AMERICAN ASSOCIATION OF
SCHOOL ADMINISTRATORS

NATIONAL CONFERENCE ON EDUCATION

FEBRUARY 26, 2015
DR. JACK DALE

RETIRLED SUPERINTENDENT
FAIRFAX COUNTY PUBLIC SCHOOLS
AND
CHAIR OF THE
GLOBAL LEARNING NETWORK
LEADERSHIP COUNCIL
AGENDA

I. Overview of the OECD Test for Schools (based on PISA) assessment and data reports
   • Dr. Jack Dale, Retired Superintendent, Fairfax County Public Schools, Virginia

II. How schools are using their results
   • Dr. Pat Deklotz, Superintendent, Kettle Moraine School District, Wisconsin
   • Dr. Alvin Wilbanks, Superintendent, Gwinnett County Public Schools, Georgia

III. Overview of the Global Learning Network
   • Dr. Jack Dale, Retired Superintendent, Fairfax County Public Schools, Virginia

IV. How to participate in the OECD Test for Schools (based on PISA)
   • Rob Johnson, Regional Manager, State and Government Partnerships, NWEA

V. Questions and discussion
OVERVIEW OF THE OECD TEST FOR SCHOOLS (BASED ON PISA) ASSESSMENT AND DATA REPORTS
OECD Test for Schools (based on PISA)

Overview

• A school-level assessment that:
  – Provides internationally comparable data
  – Provides information about the learning environment and how it relates to student performance
  – Is aimed at improving school policies and practices
Mean score

… Shanghai-China is above this level (613)

12 countries perform below this line
OECD Test for Schools (based on PISA)
Overview
Figure 5.6: How students at your school compare with students from selected countries and economies in mathematics in PISA 2012

- **PISA scale**
- **Your school’s result**
- **Confidence interval**
- **Korea PISA score**
- **United States PISA score**
OECD Test for Schools (based on PISA)

What it measures

• OECD Test for Schools measures 3 subjects:

  Reading
  Mathematics
  Science

• Goes beyond testing whether students can reproduce what they were taught to assess students’ capacity to extrapolate from what they know and creatively apply their knowledge in novel situations
Scoring

Question intent

*Integrate and interpret: Develop an interpretation*

Recognise different descriptions in a text

Full Credit

Refers to two or more of the following, in any order:

- Value of included calls/SMSs each month;
- SMS charges to other Digi 1 customers;
- Call costs;
- Free calls.

1. It includes 5000 zeds of call value each month.
2. The calls and SMS charges to other Digi 1 numbers are lower.

1. It includes more talk time each month.
2. It includes free calls to other Digi 1 numbers.

1. The calls and SMS charges to other Digi 1 numbers are lower.
2. It includes free calls to other Digi 1 numbers.

The call and SMS charges to other Digi 1 numbers are lower and the cost of calls and SMS is included in the monthly fee.

- It includes free calls to other Digi numbers and it includes more value in the monthly fee.

Partial Credit

Refers to one of either value of calls included, SMS costs, call costs or free calls:

- It includes 5000 zeds of value each month.
- The fees for the calls are cheaper.
- The SMSs to other Digi 1 numbers are cheaper.
- It includes free calls.
## Proficiency levels

