



Connecting Student Outcomes with Actions Accountability Reporting Data in Action



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Connecting Student Outcomes with Actions



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 planning actions for what needs to improve to support growth for ALL students.



To access tools and connect outcomes in the Accountability Reporting Application, sign into your Single Sign-On account and click on [Accountability Reporting Application](#).



Outcomes Data in Accountability Reporting

The three 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 allows 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

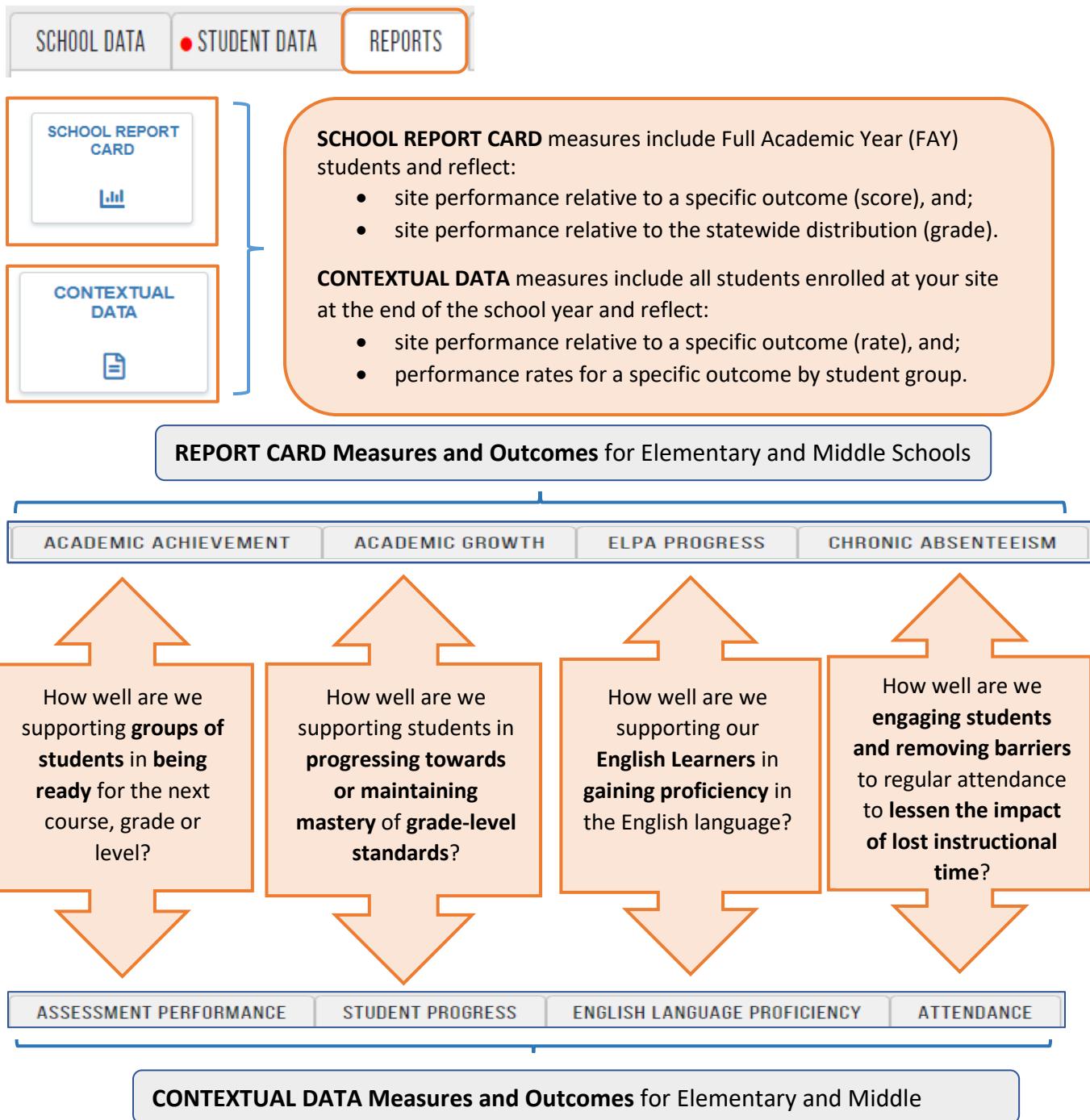
Definitions for demographic groups: <https://www.edglossary.org/student-subgroup/>

Connecting 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.



