GIVING OKLAHOMA STUDENTS A COMPETITIVE EDGE
GUIDANCE FOR EDUCATORS
Workers with master's degrees or higher gained 253,000 jobs in the recession, and then gained 3.8 million jobs in the recovery.

Workers with bachelor's degrees lost 66,000 jobs in the recession, but then gained 4.7 million jobs in the recovery.

Source: https://cew.georgetown.edu/cew-reports/americas-divided-recovery/#powerpoint
MRS. SMITH’S 5TH GRADE CLASS: GRADUATES 2025
THE CLASSROOM TEACHER:

- STILL is the single most significant contributor to student achievement
- Is an important influence on students who do not have a loving parent at home
- Can completely erase the academic effects of poverty within five years
- “It turns out that the decisions that determine school quality are made by teachers in the classroom on a day-to-day basis.” - Rick Stiggins
IT’S ALL ABOUT RELATIONSHIPS!

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- Is an important influence on students who do not have a loving parent at home.
- Can completely erase the academic effects of poverty within five years.
- “It turns out that the decisions that determine school quality are made by teachers in the classroom on a day-to-day basis.” - Rick Stiggins
GUIDING QUESTIONS

How does Oklahoma compare nationally using the SAT and ACT as the benchmark?

How can we assure that Oklahoma students in grades 3-8 are on track to be college and career ready?
OKLAHOMA 2017 PRELIMINARY RESULTS

**The ACT**

- English
  - 46% met benchmark
    (minimum score of 18)

- Mathematics
  - 25% met benchmark
    (minimum score of 22)

- Reading
  - 37% met benchmark
    (minimum score of 22)

**SAT**

- Reading & Writing
  - 45% met benchmark
    (minimum score of 480)

- Mathematics
  - 23% met benchmark
    (minimum score of 530)
HIGH REMEDIATION RATES

39% of Oklahoma 2015 high school graduates had to take remedial classes in college.
81% of Oklahoma community college students who are required to take a remedial math class fail to graduate within three years.

Around 70% of students who take a remedial math class at a four-year university fail to graduate within six years.
COLLEGE REMEDIATION

$22,192,000
ANNUAL OUT-OF-POCKET COSTS

FIRST-YEAR COLLEGE STUDENTS 39.1% ENROLLED IN REMEDIATION
FIRST-YEAR COLLEGE STUDENTS 33.6% ENROLLED IN MATH REMEDIATION IN 2015

Source: Center for American Progress, Remedial Education: The Cost of Catching Up (September 2016)
TASK FORCE RECOMMENDATIONS FOR OKLAHOMA ASSESSMENTS

- National college- and career-readiness assessment for high school
  - Score interpretation purpose
      - Provide a measure of performance in grades 3-8 that indicates being on track for college and career readiness (CCR)

- Reporting and state comparability
  - Utilize National Assessment of Educational Progress (NAEP) data to establish statewide comparisons in grades 4 and 8. NAEP data should also be used during standard-setting activities to ensure the CCR performance-level expectations are set using national and other state data.
IMPORTANCE OF COMPARABILITY: COMPARISON OF PROFICIENCY SCORES, 2015

- State Assessment (OCCT)
- National Assessment (NAEP)

4th-Grade Reading:
- State Assessment: 70%
- National Assessment: 33%

4th-Grade Math:
- State Assessment: 72%
- National Assessment: 37%

8th-Grade Reading:
- State Assessment: 75%
- National Assessment: 29%

8th-Grade Math:
- State Assessment: 53%
- National Assessment: 23%
NAEP READING PERFORMANCE

NAEP Reading Grade 4 - Overall
Change in Average Scale Score: 2013-2015

Darker shaded bars indicate significant change
Since 2011, 45 states have raised their standards for student proficiency in reading and math, with the greatest gains between 2013 and 2015.
WHAT WILL INCREASING STUDENT EXPECTATIONS LOOK LIKE?

