

2021 Assessment Reporting Context and Results

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OKLAHOMA
Education



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

Assessment Context in the Pandemic

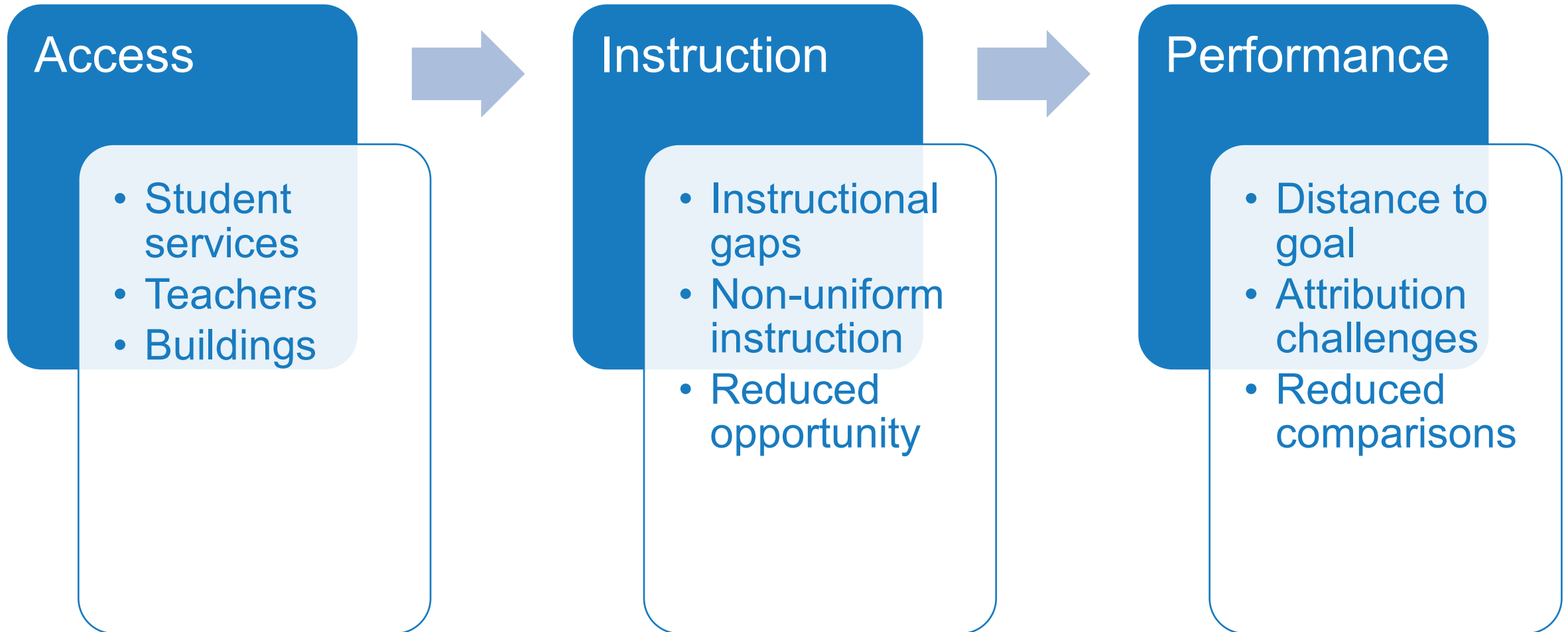
SY 2019-2020

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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



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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- Who participated in the assessment this year?
- What did performance look like?

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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

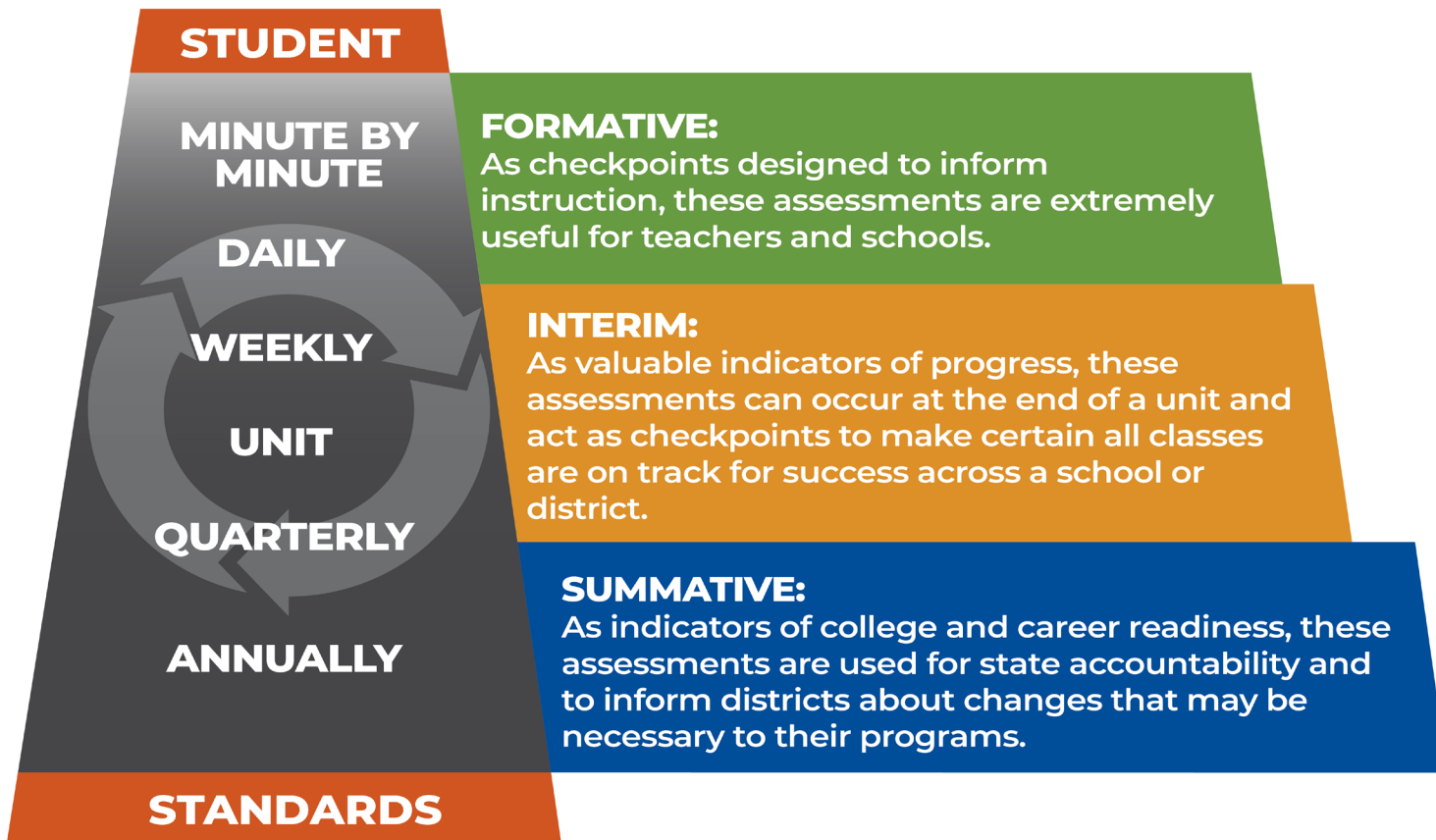
- Is about proficiency on grade-level knowledge
- Is a single snapshot and does not tell the whole story
- Should be used in conjunction with district and classroom assessments to monitor progress and overall achievement



**How far am I from
end-of-year
expectations?**

Summative Assessment in a Typical Year

Grade-Level Expectations



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?