Attendance Data

Navigating to Attendance Data



Click on **REPORTS**

Choose **CONTEXTUAL DATA** and then click **ATTENDANCE**



Why we measure rates of good attendance

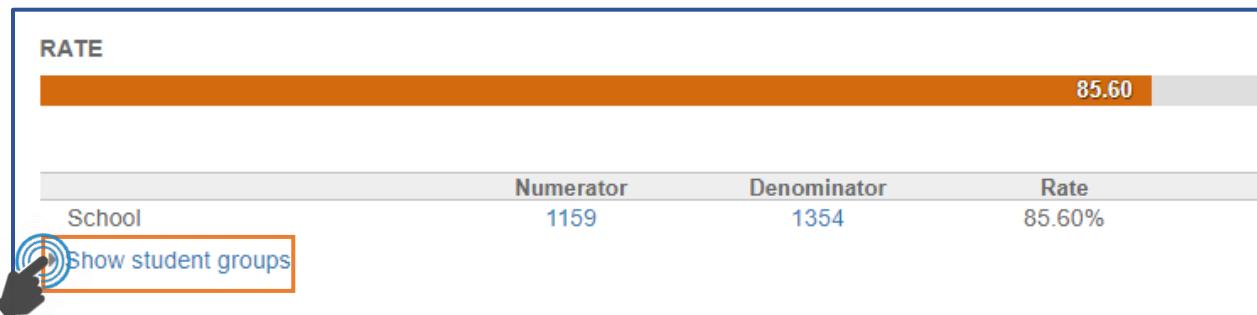
Absenteeism is a leading indicator and a cause of educational inequity so you may wish to start there to monitor the amount of instructional time to which students have access. Students cannot learn if they do not have access to instruction; an absence of as few as two days per month may put students 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 Data

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.

Priority Student Group	Race	Gender	Econ Disadv	ELL	Foster Care	Homeless	IEP	Migrant	Military	Days Absent	Days Enrolled	Adjusted Days Enrolled	Chronic Absent
Economically Disadvantaged	American Indian	F	Y	N	N	N	N	N	N	12	175	175	N
American Indian	American Indian	F	N	N	N	N	N	N	N	1.5	175	175	N
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	10.5	175	175	N

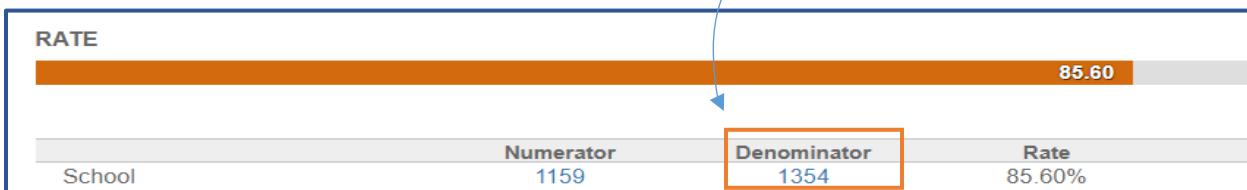
Connecting Student Outcomes with Actions



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.

<table border="1"> <tr> <td>Prev</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>...</td><td>16</td><td>Next</td><td></td><td></td><td></td><td></td></tr> </table>														Prev	1	2	3	4	5	...	16	Next				
Prev	1	2	3	4	5	...	16	Next																		
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.

<table border="1"> <tr> <td></td><td></td><td></td><td></td></tr> </table>																		
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	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 Attendance Data in Action table on the next page.



Attendance Data in Action



Data	Student group and grade level trends for attendance rates
Knowledge	Ask questions and identify trends based on student groups and grade levels to monitor lost instructional time and gauge the effectiveness of tiered interventions, policies and to identify barriers students may have with regular school attendance.
Actions	<p>Connect attendance data to determine chronic absence levels and amount of instructional time being lost and think through these questions:</p> <ul style="list-style-type: none"> • Does the level affect students across the board? (<i>Consistently high levels across the board are a sign of systemic challenges and barriers</i>). • Are some student populations, grades or neighborhoods more affected than others? <i>If so, resources should be targeted to better understand and address the challenges for students who face higher levels of chronic absence</i>. • Are the chronic absence levels for your school or particular student populations better or worse than those in other schools or districtwide? (<i>High levels for multiple schools suggest challenges related to policy barriers in the school or community</i>.) • Utilize a three-tiered reform system to reduce chronic absenteeism <ul style="list-style-type: none"> ○ 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. <ul style="list-style-type: none"> ▪ <i>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</i> • Conduct student and family surveys such as SEAT or SDE Stakeholder and then use findings to gauge school climate, culture, safety, student and family engagement and plan next steps. • Review and revise IEPs and 504s based on SDE Guidance for SWD • Leverage Absenteeism Data during the Covid-19 Crisis <p>Use data findings to:</p> <ul style="list-style-type: none"> • Evaluate effectiveness of interventions already in place; • Identify and address barriers; • Strengthen and/or expand community partnerships; • Improve conditions for learning; and • Build/strengthen partnerships between school and home.

