

# 2011-2012

## Test Interpretation

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# Agenda

- Overview of 2011–2012 Oklahoma School Testing Program (OSTP)
- Assessment Terminology
- Report Types
- Using the Data
- Looking to the Future
- Contact Information
- Questions

# Overview of 2011–2012 Oklahoma School Testing Program (OSTP)



# OSTP

## OKLAHOMA SCHOOL TESTING PROGRAM

<b>OKLAHOMA SCHOOL TESTING PROGRAM</b>		
<b>Oklahoma Core Curriculum Tests (OCCT)</b>	<b>Oklahoma Modified Alternative Assessment Program (OMAAP)</b>	<b>Oklahoma Alternate Assessment Program (OAAP)</b>
Grades 3 – 8 and EOI	Grades 3 – 8 and EOI	Grades 3 – 8 and EOI

# OSTP and School Improvement

- ▶ School improvement requires:
  - the articulation of higher learning standards.  
*Priority Academic Student Skills (PASS)*
  - the transformation of higher standards into rigorous assessments, and
  - the expectation of accountability on the part of educators for student achievement, as reflected in test scores.

# OSTP Evolution of Testing

**Common Core  
Assessments  
2014-15**

**Compliance with  
NCLB,  
HB 1414  
2003**

**2007**

**ACE OCCT, OMAAP and  
OAAP testing, high stakes  
testing for high school  
graduation**

**1995**

**Criterion Referenced Tests  
(5, 8 and 11)**

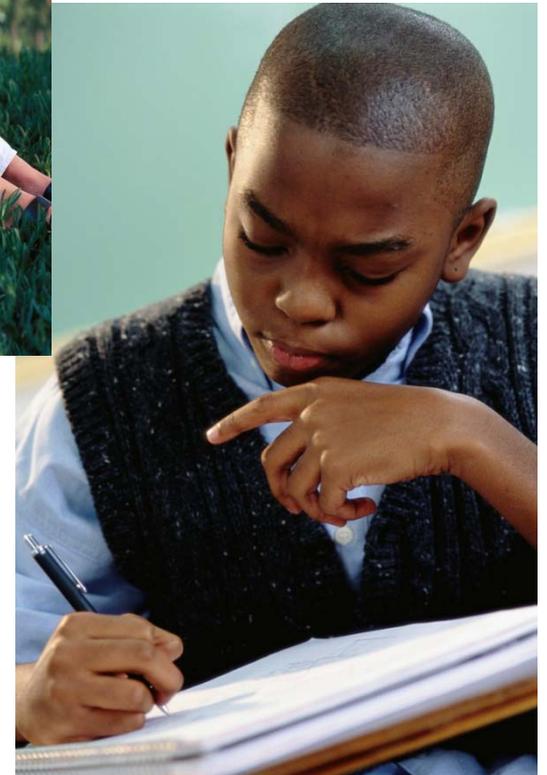
# OSTP and Students

- ▶ Every student enrolled in a tested grade level in an Oklahoma public school must participate in testing.
- ▶ Students will be administered either
  - OCCT general assessment aligned to *PASS*
  - A Modified Alternative Assessment aligned to *PASS*
  - Oklahoma Alternate Assessment Program (OAAP or “Portfolio”) aligned to Alternative Achievement Standards, which have a different complexity yet are linked to *PASS*

# OSTP Results

- ▶ Scores from the assessments evaluate a student's achievement with respect to *PASS*.
- ▶ Test results provide information at the student, class, school, and district level to enable parents and educators to identify strengths and to pursue needed improvements.

