



Effectiveness Report for Assessment

September 2022

Summary of the Assessment Department

The Assessment Department is focused on

- Providing high level of support to all school sites, staff and students by facilitating all state and federally mandated testing.
- Provide in-depth training regarding state and federal compliance.
- Collaborate with other departments to collect and report information regarding student achievement, implementation of the assessment process to ensure a quality instructional environment.

We strive to provide:

- support for all sites, staff and student assessment implementation and security;
- professional development to staff in the areas of testing regulations, guidelines and implementation;
- timely and accurate data to inform instruction.

As a district we are committed to:

- communicating our results
- getting feedback from teachers and staff on what is working in the classroom



Assessment Department

The Assessment Department consist of a Deputy Superintendent, District Test Coordinator and Site Test Coordinators. Descriptions of each role and their primary responsibilities are listed below:

Deputy Superintendent: Responsible for assessment alignment, implementation and analysis of all district assessment programming.

District Testing Coordinator (DTC): Works with sites to coordinate district-wide testing programs, including, but not limited to state testing, college entrance testing, advanced placement testing, Access for ELs and Proficiency Based Testing at the district level.

Building Testing Coordinator (BTC): Oversees and coordinates site assessment implementation and acts as liaison to District Testing Coordinator.

We are committed to providing accurate and timely data and assessment information to our staff, students and parents/guardians.

Assessment Team 2022-2023 SY

District Level-Test Coordinators	Site Level-Building Test Coordinators	Administrative Site Supports
Ginger James, DTC	MacKenzie Casarez-Cherokee	Dr. Reuben McIntosh, Principal Dimita Pugh, Counselor
Lisa Yahola, Alternate DTC	Danielle Mount-Creek	Angela Sagely, Principal
Veronica Teague, Special Programs	TeAna Tramel-Irving	Katy Thomson, Principal
Dr. Kim Dyce, Deputy Superintendent	Whitney Tindell-Pershing	Lisa Rogers, Principal
	Jessica Holloway- Sadler	Ronia Davison, Principal
	Andrea Fincher- TG	Sarah McWilliams, Principal
	Tailor Clemmons-6/7 GA Dare Onganla-6/7 GA	Latricia Dawkins, Principal Stacy Miller, House Principal Gary Gunckel, House Principal
	Cindy Tollison-8/9 GA Tonya Fowler-8/9 GA	Ryan Buell, Principal Aniyah Cooper, House Principal Hunter Alexander, House Principal
	Belinda Gaultney- RAA Alicia Woodrum-RIA	Lisa Charboneau, Principal Jennifer Kiser, Principal
	Jennifer Slader-MHS Jennifer Norwood- MHS Melissa Gunckel- MHS	Kim Fleak, Principal Kinsey Cook, House Principal Andrae Freeman, House Principal Brian Doerner, House Principal

Assessments and Assessment Types

- **OSTP** - (Oklahoma School Testing Program): Grades 3-8 and 11. All assessments are aligned to the Oklahoma Academic Standards. The two assessment types are: General and Alternate Assessments.
- **DLM** - The Oklahoma Alternate Assessment Program (OAAP) is a component of the Oklahoma School Testing Program (OSTP) and is designed for students with the most significant cognitive disabilities. The OAAP mirrors the general assessment system in regards to grade levels and subjects assessed and utilizes the Dynamic Learning Maps (DLM) Alternate Assessment System to measure academic content knowledge of students with significant cognitive disabilities.
- **NAEP** - (National Assessment of Educational Progress): This assessment is administered every 2 years in February to a percentage of randomly-selected students at selected statewide sites in grades 4, 8 and 11 in the areas of reading, math and science. Scores are reported at the state level only - not individually by students, schools or districts.
- **ACCESS for ELs** - for all K-12 Enrolled English Language Learners is an assessment for English Language Proficiency. All K-12 English language learners (ELLs) in Oklahoma, including recently arrived ELLs, must be assessed for English language proficiency by participating in the WIDA ACCESS for ELLs during the testing window of January to April of each school year.
- **PBT - Proficiency Based Assessments** an opportunity for students to test for advancement to the next level of study by subject or an entire level. PBT Assessments will measure mastery of the Oklahoma Academic Standards (OAS) in the same way that curriculum and instruction are aligned with OAS. Grades 2 through 5th.
- **RSA** - (Reading Sufficiency Act): ensure that all Oklahoma students are reading on grade level at the end of third grade (a critical juncture when students go from learning to read to reading to learn). RSA supports Oklahoma children in Kindergarten through third grade.
 - **Renaissance Star Reading/Math**- online assessment used to benchmark our students in grades KG-8th grade. Benchmarks happen 3 times a year and data is used to guide the instruction of learning as well as meet the state mandated testing requirements.
 - **RSA Alternative Assessments**: approved alternative standardized reading assessments that may be used to justify a good cause promotion pursuant to 70 O.S. § 1210.508C(K)(3). Muskogee utilizes the Stanford Achievement Test, Tenth Edition, (SAT 10), 45th Percentile, which is one of the four approved by the OSDE
 - **CBM**- Dyslexia Screener that is used to help teachers to identify students that exhibit characteristics of dyslexia. This is not a test that provides a diagnosis.
- **Alpha Plus Reading/Math**- Data driven curriculum that is aligned with Oklahoma Academic Standards not common core or any other national standard. It provides valuable resources that help our teachers in grades 3-8 to focus on the instruction that matters when it comes to passing our Oklahoma state assessments. Teachers are provided formatives and summative assessments. (Local not State mandated test)

