Using OSTP Data to Support Growth and Improvement

OSDE Office of Assessment
Shifting Perspectives in ESSA

- Focus on growth along a continuum of learning
- Role of state assessment as part of a system of assessment
- Use of multiple measures for accountability
- Belief that all students can grow and all schools can improve
Purpose of OSTP Assessments in ESSA

- Provide *instructionally useful* information with appropriate detail to **support evaluation** and **enhancement** of curriculum and programs.

- Provide information to **appropriately support** federal and state accountability decisions.

- Support **criterion-referenced interpretations** (i.e., performance against the OAS) and **claims** including but not limited to scale score, Lexile, Quantile, content cluster, and growth performance at appropriate levels of grain size (e.g., grade, subgroup, teacher, building/district administrator, state).

- Support **calculating growth** for students to provide a measure of performance indicative of being **on track** to CCR.

- Source: [Assessment Report](#)
Problem Statement

How can we interpret summative data from the Oklahoma School Testing Program (OSTP) to gain insights that provide instructionally useful information with appropriate detail to support evaluation and enhancement of curriculum and programs relative to the Oklahoma Academic Standards…

So that…..

…all of our almost 700,000 Oklahoma students have opportunities to gain the knowledge, skills, and abilities they need to be successful when they leave our PK-12 system?
Finding Your Scores

https://oklahoma.measuredprogress.org/
OSTP Claims

- Provide instructionally useful information and insights to support evaluation and enhancement of curriculum and programs relative to the Oklahoma Academic Standards (OAS)

Performance Level: Are we on track?
Performance Index: Are we growing?
Reporting Category: Where are our strengths?
Performance Levels Are the Starting Line

- Serve as a **starting point** for discussions and analysis related to the **overall performance** of programs, students, and groups of students

- Provide a **broad view** of whether a student, program, or group is **on track** with grade level expectations needed to be career and college ready (**CCR**)  

- Relate what a typical student at each level should know and be able to do relative to the **Oklahoma Academic Standards (OAS)** as described in the **Performance Level Descriptors (PLDs)**

- Inform stakeholders how to interpret student test scores in relation to the **OAS** by indicating the **readiness** of students to move to the next grade, course, or level of education
Performance Levels Communicate Readiness Along a Continuum

**Below Basic (Unsatisfactory)**
Students have not performed at least at the basic level.

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

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

**Advanced**
Students demonstrate superior performance on challenging subject matter.

Source: [SB 11917](#)
Performance Levels Help Us Know If We Are On Track

State/District/Site/Teacher Level:
- Where students are as a whole
- Equity gaps across student groups
- Trends across groups of students and/or grade levels
- Alignment across grade levels
- Where we are compared to the state

Student Level:
- Performance level data tells only part of the student’s story.
- Other relevant information includes:
  - Student work samples
  - Course grades
  - Teacher observations
Performance Index Scores Let Us Pinpoint Where We Are on a Continuum

• Built on a comparable scale from 200-399 wherein 300 is always Proficient
• Point-in-time data point that can be used to measure growth over time
• Provides a more specific measure of readiness to be on track by relating where a score is relative to a performance level
Performance Index Scores Are Tied to Performance Levels

<table>
<thead>
<tr>
<th></th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grade 5 ELA</strong></td>
<td></td>
</tr>
<tr>
<td>222 – 299</td>
<td>Below Basic</td>
</tr>
<tr>
<td>200 – 270</td>
<td>Below Basic</td>
</tr>
<tr>
<td>271 – 298</td>
<td>Basic</td>
</tr>
<tr>
<td>300 – 322</td>
<td>Proficient</td>
</tr>
<tr>
<td>323 – 399</td>
<td>Advanced</td>
</tr>
<tr>
<td><strong>Grade 5 Math</strong></td>
<td></td>
</tr>
<tr>
<td>200 – 265</td>
<td>Below Basic</td>
</tr>
<tr>
<td>266 – 299</td>
<td>Basic</td>
</tr>
<tr>
<td>300 – 320</td>
<td>Proficient</td>
</tr>
<tr>
<td>321 – 399</td>
<td>Advanced</td>
</tr>
<tr>
<td><strong>Grade 5 Science</strong></td>
<td></td>
</tr>
<tr>
<td>200 – 271</td>
<td>Below Basic</td>
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<tr>
<td>272 – 299</td>
<td>Basic</td>
</tr>
<tr>
<td>300 – 329</td>
<td>Proficient</td>
</tr>
<tr>
<td>330 – 399</td>
<td>Advanced</td>
</tr>
</tbody>
</table>

300= Proficient

2018- Performance Level Look-up Tables
Performance Index Scores Help Us Know If We Are Growing

State/District/ Site/ Teacher (mean scores)
- Changes in achievement gaps over time
- Changes in student growth from year to year
- Equity gaps across student groups
- Trends across groups of students and/or grade levels
- Alignment across grade levels
- Where we are compared to the state

Student Level:
- Performance index scores tells only part of the student’s story.
- Other relevant information includes:
  - Student work samples
  - Course grades
  - Teacher observations
Reporting Category Levels Help Us Gauge Our Readiness

- Brings to surface **what is working** and supports conviction that **each student brings strengths** to our work
- Provides **point-in-time information** to gauge the **effectiveness** of curriculum in supporting students in gaining the knowledge, skills, and abilities needed to be ready for the next grade, course, or level of education
- Communicates the **confidence level** with which a student is **likely to demonstrate** the **Proficient** level knowledge, skills, and abilities with respect to the content represented in the **STANDARD**.
- Determined by comparing **student performance** against the expectations of a **proficient** student as described in the **Proficient Level PLD**
Each level predicts the likelihood that the student is able to demonstrate the **knowledge, skills, and abilities** identified in the **Proficient** Performance Level Descriptor with respect to the standards and associated test items.

**Below Standard**

This student is **UNLIKELY** to possess the knowledge, skills, and abilities necessary to be Proficient with respect to the content represented in the STANDARD.

**At/Near Standard**

This student is **LIKELY** to possess the knowledge, skills, and abilities necessary to be Proficient with respect to the content represented in the STANDARD.

**Above Standard**

We are **CONFIDENT** that this student possesses the knowledge, skills, and abilities necessary to be Proficient with respect to the content represented in the STANDARD.
Reporting Categories Help Us Find Our **Strengths**

**State/District/Site/Teacher Level:**
- Where strengths and gaps may exist in the curriculum
- Equity gaps across student groups
- Effectiveness of differentiation
- Needs for enhancement
- Alignment across grade levels
- Where we are compared to the state

**Student Level:**
- Performance level data tells only part of the student’s story.
- Other relevant information includes:
  - Student work samples
  - Course grades
  - Teacher observations
Assessment Tools

- **Assessment Materials:** Where you find Blueprints, Test and Item Specs, Parent Guides, and Performance Level Descriptors
- **State Testing Resources:** Where you find practice tests, summary reports, general information, and link to Measured Progress resources
- **Measured Progress Resources:** Where you find training resources and DTC forms and information
- **Assessment Guidance:** Where you find assessment and data literacy links, tools, and supports
- **OSTP Data Portal:** Where you find data from the OSTP suite of assessments. Requires a username and password to access.
For More on the New Portal

Visit Measured Progress:

https://oklahoma.onlinehelp.measuredprogress.org/training-presentations/

Look for Reporting Training 5/15/18
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