Attendance Data in Action Case Study 	<p>Data: A site's data showed high school students that had struggled with regular attendance in the prior year continued to struggle the next year.</p> <p>Action: The site implemented "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 student. 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.</p>
Attendance Data in Action Case Study 	<p>Data: A site used real-time attendance data to alert them to students that were struggling with regular school attendance. They discovered that a high percentage of kindergarten students were missing more than 10% of the instructional days offered the first six weeks.</p> <p>Action: The site implemented a breakfast club for the kindergarten students that were struggling. The club met every Monday before school and provided an opportunity for parents and/or guardians to come once a month. Attendance improved as the site worked to build partnerships with the students and their families.</p> <div style="text-align: center; margin-top: 20px;">  </div>

Accessing 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.

ATTENDANCES



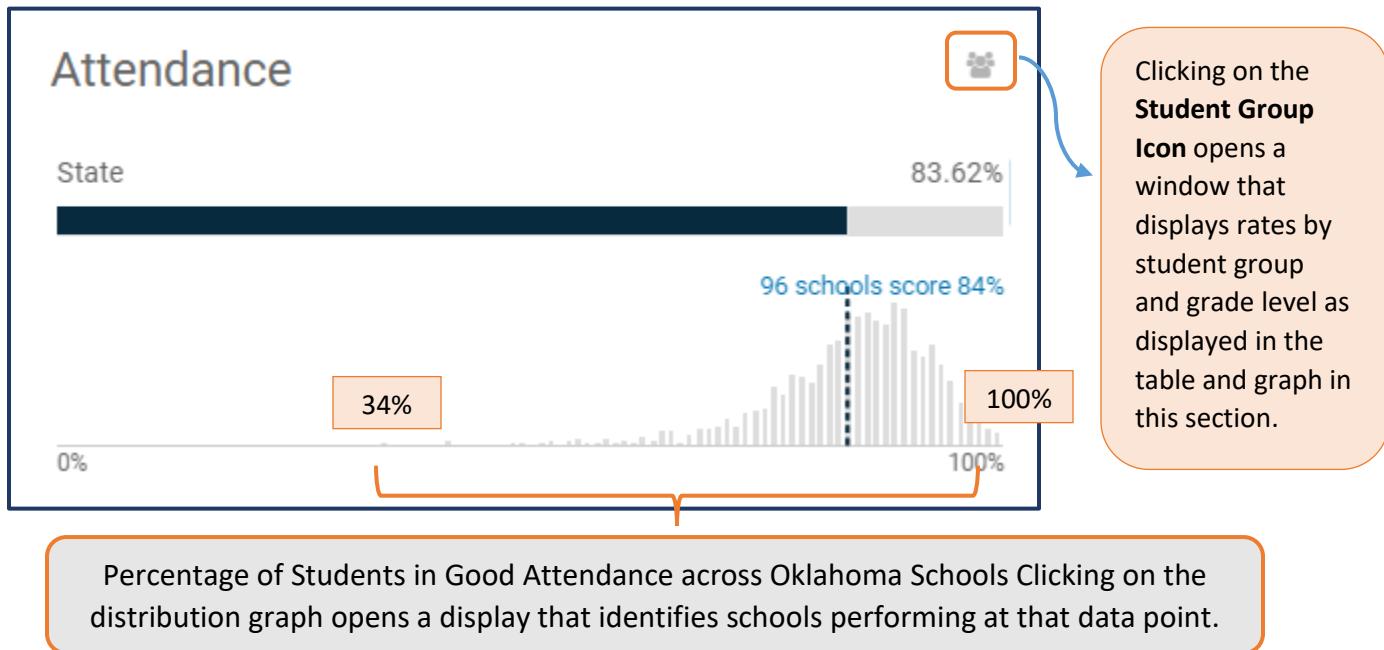
School Year	Grade Level	Full Code	NFAY	Days Enrolled	Days Absent	Absent Date	Local Attendance Code	Attendance Status	Attendance Note
2020	06	72 013510	2	73	1.0	2019-11-18	ABV	Excused	feels dizzy going to dr
2020	06	72 013510	2	73	1.0	2019-11-19	ABU	Unexcused	
2020	06	72 013510	2	73	1.0	2019-11-20	ABU	Unexcused	
2020	06	72 013510	2	73	1.0	2019-11-21	ABU	Unexcused	
2020	06	72 013510	2	73	1.0	2019-11-22	ABU	Unexcused	
2020	06	72 013510	2	73	1.0	2019-12-02	ABU	Unexcused	
2020	06	72 013510	2	73	1.0	2019-12-03	ABV	Excused	dr apt per mom