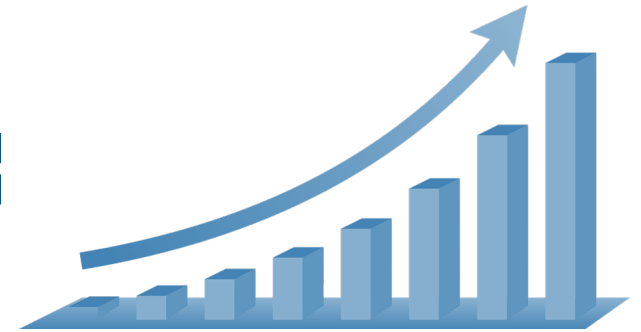
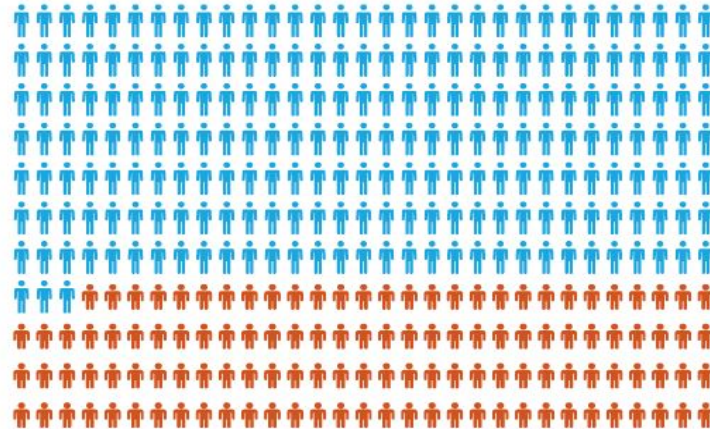


What are participation rates this year?



What does performance look like this year?

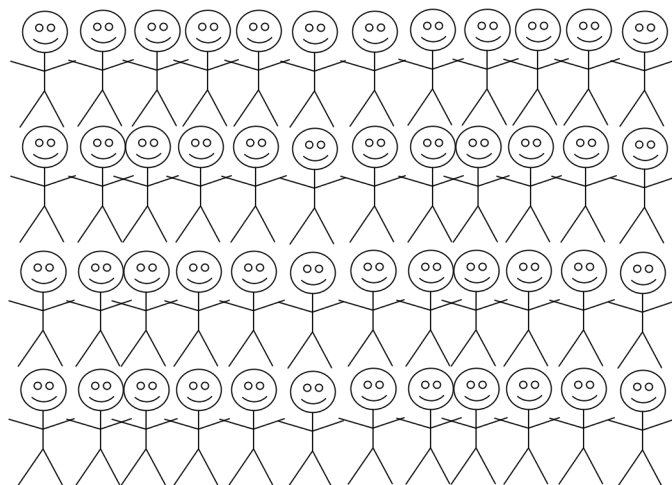
Enrollment, Participation, and Performance



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.

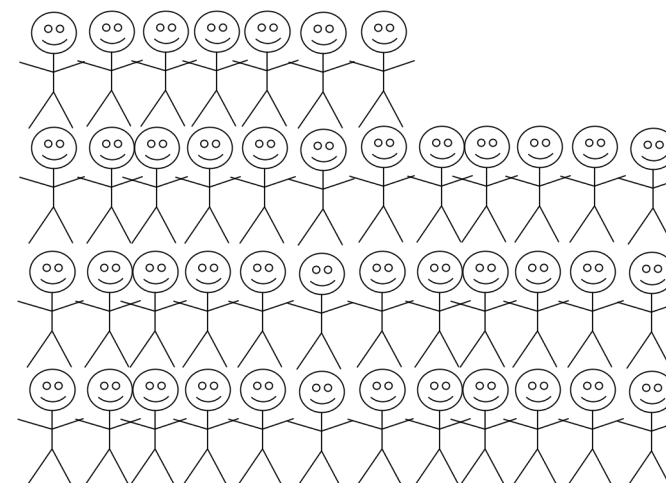
Why Does Enrollment Matter?

SY 2019-2020

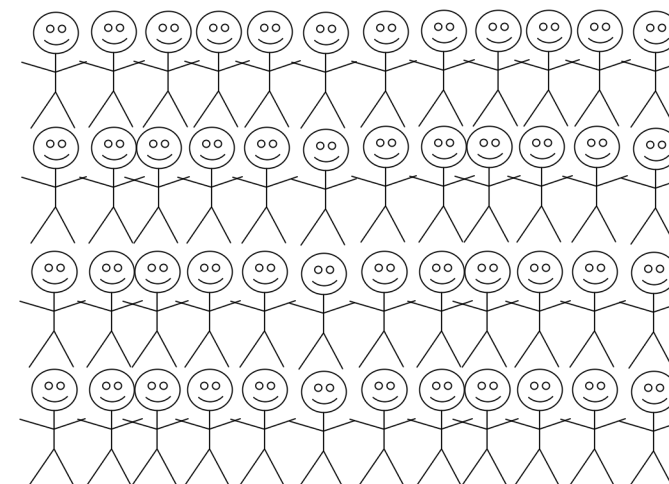


vs.