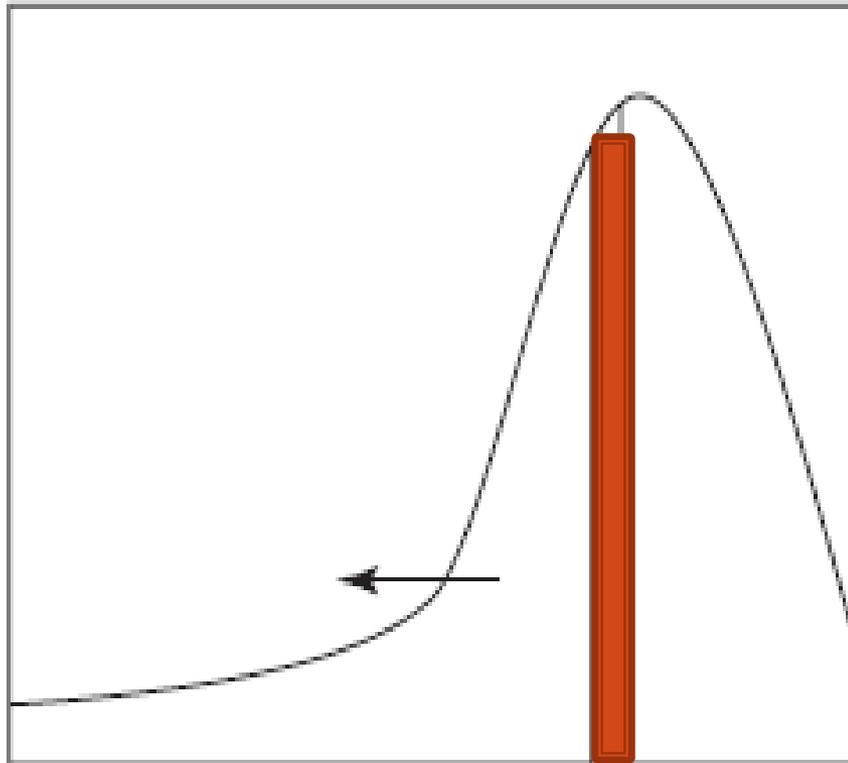
# OSTP Assessment Terminology



# Median

- ▶ The median is the middle score in a set of ordered scores.
- ▶ The median is a better measure of central tendency than the mean (average) because it is not affected by extreme scores.

# Medians and Percentiles



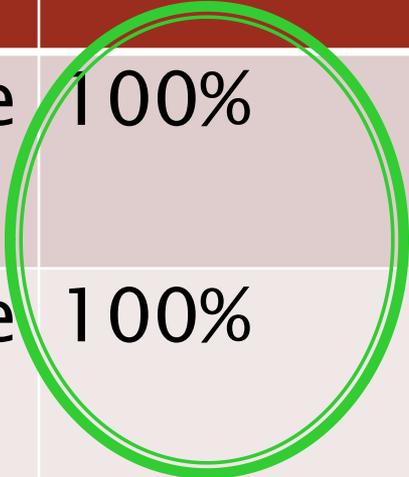
Mean

Median

MEAN VS MEDIAN						
20	40	40	50	50	55	55
Mean = 44.3			↑			
Median = 50						

# Median Percent Correct

Objective	Median %	Student A	Student B	Student C
Objective 2.1	100%	100 %	50 %	100 %
Objective 2.2	100%	50 %	100 %	100 %
Standard 2.0	75%	75 %	75 %	100 %



# Are OSTP scores and class assessments scores interchangeable? *No*

**Class assessments consider:**

Number correct gives grades

A = 90 – 100 %

**OCCT assessments consider:**

Different depths of knowledge

Different test forms

Comparisons across time

# Standard Setting

- ▶ Describes the process of setting new achievement standards using committees of educational stakeholders.
- ▶ Standard Setting is a frame of reference for interpreting test scores based upon that one subject and grade level.
- ▶ “How good is good”?

# OPI Scaled Scores

- ▶ For all general OCCT tests, a scaled score is derived from the number correct and is used to place a student in one of the given performance levels for each content area.
- ▶ For the OMAAP, a scaled score of 250 is Satisfactory across all grades and content areas.
- ▶ For the OCCT, a scaled score of 700 is Proficient/Satisfactory across all content areas.
- ▶ OAAP has specific proficiency scores for each subject.