Connecting Student Outcomes with Actions



Comparing State Level Attendance Data

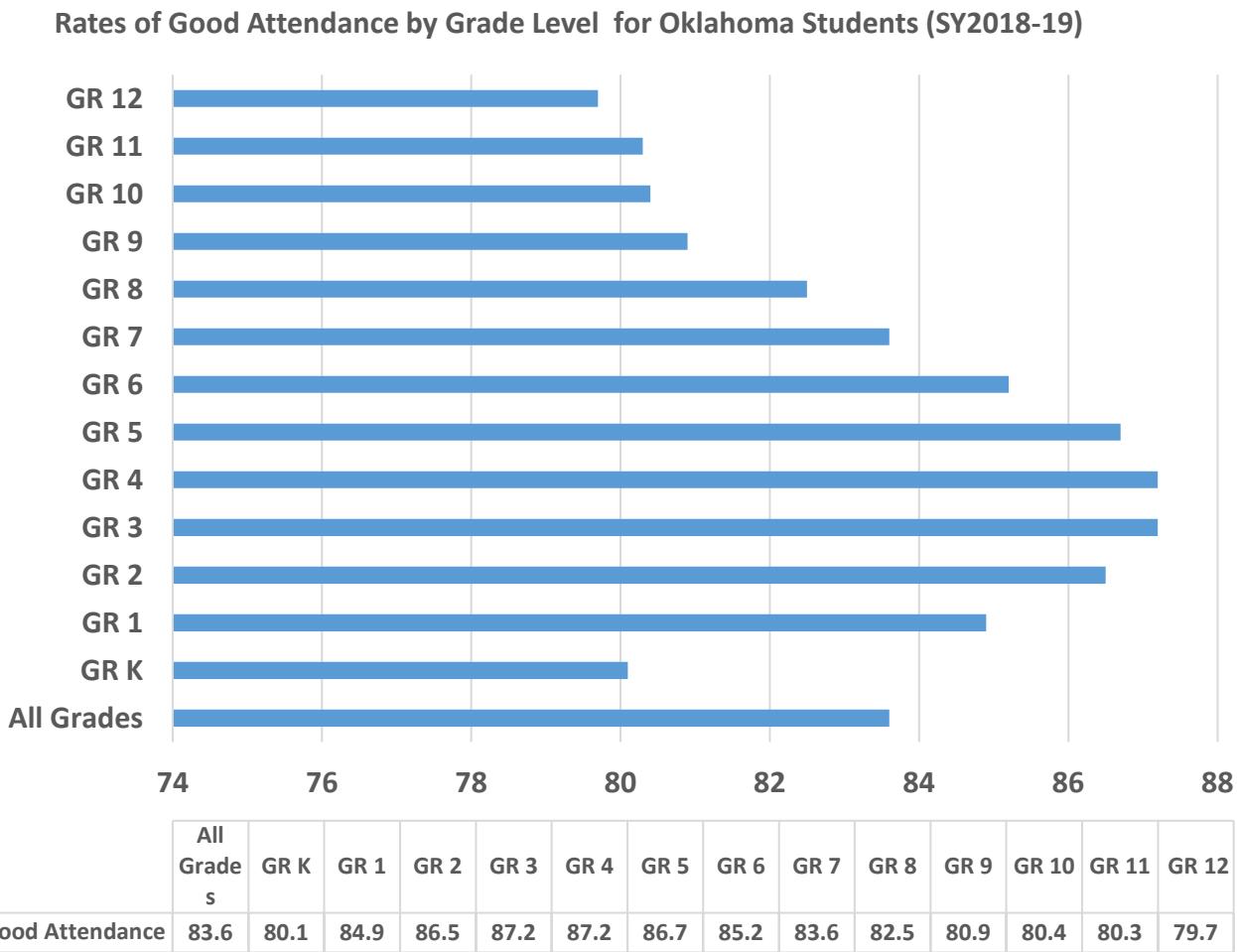
State-level attendance data for 732,337 Oklahoma students in grades K-12 included here can be accessed on the [public dashboard](#).



Percentage of Oklahoma Students in Good Attendance by Student Group

Student Group	Percent in Population	Rate
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%
Male	51.3%	83.4%
Female	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:



State Level Attendance data displayed on the public dashboard 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 at the state-level;
- ✓ 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 best practices.