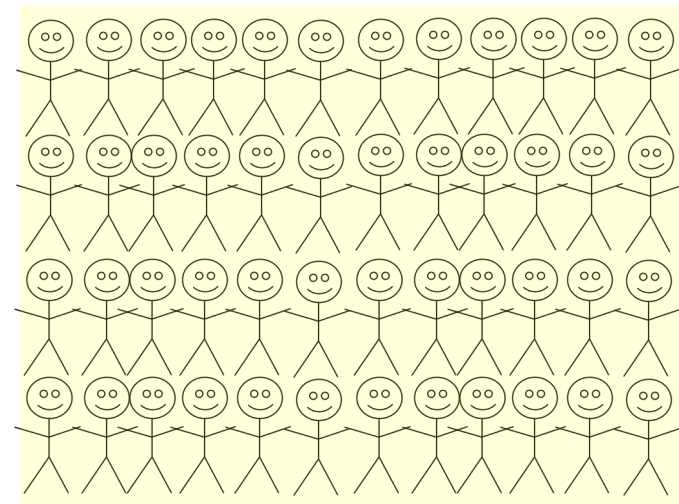
SY 2020-2021



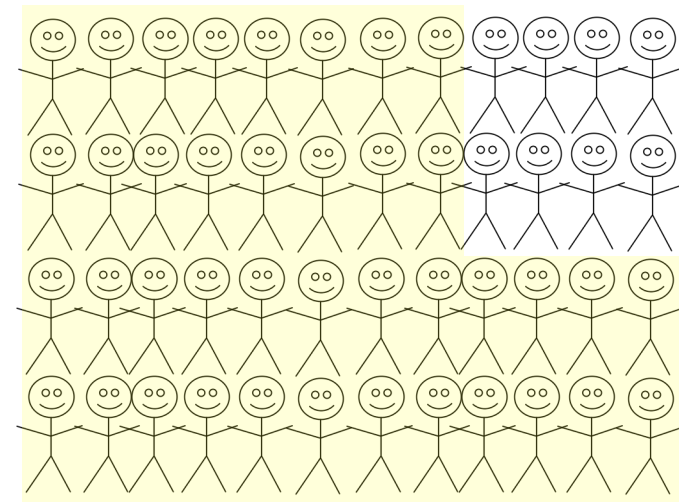
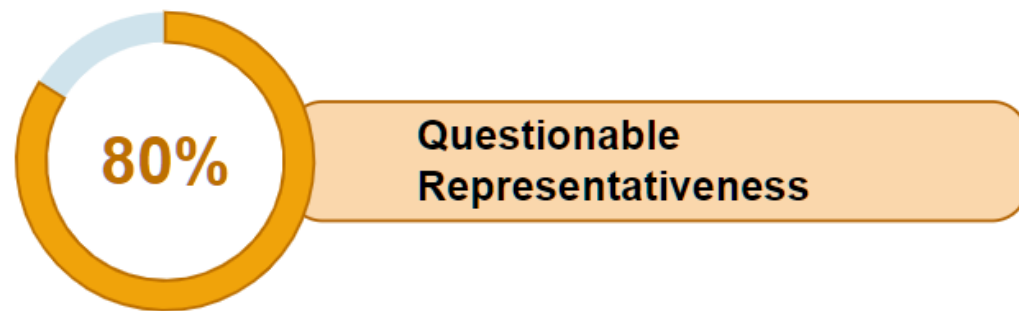
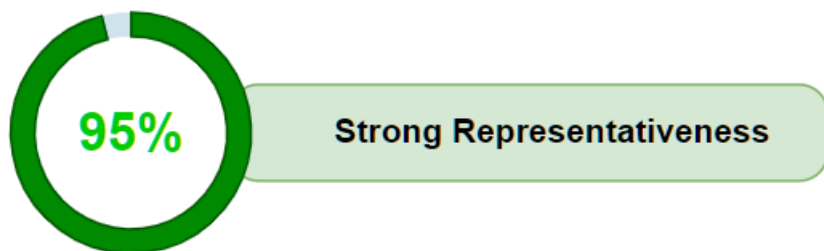
Why does Participation Rate Matter?