**UTAH PERCENT PROFICIENT**

<table>
<thead>
<tr>
<th>Year</th>
<th>ELA 3-8</th>
<th>MATH 3-8</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>83%</td>
<td>79%</td>
</tr>
<tr>
<td>2014</td>
<td>42%</td>
<td>42%</td>
</tr>
<tr>
<td>2015</td>
<td>44%</td>
<td>46%</td>
</tr>
<tr>
<td>2016</td>
<td>45%</td>
<td>45%</td>
</tr>
</tbody>
</table>

**ARIZONA PERCENT PROFICIENT**

<table>
<thead>
<tr>
<th>Year</th>
<th>ELA 3-8</th>
<th>MATH 3-8</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>80%</td>
<td>65%</td>
</tr>
<tr>
<td>2014</td>
<td>81%</td>
<td>65%</td>
</tr>
<tr>
<td>2015</td>
<td>37%</td>
<td>37%</td>
</tr>
<tr>
<td>2016</td>
<td>41%</td>
<td>39%</td>
</tr>
<tr>
<td>Year</td>
<td>Description</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>Implemented more comprehensive science standards</td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>Implemented more comprehensive math &amp; ELA standards</td>
<td></td>
</tr>
<tr>
<td>2017 SPRING</td>
<td>Administered more complex assessments</td>
<td></td>
</tr>
<tr>
<td>2017 SUMMER</td>
<td>Assessment standard-setting</td>
<td></td>
</tr>
</tbody>
</table>
WHAT IS CHANGING?

- Evolving workforce requirements
- New, more comprehensive standards
- New, more complex assessments (Oklahoma School Testing Program – OSTP) aligned to the new standards
- New descriptors for performance levels on the new assessments
GUIDING QUESTION

How can we understand Oklahoma’s new performance expectations through the lens of Depth of Knowledge (DOK)?
WHAT IS DEPTH OF KNOWLEDGE (DOK)?

- DOK is a common term educators use to describe the complexity of learning tasks and test items.
- Difficulty is not equivalent to complexity.
DOK IS ABOUT COMPLEXITY

- Level 1 requires students to use **simple skills or abilities**.
- Level 2 includes the engagement of some **mental processing beyond recalling**.
- Level 3 requires some higher-level mental processing like reasoning, planning and using evidence.
- Level 4 requires **complex reasoning, planning, developing and thinking over an extended period of time**.
AN EXAMPLE OF DOK DISTRIBUTION FOR ASSESSED ELA STANDARDS

**Old PASS**
- 14% DOK 1
- 25% DOK 2
- 61% DOK 4

**New OAS**
- 9% DOK 1
- 26% DOK 2
- 23% DOK 3
- 42% DOK 4
DISTRIBUTION OF DOK FOR ALL CONTENT AREAS

- Old PASS
- New OAS

**DOK 3**
- 14% (Orange)
- 28% (Blue)

**DOK 4**
- 5% (Blue)
- 0% (Orange)
ASSESSMENT IN THE SYSTEM

STUDENT

MINUTE BY MINUTE
DAILY
WEEKLY
UNIT
QUARTERLY
ANNUALLY

STANDARDS

FORMATIVE:
As checkpoints designed to inform instruction, these assessments are extremely useful for teachers and schools.

INTERIM:
As valuable indicators of progress, these assessments can occur at the end of a unit and act as checkpoints to make certain all classes are on track for success across a school or district.

SUMMATIVE:
As indicators of college and career readiness, these assessments are used for state accountability and to inform districts about changes that may be necessary to their programs.
CHECKPOINTS FOR MONITORING STUDENT PROGRESS

- What type of assessments would you use to improve classroom instruction?
- What type of assessments could inform you about student conceptual understanding?
- What steps are you taking to ensure your classroom instruction reflects the level of DOK in your Oklahoma Academic Standards?
What ways can assessments be used to ensure students are on track and receiving equitable instruction in your district?

What type of assessment could inform instructional sequence in your district?

What is the role of different levels of DOK in instruction and assessment?
RESOURCES THAT SUPPORT HIGH LEVELS OF DOK IN THE CLASSROOM

- At http://sde.ok.gov, use the search box at the top of the page to enter the name of your subject for up-to-date resources and research-based professional development that have been specifically developed to support our new standards and assessments.

- Many resources are already available, but more will be added by the time scores are released in fall 2017.
FEDERAL GUIDELINES (ESSA)

- Adopt comprehensive academic standards
- Assess Math & Reading/ELA in grades 3-8 and once in grades 9-12
- Assess science at least once in each of the following grade spans: 3-5, 6-9 and 10-12
The Oklahoma State Department of Education (OSDE) convened a 95-member Assessment and Accountability Task Force to evaluate Oklahoma’s current state assessment system.

