Using OSTP Data in Accountability Reporting to Monitor COVID Recovery

Considerations for School Leaders

OKLAHOMA Education

Questions to Consider

How do state assessments fit into a system of assessment and what does assessment-related data tell us about student learning?

What considerations should be made when comparing spring 2022 results with those from the spring of 2021?

How can assessment-related data in the Accountability Reporting application be used to monitor COVID recovery?

OKLAHOMA Education

Purpose of State Summative Assessments

OKLAHOMA
Education

State summative assessments are part of a system

Classroom, district, and state summative assessments can **work together** in a **coherent system** to produce **multiple pieces of evidence** at different points in time.
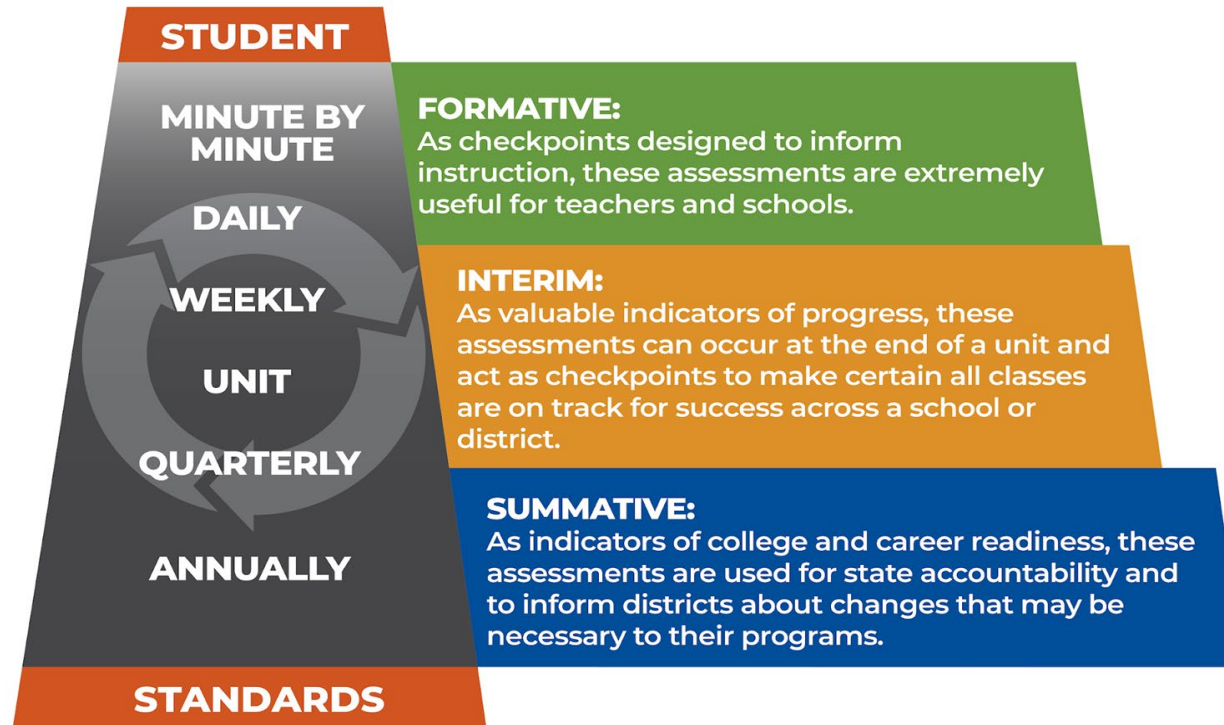
Doing so can provide educators with **timely and actionable information** to monitor student learning and **make adjustments** so that summative results **corroborate local observations.**
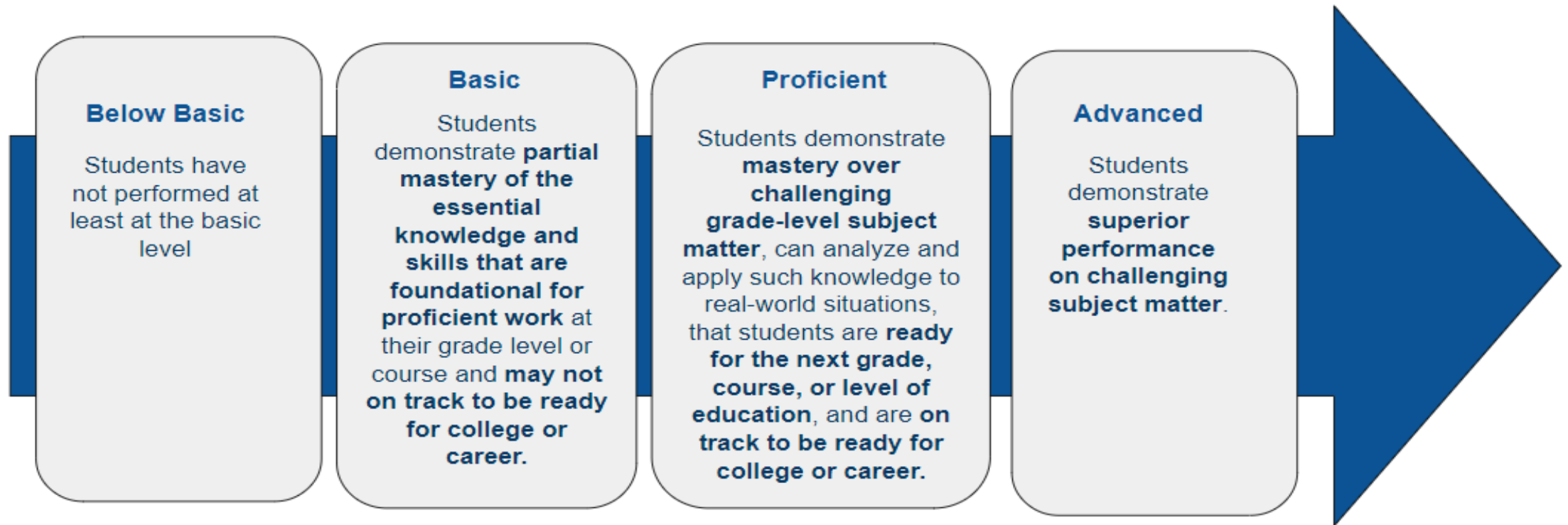
Local Assessment System (example)
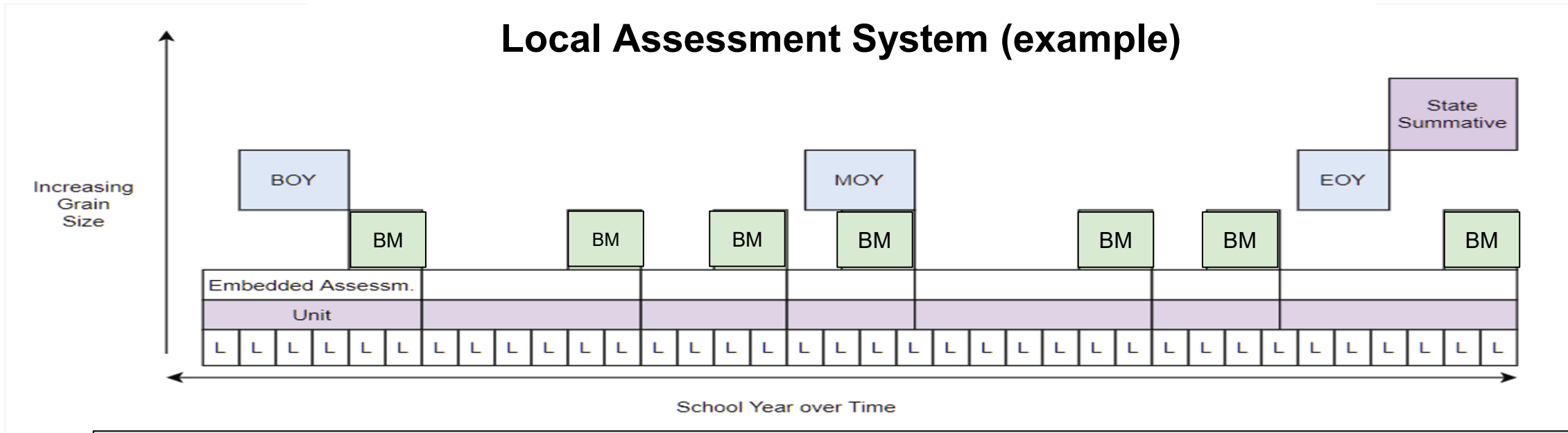
- **Classroom Level: L-** Lesson-level formative, **BM-** Benchmarking (e.g., Common Formative, Unit Benchmark)
- **District Level: BM-** District Benchmark, **BOY-** Beginning of the Year, **MOY-** Middle of the Year, and **EOY-** End of the Year
- **State Level**: State Summative

