Connecting Outcomes with Actions

Accountability Reporting Data in Action

OKLAHOMA Education

OKLAHOMA Education

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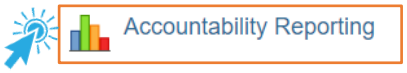
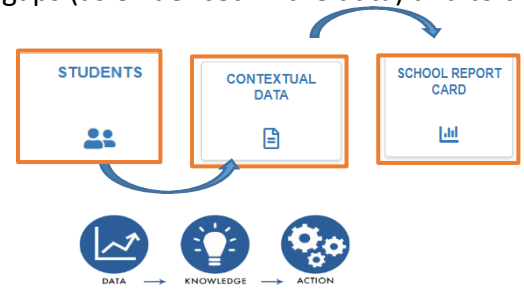
Connecting Measures and Outcomes

The Office of Accountability is committed to providing schools with actionable data. This toolkit, developed in collaboration with other SDE departments and district stakeholders, focuses on comparing data from outcome measures across demographic groups to drive conversations that leverage what is working and support equitable next steps for what needs to improve.
To access tools and connect outcomes in the Accountability Reporting Application, sign into your Single Sign-On account and click on Accountability Reporting Application.



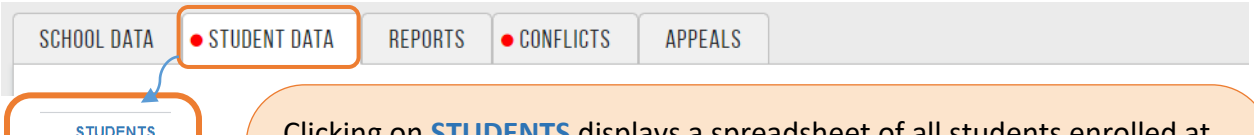
Introduction to Measures and Outcomes in Accountability Reporting

Data sources available within the Accountability Reporting Application will allow you to compare outcome data across student groups. Doing so also allows you to identify existing equity/opportunity gaps (as evidenced in the data) and to develop strategies to close those gaps.



Comparing outcomes across student groups allow you to leverage what is working, think through what needs to improve, and plan equitable next steps.

Actionable conversations start with accurate data. To check demographic information for students enrolled at your site, Click on **STUDENT DATA** and then click on **STUDENTS.**



Clicking on **STUDENTS** displays a spreadsheet of all students enrolled at your site, allowing you to:

- Check demographic information for accuracy;
- Make corrections in your Local Student Information System (SIS) when needed; and
- Confirm demographic information has been updated in the **STUDENTS** table after 24 hours.

Gender	Race	IEP	ELL	ELL Prof	Economic Disadv	Homeless	Migrant	Military	Foster	Other Placement	Gifted	Free Reduced
F	American Indian	N	N	N	Y	N	N	N	N	N	N	Y
M	White	N	N	N	N	N	N	N	N	N	N	N
M	White	Y	N	N	N	N	N	N	N	N	N	N
M	Hispanic	N	Y	N	Y	N	N	N	N	N	N	N
F	Hispanic	N	Y	N	Y	N	N	N	N	N	N	Y

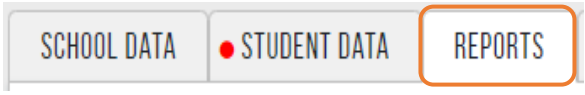
Definitions for demographic groups: https://www.edglossary.org/student-subgroup/

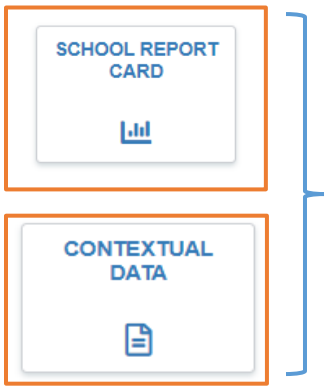
Overview of Measures and Outcomes

Measures and Outcomes operate along a continuum. Comparing outcome data across student groups helps us ask and answer questions about:

- the quality of each group's opportunity to learn;
- the school environment that supports their learning experiences; and
- access to equitable and adequate resources.

Outcome data includes **SCHOOL REPORT CARD** and **CONTEXTUAL DATA**, as explained below.





SCHOOL REPORT CARD measures include Full Academic Year (FAY) students and reflect:

- site performance relative to a specific outcome (score), and;
- site performance relative to the statewide distribution (grade).

CONTEXTUAL DATA measures include all students enrolled at your site at the end of the school year and reflect:

- site performance relative to a specific outcome (rate), and;
- performance rates for a specific outcome by student group.

Contextual Data Measures and **Outcomes**

Attendance	Assessment Performance	Student Progress	Graduation
How well are we **engaging students and removing barriers** to regular attendance to **lessen the impact of lost instructional time?** ***(Grades K-12)***	How well are we supporting **groups of students** in **being ready** for the next course, grade or level? ***(Grades 3-8 & 11)***	How well are we supporting students in **progressing towards or maintaining mastery** of **grade-level standards**? ***(Grades 4-8)***	How well are we supporting students in **graduating with a diploma** in four, five, or six years? ***(Grades 9-14)***
Chronic Absenteeism	**Academic Achievement**	**Academic Growth**	**Graduation**

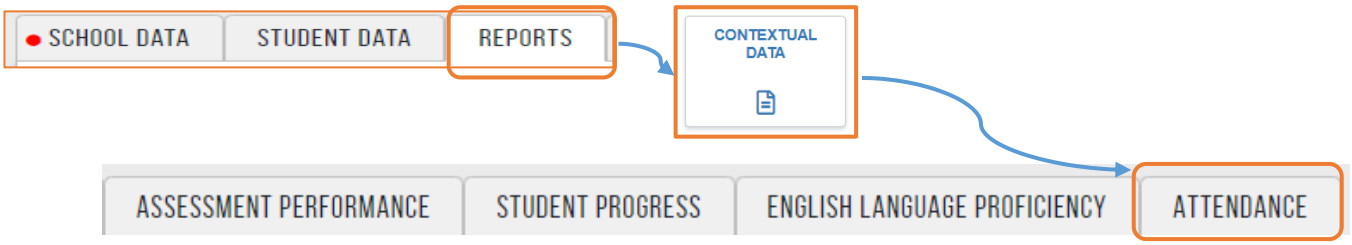
School Report Card Measures and **Outcomes**

Attendance Measures, Outcomes and Actions

Attendance Measure and Outcomes

Navigating to Attendance Data

Click on **REPORTS**
Choose **CONTEXTUAL DATA** and then click **ATTENDANCE**



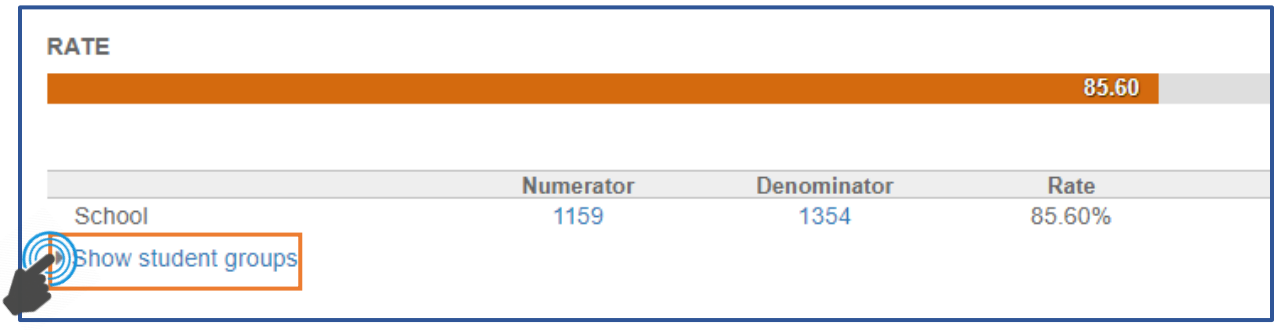
Why we measure rates of good attendance

Absenteeism is a leading indicator and a cause of educational inequity; so you may wish to start there to monitor the amount of instructional time to which students have access. Students cannot learn if they do not have access to instruction; an absence of as few as two days per month may put students at risk of falling behind academically. A high level of chronic absence alerts schools, community partners and families that one or more positive conditions for learning are not in place. For supporting research see- Why Attendance Matters for Achievement and How Interventions Can Help.

How good attendance is measured

Data displayed on the Attendance Overview page shows-

- Number of students in good attendance (i.e., student is counted present 90% or more of the instructional days offered through the school calendar). **(Numerator**).
- Number of students enrolled at the end of the school year (**Denominator**).
- Percentage of students in good attendance found dividing the **Numerator** by the **Denominator** to get the **Rate**.



Clicking on **Show student groups** expands the display and allows you to compare percent of students in good attendance across student groups, as shown on the next page.

	Numerator	Denominator	Rate
School	1159	1354	85.60%
Hide student groups			
Economic Disadvantage			
Not Economic Disadvantage	460	492	93.50%
Economic Disadvantage	699	862	81.09%
English Language Learner			
Not English Language Learner	1037	1223	84.79%
English Language Learner	122	131	93.13%
Gender			
Female	552	632	87.34%
Male	607	722	84.07%
Homeless			
Not Homeless	1119	1287	86.95%
Homeless	40	67	59.70%
Individual Education Plan			
Not Individual Education Plan	1003	1148	87.37%
Individual Education Plan	156	206	75.73%
Military			
Not Military	1137	1331	85.42%
Military	22	23	95.65%
Priority			
American Indian	64	69	92.75%
Asian	2	3	66.67%
Black	8	9	88.89%
Economic Disadvantage	591	714	82.77%
English Language Learner	8	9	88.89%
Hispanic	15	16	93.75%
Individual Education Plan	156	206	75.73%
Multi-race	82	84	97.62%
White	233	244	95.49%
Race			
American Indian	189	237	79.75%
Asian	89	91	97.80%
Black	26	29	89.66%
Hispanic	94	116	81.03%
Other	208	246	84.55%
White	553	635	87.09%

Percent of Students in good attendance

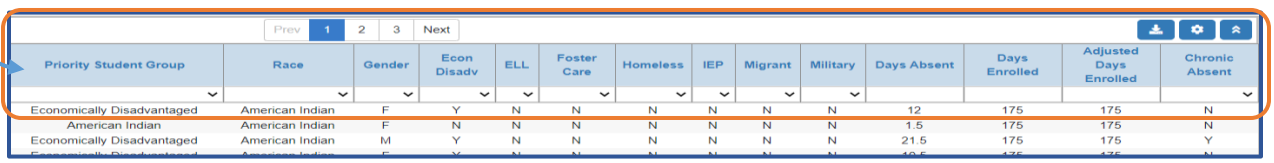
In this example, we see that **92.75%** of students in the **American Indian Priority Group** are in good attendance compared to **79.75% of American Indian** students when viewed by **Race**. For **Priority** identification students are only identified in one group. Therefore, we know;

- The 69 American Indian Students identified in the Priority group do not have a disability, are not English learners and are not Economically Disadvantaged because they can only be identified in one group.
- Contrastingly, the 237 American Indian students identified by race may also be included in other demographic groups (i.e., Individual Education Plan, English Language Learner, Economically Disadvantaged, Homeless and Military). More information on Priority Student groups can be found in the Academic Achievement Spotlight.

Comparing Attendance by Student Group and Grade

Clicking on the **Denominator** for any Student Group opens a spreadsheet that displays all the students in that group. Filter by one or more student groups and/or grade to explore data in different ways.

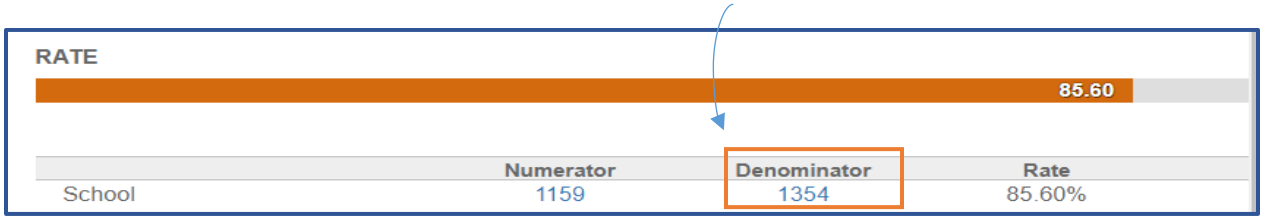
The spreadsheet can also be downloaded by clicking on at the top of the page.



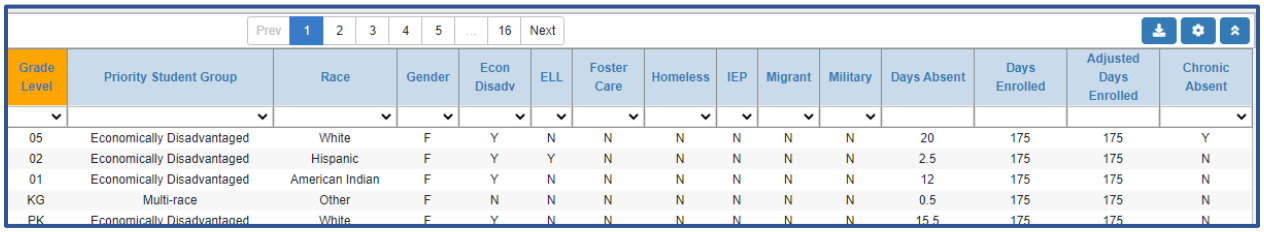
Filter the **Chronic Absent** column to monitor lost instructional time for students counted absent 10% or more of the instructional days offered through your school calendar.

Priority Student Group	Race	Gender	Econ Disadv	ELL	Foster Care	Homeless	IEP	Migrant	Military	Days Absent	Days Enrolled	Adjusted Days Enrolled	Chronic Absent
													Y
Economically Disadvantaged	American Indian	M	Y	N	N	N	N	N	N	21.5	175	175	Y
Economically Disadvantaged	American Indian	F	Y	N	N	N	N	N	N	22	175	175	Y
Economically Disadvantaged	American Indian	F	Y	N	N	Y	N	N	N	18	138	138	Y
Economically Disadvantaged	American Indian	M	Y	N	N	N	N	N	N	30	175	175	Y

Examine grade level trends across all groups by clicking on the **Denominator** beside School.



