



ADMINISTRATORS CONFERENCE

Moving From Data to Action

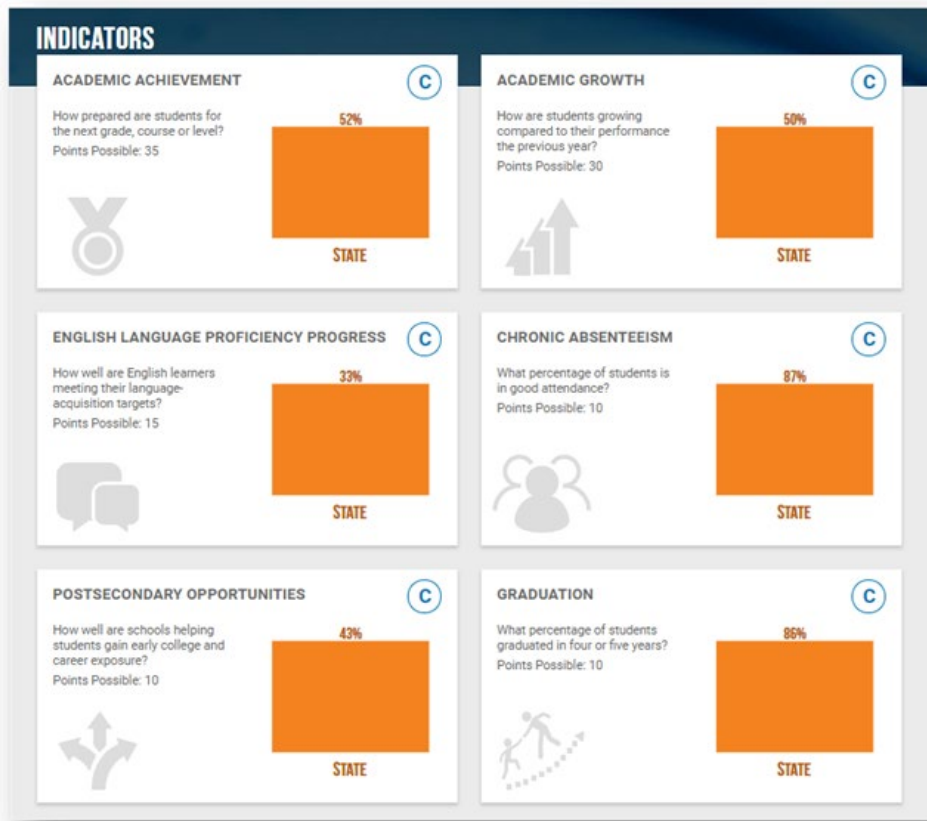
Dr. Brook Meiller, Executive Director of School Support and Improvement
Lesa Rohrer, Director of Data Literacy