Assessment/Assessment Types

- **PSAT/NMSQT** - (Preliminary Scholastic Aptitude Test/National Merit Scholar Qualifying Test): Given to 11th grade high school students in October of each school year.
- **ACT**-The ACT stands for “American College Test”. It is a standardized test that determines a high school graduate's preparedness for college. It covers five areas: Math, English, Reading, Writing and Science.
- **USA Test Prep**-This is a test prep resource that is aligned with Oklahoma Academic Standards. It provides data that helps our teachers in grades 9-12 to focus on the instruction that matters when it comes to passing our Oklahoma state assessments. (Local not State mandated test)

*The highlighted test items are not state mandated, either chosen by principals or district office to administer along with curriculum

Supports for Implementation:

Providing systematic tools of organization to sites.

A system of assessment requires that the district maintains organization and security throughout the testing process. We do this through providing the following:

- Online digital Assessment Shard Drive through Google
- An online digital folder specifically designed for each site and their specific documents.



Assessment Info: OSTP, ACT, OAAP, PSAT/NMNSQT



Digital Assessment Binders

Professional Development for Implementation

Providing Training

The state department provides numerous opportunities for training once the testing season begins through in person trainings, webinars and pre-recorded videos. Additional steps by our department includes:

- Ongoing in district training for BTC's.
- One on one training if needed for those new to Assessment.
- Provide mentors that have been doing training for a while.
- Keeping our principals and teachers up to date by pushing out information to them so they stay informed.
- Having vendors come in to support those data pieces on our online platforms, so teachers are aware of how to read reports.

Data Analysis

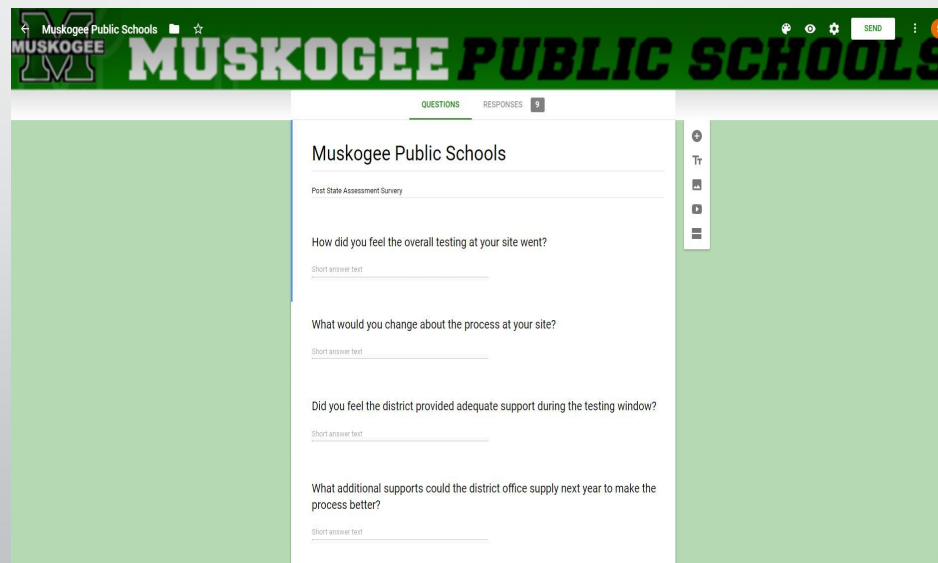
Using Data to Inform Instruction

Data is what drives the instruction in our classrooms. Expectations at building levels regarding student data include the following.

