Analyzing and Interpreting SY 2021 School and District Scores
Considerations for School Leaders
Outcomes

• **Understand** the purpose of state assessments in a typical year and during a pandemic

• **Identify** interpretation considerations that should precede analysis of state assessment scores from the spring 2021 administration

• **Examine** state assessment scores using data tools and resources in the Accountability Reporting application

• **Utilize** other OSDE resources to assist with explaining outcomes to stakeholders

• **Connect** OSDE tools and resources to support next steps
Assessment reporting timeline

- **September 23rd**
  - School- and district-level **assessment data** available in the Accountability Reporting application and OSTP Data Portal
  - **Administrator toolkit and Webinar**

- **September 28th**
  - **Teacher toolkit and webinar** to support local analysis of performance data in the OSTP Data Portal

- **September 30th**
  - **Participation rates, enrollment** trends, and **performance data** published on the Oklahoma Data Matrix

- **October 5th**
  - **Partnering with Families toolkit** to support schools as they work with families to interpret their student's assessment scores
Levels of assessment data

Accountability Reporting
Data displayed in the Accountability Reporting application provides performance, progress, and participation rates by student group and grade level. Accountability Reporting also displays student-level data including OSTP and OAAP assessment, attendance, enrollment, and coursework.

Access to the Accountability Reporting application is granted at the district level.

OSTP Data Portal
Data displayed in the OSTP Data Portal provides aggregate reports for OSTP scores by school, grade, student group, year, and student-level performance data through rosters.

Access to the portal is granted at the district level.
Purpose of State Summative Assessments
State summative assessments

End-of-year state summative assessments determine **levels of proficiency on grade-level expectations** for all students.

**BELOW BASIC**

Students have not performed at least the basic level

**BASIC**

Students demonstrate partial mastery of the essential knowledge and skills that are foundational for proficient work at their grade level or course and that students are not on track to be ready for college or career.

**PROFICIENT**

Students demonstrate mastery over challenging grade-level subject matter; can analyze and apply such knowledge to real-world situations; that students are ready for the next grade, course, or level of education, and that students are on track to be ready for college or career.

**ADVANCED**

Students demonstrate superior performance on challenging subject matter.
Role of state summative assessments

In any year, a single test score does not provide a complete measure of student achievement. Summative assessments

- provide stakeholders with snapshots of student readiness in mathematics, English language arts, and science;
- help to illustrate how well students did when compared to end-of-grade-level expectations; and,
- when connected to local data, help school leaders identify areas of need, inequities to access, and improvements to celebrate.
State summative assessments in a system

State, district, and classroom assessments can work together in a coherent system of assessment. Doing so provides educators with timely information on students’ progress and overall achievement each year.

- **STUDENT**
  - **STANDARDS**
  - **MINUTE BY MINUTE**
  - **DAILY**
  - **WEEKLY**
  - **UNIT**
  - **QUARTERLY**
  - **ANNUALLY**

**FORMATIVE:**
As checkpoints designed to inform instruction, these assessments are extremely useful for teachers and schools.

**INTERIM:**
As valuable indicators of progress, these assessments can occur at the end of a unit and act as checkpoints to make certain all classes are on track for success across a school or district.

**SUMMATIVE:**
As indicators of college and career readiness, these assessments are used for state accountability and to inform districts about changes that may be necessary to their programs.
State summative assessments in a typical year

In a typical year, summative assessments help us understand **system-level decisions** like

- how district or school curriculum might be working, and/or
- where additional professional development may be helpful.
We did not have a typical year

Students and educators have faced serious disruptions in both the 2019-2020 and 2020-2021 school years.
State summative assessments with disruptions due to COVID-19

For SY 2021, summative assessment data serve as an important marker that helps us understand where a student is relative to end-of-grade level expectations outlined in the Oklahoma Academic Standards (OAS).