# OPI Performance Levels

## OCCT Grade 8

<b>Subject</b>	<b>Advanced</b>	<b>Proficient/ Satisfactory</b>	<b>Limited Knowledge</b>	<b>Unsatisfactory</b>
<b>Math</b>	<b>774-900</b>	<b>700-773</b>	<b>642-699</b>	<b>440-641</b>
<b>Reading</b>	<b>833-990</b>	<b>700-832</b>	<b>655-699</b>	<b>400-654</b>
<b>Science</b>	<b>829-990</b>	<b>700-828</b>	<b>647-699</b>	<b>698-646</b>
<b>U.S. History</b>	<b>821-990</b>	<b>700-820</b>	<b>622-699</b>	<b>400-621</b>

# Reports: Multiple-Choice



# Reports for Multiple-Choice Assessments

- Student/Parent Report
- Class Level Report
- School Level Report
- District Summary Report
- Student Score Label

# Student/Parent Report

- ▶ Communicates the extent the student has mastered Oklahoma's *PASS* standards and objectives for a particular subject.
- ▶ Students receive one report per subject.
- ▶ Provides a list of Web sites to help prepare a student for success.
- ▶ Should be given to parents no later than October 31<sup>st</sup> of each school year.

# Class Level Reports

- ▶ Reports provide detailed information to teachers about students' performance.
- ▶ Class level reports are produced as:
  - Summary Report
  - Student Roster Report
    - Performance Report by Student Name
    - Performance Report by OPI

# Class Level Reports

## ▶ Summary Report

- Shows the number and percent of students in each performance group.
- Shows median percent correct of each *PASS* standard.
- Provides disaggregated data for each subgroup, performance levels, median OPI, and median percent for objectives.

# Class Level Reports

## ▶ Student Roster Report

### ○ Student Name

- Provides schools the individual student test results organized alphabetically by student name, grouped by class or school, subject, and test form type (Regular, Equivalent, Braille).
- Identifies percent correct for standards and objectives by student.

### ○ OPI

- Provides schools the individual student test results grouped by performance levels.
- Identifies percent correct for each standard and objective.

# Class Level Reports

- ▶ Grades 3–8 Class Level reports are received only if requested at the time of testing.
- ▶ These reports can be used by administrators as a tool for placement decisions.

# School Level Reports

- ▶ School level reports are produced as:
  - Student Roster Report
  - Summary Report

# School Level Reports

## ▶ Student Roster Report

- Performance Report by Student Name
- Performance Report by OPI

# School Level Reports

- School Summary Report
- Shows the number and percent of students in each performance group.
- Shows median percent correct of each *PASS* standard.
- Shows median OPI Score for each subgroup.
- Shows median percent correct for each *PASS* standard by subgroup.

# District Summary Report

- ▶ Report communicates to the district the summary test results of all students in disaggregated form.
- ▶ Report summarizes results for each subject area tested.

# District Summary Report

- ▶ Multiple page report:
  - First page shows the total number of students in district tested.
  - Following pages show disaggregated group results by performance level for Full Academic Year (FAY), Non-Full Academic Year (NFAY), and Total Tested.
  - Final pages provide median percent correct by standard and objective.

# Using the Data



# Data Ground Rules

- ▶ Test data is information.
- ▶ Provides insights into class, school, and district instruction.
- ▶ “De-emotionalize” data
- ▶ No blaming students or teachers

# Key Point When Analyzing Data

## Remember:

- ▶ Comparing Median or Median Percent Correct scores across years will show general trends for instructional strengths and weaknesses. The comparison can not take into account changes made to the tests such as revised performance levels or *PASS* standards.

# Key Questions

## 1. What does the data show? (Factual Information)

- ▶ How many students were tested?
- ▶ How many were in each performance level?
- ▶ What data stands out?
- ▶ What are the highest scoring standards and objectives?
- ▶ What are the lowest scoring standards and objectives?
- ▶ Which objectives did your “stronger” or “A” level students struggle with? (scored low)

# Key Questions

## 2. Why might this be? (Hypotheses)

- Were assessed skills taught by the time testing occurred? Compare the test blueprint to lesson plans or curriculum pacing guide.
- Was instruction geared toward textbooks or the *PASS* standards? .
- Was class time used efficiently?