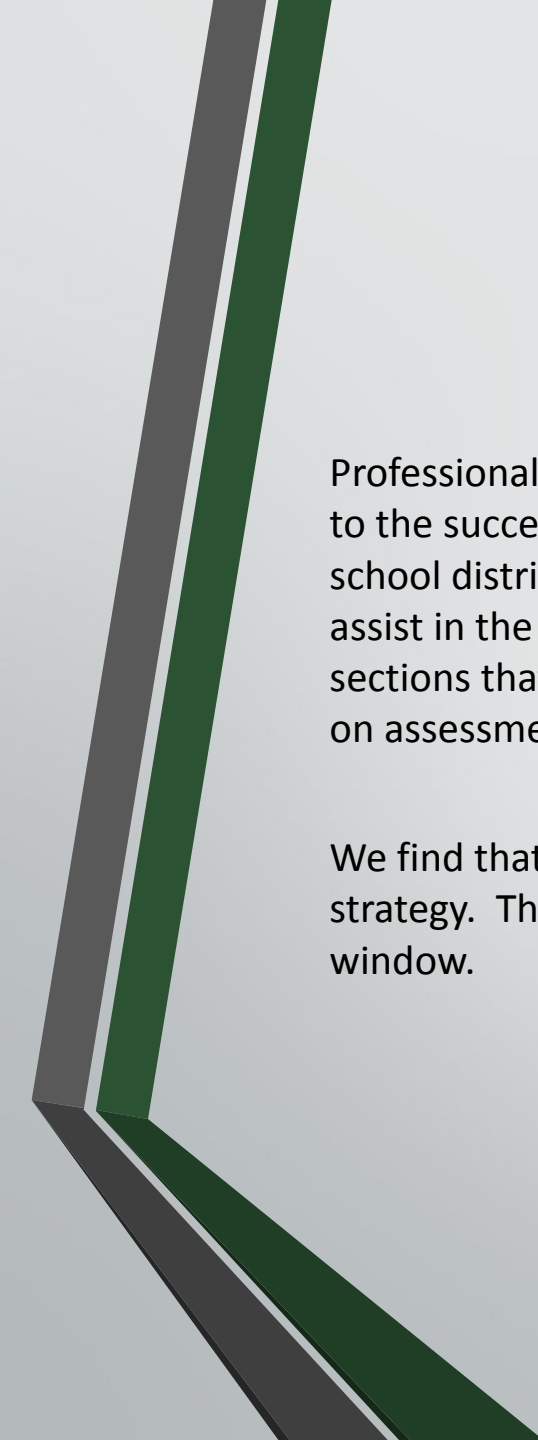
- Biweekly Data meetings through grade level teams or departments.
- Using the data to see trends, identifying learning gaps and support student learning through growth and regression analysis.

How do we know what we are doing is effective for our BTC's and Instructional Specialists

- The use of surveys and curriculum reviews asking for feedback from our teachers and staff.



The image shows a screenshot of a survey form titled "Muskogee Public Schools" on a green background. The form is titled "Post State Assessment Survey" and contains five short-answer text questions. The questions are: "How did you feel the overall testing at your site went?", "What would you change about the process at your site?", "Did you feel the district provided adequate support during the testing window?", and "What additional supports could the district office supply next year to make the process better?". The form is displayed on a mobile device, as indicated by the browser address bar at the top showing "Muskogee Public Schools" and the "MUSKOGEE PUBLIC SCHOOLS" logo.




Effectiveness Indicators

Providing Test Coordinator Training

Professional Development on the testing process, procedures and state mandates continues to be an essential aspect to the success of our students. The state department provides required training to roll these components out to the school district. They are fast, one-time trainings that are often confusing and difficult to follow. Our responsibility is to assist in the interpretation for our staff. By hosting additional sessions in-district, BTC's can get the information in sections that are easier to understand. Beginning in January, BTCs will receive their Data Testing Binders and be trained on assessment manuals and guidelines allowing them to take time to ask the important clarifying questions.