To interpret SY 2021 performance, it is imperative that district and school personnel understand:

• Who tested and who did not test this past year?
• How students performed?
• How learning conditions and interruptions might have affected state summative assessment performance?
Considerations before interpretations

We urge caution when examining summary reports because of the possibility of uneven participation rates and/or because of changes to learning conditions that may have been disrupted by the pandemic.
Considerations for Examining Your Data
Student population

Who was enrolled this past year that might be different from previous years?
Assessment participation

Based on those who were enrolled, who tested in my district? In my school? Who did not test?
## Assessment participation

<table>
<thead>
<tr>
<th>Subject</th>
<th>Performance</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Numerator</td>
<td>Denominator</td>
</tr>
<tr>
<td>ELA</td>
<td>82</td>
<td>89</td>
</tr>
<tr>
<td>Mathematics</td>
<td>61</td>
<td>89</td>
</tr>
<tr>
<td>Science</td>
<td>28</td>
<td>34</td>
</tr>
<tr>
<td>TOTAL</td>
<td>191</td>
<td>212</td>
</tr>
</tbody>
</table>

### Who tested?

### Who should have tested based on enrollment?
Statutory and Policy Context
“(E) Annual Measurement of Achievement.—(i) Annually measure the achievement of not less than 95 percent of all students, and 95 percent of all students in each subgroup of students, who are enrolled in public schools on the assessments described under subsection (b)(2)(v)(I).

In typical years, schools adhere to this participation expectation

- Exceeding 95% participation ensures *sampling* of the school’s *population* is truly representative

**AKA:** When met, students who are included in assessment reporting are an accurate reflection of the school’s overall population
Accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D): the requirements that a State measure progress toward long-term goals and measurements of interim progress; meaningfully differentiate, on an annual basis, all public schools, including by adjusting the Academic Achievement indicator based on a participation rate below 95 percent; and identify schools for comprehensive, targeted, and additional targeted support and improvement based on data from the 2020-2021 school year.

Throughout spring 2021, OSDE messaged the importance of participation

• “We believe in the importance of the information that state assessments provide to help identify areas of need, inequities to access and improvements to celebrate.”

• ... while also messaging federally required assessment reporting (i.e., participation, proficiency) in addition to waived report cards
Interpretation Considerations for SY 2021 Scores

Accountability Reporting Application
In a normal year...

45% Proficient
1000 students enrolled

45% Proficient
1000 students enrolled

45% Proficient
1000 students enrolled
Lower Participation Requires Context

We urge caution when examining summary reports because of the possibility of uneven participation rates or because of changes to learning conditions that may have been disrupted by the pandemic.

<table>
<thead>
<tr>
<th>Participation Rate</th>
<th>Potential Interpretations</th>
</tr>
</thead>
<tbody>
<tr>
<td>95% or greater</td>
<td>Presumes student representativeness and no data missingness concerns.</td>
</tr>
<tr>
<td>80 - 94.9%</td>
<td>Requires advanced research; interpretation possible but not for all student groups.</td>
</tr>
<tr>
<td>Below 80%</td>
<td>Concerns! Highly unlikely that assessment scores can be comparable to any prior reporting.</td>
</tr>
</tbody>
</table>
## School Profile Change over Time

### 2019 School Profile:
- **146 total students**
- 56% American Indian, 40% White
- 81% Economically Disadvantaged
- 22% Students with Disabilities

### 2021 School Profile:
- **88 total students**
- 60% American Indian, 33% White
- 81% Economically Disadvantaged
- 25% Students with Disabilities

### ELA Participation Rate, Overall

#### 2019
- Grade 5: 100% (28% Prof/Adv)
- Grade 6: 100% (11% Prof/Adv)
- Grade 7: 100% (35% Prof/Adv)
- Grade 8: 100% (11% Prof/Adv)

#### 2021
- Grade 6: 93% (15% Prof/Adv)
- Grade 7: 100% (19% Prof/Adv)
- Grade 8: 85% (17% Prof/Adv)
Interpreting State Test Scores - Administrators’ Toolkit

Performance

Enrollment

Did your enrollment demographics mirror your students that tested? (By grade level? By student group?)

Participation

Are your enrollment demographics for your 2021 school year comparable to prior years? (By grade level? By student group?)

Did you have 95% or greater participation on state tests? (By grade level? By student group?)

