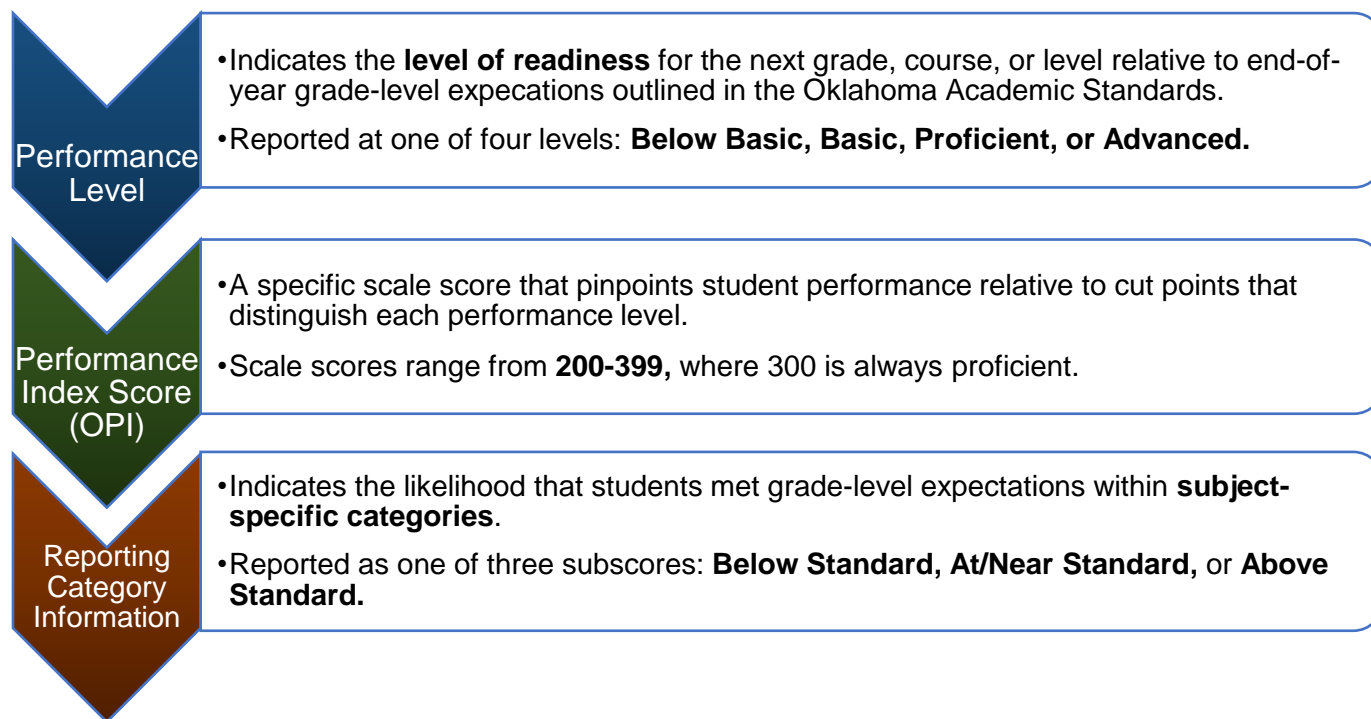


# Using OSTP Data to Monitor COVID Recovery, Connect with Families, and Plan Next Steps



The Oklahoma State Department of Education (OSDE) is committed to providing constituents with meaningful and actionable data that can inform and guide local educational practices. State summative assessments serve as a snapshot that helps schools and districts evaluate their instructional programs by providing information about student readiness in math, English language arts (ELA), and science. Data from state assessments provide three levels of information about student performance: **Performance Levels, Oklahoma Performance Index Scores (OPI), and Reporting Category Performance Information**



Performance-related data from spring 2022 state assessments help us understand how well students did against end-of-grade expectations. This is important to consider when examining students' recovery from pandemic-related instructional changes and the impacts of learning interruptions. Therefore, we encourage districts to review changes in enrollment, overall performance, and student groups, and to also consider efforts to accelerate learning when reviewing performance-related data. Begin by asking:

1. **Who was instructed and who tested (enrollment and participation)?**
2. **What improvement, decline, or stabilization did our district see compared to spring 2021 (performance)?**
3. **What interventions and strategies worked to accelerate learning (impact)?**