# Key Questions

## 3. How should we respond?

### (Plan for action)

- ▶ Compare and reestablish a pacing guide to ensure all assessed skills have been taught at least two weeks prior to the testing window.
- ▶ Implement instructional strategies that reach all students.
- ▶ Provide professional development for academic areas and skills that need improvement.

# Key Questions

- ▶ Are remediation classes available for students who do not pass the assessments?
- ▶ Will remediation be accomplished during the summer, extended teaching day or a required class?
- ▶ Will individualized tutoring or an online computer program be part of the plan?
- ▶ What types of curriculum adjustments will be made?

# Key Questions

## 4. How will you measure success?

- ▶ List at least three strategies you will implement and that student learning and test performance will be used as evidence that the strategies were successful or not.
- ▶ Think about including, next year's testing results (what % of growth you will expect). What teaching methods will change? Will you implement remediation? Be specific!

# Sample Monitoring Form

**Improving Vocabulary Grade 6: 1.1 Words in Context  
Increase Median Percent to 75%**

Instructional Strategies	Student Monitoring	Test Scores	Goal Met	Goal Not Met	Notes
Introduce word—write sentence using the word.	Participation	75% or better	yes	no	What worked and why
Highlight word in reading passage	Review				
Review at later date—10 days—retention check	Grade				
Illustrate word for word wall	Grade for comprehension and retention				

# Resources

- ▶ Links to Achieve Best Practice
- ▶ Ideas and Promising Programs for High Schools
- ▶ Academic Interventions to Help Students meet Rigorous Standards
- ▶ Test and Item Specification Documents
- ▶ Test Blueprints
- ▶ Parent Student Teacher Guides
- ▶ Online Practice Tests

**State Department of Education Web site**

**<[www.sde.state.ok.us](http://www.sde.state.ok.us)>**

# Looking to the Future



# Science Transition Process

- New *PASS* standards were adopted.

- *PASS* 2011 skills to be taught.
- Operational items are based on *PASS* 2002.
- Field test items are based on *PASS* 2011.

Spring  
2011

Summer  
2011

2011-12

2012-13

- Assessment documents are realigned.
- Newly aligned items for field test are approved.

- Both operational items and field test items based on *PASS* 2011.

Next Generation Science Standards (“Science Common Core”) is scheduled for release in 2012.

# Oklahoma OCCT Science Depth of Knowledge Distribution 2010-2013

DOK Level/Admin	Grade 5	Grade 8	EOI Biology
<b>2010-2011</b>			
1	20%-25%	10%-15%	10%-15%
2	65%-70%	65%-70%	60%-70%
3	5%-15%	15%-25%	15%-25%
<b>2011-2012</b>			
1	20%-25%	10%-15%	10%-15%
2	65%-70%	60%-70%	55%-65%
3	5%-15%	15%-30%	25%-30%
<b>2012-2013</b>			
1	20%-25%	10%-15%	10%-15%
2	65%-70%	60%-65%	50%-60%
3	5%-15%	20%-30%	30%-40%

# Academic Performance Index (API)

## Oklahoma School Testing Program

- Math and Reading results in Grades 3–8
- End-of-Instruction Algebra I and English II results