Are your 2021 school year participation rates comparable to prior years? (By grade level? By student group?)

Opportunities to Learn

Did all students have the same type of access to grade-level learning during the 2021 school year?

Did student’s learning experiences change within the 2021 school year?
Considerations before interpretations

What other information about local conditions of learning should we consider (e.g., opportunity to learn, mode of learning, access to grade-level content, attendance, course grades, etc.)?
Common Question

Can I compare schools, either within a district or across the state?
In a normal year...
Should I compare the performance of two schools?

<table>
<thead>
<tr>
<th>Elementary School A</th>
<th>Elementary School B</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 95% participation rate, overall</td>
<td>• 96% participation rate, overall</td>
</tr>
<tr>
<td>• Traditional learning for SY 2021 with only occasional learning disruptions due to the pandemic</td>
<td>• Families decided students’ learning pathways at the beginning of the fall semester; most students learned virtually until March 2021</td>
</tr>
<tr>
<td>• Students who quarantined may or may not have had access to reliable internet, had difficulties receiving tutoring or other supports, etc.</td>
<td>• Students’ educational dosage was inconsistent within the school, and students likely had disruptions to services</td>
</tr>
</tbody>
</table>
Comparisons of schools and districts cannot be done as they have in the past!

In typical years, high participation rates allow us to assume that all students had comparable instructional experiences and access to grade-level content.

- The non-uniformity of SY 2021 means these assumptions cannot be met at the school, district, or state levels.
  - Does the school’s enrollment look different than it has in previous years?
  - Did 95% of students at the school, and for each subgroup, participate in the assessments?
  - Were instructional conditions similar for all students within and across schools?
Connecting Data to Provide Context

Accountability Reporting Application
Where to start: https://sde.ok.gov/assessment-guidance

- Raising key questions
- Suggesting next steps
- Framing deeper data interrogation

Administrator Toolkit

Accountability Reporting
- Participation
- Performance
  - Scale score & PL
  - Enrollment

OSTP Data Portal
- More granular information on student mastery of grade-level expectations.
Accountability reporting data provides context for interpretation

Contextual assessment data displayed in the Accountability Reporting application provides information to help you answer the following questions that provide context:

- Who was enrolled in the 2021 school year that might be different from past years?
- Who were we able to test?
- Who were we not able to test?
- How did our students that tested perform?
- Based on those students who tested in both 2019 and 2021, how did their performance change? (Applies to students in grades 3-6 in 2019 that were in grade level + 2 in 2021 [i.e., 5,6,7,8])
Locating Accountability Reporting in Single Sign-On

1. Sign into your Single Sign-On account
2. Choose Accountability Reporting

Note: Access to the Accountability Reporting application is granted by your district

For information about adding accounts see:
District Superintendent SSO Manual
Navigating to your contextual assessment data

- The **Assessment Performance tab** helps you answer- *Who was enrolled? Who tested? Who did not test? and How did students that tested perform?*

- The **Student Progress tab** helps you answer- *Based on students that tested in both 2019 and 2021, how did their performance change?*
Assessment performance data

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Performance Numerator</th>
<th>Performance Denominator</th>
<th>Performance Rate</th>
<th>Participation Numerator</th>
<th>Participation Denominator</th>
<th>Participation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>59</td>
<td>182</td>
<td>32.42%</td>
<td>182</td>
<td>188</td>
<td>96.81%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>61</td>
<td>182</td>
<td>33.52%</td>
<td>182</td>
<td>188</td>
<td>96.81%</td>
</tr>
<tr>
<td>Science</td>
<td>16</td>
<td>52</td>
<td>30.77%</td>
<td>52</td>
<td>52</td>
<td>100.00%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>136</td>
<td>416</td>
<td>32.69%</td>
<td>416</td>
<td>428</td>
<td>97.20%</td>
</tr>
</tbody>
</table>

Show student groups
Who tested? Who did not test? Student Groups? Grade level(s)?

Click **Show Student Groups** to compare participation rates by student group.