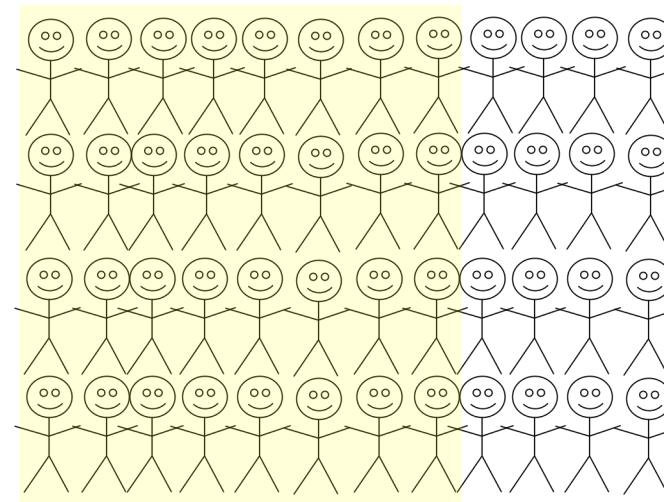
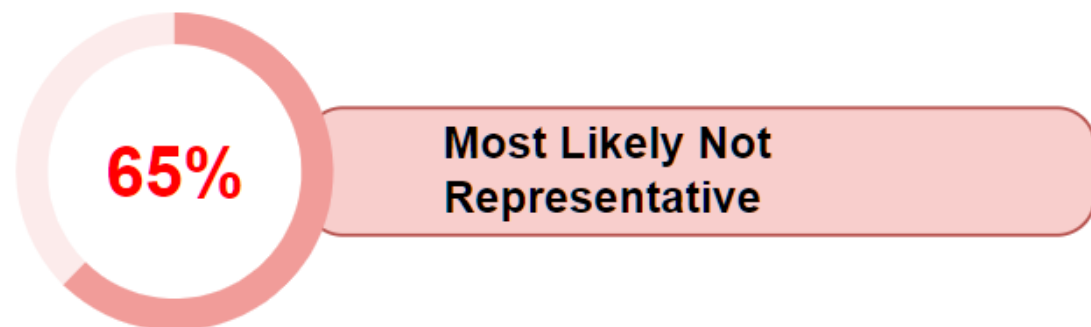
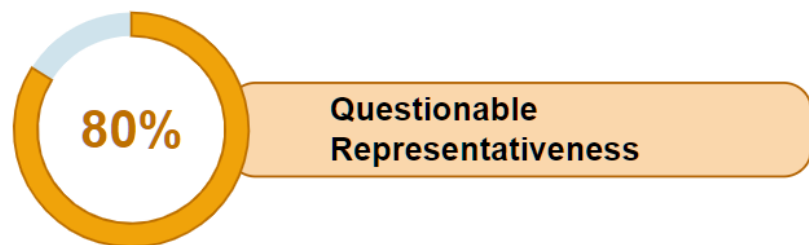
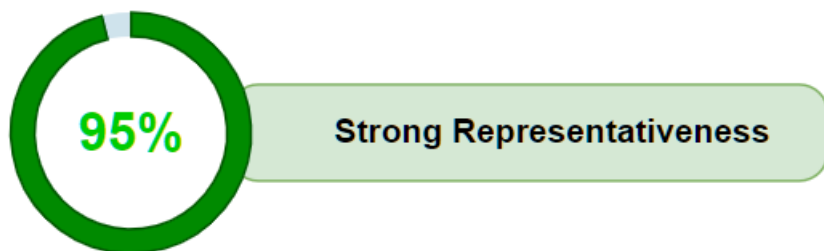
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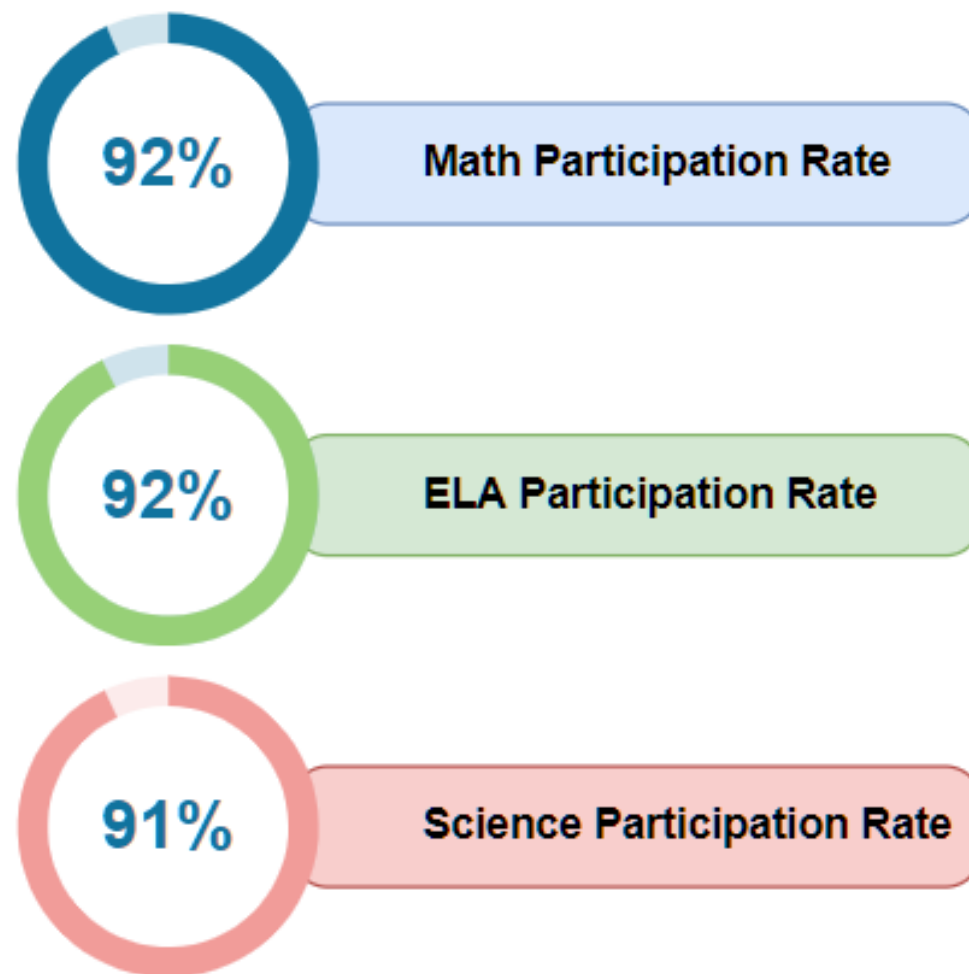


