# Using OSTP Data to Monitor COVID Recovery Key Questions for Administrators SY 2022

System of Assessment

Oklahoma believes that classroom, district, and state assessments should work together in a coherent system to produce multiple pieces of evidence at different points in time. Doing so provides us with timely and actionable information that helps us understand what students know and are able to do relative to the Oklahoma Academic Standards (OAS).
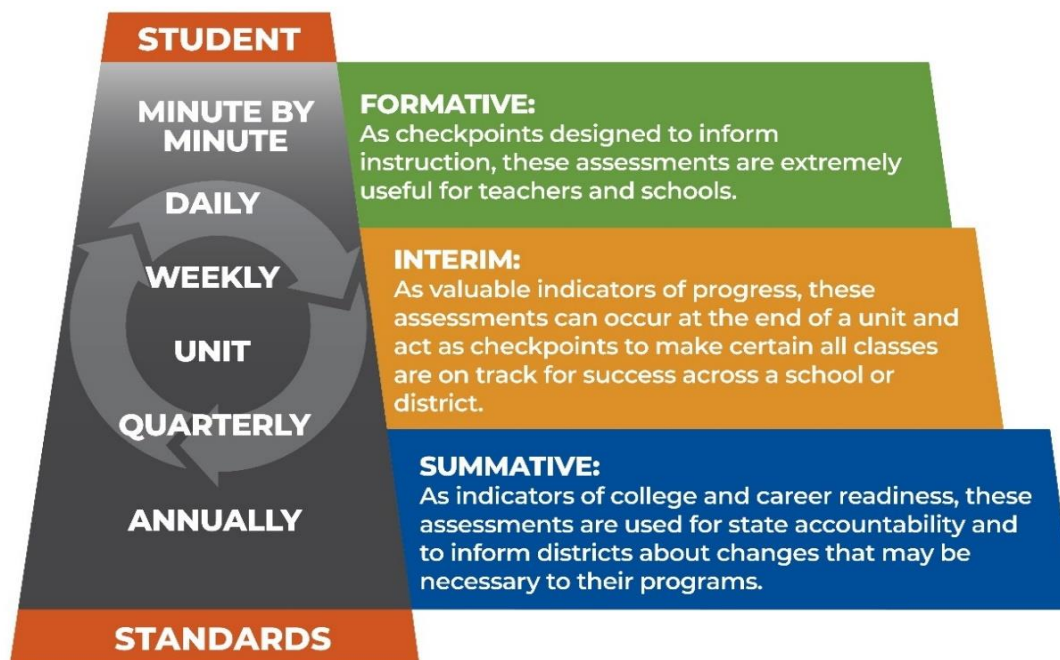
State summative assessments sample from across the breadth and depth of the OAS to determine levels of proficiency on grade-level knowledge and skills for all students. Doing so provides users with performance-related data that typically helps us understand **system-level decisions** about:
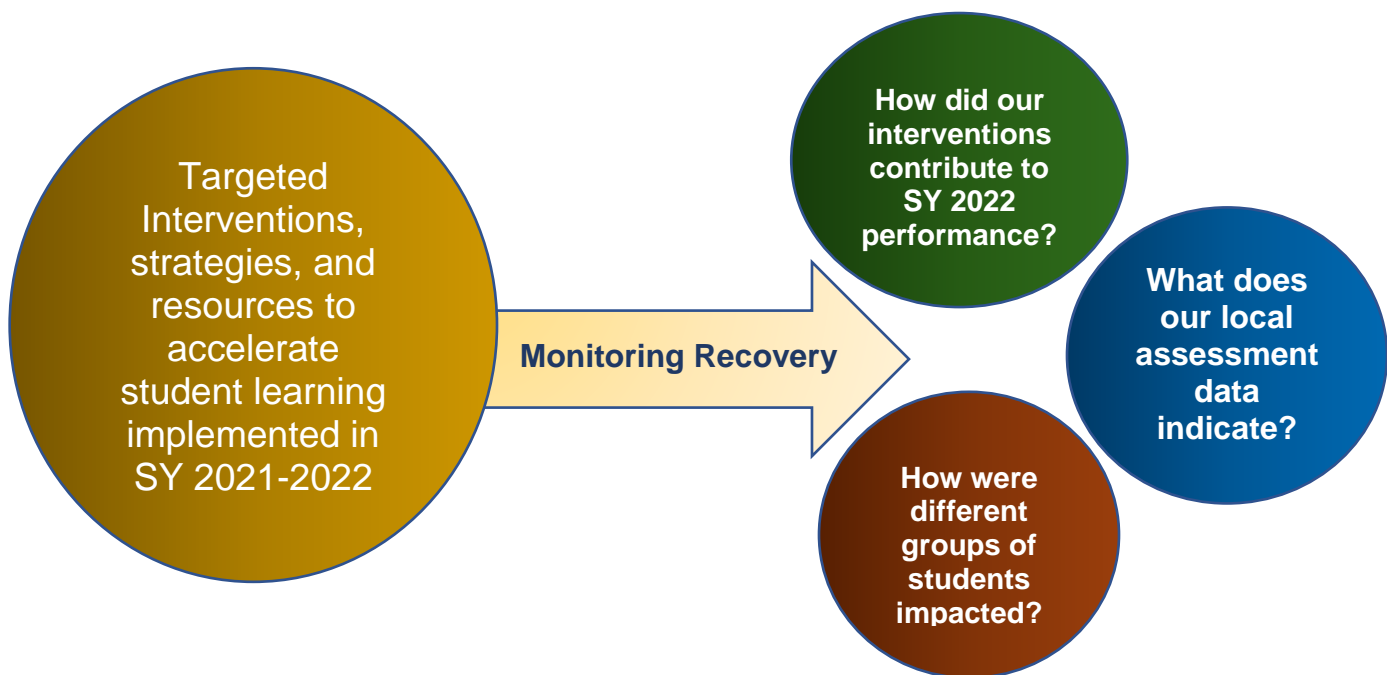
- How groups of students are learning standards;
- How district or school curriculum might be working; and
- Where additional professional development may be helpful (e.g., content specific, best practices, curriculum, etc.).

