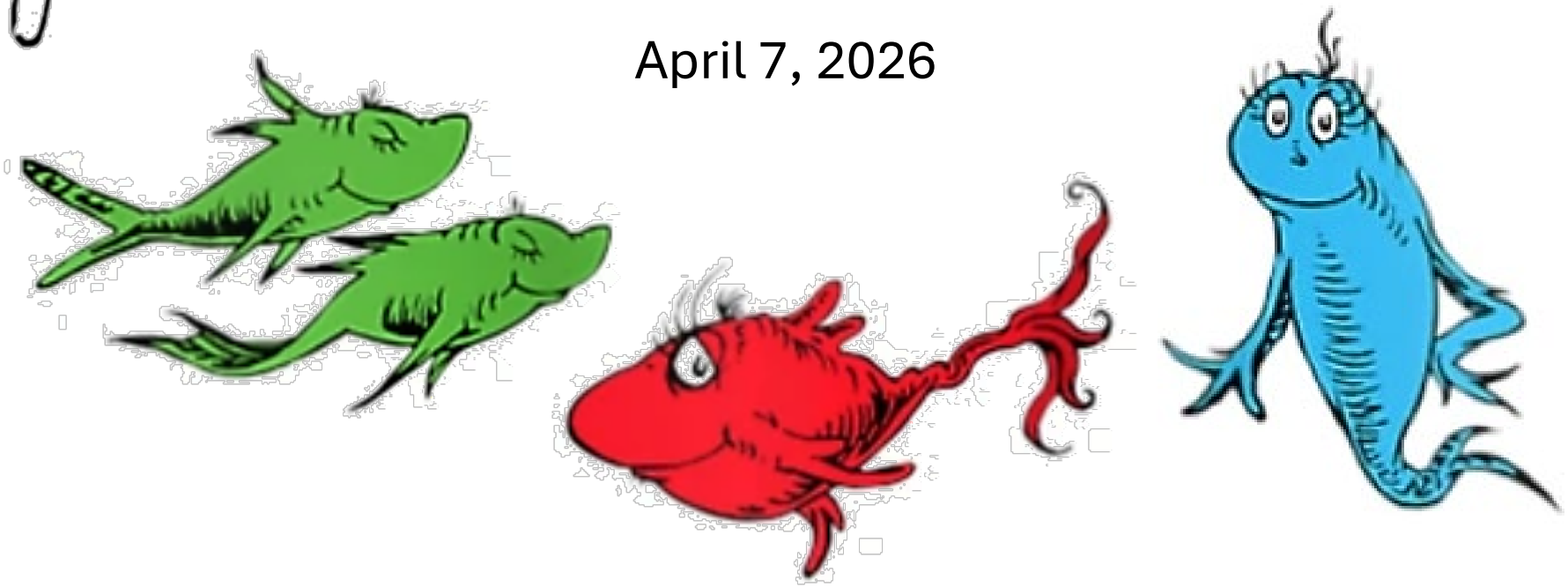
College of Education

SR

Spring 2026 Data Day

April 7, 2026



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Welcome…

- **8:15 – 9:45** General Session
  - Dean's Opening Remarks & Brief College Updates
  - Certifications and Pathways
  - Assessment Cycle
  - Data Files and Notes
  - New Assignment and SL&L Assessment Tool Request
  - Collegewide Data
  - I2I Employment Data Demonstration
- **9:45 – 10:00** Break
- **10:00 – 11:00** Program Level Breakout Rooms
  - TExES Exam Data, SL&L Assessments, Discussions, Take-aways, Curriculum
  - What's Next? What else do you want to know? New Key Assessments in SL&L?
- **11:00 – 11:15** Break
- **11:15 – 11:45** Closing Discussion

Opening Remarks and College Update

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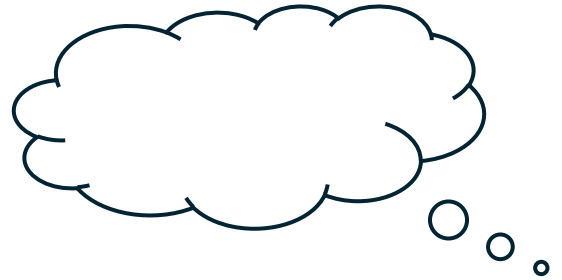
Why Data Day?
What are you thinking right now?