Assessment Performance Data

Navigating to Assessment Performance data-



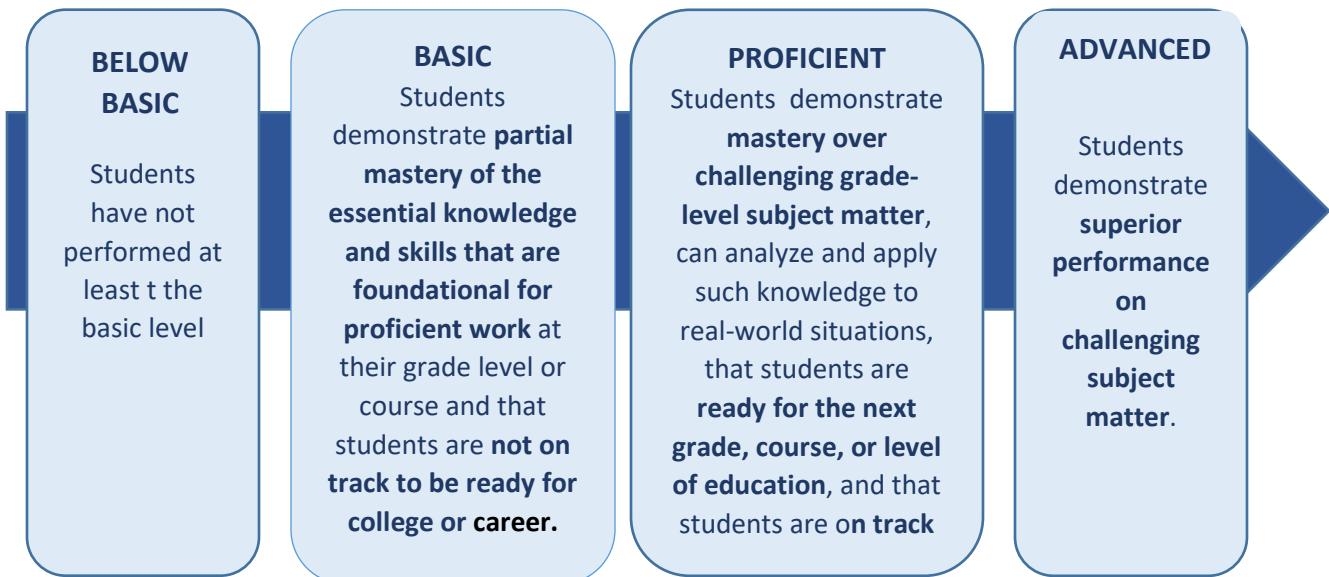
Click on **Reports**

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



Why we measure assessment performance

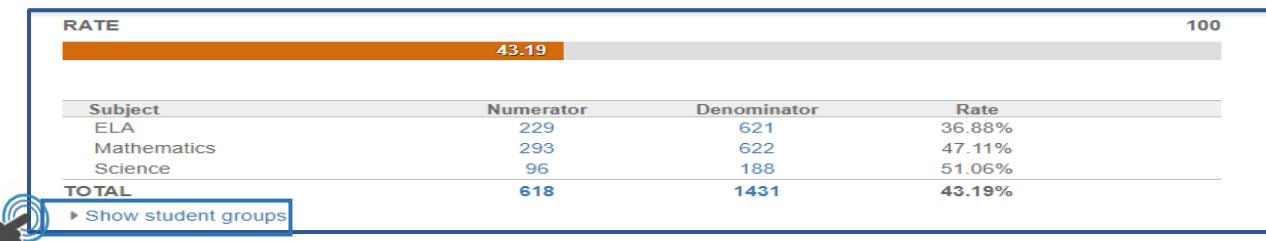
Assessment performance data helps us gauge how well we are supporting all students in being on-track to be college and career ready when they graduate. Student performance on Oklahoma's statewide tests in English language arts, mathematics, and science is a measure of career and college readiness. These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



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

MATH RATE			
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 on-track. This indicates that the school's current programs, strategies and/or interventions may not be working for these learners.

Connecting Student Outcomes with Actions



Comparing Assessment Performance Data

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	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;
- 💡 6 of the 17 students are identified as English Learners and that 2 of the 6 are also 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	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 shown in the Assessment Performance Data in Action table on the next page.