Data from spring 2022 state assessments help us to understand how well students did against end-of-grade expectations. This is important to consider when examining students' recovery from pandemic-related instructional changes and the impacts of learning interruptions.

With this in mind, this toolkit was designed to support you in reviewing assessment-related data in the Accountability Reporting application. Doing so provides necessary context for interpreting data in the OSTP portal to fully understand how your recovery efforts are working.

Using spring 2022 state assessment data to monitor recovery

Students and educators have faced disruptions throughout the SY 2019–2020 and 2020–2021 academic school years. Spring 2021 results reflected the pandemic-related challenges and those results serve as a baseline that represents a new, post-pandemic reality. When connected with **local data**, spring 2022 results help provide an honest appraisal of where students are today and what impact interventions and strategies implemented in SY 2021–2022 had on student learning.

Targeted Interventions, strategies, and resources to accelerate student learning implemented in SY 2021-2022

Monitoring Recovery

How did our interventions contribute to SY 2022 performance?

What does our local assessment data indicate?

How were different groups of students impacted?

With this in mind, **we ask that you start your review by examining your overall performance and changes in enrollment and participation rates** across student groups and grade level(s) using the Accountability Reporting application in Single Sign-On. Doing so provides the necessary context to help families and teachers interpret improvements, declines, or stabilization on spring 2022 end-of-year summative assessments compared to spring 2021.

Note: Access to both the accountability reporting application are granted at the district level as outlined here: https://sdeweb01.sde.ok.gov/SSO2/docs/Superintendent_SSO_Manual.pdf

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Assessment Data in the Accountability Reporting Application

How can I access and use data in the Accountability Reporting application?

Assessment related data displayed in the Accountability Reporting application provides information to help you answer the following questions:

- Who received instruction this year that might be different from last year?

- Did we get back to 95% participation rate or more?

- How did my students perform this year (i.e., Spring 2022)?