Participation rates below 95% are flagged in **red**
### Grade Levels

<table>
<thead>
<tr>
<th>Subject</th>
<th>PERFORMANCE Numerator</th>
<th>PERFORMANCE Denominator</th>
<th>Rate</th>
<th>PARTICIPATION Numerator</th>
<th>PARTICIPATION Denominator</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>59</td>
<td>182</td>
<td>32.42%</td>
<td>182</td>
<td>188</td>
<td>96.81%</td>
</tr>
</tbody>
</table>

- Show student groups

#### Grade Level

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Numerator</th>
<th>Denominator</th>
<th>Rate</th>
<th>Numerator</th>
<th>Denominator</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>03</td>
<td>24</td>
<td>63</td>
<td>38.10%</td>
<td>63</td>
<td>67</td>
<td>94.03%</td>
</tr>
<tr>
<td>04</td>
<td>21</td>
<td>67</td>
<td>31.34%</td>
<td>67</td>
<td>69</td>
<td>97.10%</td>
</tr>
<tr>
<td>05</td>
<td>14</td>
<td>52</td>
<td>26.92%</td>
<td>52</td>
<td>52</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Click Show Student Groups to compare participation rates by grade level

Participation rates below 95% are flagged in **red**
Characteristics of test-takers

- Click the Participation Denominator to display student records for students that were enrolled during testing.
- The number of records is shown at the top of the table will change depending on the filters applied.

Consider using the demographic filters to see who was enrolled for testing.

*Note: You can filter more than one column (for example, Grade 03, Economically Disadvantaged and IEP*)
Characteristics of test-takers

<table>
<thead>
<tr>
<th>STN</th>
<th>First Name</th>
<th>Middle</th>
<th>Last Name</th>
<th>Grade Level</th>
<th>Race</th>
<th>Gender</th>
<th>Econ Disadv</th>
<th>ELL</th>
<th>Foster Care</th>
<th>Homeless</th>
<th>IEP</th>
<th>Migrant</th>
<th>Military</th>
<th>Typo</th>
<th>Subject Group</th>
<th>Scale Score</th>
<th>Performance Level</th>
<th>No Score Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>03</td>
<td>Black</td>
<td>M</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>OSTP</td>
<td>ELA</td>
<td>246</td>
<td>1 - Below Basic</td>
<td></td>
</tr>
<tr>
<td>03</td>
<td>White</td>
<td>M</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>OSTP</td>
<td>ELA</td>
<td>265</td>
<td>1 - Below Basic</td>
<td></td>
</tr>
<tr>
<td>04</td>
<td>Hispanic</td>
<td>F</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>OSTP</td>
<td>ELA</td>
<td>205</td>
<td>1 - Below Basic</td>
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<td>04</td>
<td>Hispanic</td>
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<td>OSTP</td>
<td>ELA</td>
<td>155</td>
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<tr>
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<td>N</td>
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<td>N</td>
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<td>N</td>
<td>N</td>
<td>N</td>
<td>OSTP</td>
<td>ELA</td>
<td>184</td>
<td>2 - Basic</td>
<td></td>
</tr>
</tbody>
</table>

This display can also be downloaded as a spreadsheet using the download feature so that you filter and add additional information and notes.

**Note:** You may need to use the horizontal scroll bar at the bottom of the spreadsheet to access this feature.
Characteristics of non-test takers

Filter No Score Code to DNA to identify who did not test.

This display can be downloaded as a spreadsheet using the download feature so that you can add notes and local context.
Comparing enrollment

Change the year to 2019 to determine how enrollment has changed between the two years.