Source: D'Brot, 2022

OKLAHOMA Education

The purpose of state summative assessments

State summative assessments **sample** from across the breadth and depth of the Oklahoma Academic Standards (OAS) to **determine levels of proficiency** on grade- level knowledge and skills for all students

Below Basic

Students have not performed at least at 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 **may 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 are **on track to be ready for college or career.**

Advanced

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

OKLAHOMA Education

Performance-related data from state summative assessments helps us understand how well students did relative to end-of-year expectations.

Grade-Level expectations outlined in the standards

- 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

Where students are relative to end-of-year expectations

OKLAHOMA Education

Types of performance-related data

Performance Level
- Indicates the **level of readiness** for the next grade, course, or level relative to end-of-year grade-level expecations outlined in the Oklahoma Academic Standards.
- Reported at one of four levels: **Below Basic, Basic, Proficient, or Advanced.**

Performance Index Score (OPI)
- A specific scale score that pinpoints student performance relative to cut points that distinguish each performance level.
- Scale scores range from **200-399,** where 300 is always proficient.

Reporting Category Performance
- Indicates the likelihood that students met grade-level expectations within **subject-specific categories**.
- Reported as one of three subscores: **Below Standard, At/Near Standard,** or **Above Standard.**

OKLAHOMA Education

Uses of performance-related data in a typical year

In a **typical year**, performance-related data from state summative assessments 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 needed (e.g., content specific, best practices, curriculum, etc.)

OKLAHOMA
Education

Performance-related data as a new post-pandemic reality

- Students and educators have faced disruptions in both the 2019-2020 and 2020-2021 school years.

- **Spring 2021** results reflected the pandemic-related challenges, and those results serve as a **baseline** that represents a **new, post-pandemic reality**.

OKLAHOMA
Education

Performance-related data as a way to monitor recovery

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**.

OKLAHOMA Education

Considerations for Using SY 2022 Data to Monitor Recovery Efforts

OKLAHOMA Education

Questions to Consider

Who was instructed and who was tested (enrollment and participation)?

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

What interventions and strategies worked to accelerate learning (impact)?

OKLAHOMA Education

Who was instructed?

Did you experience changes to your enrollment between SYs 2020–2021 and 2021–2022?