- Add your thoughts to the Word Cloud with your phone using the QR code shown.
- Words! Phrases!
- It's our first data day! ☺
- WORD CLOUD!

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Current TEA-ASEP Certifications & Pathways

SRSU TEA "APPROVED TO OFFER" CERTIFICATIONS BY PATHWAY

TRAD = undergraduate degree seeking AND seeking teacher certification
ALT = non degree, teacher or advanced certification seeking
PB = masters or higher degree seeking AND seeking certification

Green shading means we are actively advertising and accepting candidates
Yellow shading means we are considering advertising and accepting candidates
Orange shading means we have no plans to offer this certification
Blue shading means we may seek TEA approval to offer this certification pathway

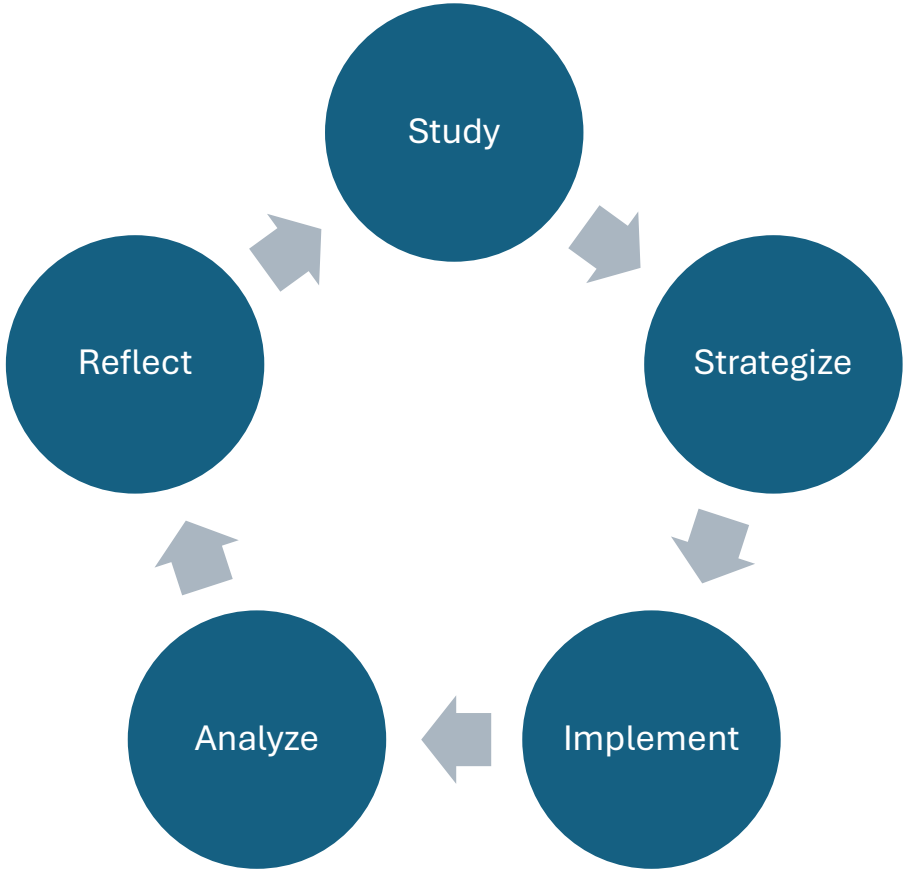
GR LEVEL ADVANCED CERTIFICATIONS	TRAD	ALT	PB
Educational Diagnostician	N/A	Y	Y
Principal	N/A	Y	Y
Reading Specialist	N/A	Y	Y
School Counselor	N/A	Y	Y
Superintendent	N/A	Y	Y

SUPPLEMENTAL CERTIFICATIONS	TRAD	ALT	PB
English as a Second Language Supplemental	Y	Y	Y
Gifted and Talented Supplemental	Y	Y	Y
Special Education Supplemental	Y	N	Y

