



Using OSAS Results for Meaningful System Evaluation and Growth



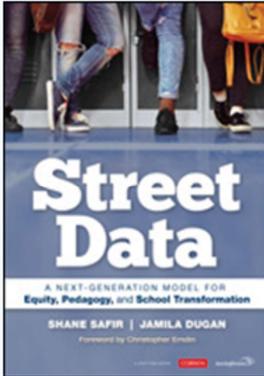
How do we use statewide assessment data to drive system-level improvement?

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One of the challenges Oregon has faced has been the “so what” mindset from educators and seeing the value or usefulness of summative assessment data beyond accountability. So one of the initial steps is addressing some of the technical challenges so we can shift the mindset to the adaptive change required to improve educational systems. **STAY CURIOUS!**

Street Data:

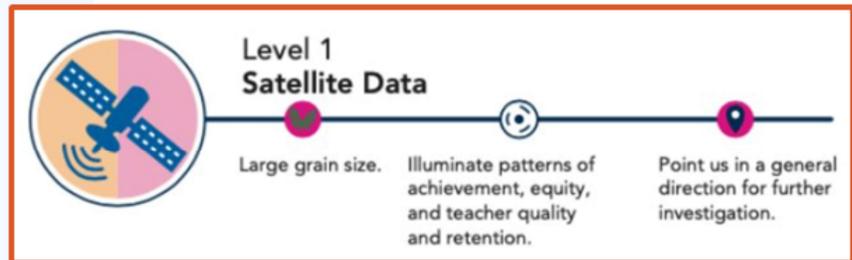
A Next-Generation Model for Equity, Pedagogy, and School Transformation



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Satellite Data

“Data that hover far above the classroom and tell an **important but incomplete** story of equity. Satellite data encompass broad-brush quantitative measures like test scores, attendance patterns, and graduations rates, as well as adult indicators like teacher retention, principal attrition, and parent participation rates.”



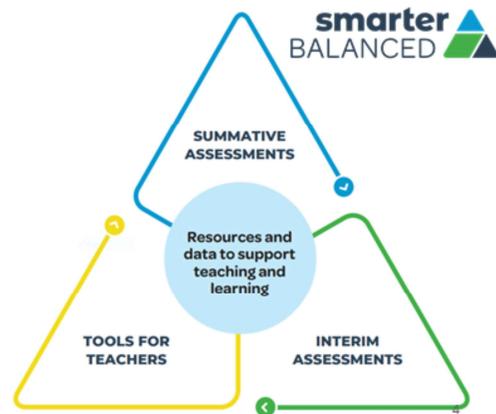
OSAS Test Results are satellite data, which “tell an **important but incomplete** story of equity.” They must be part of every district’s and school’s data toolbox, and must be paired with other local data to really get fine-tuned pictures of systems of teaching and learning.