Who Participated This Year?

- 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

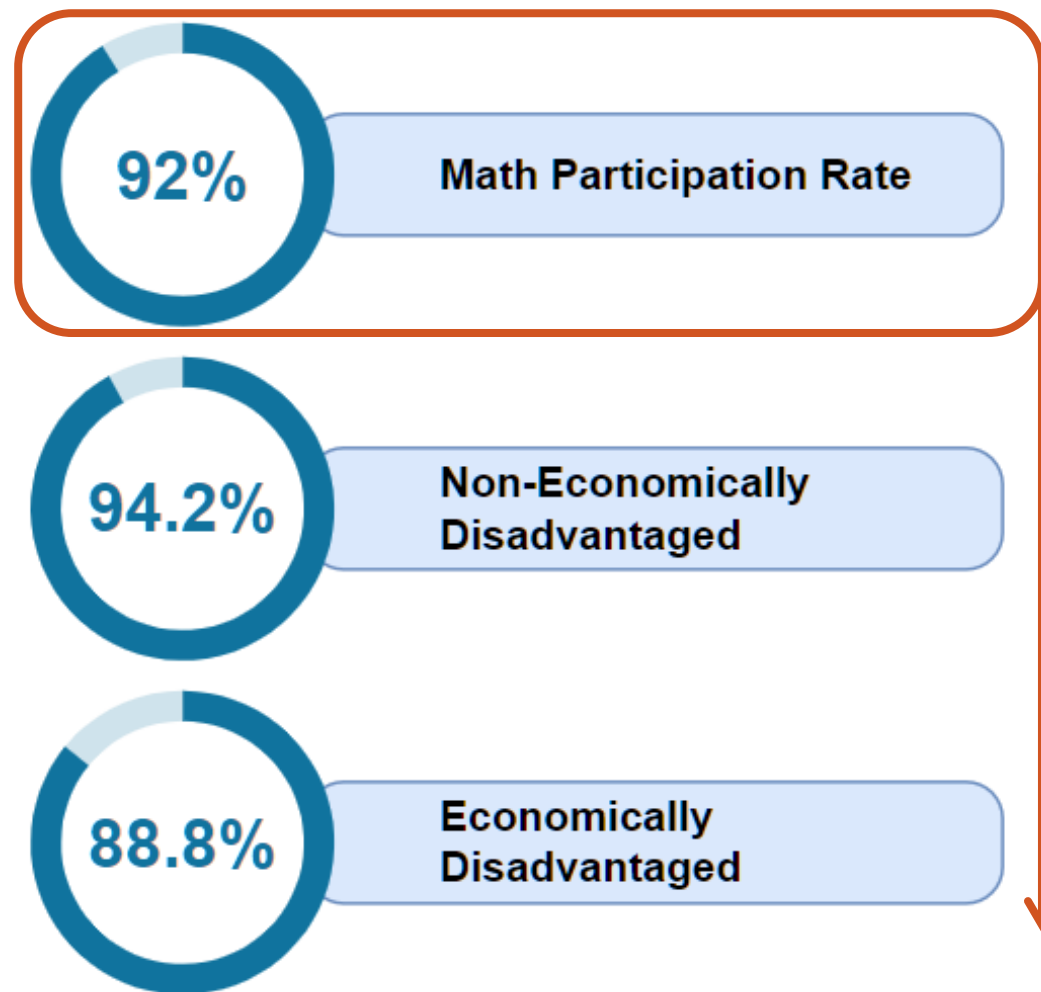
Participation Rates Statewide

- 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



Participation Rates: Zooming In

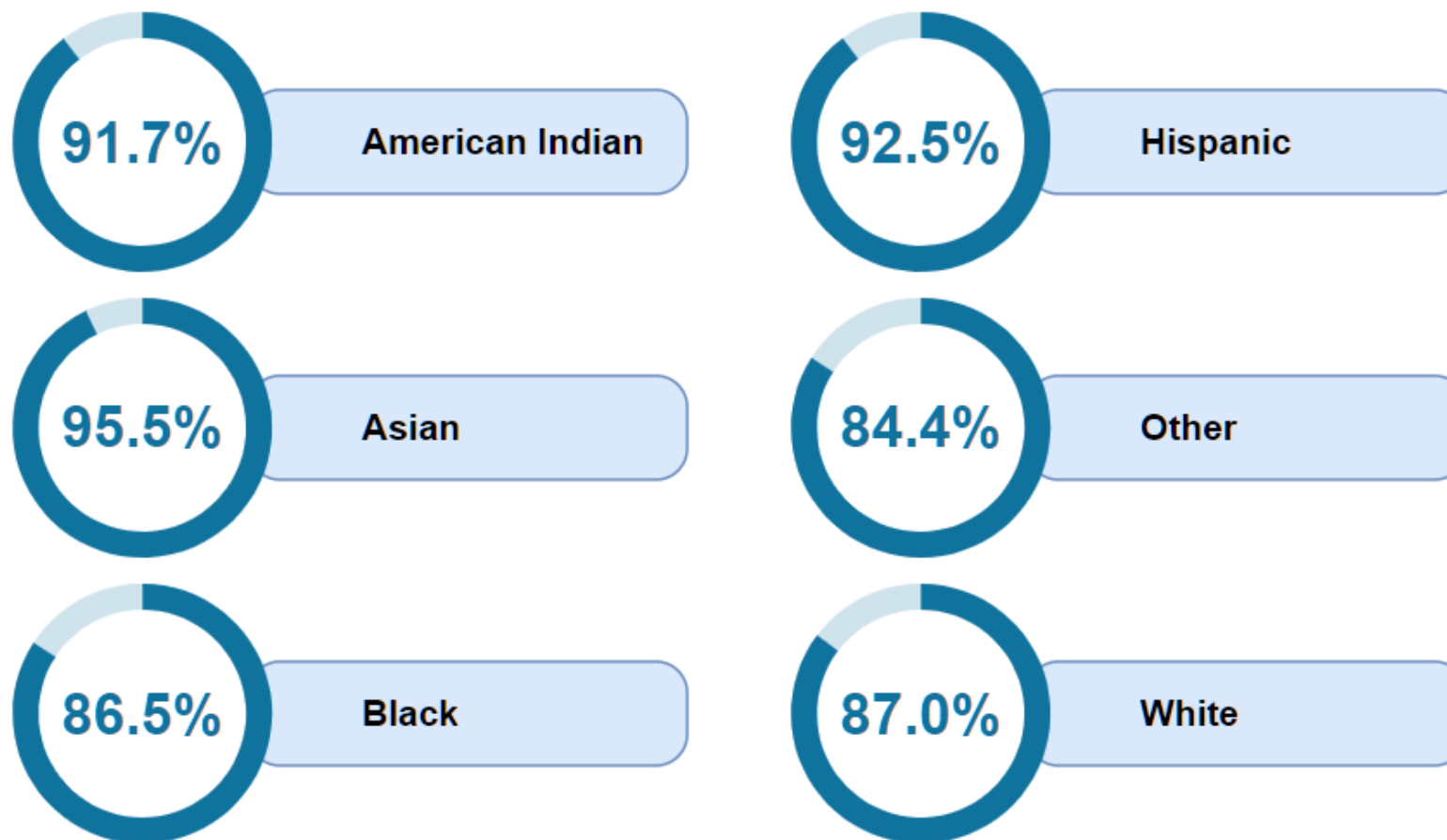
- As an example, zooming in on math highlights the need to understand student group participation rates
- Focusing only on economically disadvantaged shows participation rates of less than 90% statewide
- Historically, state participation rates are around 98-99%
- Let's look more closely at students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



Participation Rates: Zooming In Further

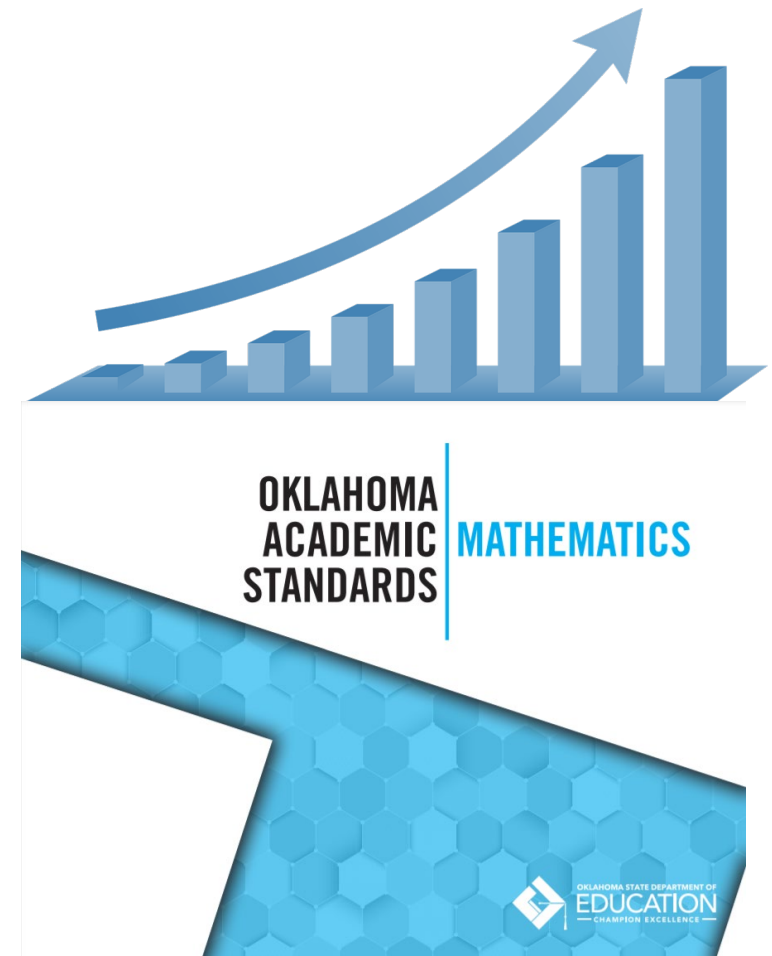
- Group representation is critical to interpreting performance data
- This helps us focus on the question, who did not test?
- We should always be zooming in more closely to see who tested