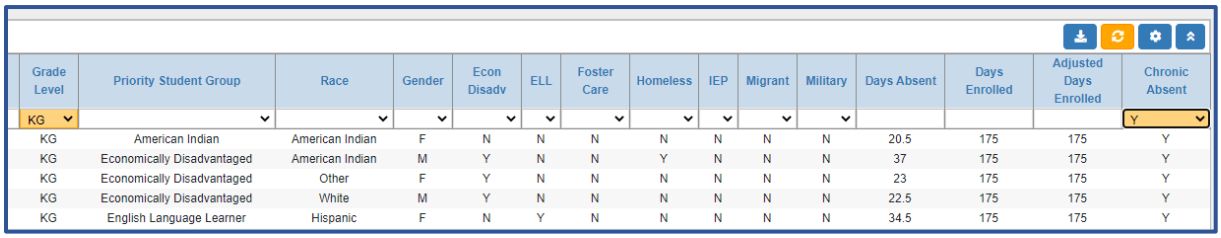
This opens a spreadsheet like the one shown below.



Grade Level	Priority Student Group	Race	Gender	Econ Disadv	ELL	Foster Care	Homeless	IEP	Migrant	Military	Days Absent	Days Enrolled	Adjusted Days Enrolled	Chronic Absent
05	Economically Disadvantaged	White	F	Y	N	N	N	N	N	N	20	175	175	Y
02	Economically Disadvantaged	Hispanic	F	Y	Y	N	N	N	N	N	2.5	175	175	N
01	Economically Disadvantaged	American Indian	F	Y	N	N	N	N	N	N	12	175	175	N
KG	Multi-race	Other	F	N	N	N	N	N	N	N	0.5	175	175	N
PK	Economically Disadvantaged	White	F	Y	N	N	N	N	N	N	15.5	175	175	N

Clicking **Grade Level** allows you to filter for a specific grade. Clicking the **Chronic Absent** column allows you to monitor the amount of instructional time students are missing.

In this example, we can identify the specific kindergarten students that have lost instructional time, and as a result, may be at risk of falling behind academically.



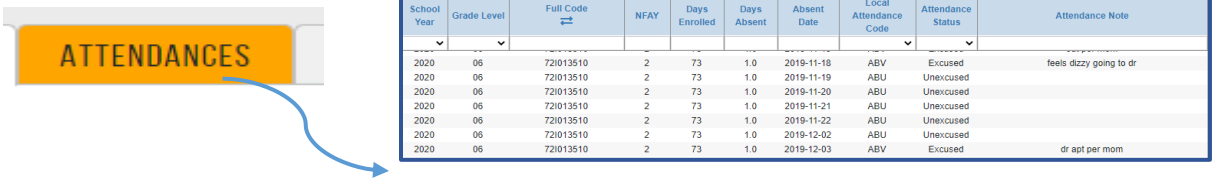
Grade Level	Priority Student Group	Race	Gender	Econ Disadv	ELL	Foster Care	Homeless	IEP	Migrant	Military	Days Absent	Days Enrolled	Adjusted Days Enrolled	Chronic Absent
KG														Y
KG	American Indian	American Indian	F	N	N	N	N	N	N	N	20.5	175	175	Y
KG	Economically Disadvantaged	American Indian	M	Y	N	N	Y	N	N	N	37	175	175	Y
KG	Economically Disadvantaged	Other	F	Y	N	N	N	N	N	N	23	175	175	Y
KG	Economically Disadvantaged	White	M	Y	N	N	N	N	N	N	22.5	175	175	Y
KG	English Language Learner	Hispanic	F	N	Y	N	N	N	N	N	34.5	175	175	Y

Attendance data can be used to:

- ✓ **Compare the percent of students in good attendance** across student groups to find what is working and **identify equity/opportunity gaps**;
- ✓ **Ask questions** about the effectiveness of current policies, practices and tiered interventions;
- ✓ Identify and **connect other sources of data**; and
- ✓ **Plan next steps** as shown in the Local Level Attendance Outcomes and Actions Section.

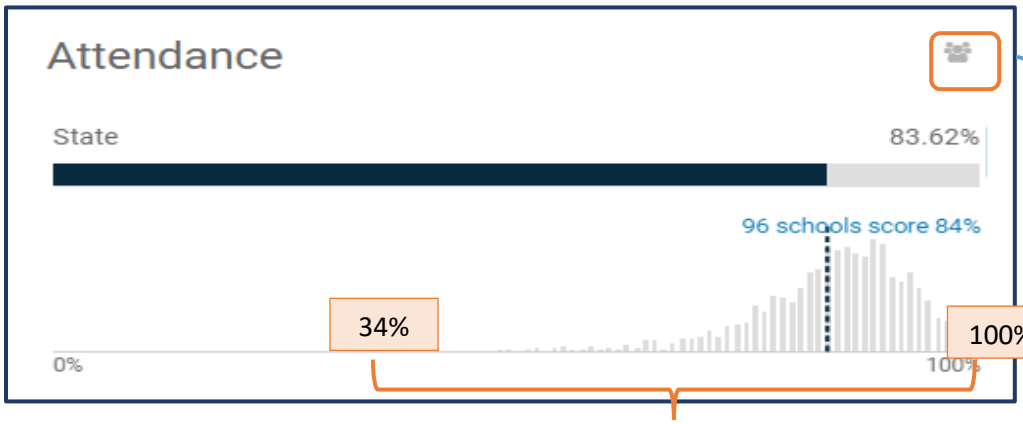
Student Level Attendance Data

View an individual student's information by clicking on their **STN**. This will open a window; click **ATTENDANCES** to display a spreadsheet of the student's absences across time to identify patterns and remove barriers when possible.



State-Level Attendance by Student Group and Grade

State-level attendance data for 732,337 Oklahoma students in grades K-12 included here can be accessed on the public dashboard. **Reminder-** Students are considered in good attendance if they are counted present 90% or more of the instructional days offered through the school calendar.



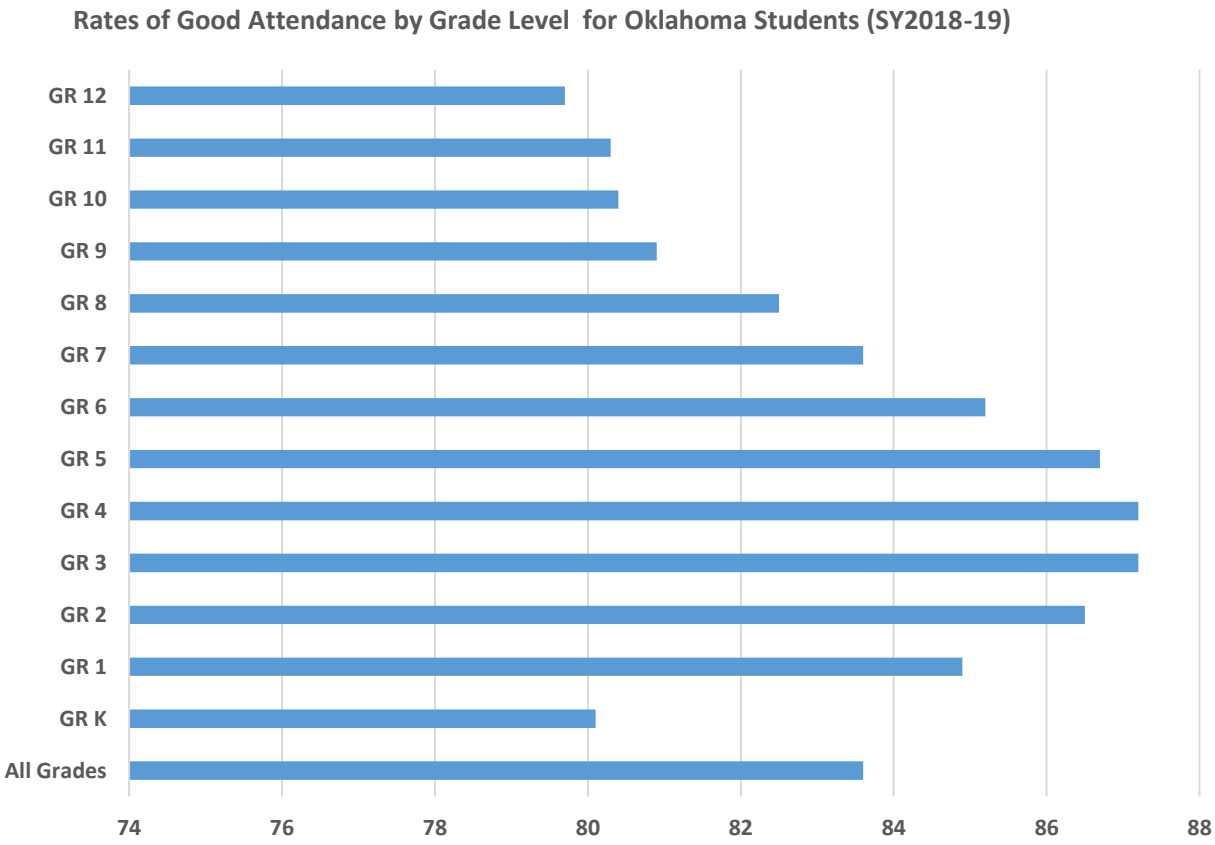
Click on the **Student Group Icon** to open a window that displays rates by student group and grade level as displayed in the table and graph in this section.

Percentage of Students in Good Attendance across Oklahoma Schools Clicking on the distribution graph opens a display that identifies schools performing at that data point.

Percentage of Oklahoma Students in Good Attendance by Student Group

Student Group	Percent in Population	% on Good Attendance
Economically Disadvantaged	59.8%	79.1%
Not Economically Disadvantaged	40.2%	90.4%
English Learner	9.0%	84.4%
Not English Learner	91.0%	83.5%
Female	51.3%	83.4%
Male	48.7%	83.8%
Homeless	3.2%	64.5%
Not Homeless	96.8%	84.3%
Individual Education Plan	16.2%	77.8%
Not Individual Education Plan	83.8%	84.7%
Military	0.7%	88.8%
Not Military	99.3%	83.6%
Migrant	0.1%	86.82%
Not Migrant	99.9%	83.6%
Foster	0.5%	86.1%
Not Foster	99.5%	83.6%
American Indian	13.2%	85.7%
Asian/Pacific Islander	2.3 %	90.9%
Black	9.1%	76.9%
Hispanic	17.5%	82.6%
Two or More Races	9.8%	81.3%
White	48.1%	85.7%

Percentage of Oklahoma Students in Good Attendance by Grade Level



	All Grades	GR K	GR 1	GR 2	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8	GR 9	GR 10	GR 11	GR 12
% in Good Attendance	83.6	80.1	84.9	86.5	87.2	87.2	86.7	85.2	83.6	82.5	80.9	80.4	80.3	79.7

We can use **State Level Attendance** data displayed on the public dashboard to:

- ✓ **Compare site percent of students in good attendance** with state data across student groups and grade levels**;**
- ✓ **Ask questions** about the effectiveness of current policies data tools and visualizations;
- ✓ Identify and **connect other sources of data**; and
- ✓ **Connect schools** with other schools to leverage what is working.

Attendance Problem to Action in Oklahoma Schools

Attendance Problem to Action	**Problem**: How can we, as a school system, increase school connection to decrease chronic absenteeism and improve conditions for learning? **Action:** The High School implemented hallway visibility and "check-in chats" for at-risk students identified through their early warning system wherein a teacher connected with a student daily to build a relationship. Through the built relationships, the site was able to remove barriers for several students. Student surveys revealed that students felt more connected to the school when they had a trusting and caring adult to go to resulting in improved attendance. Practice Brief: How can schools create a community where students have a trusting adult?
Attendance Problem to Action	**Problem**: How can we use an early warning system to identify students struggling with regular school attendance to reduce barriers, evaluate effectiveness of tiered interventions in place and implement new interventions to close gaps? **Action:** An elementary school monitors attendance from day one flagging students missing two or more days within the first month. They nudge parents and students by sending home post cards, providing incentives and phone calls asking what they can do to help. In monitoring their data, the school noticed that over 10% of their kindergarten students were missing 2 or more days a month. To improve relationships, they implemented a breakfast club for those kindergarten students. The club met every Monday before school and provided an opportunity for parents and/or guardians to come once a month. Data showed that attendance improved and that families and students communicated that they felt more connected to the school. 

Local-Level Attendance Outcomes and Actions

Log into the Accountability Reporting Application. Compile your data to ask questions, monitor lost instructional time, identify barriers students may have with regular school attendance, gauge effectiveness of tiered interventions and plan next steps.

Student Group Attendance Outcomes

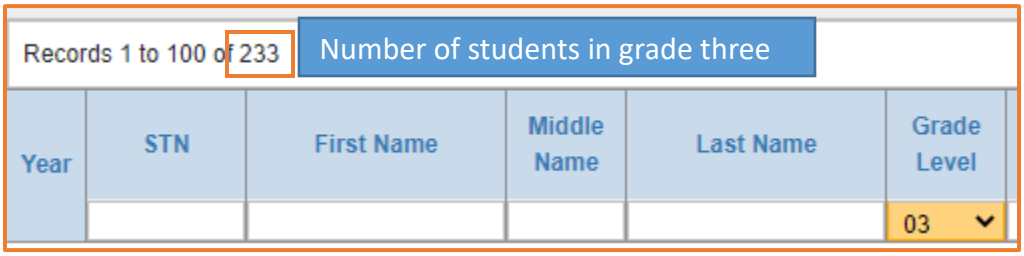
Student Group	2018 Rate	2019 Rate
Economically Disadvantaged		
Not Economically Disadvantaged		
English Learner		
Not English Learner		
Female		
Male		
Homeless		
Not Homeless		
Individual Education Plan		
Not Individual Education Plan		
Military		
Not Military		
Migrant		
Not Migrant		
Foster		
Not Foster		
American Indian		
Asian/Pacific Islander		
Black		
Hispanic		
Two or More Races		
White		

Grade-Level Attendance Outcomes

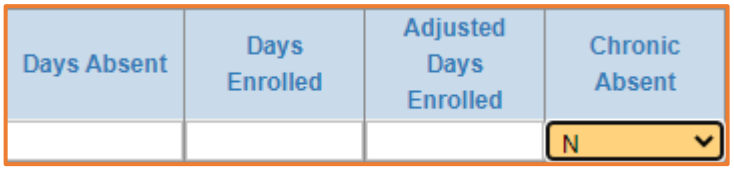
Follow the steps outlined here to compare grade-level attendance outcomes.