TEACHER CONTENT CERTIFICATIONS	TRAD	ALT	PB
Agriculture, Food, and Natural Resources 6-12	Y	Y	Y
Art EC-12	Y	Y	Y
Core Subjects w/STR 4-8	Y	N	Y
Core Subjects w/STR EC-6	Y	N	Y
Driver's Education 6-12	Y	N	N
English Language Arts w/STR 4-8	Y	N	Y
English Language Arts and Reading 7-12	Y	Y	Y
History 7-12	Y	Y	Y
LOTE - Spanish EC-12	Y	Y	Y
Life Science 7-12	Y	Y	Y
Math 4-8	Y	Y	Y
Math 7-12	Y	Y	Y
Music EC-12	Y	Y	Y
Physical Education EC-12	Y	Y	Y
Physical Science 6-12	Y	Y	Y
Science 4-8	Y	Y	Y
Science 7-12	Y	Y	Y
Social Studies 4-8	Y	Y	Y
Social Studies 7-12	Y	Y	Y
Speech 7-12	Y	Y	Y
Technology Education 6-12	Y	N	Y
Theatre EC-12	Y	Y	Y

A View of the Assessment Cycle

(Cycle shared by Dr. Decman for use in the new doctoral program)



Study: We continuously examine candidate and system assessment data to identify meaningful trends, gaps, and opportunities for improvement grounded in evidence.

Strategize: Using those data insights, we thoughtfully design adjustments to assessments that better align with program goals and evolving standards.

Implement: We apply these data-informed changes to candidate and system assessments in a deliberate and measurable way.

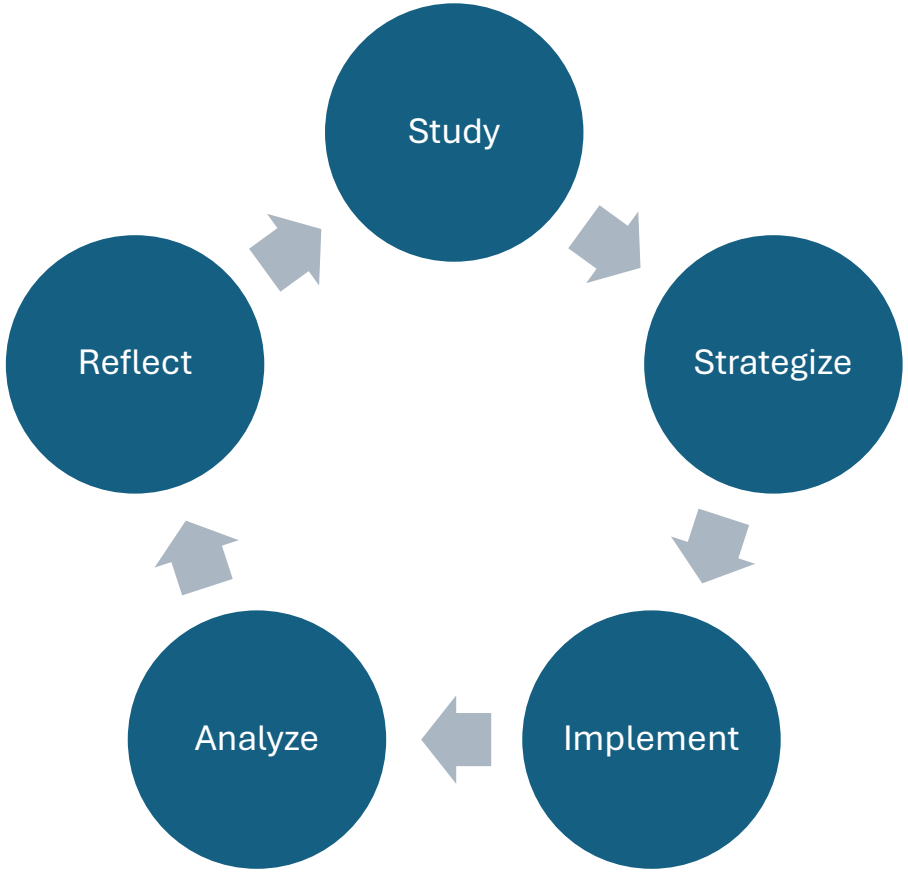
Analyze: We evaluate the impact of implemented changes by examining new data to determine what is working and what needs further refinement. *

Reflect: We critically consider the results and our decision-making process, ensuring that any evolution of assessments remains justified, transparent, and evidence-based. **

* You are here! ** This comes next!