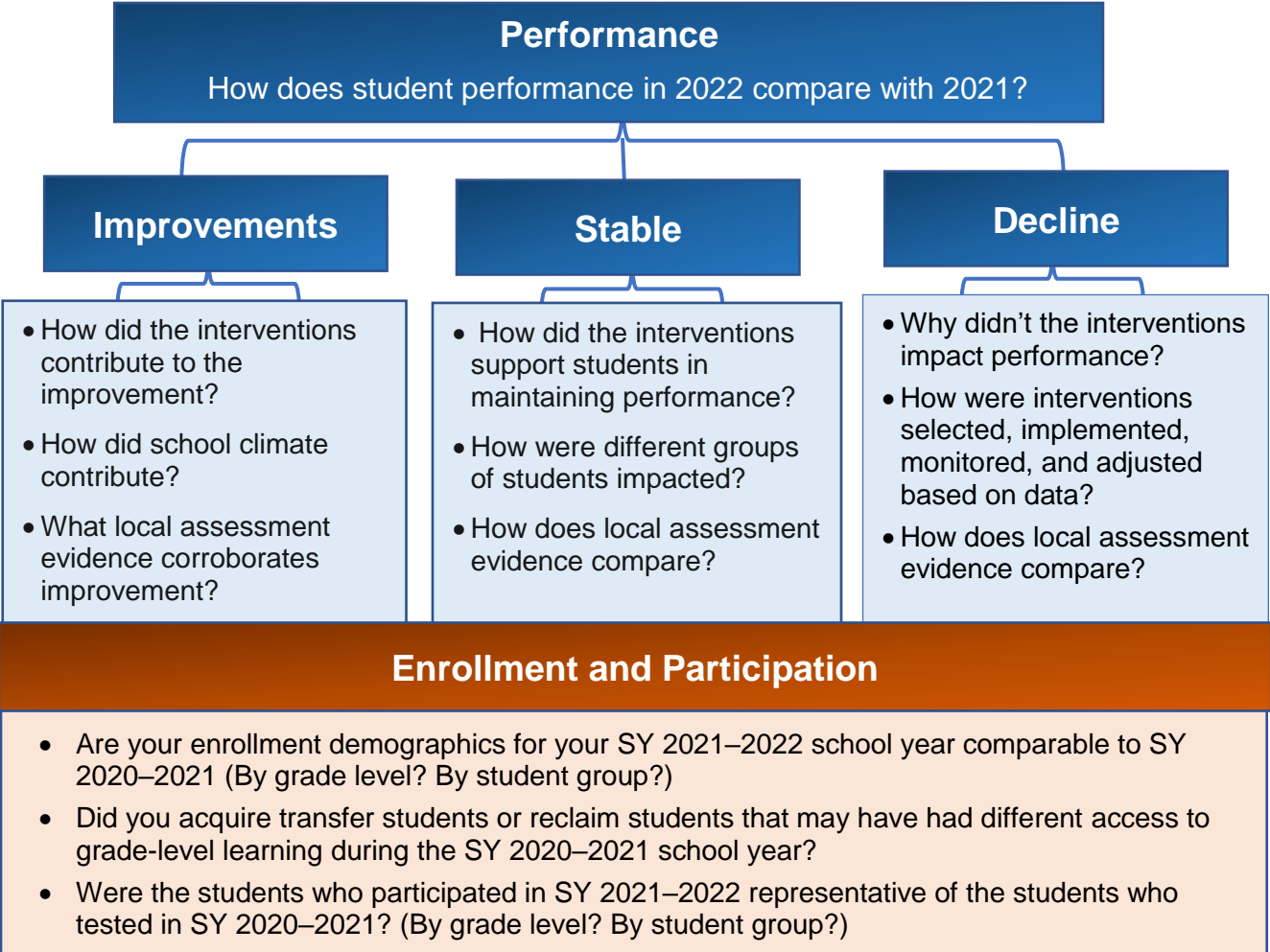
This toolkit and other resources have been created to assist you in interpreting your school's or district's state summative assessment scores. Doing so will assist you in working with families and other stakeholders, and when planning instructional "next steps."



# Using spring 2022 state assessment data to monitor recovery

Students and educators faced disruptions throughout the 2019–2020 and 2020–2021 academic school years. Spring 2021 assessment results reflected the pandemic-related challenges, and those results serve as a baseline that represents a new, post-pandemic reality. When considering spring 2022 results, students and educators continued to face challenges of unfinished learning. Because of this, summative assessments provide vital insights into how we support students and teachers as they recover from pandemic-related interruptions. Furthermore, maintaining performance (i.e., holding steady) as students move from one grade to the next is considered progress because grade-level expectations increase over time.

We invite school leaders to examine spring 2022 assessment summary reports with a focus on comparing changes (e.g., improvements, stabilization, or declines) when compared to spring 2021 results. Doing so will allow school leaders and educators to connect **local data** to ask question about how well interventions and other initiatives may have impacted recovery efforts.





## What should schools consider when looking at enrollment, participation rates, opportunities to learn, and acceleration strategies?

### Enrollment

Schools may have experienced changes to their enrollment between SYs 2020–2021 and 2021–2022. Therefore, it is important to contextualize performance-related data by considering shifts in school enrollment. Additionally, differences in performance from 2021 to 2022 may be attributed to shifts in your student population (Ho, 2021). Because of this, please consider how the enrollment and demographics of students that tested may have changed when interpreting and comparing your scores.

