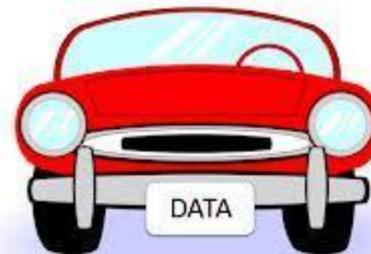


Facilitating Effective Oklahoma Data Reviews (ODR)

Iva Owens
Director

Office of School Turnaround
Oklahoma State Department of Education

Data-Driven Instruction



Iva Owens
Director

Office of School Turnaround
Oklahoma State Department of Education

Goals

- Share information on how the Oklahoma State Department of Education facilitates effective Oklahoma Data Reviews (ODRs)
- Discuss how ODRs expedite the need to use data as a driver for instructional best practices
- Examine sample data sets and processes for conducting effective ODRs



Prior to Data Review Meeting

- Agree on the data to review
- Define the parameters for the data
 - *For example, we will use the first quarter attendance data.*
- Determine who will attend

Types of Data for Review

- Mathematics/Algebra I Data
 - Benchmark or End of Year Testing Results
- Reading/English II Data
 - Benchmark or End of Year Testing Results
- Student Behavior
 - Attendance
 - Discipline Referrals/Suspensions
- Professional Activities
 - Professional Learning Communities
 - Instructional Strategies
 - Professional Development
 - Parental Involvement



Oklahoma Data Review Activities

- Data needs to be organized in a format that is easy to use.
- Each exercise leads participants to use the information to make informed decisions.
- Each exercise leads to action steps.



Organize Results by Group

- Look at results by **grade level**. Is there a change in results across the grades?
- Look at results by **subgroup groups**. Are the results the same for each sub group category?
- Look at results by type of **class**. Is there a difference in results by grade level classes?
(*8th grade math versus 8th grade Algebra I*)

Use the Data To Inform Instruction

- Discuss the curriculum taught prior to the benchmarks.
- What skills were taught and what skills will be taught later in the year?
- List the top priorities for instruction in the next thirty days.

Analyzing Benchmark Test Results/Algebra I

PASS Objective	Unsatisfactory	Limited Knowledge	Proficient	Advanced
Equations and Formulas				
Expressions				
Relations/ Functions				
Linear Equations and Graphs				
Systems of Equations				
Data Analysis				
Line of Best Fit				

Analyze Student-Level Results

	Standard 1: Equations and Formulas	Standard 2: Expressions	Standard 3: Relations/Functions	Standard 4: Linear Equations/Graphs
Student Name (Last, First)	Below Standard	Below Standard	Below Standard	Severely At-Risk
Student Name (Last, First)	At-Risk	At-Risk	Below Standard	Below Standard
Student Name (Last, First)	At-Risk	Below Standard	At-Risk	At-Risk
Student Name (Last, First)	Severely At-Risk	At-Risk	Severely At-Risk	At-Risk
Student Name (Last, First)	Below Standard	Below Standard	Below Standard	Approaching Standard
Student Name (Last, First)	Below Standard	At-Risk	Below Standard	At-Risk
Student Name (Last, First)	Approaching Standard	Approaching Standard	Below Standard	Below Standard
Student Name (Last, First)	Met Standard	Approaching Standard	Met Standard	At-Risk