A View of the Assessment Cycle

"Closing the loop for continuous program improvement"



In the coming months and throughout the next academic year, consider what these and other data mean.

What are strengths of our assessments and systems?
Where can we improve?
What information do we wish we had?

Should we make changes to systems?
Should we make changes to curriculum?
Should we make changes to existing assessments?
Should we implement new assessments?

If we decide to make changes in one area or another, then we should revisit these same questions to see if things worked. And the cycle continues…

(Do we teach our candidates to do this in their own classrooms and schools?)

The Data Files

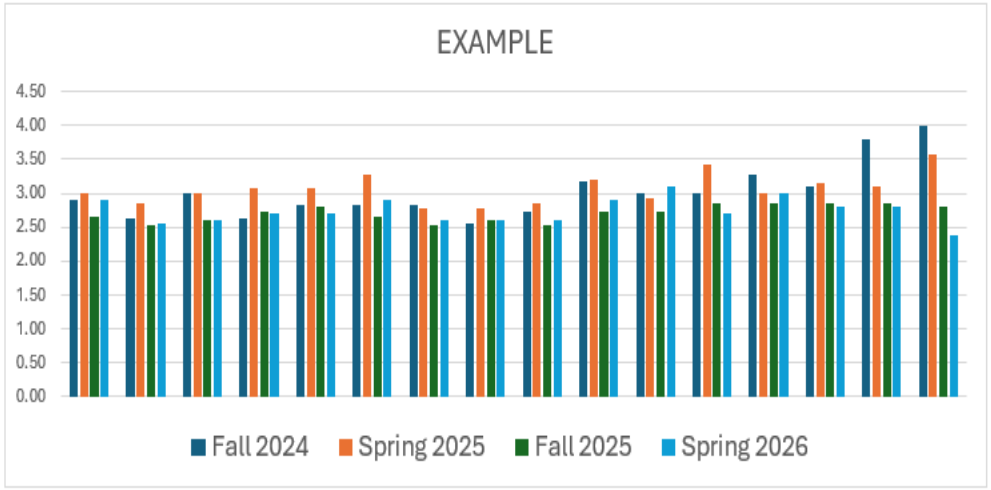
- https://srinfo.sulross.edu/education/dd26/ or use
- https://tinyurl.com/DD26-Data (will be in the chat)
- Everyone has access to everything
- College level and EPP data & Program level data (PDFs)
- **Word Doc for Taking Notes** – everyone has access, please download and add your observations, ideas, and questions.
  - Please email me (andrew.oswald@sulross.edu) your completed notes Word documents after Data Day concludes.

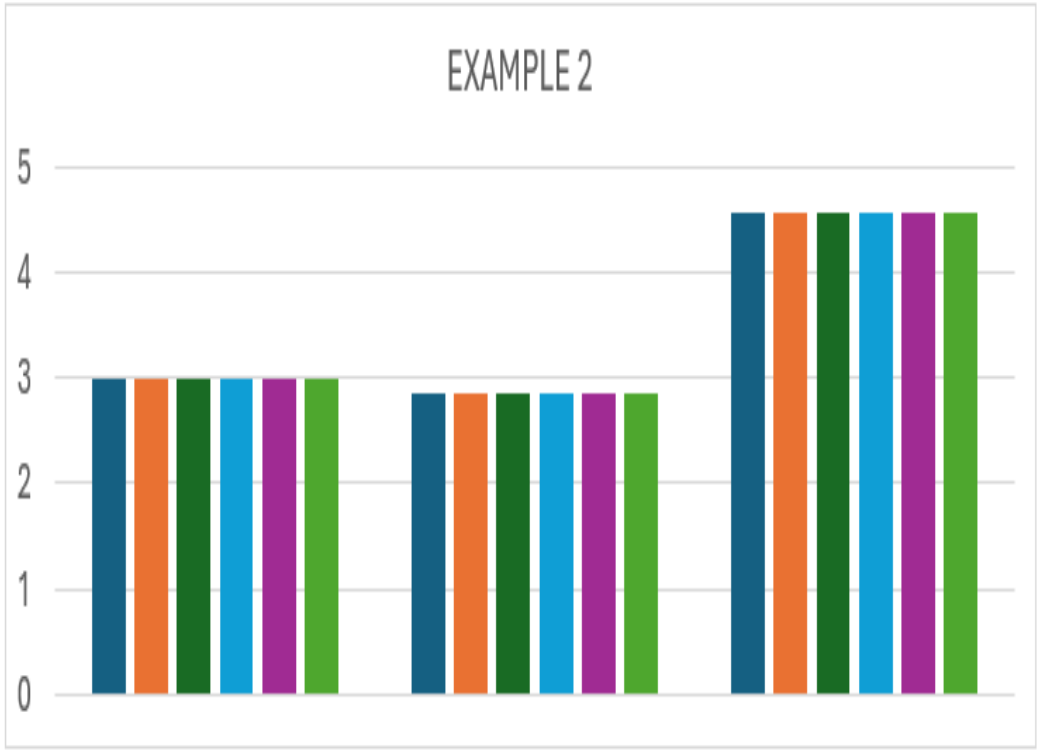
- This webpage will remain available for about 2 weeks.