Goals of the Session

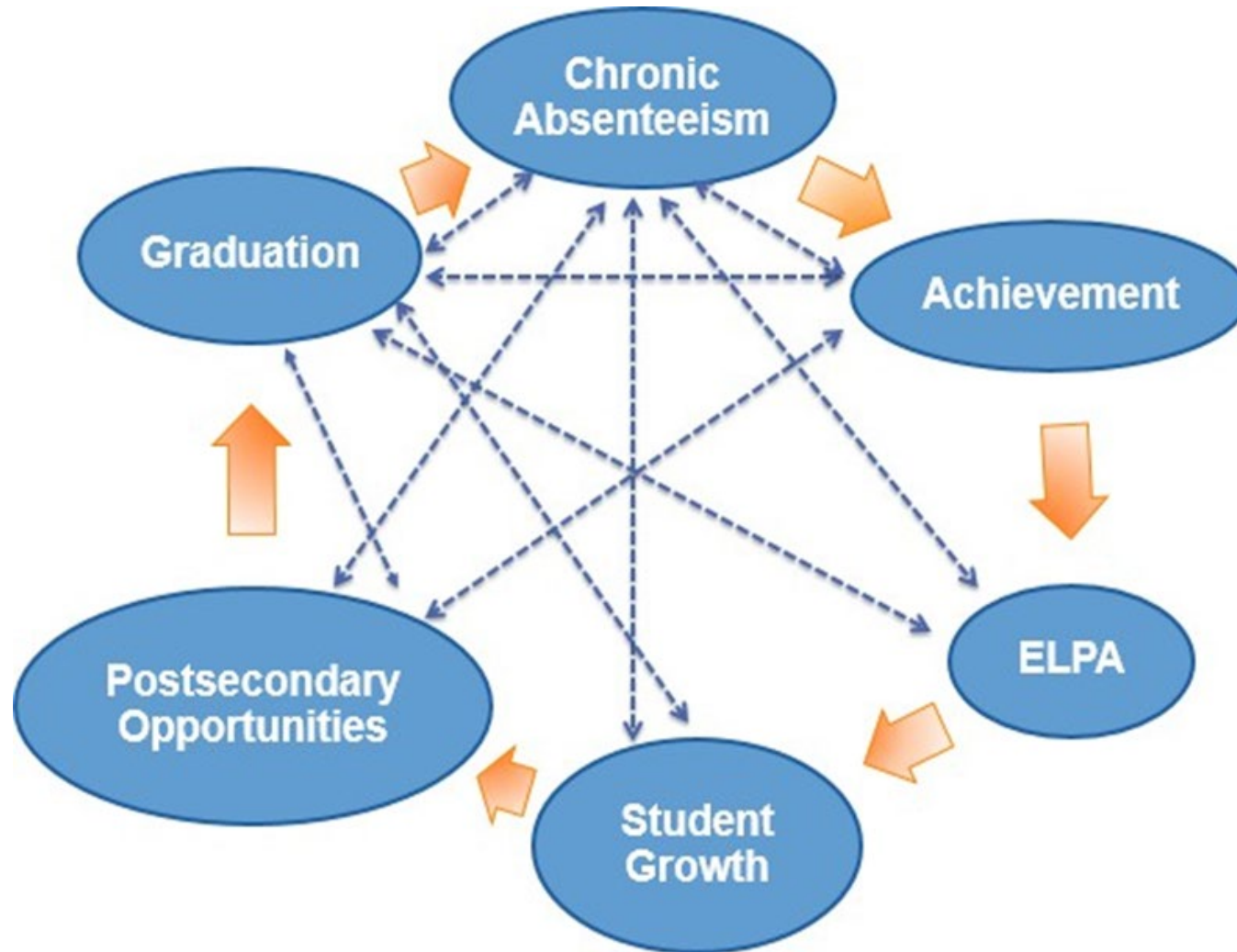
- Explore the various **data visualizations** of the Oklahoma School Dashboard
- Discuss **interpretations** of various data visualizations
- Identify **resources and actions** aligned to data

<http://bit.ly/DatatoAction>

An accountability system should provide **accessible, meaningful, and actionable** information about public schools.



Accountability should be guided by the **belief** that **all students can grow** and **all schools can improve**.



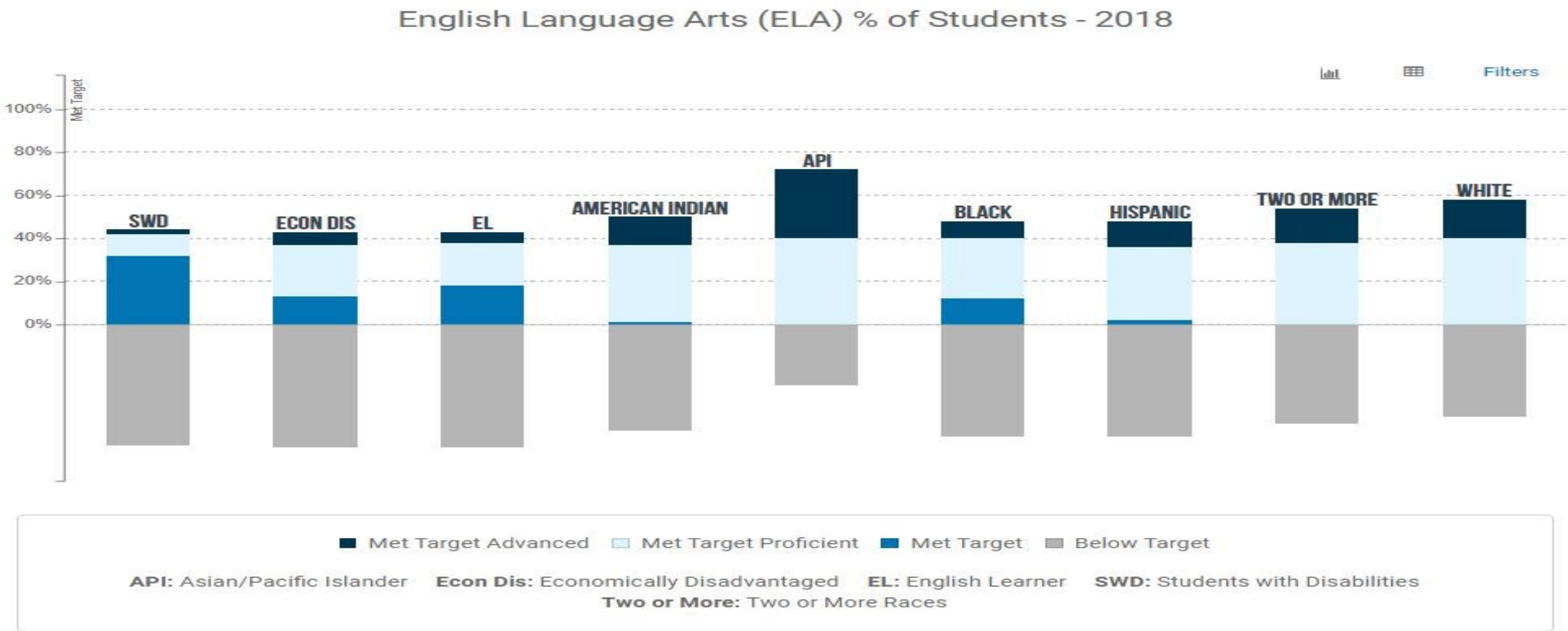
Academic Achievement- How prepared are students in grades 3-8 and 11 for the next grade, course or level?