### Figure 2.7 - The six levels of mathematics proficiency in PISA

<table>
<thead>
<tr>
<th>Level</th>
<th>Lower score limit on PISA scale</th>
<th>What students can do at this level of proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>669</td>
<td>Students at Proficiency Level 6 can conceptualise, generalise and utilise information based on their investigations and modelling of complex problems. They can link different information sources and representations and flexibly translate between them. Students at this level are capable of advanced mathematical thinking and reasoning. They can apply this insight and understanding along with a mastery of symbolic and formal mathematical operations and relationships to develop new approaches and strategies for attacking novel situations. Students at this level can formulate and precisely communicate their actions and reflections regarding their findings, interpretations, arguments, and the appropriateness of these to the original situations.</td>
</tr>
<tr>
<td>5</td>
<td>607</td>
<td>Students at Proficiency Level 5 can develop and work with models for complex situations, identifying constraints and specifying assumptions. They can select, compare, and evaluate appropriate problem-solving strategies for dealing with complex problems related to these models. Students at this level can work strategically using broad, well-developed thinking and reasoning skills, appropriately linked representations, symbolic and formal characterisations, and insight pertaining to these situations. They can reflect on their actions and communicate their interpretations and reasoning.</td>
</tr>
<tr>
<td>4</td>
<td>545</td>
<td>Students at Proficiency Level 4 can work effectively with explicit models for complex, concrete situations that might involve constraints or call for making assumptions. They can select and integrate different representations, including symbolic ones, linking them directly to aspects of real-world situations. Students at this level can use well-developed skills and reason flexibly, with some insight, in these contexts. They can construct and communicate explanations and arguments based on their interpretations, arguments and actions.</td>
</tr>
<tr>
<td>3</td>
<td>482</td>
<td>Students at Proficiency Level 3 can execute clearly described procedures, including those that require sequential decisions. They can select and apply simple problem-solving strategies. Students at this level can interpret and use representations based on different information sources and reason directly from them. They can develop short communications reporting their interpretations, results and reasoning.</td>
</tr>
</tbody>
</table>
Figure 2.8 - How proficient are students at your school in mathematics compared with students in the United States in PISA 2009

Your school

Top performers internationally

Below international baseline

Medium-high Performers

Note: Striped bars are an indication that the distribution of students in proficiency levels at your school is statistically significantly different from the distribution of students in the United States. Solid bars are an indication that the distribution of students in proficiency levels at your school is not statistically significantly different from the distribution of students in the United States.

Source: OECD.
Your school's result

Representative selection of schools in USA

Regression line

Students' socioeconomic background

PISA scale

Schools with a socio-economic profile similar to that of your school

Schools well above the diagonal line perform better than what would reasonably be expected given the socio-economic status of their students.

Schools well below the diagonal line perform lower than what would reasonably be expected given the socio-economic status of their students.
OECD Test for Schools (based on PISA)

Student motivation and learning climate

- OECD Test for Schools provides additional information on:
  - Students’ **learning strategies**
  - Students’ **motivation** towards learning
  - The **learning environment**, including teacher-student relations and classroom management
OECD Test for Schools (based on PISA)

Student motivation and learning climate

• Purpose of contextual information is to enable schools to:
  – explore how student motivation and learning climate shape learning outcomes
  – Identify contextual factors that can create improvement in learning outcomes
Figure 3.11 • Students’ instrumental reasoning in science and in the United States, 2006

- Your School
- United States (darker tone when statistically significant vs. your school)

<table>
<thead>
<tr>
<th>Statement</th>
<th>Percentage of students who agree or strongly agree with the statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>I study school science because I know it is useful for me</td>
<td></td>
</tr>
<tr>
<td>Making an effort in my school science subject(s) is worth it because this will help me in the work I want to do later on</td>
<td></td>
</tr>
<tr>
<td>Studying my school science subject(s) is worthwhile for me because what I learn will improve my career prospects</td>
<td></td>
</tr>
<tr>
<td>I will learn many things in my school science subject(s) that will help me get a job</td>
<td></td>
</tr>
<tr>
<td>What I learn in my school science subject(s) is important for me because I need this for what I want to study later on</td>
<td></td>
</tr>
</tbody>
</table>

Source: OECD.
Science performance by students’ instrumental motivation in science

Mean score on the PISA science scale

<table>
<thead>
<tr>
<th>800</th>
<th>700</th>
<th>600</th>
<th>500</th>
<th>400</th>
<th>300</th>
<th>200</th>
</tr>
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<td></td>
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</tr>
</tbody>
</table>

Top quarter

Bottom quarter

Level 6

Level 5

Level 4

Level 3

Level 2

Level 1

Below Level 1
Six reader profiles

**Surface and wide readers**
These students have low levels of awareness about effective learning strategies and their reading habits are not driven by enjoyment. This profile accounts for 18% of students in the United States.

**Deep and wide readers**
These students are those who have high levels of awareness about effective learning strategies and their reading habits are driven by enjoyment. This profile accounts for 32% of students in the United States.