1. Click on the denominator beside School

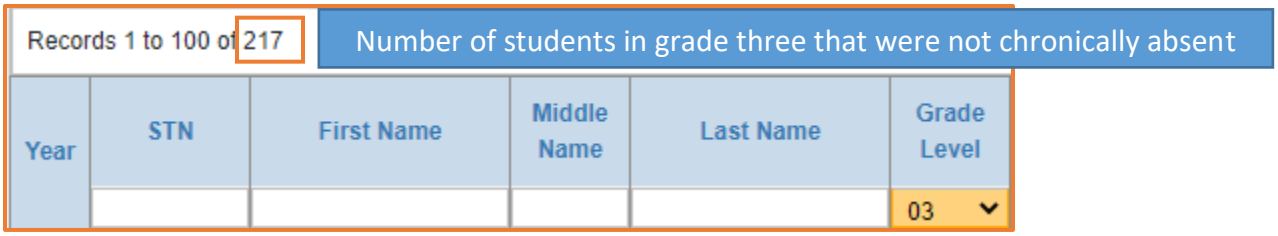
2. Filter by grade-level and record the total number of records in the column titled Total in Grade



3. Use the Horizontal scroll bar to scroll to the right. Filter the Chronic Absent Column to shown **N**



4. Then scroll back to the left to show the total number of records. Record this number in the column labeled Number of Students Not Chronically Absent.



5. To calculate the percentage of students in good attendance, divide the Number of Students Not Chronically Absent by the Number of Students in Grade and then multiple by 100 as shown in the example below:

$$\frac{217\ (Number\ of\ Students\ in\ G3\ not\ Chronically\ Absent)}{233\ (Number\ of\ Stduents\ in\ G3)}\ x\ 100 =\ 93.1\%$$

   Add your calculation to the table.

6. Change the Reporting Year to find data for 2018.

Grade-Level Attendance Outcomes

Grade Level	Number of Students in Grade Level (2018)	Number of Students not Chronically Absent (N)	% in Good Attendance (2018)	Number of Students in Grade Level (2019)	Number of Students not Chronically Absent (N)	% in Good Attendance (2019)

Attendance Outcomes to Actions

Use your data to think through the questions and plan next steps-

	What patterns/ trends do you notice when you compare student group and grade-level rates for students being counted present 90% or more of the instructional days offered through the school calendar? What can you celebrate?

Actions	**Evaluate** your three-tiered system to reduce chronic absenteeism ▪ **Tier 1** represents universal strategies to encourage good attendance for all students through effective messaging and engagement, removing barriers to good attendance, and improving school climate. ▪ **Tier 2** provides early intervention for students who need more support to avoid chronic absence. ▪ **Tier 3** offers intensive support for students facing the greatest challenges to getting to school. ***Supporting Resource****- Examples of interventions at each tier, including levels of evidence [strong, moderate, promising or emerging for each tier including updates for Covid-19] can be found here: Attendance Playbook*

Tiered interventions we currently have in place-

- **Tier 1-**
- **Tier 2-**
- **Tier 3-**

➢ **What does your data signal that may be working?**

➢ **How can you improve?**

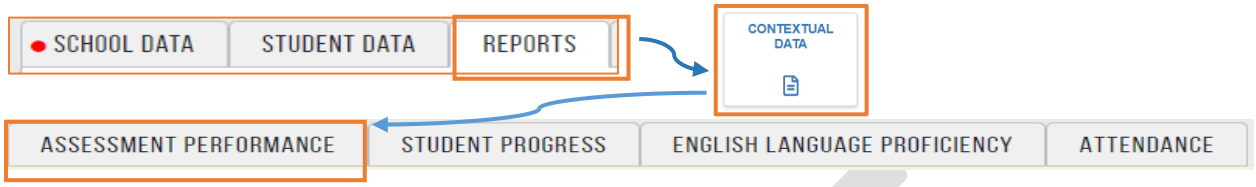
	**Conduct and Connect** student and family surveys such as Scan, Environment, Attendance (SEAT) or SDE Stakeholder and then use findings to gauge school climate, culture, safety, student and family engagement and plan next steps.
Survey Findings- Next steps-	
Other actions that could be considered	
	**Review** and revise IEPs and 504s based on SDE Guidance for Students With Disabilities
	**Connect with students and families** using a student's Individual Career and Academic Plan (ICAP) to build relationships, remove barriers and develop a shared understanding of the importance of regular attendance and success after high school.
	**Expand** culturally inclusive practices and social-emotional competencies that support self-management, perseverance, resilience, collaboration, and a growth mindset.
Suggested Actions and Linked Resources from Attendance Works	
	**Identify** and address barriers to regular school attendance
	**Strengthen** and/or expand community partnerships;
	**Improve** conditions for learning; and
	**Build/strengthen** partnerships between school and home.

Assessment Performance Measures and Outcomes

Navigating to Assessment Performance Data

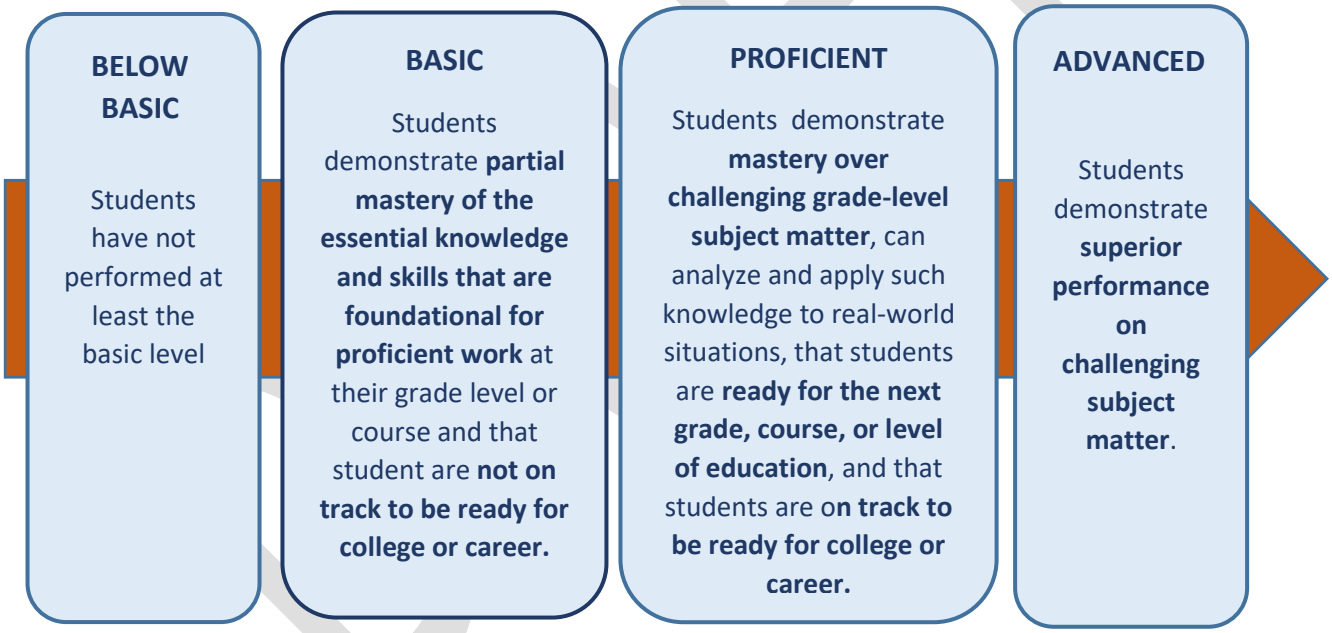
Click on **Reports**

Choose **CONTEXTUAL DATA** and then click **ASESSMENT PERFORMANCE**



Why we measure assessment performance

Assessment performance data helps us gauge how well we are supporting all students in being on-track to be college and career ready when they graduate. Student performance on Oklahoma's statewide tests in English language arts, mathematics, and science is a measure of career and college readiness. These outcomes are reported at one of four performance levels, as shown below.



How assessment performance is measured

Data displayed on the overview page shows:

- Number of students scoring at or above proficient, signaling these students are on-track and ready for the next grade, course, or level **(Numerator)**.
- Number of students enrolled at the end of the school year (**Denominator**).
- Percentage of students scoring at or above the proficient level on their state assessment found by dividing the **Numerator** by the **Denominator** to get the **Rate**.
- Comparison of rates across subject area and student groups.

RATE 100

43.19

Subject	Numerator	Denominator	Rate
ELA	229	621	36.88%
Mathematics	293	622	47.11%
Science	96	188	51.06%
TOTAL	618	1431	43.19%

▸ Show student groups

Clicking on **Show Student Groups** expands the display and allows you to compare assessment performance across student groups as shown below:

MATH RATE

47.11

Subject	Numerator	Denominator	Rate
Mathematics	293	622	47.11%
▾ Hide student groups			
Economic Disadvantage			
Not Economic Disadvantage	156	249	62.65%
Economic Disadvantage	137	373	36.73%
English Language Learner			
Not English Language Learner	275	574	47.91%
English Language Learner	18	48	37.50%
Gender			
Female	117	282	41.49%
Male	176	340	51.76%
Homeless			
Not Homeless	288	602	47.84%
Homeless	5	20	25.00%
Individual Education Plan			
Not Individual Education Plan	269	527	51.04%
Individual Education Plan	24	95	25.26%
Military			
Not Military	290	611	47.46%
Military	3	11	27.27%
Priority			
American Indian	28	37	75.68%
Asian	1	1	100.00%
Black	5	5	100.00%
Economic Disadvantage	125	298	41.95%
English Language Learner	2	4	50.00%
Hispanic	4	11	36.36%
Individual Education Plan	24	95	25.26%
Multi-race	30	43	69.77%
White	74	128	57.81%
Race			
American Indian	51	111	45.95%
Asian	21	36	58.33%
Black	7	14	50.00%
Hispanic	23	56	41.07%
Other	59	120	49.17%
White	132	285	46.32%

Percent of Students Scoring at or Above Proficient on state math test

In this example, we see:

- **American Indian Priority (75.68%)**, **Black (50.00%) and Asian (58.33%)** students have higher rates of students on-track than the school average of **47.11%;** and
- Contrastingly, **Homeless (25%)**, **Military (27.27%)** and **Students on an IEP (25.26%)** have lower rates of students that were on-track. This indicates that the school's current programs, strategies and/or interventions may not be working for these learners.

Comparing Assessment Performance by Student Group and Grade Level

Clicking on the **Denominator** for any **Subject Area** or **Student Group** opens a spreadsheet that displays all students. Filter by **Grade Level**, different **Student Groups and Scale Scores** to gather data and think through trends in different ways. A scale score of 300 or more signals readiness for the next grade, course or level (i.e., proficiency).

The spreadsheet can also be downloaded by clicking on at the top of the page.

Grade Level	Priority Student Group	Race	Gender	Econ Disadv	ELL	Foster Care	Homeless	IEP	Migrant	Military	Type	Subject Group	Scale Score
03													
03	Economically Disadvantaged	White	M	Y	N	N	Y	N	N	N	OSTP	ELA	293
03	White	White	F	N	N	N	N	N	N	N	OSTP	ELA	310
03	Economically Disadvantaged	Black	F	Y	N	N	N	N	N	N	OSTP	ELA	280
03	Economically Disadvantaged	Other	F	Y	N	N	N	N	N	N	OSTP	ELA	293
03	Economically Disadvantaged	White	F	Y	N	N	N	N	N	N	OSTP	ELA	282
03	Individual Education Plan	White	M	N	N	N	N	Y	N	N	OSTP	ELA	264
03	Economically Disadvantaged	American Indian	F	Y	N	N	N	N	N	N	OSTP	ELA	321

The example below was filtered to display data for Hispanic students in grade 4. The data shows:

- 9 of the 17 students are also identified in the Economically Disadvantaged Priority Student Group;
- 6 of the 17 students scored 300 or higher in ELA, indicating that although these students are on track, they may need enrichment in some areas;
- The range of scale scores is 244 to 326, wherein 300 signals readiness;
- Six of the 17 students are identified as English Learners and that two of the six are being served through an IEP.

Grade Level	Priority Student Group	Race	Gender	Econ Disadv	ELL	Foster Care	Homeless	IEP	Migrant	Military	Type	Subject Group	Scale Score	No Score Code	NFAY
04		Hispanic													
04	Individual Education Plan	Hispanic	F	Y	Y	N	N	Y	N	N	OSTP	ELA	244		0
04	Individual Education Plan	Hispanic	F	Y	N	N	N	Y	N	N	OSTP	ELA	247		0
04	Hispanic	Hispanic	F	N	N	N	N	N	N	N	OSTP	ELA	247		0
04	Economically Disadvantaged	Hispanic	F	Y	Y	N	Y	N	N	N	OSTP	ELA	251		0
04	Economically Disadvantaged	Hispanic	M	Y	Y	N	N	N	N	N	OSTP	ELA	257		0
04	Economically Disadvantaged	Hispanic	M	Y	Y	N	N	N	N	N	OSTP	ELA	263		0
04	Economically Disadvantaged	Hispanic	F	Y	N	N	N	N	N	N	OSTP	ELA	263		0
04	Economically Disadvantaged	Hispanic	M	Y	Y	N	N	N	N	N	OSTP	ELA	263		0
04	Hispanic	Hispanic	F	N	N	N	N	N	N	N	OSTP	ELA	276		0
04	Economically Disadvantaged	Hispanic	M	Y	N	N	N	N	N	N	OSTP	ELA	276		0
04	English Language Learner	Hispanic	F	N	Y	N	N	N	N	N	OSTP	ELA	284		0
04	Hispanic	Hispanic	F	N	N	N	N	N	N	N	OSTP	ELA	302		0
04	Economically Disadvantaged	Hispanic	F	Y	N	N	N	N	N	N	OSTP	ELA	309		0
04	Economically Disadvantaged	Hispanic	M	Y	N	N	N	N	N	N	OSTP	ELA	309		0
04	Economically Disadvantaged	Hispanic	M	Y	N	N	N	N	N	N	OSTP	ELA	312		0
04	Hispanic	Hispanic	M	N	N	N	N	N	N	N	OSTP	ELA	326		0
04	Hispanic	Hispanic	F	N	N	N	N	N	N	N	OSTP	ELA	326		0

We can use **Assessment Performance** data to:

- ✓ **Compare outcomes** across student groups to **ask questions** about supports and resources in place and **identify what may need to change** to better meet the needs of different student groups;
- ✓ **Ask questions** and **connect other sources of data** to provide more information; and,
- ✓ **Plan next steps** as suggested in the Local Level Outcomes and Actions

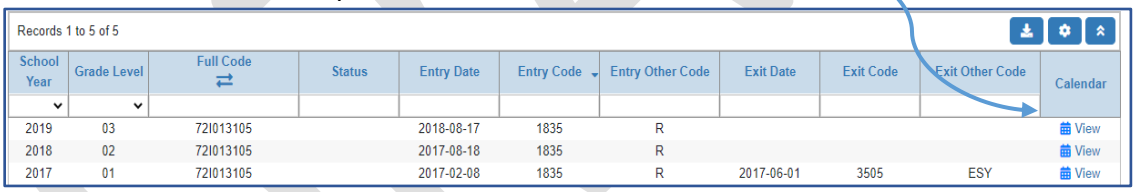
Student Level Assessment Performance

Reminder: Performance assessment data tells only part of the student's story. Other relevant information should be considered when making student-level decisions. Other relevant information can include:

- Student work samples
- Coursework and Course grades
- Teacher observations
- Attendance and enrollment history
- Testing history

Student data (explained below) can be accessed in the Accountability Reporting Application by clicking on the **Student's STN.**

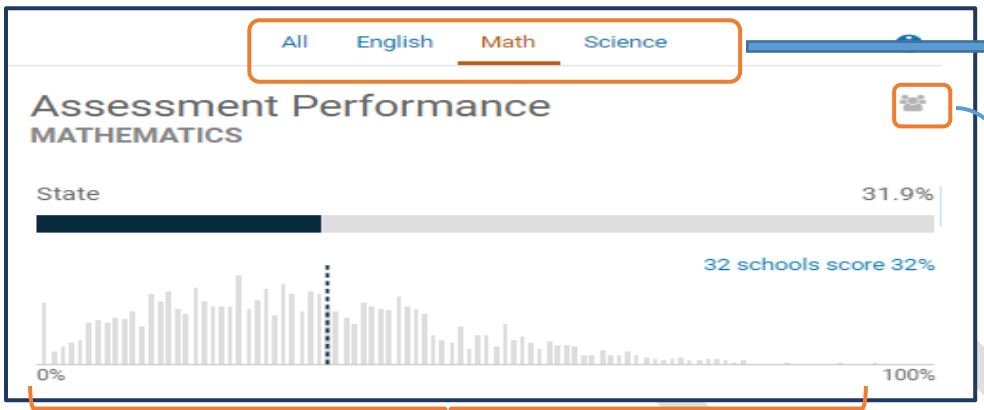
- **Students**- displays student's name and demographic history for each year and enrollment at an Oklahoma public school.
- **Enrollments**- displays student's enrollment history including entry and exit dates for each Oklahoma public school the student has attended. Clicking the **View** under **Calendar** displays the student's attendance patterns at each school.



- **Attendances-** displays student's attendance history for each year and enrollment in an Oklahoma public school to help you monitor lost instructional time.
- **English Learners-** displays student's EL Exit year and EL proficiency status, prior year's earned score and current year's target score for each year the student tested in an Oklahoma school.
- **Assessments-** displays student's state testing records, including scale scores and performance levels for each subject, as well as the year the student tested in an Oklahoma public school.
- **Assessments ELP-** displays student's **Wida ACCESS/ ALT Access** scores, performance levels, and exit eligibility status for each year the student tested in an Oklahoma public school.
- **Coursework-** displays student's coursework and grades earned for each year of enrollment.

State-Level Assessment Performance by Student Group and Grade Level

State-level **Assessment Performance** data for 351,085 English Language Arts (ELA) and 350,824 students in grades 3-8 and 11 included here can be accessed on the public dashboard.



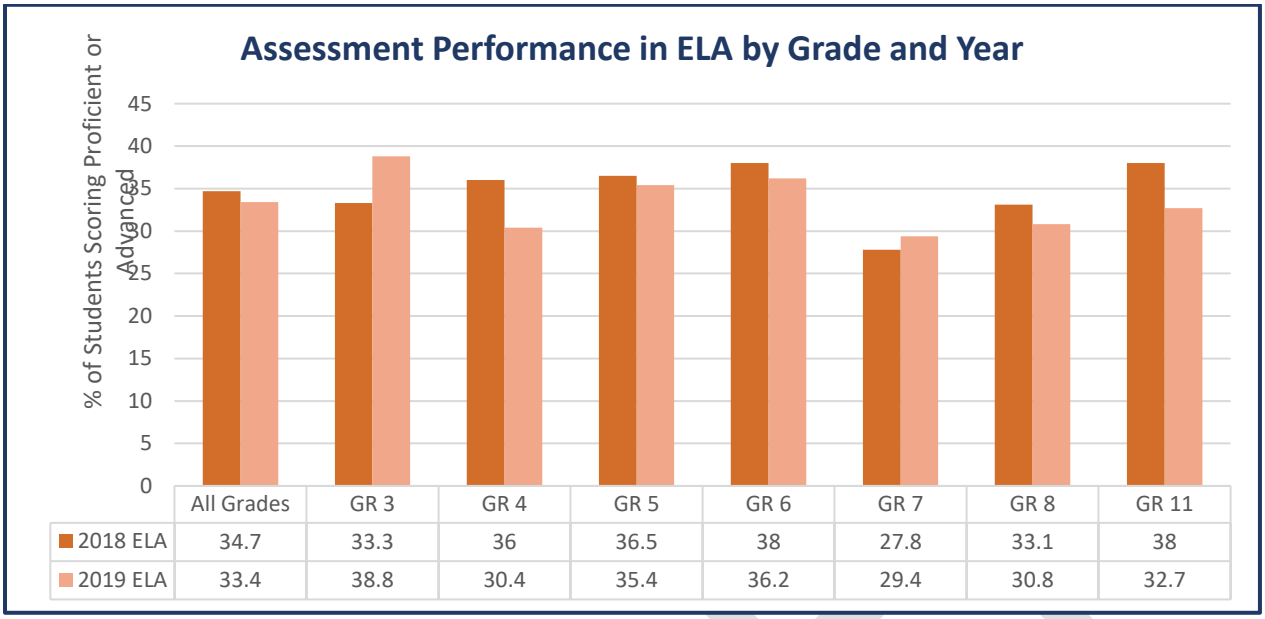
Use the subject filters to display data for **ELA, Math or Science**.

Click on the **Student Group Icon** to open a window that displays rates by student group and grade level as displayed in the table and graph in this section.

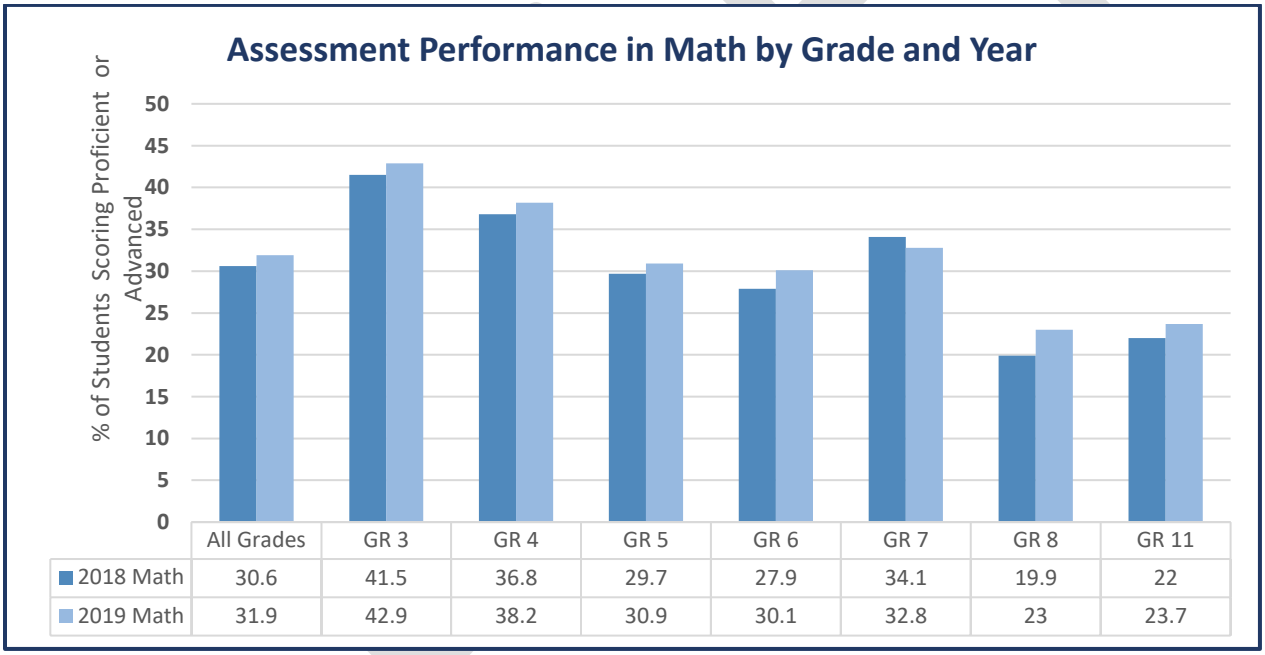
Percentage of students scoring **Proficient or Above** on state test across Oklahoma Schools. Clicking on the distribution graph opens a display that identifies schools performing at that data point.

Percentage of Students Scoring Proficient or Advanced by Student Group and Subject

Student Group	ELA 2018	ELA 2019	Math 2018	Math 2019
Economically Disadvantaged	25.4%	24.4%	22.2%	23.2%
Not Economically Disadvantaged	49.2%	46.5%	43.7%	44.4%
English Learner	12.5%	13.2%	15.8%	17.2%
Not English Learner	36.8%	33.5%	32%	33.4%
Female	37.5%	36.1%	29.1%	30.1%
Male	31.9%	30.9%	32.1%	33.6%
Homeless	21.2%	19.7%	17.9%	18.8%
Not Homeless	35%	33.8%	30.9%	32.3%
Individual Education Plan	12.4%	12.5%	12.5%	13.5%
Not Individual Education Plan	39.3%	37.6%	34.4%	35.6%
Military	48%	46.6%	44.9%	45.3%
Not Military	34.6%	33.3%	30.5%	31.8%
Migrant	19.3%	30.5%	24.4%	31.4%
Not Migrant	34.7%	33.5%	30.6%	31.9%
Foster	24.8%	22.5%	22.7%	21.3%
Not Foster	34.7%	33.5%	30.6%	32%
American Indian	31.3%	30.2%	27.1%	28.5%
Asian/Pacific Islander	46.2%	45.5%	50.3%	51.8%
Black	18.6%	17.4%	13.6%	14.5%
Hispanic	22.4%	21.8%	20.3%	21.9%
Two or More Races	35.8%	35.1%	31.4%	32.9%
White	42.1%	40.7%	37.2%	38.5%



	All Grades	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8	GR 11
2018 ELA	34.7	33.3	36	36.5	38	27.8	33.1	38
2019 ELA	33.4	38.8	30.4	35.4	36.2	29.4	30.8	32.7



	All Grades	GR 3	GR 4	GR 5	GR 6	GR 7	GR 8	GR 11
2018 Math	30.6	41.5	36.8	29.7	27.9	34.1	19.9	22
2019 Math	31.9	42.9	38.2	30.9	30.1	32.8	23	23.7

We can use **State -Level Assessment Performance** data displayed on the [public dashboard] to:

- ✓ **Compare site** percent of students demonstrating career and college readiness by scoring proficient or advanced across student groups and grade levels**;**
- ✓ **Ask questions** about effectiveness of suports, curriclar alignment and instructional programs;
- ✓ Identify and **connect other sources of data**; and
- ✓ **Connect schools** to leverage what is working.

Assessment Performance Problem to Action in Oklahoma Schools

Assessment Performance Problem to Action	**Problem-** How can we provide relevant coursework to students who have taken Algebra I, Geometry and Algebra II so that they are ready for the transition to college-level coursework. **Action**- High schools across Oklahoma enrolled students in the College Career Math Ready course, taught by trained high school math educators. The course emphasizes understanding of mathematics concepts rather than memorizing procedures. By engaging students in real-world applications, CCMR develops critical-thinking skills that students will use in college and their careers After participating in the course, students saw typical gains of 2-3 ACT points and an increased confidence in problem solving and approaching a variety of mathematics concepts, actions, and processes. More information on College Career Math can be found here: http://sde.ok.gov/ccmr
Assessment Performance Problem to Action	**Problem-** How can we utilize research-based strategies in English language arts (ELA) to increase the percentage of on-track Economically disadvantaged students? **Action-** The site worked with Oklahoma Excel to implement a formative assessment process for student writing. Teachers broke the standards down to develop criteria for success that they shared with the students. Students used the success criteria to self-evaluate and revise their writing. Teachers provided actionable feedback through a short 1-on-1 conference wherein, the student and teacher decided on a goal to improve their writing. Student's scores on common assessments improved, as writing encapsulates all the ELA standards. Additionally, students reported greater confidence in their writing abilities.  Connecting Research Brief: How can educators support the development of effective, independent writers? #8

Assessment Performance Problem to Action	**Problem:** How can we use formative assessment probes to leverage the knowledge and experiences students bring to the classroom so that they can exhibit what they know and can do to provide teachers with a fuller understanding of each student's reasoning. **Action:** The district aligned OK-Math Probes to their unit maps and provided time for staff to participate in the online learning module Mathematics- Formative Assessment Probes. Through the module, staff • learned more about the process of formative assessment; • evaluated examples and non-examples of how probes could be used to move learning forward; and • practiced sorting sample student work into common misconceptions and understandings. Probes were then given during the next unit. Teachers were provided with collaborative time to analyze the math, consider student thinking, and take action. Teachers communicated that evidence from the probes allowed them to track student progress and better understand what was going on in their student's minds. Students communicated that they felt more confident in their math knowledge as they were able to demonstrate what they knew in different ways, get feedback and improve their work. 

Local Assessment Performance Outcomes and Actions

Log into the Accountability Reporting Application. Compile your data to ask questions and identify trends based on student groups and grade levels to monitor student readiness, gauge effectiveness of programs, curriculum, instructional strategies and local level assessments (i.e., grades, benchmarks/interims and classroom) and plan next steps.

