

Meeting Math Essential Skills Beyond OAKS

Presenters:

Shannon McCaw, McMinnville HS Math Coach

Eric Oja, Pendleton HS Math Teacher

Reality



Less than 70% of students in Oregon pass OAKS by the end of their junior year.

That leaves more than 12,800 seniors in Oregon that must meet their Math Essential Skills requirement their senior year!

37 at PHS

117 at MHS

OAKS vs Smarter Balanced

- The high school OAKS test is based on a minimum proficiency of Algebra I (50%) Statistics (20%) and Geometry (30%) standards
- SBAC is a college and career readiness assessment with a focus on Algebra I and II with applied Geometry



OAKS vs Smarter Balanced

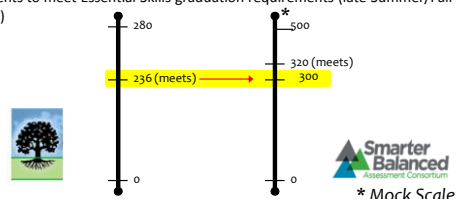
- SBAC assessment has three categories (claims):
 - Concepts and Skills 40%
 - Problem Solving and Modeling >60%
 - Communicating Reasoning
- OAKS is a skills-based assessment with problem-solving embedded in some items

What does this mean for Essential Skills in Oregon?

- The class of 2016 (sophomores this year) will be assessed on SBAC as juniors instead of OAKS.
- NOTE: Banked passing OAKS scores meet essential skills for these students.
- Passing the one attempt on SBAC will most likely not be equivalent to passing one of many attempts on OAKS.

OAKS to Smarter Balanced (Equivalent Levels of Rigor)

- ⦿ 2013-14 Smarter Balanced field test results will be used to establish an equivalent level of rigor to OAKS.
- ⦿ SBAC will set achievement standards in late Summer 2014. Results may reveal a discrepancy in the level of achievement defined as "meets".
- ⦿ State Board will make final decision regarding achievement level required for students to meet Essential Skills graduation requirements (late Summer/Fall 2014)



What other options do we have?

Work Samples

- Use training modules on ODE's site at www.ode.state.or.us/search/page/?=3632
- Be aware of all the "rules" when using work samples – teachers should be trained!

Why are MHS and PHS using options other than work samples?

Hard to gather data on how to intervene with students for work samples.

ODE has stated that if you do not "nearly meet" on OAKS, you are most likely not a work sample candidate.

Time and effort of teachers is overwhelming if done correctly...

Rigor of secure work samples is difficult to maintain (remember CIM?)

There are local options beyond work samples?

The Local ALTERNATE Assessment Option

- OAR 581-022-0615 was revised in June 2011 to establish requirements for districts that choose to develop and administer a local assessment option for students to demonstrate proficiency in the Essential Skills.
- School districts can develop or use a locally developed assessment.



Local Alternate Assessment Option

Districts that choose this option are required to publish:

(a) A communication strategy to ensure stakeholders are notified of the district's approach to the local assessment option; and

(b) Materials written in plain language that contain descriptions of the

- (A) Purpose of the assessment;
- (B) Scoring methodology;
- (C) Method by which students and parents will receive results from the assessment;
- (D) Criteria for determining student proficiency using the assessment; and
- (E) Criteria for determining which students will have access to the assessment.

MHS – Creative Interventions

Semester 1:

Administration support:

- Visits to every classroom and talking all math-deficient students!

In classroom intervention:

- Common schedule for Hot Topics to be addressed for approximately 10-15 minutes of math class.

Out of classroom interventions:

- After school help sessions following Hot Topics classroom schedule.
- Saturday Academies – three 3-hour sessions on Saturdays in November and December (over 80 students signing up voluntarily!)



MHS – Creative Interventions

Semester 1:

Out of classroom interventions (continued):

- Saturday Academies – three 3-hour sessions on Saturdays in November and December (over 80 students signing up voluntarily!)
- In School Pull Out – three-day session where students are pulled from electives to review Hot Topics.

And then we use the OAKS assessment (next year – the local alternate assessment).

MHS – Creative Interventions

Semester 2:

In classroom interventions:

- Math Workshop Course for Juniors showing deficiencies and seniors who have still not passed the assessment.
- Repeat other interventions as necessary.

We can use the local assessment option whenever we feel students are ready to show they are meeting essential skills. Each time we do, we are able to gather useful data!

PHS – Using Data to Drive Instruction

- Online assessments such as our local option assessment can support and inform a wide variety of instructional practices on individual, classroom, departmental, or district-wide levels.
- Moodle, the tool used by PHS, provides a host of tools for gathering and analyzing data and allows for easily downloading assessment results to an Excel spreadsheet.

PHS – What can the data tell us?

- Areas of broad student deficiency (class-wide or grade-wide) can be identified for remediation leading to changes in curricular emphasis or departmental focus.
- Specific groups of students and topics can be identified for targeted intervention.
- Individual students can be identified for remediation in specific areas.



PHS - Another use for Local Assessment Data: SB 290

- The data can be used to monitor and demonstrate broad student growth in mathematics. At PHS, the data from the administration of local assessments is being used as one measure of student growth over the course of the academic year.



Data Points:

- ◆ Fall
- ◆ Winter
- ◆ Spring

How can we help?

- We can share our experience...
 - We have gone through the process of developing and piloting a local alternate assessment and can share our experiences.
 - We have performed all necessary data analysis to adhere to state requirements to set cut score.
- We have been able to make our assessment available through the company that guided our work for a small upkeep fee: (www.mathessentialskills.com)

Contact Information

Shannon McCaw

mccaws@smccurriculum.com or

smccaw@msd.k12.or.us

Eric Oja

eric.oja@pendleton.k12.or.us