Click the Denominator and consider using the demographic filters to determine how the student population changed between testing in 2019 and 2021.
Comparing participation

Interpreting State Test Scores - Administrators' Toolkit

ELA Participation SY 2019

<table>
<thead>
<tr>
<th>Subject</th>
<th>Numerator</th>
<th>Denominator</th>
<th>Rate</th>
<th>Numerator</th>
<th>Denominator</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>69</td>
<td>223</td>
<td>30.94%</td>
<td>223</td>
<td>223</td>
<td>100.00%</td>
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<tr>
<td>* Hide student groups</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economic Disadvantage</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Economic Disadvantage</td>
<td>53</td>
<td>111</td>
<td>47.76%</td>
<td>111</td>
<td>111</td>
<td>100.00%</td>
</tr>
<tr>
<td>Economic Disadvantage</td>
<td>16</td>
<td>112</td>
<td>14.29%</td>
<td>112</td>
<td>112</td>
<td>100.00%</td>
</tr>
<tr>
<td>English Language Learner</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not English Language Learner</td>
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<td>34.16%</td>
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<tr>
<td>English Language Learner</td>
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<td>0.00%</td>
<td>21</td>
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<td>100.00%</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>35</td>
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<td>103</td>
<td>100.00%</td>
</tr>
<tr>
<td>Male</td>
<td>34</td>
<td>120</td>
<td>28.33%</td>
<td>120</td>
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<td>100.00%</td>
</tr>
<tr>
<td>Homeless</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Homeless</td>
<td>69</td>
<td>222</td>
<td>31.08%</td>
<td>222</td>
<td>222</td>
<td>100.00%</td>
</tr>
<tr>
<td>Homeless</td>
<td>0</td>
<td>1</td>
<td>0.00%</td>
<td>1</td>
<td>1</td>
<td>100.00%</td>
</tr>
<tr>
<td>Individual Education Plan</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Individual Education Plan</td>
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<td>100.00%</td>
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<td>Individual Education Plan</td>
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<tr>
<td>Military</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Not Military</td>
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<td>222</td>
<td>30.63%</td>
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</tr>
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<td>Military</td>
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<td>100.00%</td>
<td>1</td>
<td>1</td>
<td>100.00%</td>
</tr>
<tr>
<td>Race</td>
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<td></td>
</tr>
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<td>American Indian</td>
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<td>15.38%</td>
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</tr>
<tr>
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<td>12.50%</td>
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<tr>
<td>Other</td>
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<td>33.33%</td>
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<td>30</td>
<td>100.00%</td>
</tr>
<tr>
<td>White</td>
<td>51</td>
<td>135</td>
<td>37.76%</td>
<td>135</td>
<td>135</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

ELA Participation SY 2021

<table>
<thead>
<tr>
<th>Subject</th>
<th>Numerator</th>
<th>Denominator</th>
<th>Rate</th>
<th>Numerator</th>
<th>Denominator</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>59</td>
<td>182</td>
<td>32.42%</td>
<td>182</td>
<td>188</td>
<td>96.81%</td>
</tr>
<tr>
<td>* Hide student groups</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economic Disadvantage</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Economic Disadvantage</td>
<td>42</td>
<td>95</td>
<td>44.21%</td>
<td>95</td>
<td>95</td>
<td>100.00%</td>
</tr>
<tr>
<td>Economic Disadvantage</td>
<td>17</td>
<td>87</td>
<td>19.54%</td>
<td>87</td>
<td>93</td>
<td>93.55%</td>
</tr>
<tr>
<td>English Language Learner</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not English Language Learner</td>
<td>58</td>
<td>166</td>
<td>34.94%</td>
<td>166</td>
<td>172</td>
<td>96.51%</td>
</tr>
<tr>
<td>English Language Learner</td>
<td>1</td>
<td>16</td>
<td>6.25%</td>
<td>16</td>
<td>16</td>
<td>100.00%</td>
</tr>
<tr>
<td>Gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>33</td>
<td>90</td>
<td>36.67%</td>
<td>90</td>
<td>92</td>
<td>97.83%</td>
</tr>
<tr>
<td>Male</td>
<td>26</td>
<td>92</td>
<td>28.26%</td>
<td>92</td>
<td>96</td>
<td>95.83%</td>
</tr>
<tr>
<td>Homeless</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Homeless</td>
<td>59</td>
<td>181</td>
<td>32.60%</td>
<td>181</td>
<td>187</td>
<td>96.79%</td>
</tr>
<tr>
<td>Homeless</td>
<td>0</td>
<td>1</td>
<td>0.00%</td>
<td>1</td>
<td>1</td>
<td>100.00%</td>
</tr>
<tr>
<td>Individual Education Plan</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not Individual Education Plan</td>
<td>56</td>
<td>143</td>
<td>39.16%</td>
<td>143</td>
<td>146</td>
<td>97.95%</td>
</tr>
<tr>
<td>Individual Education Plan</td>
<td>3</td>
<td>39</td>
<td>7.69%</td>
<td>39</td>
<td>42</td>
<td>92.86%</td>
</tr>
<tr>
<td>Race</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td>3</td>
<td>7</td>
<td>42.86%</td>
<td>7</td>
<td>8</td>
<td>87.50%</td>
</tr>
<tr>
<td>Asian</td>
<td>1</td>
<td>1</td>
<td>100.00%</td>
<td>1</td>
<td>1</td>
<td>100.00%</td>
</tr>
<tr>
<td>Black</td>
<td>2</td>
<td>8</td>
<td>25.00%</td>
<td>8</td>
<td>9</td>
<td>88.89%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>6</td>
<td>28</td>
<td>21.43%</td>
<td>28</td>
<td>28</td>
<td>100.00%</td>
</tr>
<tr>
<td>Other</td>
<td>6</td>
<td>21</td>
<td>28.57%</td>
<td>21</td>
<td>23</td>
<td>91.30%</td>
</tr>
<tr>
<td>White</td>
<td>41</td>
<td>117</td>
<td>35.04%</td>
<td>117</td>
<td>119</td>
<td>96.32%</td>
</tr>
</tbody>
</table>
Measuring change