Percent of Students Scoring Proficient or Advanced by Student Group, Subject and Year

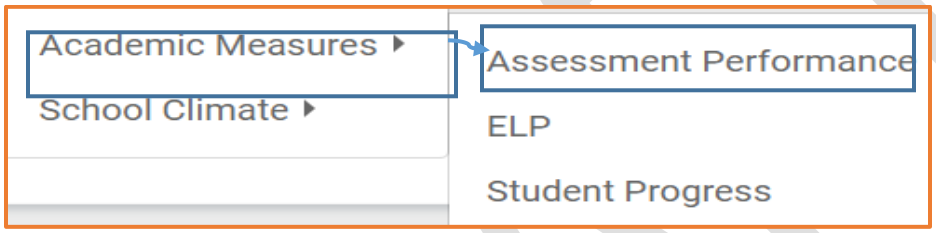
Student Group	2018 ELA	2019 ELA	2018 Math	2019 Math
Economically Disadvantaged				
Not Economically Disadvantaged				
English Learner				
Not English Learner				
Female				
Male				
Homeless				
Not Homeless				
Individual Education Plan				
Not Individual Education Plan				
Military				
Not Military				
Migrant				
Not Migrant				
Foster				
Not Foster				
American Indian				
Asian/Pacific Islander				
Black				
Hispanic				
Two or More Races				
White				

Grade-Level Outcomes

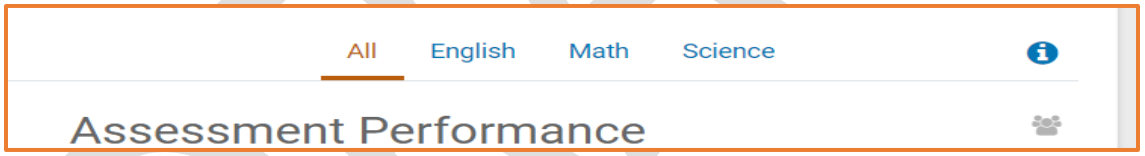
1. Go to oklaschools.com
2. Type the name of your district in the Search bar

3. Click on the **ABOUT OUR DISTRICT** tab.

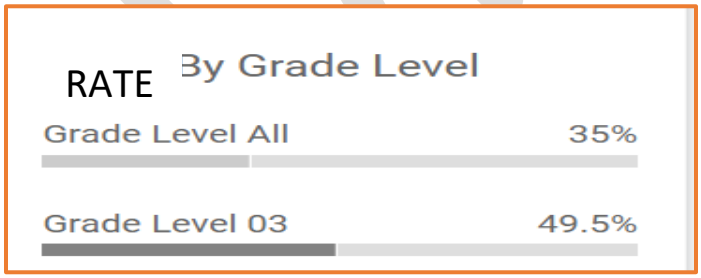
4. Select **Academic Measures** from the Drop-Down Menu and then click on **Assessment Performance**



5. From the Overview Page, choose the Subject Level and then click on the Student Group Icon.



6. Use the Vertical Scroll bar on the right to scroll to the bottom of the page and display Grade Level Outcomes for your district. Add the data to the table provided on the next page.



7. Change the reporting year to access data for the 2017-18 outcomes.

Percent of Students Scoring Proficient or Advanced by Grade Level, Subject and Year

Grade Level	ELA (2018)	ELA (2019)	Math (2018)	Math (2019)
3				
4				
5				
6				
7				
8				
11				

Assessment Performance Data in Action

	How have rates of readiness for a particular student group and/or grade level changed between the two years? What trends do you notice? What can you celebrate?

	What other evidence of readiness do we collect that could be considered?
	How do our current measures and evidence of student engagement connect? What measures and/or evidence might we need to add?
	How does our local assessment data compare? What evidence of learning do the assessments in our system provide? What additional evidence might we need? Sample Assessment Inventory
	How do we currently identify and leverage the knowledge and experiences students bring to the classroom? What might we need to change?

	What percentage of time do students in each group spend on grade-level instruction focused on critical thinking and problem solving outlined in the Oklahoma Academic Standards (OAS)? What examples of student work do we have to support this?
	How do we currently identify and support students that are excelling and students that may be struggling? What changes may we need to consider?
	How do we currently support students in monitoring their own learning? What changes may we need to consider?
	Other questions we have about assessment performance.

Other actions that could be considered and supporting resources	
	**Create** a Focused Improvement Plan, select, implement evidence-based strategies and examine effectiveness of plan through a cycle of reflection.
	**Connect** Reporting Category data for the state test for 2017-2019 found in the OSTP Portal to gauge alignment of your curriculum and connect resources provided in the Oklahoma Curriculum Frameworks to strengthen alignment to the Oklahoma Academic Standards. (*See Connecting Subject-Level OSTP Outcomes*)
	**Gauge** effectiveness of strategies and supports for diverse learners currently in use and identify strategies and supports that may need to be added.
	**Expand** culturally responsive and social-emotional competencies that support self-management, perseverance, resilience, collaboration, and a growth mind-set.

Our next steps

Student Progress Measures and Outcomes

Navigating to **STUDENT PROGRESS** data-

Click on **Reports**
Choose **CONTEXTUAL DATA** and then click **STUDENT PROGRESS**

Why we measure student progress (i.e., Academic Growth)

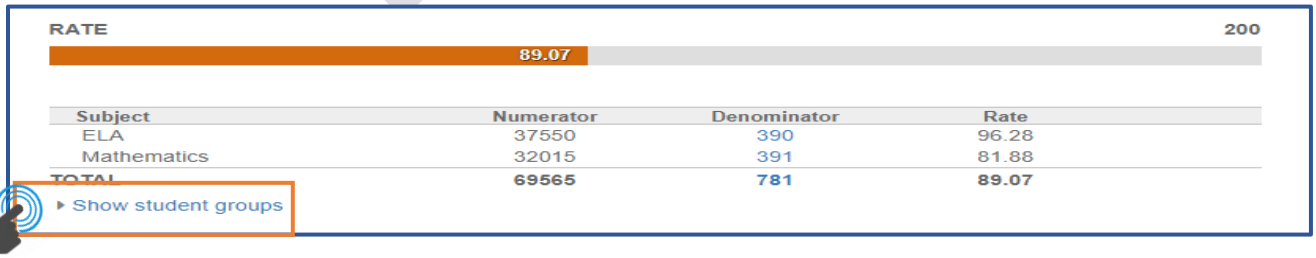
Student progress data helps us gauge how well we are supporting students in mastering or maintaining mastery of grade-level standards. Comparing student performance on state tests between consecutive years provides a measure of student progress along a continuum of readiness. Growth is achieved when a student moves within a performance level (from Basic Low to Basic High, for example) or across performance levels (from Basic to Proficient, for example).

How student progress is measured

The amount of progress students made from one year to the next is represented by a point value between 0 and 200; wherein, the greater the progress, the higher the growth value earned.

Data displayed on the overview page shows:

- The sum of all student's growth values in ELA and math based on comparing state test scores between consecutive years as shown in the growth value table (**Numerator**).
- Number of students enrolled at the end of the school year (**Denominator**).
- Average growth value represents student progress between consecutive years across all students enrolled at the end of the year (**Rate**).
- Comparison of rates across subject area and student groups.



Clicking on **Show student groups** expands the display and allows you to compare assessment performance across student groups as shown on the next page.

MATH RATE

81.88

Subject	Numerator	Denominator	Rate
Mathematics	32015	391	81.88
Hide student groups			
Economic Disadvantage			
Not Economic Disadvantage	13070	152	85.99
Economic Disadvantage	18945	239	79.27
English Language Learner			
Not English Language Learner	29450	363	81.13
English Language Learner	2565	28	91.61
Gender			
Female	14545	182	79.92
Male	17470	209	83.59
Homeless			
Not Homeless	30725	377	81.50
Homeless	1290	14	92.14
Individual Education Plan			
Not Individual Education Plan	27685	329	84.15
Individual Education Plan	4330	62	69.84
Military			
Not Military	31700	388	81.70
Military	315	3	105.00
Priority			
American Indian	2080	21	99.05
Asian	130	1	130.00
Black	355	3	118.33
Economic Disadvantage	15400	191	80.63
English Language Learner	290	2	145.00
Hispanic	560	7	80.00
Individual Education Plan	4330	62	69.84
Multi-race	2055	29	70.86
White	6815	75	90.87
Race			
American Indian	5405	68	79.49
Asian	2460	24	102.50
Black	1005	10	100.50
Hispanic	2495	32	77.97
Other	6235	81	76.98
White	14415	176	81.90

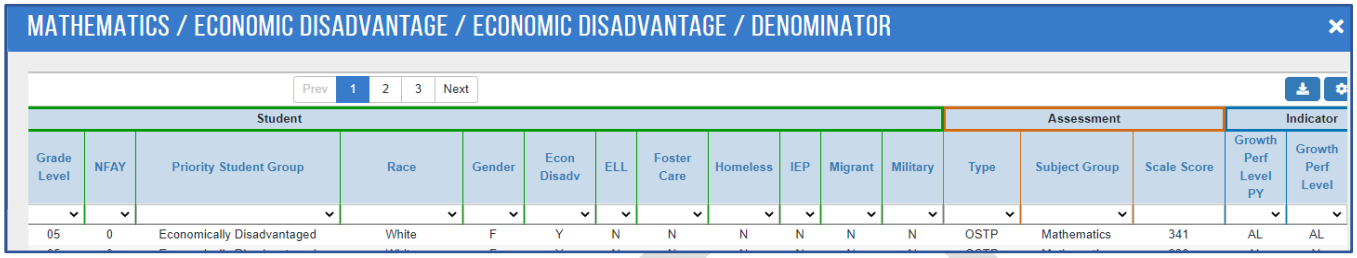
In this example, the data shows that:

- **English Language Learners (91.61), American Indian Priority (99.05) Black (100.50) and Asian (102.50)** students had the highest average growth values and may need enrichment;
- Contrastingly**; Economically Disadvantaged (79.27)**, **Students on an IEP (69.84) and Other (76.98)** have lower average growth values signaling that current programs, strategies and/or interventions may not be working for these learners.

Comparing Student Progress by Student Group and Grade Level

Clicking on the **Denominator** for any **Subject Area** or **Student Group** opens a spreadsheet that displays all students within that group. Filter by **Grade Level**, different **Student Groups** and **Growth Performance Level** to gather data and think through trends in different ways.

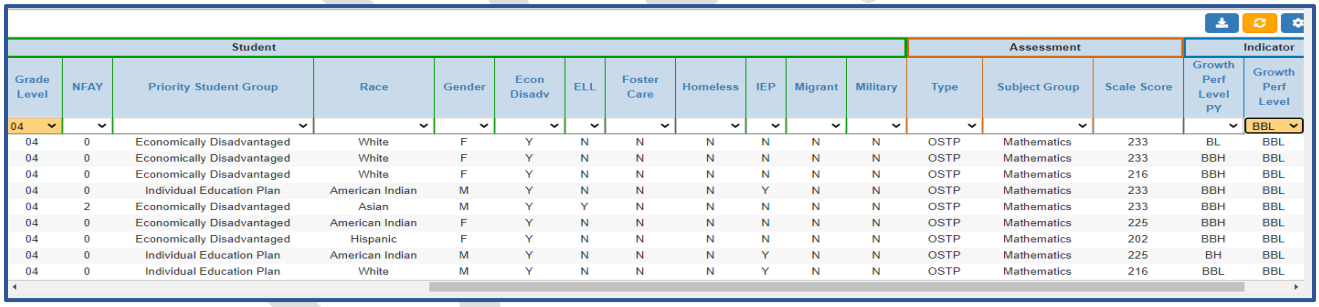
The spreadsheet can also be downloaded by clicking on at the top of the page.



The example below was filtered to display students in grade 4 that scored in the Below Basic Low (**BBL**) level signaling that that current programs, strategies and/or interventions may not be working.

The data shows that-

- All students are identified in either the economically disadvantaged or IEP student priority groups;
- Scales scores ranged from 202 to 233; wherein 300 signals on-track (i.e., Proficient).
- One student scored Below Basic Low in both 3rd and 4th grade and is being served by an IEP;
- One student moved from Basic Low (BL) in 3rd grade to Below Basic Low (BBL) in 4th grade.



Student												Assessment			Indicator	
Grade Level	NFAY	Priority Student Group	Race	Gender	Econ Disadv	ELL	Foster Care	Homeless	IEP	Migrant	Military	Type	Subject Group	Scale Score	Growth Perf Level PY	Growth Perf Level
04																BBL
04	0	Economically Disadvantaged	White	F	Y	N	N	N	N	N	N	OSTP	Mathematics	233	BL	BBL
04	0	Economically Disadvantaged	White	F	Y	N	N	N	N	N	N	OSTP	Mathematics	233	BBH	BBL
04	0	Economically Disadvantaged	White	F	Y	N	N	N	N	N	N	OSTP	Mathematics	216	BBH	BBL
04	0	Individual Education Plan	American Indian	M	Y	N	N	N	Y	N	N	OSTP	Mathematics	233	BBH	BBL
04	2	Economically Disadvantaged	Asian	M	Y	Y	N	N	N	N	N	OSTP	Mathematics	233	BBH	BBL
04	0	Economically Disadvantaged	American Indian	F	Y	N	N	N	N	N	N	OSTP	Mathematics	225	BBH	BBL
04	0	Economically Disadvantaged	Hispanic	F	Y	N	N	N	N	N	N	OSTP	Mathematics	202	BBH	BBL
04	0	Individual Education Plan	American Indian	M	Y	N	N	N	Y	N	N	OSTP	Mathematics	225	BH	BBL
04	0	Individual Education Plan	White	M	Y	N	N	N	Y	N	N	OSTP	Mathematics	216	BBL	BBL

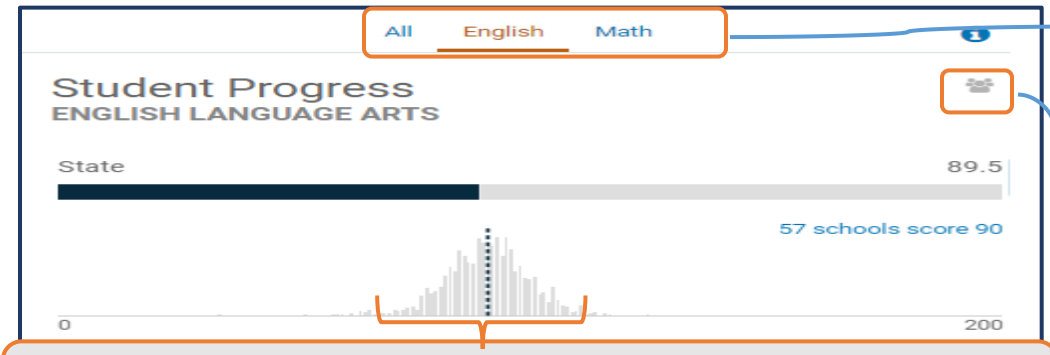
Data can also be filtered to show students that scored in the Advanced High (AH) or Advanced Low (AL) bands. These are students who may need enrichment to maintain or improve progress.