Targets are based on median scores for each priority student group.

STUDENT PERFORMANCE BY TARGET

View below to see the percentage of students from each priority group who met, exceeded or scored below their academic target. This measure of performance accounts for 14/15ths of the indicator score.




Academic Achievement in ELA (2018)

Priority Student Group	# of Ss in Group	Below Target	Met Target	Met Target Proficient	Met Target Advanced
SWD	57,312	32,095	18,339	5,731	1,146
Econ Dis	160,275	91,357	20,835	38,466	9,616
EL	3,665	2,089	660	733	183
Hispanic	7,997	4,158	160	2,719	960
Black	4,664	2,426	560	1,306	373
AI	12,662	6,331	127	4,558	1,646
API	2,665	746	Target = Prof	1,066	853
2 or More	9,996	4,598	Target = Prof	3,798	1,599
White	73,306	30,789	Target = Prof	29,323	13,195

Data Source: <https://oklaschools.com/state/achievement/>

Academic Achievement in Single Sign-On



Grade Level	Priority Student Group	Type	Subject Group	Scale Score	Scale Score Target	No Score Code	Performance Points	Proficiency Points	NFAY
▼	▼	▼	▼			▼	▼	▼	▼
08	Economically Disadvantaged	OSTP	ELA	307	294		1	1	0
08	American Indian	OSTP	ELA	317	300		1	1	0
06	Individual Education Plan	OSTP	ELA	240	269		0	0	0
06	Economically Disadvantaged	OSTP	ELA	221	298		0	0	0
06	Individual Education Plan	OSTP	ELA	286	269		0.95	0	0
07	Economically Disadvantaged	OSTP	ELA	299	293		0.95	0	0
06	Economically Disadvantaged	OSTP	ELA	325	298		1	1	0
07	Economically Disadvantaged	OSTP	ELA	281	293		0	0	0
08	American Indian	OSTP	ELA	348	300		1.25	1	0
06	Individual Education Plan	OSTP	ELA	273	269		0.95	0	0
06	Economically Disadvantaged	OSTP	ELA	273	298		0	0	0
06	Economically Disadvantaged	OSTP	ELA	308	298		1	1	0
07	Individual Education Plan	OSTP	ELA	251	266		0	0	0
06	Individual Education Plan	OSTP	ELA	273	269		0.95	0	0
08	Economically Disadvantaged	OSTP	ELA	295	294		0.95	0	0
06	Individual Education Plan	OSTP	ELA	295	269		0.95	0	0
07	Economically Disadvantaged	OSTP	ELA	339	293		1.25	1	0
06	American Indian	OSTP	ELA	328	300		1	1	0
06	Economically Disadvantaged	OSTP	ELA	310	298		1	1	0

Action

Oklahoma's Nine Essential Elements

Frameworks



9 Essential Elements Framework



OKLAHOMA STATE DEPARTMENT OF
EDUCATION
— CHAMPION EXCELLENCE —

Academic Performance

OEE
1

Curriculum

OEE
2

Classroom Evaluation/
Assessment

OEE
3

Instruction

Learning Environment

OEE
4

School Culture

OEE
5

Student, Family, and
Community Support

OEE
6

Professional Growth,
Development, and
Evaluation

Collaborative Leadership

OEE
7

Leadership

OEE
8

Organizational Structure
and Resources

OEE
9

Comprehensive and
Effective Planning

Academic Performance

OEE 1

Curriculum

The school faculty develops and implements a curriculum that is rigorous, intentional and aligned to state and local standards.

OEE 2

Classroom Evaluation/Assessment

The school faculty uses multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

OEE 3

Instruction

The school faculty provides an instructional program that actively engages all students by using effective, varied and research-based practices to improve student academic performance.