We find that giving out information as soon as possible and throughout the year is the most effective and successful strategy. This has eased the level of stress and prepares our staff, students and parents for the upcoming Spring testing window.



Effectiveness Indicators

Using Data to Inform Instruction

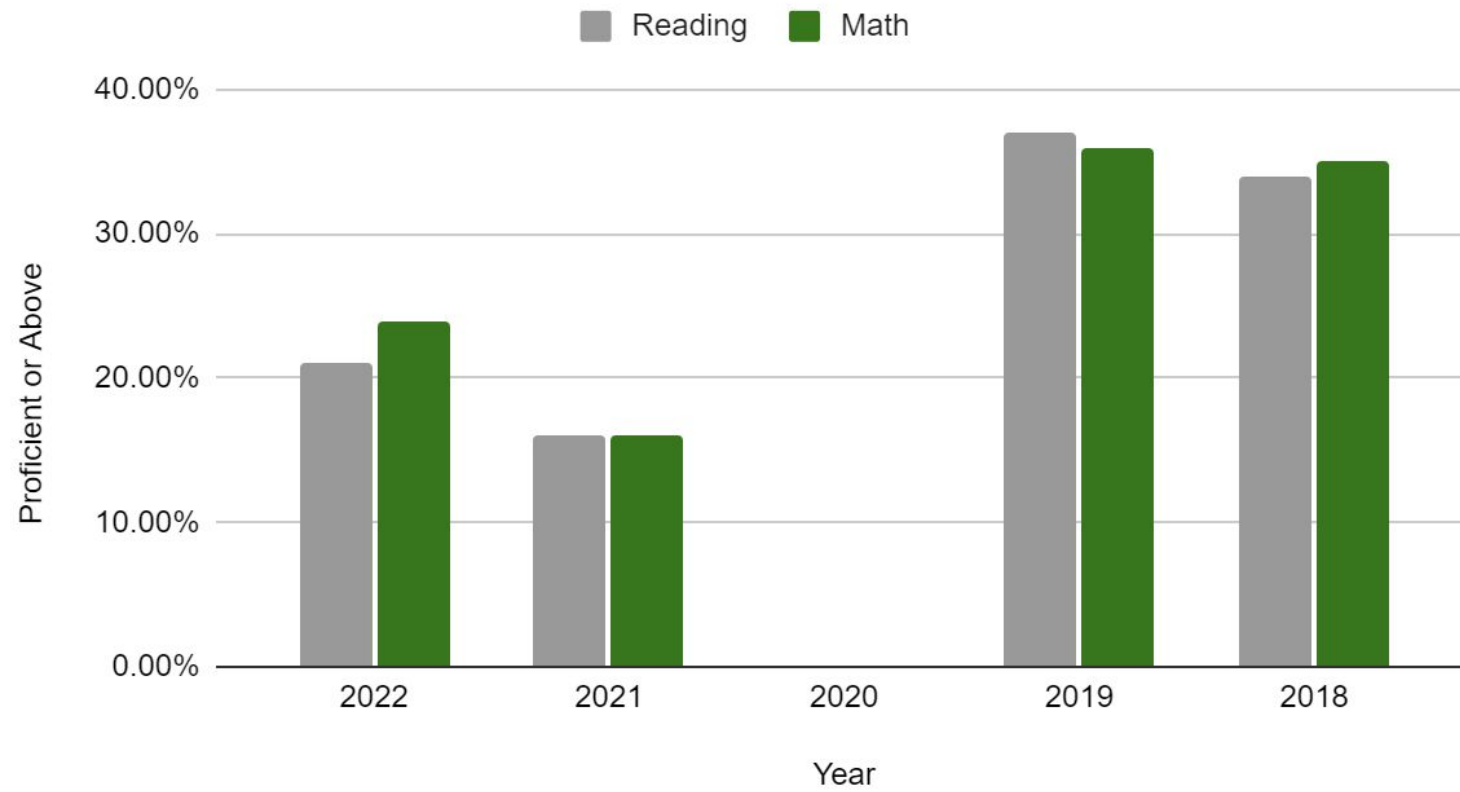
We are able to break down data easily and quickly to pinpoint deficits and academic gaps through the data that is sent and collected by our State Department of Education as well as the assessment vendors that we use. Our IT department does a great job with further breaking down the data by focusing on specific ethnic groups and genders. Below you will see a link that shows everything we can further see through pulling from all of our resources.