We can use Student Progress Data to:

- ✓ **Compare growth values** that represent the amount of progress students are making from one year to the next across student groups to **identify equity/opportunity gaps**;
- ✓ **Compare growth values** and assessment performance across student groups to **ask questions** about the **effectiveness of programs, practices and interventions** at closing gaps;
- ✓ **Identify and connect other data** that should be considered; and
- ✓ **Plan next steps**, as shown in the Student Progress Data in Action Table on the next page.

State Level Student Progress Outcomes by Student Group and Grade

State-level Student Progress data for 238,654 English Language Arts (ELA) and 239,299 students in grades 4-8 included here can be accessed on the public dashboard.



Average Growth value across Oklahoma Schools Clicking on a specific point on the graph opens a display that identifies schools performing at that point

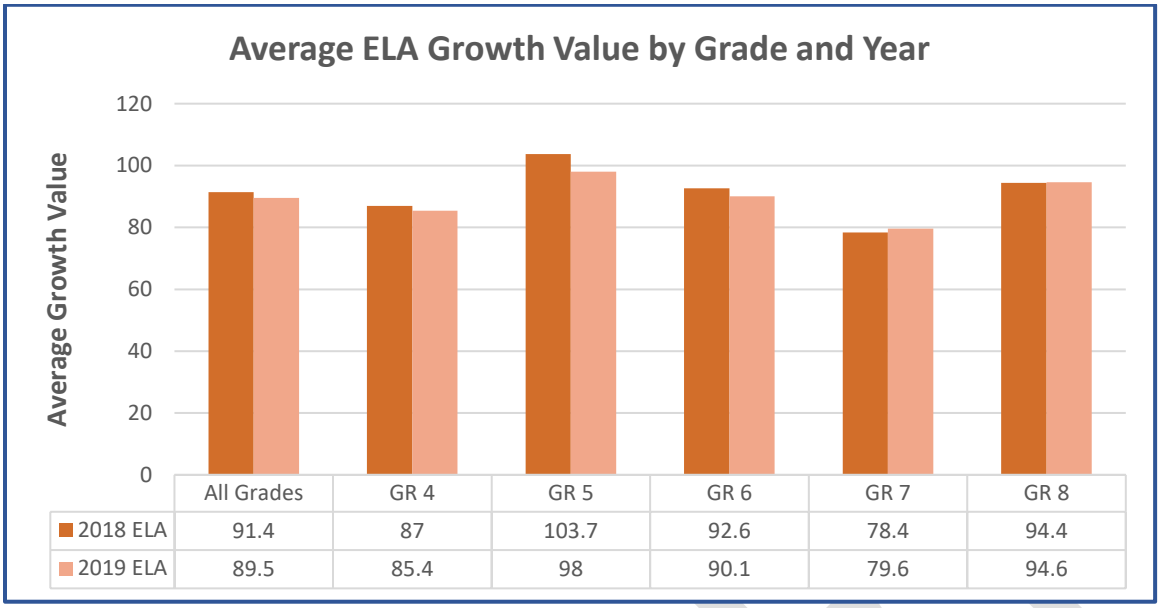
Use the subject filters to display data for **ELA** or **Math**

Click on the **Student Group Icon** to open a window that displays rates by student group and grade level as displayed in the table and graph in this section.

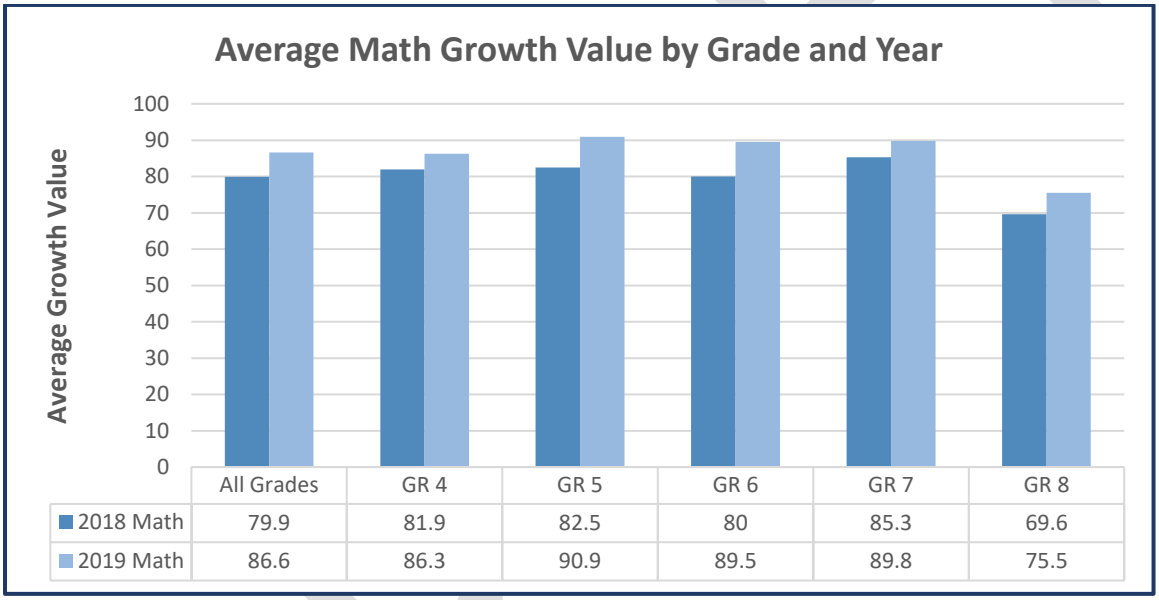
Reminder- Student progress examines the progress students are making in mastering or maintaining mastery of grade-level standards by comparing scores between consecutive years and assigning a growth value between 0 and 200 as explained in the Academic Growth Value Table.

Average Growth Value by Subject, Student Group and Year

Student Group	ELA 2018	ELA 2019	Math 2018	Math 2019
Economically Disadvantaged	89	87.2	77.1	83.4
Not Economically Disadvantaged	95.3	93	84.4	91.2
English Learner	87.7	84.4	76.7	83.8
Not English Learner	91.8	90.1	80.2	86.8
Female	93.2	91	80.4	87.3
Male	89.8	88.2	79.4	85.8
Homeless	87.3	85.1	73.3	80.7
Not Homeless	91.5	89.7	80	86.7
Individual Education Plan	78.2	76.5	68.8	73.6
Not Individual Education Plan	94.2	92.1	82.2	89.1
Military	96.3	93.8	86	90.1
Not Military	91.4	89.5	79.9	86.5
Migrant	87.2	93	72.6	94.1
Not Migrant	91.4	89.5	79.9	86.6
Foster	90.8	86	77.7	83.8
Not Foster	91.4	89.6	79.9	86.6
American Indian	90.3	88.5	78.4	84.8
Asian/Pacific Islander	98.8	95.9	91.9	98.4
Black	86	83.3	73.3	79.3
Hispanic	89.8	87.7	77.7	85.1
Two or More Races	91.9	90.3	80.2	87.1
White	92.9	91.2	81.7	88.2



	All Grades	GR 4	GR 5	GR 6	GR 7	GR 8
2018 ELA	91.4	87	103.7	92.6	78.4	94.4
2019 ELA	89.5	85.4	98	90.1	79.6	94.6



	All Grades	GR 4	GR 5	GR 6	GR 7	GR 8
2018 Math	79.9	81.9	82.5	80	85.3	69.6
2019 Math	86.6	86.3	90.9	89.5	89.8	75.5

We can use **State -Level Student Progress** data displayed on the public dashboard to:

- ✓ **Compare site** average growth values across grades and student groups with the state**;**
- ✓ **Ask questions** about effectiveness of instructional suports and vertical and horizontal alignment;
- ✓ Identify and **connect other sources of data**; and
- ✓ **Connect schools** to leverage what is working.

Student Progress Problem to Action

Student Progress Problem to Action

Problem: How can we use contextual, state testing and local level data to best support students scoring Below Basic Low and Advanced across consecutive years?

Action: The school created a table like the one displayed below.

		Performance Band and Scale Score		Reporting Category (Math)			
Student	Absences	2018	2019	N & O	A R	G & M	D & P
A	2 A	BH	AL	Above	Above	Above	Above
B	10 A	PL	AH	Above	At/Near	At/Near	Above
C	6 A	BBH	BBL	At/Near	Below	At/Near	Below

Math Reporting Category-

- Numbers and Operations (N & O)
- Algebraic Reasoning (AR)
- Geometry and Measurements (G & M)
- Data and Probability (D & P)

The school drilled down to student level data by clicking on each student's STN. They looked at each student's attendance, assessment and coursework history.

The school then connected **Reporting Category** data from the state test found in OSTP Portal to identify areas in which the student had scored **Below Standard**. Next, the site connected local assessment data to determine areas in which the student needed additional support. The site updated the student's the student's learning path in Exact Path so that the student could get individualized support where needed while continuing to grade-level work. For students that scored **Above Standard**, the site updated the student's learning path in areas the student scored **Above Standard** so that they could receive enrichment.

Local Student Progress Outcomes and Actions

Log into the Accountability Reporting Application. Compile your data to ask questions and compare the amount of progress being made by different student groups and grade levels to monitor student progress, gauge effectiveness of programs, curriculum, instructional strategies and local level assessments (i.e., grades, benchmarks/interims and classroom) and plan next steps.

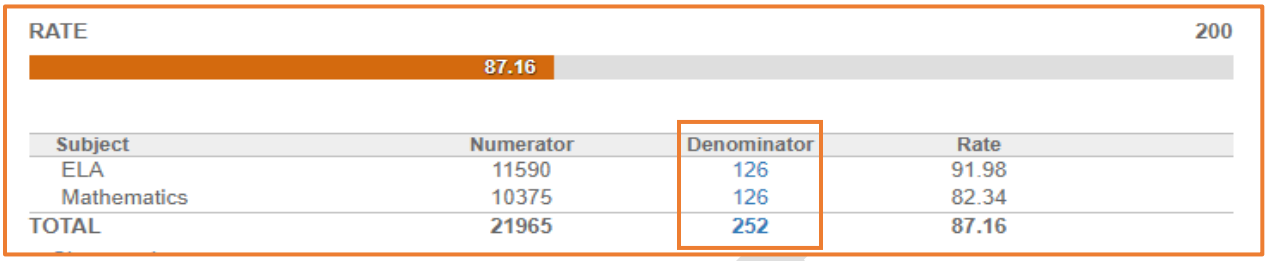
Average Growth by Student Group, Subject and Year

Student Group	2018 ELA	2019 ELA	2018 Math	2019 Math
Economically Disadvantaged				
Not Economically Disadvantaged				
English Learner				
Not English Learner				
Female				
Male				
Homeless				
Not Homeless				
Individual Education Plan				
Not Individual Education Plan				
Military				
Not Military				
Migrant				
Not Migrant				
Foster				
Not Foster				
American Indian				
Asian/Pacific Islander				
Black				
Hispanic				
Two or More Races				
White				

Grade Level Outcomes

Follow the steps outlined here to compare grade level student progress outcomes.

1. Click on the denominator for ELA or Mathematics.

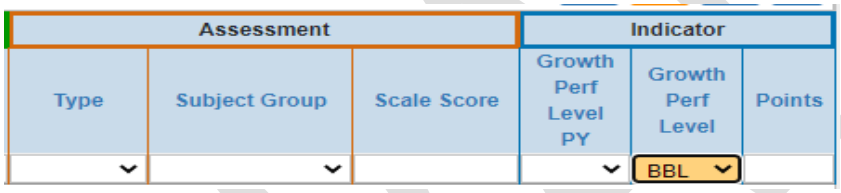

RATE 200

87.16

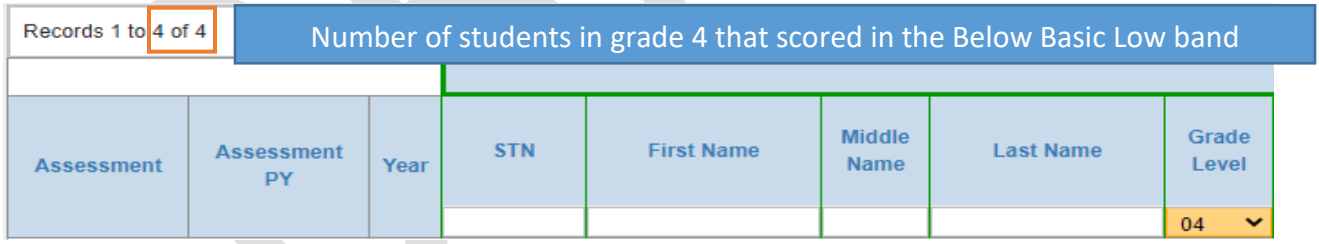
Subject	Numerator	Denominator	Rate
ELA	11590	126	91.98
Mathematics	10375	126	82.34
TOTAL	21965	252	87.16

2. Filter by grade-level.

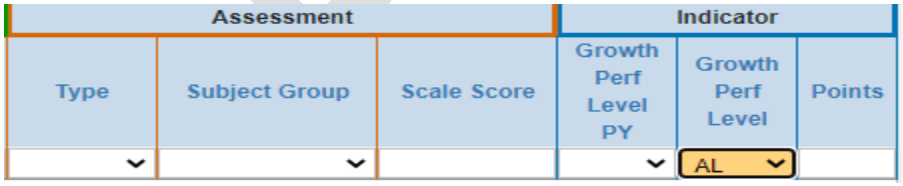
3. Use the Horizontal scroll bar to scroll to the right. Filter the Growth Performance Level to BBL (Below Basic Low).



4. Then scroll back to the left if needed to show the total number of records. Record this number in the column labeled Number of Students at BBL.