Oklahoma Curriculum Frameworks

<https://sde.ok.gov/oklahoma-curriculum-frameworks>

Introduction to the OKMath Framework

last edited by  Christine Koerner 2 months, 3 weeks ago

 Page history

Welcome to the Math Framework

With the adoption of the Oklahoma Academic Standards for Mathematics (OAS-M) in the spring of 2016, it has been the priority of the Oklahoma State Department of Education (OSDE) to ensure all Oklahoma educators are provided with the opportunity to deeply understand the instructional shifts needed to fully meet the intent of the standards while also supporting educators with a vision and resources that promote implementing the standards with fidelity.

For this Framework, educators have analyzed the standards and objectives and have provided guidance for learning progressions, unit design, and instructional task selection. For each and every objective in the new OAS-M, the OKMath Framework provides a rephrasing of the objective, referred to as "in a nutshell." This is followed by related Teacher Actions and Student Actions, inspired by NCTM's Effective Teaching Practices and the OAS-M Mathematical Actions and Processes, respectively. Beyond helping teachers understand what students and teachers are doing when learning the standards, each objective also has a list of Key Understandings and Common Misconceptions.

Grade-Level Frameworks

- [Pre-Kindergarten Framework](#)
- [Kindergarten Framework](#)
- [First Grade Framework](#)
- [Second Grade Framework](#)
- [Third Grade Framework](#)
- [Fourth Grade Framework](#)
- [Fifth Grade Framework](#)
- [Sixth Grade Framework](#)
- [Seventh Grade Framework](#)
- [Pre-Algebra Framework](#)
- [Algebra 1 Framework](#)
- [Geometry Framework](#)
- [Algebra 2 Framework](#)

Other Key Resources from the OSDE

- [Oklahoma Academic Standards for Mathematics](#)
- [At-A-Glance](#): Documents that address critical gaps from PASS to OAS-M
- [Crosswalk documents](#) (developed by the Central and Northeastern Math Consortium)
- [Assessment blueprints](#)
- [Calculator policy](#)
- [Short course](#) that introduces the new standards.

Navigator

Admin

Algebra 1

Algebra 2

Fifth

First

Fourth

Pages

Files

options

SideBar

Provide Feedback




Jump to Your Grade

Pre-Kinder	Sixth
Kinder	Seventh
First	Pre-Algebra
Second	Algebra 1
Third	Geometry
Fourth	Algebra 2
Fifth	

Introduction Video






5th Grade Introduction

last edited by  Brenda Butz 1 year, 11 months ago

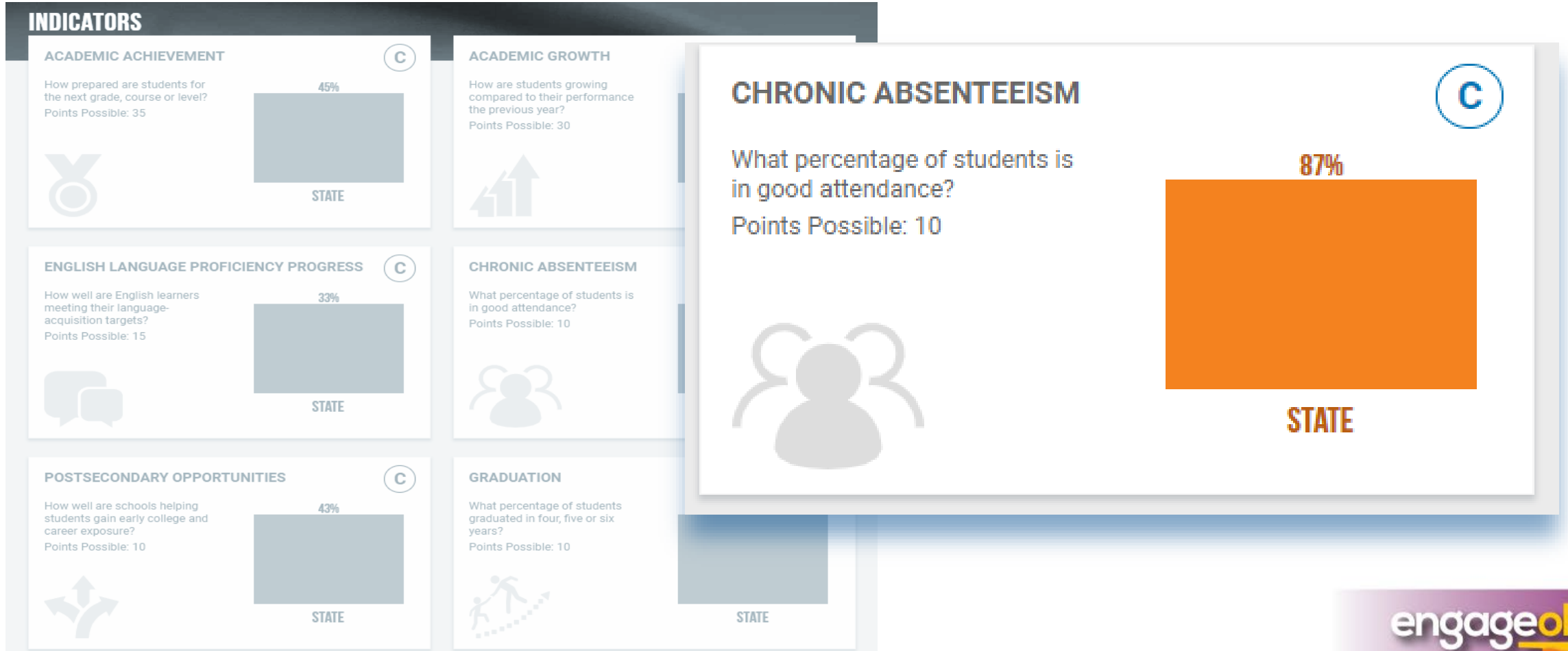
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An Introduction to 5th Grade