Connecting Student Outcomes with Actions



Assessment Performance Data in Action



Data	Student group and grade level trends for readiness for the next grade, course or level
Knowledge	Ask questions and identify trends based on student groups and grade levels to monitor student readiness and gauge effectiveness of programs, curriculum, instructional strategies and local level assessments (i.e., grades, benchmarks/interims and classroom)
Action/s	<p>Connect student group and/or trend assessment performance data to think through these questions and/or those generated by your site-</p> <ul style="list-style-type: none"> ▪ How have rates of readiness and/or average scale scores for a particular student group changed between the two years? ▪ How does our local assessment data compare to these trends? ▪ What other evidence of readiness do we collect that could be considered? ▪ What percentage of time do students in each group spend on grade-level instruction? What does grade-level instruction look like? ▪ What measures and evidence do we have to determine levels of student engagement? What measures and evidence might we need to add? ▪ How do we identify and leverage the knowledge and experiences students bring to the classroom? ▪ How do we currently identify and support students that are excelling and students that may be struggling? ▪ How do we support students in monitoring their own learning? <p>Use data findings to:</p> <ul style="list-style-type: none"> ✓ Create a <u>Focused Improvement Plan</u>, select and implement evidence-based strategies and examining effectiveness of plan through a cycle of reflection. ✓ Connect Reporting Category data for the state test for 2017-2019 found in the <u>OSTP Portal</u> to gauge alignment of your curriculum and connect resources provided in the <u>Oklahoma Curriculum Frameworks</u> to strengthen alignment to the <u>Oklahoma Academic Standards</u>. (See OSTP Data in Action on Page 14); ✓ Gauge effectiveness of strategies and supports for <u>diverse learners</u> currently in use and identify strategies and supports that may need to be added; ✓ Connect on-track Knowledge, Skills, and Abilities (KSAs) outlined in the OSTP Interpretation Guidebooks for <u>English Language Arts</u>, <u>Math</u> and <u>Science</u> with evidence being collected through local assessments; and ✓ Expand culturally responsive and <u>social and emotional learning instruction</u> in the curriculum.

<p>Assessment Performance Data in Action Case Study</p> <p>() () ()</p>	<p>Data- The site's data showed that 42% of their 5th grade students identified as Economically Disadvantaged scored proficient or higher (i.e., on-track) on their ELA state test.</p> <p>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.</p> <div style="text-align: center; margin-top: 20px;">  </div> <p>Connecting Research Brief: How can educators support the development of effective, independent writers? #8</p>
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Connecting Student Outcomes with Actions



Connecting OSTP Data to Plan Next Steps

- Go to <https://oklahoma.cognia.org/>
- Choose- **Group Summary PL: All Grades** from the Report Drop-down menu.
- Click on all available grades and years under **Admin/Grade**

Admin/Grade	Grade 03	Grade 04	Grade 05	Grade 06	Grade 07	Grade 08	Grade 10
2019	✓	✓	✓	✓	✓	✓	-
2018	✓	✓	✓	✓	✓	✓	-
2017	✓	✓	✓	✓	✓	✓	✓

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

When the report opens, click on Options at the top of the page and then choose the stats you wish to examine. The example was filtered to show performance for reporting categories and displays the percentage of students on-track and below standard by year and grade. Students are considered **on-track** if they score **At/Near or Above Standard**.

Administration	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

OSTP Reporting Category Data in Action

Data	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	<ul style="list-style-type: none"> ✓ 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.

Organization Stats Filter Disaggregate X

Subgroup Select All / Reset

Ethnicity Gender Economically Disadvantaged ELL IEP Migrant

ELL Proficient Mode Full Academic Year Regular Education 504

ELL Accommodations IEP Accommodations 504 Accommodations Class

Foster Military

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

Connecting Student Data

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) that can be accessed by clicking on a **Student's STN**.

ENROLLMENTS ATTENDANCES ASSESSMENTS ASSESSMENTS ELP ENGLISH LEARNER COURSEWORK DEMOGRAPHICS

- **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.

Records 1 to 5 of 5													
School Year	Grade Level	Full Code	Status	Entry Date	Entry Code	Entry Other Code	Exit Date	Exit Code	Exit Other Code	Calendar			
2019	03	721013105		2018-08-17	1835	R							
2018	02	721013105		2017-08-18	1835	R							
2017	01	721013105		2017-02-08	1835	R	2017-06-01	3505	ESY				

- **Attendances-** displays student's attendance history for each year and enrollment in an Oklahoma public school to help you monitor lost instructional time.
- **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.
- **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.
- **Coursework-** displays student's coursework and grades earned for each year of enrollment.
- **Demographics-** displays student's name and demographic history for each year and enrollment at an Oklahoma public school.

Student Progress Data

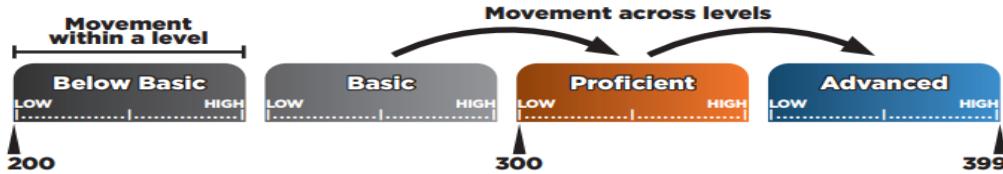
Navigating to STUDENT PROGRESS data-

- 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).