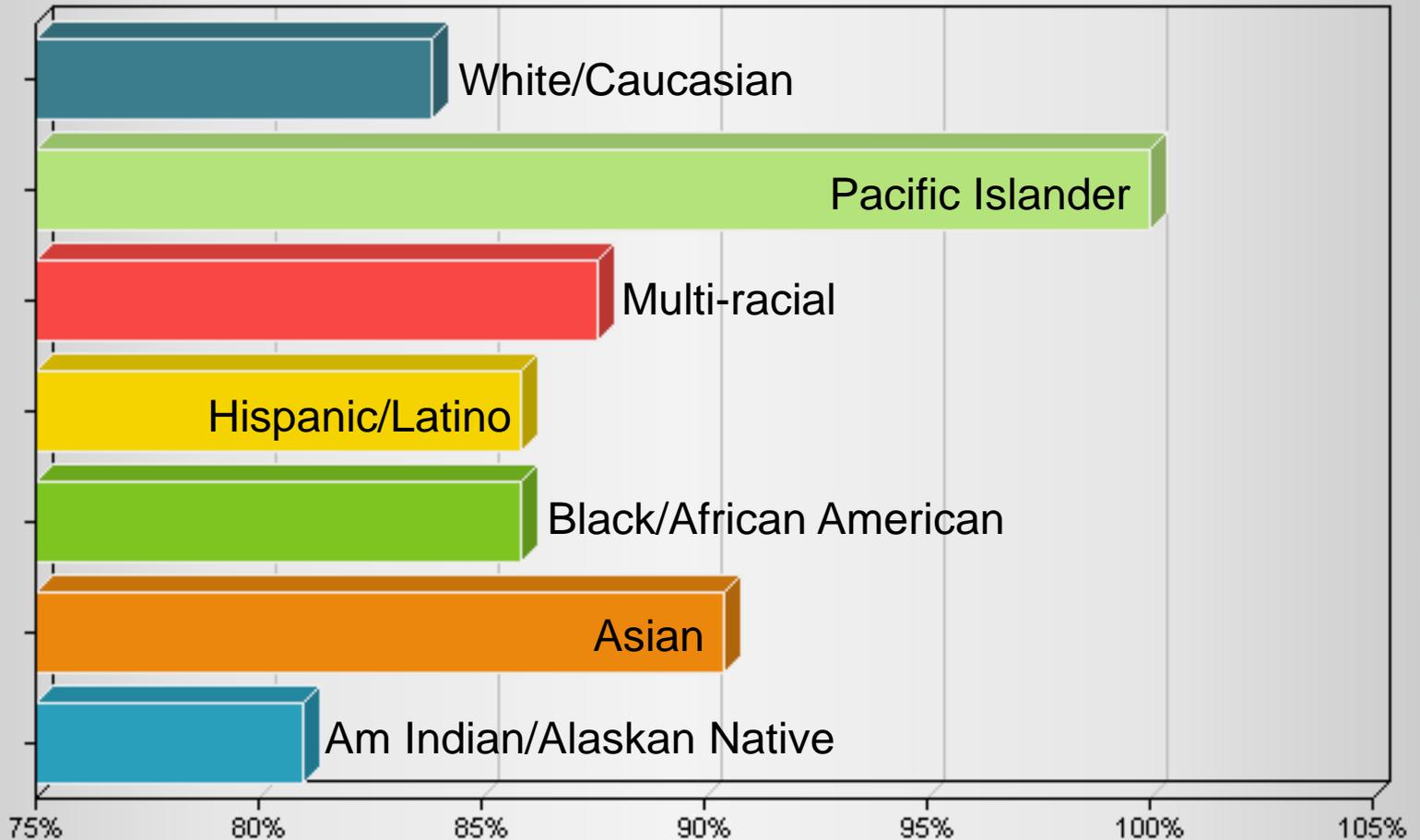


Student Attendance Data

- What percent of students were absent?
- Did the attendance rate differ by subgroup?
If so, who had better attendance?
Note the number of students that each category represents.
- What interventions are helping increase student attendance?
- Is there a need for additional strategies?
If so, what needs to occur?

