

## Oklahoma

### End-of-Instruction (EOI) Exams

#### Part I: Policy Trends

##### Type of test

End-of-instruction (EOI), criterion-referenced examinations aligned to the Priority Academic Student Skills (PASS), the state's academic content standards

##### Purpose

The purpose of the exam is to:

- Determine prospective high school graduates' knowledge and skill levels relative to those needed for entry-level employment aligned to the American Diploma Project (ADP) benchmarks
- Determine prospective high school graduates' knowledge and skill levels relative to those needed for postsecondary education aligned to ADP benchmarks
- Determine prospective high school graduates' mastery of the state curriculum
- Encourage districts and schools to identify and serve students at risk of academic failure
- Provide data to state policymakers on student attainment of state education goals to inform educational policy decisions
- Increase alignment of local curriculum and programs of instruction with state education standards
- Promote equity of opportunity across all student groups
- Meet a state mandate

##### Major changes in exit exam policy since the 2007-08 school year or any pending changes

Beginning with students entering the 9<sup>th</sup> grade in the 2008-09 school year, every student shall demonstrate mastery of the state academic content standards in the following subject areas in order to graduate from a public high school with a standard diploma:

1. Algebra I
2. English II
3. Two of the following five:
  - a. Algebra II
  - b. Geometry
  - c. English III
  - d. Biology I
  - e. United States history

The Algebra I test has phased in a new cut score, which took effect in the 2009-10 school year.

##### Status of state's decision

The state has adopted the Common Core State Standards in

<b>regarding the Common Core State Standards and impact of that decision on exit exam policies</b>	English language arts and math. This will not impact the exit exam at this time.
<b>Test used by colleges or universities for undergraduate admission?</b>	Not at this time
<b>Year first administered</b>	End-of-Instruction (EOI) exams were administered prior to being required as exit exams. Implementation of EOI exams began in 2001.
<b>Year diplomas first withheld</b>	2012
<b>Subjects tested</b>	Algebra I, English II, and two of five additional subjects (Algebra II, geometry, English III, Biology I, and United States history)
<b>Types of questions</b>	Multiple choice; English II and English III have a writing component.
<b>Grade first administered</b>	Varies. Students will take the exam at the end of each assessed course, whenever the course is taken.
<b>Grade(s) exam aligned to</b>	Priority Academic Student Skills high school standards
<b>Number of retakes allowed before end of grade 12</b>	Beginning with students entering the 9 <sup>th</sup> grade in the 2008-09 school year, students who do not attain at least a proficient score as defined by the state board of education on any end-of-instruction test shall be provided remediation and the opportunity to retake the test until at least a proficient score is attained. The tests are administered four times per year: winter, at the end of the trimester, spring, and summer. Students may retake the test up to three times per calendar year.
<b>Retakes after grade 12</b>	To be determined; the state board of education shall adopt rules providing for necessary student exceptions and exemptions.
<b>Does the state have reciprocity with other states?</b>	List of tests that have reciprocity are on the OSDE Web site <a href="http://sde.state.ok.us/AcctAssess/testadmin.html">http://sde.state.ok.us/AcctAssess/testadmin.html</a>

<b>Exit exam used for No Child Left Behind?</b>	The first test administrations of the Algebra I and English II exams are used for the high school level assessment for NCLB accountability. Only scores of students taking the test for the first time and enrolled for a full academic year are included for NCLB accountability.
<b>Same cut score for graduation and NCLB?</b>	Yes
<b>Evaluations of state exit exam</b>	<p>State legislation passed in 2006 requires the state board of education to review, realign, and recalibrate the end-of-instruction (EOI) tests as necessary and to conduct an ongoing study that compares the EOI test content and performance descriptors with those of other states. Oklahoma's standards and assessment system received <i>full approval</i> status from the United States Department of Education on June 30, 2006.</p> <p>The state has also utilized the following external review sources:</p> <ul style="list-style-type: none"> <li>• John Poggio: results from the study of higher-order thinking skills in the Oklahoma education assessment and accountability system</li> <li>• Norman L. Webb: alignment analysis</li> <li>• Technical Advisory Committee, which meets twice a year to review assessments</li> <li>• Annual item reviews</li> <li>• Achieve Inc. study</li> <li>• Technical manuals available online at <a href="http://www.sde.state.ok.us">www.sde.state.ok.us</a> under "Accountability and Assessments"</li> <li>• Alignment analysis of End-of-Instruction assessments to PASS standards was conducted by WestEd in the fall of 2010.</li> </ul> <p>The ACE Algebra I test was reviewed, realigned, and recalibrated to align with the ACE Algebra II test and the ACE geometry test. The ACE English II, ACE Biology I, and ACE United States History tests were reviewed, realigned, and recalibrated for the spring 2009 administration.</p>
<b>State test contractor</b>	Pearson
<b>Does the state provide students with alternate paths to graduation?</b>	Students who do not meet the exit exam requirements may receive a high school diploma by demonstrating mastery of state academic content standards through alternate methods