- Based on those students who tested in spring 2022, how did they perform in spring 2021?

- When connected with our local data, how did the strategies, interventions, or resources we invested in contribute to our performance in spring 2022?

To get started, sign into your Single Sign-On account and choose **Accountability Reporting**.
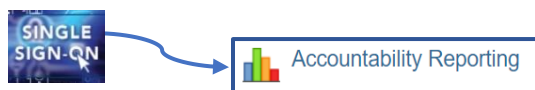
From **Accountability Reporting**, click on **REPORTS**, choose Reports, **Contextual Data** from the drop-down menu, then click the **Assessment Performance** or **Student Progress** tab. Make sure that the **Year** shows **2022.**
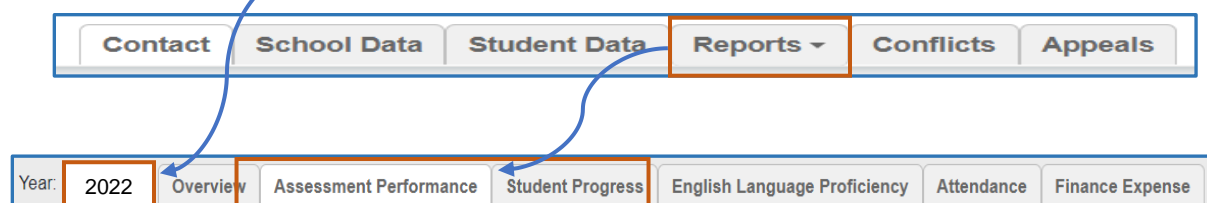
- The **Assessment Performance Tab** helps you answer: *How did groups of students that tested perform? How did enrollment change? How did participation change?*

- The **Student Progress tab** helps you answer: *Based on students that tested in spring 2022, how did their performance change from spring 2021?*

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Assessment Performance Data

How did enrollment change and how did my students perform in SY 2022?

The **Assessment Performance** tab displays your overall and subject level performance and participation rates.

Subject	PERFORMANCE			PARTICIPATION		
	Numerator	Denominator	Rate	Numerator	Denominator	Rate
ELA	111	396	28.03%	396	397	99.75%
Mathematics	163	396	41.16%	396	396	100.00%
TOTAL	**274**	**792**	**34.60%**	**792**	**793**	**99.87%**

RATE — 34.60 / 100

▶ Show student groups
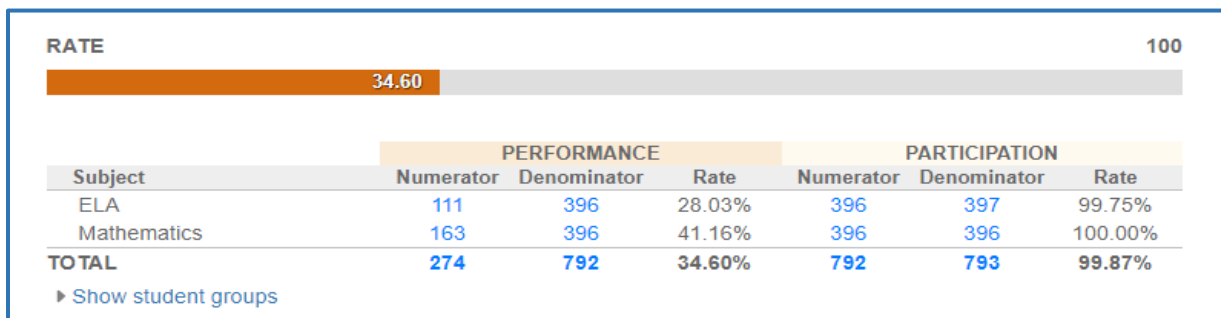
Data displayed here were aggregated from records displayed on the Student Assessment tab that were reviewed during the [Assessment Data Verification Review (DVR) window.](#) During this window, sites had the opportunity to review their data and submit DVRs for consideration.

What does the data tell us?

