



# **Facilitating Effective Oklahoma Data Reviews (ODR)**

**Oklahoma State Department of Education  
Office of Educational Support  
School Support/School Improvement**

# Goals for Today



- **To examine the Oklahoma Data Review process**
- **To identify topics for Data Reviews**
- **To discuss ways to analyze each topic and determine action steps**

# Prior to Data Meeting



- Agree on the data to be reviewed.
- Define and agree upon data parameters.
  - For example, our team will review first quarter attendance rates.
- Determine who will attend.



If I'd known they wanted me to use all this info - I would never have asked for it!



# Types of Data

- **Mathematics Data**
  - -Benchmark or End of Year Testing Results
- **Reading Data**
  - -Benchmark or End of Year Testing Results
- **Student Behavior**
  - -Attendance
  - -Discipline Referrals/Suspensions
  - -Advanced Course Work/Dual Enrollment
  - -Dropouts
- **Professional Activities**
  - -Professional Learning Communities
  - -Instructional Strategies
  - -Professional Development
  - -Parental Involvement

# 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.



# Analyzing Benchmark Test Results

## Algebra I

<b>C3 Standards</b>	<b>Students Unsatisfactory</b>	<b>Students Limited Knowledge</b>	<b>Students Proficient</b>	<b>Students Advanced</b>
Equations and Formulas				
Expressions				
Relations/ Functions				
Linear Equations and Graphs				
Systems of Equations				
Data Analysis				
Line of Best Fit				

# Organize Results by Group



- Look at results by **grade level**. Is there a change in results across the grades?
- Look at results by **sub groups**. Are the results the same for each student category?
- Look at results by **class**. Is there a difference?



# Analyze Student-Level Results

	Equations and Formulas	Expressions	Relations/Functions	Linear Equations/Graphs
Student 01	Below Standard	Below Standard	Below Standard	Severely At-Risk
Student 02	At-Risk	At-Risk	Below Standard	Below Standard
Student 03	At-Risk	Below Standard	At-Risk	At-Risk
Student 04	Severely At-Risk	At-Risk	Severely At-Risk	At-Risk
Student 05	Below Standard	Below Standard	Below Standard	Approaching Standard
Student 06	Below Standard	At-Risk	Below Standard	At-Risk
Student 07	Approaching Standard	Approaching Standard	Below Standard	Below Standard
Student 08	Met Standard	Approaching Standard	Met Standard	At-Risk

# Use Data to Inform Instruction



- What is the curriculum taught prior to each benchmark?
- Is instruction closely aligned with district curriculum maps?
- What skills have been taught, and what skills will be taught later in the year?
- List top priorities for instruction in the coming week, month, and quarter.



# Student Attendance



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

# Discipline Referrals



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



# Preparing for Graduation



- 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?



# Professional Learning Communities



- What activities have occurred in professional learning communities?
- How has classroom instruction been impacted as a result of the professional learning communities?
- How can sites use data reviewed thus far in professional learning community planning?



# Professional Development



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



# Parental Involvement

Practices for Parental Involvement	Our Current Practice	How Successful?
The staff works intentionally and continually to <b>actively involve</b> parents in supporting reading/math with their children.		
The staff works to provide parents regularly with <b>tips</b> they can use to help students with reading and math.		
Our parents <b>follow through</b> with reading/math efforts at home.		
The school provides periodic <b>reading/math focused events</b> at school and in the community.		
Our school works to create a visible <b>reading and math culture and print-rich environment</b> throughout the school.		
Independent reading and math involvement is evident not only in classrooms, but in other activities.		

# Wrap Up



- What action steps do the data indicate are needed at your school during the next thirty days?
- Prioritize the top three most important action steps. Are these included in the current school plan?
- Design a rollout plan to summarize the results of the data to the school staff.
- What follow-up activities are needed to support planning implementation?