approved by the state board of education. Alternate methods include alternate tests and end-of-course projects approved by the state board of education.

**Alternate paths to graduation specifically for English language learners**

English language learners who do not meet the exit exam requirements may receive a high school diploma by demonstrating mastery of state academic content standards through alternate methods as described for all students.

Students identified as ELL shall be assessed in a valid and reliable manner with acceptable accommodations as necessary and, to the extent practicable, with alternate assessments aligned to the state assessment provided by the local school district in the language and form most likely to yield accurate data on what such students know and can do in these content areas. These alternate assessments will continue until such students have achieved English language proficiency.

**Alternate paths to graduation specifically for students with disabilities**

Students who have individualized education programs (IEPs) pursuant to the Individuals with Disabilities Education Act (IDEA) shall have an appropriate statement on their IEP requiring administration of the assessment with or without accommodations or an alternate assessment. Any accommodations normally employed for the assessment shall be approved by the state board of education and be provided for in the IEP. All documentation for each student shall be on file in the school prior to administration of the assessment.

Assessments are available based on modified academic achievement standards for eligible students with disabilities in Algebra I, English II, and Biology I. A *modified assessment* is defined as an alternate assessment scored against alternate achievement standards. A *portfolio assessment*, which is also available, is defined as an alternate assessment scored against modified grade-level standards. A portfolio assessment is appropriate only for students with the most significant cognitive disabilities.

Additionally, students who have an IEP in accordance with IDEA may demonstrate mastery of state academic content standards through a modified proficiency score on the state assessment(s) as established by the IEP Team. Any deviation from the standard conditions, accommodations, or proficiency score on the state assessment(s) must be established on the student's IEP, and shall be recorded on the student's cumulative record.

**Who makes decisions on whether a student is eligible to use alternate paths?**

All students who do not attain at least a proficient score on a required EOI may use an alternate path.

**How are students identified as eligible for alternate paths to graduate?**

As a first step, any student who does not attain at least a proficient score on a required EOI may retake the EOI or apply a score from an approved alternate test. If the student does not attain at least a proficient score in step one, the student may retake the EOI, or apply a score from an approved alternate test, or complete an end-of-course project.

**When calculating the graduation rate for adequate yearly progress (AYP) purposes, does the state count students taking alternate paths together with graduates who passed the high school exit exams?**

Yes. All students who pass the required end-of-instruction exams or meet the graduation requirement of demonstrating mastery through alternate methods graduate with a standard diploma. All students are required to take the ACE Algebra I, ACE English II, and ACE Biology I tests, with or without accommodations or modifications, for AYP purposes.

**How many full-time equivalent staff in the state department of education are involved in implementing alternate paths?**

To be determined

**Types of assistance the state provides for all districts to raise *initial* pass rates for all students on the high school exit exam**

The state offers technical assistance to help:

- Teachers administer the exam, which includes online assistance, assessment and content specialist(s) in the state education agency, train-the-trainer workshops, and testing coordinator preparation workshops;
- All teachers prepare students for the exam, which includes online assistance and assessment and content specialist(s) in the state education agency;
- Teachers become more proficient in their content area, which includes online assistance, specialist(s) in the state education agency, train-the-trainer workshops, and grants to districts. This assistance is provided through the Oklahoma Master Teacher Program, the Oklahoma State Superintendent's Mathematics Academies, the Oklahoma State Superintendent's Science Inquiry Institutes, the Oklahoma State Superintendent's Adolescent Literacy Institute, State Superintendent's Social Studies and Fine Arts Conference, professional development for

implementing the Building Academic Vocabulary model, and the Title II, Part B Mathematics and Science Partnership Program;