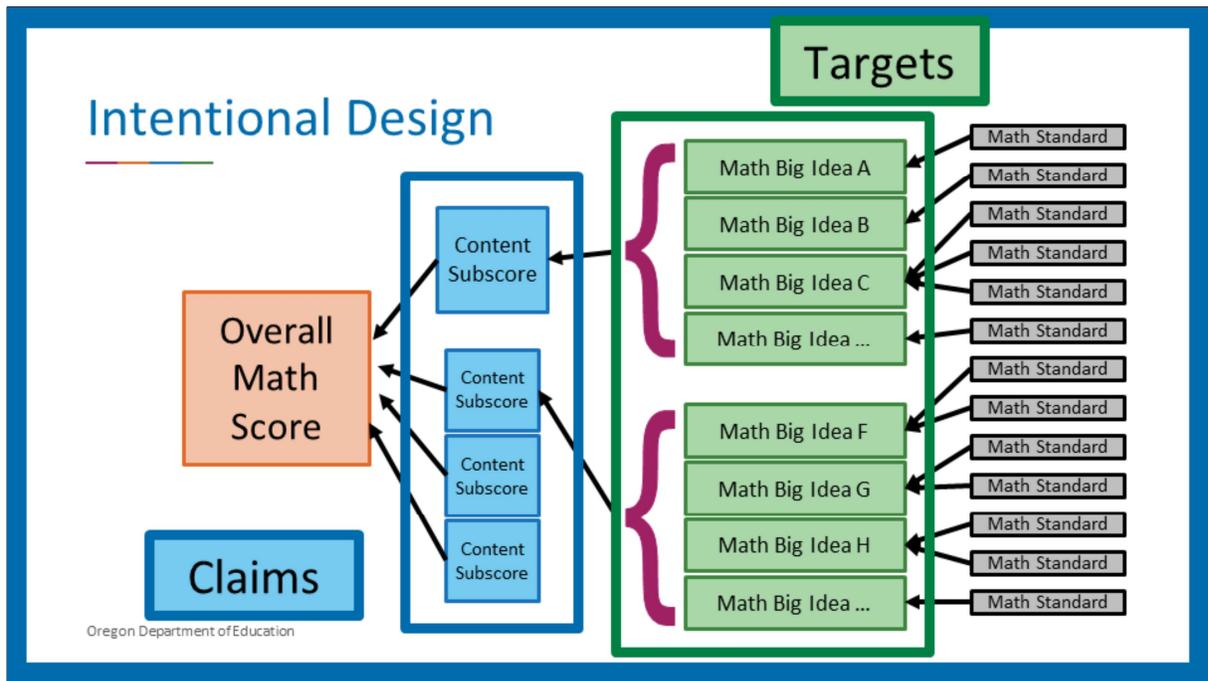
Grounding in Purpose

Statewide summative assessment data are designed to inform decision-making on a ***systems-level***, such as identifying strengths and opportunities for growth within a district or school.

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“The Right Assessment for the Right Purpose”