- **Performance Numerator:** the number of students demonstrating readiness for the next grade or course as demonstrated by scoring at or above the proficient cut of 300

- **Performance Denominator:** the number of students that tested

- **Performance Rate:** the percentage of students scoring at or above the proficient level

- **Total Performance Rate:** the overall percentage of students demonstrating proficiency in each content area across all subjects

- **Participation Numerator:** the number of students with a valid test score from OSTP, CCRA or OAAP

- **Participation Denominator:** the number of students enrolled at time of testing

- **Participation Rate:** the percentage of students that participated in testing and have a valid score.

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How did different student groups participate and perform?

Click on **Show student groups**.

ELA RATE   100

`28.03`

	PERFORMANCE			PARTICIPATION		
Subject	Numerator	Denominator	Rate	Numerator	Denominator	Rate
ELA	111	396	28.03%	396	397	99.75%
▶ Show student groups						
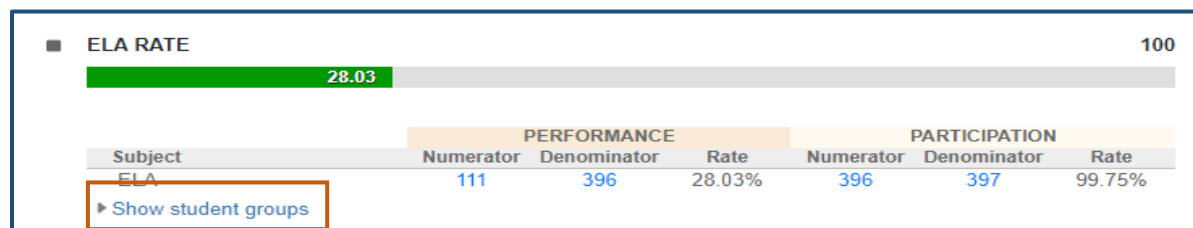
This will expand the display so that you can compare participation and performance by student group and grade level. Doing so allows you to take stock of who is meeting grade-level expectation by student group and grade-level.

ELA RATE   100

`28.03`

	PERFORMANCE			PARTICIPATION		
Subject	Numerator	Denominator	Rate	Numerator	Denominator	Rate
ELA	111	396	28.03%	396	397	99.75%
▼ Hide student groups						
Economic Disadvantage						
Not Economic Disadvantage	55	149	36.91%	149	149	100.00%
Economic Disadvantage	56	247	22.67%	247	248	99.60%
English Language Learner						
Not English Language Learner	100	342	29.24%	342	343	99.71%
English Language Learner	11	54	20.37%	54	54	100.00%
Gender						
Female	67	189	35.45%	189	189	100.00%
Male	44	207	21.26%	207	208	99.52%
Homeless						
Not Homeless	111	393	28.24%	393	394	99.75%
Homeless	0	3	0.00%	3	3	100.00%
Individual Education Plan						
Not Individual Education Plan	103	352	29.26%	352	353	99.72%
Individual Education Plan	8	44	18.18%	44	44	100.00%
Military						
Not Military	108	386	27.98%	386	387	99.74%
Military	3	10	30.00%	10	10	100.00%
OAAP						
Not OAAP	111	393	28.24%	393	394	99.75%
OAAP	0	3	0.00%	3	3	100.00%
Race						
American Indian	11	58	18.97%	58	58	100.00%
Asian	11	43	25.58%	43	43	100.00%
Black	1	5	20.00%	5	5	100.00%
Hispanic	7	35	20.00%	35	36	97.22%
Other	24	69	34.78%	69	69	100.00%
White	57	186	30.65%	186	186	100.00%
RAEL						
Not RAEL	111	395	28.10%	395	396	99.75%
RAEL	0	1	0.00%	1	1	100.00%
Grade Level						
03	63	213	29.58%	213	213	100.00%

- The **Participation Denominator** shows who was enrolled at the time of testing.

- The **Participation Numerator** shows who tested.

The **Performance Rate** shows the percentage of students meeting grade-level expectations.

Click on the **Denominator** to display student-level records.