As students continue their math experience into fifth grade, their learning experience will focus on these central strands: Numbers & Operations, Algebraic Reasoning and Algebra, Geometry and Measurement, and Data & Probability. These strands will be addressed using real-world activities/lessons that warrant hands-on opportunities, while also promoting problem-solving, reasoning, modeling, questioning, and generalizing. This year will build upon students' fourth-grade experience and is a springboard to middle school math courses.

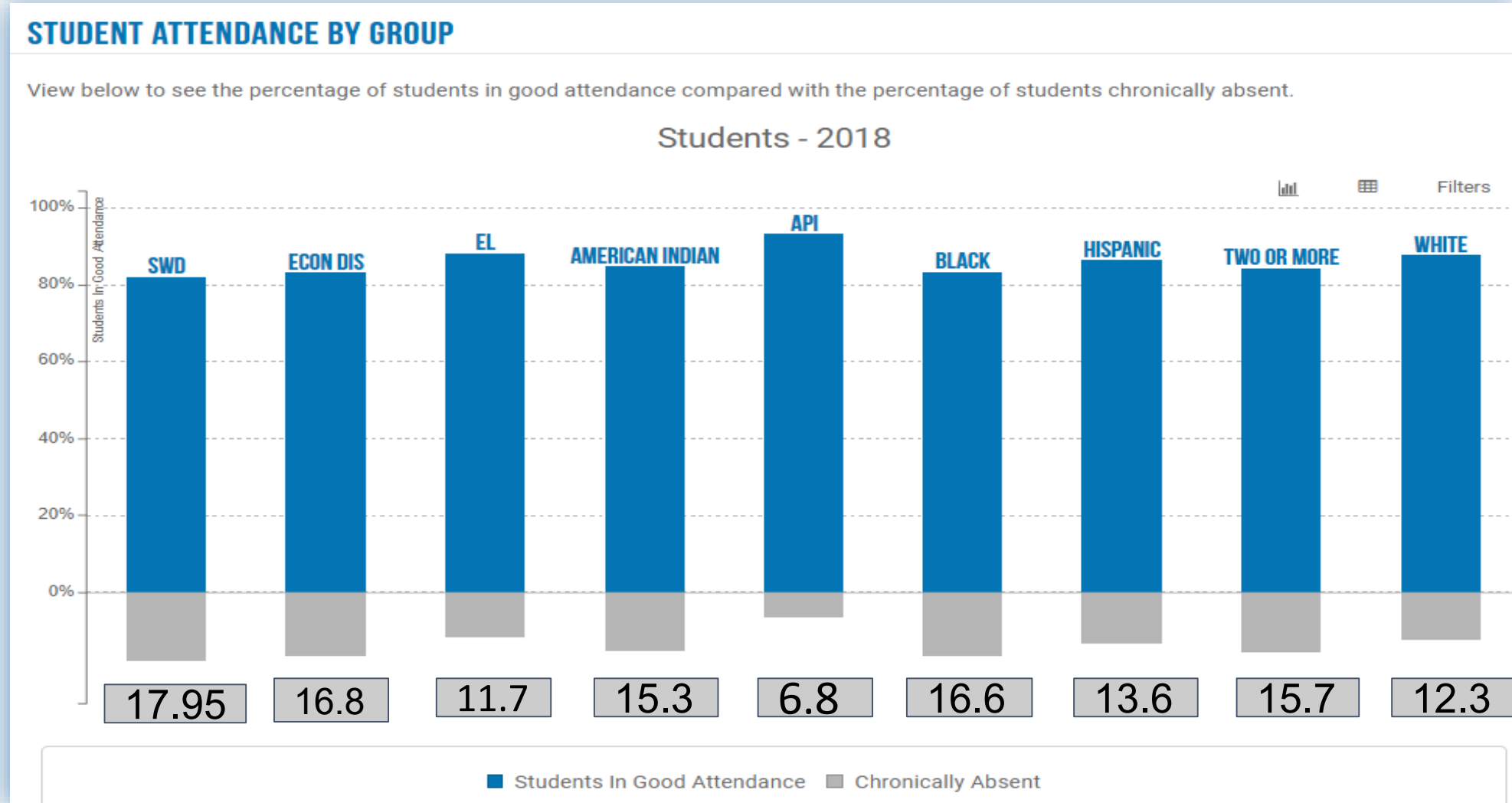
	<u>Grade-Level Mathematics Actions and Processes</u>	Descriptions of the Mathematics Actions and Processes provide a sense of what students are doing as they develop into mathematically literate students.
	<u>Suggested Learning Progression (v2)</u>	This year-long progression provides a sample vision for the learner experience that engages in meaningful, connected mathematics.
	<u>Objective Analysis</u>	Analysis for each grade-level objective is provided in a manner to support deep understanding for the teacher.