Math: Economically Disadvantaged

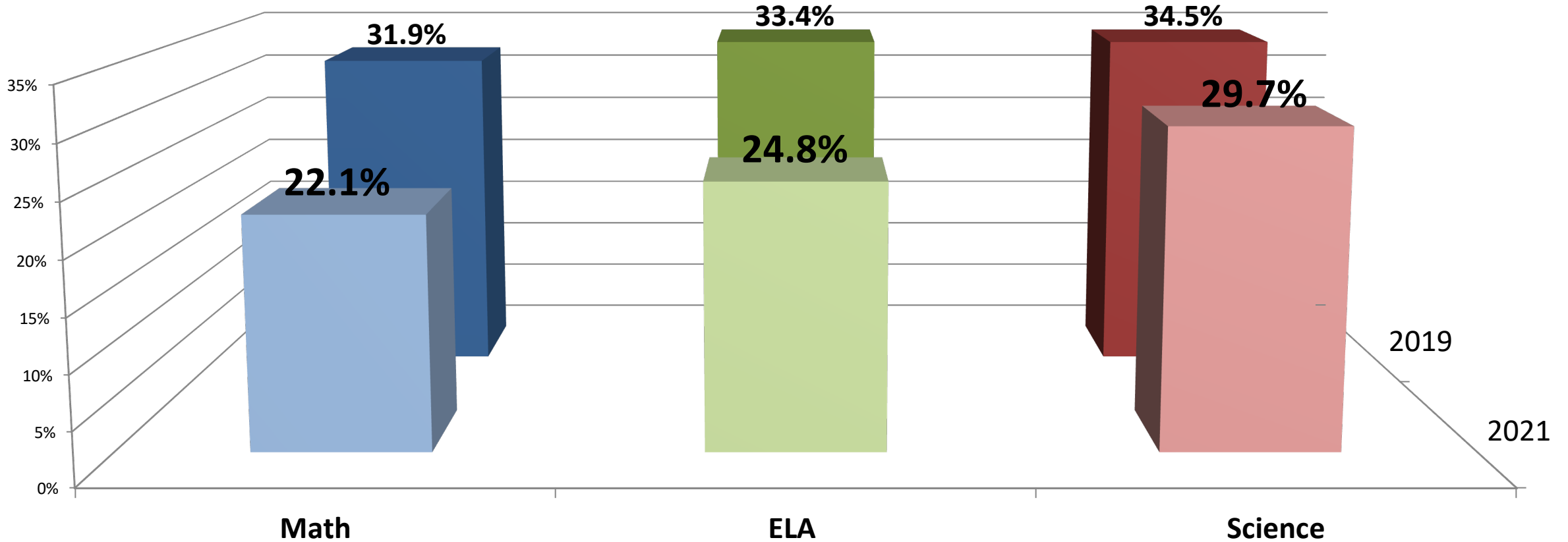


Why is Performance Important?

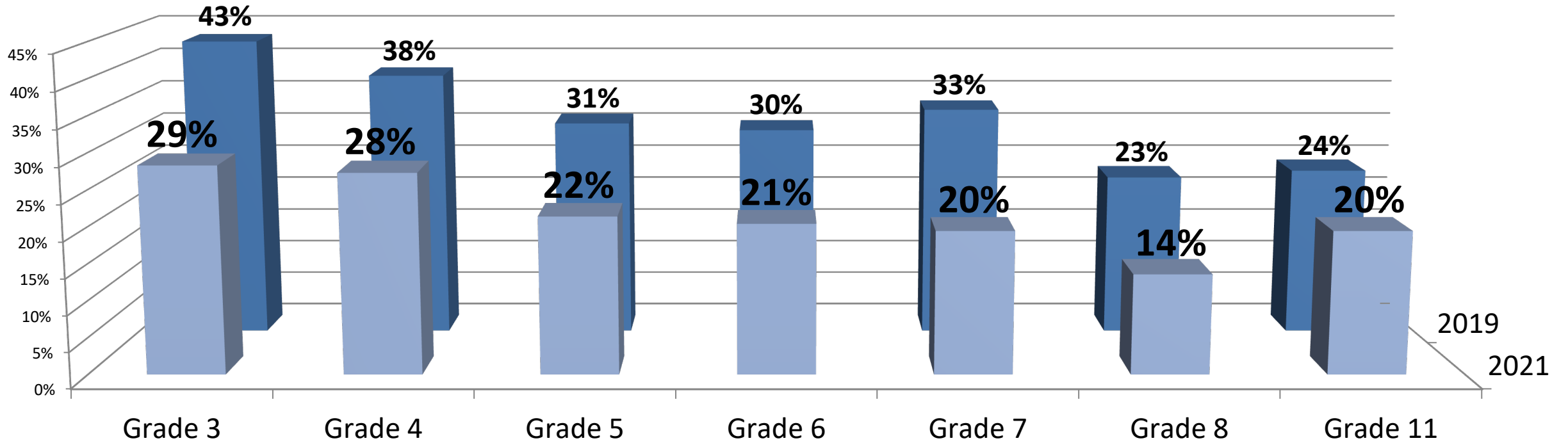
- Performance (proficiency and above) represents student readiness for the next grade, course, or level
- Performance is a broad view of whether students are meeting grade-level expectations
- Percentages reflect students who scored Proficient or Advanced



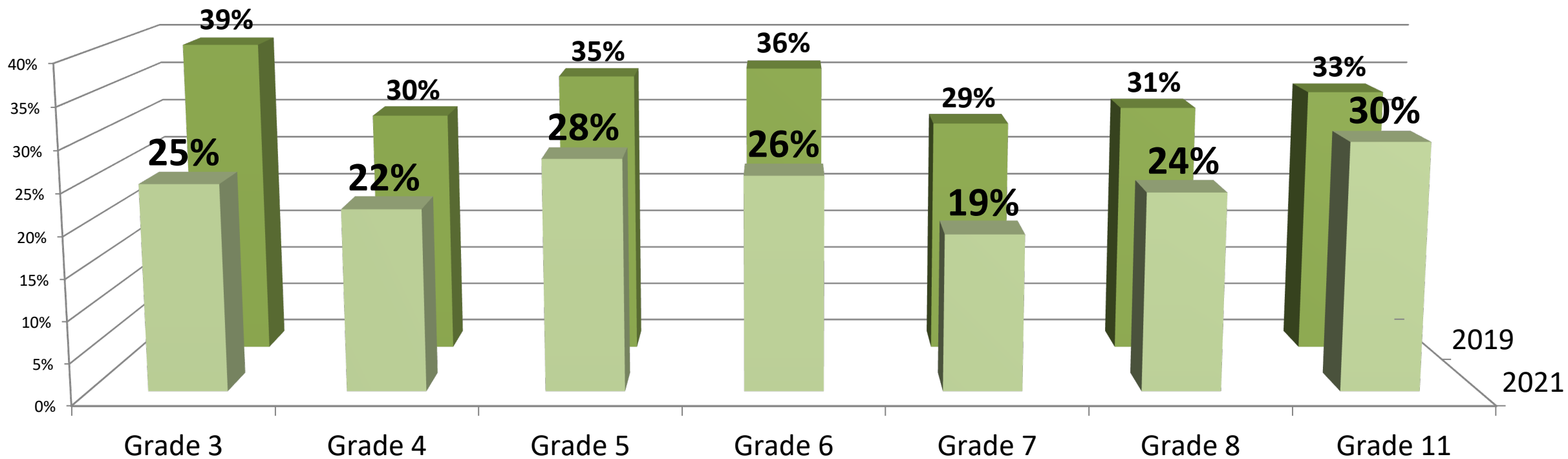
Performance Shifts Over Time: All Grades