- Schools identify and target students for assistance, which includes online assistance, specialist(s) in the state education agency, train-the-trainer workshops, and fiscal resources to fund local personnel to provide assistance;
- Schools implement comprehensive school reform, which includes assessment and content specialist(s) in the state education agency, the guiding framework of the Oklahoma Nine Essential Elements Guide, Curriculum Mapping technical assistance, the Windows on Curriculum reflective practice model, and the professional development toolkit;
- Districts improve formative uses of assessment, which include online assistance and specialist(s) in the state education agency;
- Districts improve professional development for teachers, which includes online assistance, assessment and content specialist(s) in the state education agency, regional curriculum conferences, the Windows on Curriculum reflective practical model, and the Windows on Curriculum professional development toolkit;
- All districts improve the instructional leadership provided by administrators, which includes specialist(s) in the state education agency and the Windows on Curriculum reflective practice model.

The state also provides:

- Funding for programs specifically designed to increase initial pass rates
- Test items from prior years
- Exam preparation materials for students and teachers

**Types of assistance or remediation the state provides for all districts to help students who have failed to pass the exit exam**

The state provides:

- Targeted remediation programs for students
- Additional professional development for teachers in their content area
- Additional professional development for teachers in meeting the specific needs of students at risk of academic failure
- Additional professional development for teachers in the formative uses of assessment
- Additional professional development for administrators

**Does the state provide funding for remediation?**

Funding was provided for those 7<sup>th</sup>-grade students whose scores were in the “limited knowledge” or “unsatisfactory” range on the criterion-referenced test in reading/English language arts, mathematics, and Achieving Classroom Excellence (ACE) Algebra I in spring 2007. Funding was provided for students in 7<sup>th</sup> and 8<sup>th</sup> grade whose scores fell in these ranges on the criterion-referenced test in reading/English language arts, mathematics, and ACE Algebra I in spring 2008.

Funding has been appropriated by the state legislature for students in 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> grade who scored in the “limited knowledge” or “unsatisfactory” range on the criterion-referenced tests in reading/English language arts, mathematics, or any end-of-instruction test during the 2008-09 year. The same level of funding was provided for the 2009-10 school year.

**Are districts mandated by law to provide remediation?**

As amended by the ACE Act of 2006, students who do not achieve passing scores will be provided with remediation options that will include, but not be limited to, summer academics, tutoring, and online coursework.

Beginning in the 2007-08 school year, students who did not score at least at the satisfactory level on the 7<sup>th</sup> grade and 8<sup>th</sup> grade criterion-referenced tests in reading and mathematics were provided with remediation to assist in performing at least at the satisfactory level (as defined by the state board of education) on the end-of-instruction tests administered in high school.

Beginning with students entering the 9<sup>th</sup> grade in 2008-09, students who did not score at least at the satisfactory level on any end-of-instruction test were provided remediation and the opportunity to retake the test until attaining a satisfactory score on the required tests.

The state department of education has information on its Web site about best practices for remediation and interventions. School districts monitor results of the remediation and the interventions implemented and report the findings to the state beginning in the fall of 2008.

The ACE Steering Committee will advise the state board of education on intervention and remediation strategies and

delivery methods for students who do not meet the mandated standards.

**Are students required to participate in remediation?**

The state law does not require students to participate in remediation.

