



## Reporting for Summative State Assessment Achievement, Growth and Accountability Results

Reporting Level	Audience	Results Set	Purpose(s)	Required Conditions	Appropriate Uses & Caveats
Private –  Includes Personally Identifiable Information (PII)	Students, Parents, Teachers, Schools, Districts	Individual Student Assessment Scores	- Criterion-referenced measure showing demonstrated student mastery of grade level standards	<b>In-Person Administration:</b> <ul style="list-style-type: none"> <li>- Fidelity to standardized test administration and security procedures</li> <li>- Comparable test forms (e.g., content, construct, cognitive demand), valid equating and comparable scoring procedures</li> </ul>	<ul style="list-style-type: none"> <li>- Provides measure of a student's grade level proficiency after disrupted 2019-20 and 2020-21 school years</li> <li>- Informs comparisons of individual results against school, district and state</li> <li>- Can inform targeted supports for incoming students' individual strengths and weaknesses at beginning of school year</li> <li>- May be aggregated with other in-person administration results to provide group information</li> </ul>
				<b>Remote Administration:</b> <ul style="list-style-type: none"> <li>- Standardized test administration and security procedures <b>may have been modified to account for remote administration</b></li> <li>- Comparable test forms (e.g., content, construct, cognitive demand), valid equating and comparable scoring procedures</li> </ul>	<ul style="list-style-type: none"> <li>- With administration context understood, a measure of student's grade level proficiency after disrupted 2019-20 and 2020-21 school years</li> <li>- With administration context understood, informs comparisons of individual results against school, district and state</li> <li>- Can inform targeted supports for incoming students' individual strengths and weaknesses at beginning of school year</li> <li>- Unlikely to be able to be aggregated with in-person administration results</li> </ul>



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<b>Private –</b>  <b>Includes Personally Identifiable Information (PII)</b>	<b>Students, Parents, Teachers, Schools, Districts</b>	<b>Aggregated Student Assessment Scores</b>	<ul style="list-style-type: none"> <li>- Criterion-referenced measure showing demonstrated group mastery of grade level standards and comparative achievement information at the school, district and state levels</li> <li>- Aggregated reports and files provided to schools and districts only</li> </ul>	<ul style="list-style-type: none"> <li>- For group comparisons, representativeness must be evaluated (e.g., degree of randomness in non-participation and participation, similarity in participation across groups and minimal participation within groups)</li> </ul>	<ul style="list-style-type: none"> <li>- May support districts/schools in reviewing and developing goals for the performance of their students, including subgroups</li> <li>- May help evaluate impact of COVID-19 disruption on instruction for all students, and for demographic subgroups</li> <li>- May indicate that a review of programs, curricula, materials and/or scope and sequence may be appropriate</li> <li>- Support local analyses of system-level strengths and weaknesses</li> </ul>
		<b>Individual Student Skip-year Growth Scores</b>	<ul style="list-style-type: none"> <li>- Measure of student progress from 2019 to 2021 normed against current academic peers</li> </ul>	<ul style="list-style-type: none"> <li>- Minimum 85% of students across the state test ELA/Evidence-based Reading and Writing and Math in each grade</li> </ul>	<ul style="list-style-type: none"> <li>- Indicates progress relative to academic peers experiencing disrupted instruction due to COVID</li> <li>- No growth reports available for 4<sup>th</sup> graders</li> <li>- Student Growth Percentiles (SGPs) not directly comparable to prior years as they reflect different timeframes (i.e., 2-years for skip-year v. 1-year for usual growth model)</li> </ul>
		<b>Individual Student Baseline Growth Scores</b>	<ul style="list-style-type: none"> <li>- Measure of student progress in 2021 normed against historical academic peers</li> </ul>	--	<ul style="list-style-type: none"> <li>- Indicates progress relative to academic peers in a normal school year</li> <li>- No growth for 4<sup>th</sup> graders</li> <li>- SGPs not directly comparable to prior years as they reflect different timeframes (i.e., 2-years for baseline v. 1-year for usual growth model)</li> <li>- Intuitive reports with clear directions on how to interpret would need to be developed, as it is a new report.</li> </ul>