- Were there changes in your overall enrollment?
- Were there changes in the demographics of the students that tested in spring 2022 compared to students that tested in spring 2021?

### Participation

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, and 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.

- If you did not have 95% participation across all student groups in SY 2021–2022, were the students who participated in SY 2021–2022 representative of the students who tested in SY 2020–2021? (By grade level? By student group?)

### Opportunities to Learn and Acceleration Strategies

Opportunity to learn refers to whether students had sufficient access to high-quality educational resources and [instructional materials](#) that enable them to gain grade-level knowledge and skills (Marion, 2020). Additional examples include (but are not limited to) availability of home internet and devices, teacher professional development, and students’ level of engagement (Marion, 2020). To address students’ uneven opportunities to learn caused by COVID-related disruptions, acceleration strategies—such as the [OSDE’s Ready Together](#) initiative—have prioritized grade-level content. These acceleration strategies and other recent efforts have supported teachers in designing instruction that best supports students (TNTP, 2021). Recognizing this, please consider students’ opportunities to learn and how they may have impacted acceleration strategies.

- How would you describe students’ opportunities to learn, both in SY 2021–2022 and SY 2020–2021?
- How might uneven opportunities to learn have impacted acceleration strategies?

## OSTP Data for Districts and Schools

### Where can I find my school site's performance, enrollment, and participation data?

Different levels of performance-related data are available through the Accountability Reporting application in [Single Sign-On](#) and [OSTP Data Portal](#), as shown *here*:



The Accountability Reporting application in Single Sign-On aggregates student-level 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.



The [OSTP Data Portal](#) aggregates different reports and displays OSTP performance related data for performance levels, OPI scale scores, and Reporting Category subscores. These data are presented by grade level, student group, and school year. This information helps educators examine how well interventions and strategies worked.

**Note:** Access to both of these data portals are granted through the district.

## Connecting with Families to Support Students

### How can assessment reports help us to work with families and support students?

In any year, a single assessment score does not provide a complete measure of student achievement. This year, it is still important to use other information about a student's experience (e.g., learning environment, access to grade-level content, attendance, course grades) to provide a more complete picture of how well students progressed, in light of COVID disruptions.

Paper reports for each student in grades 3-8 who took a state assessment in spring 2022 are now available to print through the Parent Portal application. Additionally, we will be available in mid-October. Paper reports provide an opportunity to talk with families about their student's progress and to plan next steps.

### What additional tools are available to support this work?

- [Sample Logins](#) to be used by educators so that they know what is in the portal
- [Parent Portal Overview video](#) shows families how to access the portal
- [Understanding Your Student's Scores](#) provides information about test scores to support families and teachers in working together
- [Oklahoma Family Guides](#) provides ways families can support students at home



## Additional actions school leaders and educators can take

- ✓ Utilize the recorded webinars and targeted toolkits linked on the [Assessment Guidance](#) page to monitor COVID recovery and plan next steps.
  - **Administrator’s Toolkit:** provides support in navigating data in the Accountability to connect performance changes to enrollment and participation rate last year. This allows school leaders to understand the impact of interventions throughout the 2021–2022 school year.
  - **Educator’s Toolkit:** provides support in navigating data in the OSTP Portal to connect performance changes to Performance Index Score (OPI) and reporting category subscores. This allows teachers to understand how well interventions may have worked to accelerate learning.
- ✓ Utilize the resources on the [Oklahoma Ready Together](#) website

### References

- D’Brot, J. (2022, May 18). Monitoring COVID recovery efforts. *The center newsletter*. <https://www.nciea.org/blog/monitoring-covid-recovery-efforts/>
- Dadey, N. (2022, February 23). Comparisons matter: considering what recovery is. *The center newsletter*. <https://www.nciea.org/blog/comparisons-matter-considering-what-recovery/>
- Ho, H. (2021). Three test-score metrics that all states should report in the COVID-19-affected spring of 2021. <https://scholar.harvard.edu/files/andrewho/files/threemetrics.pdf>
- Marion, S. (2020). Using opportunity-to-learn data to support educational equity. *National center for the improvement of educational assessment*. [https://www.nciea.org/wp-content/uploads/2021/11/CFA-Marion.OTL\\_Indicators.pdf](https://www.nciea.org/wp-content/uploads/2021/11/CFA-Marion.OTL_Indicators.pdf)
- Marion, S, Betebenner, D., & Keng, L. (2022, April 16). Recovery, stabilization, or continued decline as we emerge from the pandemic. *The center newsletter*. <https://www.nciea.org/blog/recovery-stabilization-or-continued-decline-as-we-emerge-from-the-pandemic/>
- The New Teacher Project (2021). Learning acceleration for all: Planning for the next three to five years. <https://tntp.org/covid-19-school-response-toolkit/view/learning-acceleration-for-all-planning-for-the-next-three-to-five-years>