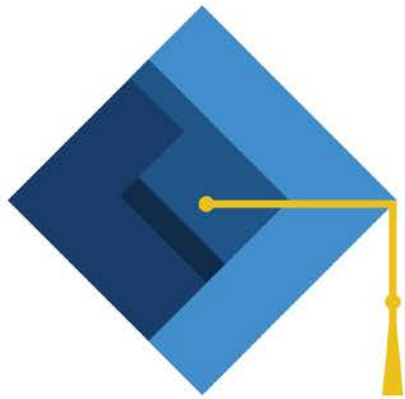




OKLAHOMA STATE DEPARTMENT OF
EDUCATION
— CHAMPION EXCELLENCE —

Using OSTP Data to Support Growth and Improvement

OSDE Office of Assessment



OKLAHOMA STATE DEPARTMENT OF
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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



The screenshot shows the login interface for the Oklahoma State Department of Education. At the top left is the department's logo, which consists of a blue diamond shape with a white 'E' inside, and a yellow graduation cap to its right. To the right of the logo, the text 'OKLAHOMA STATE DEPARTMENT OF' is in a small, dark blue font, followed by 'EDUCATION' in a large, bold, dark blue font, and 'CHAMPION EXCELLENCE' in a smaller, dark blue font below it, flanked by two short yellow horizontal lines. Below the logo and text is a white rounded rectangle containing a login form. The form has a single text input field at the top, followed by the label 'Password' in a light gray font, and another text input field below it. At the bottom center of the white rectangle is a blue circular button with the white text 'Sign In'.

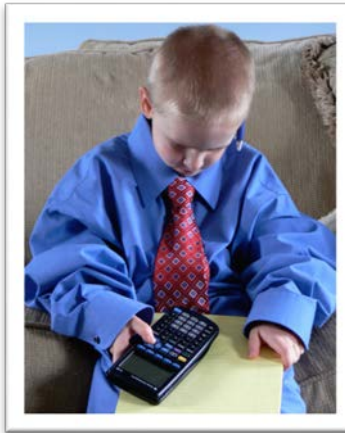
<https://oklahoma.measuredprogress.org/>

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**?



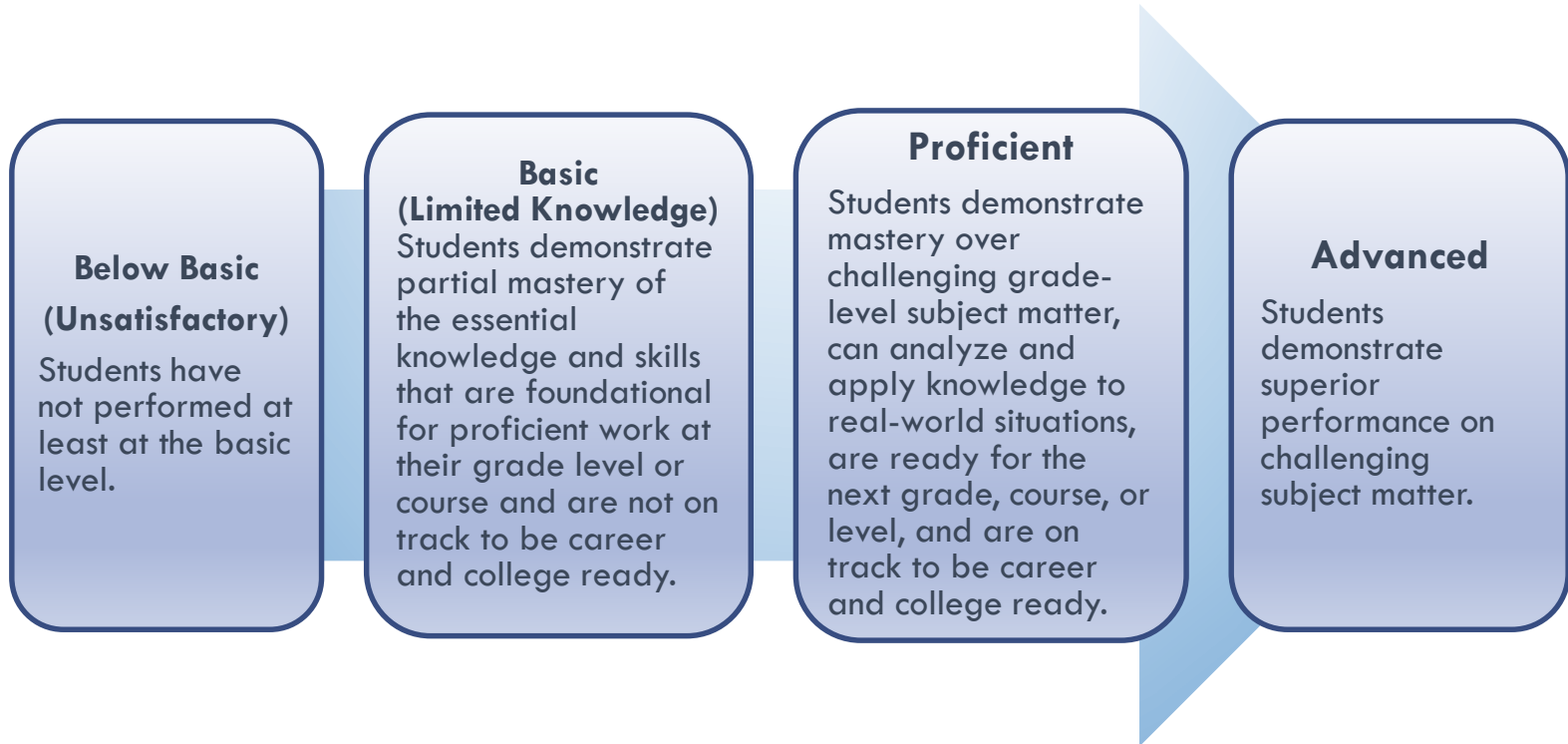
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Performance Levels Are the Starting Line