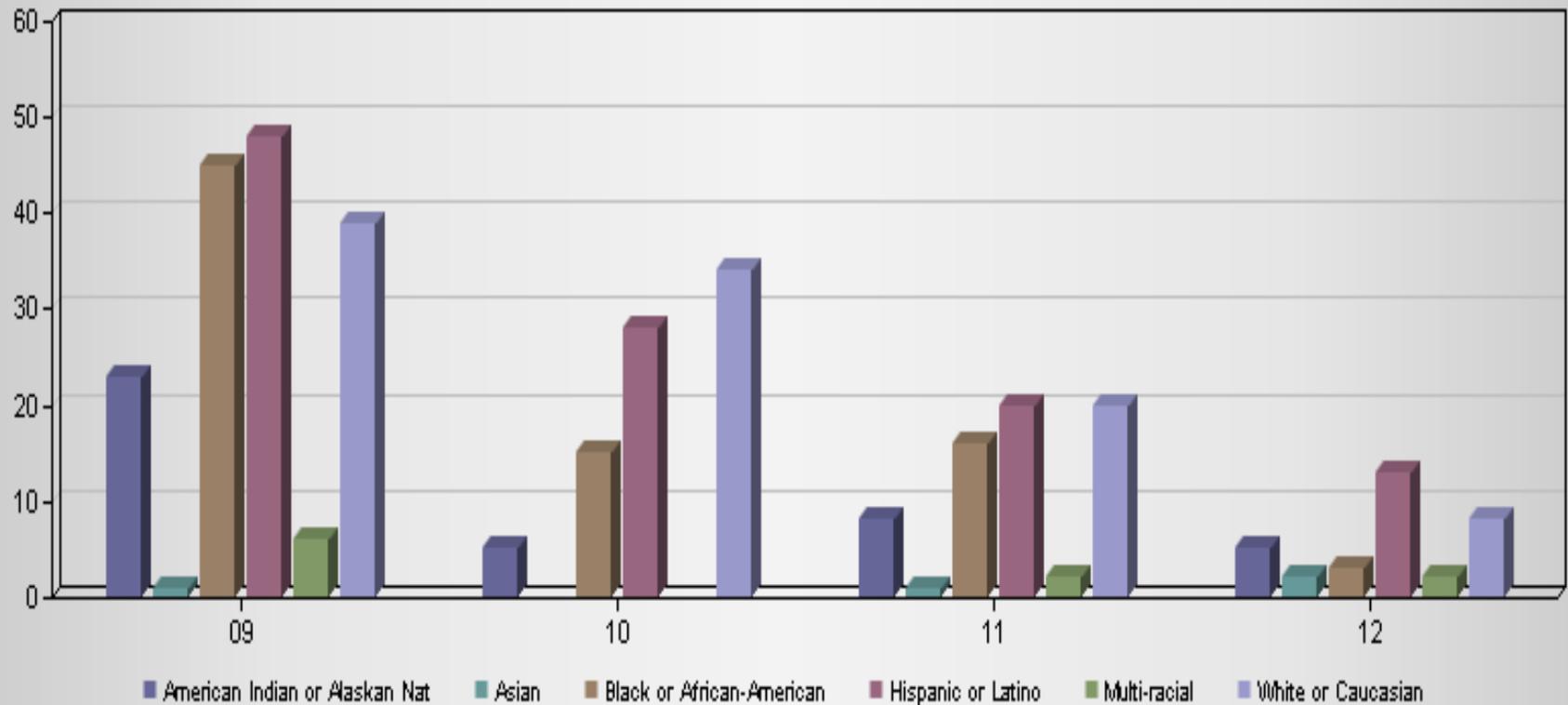
Analysis of Student Behavior

Attendance by Subgroup



Analysis of Student Behavior

Students with nine (9) or more absences

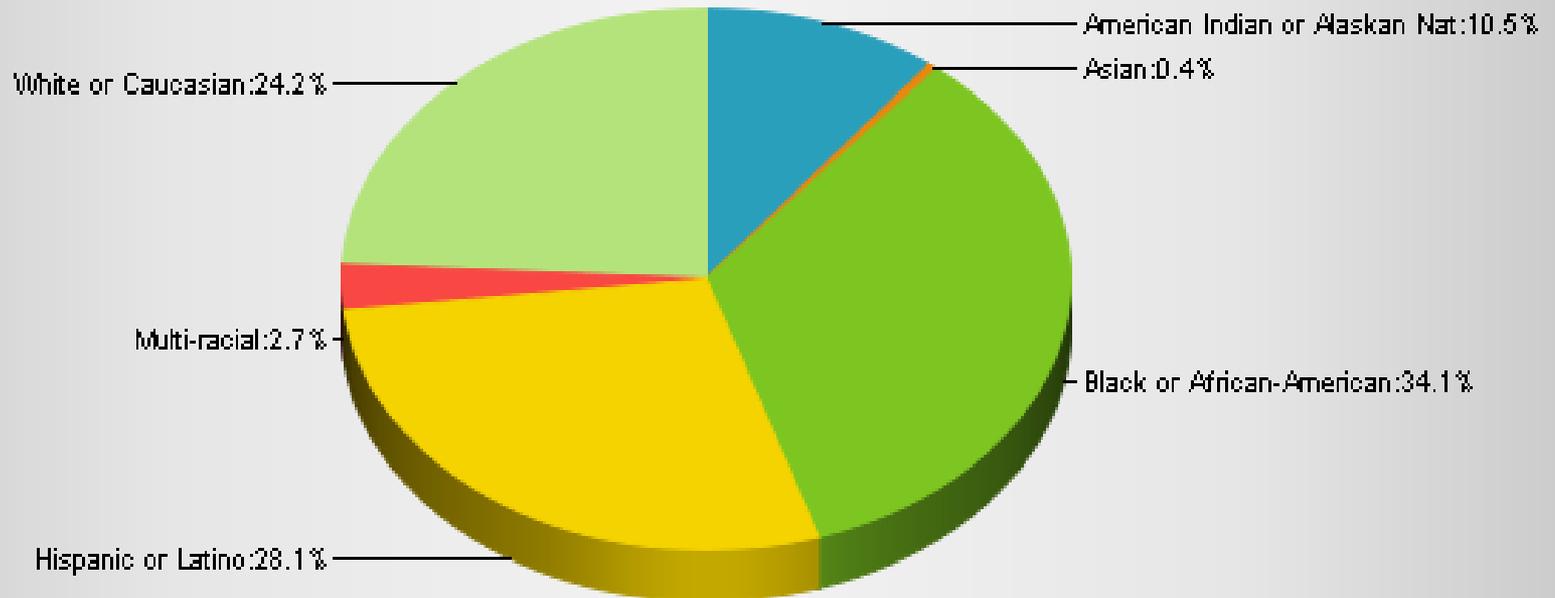


Discipline Referral Data

- What type of discipline problems are occurring?
- Are interventions helping resolve the problems?
- Are additional measures needed to address the issues?