Grade Level	Race	Gender	Econ Disadv	ELL	Foster Care	Homeless	IEP	Migrant	Military	Type	Subject Group	Scale Score	Performance Level	No Score Code	NFAY
HS	Asian	F	Y	N	N	N	N	N	N	CCRA	ELA	320	3 - Proficient		0
HS	American Indian	F	Y	N	N	N	N	N	N	CCRA	ELA	267	2 - Basic		0
HS	Hispanic	M	Y	N	N	N	N	N	N	CCRA	ELA	248	1 - Below Basic		0
HS	White	M	Y	N	N	N	N	N	N	CCRA	ELA	254	1 - Below Basic		0
HS	White	F	N	N	N	N	N	N	N	CCRA	ELA	267	2 - Basic		0

Records 1 to 100 of 221   Prev 1 2 3 Next

The number of student records included is displayed at the top of the spreadsheet. This number will change depending on the filters applied. **Note**: *You can filter more than one column at once (for example, Grade Level, Economically Disadvantaged, and Male).*

- Consider using the **Performance Level** filter to gain a fuller understanding of how students performed at each level.
- Scale Score cuts for each grade and subject can be found in Appendix A, below.

This display can be downloaded as a spreadsheet using the download feature [icon].
Note: *You may need to use the horizontal scroll bar at the bottom of the spreadsheet to access this feature.*

What improvement, decline, or stabilization did we see in spring 2022 compared to spring 2021 (performance)?

To compare performance, change the year to show

Year: 2021 ▾

This will update the display to show data for SY 2020–2021. Doing so allows you to determine how your enrollment and student demographics may have changed.

ELA RATE   100

28.03

Subject	PERFORMANCE			PARTICIPATION		
	Numerator	Denominator	Rate	Numerator	Denominator	Rate
ELA	111	396	28.03%	396	397	99.75%
▾ Hide student groups						
Economic Disadvantage						
Not Economic Disadvantage	55	149	36.91%	149	149	100.00%
Economic Disadvantage	56	247	22.67%	247	248	99.60%
English Language Learner						
Not English Language Learner	100	342	29.24%	342	343	99.71%
English Language Learner	11	54	20.37%	54	54	100.00%
Gender						
Female	67	189	35.45%	189	189	100.00%
Male	44	207	21.26%	207	208	99.52%

The **Participation Denominator** relates the number of students that were enrolled at the time of testing.

When participation rates meet the 95% threshold, the sample of students that tested is very likely to be representative of the students expected to test. Therefore, participation rates below the 95% threshold for any level of reporting (e.g., school, district, student group) are <u>not</u> likely to be accurate signals of student performance due to missing student data. Please consider who participated (and who did not) when comparing your SY 2021–2022 assessment scores to those from SY 2020–2021.
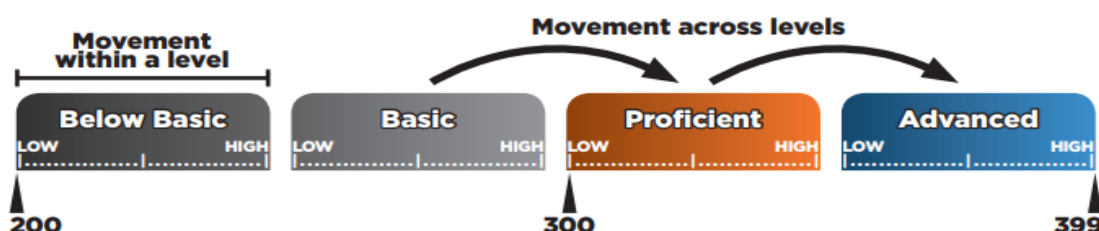
	PERFORMANCE			PARTICIPATION		
Subject	Numerator	Denominator	Rate	Numerator	Denominator	Rate
ELA	41	134	30.60%	134	149	89.93%
▾ Hide student groups						
Economic Disadvantage						
Not Economic Disadvantage	27	71	38.03%	71	75	94.67%
Economic Disadvantage	14	63	22.22%	63	74	85.14%

Note: *Participation Rates below 95% are **flagged in red.***

Student Progress

Based on those students who tested in 2022, how did they perform in 2021?