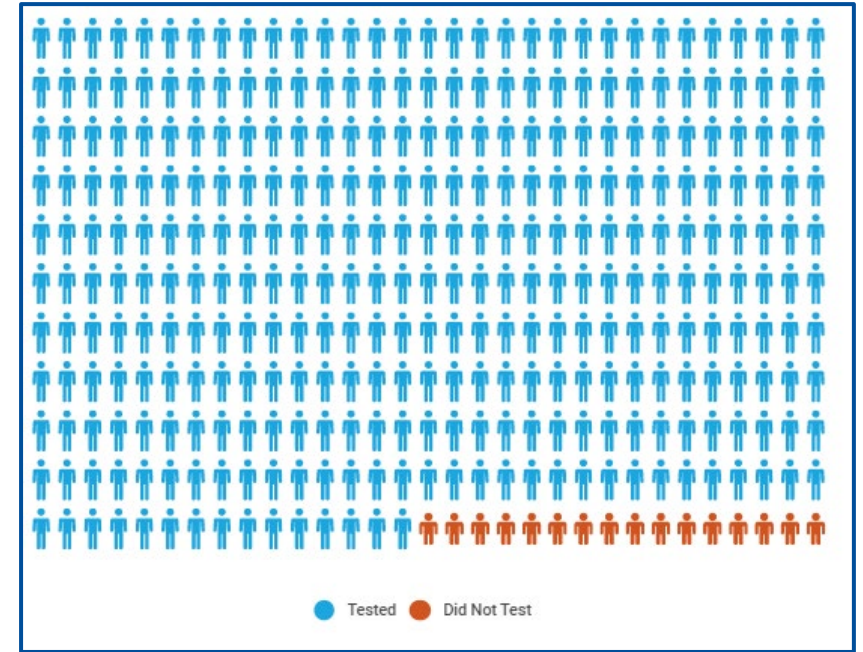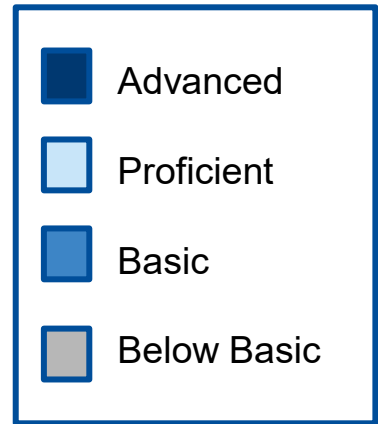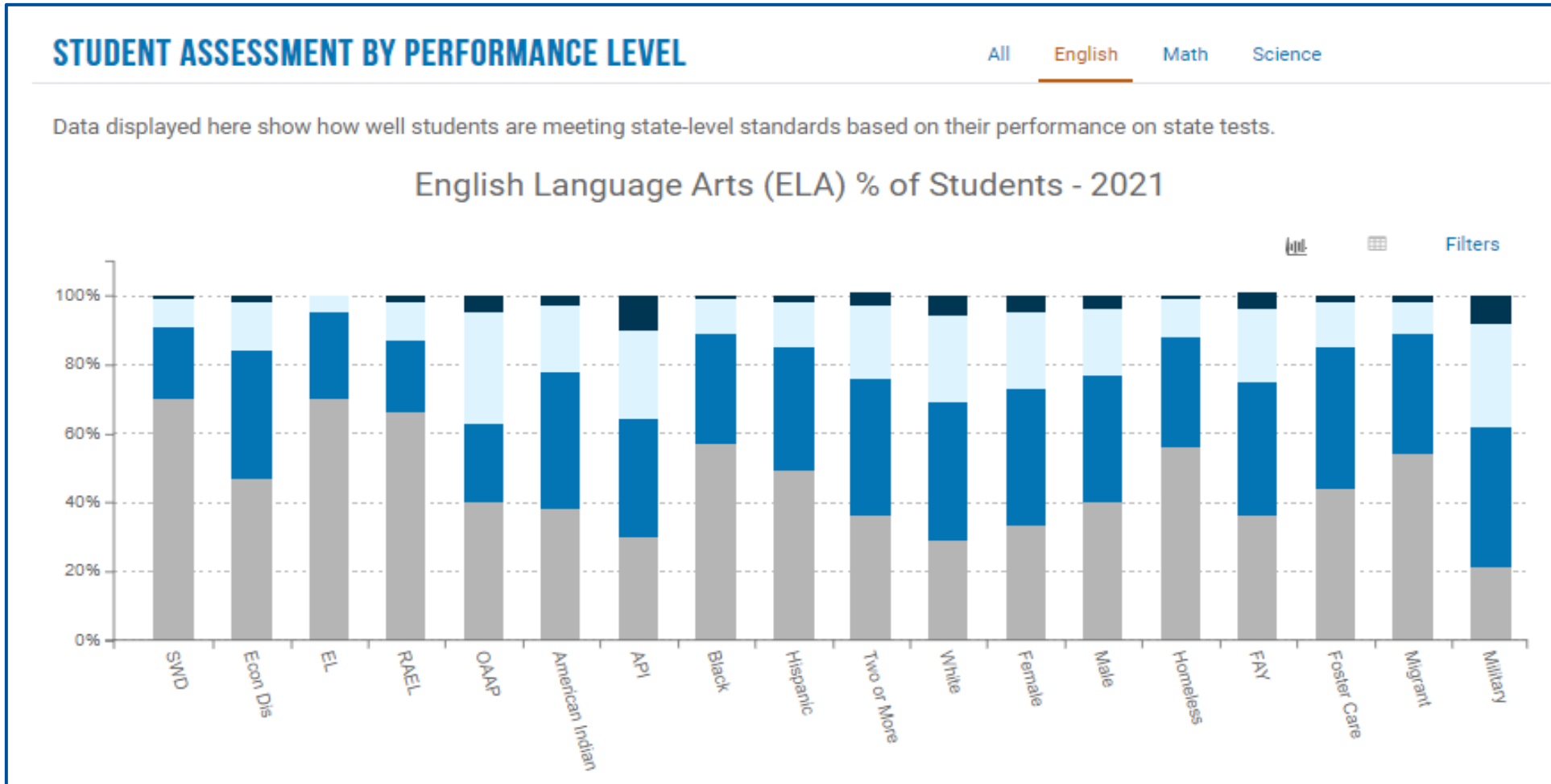*Using OSTP Data in Accountability Reporting to Monitor Covid Recovery: School Leaders*
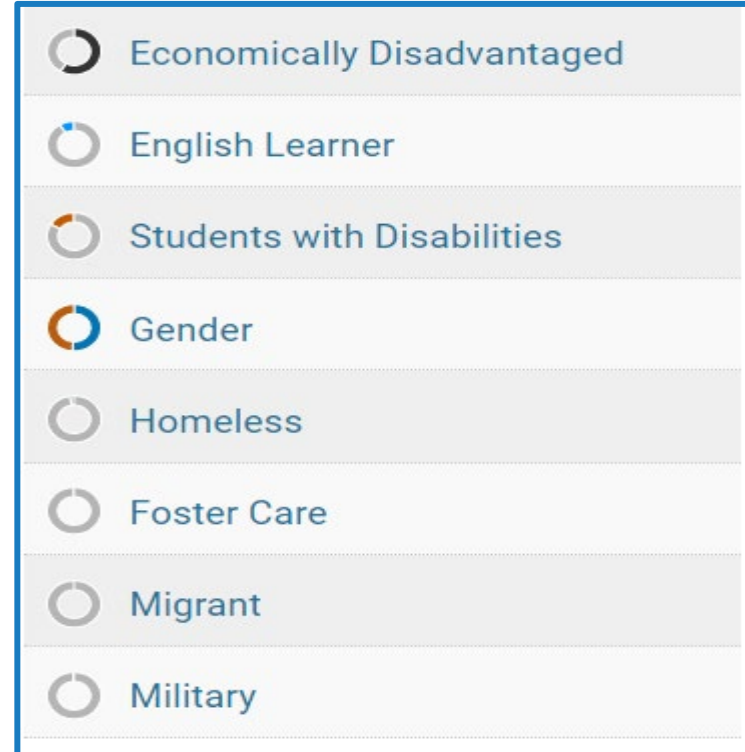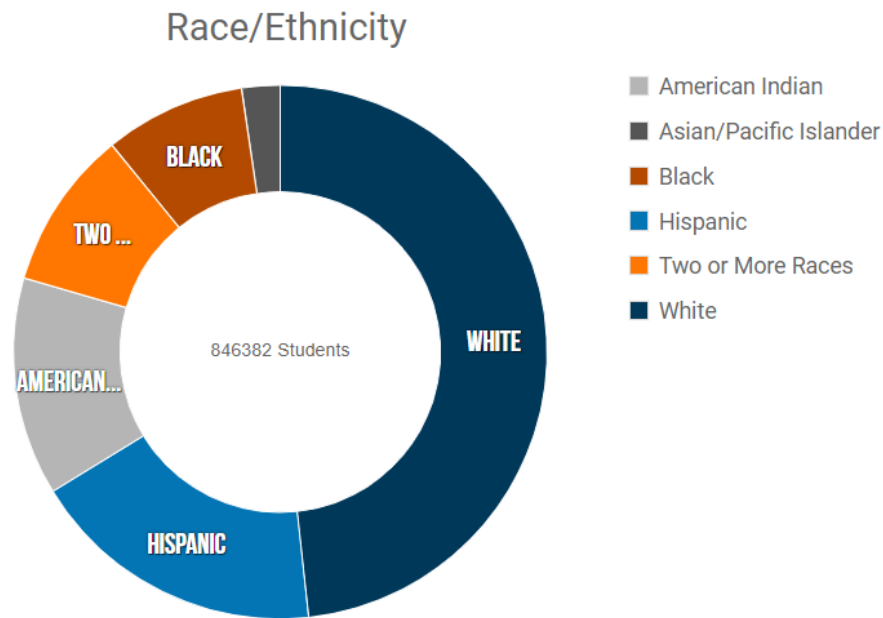
Who tested?