The Data Files

- Much of the data will include tabular data and bar graphs for easy interpretation with your eyes.

EXAMPLE	Fall 2024	Spring 2025	Fall 2025	Spring 2026
N	11	14	15	10
ITEM 1	2.91	3.00	2.67	2.90
ITEM 2	2.64	2.86	2.53	2.56
ITEM 3	3.00	3.00	2.60	2.60
ITEM 4	2.64	3.07	2.73	2.70
ITEM 5	2.82	3.07	2.80	2.70
ITEM 6	2.82	3.29	2.67	2.90
ITEM 7	2.82	2.79	2.53	2.60
ITEM 8	2.55	2.79	2.60	2.60
ITEM 9	2.73	2.86	2.53	2.60
ITEM 10	3.18	3.21	2.73	2.90
ITEM 11	3.00	2.93	2.73	3.10
ITEM 12	3.00	3.43	2.87	2.70
ITEM 13	3.27	3.00	2.87	3.00
ITEM 14	3.11	3.14	2.86	2.80
ITEM 15	3.80	3.09	2.86	2.80
ITEM 16	4.00	3.57	2.80	2.38





A Small Statistical Issue Reminder

A quick reminder about using quantitative data that was *transformed from qualitative* data – since we can only find frequency distributions on qualitative data (nominal or ordinal data). Much of our assessment data starts as qualitative!

Qualitative Data

- **Nominal** – Gender, Race, Ethnicity: never, *ever* use anything but frequency!
- **Ordinal** – Class (freshman, etc.), Ed Assessment (developing, proficient, etc.): can be transformed into assigned numbers, but be careful about using math to compare – more on this in a moment.

Quantitative Data

- **Interval** (negative numbers allowed) – Temperature in Degrees F, year: only use addition "more than" or subtraction "less than" – *do not use multiplication or division!*
- **Ratio** (counting - data starts at zero) – GPA, my weight or height: use addition, subtraction, multiplication ("twice as much") or division ("a third of …")

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A Small Statistical Issue Reminder

Example from T-TESS (qualitative, ordinal data):

- Needs Improvement → 1
- Developing → 2
- Proficient → 3
- Accomplished → 4
- Distinguished → 5

(3 + 3 + 2) / 3 = 2.67 however

(Proficient + Proficient + Developing) / 3 = meaningless

Assigning numeric values to scales is useful to find means and trends to compare against other means and trends.

Do not attempt math operations: *a student rated as Accomplished ("4") is NOT twice as good as a student rated as Developing ("2").*

Use the data and graphs to find trends, strengths and areas for improvement.

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* New SL&L Activity and Assessment Request

- Most programs already have clinical level (student teaching or practicum) assessments built in SL&L.
- What other key assessments – perhaps those you use for SACS-COC – would you like to be able to track and evaluate over many semesters?
  - Blackboard assessments work for one semester but must be exported and manually assembled for longitudinal multi-semester analysis.
  - Blackboard data is not “forever” – Tim Parsons tells me Bb retention is supposed to be ~3 years. When he deletes older course section data, that data is gone.
- SL&L is permanent retention with excellent reporting capabilities including aggregation, disaggregation and longitudinal reporting.