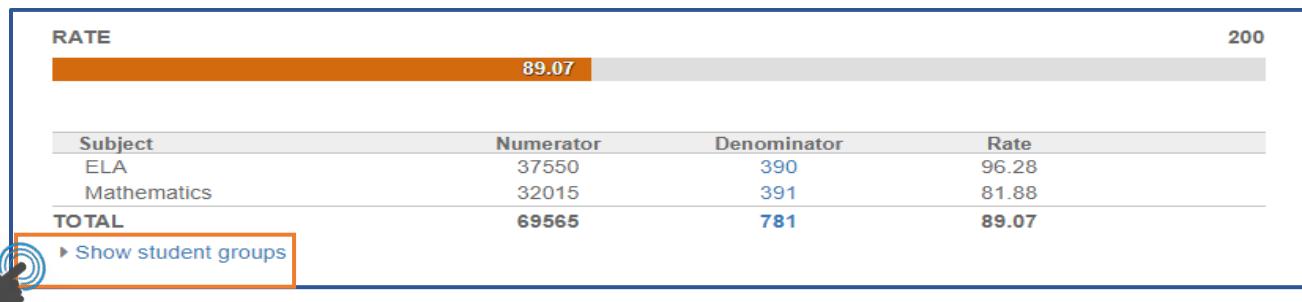


How student progress is measured

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.



The screenshot shows a table with the following data:

RATE	200		
89.07			
Subject	Numerator	Denominator	Rate
ELA	37550	390	96.28
Mathematics	32015	391	81.88
TOTAL	69565	781	89.07

A hand icon points to the 'Show student groups' link at the bottom left of the table.

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	320	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.

Connecting Student Outcomes with Actions



Comparing Student Progress Data

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.

MATHEMATICS / ECONOMIC DISADVANTAGE / ECONOMIC DISADVANTAGE / DENOMINATOR																	
Student															Assessment		
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	
05	0	Economically Disadvantaged	White	F	Y	N	N	N	N	N	N	OSTP	Mathematics	341	AL	AL	

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																		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	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 remain engaged.

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.



Connecting Student Outcomes with Actions



Student Progress Data in Action



Data	Amount of progress students are making in English language arts (ELA) and math from year-to-year, based on comparison of state test scores between consecutive years
Knowledge	Ask questions and identify trends based on student groups and grade levels to monitor student progress from one year to the next and to gauge effectiveness of programs, curriculum, instructional strategies and local-level assessments.
Actions	<p>I Connect student group and/or trend student progress data to think through these questions and/or those generated by your site-</p> <ul style="list-style-type: none"> ▪ How have average growth values and/or levels of change for a particular student group or grade/level changed between the two years? ▪ How does our local assessment data compare? ▪ What other evidence of student progress in mastering or maintaining mastery of ELA and math standards do we collect that could be considered? ▪ What percentage of time do students in each group spend on grade-level instruction? What does grade-level instruction look like? ▪ What measures and evidence do we have to determine levels of student engagement? What measures and evidence might we need to add? ▪ How do we identify and leverage the knowledge and experiences students bring to the classroom? ▪ How do we currently identify and support students that are excelling and students that may be struggling with specific content? <p>Use data findings to:</p> <ul style="list-style-type: none"> ✓ Connect Reporting Category data from the state test found in the OSTP Portal and local assessments to gauge vertical alignment of your curriculum. Categories where groups of students are scoring Below Standard may need to be revised. ✓ 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 and emotional learning instruction in the curriculum. ✓ Connect on-track Knowledge, Skills, and Abilities (KSAs) outlined in the OSTP Interpretation Guidebooks for English Language Arts, Math and Science with evidence being collected through local level assessments. ✓ Connect student-level OSTP Reporting Category data in the OSTP Portal to identify areas where students scoring Advanced Low (AL) or Advanced High (AH) may need enrichment and areas where students scoring Below Basic Low (BBL) or Below Basic High (BBH) may need for support explained in the Case Study and Connecting OSTP Data Section

Student Progress Data in Action Case Study



Data: A site's data showed that they had 15 students scoring **Below Basic Low** (BBL) in Math and 5 students scoring **Advanced Low** (AL) or **Advanced High** (AH).

Action: The site 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 site 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 site 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 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.

Connecting OSTP Data to Plan Next Steps



- Go to <https://oklahoma.cognia.org/>
- Choose Group Summary PL-All Grades from the Report Drop-down menu.
- Click on all available grades and years under Admin/Grade

Admin/Grade		Grade 03	Grade 04	Grade 05	Grade 06	Grade 07	Grade 08	Grade 10
2019	▼	▼	▼	▼	▼	▼	-	-
2018	▼	▼	▼	▼	▼	▼	-	-
2017	▼	▼	▼	▼	▼	▼	-	-

- Click the **Get Report** button at the bottom of the page
- When the report opens, click on Options at the top of the page and then choose the **Stats** to identify the data you wish to explore and **Disaggregate** to compare Student Groups.