Were there changes in the demographics of the students that tested in spring 2022 compared to students that tested in spring 2021?
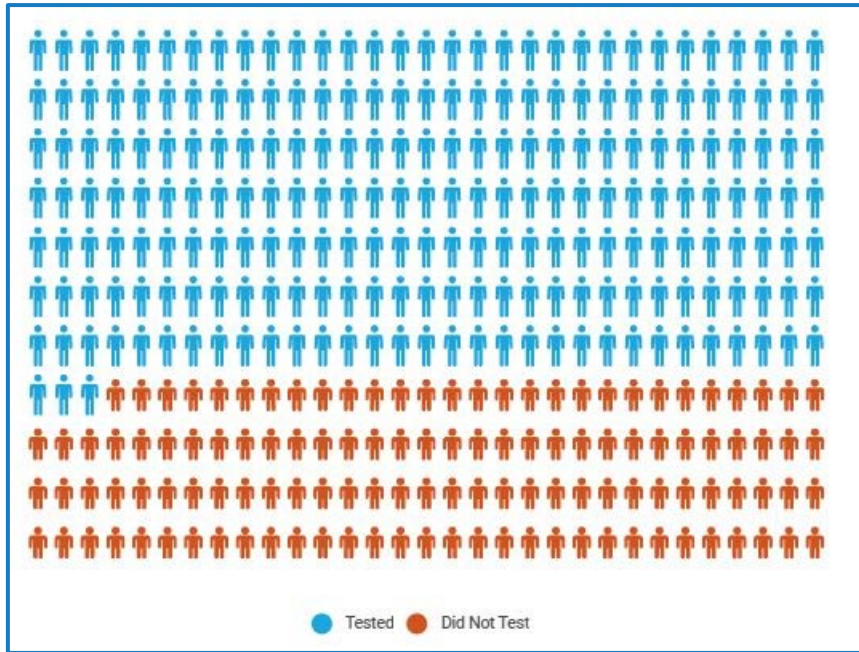
Using OSTP Data in Accountability Reporting to Monitor Covid Recovery: School Leaders

How did students that tested perform?

What local context should we consider?

What other information about **opportunities to learn** should we consider (e.g., access to high-quality instructional materials, student's level of engagement, student and teacher attendance, teacher professional development; Marion, 2020)?

How well did acceleration strategies work?

Targeted interventions, strategies, and resources to accelerate student learning implemented in SY 2022

Monitoring Recovery

How did our interventions contribute to SY 2022 performance?

What does our local assessment data indicate?

How were different student groups impacted?

OKLAHOMA Education

Performance

How does student performance from spring 2022 compare with spring 2021?

Improvements

- How did the interventions contribute to improvement?
- How did schools climate contribute?
- What local assessment evidence corroborates improvement?

Stable

- How did the interventions support students in maintaining performance?
- How were different student groups impacted?
- What does local assessment evidence indicate?

Decline

- Why didn't the interventions support impact performance?
- How were interventions selected, implemented, monitored, and adjusted based on data?
- What does local assessment evidence indicate?

Enrollment and Participation

- Are your **enrollment demographics** for your SY 2021– 2022 school year comparable to SY 2020– 2021 (By grade level? By student group?)
- Did you acquire transfer students or reclaim students that may have had **different access to grade-level learning** during SY 2020– 2021?
- Were the students that **tested** in SY 2021– 2022 **representative of the students** who tested in SY 2020– 2021 (By grade level? By student group?)

OKLAHOMA Education

Considerations for Comparing SY 2021 and SY 2022 Scores

OKLAHOMA
Education

"(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

<u>AKA</u>: When met, students who are included in assessment reporting are an accurate reflection of the school's overall population

OKLAHOMA Education

Lower Participation Requires Context

We urge caution when comparing summary reports because of the possibility of differences in the testing populations between SYs 2020– 2021 and 2021– 2022.