College Level Data

We will look at and discuss each of these data sets:

- Andy will pull up the files on SRINFO one by one – you may do so also!
- Please discuss as we go!

- Program Headcounts
- EDSR and EDUA Course Enrollments
- Degrees Conferred
- Approved TEA ASEP Programs and Pathways
- TEA ASEP Certification Finishers

TEA I2I Employment Data

- This is a treasure trove of information, and there's too much to pull into individual data files for your analysis today – but we can demo a little of what's out there, and *what is possible*…
- LIVE DEMONSTRATION
  - Teacher Level Data
  - Graduate "Professional" Level Data

In the feedback survey, you can let us know what data sets you'd like to learn more about or access yourself.

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Break time until 10:00!

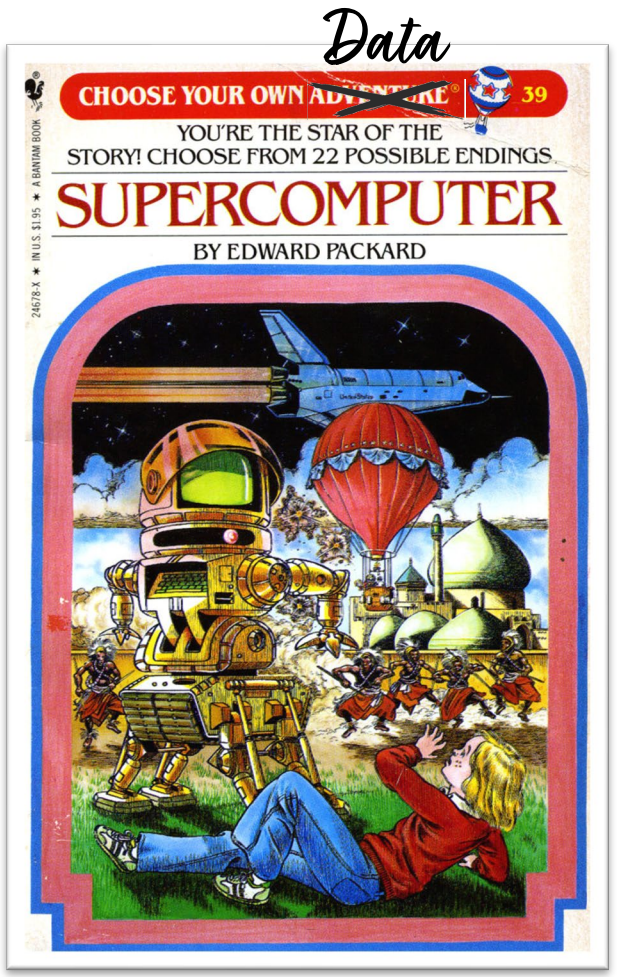
When you return, please choose your room!

- Teacher
- Counseling
- Ed Leadership & Principal
- Educational Diagnostician
- Superintendent

Breakout groups until about 11:00 or so – take a break if you need one. Main Teams Data Day meeting closing and discussion begins at **11:15**.

Please be prepared to share what you saw with your group!

During breakouts, Ivory will stay in the main Teams meeting and help if you leave and need to return or get lost.



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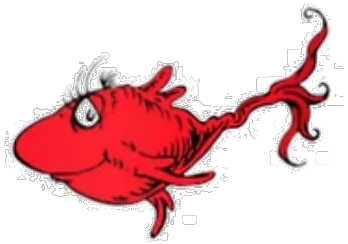
Welcome back…



Take your break, and we'll close out the general session starting about 11:15.

Breakout initial reactions, findings and discussion

- Collegewide
- Teacher
- Counseling
- Ed Leadership & Principal
- Educational Diagnostician
- Superintendent

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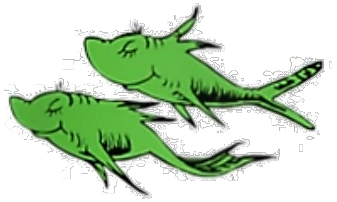
Now what?



WORD CLOUD!

Thank you for attending!

Please complete the Notes Document and send to Andy! – and --

Please complete the Qualtrics feedback survey!

https://tinyurl.com/SR-COE-DD26 (will be added in the chat and emailed to you)

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