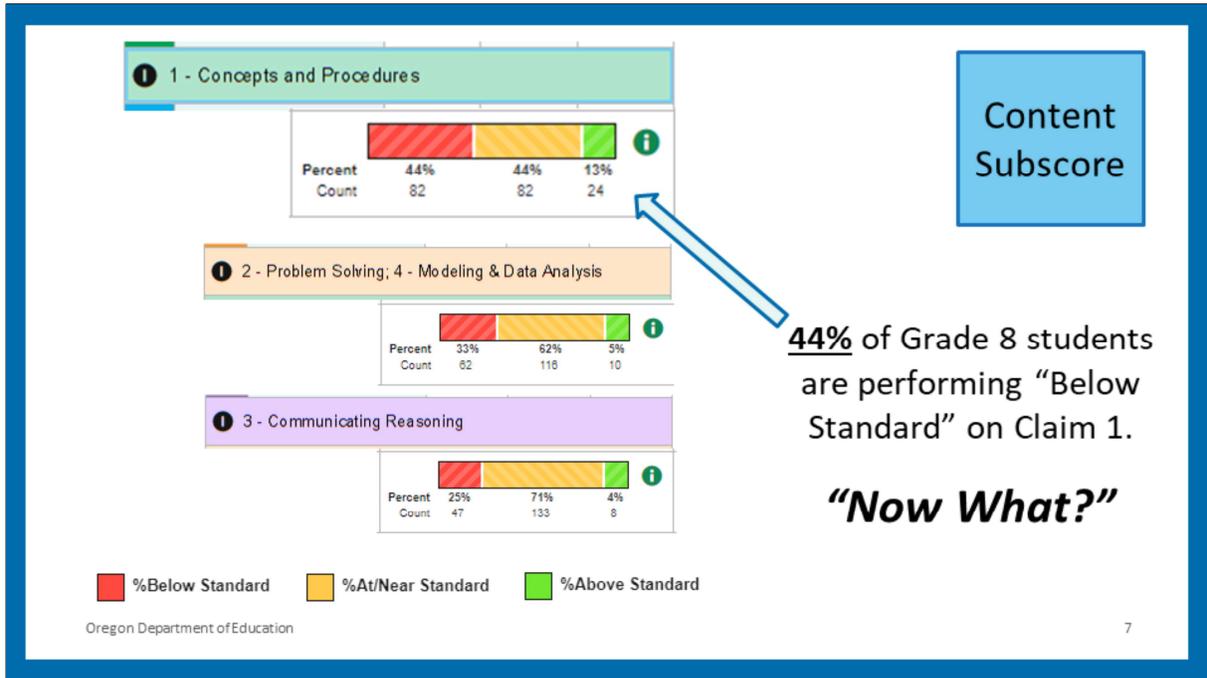




Educators are quite familiar with the language of the standards. Accountability reporting uses overall scores and sub-scores (i.e., claims). Between these two are the “big ideas” (i.e., targets) of ELA and math that provide actionable information that should be used for system evaluation.



Here is an example of how to dive more deeply into Grade 8 Math within a district. Looking **only** at overall performance data leaves us asking, “Now what?” How do we support the other 74% (in this case) of students in our district who aren’t quite there yet? Furthermore, what are the concepts in Grade 8 Math that these students aren’t quite able to demonstrate at proficiency?



Digging into sub-scores (or claims) can offer a bit more insight, but not enough to focus the image of how our system is performing.

1 - Target A		1 - Target B		1 - Target C		1 - Target D		1 - Target E		1 - Target F	
Proficient?	Weak or Strong?										
✗	=	✗	=	✗	+	✗	-	✗	+	✗	+
1 - Target G		1 - Target H		1 - Target I		1 - Target J					
Proficient?	Weak or Strong?										
✗	=	⊖	=	✓	+	✗	-				

Target F: "Use functions to model relationships between quantities."

Math Big Ideas ("Targets")

Proficient?

- ✓ Above the Proficiency Standard
- ⊖ At/Near Proficiency Standard
- ✗ Below the Proficiency Standard
- ★ Insufficient Information

Weak or Strong?

- ⊕ Area of Strengths
- = Performance is similar to performance on the test as a whole
- Area of Weakness
- ★ Insufficient Information

At the target level, we begin to better understand the actual concepts that our system is supporting well, and those which we need to improve. Here we see an example of one of the major targets of Grade 8, Target F: Use functions to model relationships between quantities." The symbols are explained in the key. Please note that target data are NOT available at the student level.

1 - Target A		1 - Target B		1 - Target C		1 - Target D		1 - Target E		1 - Target F	
Proficient?	Weak or Strong?										
×	=	×	=	×	+	×	-	×	+	×	+
1 - Target G		1 - Target H		1 - Target I		1 - Target J					
Proficient?	Weak or Strong?										
×	=	⊖	=	✓	+	×	-				

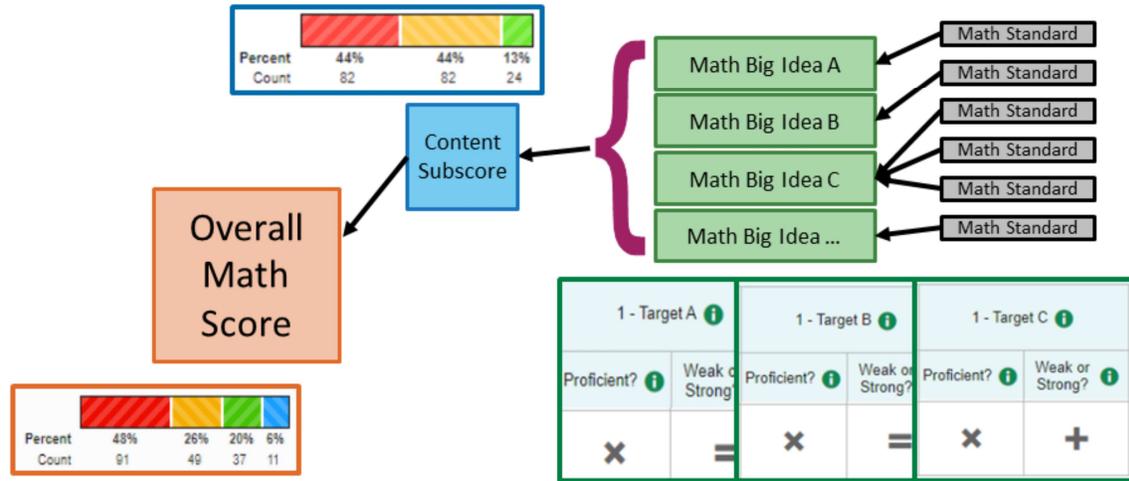
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Math Big Ideas
("Targets")