Participation Rate	Potential Interpretations
95% or greater	Presumes student representativeness and no data missingness concerns.
80 - 94.9%	Requires advanced research; interpretation *possible* but not for all student groups.
Below 80%	Concerns! Highly unlikely that assessment scores can be comparable to any prior reporting.

OKLAHOMA Education

School Profile Change over Time

2021 school profile:

- <mark>232 total students</mark>

- 14% American Indian, 13% Hispanic, and 52% White

- <mark>75% Economically Disadvantaged</mark>

- <mark>13% Students with Disabilities</mark>

97% ELA participation rate, overall

- Grade 3: 95% (7%% Prof/Adv)

- Grade 4: 99% (13% Prof/Adv)

- Grade 5: 99% (28% Prof/Adv)

2022 school profile:

- <mark>140 total students</mark>

- 17% American Indian, 14% Hispanic, and 57% White

- <mark>57% Economically Disadvantaged</mark>

- <mark>20% Students with Disabilities</mark>

99% ELA participation rate, overall

- Grade 3: 98% (11% Prof/Adv)

- Grade 4: 100% (9% Prof/Adv)

- Grade 5: 100% (27% Prof/Adv)

OKLAHOMA Education

Using Assessment Performance and Student Progress Data to Monitor Recovery Efforts

Accountability Reporting Application

OKLAHOMA
Education

Levels of assessment-related data

Accountability Reporting

The Accountability Reporting application in Single Sign-On aggregates student-level assessment data into the **Assessment Performance** and **Student Progress** reports.

These various data help administrators answer questions about **how enrollment changed** and **how students recovered and progressed.**

OSTP Data Portal

The OSTP Data Portal aggregates different reports and displays OSTP performance related data for Performance Levels, Oklahoma Performance Index scores, and Reporting Category Performance information.

This information helps **educators examine how well interventions and strategies worked**.

OKLAHOMA Education

Accountability Reporting data provides context for monitoring recovery efforts

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

- ❏ Who received instruction in 2022 that might be different from 2021?

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

- ❏ How did 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?

OKLAHOMA Education

Locating Accountability Reporting in Single Sign-On

1. Sign into your Single Sign-On account
2. Choose Accountability Reporting
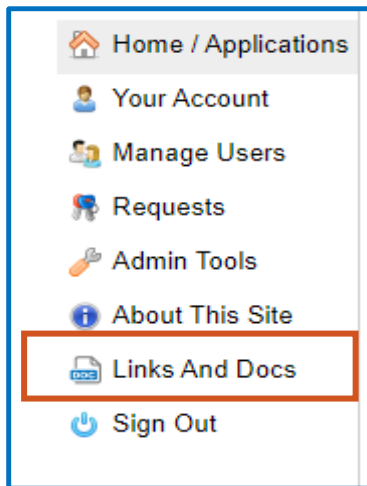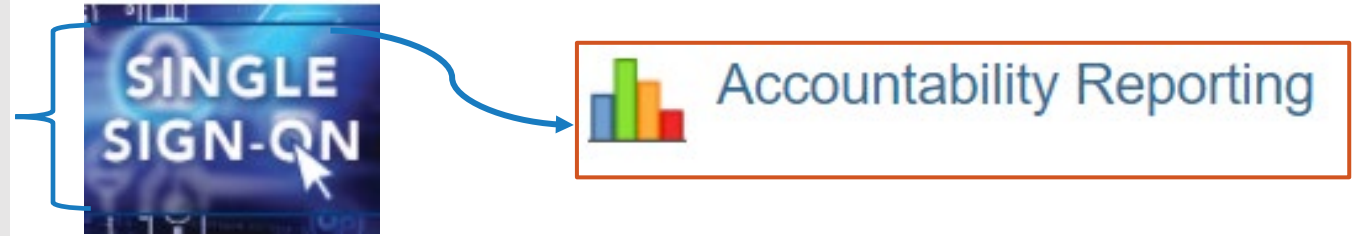
Note: *Access to the Accountability Reporting application is granted by your district*

For information about adding accounts see:
District Superintendent SSO Manual

OKLAHOMA Education

Navigating to Assessment Performance data
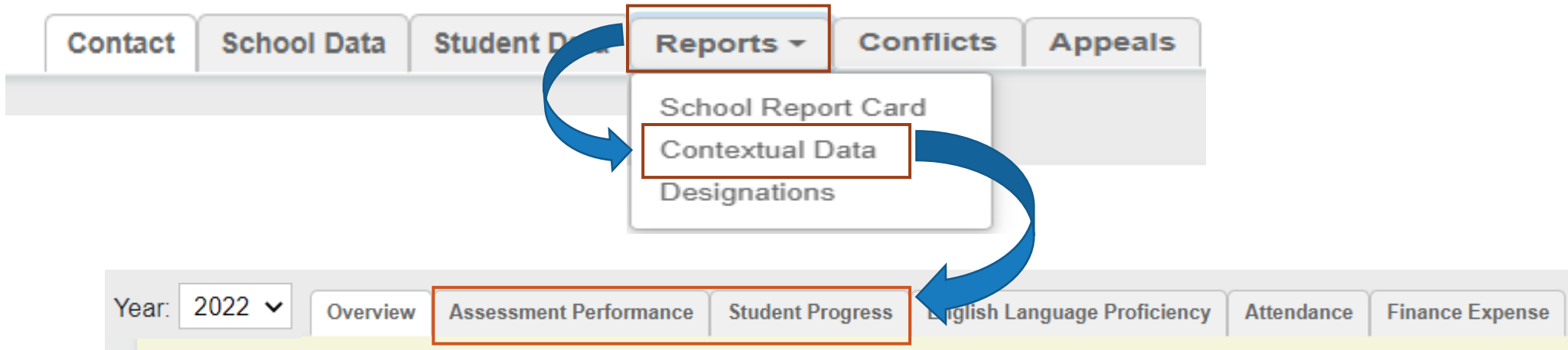
- The **Assessment Performance tab** helps you answer: *How did groups of students that tested perform? How did enrollment change? How did participation change?*

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

Using OSTP Data in Accountability Reporting to Monitor Covid Recovery: School Leaders