Chronic Absenteeism- What percentage of students are in good attendance?

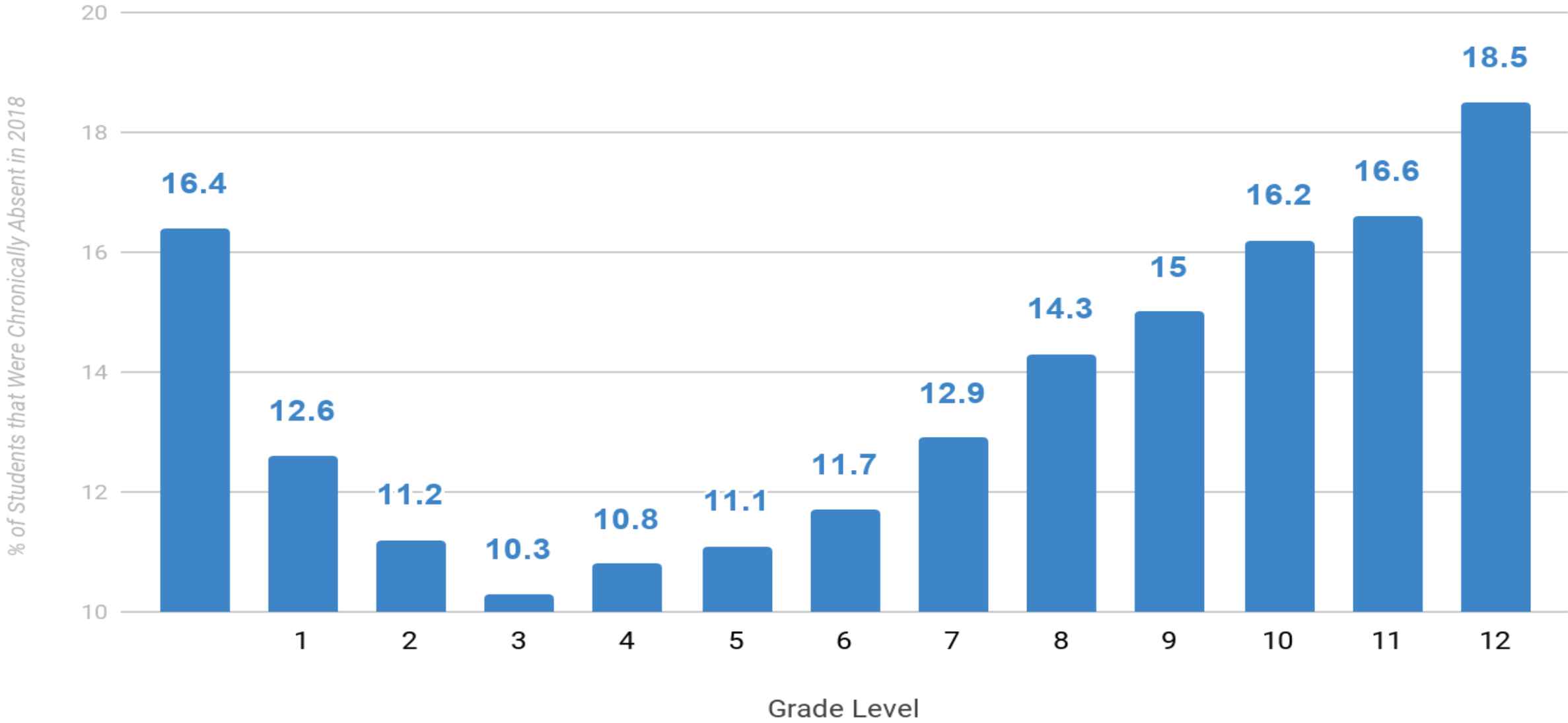


Chronic Absenteeism (2018)

What students may be at risk of falling behind due to lost instructional time?