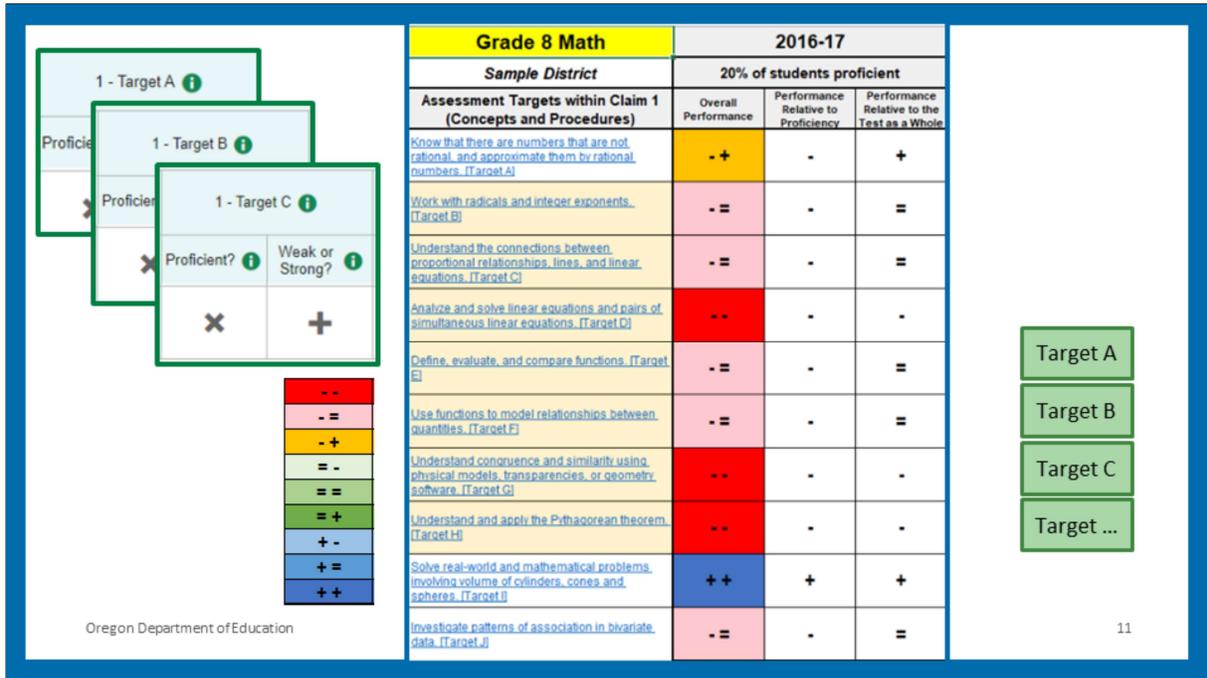
Proficient?		Weak or Strong?	
✓	Above the Proficiency Standard	+	Area of Strengths
⊖	At/Near Proficiency Standard	=	Performance is similar to performance on the test as a whole
×	Below the Proficiency Standard	-	Area of Weakness
*	Insufficient Information	*	Insufficient Information

Use the check marks and plus signs to identify system strengths. Use the Xs and minus signs to identify opportunities for growth. An asterisk indicates that not enough data exists to make a judgment. (This is more typical in smaller schools where there are too few students to give reliable data, as well as in schools and districts with low participation rates.)