- Change is measured by comparing a student’s performance level from 2019 with 2021 to determine how they are progressing towards mastery of key knowledge, skills and abilities leading to readiness for career.
- Performance Levels are divided into high/low bands.
- Students demonstrate progress by staying at the same level (BH to BH), movement within a level (BL to BH), or movement across levels (BH to PL).

Oklahoma Performance Index Scale Score
## Student progress

<table>
<thead>
<tr>
<th>Subject</th>
<th>Numerator</th>
<th>Denominator</th>
<th>Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>145</td>
<td>145</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>290</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Click the Denominator to display student records for students that tested in both 2019 and 2021.
### Student progress table

<table>
<thead>
<tr>
<th>Race</th>
<th>Gender</th>
<th>Econ Disadv</th>
<th>ELL</th>
<th>Foster Care</th>
<th>Homeless</th>
<th>IEP</th>
<th>Migrant</th>
<th>Military</th>
<th>Type</th>
<th>Subject Group</th>
<th>Scale Score</th>
<th>Growth Perf Level PY</th>
<th>Growth Perf Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>F</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>OSTP</td>
<td>ELA</td>
<td>278</td>
<td>BL</td>
<td>BL</td>
</tr>
</tbody>
</table>

- **Demographics** - ESSA student groups- Race, Gender, English language learner status, Foster Care, Homeless, IEP, Migrant, Military *(Note- a student will be identified in more than one group)*
- **Type** - OSTP, CCRA, or OAAP
- **Subject Group** - English Language Arts (ELA) or mathematics (Note: science is not included because it is only given in grade 5, 8 and 11)
- **Scale Score** - raw score conversion onto a common scale (200-399) to account for differences in difficulty across assessment forms and allow for consistency in score interpretation
- **Growth Performance Level PY** – student’s 2019 performance level based on their scale score
- **Growth Performance Level**- student’s 2021 performance level based on their scale score
Consider filtering by grade level and then Growth Performance Level PY to see how performance changed and connect local context.

- Number of students that stayed within the same level (Basic High in 2019 and Basic High in 2021)
- Number of students that moved to a lower level (Basic High in 2019 to Basic Low in 2021)
- Number of students that moved to a higher level (Basic High in 2019 to Proficient Low in 2021)
### Student progress

This display can be downloaded as a spreadsheet using the download feature so that you can add notes and local context.