[5 year OSTP summary district 9-15-22](#)

Effectiveness Indicators

Using Data to Inform Instruction

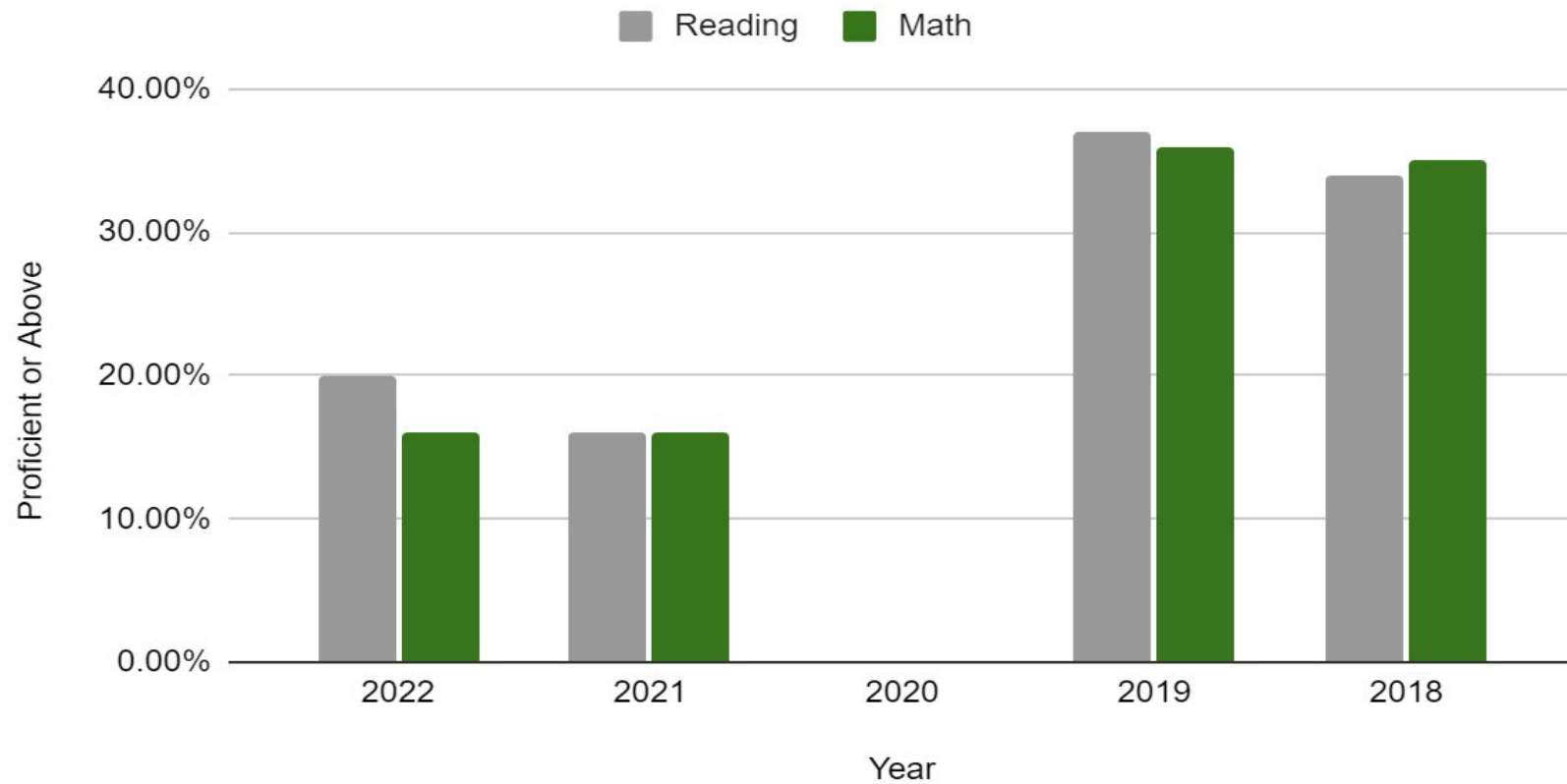
District 3rd Grade



Effectiveness Indicators

Using Data to Inform Instruction

District 6th Grade



Effectiveness Indicators

Using Data to Inform Instruction

District High School ELA & Math Scores