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Public–  Does NOT include Personally Identifiable Information (PII)	Schools, Districts, Community Stakeholders	<b>Aggregated Student Assessment Scores</b>	<ul style="list-style-type: none"> <li>- Aggregated criterion-referenced measure showing demonstrated group mastery of grade level standards</li> <li>- Specified at the group level (e.g., grade, school, district, demographic groups)</li> </ul>	<ul style="list-style-type: none"> <li>- For group comparisons, representativeness must be evaluated (e.g., degree of randomness in non-participation and participation, similarity in participation across groups and minimal participation within groups)</li> <li>- Minimum of 16 students in a group and additional suppression rules to protect PII</li> </ul>	<ul style="list-style-type: none"> <li>- May support districts/schools in reviewing and developing goals for the performance of their students, including disaggregated groups</li> <li>- Help inform community on impact of COVID-19 disruption on achievement outcomes for all students and for demographic groups</li> <li>- Support local analyses of system-level strengths and weaknesses to inform improvement planning (e.g., UIP)</li> <li>- May indicate that a review of programs, curricula, materials and/or scope and sequence may be appropriate</li> <li>- Support transparent statewide analyses of system-level strengths and weaknesses</li> <li>- May inform targeting statewide supplemental resources and support</li> </ul>
		<b>Aggregated Skip-year Growth Scores</b>	<ul style="list-style-type: none"> <li>- Aggregate measure of student growth from 2019 to 2021 normed against current academic peers</li> <li>- Specified at the group level</li> </ul>	<ul style="list-style-type: none"> <li>- Minimum 85% of students across the state test ELA/ Evidence-based Reading and Writing and Math in each grade</li> <li>- Minimum of 20 students in a group</li> </ul>	<ul style="list-style-type: none"> <li>- Indicates group-level progress relative to academic peers experiencing disrupted instruction due to COVID</li> <li>- Gauge differential impact of COVID-19 disrupted instruction on demographic and geographic groups</li> <li>- Support local improvement planning</li> <li>- No growth for 4<sup>th</sup> graders</li> <li>- SGPs not directly comparable to prior years as they reflect different timeframes (i.e., 2-years for skip-year v. 1-year for usual growth model)</li> </ul>
		<b>Aggregated Baseline Growth Scores</b>	<ul style="list-style-type: none"> <li>- Aggregate measure of student growth in 2021 normed against historical academic peers</li> <li>- Specified at the group level</li> </ul>	<ul style="list-style-type: none"> <li>- Minimum of 20 students in a group</li> </ul>	<ul style="list-style-type: none"> <li>- Indicates group-level progress relative to academic peers in a normal school year</li> <li>- Gauging impact of COVID-19 disrupted instruction on all students, and for demographic and geographic groups</li> <li>- Support local improvement planning</li> <li>- No growth for 4<sup>th</sup> graders</li> <li>- SGPs not directly comparable to prior years as they reflect different timeframes (i.e., 2-years for baseline v. 1-year for usual growth model)</li> </ul>



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<b>Public–</b>  <b>Does NOT include Personally Identifiable Information (PII)</b>	<b>Schools, Districts, Community Stakeholders</b>	<b>State Accountability Ratings</b>	<ul style="list-style-type: none"> <li>- State level apples-to-apples comparison of student performance outcomes</li> <li>- Identify lower-performing systems in need of additional state supports</li> <li>- Ratings for all public K-12 schools and districts</li> </ul>	<ul style="list-style-type: none"> <li>- Achievement results at the All Students level are reportable for the majority of schools and districts</li> <li>- Analyses demonstrate that 2021 skip-year growth results are similar to historical 2019 skip-year results and can be used to make accountability inferences comparable to previous years</li> <li>- Growth data are available for elementary and middle school</li> </ul>	<ul style="list-style-type: none"> <li>- Influences focus of improvement planning (e.g., UIP)</li> <li>- Provide cautions around making inferences of responsibility for systems that used multiple or changing instructional approaches during COVID</li> <li>- If less than 85% participation, label as low participation and allow to request Insufficient State Data rating</li> <li>- Reminder that districts/schools in performance watch cannot currently move out of that status during the pause. Some have state board directed action that require considerable resources to maintain.</li> </ul>