



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	In-Person Administration: - Fidelity to standardized test administration and security procedures - Comparable test forms (e.g., content, construct, cognitive demand), valid equating and comparable scoring procedures	- Provides measure of a student’s grade level proficiency after disrupted 2019-20 and 2020-21 school years - Informs comparisons of individual results against school, district and state - Can inform targeted supports for incoming students’ individual strengths and weaknesses at beginning of school year - May be aggregated with other in-person administration results to provide group information
				Remote Administration: - Standardized test administration and security procedures may have been modified to account for remote administration - Comparable test forms (e.g., content, construct, cognitive demand), valid equating and comparable scoring procedures	- With administration context understood, a measure of student’s grade level proficiency after disrupted 2019-20 and 2020-21 school years - With administration context understood, informs comparisons of individual results against school, district and state - Can inform targeted supports for incoming students’ individual strengths and weaknesses at beginning of school year - Unlikely to be able to be aggregated with in-person administration results



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Private – Includes Personally Identifiable Information (PII)	Students, Parents, Teachers, Schools, Districts	Aggregated Student Assessment Scores	- Criterion-referenced measure showing demonstrated group mastery of grade level standards and comparative achievement information at the school, district and state levels - Aggregated reports and files provided to schools and districts only	- 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)	- May support districts/schools in reviewing and developing goals for the performance of their students, including subgroups - May help evaluate impact of COVID-19 disruption on instruction for all students, and for demographic subgroups - May indicate that a review of programs, curricula, materials and/or scope and sequence may be appropriate - Support local analyses of system-level strengths and weaknesses
		Individual Student Skip-year Growth Scores	- Measure of student progress from 2019 to 2021 normed against current academic peers	- Minimum 85% of students across the state test ELA/Evidence-based Reading and Writing and Math in each grade	- Indicates progress relative to academic peers experiencing disrupted instruction due to COVID - No growth reports available for 4 th graders - 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)
		Individual Student Baseline Growth Scores	- Measure of student progress in 2021 normed against historical academic peers	--	- Indicates progress relative to academic peers in a normal school year - No growth for 4 th graders - 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) - Intuitive reports with clear directions on how to interpret would need to be developed, as it is a new report.



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



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<p>Public–</p> <p>Does NOT include Personally Identifiable Information (PII)</p>	<p>Schools, Districts, Community Stakeholders</p>	<p>State Accountability Ratings</p>	<ul style="list-style-type: none"> - State level apples-to-apples comparison of student performance outcomes - Identify lower-performing systems in need of additional state supports - Ratings for all public K-12 schools and districts 	<ul style="list-style-type: none"> - Achievement results at the All Students level are reportable for the majority of schools and districts - 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 - Growth data are available for elementary and middle school 	<ul style="list-style-type: none"> - Influences focus of improvement planning (e.g., UIP) - Provide cautions around making inferences of responsibility for systems that used multiple or changing instructional approaches during COVID - If less than 85% participation, label as low participation and allow to request Insufficient State Data rating - 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.