Satellite View of the Grade 8 *System*



This slide recaps the whole satellite view of Grade 8, from overall scores to claim scores to target scores.



This slide simply re-organizes target data into a vertical layout where symbols are combined into one cell. Colors are assigned to each combination of symbols to draw attention to the areas in which our system is serving students well (blue) and areas of potential growth (red).

3-Year Trend of Target Performance

Grade 8 Math		2016-17			2017-18			2018-19		
Sample District	20% of students proficient	20% of students proficient		37% of students proficient	37% of students proficient		43% of students proficient			
Assessment Targets within Claim 1 (Concepts and Procedures)	Overall Performance	Performance Relative to Proficiency	Performance Relative to the Test as a Whole	Overall Performance	Performance Relative to Proficiency	Performance Relative to the Test as a Whole	Overall Performance	Performance Relative to Proficiency	Performance Relative to the Test as a Whole	
Know that there are numbers that are not rational, and approximate them by rational numbers. (Target A)	- +	-	+	- +	-	+	- =	-	=	
Work with radicals and integer exponents. (Target B)	- =	-	=	- =	-	=	= +	=	+	
Understand the connections between proportional relationships, lines, and linear equations. (Target C)	- =	-	=	- -	-	-	= =	=	=	
Analyze and solve linear equations and pairs of simultaneous linear equations. (Target D)	- -	-	-	- -	-	-	- =	-	=	
Define, evaluate, and compare functions. (Target E)	- =	-	=	- =	-	=	- =	-	=	
Use functions to model relationships between quantities. (Target F)	- =	-	=	- -	-	-	- -	-	-	
Understand congruence and similarity using physical models, transparencies, or geometry software. (Target G)	- -	-	-	- =	-	=	= +	=	+	
Understand and apply the Pythagorean theorem. (Target H)	- -	-	-	- -	-	-	- -	-	-	
Solve real-world and mathematical problems involving volume of cylinders, cones and spheres. (Target I)	++	+	+	++	+	+	++	+	+	
Investigate patterns of association in bivariate data. (Target J)	- =	-	=	- =	-	=	++	+	+	

Priority Targets

Looking at one year of target data is helpful, but is only a snapshot in time. To really understand the narrative, we need to look across multiple years. ODE recommends analyzing a minimum of three years of target data. Here, the targets shaded yellow represent the major works of the grade. Our analysis should prioritize these areas. The star indicates an example of a target where our system is serving students well – we have to celebrate our successes!

We can identify that Targets F and H need to be part of our continuous improvement efforts. After discussing these targets with teachers, it turns out that much of the Pythagorean Theorem (Target H) is taught after students take the OSAS Math Test. This is an easier problem to solve – we'll move it up in our curriculum map and look at the data again next year. Target F will be our instructional focus for this coming year.

Now What? *Here's What!*

Technical Challenge

Is our teaching and learning system aligned to standards?

Target reports provide an opportunity to evaluate **instructional materials** and district/school assessment systems for alignment to **state standards**.

Top 3 Uses for Target Reports

Is our pacing appropriate?

Target reports can indicate whether inadequate or inconsistent amounts of **instructional time** are dedicated to associated standards.

Adaptive Challenge

Is our instruction effective?

Target reports can be used by Professional Learning Teams (PLTs) to analyze the **effectiveness of instructional practices**.

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What do we do with target data? These questions give us a few useful places to start, particularly with respect to Target F, which we identified for continuous improvement.

Reflect and Connect

- ❖ How are target trend reports more effective for system-level evaluation than percentages or overall scores?
- ❖ How are target trends one form of “satellite” data?
- ❖ What additional “map” and “street” data might you pair with target trends to get a clearer and more holistic view of the learners in your schools?





How do we access target trend reports?