- 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



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

Grade 5 ELA	Spring	200 – 270	Below Basic
		271 – 298	Basic
		300 – 322	Proficient
		323 – 399	Advanced
Grade 5 Math	Spring	200 – 265	Below Basic
		266 – 299	Basic
		300 – 320	Proficient
		321 – 399	Advanced
Grade 5 Science	Spring	200 – 271	Below Basic
		272 – 299	Basic
		300 – 329	Proficient
		330 – 399	Advanced

300= Proficient



[2018- Performance Level Look-up Tables](#)



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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



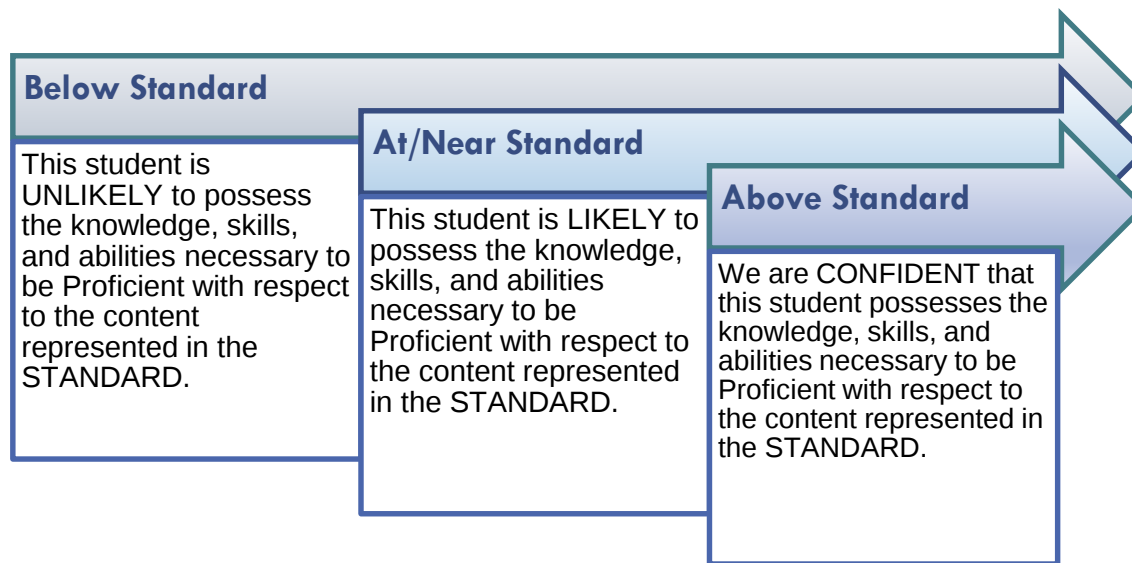
Reporting Category Levels Help Us Gauge Our Readiness

- 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**



Reporting Categories Reveal What Is Working

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.



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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