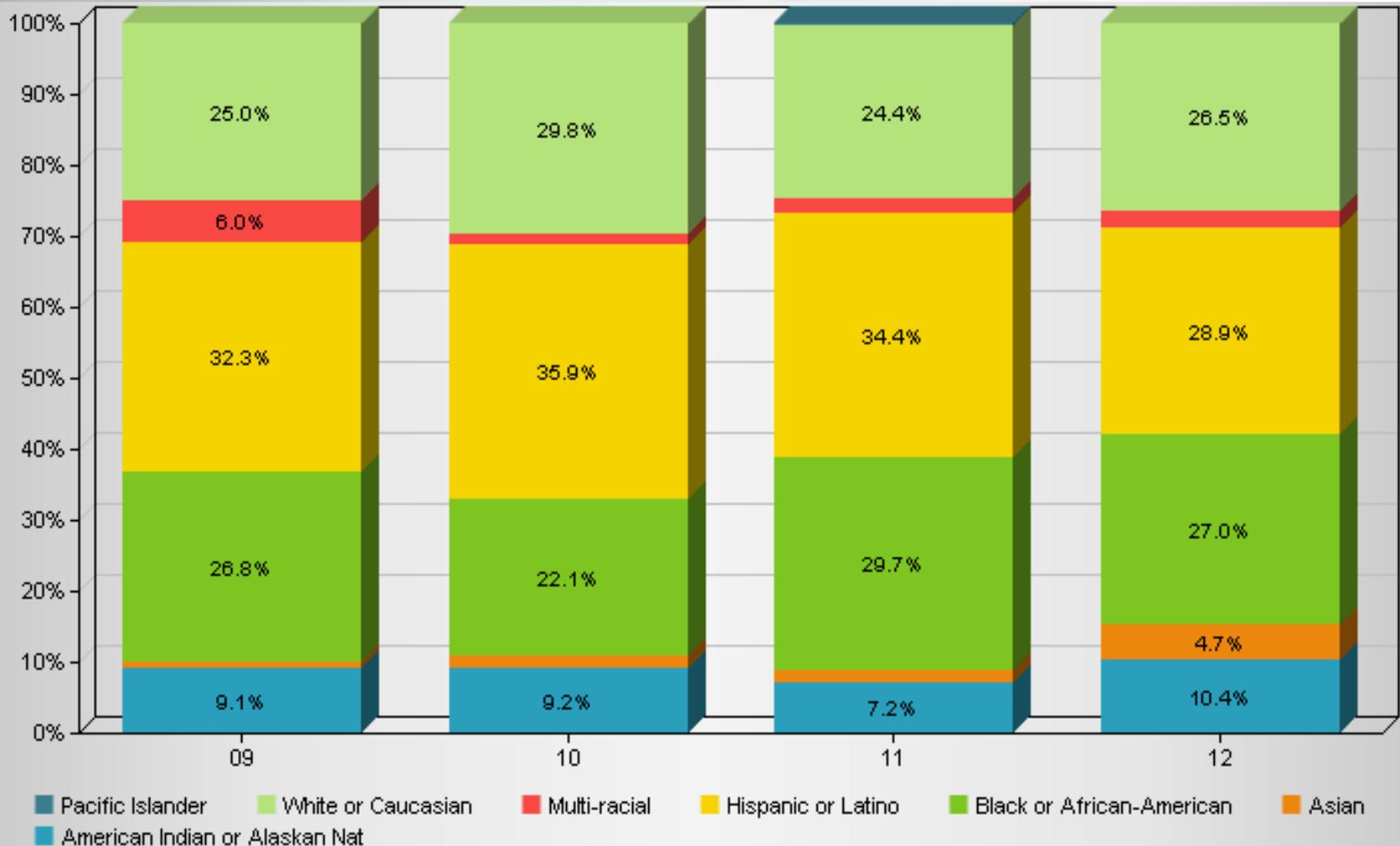
Analysis of Student Behavior

Discipline Referrals by Subgroup



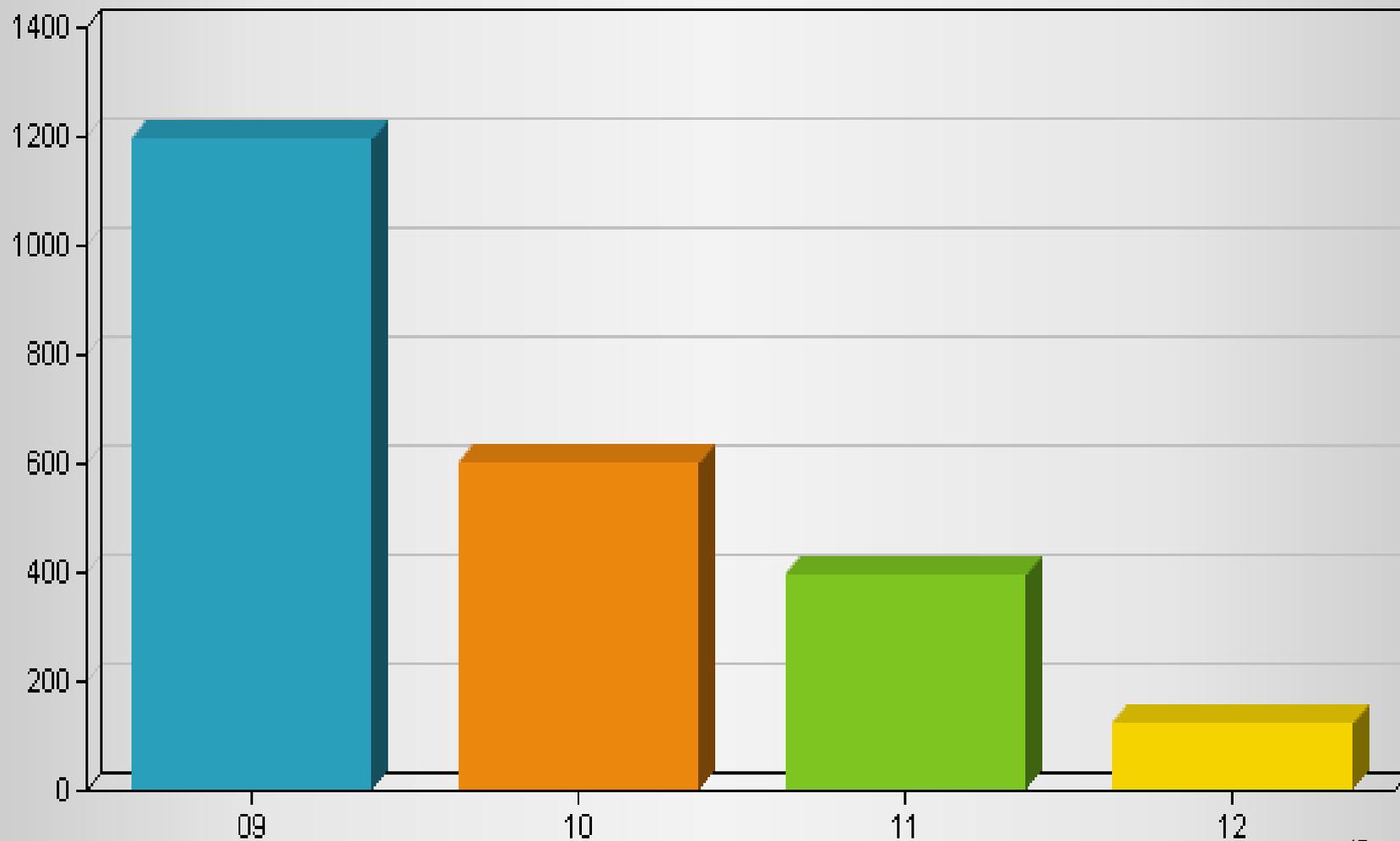
Analysis of Student Behavior

Discipline Referrals by Subgroup



Analysis of Student Behavior

Discipline Referrals by Grade



Graduation Data

- How many students are on target for graduation with a guided graduation plan?
- How many students dropped out?
- How many students are taking advanced coursework or are dual enrolled in college courses?