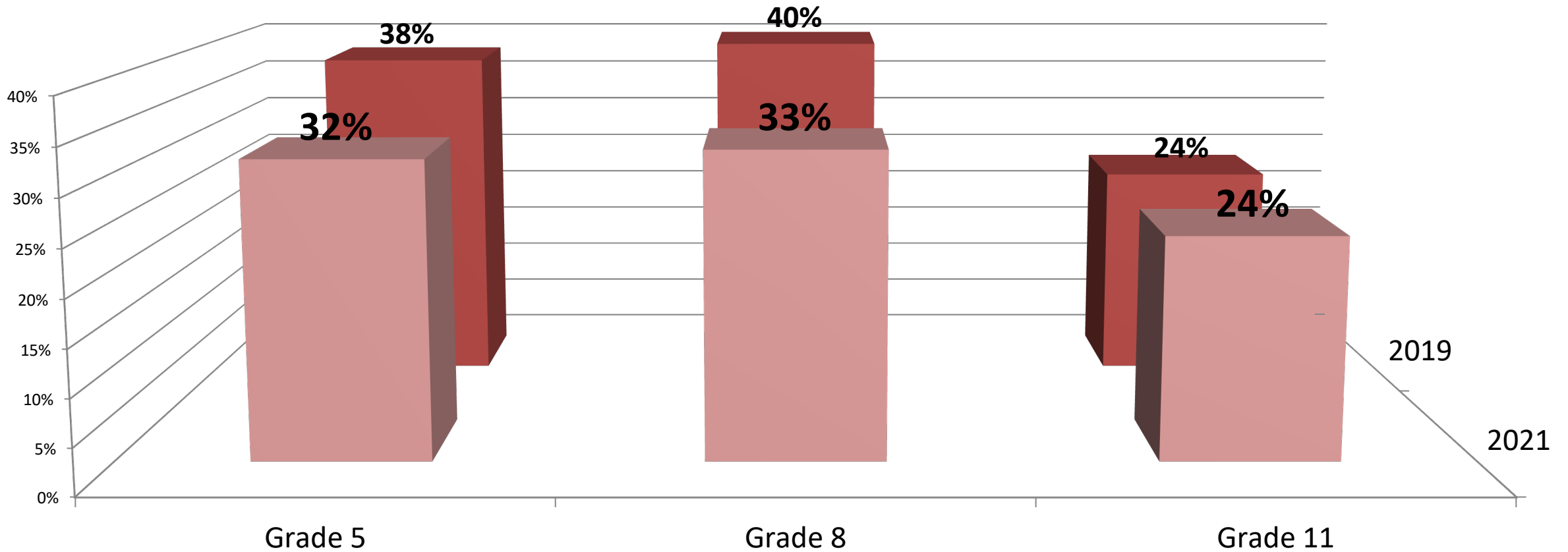
Performance Shifts Over Time: Math



Performance Shifts Over Time: ELA



Performance Shifts Over Time: Science





ALL SUBJECTS ▾ ALL GRADES ▾

SCHOOL VIEW



Performance

Demographics

Unpack

Filter

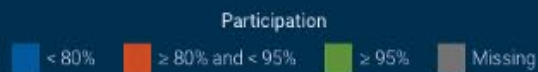
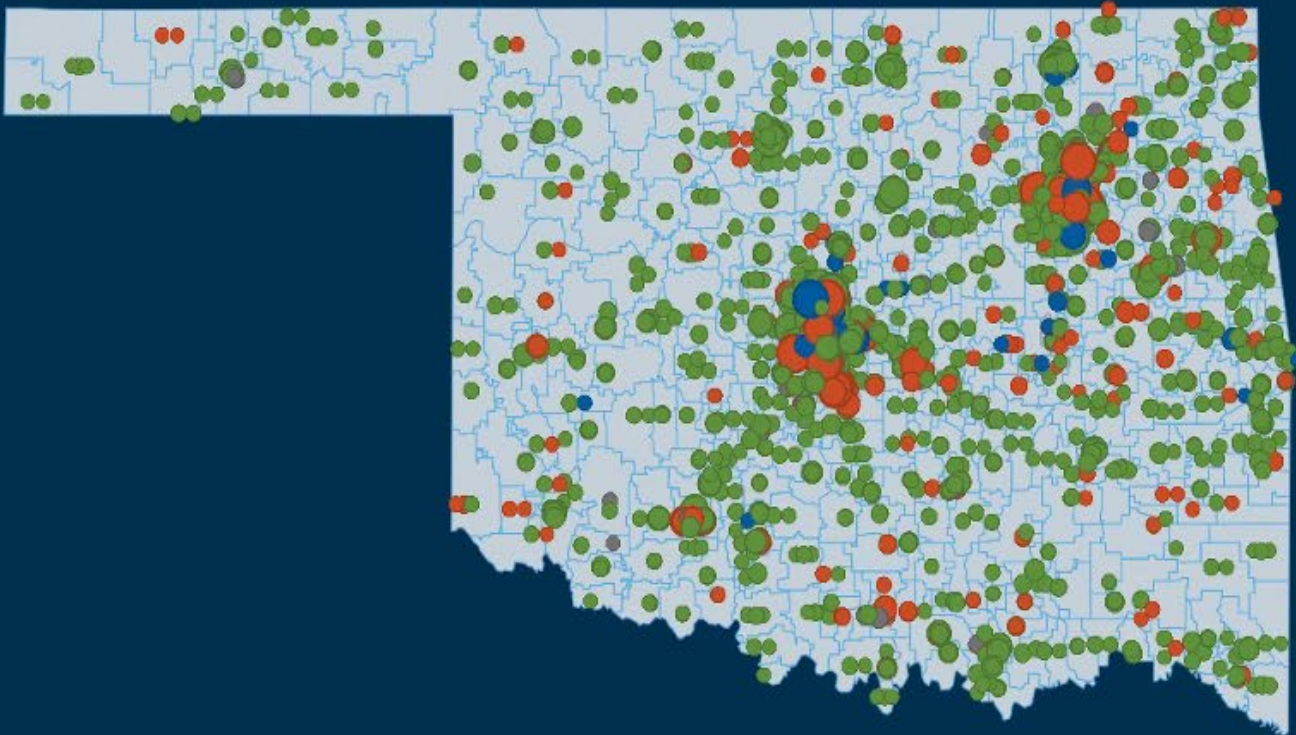
Color & Size