To measure progress, each of the performance levels (**Below Basic, Basic, Proficient,** and **Advanced**) was divided into a high and a low band. Progress is achieved when a student moves within a performance level (i.e., from **Basic Low** to **Basic High**) or across performance levels (i.e., from **Basic High** to **Proficient Low**). Students who perform at the same level from one year to the next have also demonstrated progress because grade-level-expectations increase. However, students that remain in the Below Basic Low band are not making enough progress and need extra support.

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The **Student Progress** tab displays the number of students in grades 4- 8 that tested in both SYs 2020–2021 and 2021–2022.

Subject	Denominator	
ELA	352	
Mathematics	350	
TOTAL	**702**	

Click on the **Denominator** to display student records that show how students progressed between years. The **Scale Score** reflects **2022** performance, the **Growth Performance Level PPY** reflects **2021** performance, and the **Growth Perf Level** reflects **2022** performance.

Records 1 to 100 of 177   Prev 1 2 3 4 Next

Grade Level	NFAY	Race	Gender	Econ Disadv	ELL	Foster Care	Homeless	IEP	Migrant	Military	Type	Subject Group	Scale Score	Growth Perf Level PPY	Growth Perf Level	Points
08	0	American Indian	M	Y	N	N	N	N	N	N	OSTP	ELA	243	BBH	BBH	
08	0	White	M	Y	N	N	N	N	N	N	OSTP	ELA	264	BBH	BBH	
08	0	American Indian	M	Y	N	N	N	N	N	N	OSTP	ELA	280	BH	BL	
08	0	American Indian	M	Y	N	N	N	N	N	N	OSTP	ELA	278	BH	BL	
08	0	American Indian	M	Y	N	N	N	N	N	N	OSTP	ELA	299	BH	BH	
08	0	White	M	N	N	N	N	N	N	N	OSTP	ELA	321	PH	PH	
08	0	Other	M	N	N	N	N	N	N	N	OSTP	ELA	307	BH	PL	

Growth Performance Levels are represented with an abbreviation as shown:

BBL: Below Basic Low
BBH: Below Basic High
BL: Basic Low
BH: Basic High

PL: Proficient Low
PH: Proficient High
AL: Advanced Low
AH: Advanced High

Type	Subject Group	Scale Score	Growth Perf Level PPY	Growth Perf Level	Points
OSTP	ELA	243	BBH	BBH	
OSTP	ELA	264	BBH	BBH	
OSTP	ELA	280	BH	BL	
OSTP	ELA	278	BH	BL	
OSTP	ELA	299	BH	BH	
OSTP	ELA	321	PH	PH	
OSTP	ELA	307	BH	PL	

Growth Perf Levels shown in

- **Green** indicate that the student moved up,
- **Red** indicates that the student moved down, and
- **Black** indicates that the student stayed the same.

Scale score ranges for each band can be found in Appendix B

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Key Questions for SY 2022 Data to Monitor Recovery Efforts and Plan Next Steps

➤ Overall, how did students perform in SY 2021–2022? (consider student groups and grade levels)

➤ How did enrollment change between SY 2020–2021 and 2021–2022?

➤ How did the demographics of students that tested change between SY 2020–2021 and 2021–2022?

➤ How might differences in student experiences between years affect your performance data? (consider students that were in a different learning environment in SY 2021)

➢ How does your local assessment data compare to state summative results?

➢ If you had participations rates at 95% or greater in both SY 2020–2021 and 2021–2022, how does performance between years compare (e.g., improvements, declines, or stabilization from spring 2022 results by grade-level? By student group?)

➢ If you did not have 95% participation across all student groups in SY 2021–2022, were the students who participated in SY 2021–2022 representative of the students who tested in SY 2020–2021? (By grade level? By student group?

   o If yes, how does performance between years compare? (e.g., improvements, declines, or stabilization from spring 2022 results by grade-level? By student group?).

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➢ How are students that tested in both the spring of 2021 and 2022 progressing? (By grade level? By student group?)

