Assessment Context in the Pandemic

SY 2019-2020

- All states faced interruptions to instructional delivery
- Nationally, states did not administer math, ELA, and science assessments spring 2020
- Consequently, states did not differentiate schools for accountability
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**SY 2020-2021**

- States were not able to deliver instruction uniformly
- Nationally, participation rates varied widely across states
- Nearly all states applied for addenda extending spring 2020 waivers for spring 2021
Challenges Due to COVID-19

Access
• Student services
• Teachers
• Buildings

Instruction
• Instructional gaps
• Non-uniform instruction
• Reduced opportunity

Performance
• Distance to goal
• Attribution challenges
• Reduced comparisons
Outline for Today’s Data Discussion
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Where have we been?

• What do summative assessments typically tell us?

• What do summative assessments tell us this year?

• How is the OSDE advocating others use data this year?
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• Were there any changes in enrollment?

• Who participated in the assessment this year?

• What did performance look like?
### Outline for Today’s Data Discussion

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#### Where are we going?
- What resources and supports are we developing?
- How are we modeling data interrogation this year?
- How are we helping the public explore data?
Where Have We Been?

Summative Assessments and Local Information
Questions to Consider

What do summative assessments typically tell us?

What do summative assessments tell us this year?

What are we advocating for this year?
Summative Assessment in a Typical Year

Grade-Level Expectations

• Is about proficiency on grade-level knowledge
• Is a single snapshot and does not tell the whole story
• Should be used in conjunction with district and classroom assessments to monitor progress and overall achievement

How far am I from end-of-year expectations?
**Summative Assessment in a Typical Year**

**Grade-Level Expectations**

**STUDENT**

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

- **DAILY**

- **WEEKLY**
  - **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.

- **UNIT**

- **QUARTERLY**

- **ANNUALLY**
  - **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.

**How far am I from end-of-year expectations?**
Summative Assessment This Year

Grade-Level Expectations

- Is still a sound comparison to grade-level expectations
- Tells us the what about student performance
- Does not tell us the “why” about student performance
- Helps us understand system-level supports that are necessary to help teachers and students

How much further am I from end-of-year expectations?
What We’re Seeing Nationally

• Different states are being impacted in different ways (varied contexts)
• Interim assessments and summative assessments are telling different stories
• Access to high-quality instruction matters
• We are recovering from more than one school year interruption
  • **SY 2019-2020:** The year of early closure and no assessment
  • **SY 2020-2021:** The year of interruptions and back to assessment
How we are Advocating for Data Use

• Modeling data interrogation
• Providing frameworks for analysis
• Leveraging partnerships with schools and districts to promote collaboration around common challenges and promising practices
Where Are We Today?

Summative Assessments and Results
Key Areas to Explore

- Are there any changes in enrollment?
- What are participation rates this year?
- What does performance look like this year?
Accurate interpretation of performance requires a clear understanding of who was enrolled and how many students participated at the district, school, grade, and student group levels.
Why Does Enrollment Matter?

**SY 2019-2020**

**SY 2020-2021**

VS.
Why does Participation Rate Matter?
Why does Participation Rate Matter?

95% Strong Representativeness
Why does Participation Rate Matter?

- **95%** Strong Representativeness
- **80%** Questionable Representativeness
Why does Participation Rate Matter?

- 95% Strong Representativeness
- 80% Questionable Representativeness
- 65% Most Likely Not Representative
Who Participated This Year?

• As an example, let’s drill down through an examination of participation rates:
  • Statewide in math, ELA, and science
  • Math by economically disadvantaged students
  • Economically disadvantaged students by student group
Participation Rates Statewide

- Participation rates statewide suggest that a careful comparison to 2019 is defensible
- Statewide participation rates provide very broad brush strokes that require more detailed analyses
- We need to help districts and schools drill down deeper to uncover changes in population

- Math Participation Rate: 92%
- ELA Participation Rate: 92%
- Science Participation Rate: 91%
Participation Rates: Zooming In

• As an example, zooming in on math highlights the need to understand student group participation rates
• Focusing only on economically disadvantaged shows participation rates of less than 90% statewide
• Historically, state participation rates are around 98-99%
• Let’s look more closely at students who are Economically Disadvantaged
Participation Rates: Zooming In Further

- Group representation is critical to interpreting performance data.
- This helps us focus on the question, who did not test?
- We should always be zooming in more closely to see who tested.

<table>
<thead>
<tr>
<th>Group</th>
<th>Participation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian</td>
<td>91.7%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>92.5%</td>
</tr>
<tr>
<td>Asian</td>
<td>95.5%</td>
</tr>
<tr>
<td>Other</td>
<td>84.4%</td>
</tr>
<tr>
<td>Black</td>
<td>86.5%</td>
</tr>
<tr>
<td>White</td>
<td>87.0%</td>
</tr>
</tbody>
</table>
Why is Performance Important?

- Performance (proficiency and above) represents student readiness for the next grade, course, or level
- Performance is a broad view of whether students are meeting grade-level expectations
- Percentages reflect students who scored Proficient or Advanced
Performance Shifts Over Time: All Grades

<table>
<thead>
<tr>
<th>Grade</th>
<th>2019</th>
<th>2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>22.1%</td>
<td>31.9%</td>
</tr>
<tr>
<td>ELA</td>
<td>24.8%</td>
<td>33.4%</td>
</tr>
<tr>
<td>Science</td>
<td>29.7%</td>
<td>34.5%</td>
</tr>
</tbody>
</table>
Performance Shifts Over Time: Math

2019

2021

Grade 3: 29%
Grade 4: 28%
Grade 5: 31%
Grade 6: 30%
Grade 7: 33%
Grade 8: 23%
Grade 11: 24%

Grade 3: 43%
Grade 4: 38%
Grade 5: 31%
Grade 6: 30%
Grade 7: 20%
Grade 8: 14%
Grade 11: 20%
Performance Shifts Over Time: ELA

Grade 3: 25% in 2019, 39% in 2021
Grade 4: 22% in 2019, 30% in 2021
Grade 5: 28% in 2019, 35% in 2021
Grade 6: 26% in 2019, 36% in 2021
Grade 7: 19% in 2019, 29% in 2021
Grade 8: 24% in 2019, 31% in 2021
Grade 11: 30% in 2019, 33% in 2021
Performance Shifts Over Time: Science

- Grade 5: 32% in 2019, 38% in 2021
- Grade 8: 33% in 2019, 40% in 2021
- Grade 11: 24% in 2019, 24% in 2021
Where Are We Going?

Resources, Modeling, and Data Explorations
Where Are We Going?

- Resources and supports to explore data
- Modeling data interrogation for districts
- Providing data visualizations for the public
Questions?