Assessment performance contextual data

Subject	PERFORMANCE			PARTICIPATION		
	Numerator	Denominator	Rate	Numerator	Denominator	Rate
ELA	36	226	15.93%	226	232	97.41%
Mathematics	34	225	15.11%	225	232	96.98%
Science	21	78	26.92%	78	81	96.30%
TOTAL	91	529	17.20%	529	545	97.06%

RATE ... 100 ... 17.20
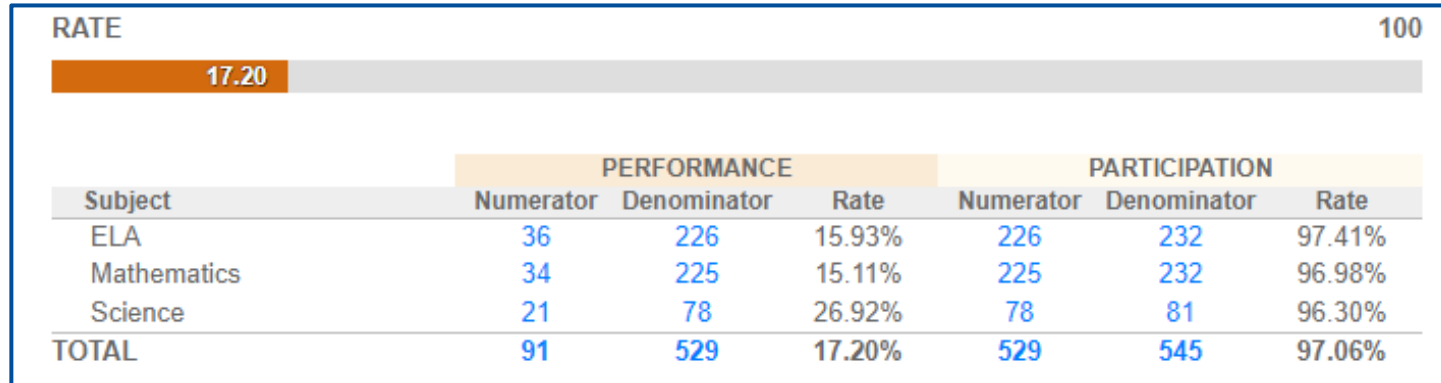
- **Performance Numerator:** the number of students demonstrating readiness for the next grade or course as demonstrated by scoring at or above the proficient cut of 300

- **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.

OKLAHOMA Education

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

❑ **How did my students perform this year (i.e., spring 2022)?**

	PERFORMANCE			PARTICIPATION		
Subject	Numerator	Denominator	Rate	Numerator	Denominator	Rate
ELA	59	182	32.42%	182	188	96.81%
▸ Show student groups						

Click Show Student Groups to show participation rates and performance by student group and grade-level.

Participation rates below 95% are flagged in red

▣ ELA RATE 100

`15.93`

	PERFORMANCE			PARTICIPATION		
Subject	Numerator	Denominator	Rate	Numerator	Denominator	Rate
ELA	36	226	15.93%	226	232	97.41%
▾ Hide student groups						
Economic Disadvantage						
Not Economic Disadvantage	17	56	30.36%	56	57	98.25%
Economic Disadvantage	19	170	11.18%	170	175	97.14%
English Language Learner						
Not English Language Learner	36	207	17.39%	207	212	97.64%
English Language Learner	0	19	0.00%	19	20	95.00%
Gender						
Female	20	112	17.86%	112	112	100.00%
Male	16	114	14.04%	114	120	95.00%
Homeless						
Not Homeless	36	219	16.44%	219	224	97.77%
Homeless	0	7	0.00%	7	8	87.50%
Individual Education Plan						
Not Individual Education Plan	33	196	16.84%	196	202	97.03%
Individual Education Plan	3	30	10.00%	30	30	100.00%
Race						
American Indian	5	32	15.63%	32	32	100.00%
Asian	0	2	0.00%	2	2	100.00%
Black	1	7	14.29%	7	8	87.50%
Hispanic	2	28	7.14%	28	29	96.55%
Other	9	38	23.68%	38	40	95.00%
White	19	119	15.97%	119	121	98.35%
RAEL						
Not RAEL	36	225	16.00%	225	231	97.40%
RAEL	0	1	0.00%	1	1	100.00%
Grade Level						
03	5	76	6.58%	76	80	95.00%
04	9	70	12.86%	70	71	98.59%
05	22	80	27.50%	80	81	98.77%

OKLAHOMA Education

Digging deeper

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

		PERFORMANCE			PARTICIPATION	
Subject	Numerator	Denominator	Rate	Numerator	Denominator	Rate
ELA	36	226	15.93%	226	232	97.41%

PERFORMANCE / ELA / DENOMINATOR

Records 1 to 80 of 80

	Year	STN	First Name	Middle	Last Name	Grade Level	Race	Gender	Econ Disadv	ELL	Foster Care	Homeless	IEP	Migrant	Military	Type	Subject Group	Scale Score	Performance Level	No Score Code
						05											ELA			
View						05	Hispanic	F	Y	Y	N	N	N	N	N	OSTP	ELA	277	2 - Basic	
View						05	Hispanic	M	Y	N	N	N	N	N	N	OSTP	ELA	298	2 - Basic	
View						05	American Indian	F	Y	N	N	N	N	N	N	OSTP	ELA	304	3 - Proficient	
View						05	Hispanic	F	Y	Y	N	N	N	N	N	OSTP	ELA	252	1 - Below Basic	
View						05	White	F	N	N	N	N	N	N	N	OSTP	ELA	298	2 - Basic	
View						05	White	F	Y	N	N	N	N	N	N	OSTP	ELA	283	2 - Basic	
View						05	Other	F	Y	N	N	N	N	N	N	OSTP	ELA	281	2 - Basic	
View						05	White	M	Y	N	N	N	Y	N	N	OSTP	ELA	266	1 - Below Basic	

Consider using the performance level filters to get a fuller picture of performance at each level.