➢ Based on this data and your local data, how did the resources and interventions implemented in SY 2021–2022 support your recovery efforts?

➢ Based on this data and your local data, what change/s or additional resources might you need to consider this school year?

Connecting Additional Resources

- Overview Guide: Using OSTP Data to Monitor COVID Recovery, Connect with Families, and Plan Next Steps
    - Key Questions for Administrators: Webinar, Slide Deck
    - Key Questions for Educators: Webinar, Slide Deck

- Utilize the resources on the Oklahoma Ready Together website to support local needs

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References

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D'Brot, J. (2022, May 18). Monitoring COVID recovery efforts. *The center newsletter.* https://www.nciea.org/blog/monitoring-covid-recovery-efforts/

Dadey, N. (2022, February 23). Comparisons matter: considering what recovery is. *The center newsletter*. https://www.nciea.org/blog/comparisons-matter-considering-what-recovery/

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Appendix A: Performance Level Cut-Points

Grade/Content Tested	Form	Scaled Score Range	Performance Level
Grade 3 ELA	Spring	200 – 276	Below Basic
		277 – 299	Basic
		300 – 328	Proficient
		329 – 399	Advanced
Grade 3 Math	Spring	200 – 273	Below Basic
		274 – 299	Basic
		300 – 320	Proficient
		321 – 399	Advanced
Grade 4 ELA	Spring	200 – 274	Below Basic
		275 – 299	Basic
		300 – 330	Proficient
		331 – 399	Advanced
Grade 4 Math	Spring	200 – 272	Below Basic
		273 – 299	Basic
		300 – 321	Proficient
		322 – 399	Advanced
Grade 5 ELA	Spring	200 – 270	Below Basic
		271 – 299	Basic
		300 – 322	Proficient
		323 – 399	Advanced
Grade 5 Math	Spring	200 – 265	Below Basic
		266 – 299	Basic
		300 – 320	Proficient
		321 – 399	Advanced
Grade 5 Science	Spring	200 – 271	Below Basic
		272 – 299	Basic
		300 – 329	Proficient
		330 – 399	Advanced

Grade 6 ELA	Spring	200 – 268	Below Basic
		269 – 299	Basic
		300 – 329	Proficient
		330 – 399	Advanced
Grade 6 Math	Spring	200 – 266	Below Basic
		267 – 299	Basic
		300 – 329	Proficient
		330 – 399	Advanced
Grade 7 ELA	Spring	200 – 272	Below Basic
		273 – 299	Basic
		300 – 322	Proficient
		323 – 399	Advanced
Grade 7 Math	Spring	200 – 278	Below Basic
		279 – 299	Basic
		300 – 328	Proficient
		329 – 399	Advanced
Grade 8 ELA	Spring	200 – 268	Below Basic
		269 – 299	Basic
		300 – 321	Proficient
		322 – 399	Advanced
Grade 8 Math	Spring	200 – 276	Below Basic
		277 – 299	Basic
		300 – 315	Proficient
		316 – 399	Advanced
Grade 8 Science	Spring	200 – 283	Below Basic
		284 – 299	Basic
		300 – 327	Proficient
		328 – 399	Advanced

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Grade Content Tested	Scaled Score Range	Performance Level
HS (Grade 11) ELA	200-257	Below Basic
	261-297	Basic
	300-340	Proficient
	344-399	Advanced
HS (Grade 11) Math	200-246	Below Basic
	258-297	Basic
	300-338	Proficient
	346-399	Advanced
HS (Grade 11) Science	200-277	Below Basic
	278-299	Basic
	300-326	Proficient
	327-399	Advanced

For more information on the Scaled Score Ranges for ELA and Math, please see the SAT/ACT Conversion Tables document found here:

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Appendix B:

Academic Growth (and Student Progress) reflect student improvement across the entire performance scale, not just specific to proficiency. Performance levels are divided into low and high bands to identify growth (progress) within and across performance levels.

