THE OREGON DIPLOMA
Moving Education Forward
NEW JOBS
To ensure that every student is ready for the economy of the future.
ESSENTIAL SKILLS and Moving to the CCSS

Read & interpret a variety of texts by 2012

Write for a variety of purposes by 2013

Apply math in different settings by 2014

- Use technology
- Speak & present publicly
- Think critically & analytically
- Global literacy
- Demonstrate community engagement

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Common Core: Road to Adoption

- Monthly updates for State Board of Education for over a year
- ODE standards comparison exercise completed by October 2010
- State Board adopts Common Core October 2010
- EPIC Validity study to be completed by December 2010
- Common Assessment MOU requires adoption of Common Core State Standards by December 31, 2011
- Common assessment scheduled for operational administration by 2014-2015
CCSS: Survey of Oregon

- K-12 teacher - (42.9%)
- K-12 administrator (principal, superintendent, curriculum director) - (45.5%)
- Community college or university faculty - (2.3%)
- Community college or university administration - (2.1%)
- Education Service District (ESD) personnel - (3%)
- Student - (0%)
- Parent of school-age children - (1.6%)
- Community member - (0.5%)
- Business representative - (.2%)
- Other - (1.9%)
Now that Oregon has adopted...

Next Steps: Continue Analyzing the Standards
Build on our standards comparison exercise
• Continue our match analysis: determining number of matches between CCSS and Oregon’s standards
• “Strength of match” analysis: determine if match is excellent, good, or weak
• This is the basis for our crosswalk document now that Oregon has adopted the common core standards
• Creation of an Implementation Team for the CCSS
Higher Education Connection

Validity Study

- $794,000 Gates grant awarded to Educational Policy Improvement Center (EPIC)
- David Conley, CEO of EPIC also served as co-chair of validation committee
- Study will compare data gathered from 2 year and 4 year college courses and instructors nationwide
- Target completion date: December 2010
Higher Education, Math and Oregon

Purpose of the survey:

• The pre-CCSS survey was intended to identify the kind of math needed in entry-level university courses that use math, but are not math courses themselves. It consists of a set of 50 specific math problems that faculty teaching Biology, Business, Chemistry, Computer Science, Economics, Engineering, Environmental Science, Geology, or Physics rated on importance for success in their courses.

How the survey was administered:

• The survey was conducted electronically in Spring 2009
• A total of 335 Oregon University System faculty received the survey
• The response rate was 27%
Higher Education has concerns in survey about how high we go in math

- Most disciplines agree on the importance of Calculations/Middle School Math, Basic Algebra and Statistics.

- Most disciplines agree on the relative un-importance of Geometry and Advanced Algebra. Trigonometry, a category not represented in Method 2, was also rated low in importance by most disciplines.

- No single discipline regards all of the math skills in the survey as important, although Engineering and Physics come extremely close.
Mathematics Match/Gap Analysis

What was done:
• Standard-by-standard comparison of the CCSS and Oregon’s mathematics standards

Why it was done:
• To identify what content is the same among the CCSS and Oregon’s mathematics standards
• To identify unmatched standards in the CCSS
  • Potentially new content
  • Newly organized content
• To identify differences among grade bands (determine patterns)
• To identify content that has shifted progression (moved to a different grade level)
# Elementary (Grades K-5) Summary

<table>
<thead>
<tr>
<th>CCSS Grade level</th>
<th>% of content that stayed at the SAME grade</th>
<th>% of content that moved from a LOWER grade</th>
<th>% of content that moved from a HIGHER grade</th>
<th>% of content NOT MATCHED in CCSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>71%</td>
<td>N/A</td>
<td>24%</td>
<td>5%</td>
</tr>
<tr>
<td>1</td>
<td>61%</td>
<td>4%</td>
<td>7%</td>
<td>29%</td>
</tr>
<tr>
<td>2</td>
<td>52%</td>
<td>4%</td>
<td>9%</td>
<td>35%</td>
</tr>
<tr>
<td>3</td>
<td>48%</td>
<td>0%</td>
<td>32%</td>
<td>20%</td>
</tr>
<tr>
<td>4</td>
<td>16%</td>
<td>21%</td>
<td>20%</td>
<td>43%</td>
</tr>
<tr>
<td>5</td>
<td>41%</td>
<td>11%</td>
<td>26%</td>
<td>22%</td>
</tr>
</tbody>
</table>
# Secondary (Grades 6-HS) Summary

<table>
<thead>
<tr>
<th>CCSS Grade level</th>
<th>% of content that stayed at the SAME grade</th>
<th>% of content that moved from a LOWER grade</th>
<th>% of content that moved from a HIGHER grade</th>
<th>% of content NOT MATCHED in CCSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>36%</td>
<td>9%</td>
<td>28%</td>
<td>28%</td>
</tr>
<tr>
<td>7</td>
<td>30%</td>
<td>18%</td>
<td>43%</td>
<td>8%</td>
</tr>
<tr>
<td>8</td>
<td>40%</td>
<td>10%</td>
<td>36%</td>
<td>14%</td>
</tr>
<tr>
<td>HS (non +)</td>
<td>26%</td>
<td>2%</td>
<td>43%</td>
<td>29%</td>
</tr>
<tr>
<td>HS + (AK&amp;S)</td>
<td>63%</td>
<td>0%</td>
<td>N/A</td>
<td>37%</td>
</tr>
</tbody>
</table>

*e.g. OR 7th → CCSS 7th*  
e.g. OR 5th/6th → CCSS 7th  
e.g. OR high school → CCSS 7th
Some challenges with implementation of the Common Core State Standards:

- Districts that do not offer full-day kindergarten
- Reading as a shared instructional responsibility across content areas
- Grade level movement of math content to middle school
- Coverage of required math content in a proficiency-based teaching and learning environment
- Access to computers to develop writing skills.
- Movement of applied geometry and algebra concepts to middle school
- Standards transition in two subject areas simultaneously
- Impact on recent instructional materials and curriculum alignment
- “Application” of the CCSS is still not clear.
Common Core Assessment Consortia

Alabama  Pennsylvania  Georgia
Delaware  New Jersey  Idaho
Hawaii  North Carolina  Kansas
Iowa  Ohio  Maine
Kentucky  Oregon  Missouri
Michigan  South Carolina  Nevada
Montana  Utah  Vermont
New Hampshire  Washington  West Virginia
New Mexico  Wisconsin  Colorado
North Dakota  South Dakota
Oklahoma  Connecticut

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SMARTER
Balanced Assessment Consortium
Draft Implementation Plan & Timeline

Link 1 [here](#). Match/Gap analysis on math and CCSS Survey results

Link 2 [here](#). SMARTER Balanced Assessment Consortium timeline

Link 3 [here](#). CCSS Implementation and Transition Work (to be informed by State Implementation Team)

For more Information: [www.GetReadyOregon.org](http://www.GetReadyOregon.org)