. For students who are at risk for not meeting our expectations in algebra, another decision that we might make from these results is the intensity of support that these students might need in order to be successful.

The “Class Summary Report”, which we reviewed in another lesson, can be used to assist us in making those two decisions at each administration in the fall, the winter, and the spring. But once we have at least two data points, either the fall and the winter; winter and spring; or fall, winter, and spring; we can use the comparison reports to look at the change in students’ performance over time.

This lesson will focus on Comparison Reports for the Universal Screener. Specifically, we will talk about using the reports that display the universal screener results for making comparisons across groups. Possible groups for making comparisons include assessment results grouped across classes for one teacher for one test administration, across grades for one test administration, or across all teachers within one grade for one test administration. Administrators can also view results over time for students and classes.

The Universal Screener Comparison Reports help us make two different types of decisions. They help us make decisions about students’ progress over time and they help us make decisions about groups of students within time. For administrators, understanding students’ progress over time can help you determine if the changes that are implemented within the school year to support student achievement are having the desired effects. Viewing students’ progress within time can help you better understand the range of students’ performance, with the goal of working with your teachers to make instructional changes to best support students’ needs. You can use this information to allocate resources.

In this lesson, we’re going to talk about using the comparison reports to compare different groups. In this particular example, we’re going to be looking at this from a district administrator’s perspective. Building or school administrators will have access to these same report features for their respective school. Of course, teachers will also have the ability to look at comparisons of groups, but only for their own students, but in this case we would like to demonstrate this from the administrator’s standpoint.

After accessing the ESTAR/MSTAR application, the administration home page will appear. You will see a series of menu options on the left side of the page. These menu options will help you navigate through the assessments.

A drop down menu will display after clicking "Using Universal Screener." We want to select "Universal Screener Reports." Upon doing so, you will see the administration reports on the main screen.

Transcript – Comparisons Across All Teachers Within One Grade

Presenter: In this lesson we'll focus on generating a report for data across all teachers within one grade for one test administration, as viewed by a District Level Administrator. You will notice there are three selection boxes or drop down menus after selecting this report option. This includes "School," "Assessment," and "Chart Display Options." The chart display options give you the ability to view the box and whisker plot, the average scaled score, or a combination of both. In this case, we will view them together, after making this selection and clicking the apply filter button.

We see the title of the report and a brief description. We also still have our three selection categories available to us so that we can make any selection changes that we'd like. We also see that we can export the report to a PDF. Our box and whisker plots are now visible.

Let's take a closer look at this comparison report. As you can see, the report displays the teachers teaching seventh grade mathematics. The teachers' names are plotted on the x-axis. The scale score for the universal screener is on the y-axis. For this particular report, we're comparing teachers and we're looking at the performance of all the seventh grade students for each teacher.

If we were looking at different class periods within one teacher, those different class periods would be along the x-axis, as opposed to different teachers. As well as if we were looking at different grades, we would have the different grades along the x-axis. So regardless, the groups that we're comparing are along the x-axis.

The box plot for each teacher's classes includes the students who have taken the selected assessment. The circle in the box plot represents the class average and corresponds to the color of the tier level.

For example, the first box plot is for Julie Harris's seventh grade classes. In this case, just as with other box plots, we see the range of the data. The class average for Julie Harris's classes is designated by the orange circle, which corresponds to Tier 2B. If we hover over the class average we see that the average for all of Julie Harris's seventh grade classes is 201.

We can also see that other information is displayed in this report. The color-coding of the circle for Marion Price is orange, which corresponds with Tier 2B. So on average students in her classes are performing within the Tier 2B performance category on the TXAR response to intervention triangle. This would indicate that the average student in Julie Harris's class needs strategic intervention. We do see the range of performance based on the whiskers for this box and whisker plot. Those range from a low of 177 to a high 240.

The information presented in this box and whisker plot represents the aggregate across all of Julie Harris's seventh grade classes. This information is very useful from an administrator's perspective. It enables an administrator to examine the distribution of data across Julie Harris's classes, as well as the different averages for the seventh grade teachers. Although the intent is not to compare teachers, this report makes it possible to look at what supports the teachers might need to best design and deliver instruction to meet students' needs as well as how we can better disseminate resources across teachers to support student achievement.

We can see that with the students in Jerrick Smith's class, there's the broadest range of student performance and the class average is higher than the other teachers' classes. Given the range of student performance in his class, Jerrick Smith might need support in designing and delivering differentiated instruction or implementing peer-assisted learning strategies. From another perspective, since the students in Jerrick Smith's class have the highest performance on the universal screener, the administrator could talk with Jerrick Smith to better understand how he is designing and delivering to help his students be successful. If appropriate, along with the other seventh grade math teachers, Jerrick Smith could discuss his instructional design and delivery approaches to brainstorm ways to best support student achievement. Alternatively, if Jerrick Smith is using a specific resource or attended a professional development session that might be useful for others, the administrator could consider the possibility of providing these resources to other teachers.

In addition to this report, administrators can look at results from the TXAR universal screener comparison reports across classes for each of the different teachers. We would want to look at Julie Harris's classes, Marion Price's classes, Jerrick Smith's classes, and Luis Gonzales's classes to see how students in each teacher's classes are performing on the universal screener. Just as before, this information is useful to determine what supports and/or resources the teachers might need to best support their students' learning.