## Academic Excellence

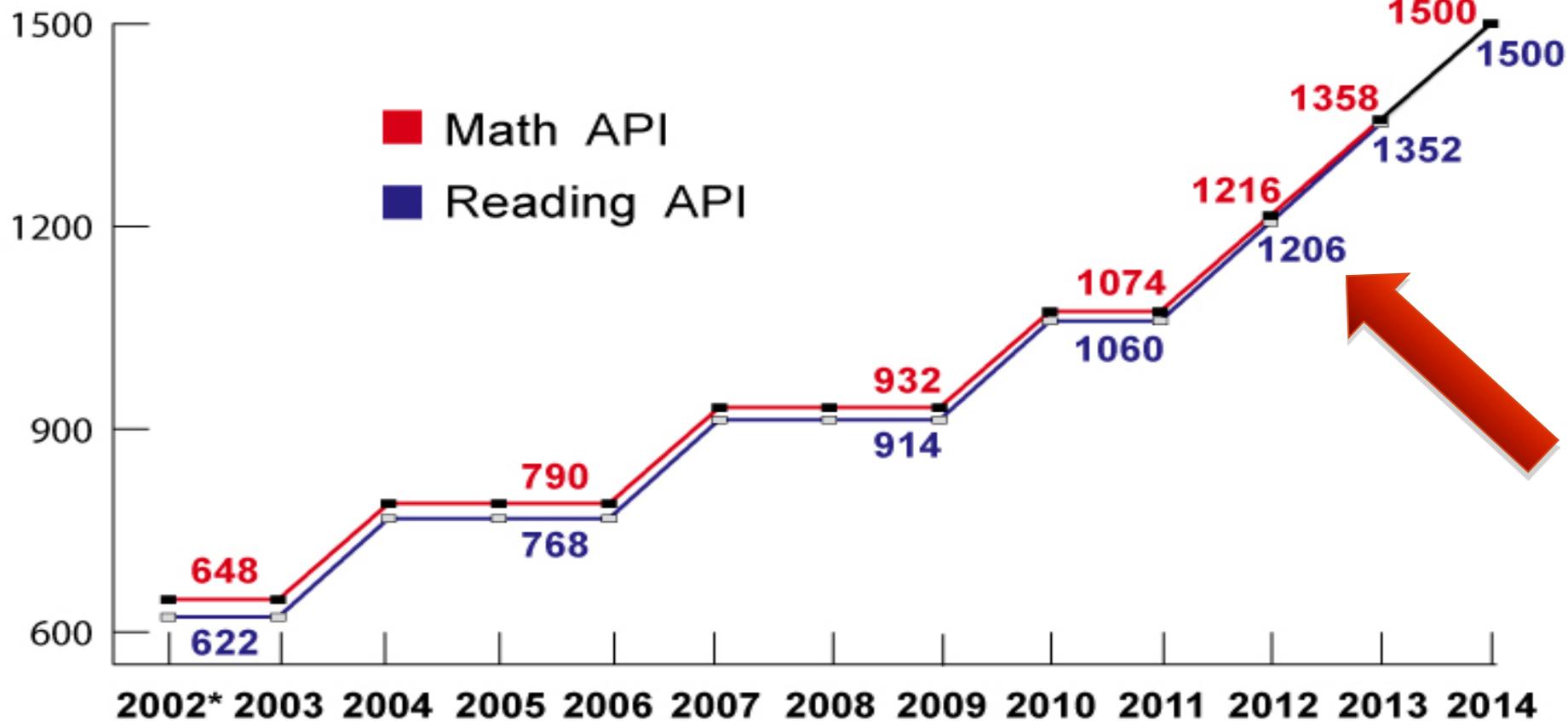
- ACT results (composite and participation)
- College Remediation (Math and English)
- Advanced Placement Participation

## School Completion

- Attendance Rate
- Graduation Rate
- Drop-out Rate

# Oklahoma's Performance Benchmarks

## Federally Approved Increments for All Schools to Make Adequate Yearly Progress by 2014



Note: Assessments for Grades 3 and 4 implemented into the Oklahoma School Testing Program in 2004-2005, and Grades 6 and 7 in 2005-06. SOURCE: Office of Accountability and Assessments, State Department of Education as approved by the U.S. Department of Education, May 2003

*\*baseline year*

# Senate Bill 2

## Graduation Rate Calculation

- Four-year adjusted Cohort Graduation Rate and an extended-year adjusted cohort graduation rate
- Effective beginning with the graduating class of 2011–12. (First-time freshmen 2008–2009)

*# of students who earned a regular high school diploma by the end of the 2011–2012 school year*