Universal Design Strategies

- Universal options are instructional strategies, curriculum, and assessments that are used with all students. In classrooms where teachers implement universal options, differentiation is an important embedded strategy to fully engage every learner. What universal literacy/math instruction do you provide for all students in the classroom?
- To what degree is the literacy/math curriculum “scaffolded” for different learners?
- What periodic assessments are given to all students to measure progress?



Universal Design Strategies

- What selected interventions do you provide for students who show signs of struggling in the content area?
- What supplemental instruction is provided to students in small, flexible groups for students who are at risk of failure?
- What progress monitoring assessments are used with struggling students in reading and math?
- What targeted, one-on-one intensive, literacy/math interventions do you provide for students with serious difficulties with the content area?

Universal Design in Math

Universal Instruction

Universal Options for All Students

High quality best instruction in the general classroom with embedded differentiation strategies that bring academic success to every learner.

All teachers highly trained in differentiation strategies and best teaching practices.

Frequent progress monitoring to assess student's response to intervention.

Selected Interventions

Selected Interventions for Students Who Show Signs of Struggle

Selected interventions in addition to universal options in the general classroom designed to address barriers to learning.

- Flexible
- Small groups
- Expertly trained teachers

Frequent progress monitoring to assess student's response to intervention.

Targeted Interventions

Targeted Interventions for Struggling Learners at Serious Risk for Failure

Targeted interventions in addition to universal options designed to address serious barriers to learning.

- One-on-one
- Intensive instruction
- Expertly trained teachers



Professional Learning Community Data

- What activities have occurred in your professional learning communities?
- How has classroom instruction been impacted as a result of the professional learning communities?
- How can you use the data reviewed so far in the professional learning communities?



Professional Development Data

- What professional development activities have been provided to teachers?
- How has classroom instruction been impacted as a result of the professional development?
- How can you use the data reviewed so far to determine needed professional development?



Wrap Up for Oklahoma Data Review Process

- What action steps does the data indicate are needed in your school during the next thirty days?
- Prioritize the top three most important action steps. Are these action steps in your schoolwide or school improvement planning tool currently?
- Design a rollout plan to summarize the results of the data to the school staff.
- What follow-up activities are needed to support the implementation of the plans?

Objective Level



Objective Level



Grade	ADV	SAT	LK	UNSAT	Med OPI
3 (Reading)	0%-0	80%-12	20%-3	0%-0	737
3 (Math)	20%-3	40%-6	33%-5	7%-1	711
4 (Reading)	0%-0	50%-3	33%-2	17%-1	700
4 (Math)	14%-1	71%-5	14%-1	0%-0	728
5 (Reading)	0%-0	42%-5	33%-4	25%-3	695
5 (Math)	0%-0	42%-5	17%-2	42%-5	660

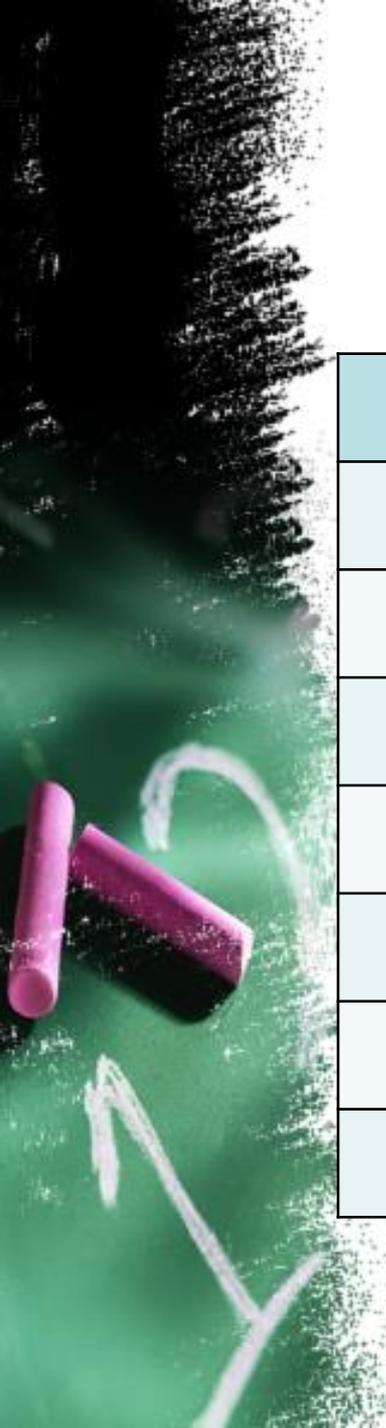
Grade	ADV	SAT	LK	UNSAT	Med OPI
6 (Reading)	0%-0	80%-12	13%-2	7%-1	731
6 (Math)	0%-0	73%-11	13%-2	13%-2	711
7 (Reading)	7%-1	60%-9	33%-5	0%-0	718
7 (Math)	7%-1	47%-7	20%-3	27%-4	716
8 (Reading)	0%-0	70%-7	20%-2	10%-1	721
8 (Math)	10%-1	20%-2	50%-5	20%-2	664