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

OKLAHOMA Education

Digging deeper

PERFORMANCE / ELA / DENOMINATOR

Records 1 to 80 of 80

	Year	STN	First Name	Middle	Last Name	Grade Level	Race	Gender	Econ Disadv	ELL	Foster Care	Homeless	IEP	Migrant	Military	Type	Subject Group	Scale Score	Performance Level	No Score Code
						05											ELA			
View						05	Hispanic	F	Y	Y	N	N	N	N	N	OSTP	ELA	277	2 - Basic	
View						05	Hispanic	M	Y	N	N	N	N	N	N	OSTP	ELA	298	2 - Basic	
View						05	American Indian	F	Y	N	N	N	N	N	N	OSTP	ELA	304	3 - Proficient	
View						05	Hispanic	F	Y	Y	N	N	N	N	N	OSTP	ELA	252	1 - Below Basic	
View						05	White	F	N	N	N	N	N	N	N	OSTP	ELA	298	2 - Basic	
View						05	White	F	Y	N	N	N	N	N	N	OSTP	ELA	283	2 - Basic	
View						05	Other	F	Y	N	N	N	N	N	N	OSTP	ELA	281	2 - Basic	
View						05	White	M	Y	N	N	N	Y	N	N	OSTP	ELA	266	1 - Below Basic	

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.

OKLAHOMA Education

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

Change the year to 2021 to determine how enrollment, participation, and performance changed between the two years.

Year: 2022 | Overview | Assessment Performance | Student Progress

Subject	PERFORMANCE			PARTICIPATION		
	Numerator	Denominator	Rate	Numerator	Denominator	Rate
ELA	22	139	15.83%	139	140	99.29%
▶ Show student groups						

Year: 2021 | Overview | Assessment Performance | Student Progress

Subject	PERFORMANCE			PARTICIPATION		
	Numerator	Denominator	Rate	Numerator	Denominator	Rate
ELA	36	226	15.93%	226	232	97.41%
▶ Show student groups						

Interpreting State Test Scores- Administrators' Toolkit

OKLAHOMA Education

Reminder

- 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) will require additional context, as such rates may not accurately reflect your full student population's performance.

- Please consider who participated (and who did not) when comparing your SY 2021–2022 assessment scores to those from SY 2020–2021.

OKLAHOMA Education

What improvement, decline, or stabilization did we see compared to spring 2021? (By grade level? By student group?)

ELA Assessment Performance Data SY 2021

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%
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%
04	48	183	26.23%	183	184	99.46%

ELA Assessment Performance Data SY 2022

Subject	PERFORMANCE			PARTICIPATION		
	Numerator	Denominator	Rate	Numerator	Denominator	Rate
ELA	112	433	25.87%	433	434	99.77%
▼ Hide student groups						
Economic Disadvantage						
Not Economic Disadvantage	68	230	29.57%	230	231	99.57%
Economic Disadvantage	44	203	21.67%	203	203	100.00%
English Language Learner						
Not English Language Learner	103	371	27.76%	371	372	99.73%
English Language Learner	9	62	14.52%	62	62	100.00%
Gender						
Female	59	204	28.92%	204	205	99.51%
Male	53	229	23.14%	229	229	100.00%
Homeless						
Not Homeless	112	429	26.11%	429	430	99.77%
Homeless	0	4	0.00%	4	4	100.00%
Individual Education Program						
Not Individual Education Program	104	371	28.03%	371	371	100.00%
Individual Education Program	8	62	12.90%	62	63	98.41%
Military						
Not Military	109	422	25.83%	422	423	99.76%
Military	3	11	27.27%	11	11	100.00%
OAAP						
Not OAAP	112	432	25.93%	432	433	99.77%
OAAP	0	1	0.00%	1	1	100.00%
Race						
American Indian	18	70	25.71%	70	70	100.00%
Asian	14	52	26.92%	52	52	100.00%
Black	2	11	18.18%	11	11	100.00%
Hispanic	8	43	18.60%	43	44	97.73%
Other	14	68	20.59%	68	68	100.00%
White	56	189	29.63%	189	189	100.00%
RAEL						
Not RAEL	111	431	25.75%	431	432	99.77%
RAEL	1	2	50.00%	2	2	100.00%
Grade Level						
03	64	210	30.48%	210	211	99.53%
04	48	223	21.52%	223	223	100.00%

OKLAHOMA Education

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

- To measure progress, each of the performance levels (**Below Basic, Basic, Proficient,** and **Advanced**) was divided into a high and a low band.

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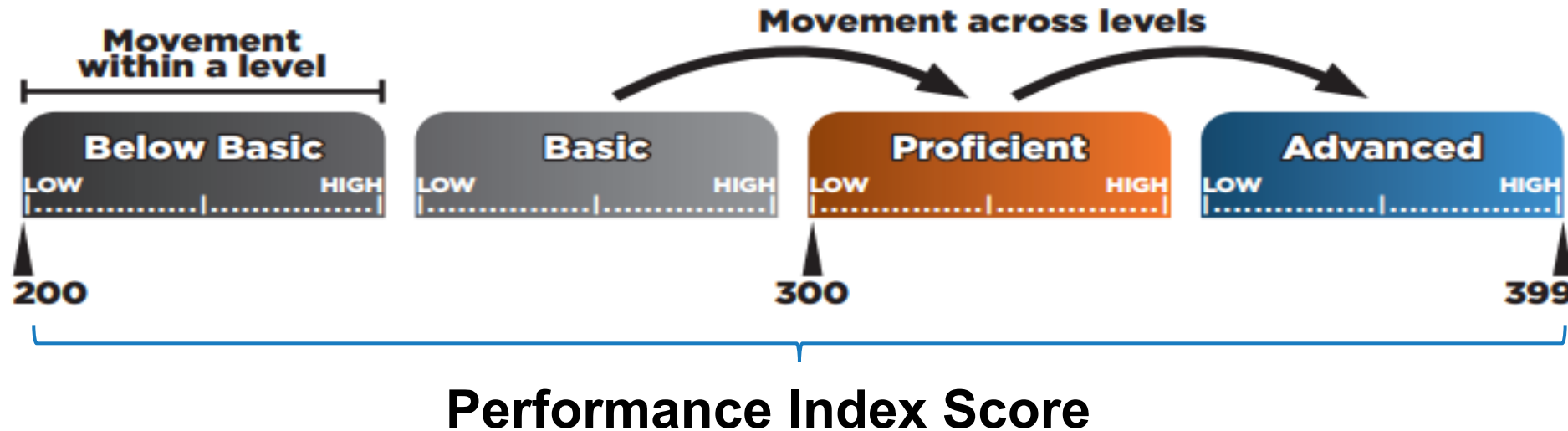
Based on those students who tested in spring 2022, how did they perform in spring 2021?