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*# of students who form the adjusted 9<sup>th</sup> grade cohort  
First time freshmen 2008–2009 + students who transfer in,  
– students who transfer out, emigrate or become deceased  
during the 2008–09, 2009–10, 2010–11, and 2011–12 school  
years.*

# Senate Bill 2

## Graduation Rate Calculation

- ▶ Only students earning standard diplomas are counted as graduates.
- ▶ Withdrawal from cohort must be confirmed in writing or electronically .
- ▶ Graduation reports will be reported in aggregated and disaggregated form.
- ▶ Extended year = four or five years with a regular diploma/ # of students in cohort
  - Will be reported separately from the four-year adjusted cohort graduation rate

# Senate Bill 2

## Graduation Rate Calculation

- ▶ New goal, 100% graduation rate
- ▶ 2012–2013 graduation rates will become the baseline year.
- ▶ Minimum percentage of growth targets shall be 20% of the difference between the graduation rate and the 100% graduation rate.
- ▶ Districts have two years to meet growth targets.

# Senate Bill 2

## Graduation Rate Calculation

- ▶ School districts/sites which fail to meet the expected growth targets at the end of the initial two years
  1. Submit a high school graduation improvement plan to their district board of education, and
  2. Based upon funding, participate in technical assistance and training to reduce the drop-out rates and improve graduation rates.

# House Bill 1456

## A – F Grade System

- ▶ Districts/sites will receive letter grades and these will be reported as part of the API.
- ▶ Grade considerations will include:
  - OSTP test scores
  - students' increase in reading and math scores
  - increase in achievement for the lowest 25% of a district's students, and
  - whole school improvement.
- ▶ Rules which guide implementation of legislation will be forthcoming.

# House Bill 1456

## A – F Grade System

- ▶ A= school is making excellent progress
- ▶ B = school is making above average progress
- ▶ C = school is making satisfactory progress
- ▶ D = school is making less that satisfactory progress
- ▶ F = School is failing to make adequate progress.
- ▶ School will not receive a grade if the number of students tested is less than the minimum sample size.

# Graduating Class of 2012 and beyond!

- ▶ Alternate test options added  
[sde.state.ok.us/Curriculum/ACE/Resources](http://sde.state.ok.us/Curriculum/ACE/Resources)
- ▶ End-of-Course Projects available for all seven of the EOI assessed subjects.