Settings

Search

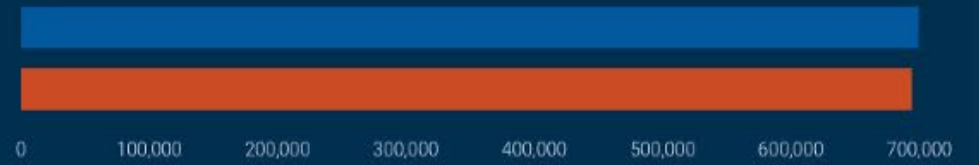
Bookmarks

Export



ALL OKLAHOMA SCHOOLS

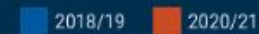
ENROLLMENT



PARTICIPATION RATES

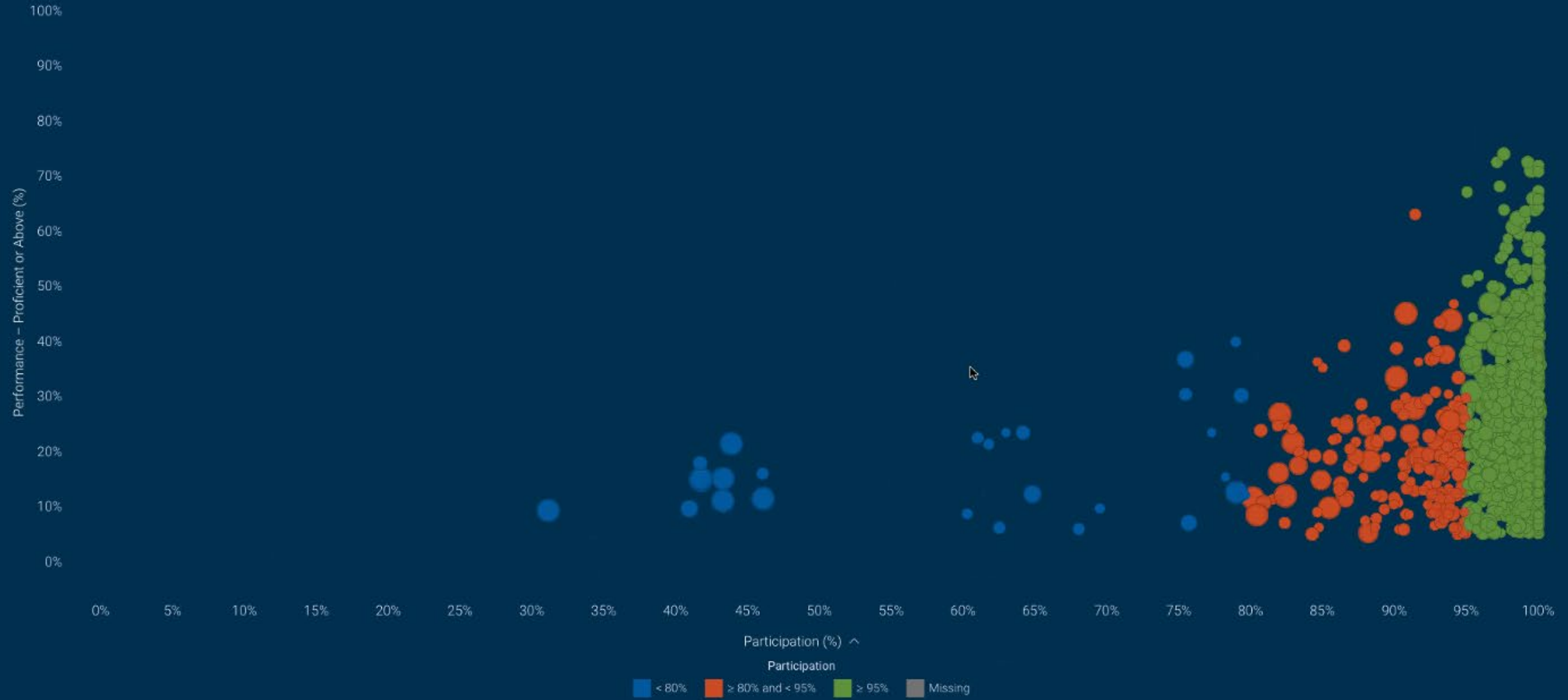


PERFORMANCE LEVELS



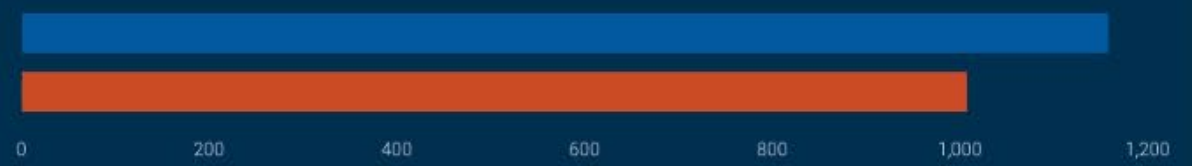


SCHOOL VIEW





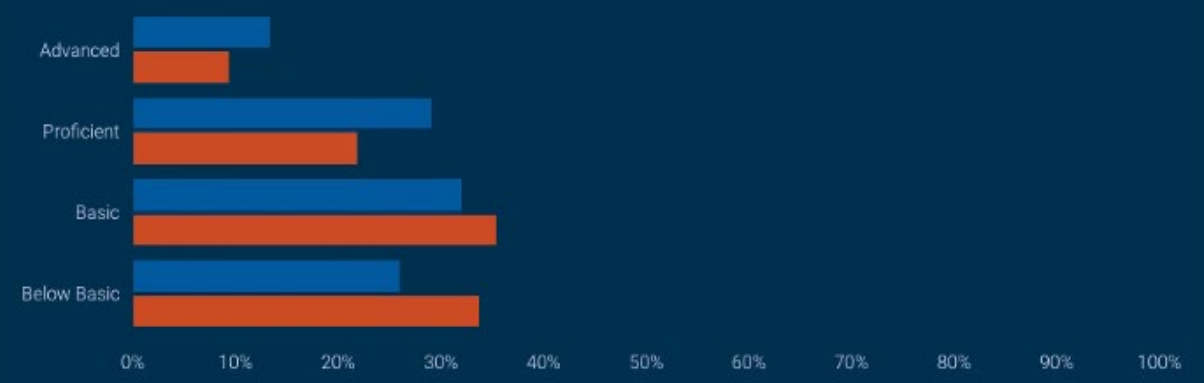
ENROLLMENT



PARTICIPATION RATES



PERFORMANCE LEVELS



2018/19 2020/21

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?