## Part II: Student Performance

### Course-Taking Rates, 2008-09 and 2009-10

Number of All Students Taking the HSEE Courses for the First Time by Grade Level							
2008-09							
Grade Level	Algebra I	English II	Algebra II	Geometry	English III	Biology I	US History
10 <sup>th</sup>	7,710	43,216	11,142	21,083	1,276	26,811	10,722
11 <sup>th</sup>	1,614	1,230	16,575	8,616	38,044	2,099	26,169
12 <sup>th</sup>	833	538	4,244	2,455	1,359	787	2,608
2009-10							
Grade Level	Algebra I	English II	Algebra II	Geometry	English III	Biology I	US History
10 <sup>th</sup>	7,055	42,723	11,211	22,242	1,243	27,012	11,815
11 <sup>th</sup>	1,303	1,078	16,726	8,769	37,944	2,303	26,937
12 <sup>th</sup>	608	486	4,429	2,514	1,518	781	2,906

Note: Data provided by the state department of education

### Initial pass rates, 2008-09

Percentage of Students Passing Exit Exam on First Attempt, 2008-09				
Student Group	Algebra I	English II	Algebra II	Geometry
All students	81%	77%	62%	73%
White	85%	81%	68%	79%
African American	64%	59%	44%	49%
Latino	70%	63%	50%	63%
Asian	94%	83%	87%	91%
Native American	76%	74%	54%	69%
English language learners	56%	35%	39%	49%
Migrant	60%	37%	37%	69%
Students with disabilities	52%	40%	25%	29%
Free or reduced-price lunch eligible	73%	67%	48%	63%
<b>Passing score (0-999)</b>	<b>684</b>	<b>693</b>	<b>696</b>	<b>695</b>
<i>(continued)</i>				
Student Group	English III	Biology	US History	All Subjects
All students	77%	71%	70%	62%

White	82%	78%	76%	75%
African American	60%	49%	50%	49%
Latino	66%	54%	55%	58%
Asian	83%	82%	74%	82%
Native American	73%	67%	65%	65%
English language learners	37%	33%	33%	36%
Migrant	40%	27%	28%	42%
Students with disabilities	30%	40%	41%	35%
Free or reduced-price lunch eligible	65%	60%	58%	58%
<b>Passing score (0-999)</b>	<b>695</b>	<b>691</b>	<b>689</b>	

Note: Data retrieved from state Web site at <http://sde.state.ok.us/acctassess/core.html> on July 12, 2010.

**Denominator used when calculating these rates:** Number of students enrolled in each course.

### Initial pass rates, 2009-10

Percentage of Students Passing Exit Exam on First Attempt, 2009-10				
Student Group	Algebra I	English II	Algebra II	Geometry
All students	75%	81%	64%	76%
White	81%	86%	70%	82%
African American	61%	66%	46%	57%
Latino	62%	67%	56%	68%
Asian	89%	84%	86%	90%
Native American	71%	80%	58%	72%
English language learners	44%	38%	40%	42%
Migrant	64%	59%	47%	61%
Students with disabilities	66%	60%	26%	34%
Free or reduced-price lunch eligible	66%	72%	53%	67%
<b>Passing score (0-999)</b>	<b>684</b>	<b>693</b>	<b>696</b>	<b>695</b>

*(continued)*

Student Group	English III	Biology	US History	All Subjects
All students	78%	73%	68%	74%
White	83%	80%	75%	80%
African American	60%	53%	48%	56%
Latino	66%	54%	54%	61%
Asian	86%	83%	78%	85%
Native American	76%	72%	65%	71%
English language learners	32%	30%	26%	36%
Migrant	57%	60%	42%	57%
Students with disabilities	34%	54%	41%	49%
Free or reduced-price lunch eligible	68%	62%	56%	64%

<b>Passing score (0-999)</b>	<b>695</b>	<b>691</b>	<b>689</b>	
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Note: Data provided by the state department of education.

**Denominator used when calculating these rates:** Number of students enrolled in each course.

<b>State Graduation Rates</b>		
<b>Student Group</b>	<b>2008-09</b>	<b>2009-10</b>
All students	75.5%	78.5%
White	78.2%	81.1%
African American	66.5%	72.5%
Latino	66.3%	71.1%
Asian	79.5%	80.5%
Native American	75.2%	76.2%
English language learners	NA	NA
Migrant	NA	NA
Students with disabilities	81.7%	82.3%
Free or reduced-price lunch eligible	77.4%	79.4%

Note: Data provided by the state department of education.

**Please provide the current state graduation rate calculation formula for AYP purposes**

Oklahoma uses the Leaver Rate and includes summer graduates of the cohort as current year graduates.