RATE 2Y

Subject	Denominator
ELA	77
Mathematics	76
TOTAL	153

▸ Show student groups

Click the **Denominator** to display student records for students that tested in both 2021 and 2022.

- The **Scale Score** indicates **2022** performance, the **Growth Performance Level PPY** indicates **2021** performance, and the **Growth Perf Level** indicates **2022** performance.

| 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
⌄	⌄	⌄	⌄	⌄	⌄	⌄	⌄	⌄	⌄	⌄	⌄	⌄		⌄	⌄	
05	0	American Indian	F	Y	N	N	N	N	N	N	OSTP	ELA	276	BH	BL	
05	0	American Indian	M	N	N	N	N	N	N	N	OSTP	ELA	315	PL	PH	
05	0	American Indian	F	Y	N	N	N	N	N	N	OSTP	ELA	301	PL	PL	
05	0	Hispanic	M	Y	N	N	N	N	N	N	OSTP	ELA	313	PL	PH	
05	0	Other	M	N	N	N	N	N	N	N	OSTP	ELA	301	PL	PL	
05	0	White	F	N	N	N	N	N	N	N	OSTP	ELA	298	BBH	BH	

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

OKLAHOMA Education

Student Progress table

Race	Gender	Econ Disadv	ELL	Foster Care	Homeless	IEP	Migrant	Military	Type	Subject Group	Scale Score	Growth Perf Level PY	Growth Perf Level
⌄	⌄	⌄	⌄	⌄	⌄	⌄	⌄	⌄	⌄	⌄		⌄	⌄
American Indian	F	Y	N	N	N	N	N	N	OSTP	ELA	278	BL	BL

- **Demographics:** ESSA student groups- Race, Gender, English language learner status, Foster Care, Homeless, IEP, Migrant, Military (*Note- a student can be identified in more than one group*)

- **Type:** OSTP, CCRA, or OAAP assessments

- **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 prior performance level based on their scale score

- **Growth Performance Level:** student's current year performance level based on their scale score
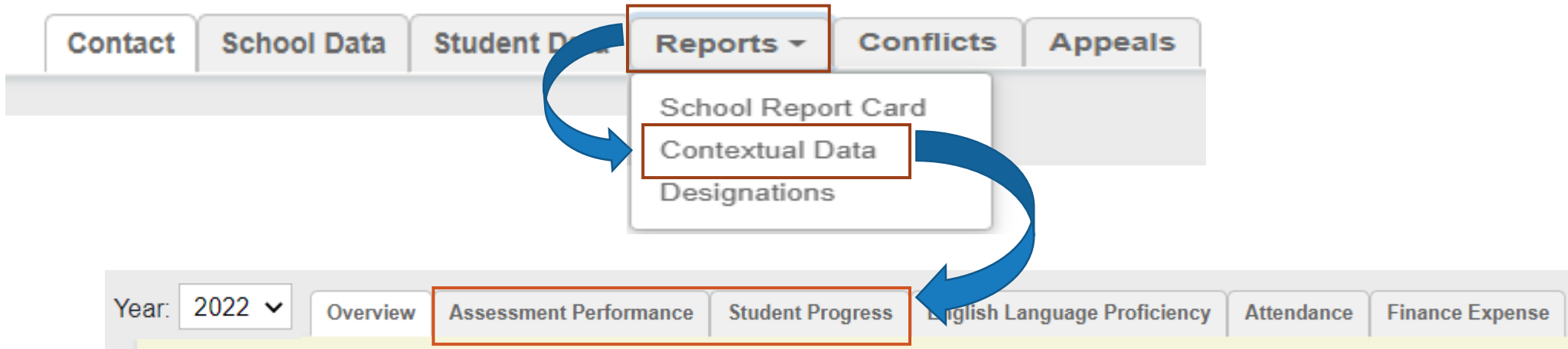
OKLAHOMA Education

Recap

- 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 both 2021 and 2022, how did their performance change?*

OKLAHOMA
Education

Contextual measures at oklaschools.com

Supporting Tools and Resources

OKLAHOMA Education

Toolkits on **assessment guidance** page

- **Overview Guide**
- **Administrators Toolkit**
- **Educators Toolkit**
- **Families Toolkit**

Performance
How does student performance from spring 2022 compare with spring 2021?

Improvements
- How did the interventions contribute to improvement?
- How did schools climate contribute?
- What local assessment evidence corroborates improvement?

Stable
- How did the interventions support students in maintaining performance?
- How were different student groups impacted?
- What does local assessment evidence indicate?

Decline
- Why didn't the interventions support impact performance?
- How were interventions selected, implemented, monitored, and adjusted based on data?
- What does local assessment evidence indicate?

Enrollment and Participation
- Are your **enrollment demographics** for your SY 2021– 2022 school year comparable to SY 2020– 2021 (By grade level? By student group?)
- Did you acquire transfer students or reclaim students that may have had **different access to grade-level learning** during SY 2020– 2021?
- Were the students that **tested** in SY 2021– 2022 **representative of the students** who tested in SY 2020– 2021 (By grade level? By student group?)

OKLAHOMA Education

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

Questions?

OKLAHOMA
Education

Contact information

Lesa Rohrer
Executive Director of Data Literacy
Lesa.Rohrer@sde.ok.gov

Kurt Johnson
Executive Director of Accountability
Kurt.Johnson@sde.ok.gov

Cora James
Executive Director of Assessment
Cora.James@sde.ok.gov

Catherine Boomer
Assistant Executive Director of Assessment
Catherine.Boomer@sde.ok.gov

Cheyenne Short
Director of ELA Assessment
Cheyenne.Short@sde.ok.gov

Eric Jones
Director of Mathematics Assessment
Eric.Jones@sde.ok.gov

Samantha Sheppard
Director of Science Assessment
Samantha.Sheppard@sde.ok.gov

Caroline Misner
Director of Alternate Assessments
Caroline.Misner@sde.ok.gov

OKLAHOMA
Education