# HB 1680

## Posting of EOI Scores on the Transcript Student Transcripts

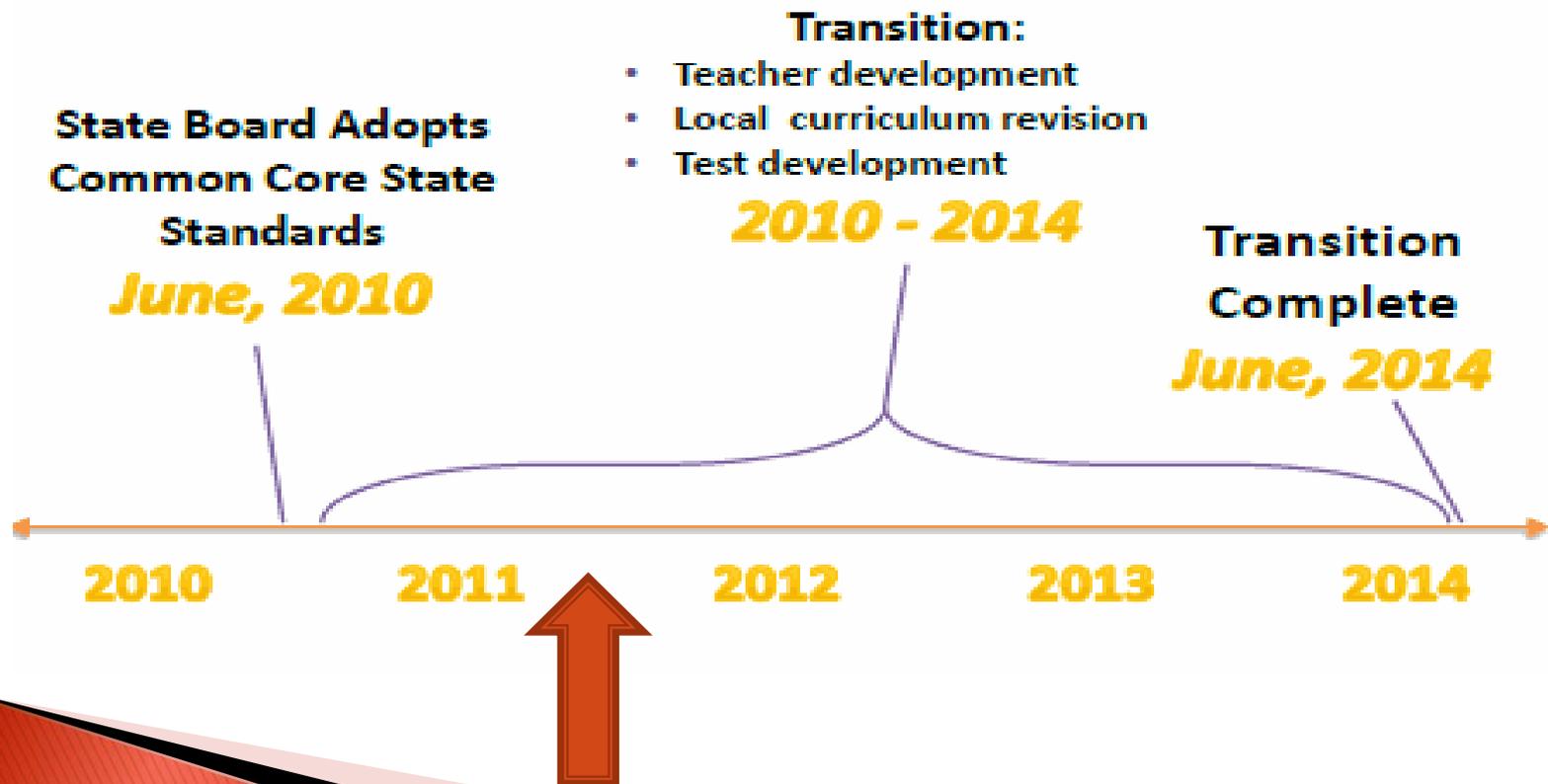
- All EOI performance levels (including limited knowledge and unsatisfactory ) shall be reported on the student's transcript.
- Transcript may only reflect the student's official EOI test score.
- Statement of meeting graduation requirement

## ACE Cumulative Record

- Used to track retake opportunities,
- Alternate test scores,
- End-of-Course Projects,
- Modified Proficiency Scores, or other exceptions and exemptions.

# Common Core State Standards (CCSS)

## IMPLEMENTATION TIMELINE



# District 3 Year Transition Plan

- ▶ School districts should have developed and begun implementing a plan for transitioning from the *Priority Academic Student Skills (PASS)* to the Common Core State Standards (CCSS).
- ▶ Resources are available including a Transition Plan Template, Guiding Questions, etc.
- ▶ <http://www.sde.state.ok.us/Curriculum/CommonCore>

# Common Core State Standards

- ▶ Common assessments aligned to the Common Core State Standards will not be fully implemented prior to the 2014 – 2015 school year.

# PARCC Timeline

*SY 2010-11* Launch and design phase

*SY 2011-12* Development begins

*SY 2012-13* First year pilot/field testing and related research and data collection

*SY 2013-14* Second year pilot/field testing and related research and data collection

*SY 2014-15* Full administration of PARCC assessments

*Summer 2015* Set achievement levels, including college-ready performance levels

# Contact Information



# Office of Accountability and Assessments

## ▶ Web site:

- [www.sde.state.ok.us](http://www.sde.state.ok.us)

- Click on “Site Index”

- Click on “Accountability and Assessments”

## ▶ By phone or fax:

- Phone (405) 521-3341

- Fax (405) 522-6272



# Office of Accountability and Assessments

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Questions?