5. Filter the Growth Performance Level for each level and repeat step 4.



6. Repeat steps 1-5 for ELA or mathematics.

Number of Students at each Growth Level by Grade and Subject

ELA Growth Performance Level (2019)	ELA Grade Level					
Advanced High (AH)						
Advanced Low (AL)						
Proficient High (PH)						
Proficient Low (PL)						
Basic High (BH)						
Basic Low (BL)						
Below Basic High (BBH)						
Below Basic Low (BBL)						

Math Growth Performance Level (2019)	Math Grade Level					
Advanced High (AH)						
Advanced Low (AL)						
Proficient High (PH)						
Proficient Low (PL)						
Basic High (BH)						
Basic Low (BL)						
Below Basic High (BBH)						
Below Basic Low (BBL)						

Student Progress Outcomes to Actions

	How have growth values by student group changed between the two years? What can you celebrate?
	How do the number of students in each performance level compare by grade and/or subject? What can you celebrate?
	How does our local assessment data compare? What evidence of learning do the assessments in our system provide? What additional evidence might we need? Sample Assessment Inventory

	What other evidence of student progress in mastering or maintaining mastery of ELA and math standards do we collect that could be considered?
	How can we use information about student progress to better support students that are excelling and students that may be struggling? What changes may we need to consider?
	How can we use information about student progress to support students in monitoring their own learning? What changes might we need to make?
	Other questions we have about student progress.

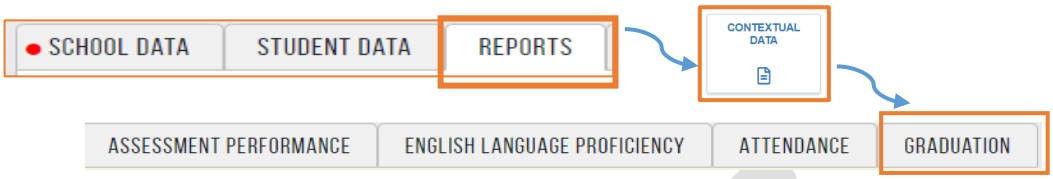
Actions that could be considered and supporting resources	
	**Create** a Focused Improvement Plan, select, implement evidence-based strategies and examine effectiveness of plan through a cycle of reflection.
	**Connect** OSTP Reporting Category data in the OSTP Portal to identify areas where stduents scoring Advanced Low (AL) or Advanced High (AL) may need enrichment and areas where students scoring Below Basic Low (BBL) or Below Basic High (BBH) may need for support explained in the Student Progress to Action and Connecting Subject-Level OSTP Outcomes (*See Connecting Subject-Level OSTP Outcomes*)
	**Gauge** effectiveness of strategies and supports for diverse learners currently in use and identify strategies and supports that may need to be added.
	**Expand** culturally responsive and social-emotional competencies that support self-management, perseverance, resilience, collaboration, and a growth mind-set.

Our next steps

Graduation Measures and Outcomes

Navigating to **GRADUATION** data-

Click on **Reports**
Choose **CONTEXTUAL DATA** and then click **STUDENT PROGRESS**



Why we measure graduation rates

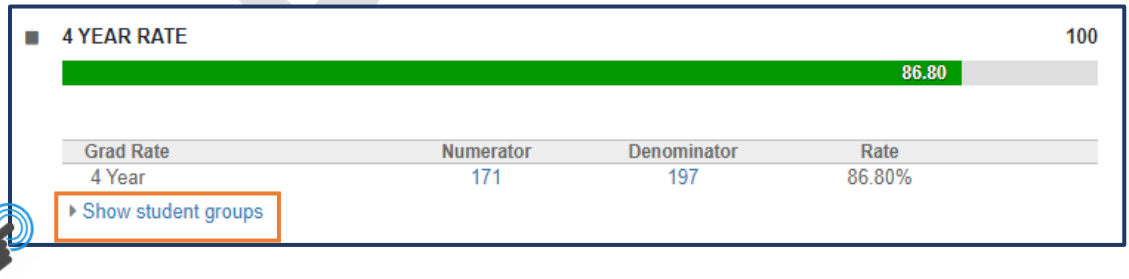
High school graduation is an essential milestone for many students. Graduating from high school enables students to choose a future path – whether at a two- or four-year college, technical school, workforce training program or military – that aligns with their talents and passions. Graduation rates help us know how well schools are supporting all students in attainment of a high school diploma, even when requiring more than four years.

How graduation is measured

Data displayed on the overview page shows:

- The number of students that graduated with a diploma in each cohort **(Numerator**).
- Number of students in each cohort (**Denominator**).
- Percent of students that graduated with a diploma found by dividing the numerator by the denominator (**Rate**).
- Comparison of graduation rates across cohort years and student groups.

Grad Rate	Numerator	Denominator	Rate
4 Year	171	197	86.80%
5 Year	146	173	84.39%
6 Year	154	180	85.56%



Clicking on **Show student groups** expands the display and allows you to compare graduation rates across student groups as shown on the next page.

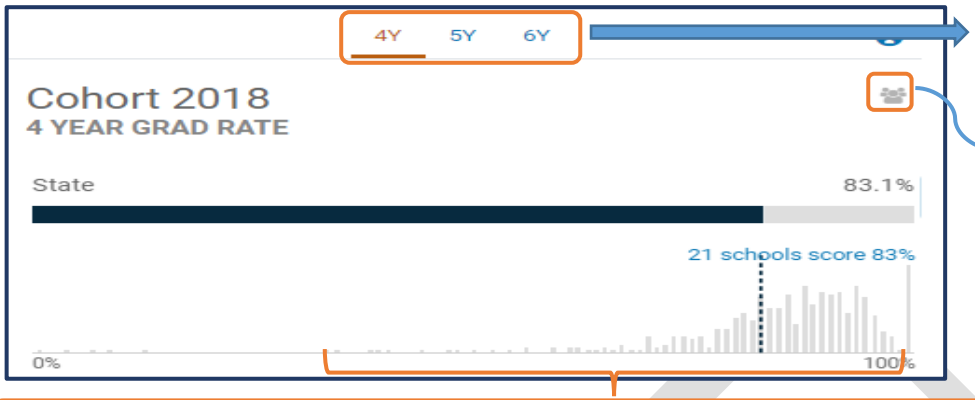
Grad Rate	Numerator	Denominator	Rate
4 Year	171	197	86.80%
Hide student groups			
Economic Disadvantage			
Not Economic Disadvantage	115	127	90.55%
Economic Disadvantage	56	70	80.00%
English Language Learner			
Not English Language Learner	166	191	86.91%
English Language Learner	5	6	83.33%
Gender			
Female	80	90	88.89%
Male	91	107	85.05%
Homeless			
Not Homeless	169	194	87.11%
Homeless	2	3	66.67%
Individual Education Plan			
Not Individual Education Plan	171	189	90.48%
Individual Education Plan	0	8	0.00%
Priority			
American Indian	26	27	96.30%
Asian	1	1	100.00%
Black	2	4	50.00%
Economic Disadvantage	56	64	87.50%
English Language Learner	1	2	50.00%
Hispanic	6	8	75.00%
Individual Education Plan	0	8	0.00%
Multi-race	22	23	95.65%
White	57	60	95.00%
Race			
American Indian	35	39	89.74%
Asian	6	6	100.00%
Black	5	7	71.43%
Hispanic	15	19	78.95%
Other	38	43	88.37%
White	72	83	86.75%

In this example, the data shows that:

- **American Indian Priority (99.05), Multi-Race Priority (95.56%) and White Priority (95%) students** had the highest 4-year graduation rates;
- Contrastingly**; Economically Disadvantaged (80%), Black (71.43%) and Hispanic (78.95%)** have some of the lower 4-year graduation rates signaling that current programs, strategies and/or interventions may not be working for these learners.

State-Level Graduation Rates by Student Group and Cohort

State-level Graduation Rates data for 48,676 students in the 2018 cohort and 48,345 students in the 2017 cohort included here can be accessed on the public dashboard.



Use the Cohort Year filters to display data for the 4, 5 or 6 Year cohort.

Click on the **Student Group Icon** to open a window that displays rates by student group as shown in the table in this section.

Percentage of students graduating with a diploma in 4 years across Oklahoma Schools Clicking on the distribution graph opens a display that identifies schools performing at that data point.

Average Graduations Rates by Student Group and Cohort

Student Group	4Year (2018 Cohort)	5 Year (2017 Cohort)	6 Year (2016 Cohort)
Economically Disadvantaged	77.1%	80.7%	81.2%
Not Economically Disadvantaged	89.3%	88.4%	85.7%
English Learner	65.4%	78.2%	70.1%
Not English Learner	83.8%	84.9%	84%
Female	85.4%	86%	85.7%
Male	80.8%	83%	81.5%
Homeless	70.7%	71.4%	71.3%
Not Homeless	83.5%	85%	83.9%
Individual Education Plan	61.1%	80.8%	78.2%
Not Individual Education Plan	85.1%	85.2%	84.4%
Military	92.9%	98.3%	NA
Not Military	83%	84.5%	83.5%
Migrant	75%	77.4%	83.3%
Not Migrant	83.1%	84.6%	83.5%
Foster	72.1%	89.9%	NA
Not Foster	83.1%	84.6%	83.6%
American Indian	82.7%	84.5%	83.3%
Asian/Pacific Islander	86.6%	88.7%	88.8%
Black	79.4%	82.3%	79.2%
Hispanic	79.8%	82%	80.8%
Two or More Races	84.9%	84.9%	83.9%
White	84.3%	85.4%	84.8%

Reminder- Pursuant to federal regulations, the term four-year adjusted cohort graduation rate is the number of students who graduate within four years with a regular high school diploma divided by the number of students who form the adjusted cohort for that graduating class.

- Students are assigned a cohort year upon entering high school, generally four years after their initial enrollment. The student remains in this cohort even if transferred to another diploma-issuing school or district
- Cohorts can be adjusted by adding students who transfer in after 9th grade and subtracting students who emigrate, transfer to another diploma issuing school or pass away

We can use **State -Level** Graduation Rates displayed on the public dashboard to:

- ✓ **Compare site** graduation rates across student groups with the state and for the state to **identify equity/opportunity gaps and develop supports;**
- ✓ **Ask questions** about effectiveness of suports for each student group;
- ✓ Identify and **connect other sources of data**; and
- ✓ **Connect schools** to leverage what is working.

Graduation Rates Problem to Action in Oklahoma Schools

Graduation Rates Problem to Action	**Problem-** How can we use academic and career planning to provide relevant internships/job shadowing opportunities for students in rural communities where business and industry sites are not accessible so that students have access to opportunities that prepare them for life after high school? **Action**-The high school site had all of their juniors and seniors complete the Career Assessments on okcollegestart.org to identify student interests for life after high school. Career interest data was used to connect students to available internship opportunities that aligned with their interests. Career interest data was also used to expand internship opportunities and find alternative ways to connect students with industries where internships were not possible. For example, many seniors showed interest in careers in the manufacturing pathway but there were not partners to provide internships due to safety concerns. To connect students, guest speakers were invited to speak to the career class and interested students were taken on a tour of some of the facilities in the area. The high school is working to find a way to transport students to a neighboring town so that they could intern one day a week or every two weeks.  More Information on Internships can be found here-_ https://www.okedge.com/business-community/internships-externships/

Local Graduation Outcomes and Actions

Log into the Accountability Reporting Application. Compile your data to ask questions and compare graduation rates between student groups gauge effectiveness of programs and supports in place, identify and remove barriers, expand access to relevant coursework and postsecondary opportunities and plan next steps.

Graduation Rates by Student Group and Cohort

Student Group	4Year (2018 Cohort)	5 Year (2017 Cohort)	6 Year (2016 Cohort)
Economically Disadvantaged			
Not Economically Disadvantaged			
English Learner			
Not English Learner			
Female			
Male			
Homeless			
Not Homeless			
Individual Education Plan			
Not Individual Education Plan			
Military			
Not Military			
Migrant			
Not Migrant			
Foster			
Not Foster			
American Indian			
Asian/Pacific Islander			
Black			
Hispanic			
Two or More Races			
White			

Graduation Outcomes in Action

	How do graduation rates across cohort years and student groups compare? What trends do you notice? What can you celebrate?
	How do we currently use a student's Individual Career and Academic Plan (ICAP) to connect students to life after high school? What changes may we wish to consider?
	How do we currently work with students to identify barriers and or access for students not ready to graduate to determine what personalized paths may be needed? What changes might we need to make?
	How do we currently work with business and industry to connect students to their career interests? What partnerships might we need to expand?

	How do we currently work with students and families to support academic and career planning? What changes might we need to make?
	How do we identify and leverage the knowledge and experiences students bring to the classroom?

Actions to Consider and Supporting Resources

	Connect data and information from each student's ICAP beginning in 9th grade to expand access to relevant coursework, postsecondary opportunities and experiences.
	Redefine the senior year and connect students with local workforce opportunities while they're still in school

Our Next Steps

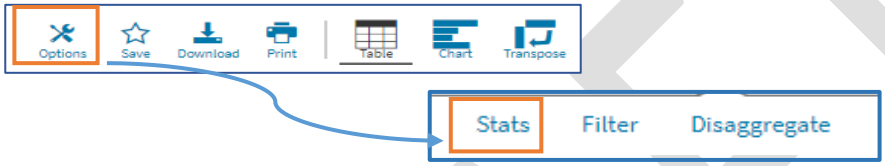
Connecting Subject-Level OSTP Outcomes

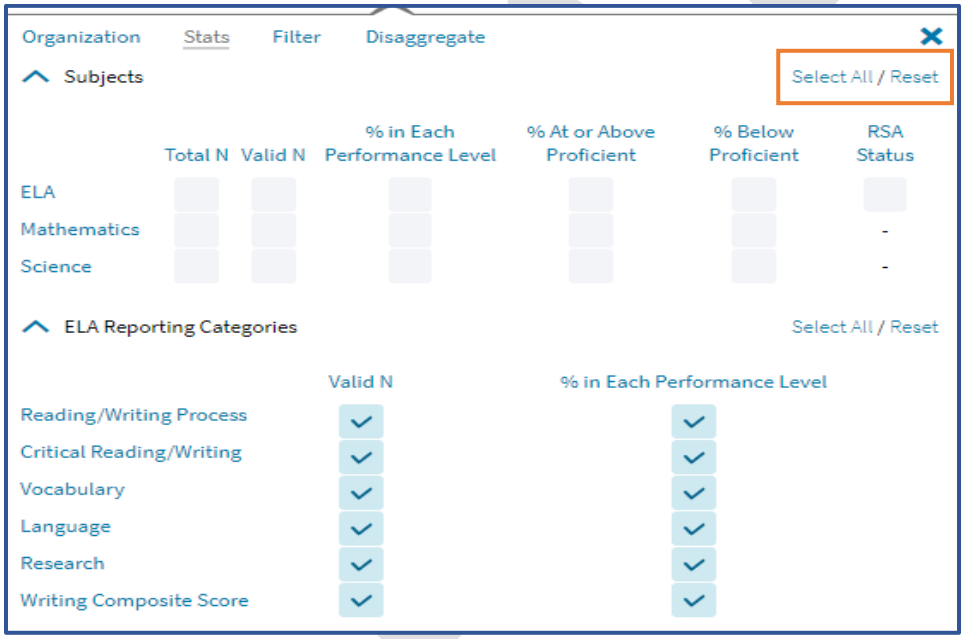
Navigating to Subject Level Reporting Category Data

- Go to https://oklahoma.cognia.org/ to access data for state tests (OSTP)
- Choose- **Group Summary PL**: **All Grades** from the Report Drop-down menu.
- Click on all available grades and years under **Admin/Grade**

- Click the Get Report button at the bottom of the page

- When the report opens, click on Options and then choose Stats





You can view all Stats or choose the Stats you wish to view by clicking on Reset and then checking the box beside the Stats you wish to view.