Chronic Absenteeism in Oklahoma by Grade Level (2018)

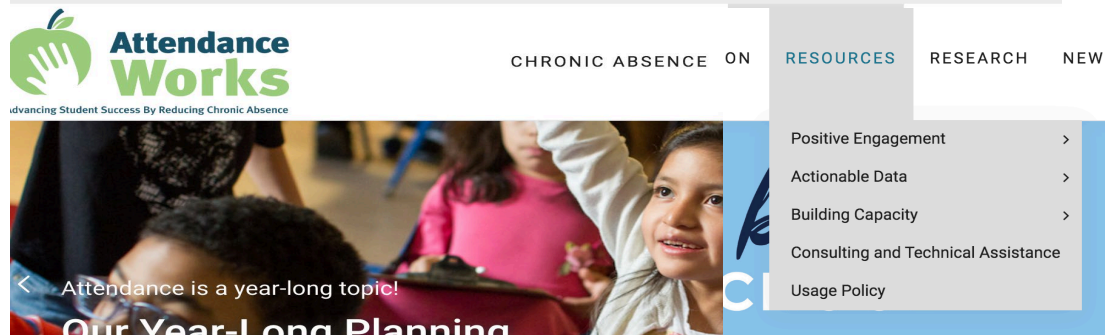


Action

The intent of chronic absenteeism as an indicator is to address the loss of instructional time.

OSDE Chronic Absenteeism Resource

Attendance Works



Attendance Playbook: <https://www.future-ed.org/wp-content/uploads/2019/07/Attendance-Playbook.pdf>

MYTHS:

- Absences are only a problem if they are unexcused
- Don't realize missing just 2 days per month can affect learning
- Sporadic absences aren't a problem
- Attendance only matters in the older grades

BARRIERS:

- Lack of access to health or dental care
- Chronic illness
- Trauma
- No safe path to school
- Poor transportation
- Housing instability
- High mobility
- Involvement with child welfare or juvenile justice system

AVERSION:

- Struggling academically or socially
- Bullying
- Ineffective/exclusionary school discipline
- Parents had negative school experience
- Undiagnosed disability

DISENGAGEMENT:

- Lack of engaging and culturally relevant instruction
- No meaningful relationships with adults in school
- Vulnerable to being with peers out of school vs. in school
- Poor school climate
- Discouraged due to lack of credits