School Reading



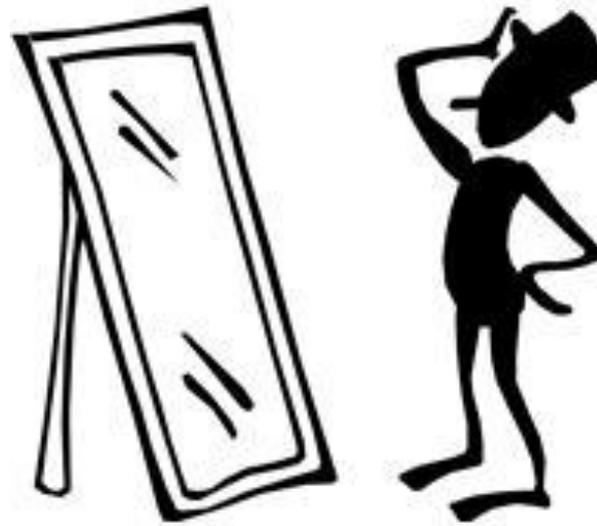
	2011	2012	2013
3rd	73	50	80
4th	31	46	50
5th	38	67	42
6th	58	46	80
7th	44	64	67
8th	67	56	70

School Mathematics



	2011	2012	2013
3rd	45	67	60
4th	35	46	85
5th	46	56	42
6th	33	62	73
7th	39	33	54
8th	44	37	30

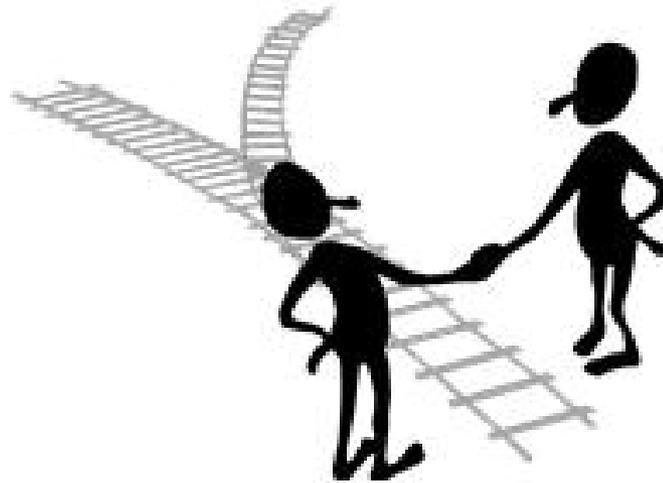
Reflective Level



Interpretive Level



Decisional Level



Analysis of Math

- What are the percentages in each performance band?
- What is the total percent proficient?
- What are your data findings?
- What patterns do you see?

Analysis of Math

- Data helps us confirm or reject our perceptions.
- After the review of the Oklahoma Core Curriculum Test (OCCT) third grade reading information, predict how you believe the third graders will score on the math assessment.
- What do you think (perceive) the data will reveal about how students are performing?

Analysis of Math Data

- How many students met the objective?
- How did each subgroup perform?
- How did students perform on each assessed objective?
- Identify areas taught for which students did not perform well.

Analysis of Math Data

- Based on the data observations, what are the strengths? What are the most urgent concerns?
- How can we connect our results to classroom practice?
- What classroom strategies might improve these results?

Deep-Dive Analysis

- What misunderstandings are revealed in the data?
- Why do you think students failed to reach mastery?
- What gaps in the instruction of the standard contributed to these misunderstandings?
- What will you do to help students achieve mastery? (**Standards for Review + New Standards**)

Deep-Dive Analysis

- Are there areas not taught for which students did perform well? If yes, what areas?
- What instructional strategy will be used to maintain proficiency on areas not taught?
- What areas will be taught in the next month, quarter, or semester?