	Options	Stats	Filter	Disaggregate
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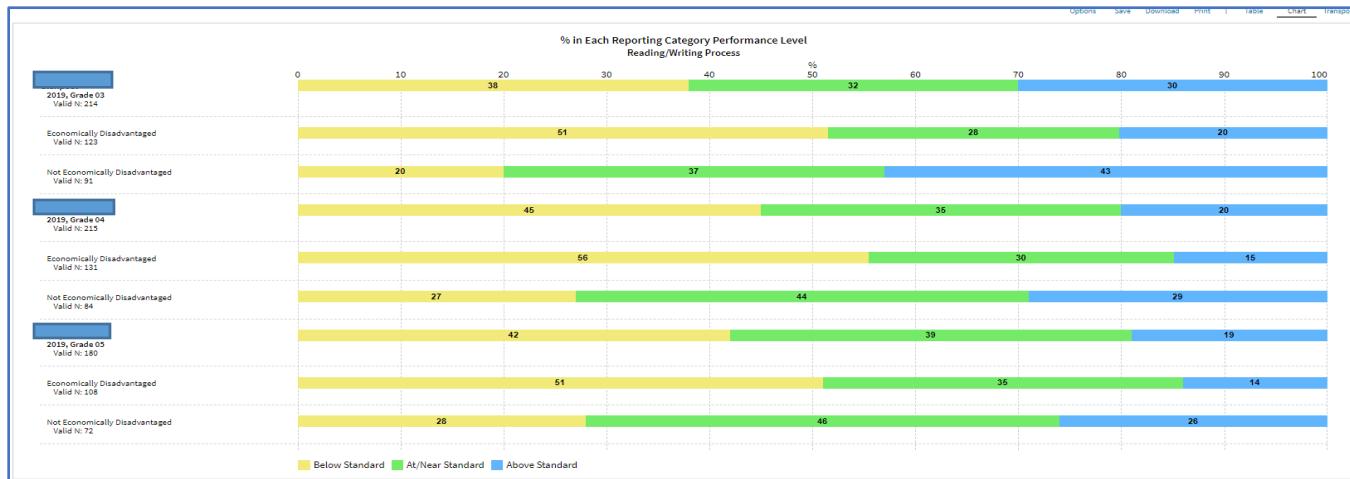
Connecting Student Outcomes with Actions



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.

Group			Administration			Grade			Reading/Writing Process			Critical Reading/Writing			Vocabulary			Language			Research			
									Valid	Below Standard	At/Near Standard	Above Standard	Valid	Below Standard	At/Near Standard	Above Standard	Valid	Below Standard	At/Near Standard	Above Standard	Valid	Below Standard	At/Near Standard	Above Standard
									N	%	%	%	N	%	%	%	N	%	%	%	N	%	%	%
Economically Disadvantaged	2019	Grade 03	214	38	32	30	214	32	37	31	214	35	47	19	214	32	48	20	214	43	27	31		
Not 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		
Economically Disadvantaged	2019	Grade 04	215	45	35	20	215	47	29	24	215	52	31	17	215	40	37	24	215	49	40	10		
Not 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		
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		
Economically Disadvantaged	2019	Grade 05	180	42	39	19	180	36	52	12	180	37	51	12	180	17	76	7	180	27	51	23		
Not 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 Data in Action

Data	In each grade level, a much higher percentage of students identified as economically disadvantaged are scoring below standard in Critical Reading and Writing.
Actions 	<ul style="list-style-type: none">✓ 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 learning may be needed;✓ Expand social and emotional learning instruction in the curriculum; and✓ Monitor changes using local data (ex., classroom assessments, student surveys, teacher observations, etc.) and make adjustments as needed.

To learn more about the schools behind the case studies, go to <https://osdeconnect.ok.gov/> and sign up for one of the TeleEDGE modules listed below.

OKEdge Modules-

Modules found on the OKEdge platform unwrap report card indicators and provide 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
- TeleEDGE- Connecting Quality Curriculum, Instruction and Assessment to Student Growth



EDGE001 JUNE 2020

TELEEDGE- EXPANDING
POSTSECONDARY OPPORTUNITIES

LESA ROHRER



EDGE002 JUNE 2020

TELEEDGE- REDUCING LOST
INSTRUCTIONAL TIME

LESA ROHRER



EDGE003 JUNE 2020

TELEEDGE- CONNECTING SOCIAL &
EMOTIONAL LEARNING TO
ACADEMIC OUTCOMES

LESA ROHRER



EDGE004 JUNE 2020

TELEEDGE- CONNECTING QUALITY
CURRICULUM, INSTRUCTION &
ASSESSMENT TO STUDENT GROWTH

LESA ROHRER