**Surface and restricted readers**
Students in this group have low levels of awareness about effective learning strategies and they spend little time reading any printed material for enjoyment. In the United States, 16% of students are surface and highly restricted readers.

**Deep and highly restricted readers**
These students are aware of effective learning strategies, but they do not regularly read any printed material for enjoyment. With 37% of students being deep and highly restricted readers, this profile accounts for the largest number of students in the United States.

**Deep and narrow readers**
Students in this group also have high levels of awareness about effective learning strategies, but their reading habits are more narrow than those of deep and wide readers. This reader profile accounts for 11% of students.
Percentage of students in your school in the category
Percentage of students across United States in the category
HOW SCHOOLS ARE USING THEIR RESULTS
DR. PATRICIA DEKLOTZ
SUPERINTENDENT
KETTLE MORAINESCHOOL DISTRICT
WISCONSIN
KETTLE MORaine SCHOOL DISTRICT

Located in Wisconsin between Milwaukee/ Madison

Approximately 4,200 students and 280 educators
  – 91% White, 5% Hispanic, 1% Asian, 2% Two+ races
    < 1% each: Black, American Indian, Pacific Isle
  – 12.2% Students with Disabilities
  – 12.5% Economically Disadvantaged
  – 12.5% Open Enroll into our District

Personalized Learning Approach and Choice
  – Traditional; Charter; Multi-age; Youth Apprenticeship; Dual Enrollment
Kettle Moraine School District

Why OECD Test for Schools?

• International comparison to inform global competency
• 1st round, good Math and Science scores; Reading scores disappointed
• 2nd round, comparable with Europe & Canada; Charter school compared with Singapore
• Engage students in the “Why” to motivate performance
• Provides insight into learning climate
• Drives improvement efforts at all levels
DR. ALVIN WILBANKS
SUPERINTENDENT
GWINNETT COUNTY PUBLIC SCHOOLS
GEORGIA
District Demographics:

- Georgia’s largest school district with approximately 169,150 students and over 10,000 educators
  - 66.7% White, 14.6% Black, 11.4% Latino, 7% Asian
  - 40% Require Free/Reduced Price Lunch
  - 11.5% with IEPs
  - 11.2% are ELL
OVERVIEW OF THE GLOBAL LEARNING NETWORK
WHAT IS THE GLOBAL LEARNING NETWORK?

The Global Learning Network (GLN) is a learning community for OECD Test for Schools participants who have demonstrated a commitment to leveraging their results to make practice shifts that contribute to improved outcomes for students.
Our Goals

Create an Authentic Community

- Create an authentic learning community made up of highly respected educators and district leaders from a variety of districts who have exhibited a commitment to a higher bar through their participation in the OECD Test for Schools.

Facilitate Understanding and Exposure

- Help the members of this community understand their results, expose them to best practices, and produce tools and resources to help these leaders adopt practices that contribute to improved student outcomes.

Elevate Successful Voices

- Capture and elevate the voices of a subset of educators and district leaders, who have achieved improved student outcomes, to drive a national mindset shift about what is possible in American education.
## Activities to Date

### Create an Authentic Community
- Convened 320 educators in Washington, DC in November 2015
- Convened leaders from 15 districts across Iowa in September 2015
- Convened over 70 leaders from 6 districts across Maryland and Virginia in May 2015
- Will convene leaders from Wisconsin in spring 2015

### Facilitate Understanding and Exposure
- Hosted webinars designed to help attendees understand their results, communicate about their results, and identify practices that they may implement to enable more students to achieve at globally competitive levels.

### Elevate Successful Voices
- Published over 30 stories of schools using their OECD Test for Schools results to take action.
- Developed video case studies of leading members in the GLN
HOW TO PARTICIPATE IN THE OECD TEST FOR SCHOOLS (BASED ON PISA)
QUESTIONS AND DISCUSSION
THANK YOU!
Next Steps

• Interested in signing up schools across your district?
  Visit: http://globallearningnetwork.americaachieves.org

• Interested in learning more?
  Visit: www.americaachieves.org/oecd

• Questions?
  Email us at: globallearningnetwork@americaachieves.org