Deep-Dive Analysis

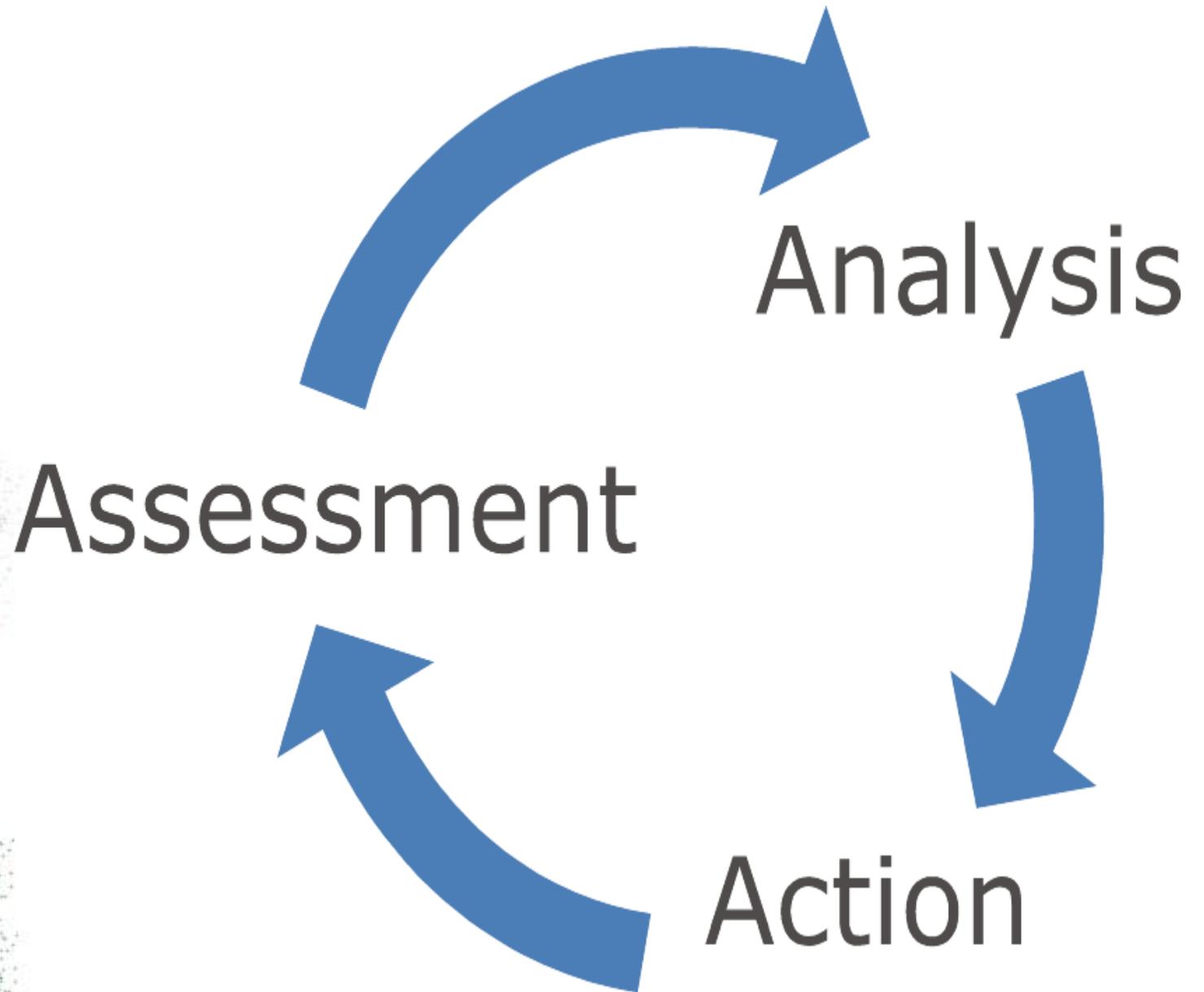
- What are we doing that might contribute to the strengths?
- What are we doing or not doing that might contribute to these results?
- What periodic (interim) assessments will be given to students to measure progress?
- What selected interventions do you provide for students struggling in math?

Analysis of Math Data

- What universal design strategies are used with all students?
- What supplemental instruction is provided for students who are at risk of failure?
- What targeted, one-on-one intensive, math interventions will be provided for students with serious difficulties with the content?



feedback
support
instruction
data
interventions
expectations
progress
drive
achievement
flexible
assessment
implementation
informal
plan
formal





Contact Information

Iva Owens

Director

Office of School Turnaround

Oklahoma State Department of Education

(405) 522-3263

iva.owens@sde.ok.gov