Creating Target Trend Reports



- ODE anticipates target trend reports will be available within the Centralized Reporting System (CRS) by mid-2023
- ODE has created a target trend template which districts and schools may use to manually create reports
- ODE can provide technical assistance for creating the reports, yet does not have the capacity to create them for all 197 districts and 1,257 schools

Target Trend Report Templates

- Directions on how to complete
- Suggested questions for appreciative inquiry
- Sample data review protocol
- Oriented to continuous improvement

Requires access to CRS via the OSAS Portal

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https://drive.google.com/drive/folders/1dN_wfQIGT_S7EjKUBC1nKAzlgEhd2pgD

An ELA and Math template are available for district and school use.

Take Target Data from CRS . . .

1 - Target A 		1 - Target B 		1 - Target C 		1 - Target D 		1 - Target E 	
Proficient? 	Weak or Strong? 	Proficient? 	Weak or Strong? 	Proficient? 	Weak or Strong? 	Proficient? 	Weak or Strong? 	Proficient? 	Weak or Strong? 
×	+	×	=	×	+	×	+	×	-

... and Enter Into Excel

ELA & Math
Templates →



**INSTRUCTIONS: This Target Trend Report automatically populates.
>>> THIS IS THE ONLY SHEET THAT WILL NEED TO BE EDITED! <<<**

Grade 3	TARGET A		TARGET B		TARGET C		TARGET D	
	Represent and solve problems involving multiplication and division.		Understand properties of multiplication and the relationship between multiplication and division.		Multiply and divide within 100.		Solve problems involving the four operations, and identify and explain patterns in arithmetic.	
	Proficient?	Weak or Strong?	Proficient?	Weak or Strong?	Proficient?	Weak or Strong?	Proficient?	Weak or Strong?
2017-18								
2018-19								
2021-22								

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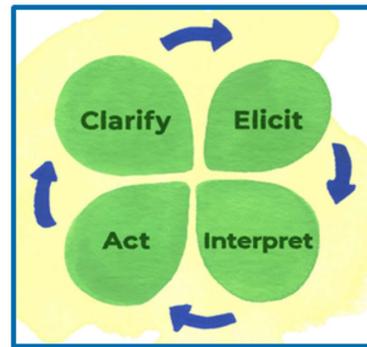
At this time, target trend reports will need to be manually created and updated. Directions for how to do this are included in the template spreadsheets found in this folder:
https://drive.google.com/drive/folders/1dN_wfQIGT_S7EjKUBC1nKAZlgEhd2pgD



How can we connect statewide assessments to daily learning and teaching?

Formative Assessment Process

The Formative Assessment Process is a deliberate **process used by teachers and students during instruction** that provides **actionable feedback** that is used to **adjust ongoing teaching and learning strategies** to improve students' attainment of curricular learning targets/goals.



How can state test design and results connect to classroom assessment? First, formative assessment is a process, not an event like a quiz or exit ticket. It starts with both teachers and students being clear about the learning goals and success criteria. From there, evidence of student learning can be gathered purposefully, feedback tailored directly, and instruction adjusted as needed.

Smarter Content Explorer

<https://contentexplorer.smarterbalanced.org/>

Dynamically see the connections between standards, targets, and claims

Understand what proficiency looks like

View evidence statements that create clarity for classroom tasks and assessments

MATHEMATICS

Target F

Use functions to model relationships between quantities

Sample Item

GRADE 8



Claim 1

Concepts and Procedures

Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.

Grade

Grade 8

Content Domain

Functions

Standards

F-4, F-5

DOWNLOAD PDF



MAJOR

The Content Explorer is an excellent tool to build clarity, especially in how standards align with targets, and which targets represent MAJOR works of the grade.

“Clarify”: What is the expectation?

Target F

Use functions to model relationships between quantities

Opportunity: Grade 8, Target F

+ **Level 1** ●



Scaffolds & Foundational Supports

+ **Level 2** ●

- **Level 3** ●

Students should be able to construct a function to represent a linear relationship between two quantities and a graph to represent verbally-described qualitative features, and determine the rate of change and initial value of a function from a graph, a verbal description of a relationship, or from two sets of x, y values given as coordinate pairs or displayed in a table. They should be able to analyze a graph of a linear or nonlinear function to qualitatively describe it.