Why we measure reporting category performance

Reporting category performance measures have the smallest grain size and can provide an additional piece of evidences by providing **point-in-time information** to inform instructional and programmatic decisions by bringing to the surface what is working and what may need to change relative to the standards.

How we measure reporting category performance

Performance is reported with an indicator that communicates a confidence level of the student's likelihood of being able to demonstrate the proficient level Knowledge, Skills, and Abilities (KSAs) found in the Performance Level Descriptor (PLD) and assessed through at least six questions. The indicators are **Below Standard, At/Near Standard, and Above Standard**. Students who score At/Near or Above Standard are considered to be on-track. On-Track Knowledge, Skills and Abilities are communicated in the OSTP Subject-Level Interpretation Guidebooks linked here- English Language Arts, Math and Science.

The example shown below was filtered to show performance for reporting categories in math and shows the percentage of students **on-track** and **below standard** by reporting category, year and grade.

		Mathematics											
		Number & Operations			Algebraic Reasoning			Geometry & Measurement			Data & Probability		
		Below Standard	At/Near Standard	Above Standard	Below Standard	At/Near Standard	Above Standard	Below Standard	At/Near Standard	Above Standard	Below Standard	At/Near Standard	Above Standard
Administration	Grade	%	%	%	%	%	%	%	%	%	%	%	%
2017	Grade 03	35	36	29	21	57	22	29	39	31	28	45	28
2017	Grade 04	29	27	44	31	43	26	31	30	39	25	55	20
2017	Grade 05	58	23	19	46	39	15	29	40	31	22	46	32
2017	Grade 06	52	24	24	42	46	13	46	36	18	31	26	42
2017	Grade 07	49	33	18	51	27	23	40	31	29	42	34	24
2017	Grade 08	59	34	6	70	20	11	73	22	5	40	52	7
2018	Grade 03	27	48	25	18	46	36	24	37	39	19	44	38
2018	Grade 04	37	25	38	42	43	15	30	35	35	18	71	11
2018	Grade 05	57	24	19	44	44	12	46	22	32	47	42	11
2018	Grade 06	58	33	8	50	32	18	29	54	17	37	22	41
2018	Grade 07	50	35	16	44	28	28	44	41	15	49	34	18
2018	Grade 08	62	20	17	59	21	20	61	19	20	49	43	8
2019	Grade 03	26	27	47	21	24	54	23	37	40	16	43	41
2019	Grade 04	48	22	30	38	45	18	40	31	29	20	58	22
2019	Grade 05	55	22	23	28	30	43	44	45	11	38	41	21
2019	Grade 06	48	27	25	54	41	5	34	51	15	57	38	5
2019	Grade 07	52	33	14	44	38	18	58	29	13	42	40	18
2019	Grade 08	44	41	15	65	14	21	60	34	7	53	34	13

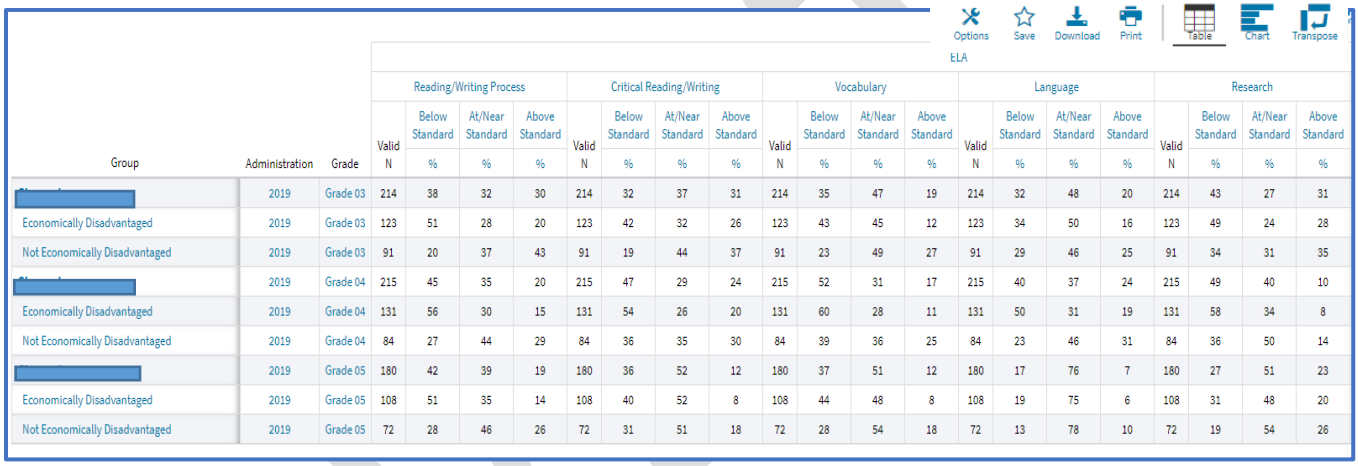
By looking at three years of data, we can identify trends that support decisions about strengths and gaps in our vertical and horizontal alignment. One trend we see in this data and actions we can take in the table below.

OSTP Reporting Category Trend Data to Action

Data	The data shows that the percentage of students in Grade 8 scoring **Below Standard** in **Geometry and Measurements** decreased from 73% to 60% but remains an area that may need more support.
Actions	✓ Identify changes made to the curriculum for Geometry and Measurements between 2017 and 2018 that could account for the 10% change; ✓ Utilize objective analysis information in the Math Oklahoma Frameworks to find potential gaps in the horizontal and vertical alignment; ✓ Review resources in Suggested Learning Progressions to supplement curriculum; and ✓ Monitor changes using local data (ex., classroom assessments, student surveys, teacher observations, etc.) and make adjustments as needed.

Compare reporting category data across student groups by clicking on Disaggregate and choosing the subgroups you wish to compare.

The example shown below was filtered to show reporting category performance in ELA and displays the percentage of students that were on-track or below by grade level. The data also compares performance between students identified as Economically Disadvantaged with those that are not. Students are considered **on-track** if they score **At/Near** or **Above** in a given category.

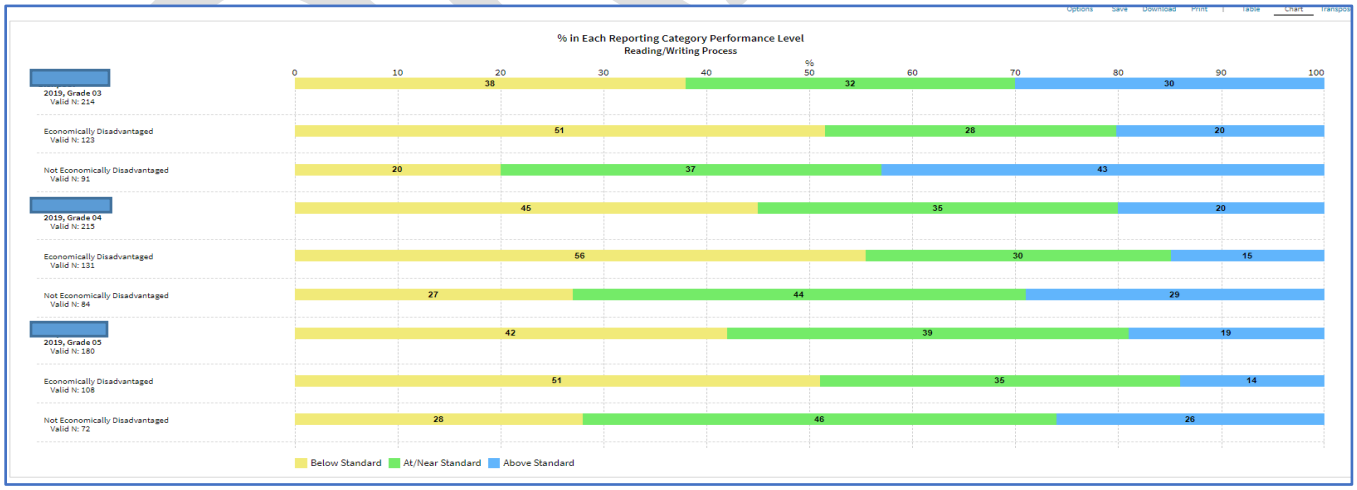


Options Save Download Print Table Chart Transpose

ELA

Group	Administration	Grade	Reading/Writing Process				Critical Reading/Writing				Vocabulary				Language				Research			
			Valid N	Below Standard %	At/Near Standard %	Above Standard %	Valid N	Below Standard %	At/Near Standard %	Above Standard %	Valid N	Below Standard %	At/Near Standard %	Above Standard %	Valid N	Below Standard %	At/Near Standard %	Above Standard %	Valid N	Below Standard %	At/Near Standard %	Above Standard %
[redacted]	2019	Grade 03	214	38	32	30	214	32	37	31	214	35	47	19	214	32	48	20	214	43	27	31
Economically Disadvantaged	2019	Grade 03	123	51	28	20	123	42	32	26	123	43	45	12	123	34	50	16	123	49	24	28
Not Economically Disadvantaged	2019	Grade 03	91	20	37	43	91	19	44	37	91	23	49	27	91	29	46	25	91	34	31	35
[redacted]	2019	Grade 04	215	45	35	20	215	47	29	24	215	52	31	17	215	40	37	24	215	49	40	10
Economically Disadvantaged	2019	Grade 04	131	56	30	15	131	54	26	20	131	60	28	11	131	50	31	19	131	58	34	8
Not Economically Disadvantaged	2019	Grade 04	84	27	44	29	84	36	35	30	84	39	36	25	84	23	46	31	84	36	50	14
[redacted]	2019	Grade 05	180	42	39	19	180	36	52	12	180	37	51	12	180	17	76	7	180	27	51	23
Economically Disadvantaged	2019	Grade 05	108	51	35	14	108	40	52	8	108	44	48	8	108	19	75	6	108	31	48	20
Not Economically Disadvantaged	2019	Grade 05	72	28	46	26	72	31	51	18	72	28	54	18	72	13	78	10	72	19	54	26

The data display can be changed from a table to a chart by choosing the chart option. Viewing data as a chart for each category may provide a clearer visual to compare the data across grades and student groups.



OSTP Reporting Category by Student Group Data in Action

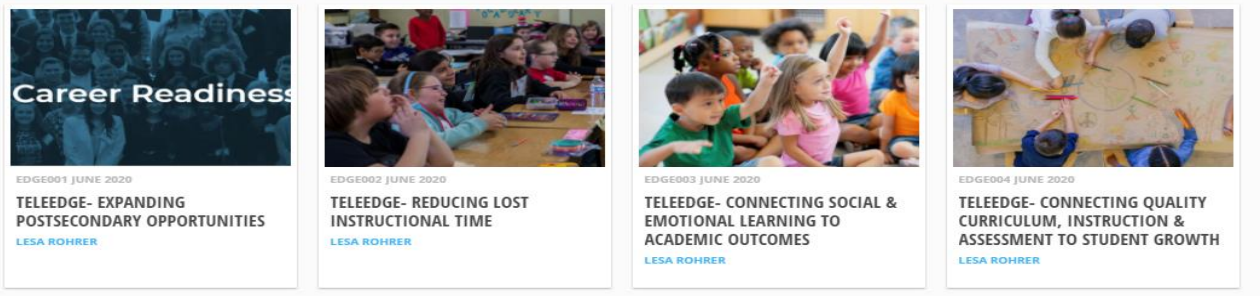
Data	In each grade level, a higher percentage of students identified as economically disadvantaged are scoring below standard in Critical Reading and Writing.
Actions	✓ **Compare** objective analysis information in the ELA Oklahoma Frameworks to find potential gaps in the horizontal and vertical alignment of the curriculum for the Critical Reading/Writing standards; ✓ **Connect** the on-Track Knowledge Skills and abilities outlined in the ELA Interpretation Guidebook with evidence from local assessments to identify areas where more evidence of what students know and are able to do may be needed; ✓ **Expand** social and emotional learning instruction in the curriculum; ✓ **Use Progressions to Prioritize** supports that may be needed when groups of students are scoring **Below Standard** for multiple standards; and ✓ **Monitor** changes using local data (ex., classroom assessments, student surveys, teacher observations, etc.) and make adjustments as needed.

OKEdge Professional Learning Modules

To learn more about the schools highlighted in the **Problem to Action** examples, go to https://osdeconnect.ok.gov/ and sign up for one of the TeleEDGE modules listed below.

Each module unwraps report card indicators and provides case studies from Oklahoma schools discussing how they identified problems of practice and then implemented plans to improve outcomes. Participants can earn three hours of professional development upon completion.

- TeleEDGE-Expanding Postsecondary Opportunities
- TeleEDGE- Reducing Lost Instructional Time
- TeleEDGE- Connecting Social and Emotional Learning to Academic Outcomes
- TelEDGE- Connecting Quality Curriculum, Instruction and Assessment to Student Growth



Additional modules will be added to guide educators through the different outcomes in this toolkit in the Assessment and Data Literacy section.

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