Acknowledging overwhelming stakeholder support, the task force and OSDE recommended a comprehensive system of assessments that included a nationally recognized and comparable assessment to be used for accountability in high school.

The recommendation was adopted by the State Board of Education, approved by the Legislature and signed by the Governor.
NEW PERFORMANCE-LEVEL DESCRIPTORS

- Stakeholders demanded a national college- and career-readiness assessment.
- HB 3218 required assessments aligned to national expectations of performance.
- This shift requires higher levels of DOK as supported by our OAS.
- More comprehensive standards measured by more complex assessments require Oklahoma to rethink Performance-Level Descriptors.
Redefining Performance Levels

While your student reports will still contain legislatively required terminology, when talking with students and parents, it may be more helpful and productive to use the terminology below:

<table>
<thead>
<tr>
<th>NAEP</th>
<th>OK School Testing Program</th>
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<tbody>
<tr>
<td>Advanced</td>
<td>Advanced</td>
</tr>
<tr>
<td>Proficient</td>
<td>Proficient</td>
</tr>
<tr>
<td>Basic</td>
<td>Limited Knowledge</td>
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<tr>
<td>Below Basic</td>
<td>Unsatisfactory</td>
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<td>Advanced</td>
</tr>
<tr>
<td>Proficient</td>
<td>Proficient (\text{on track college and career ready})</td>
</tr>
<tr>
<td>Basic</td>
<td>Limited Knowledge (\text{Developing})</td>
</tr>
<tr>
<td>Below Basic</td>
<td>Unsatisfactory (\text{Beginning/Emerging})</td>
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Students better prepared for careers and college
Students better prepared for careers and college

Students engage with cognitively complex standards and assessments
**IMPROVED OKLAHOMA ECONOMY**

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<tr>
<td>Student learning reflects educational expectations equal to nationally accepted levels of performance</td>
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</tr>
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## Improved Oklahoma Economy

- Students better prepared for careers and college
- Students engage with cognitively complex standards and assessments
- Student learning reflects educational expectations equal to nationally accepted levels of performance
- Students become great thinkers, problem-solvers and innovators
- Students equipped to solve 21st-century problems
- Students prepared for high-demand, high-skill, wealth-generating jobs
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What will look different moving forward?
WHAT CAN WE COMPARE?

- No comparison is possible to prior years
- New standards with higher DOK levels
- New assessments with a different scale score and different performance-level descriptors
WHAT CAN WE COMPARE?

- No comparison is possible to prior years
- New standards with higher DOK levels
- New assessments with a different scale score and different performance-level descriptors

This year is a TOTAL reset!
# OKLAHOMA SCHOOL TESTING PROGRAM
## 2017-2018 ASSESSMENTS

<table>
<thead>
<tr>
<th>Grade</th>
<th>Math</th>
<th>ELA</th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 3</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Grade 4</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Grade 5</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Grade 6</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Grade 7</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Grade 8</td>
<td>✓</td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

**College- and Career-Ready Assessment**

<table>
<thead>
<tr>
<th>Grade</th>
<th>ACT or SAT</th>
<th>Science Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 11</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
GIVING OKLAHOMA STUDENTS A COMPETITIVE EDGE TOOLKIT ITEMS

- **Power Points**
  - Guidance for Educators
    - Guidance for Families & Community
    - Guidance for Business

- **FAQs/Talking Points**
  - General
    - Families and Community

- **Other Materials**
  - What Families Need to Know flyer
  - Assessment in the System graphic
  - Oklahoma School Testing Program: 2017-18 Assessments and Calendar
  - Science guidance for districts
  - Social studies guidance for districts
  - Video
    - Sample press release for district use
    - Communication to families via Measured Progress
Dr. Jeanene Barnett
— Deputy Superintendent of Assessments & Accountability

Craig Walker
— Executive Director of State Assessments

Maria Harris
— Assistant Executive Director of State Assessments

Elizabeth Warren
— Director of ELPA

Christina McCreary
— ELA Assessment Specialist

Cora James
— Science Assessment Specialist

Sarah Owens
— Math Assessment Specialist

Rebecca Logan
— Executive Director of National & International Assessments
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