Learning Targets
for ALL students

+ **Level 4** ●



Extending Learning (Stretch Goals)

We used our Grade 8 target trend report to identify that Target F is an area of growth for our district. The next step is to get really clear on what this target is and what success looks like for this “big idea” of math. We use the Content Explorer to link targets with standards and clarity of what evidence we need from students.

The Achievement Level Descriptors (ALDs) represent end-of-year expectations for students in each target. These can be used to generate learning targets, as well as ways to scaffold and stretch learning for students who need these supports.

“Clarify”: What evidence do we need?

1

The student constructs a function to model a linear relationship between two quantities.

3

The student interprets the rate of change and the initial value of a linear function in terms of the situation it models, its graph, or a table of values.

2

The student determines the rate of change and initial value of a function, either from a description of a relationship or from two (x, y) values, including reading the rate of change and/or the value of the function from a table or a graph.

4

The student qualitatively describes the functional relationship between two quantities by analyzing a graph (e.g., whether the function is increasing or decreasing, or whether the graph is linear or nonlinear).

5

The student draws a graph that exhibits the qualitative features of a function that has been described in writing.

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We used our Grade 8 target trend report to identify that Target F is an area of growth for our district. The next step is to get really clear on what this target is and what success looks like for this “big idea” of math. We use the Content Explorer to link targets with standards and clarity of what evidence we need from students.

Similar to ALDs, evidence statements can be used to direct the specific evidence teachers need from students to respond to their progress toward grade-level proficiency.

“Elicit”: Interim Assessment Blocks

Interim Assessment Blocks

Assess 3–8 targets in Math or ELA/literacy.

Examples:

- Grade 3 ELA, Reading Literary Texts
- Grade 3 Math, Operations and Algebraic Thinking



Focused Interim Assessment Blocks

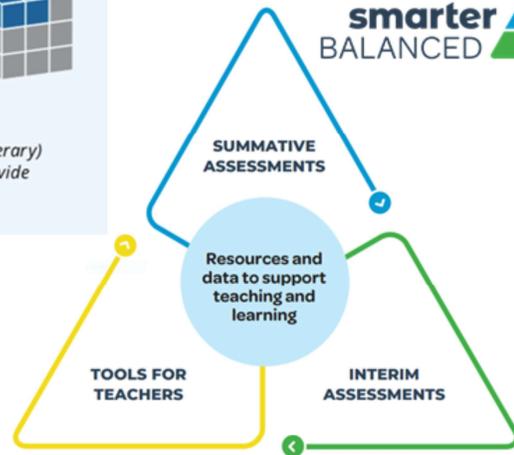
Assess 1–3 targets in Math or ELA/literacy.

Examples:

- Grade 3 ELA, Text Analysis (Literary)
- Grade 3 Math: Multiply and Divide Within 100



smarter
BALANCED



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ODE maintains a set of Interim Assessment Blocks in Science, ELA, and Math. These are bite-size assessments that are designed to fit into curriculum maps. They provide just-in-time evidence of student learning that help teachers respond in the moment. They can be administered in a variety of forms – standardized (through the test delivery system) or non-standardized (used during instruction, even a single item at a time).

Additional information about OSAS Interim Assessments can be found here:

https://www.oregon.gov/ode/educator-resources/assessment/Pages/Interim_Assessments.aspx

Create Pathways to Progress



- Use Target Trend Reports to identify opportunities
- Gain clarity on grade-level expectations
 - Range Achievement Level Descriptors
- Determine what evidence to collect
 - Evidence Statements
- Select Interim Assessment Blocks
- *Update curriculum guides, analyze instructional materials . . .*

Summary slide to put it all together.

Thank You!

Please reach out to the ODE Assessment Team for more information.

ODE.AssessmentTeam@ode.oregon.gov

CONTACT US