<table>
<thead>
<tr>
<th>Race</th>
<th>Gender</th>
<th>Econ Disadv</th>
<th>ELL</th>
<th>Foster Care</th>
<th>Homeless</th>
<th>IEP</th>
<th>Migrant</th>
<th>Military</th>
<th>Type</th>
<th>Subject Group</th>
<th>Scale Score</th>
<th>Growth Perf Level</th>
<th>Growth Perf Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>F</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>OSTP</td>
<td>ELA 278</td>
<td>BL</td>
<td>BL</td>
</tr>
<tr>
<td>White</td>
<td>M</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>OSTP</td>
<td>ELA 302</td>
<td>AL</td>
<td>PL</td>
</tr>
<tr>
<td>White</td>
<td>F</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>OSTP</td>
<td>ELA 262</td>
<td>BBL</td>
<td>BBH</td>
</tr>
<tr>
<td>Other</td>
<td>M</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>OSTP</td>
<td>ELA 313</td>
<td>PH</td>
<td>PH</td>
</tr>
</tbody>
</table>
Student progress data

• The purpose of displaying data on the Student Progress tab is to help school leaders understand how differences in student experiences may have impacted their progress.

<table>
<thead>
<tr>
<th>Race</th>
<th>Gender</th>
<th>Econ Disadv</th>
<th>ELL</th>
<th>Foster Care</th>
<th>Homeless</th>
<th>IEP</th>
<th>Migrant</th>
<th>Military</th>
<th>Type</th>
<th>Subject Group</th>
<th>Scale Score</th>
<th>Growth Perf Level</th>
<th>Growth Perf Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>F</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>OSTP</td>
<td>ELA</td>
<td>278</td>
<td>BL</td>
<td>BL</td>
</tr>
<tr>
<td>White</td>
<td>M</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>OSTP</td>
<td>ELA</td>
<td>302</td>
<td>AL</td>
<td>PL</td>
</tr>
<tr>
<td>White</td>
<td>F</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>OSTP</td>
<td>ELA</td>
<td>262</td>
<td>BBL</td>
<td>BBH</td>
</tr>
<tr>
<td>Other</td>
<td>M</td>
<td>Y</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>OSTP</td>
<td>ELA</td>
<td>313</td>
<td>FH</td>
<td>FH</td>
</tr>
</tbody>
</table>

• As a reminder, Oklahoma was approved for a **waiver** eliminating the requirement to report A-F letter grades.
Using contextual assessment data to provide context

- The **Assessment Performance Tab** helps you answer- **Who received instruction? Who Tested? Who did not test? and How did students that tested perform?**
- The **Student Progress tab** helps you answer- **Based on students that tested in both 2019 and 2021, how did their performance change?**
Supporting Tools and Resources
Looking forward

Who tested?  Who did not test?

How did students’ learning experiences differ?

Intentional, targeted, and evidence-based next steps to help students thrive and grow

How did students perform?
OSTP Data Portal- September 28th

• State Test Score Guidance- OSTP Data Portal

• Session Description: This session will support sites in connecting state test scores in the OSTP Data portal with local data to plan next steps.

• Registration links:
  • 1:00-2:30: https://zoom.us/webinar/register/WN_LJ2lnMBYSOiQ7QDTdOioUg
  • 3:00-4:30: https://zoom.us/webinar/register/WN_45InlrkcSkGF-MsjS6d2gA
Toolkits on assessment guidance page

- Overview Guide
- Administrators Toolkit
- Teachers Toolkit
- Families Toolkit
Ready Together Oklahoma

An Action Plan for Supporting Students Through the Pandemic and Beyond

- Statewide Initiatives
- Guidance Documents
- Resources
- Webinars

Learn more at readytogether.sde.ok.gov
Ready Together Oklahoma: Guidance Documents

- What’s the Issue
- Things to Consider
- Attending to Equity
- Recommended Action Steps

For feedback email us at readytogether@sde.ok.gov
TeleEDGE recovery series

TeleEDGE Recovery Series – allow participants a real-time option to learn and share with fellow educators around topics such as

- supporting student and educator mental health,
- assessing unfinished learning,
- targeted tutoring, and
- supporting special populations.

Sessions are recorded and presentation material can be accessed after each session.

REGISTER NOW
Questions?
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