GRADE 3 ENGLISH LANGUAGE ARTS

BELOW BASIC LOW	BELOW BASIC HIGH	BASIC LOW	BASIC HIGH	PROFICIENT LOW	PROFICIENT HIGH	ADVANCED LOW	ADVANCED HIGH
200-237	238-276	277-287	288-299	300-313	314-328	329-363	364-399

GRADE 3 MATHEMATICS

BELOW BASIC LOW	BELOW BASIC HIGH	BASIC LOW	BASIC HIGH	PROFICIENT LOW	PROFICIENT HIGH	ADVANCED LOW	ADVANCED HIGH
200-236	237-273	274-286	287-299	300-309	310-320	321-359	360-399

GRADE 4 ENGLISH LANGUAGE ARTS

BELOW BASIC LOW	BELOW BASIC HIGH	BASIC LOW	BASIC HIGH	PROFICIENT LOW	PROFICIENT HIGH	ADVANCED LOW	ADVANCED HIGH
200-236	237-274	275-286	287-299	300-314	315-330	331-364	365-399

GRADE 4 MATHEMATICS

BELOW BASIC LOW	BELOW BASIC HIGH	BASIC LOW	BASIC HIGH	PROFICIENT LOW	PROFICIENT HIGH	ADVANCED LOW	ADVANCED HIGH
200-235	236-272	273-285	286-299	300-310	311-321	322-360	361-399

GRADE 5 ENGLISH LANGUAGE ARTS

BELOW BASIC LOW	BELOW BASIC HIGH	BASIC LOW	BASIC HIGH	PROFICIENT LOW	PROFICIENT HIGH	ADVANCED LOW	ADVANCED HIGH
200-234	235-270	271-284	285-299	300-310	311-322	323-360	361-399

GRADE 5 MATHEMATICS

BELOW BASIC LOW	BELOW BASIC HIGH	BASIC LOW	BASIC HIGH	PROFICIENT LOW	PROFICIENT HIGH	ADVANCED LOW	ADVANCED HIGH
200-232	233-265	266-282	283-299	300-309	310-320	321-359	360-399

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GRADE 6 ENGLISH LANGUAGE ARTS

BELOW BASIC LOW	BELOW BASIC HIGH	BASIC LOW	BASIC HIGH	PROFICIENT LOW	PROFICIENT HIGH	ADVANCED LOW	ADVANCED HIGH
200-233	234-268	269-283	284-299	300-314	315-329	330-364	365-399

GRADE 6 MATHEMATICS

BELOW BASIC LOW	BELOW BASIC HIGH	BASIC LOW	BASIC HIGH	PROFICIENT LOW	PROFICIENT HIGH	ADVANCED LOW	ADVANCED HIGH
200-232	233-266	267-282	283-299	300-314	315-329	330-364	365-399

GRADE 7 ENGLISH LANGUAGE ARTS

BELOW BASIC LOW	BELOW BASIC HIGH	BASIC LOW	BASIC HIGH	PROFICIENT LOW	PROFICIENT HIGH	ADVANCED LOW	ADVANCED HIGH
200-235	236-272	273-285	286-299	300-310	311-322	323-360	361-399

GRADE 7 MATHEMATICS

BELOW BASIC LOW	BELOW BASIC HIGH	BASIC LOW	BASIC HIGH	PROFICIENT LOW	PROFICIENT HIGH	ADVANCED LOW	ADVANCED HIGH
200-238	239-278	279-288	289-299	300-313	314-328	329-363	364-399

GRADE 8 ENGLISH LANGUAGE ARTS

BELOW BASIC LOW	BELOW BASIC HIGH	BASIC LOW	BASIC HIGH	PROFICIENT LOW	PROFICIENT HIGH	ADVANCED LOW	ADVANCED HIGH
200-233	234-268	269-283	284-299	300-310	311-321	322-360	361-399

GRADE 8 MATHEMATICS

BELOW BASIC LOW	BELOW BASIC HIGH	BASIC LOW	BASIC HIGH	PROFICIENT LOW	PROFICIENT HIGH	ADVANCED LOW	ADVANCED HIGH
200-237	238-276	277-287	288-299	300-307	308-315	316-357	358-399

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