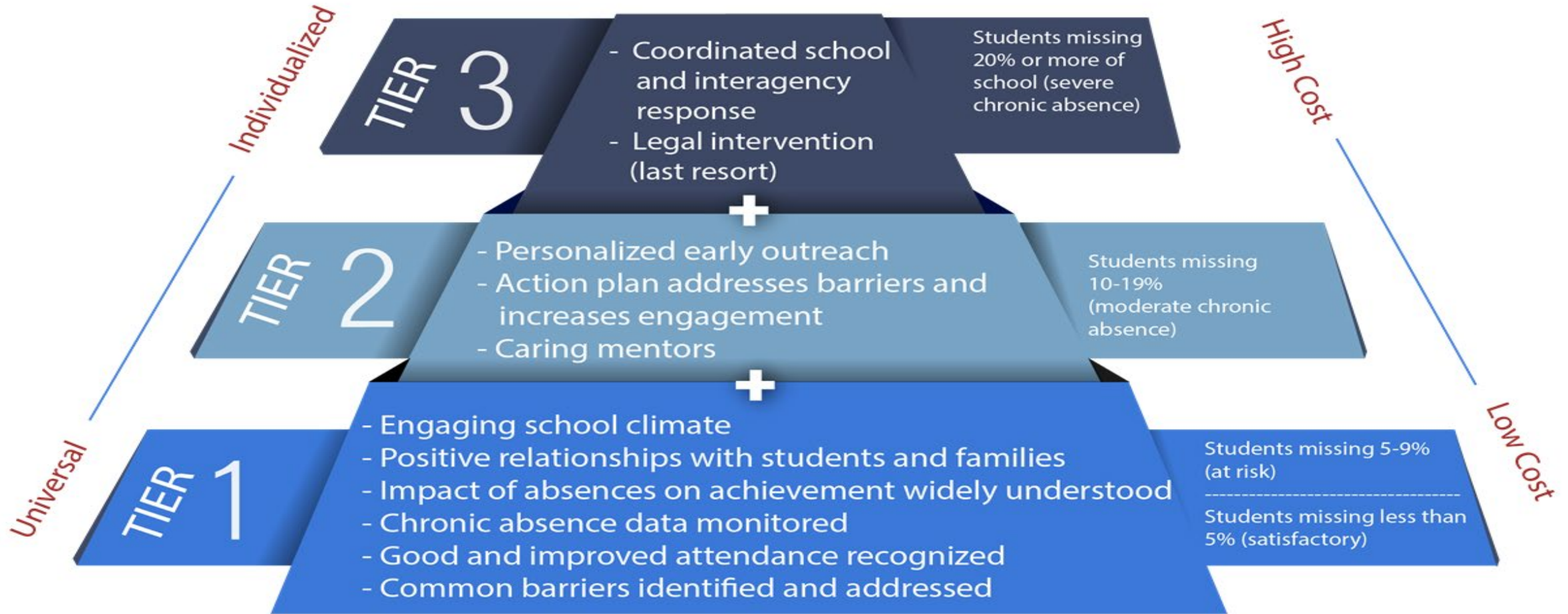
Chronic Absenteeism

The intent of chronic absenteeism as an indicator is to examine the impact of lost instructional time.

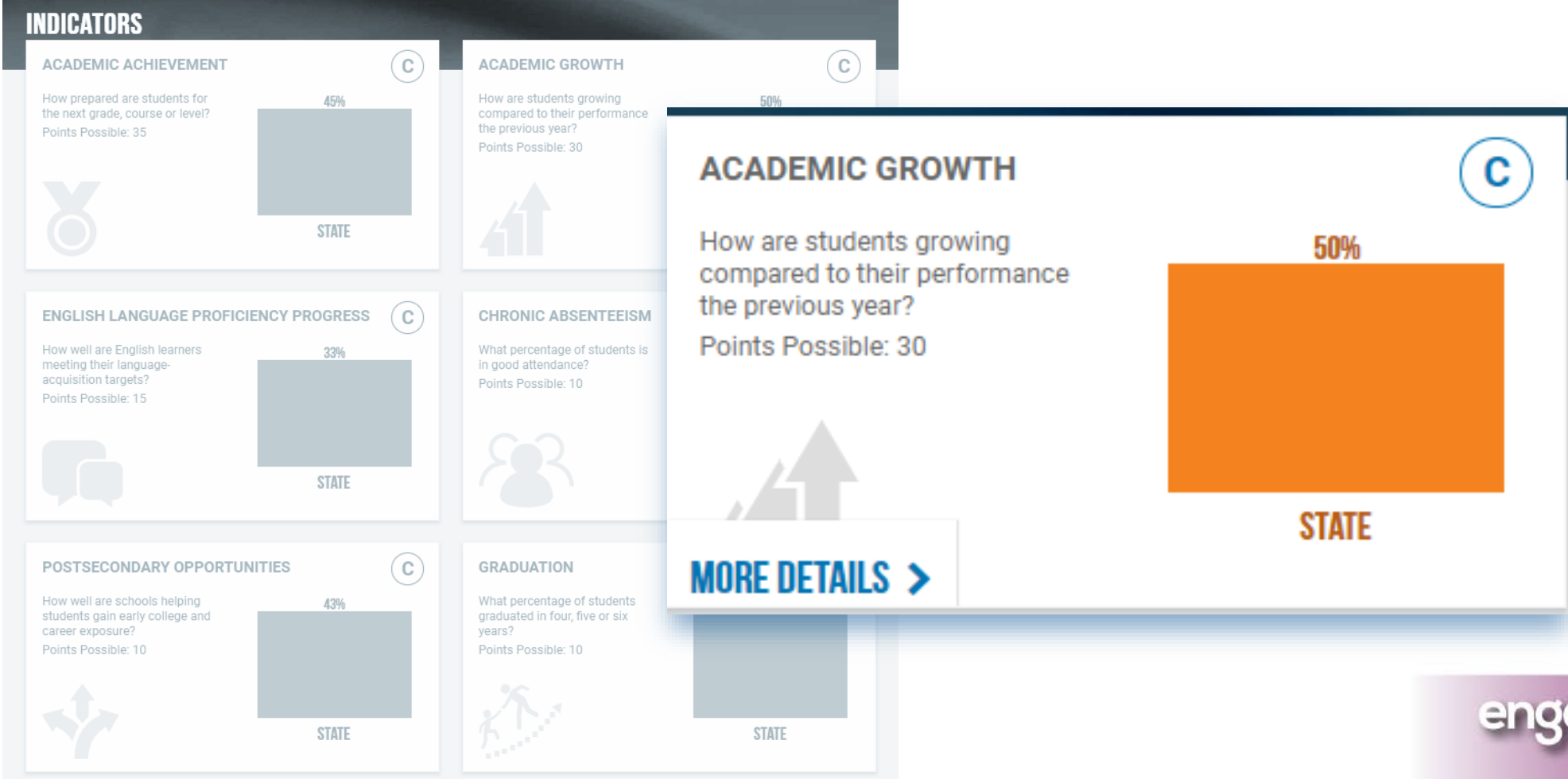
What is in place for **students** when they miss instructional time?

What is in place for **teachers** when students miss instructional time?

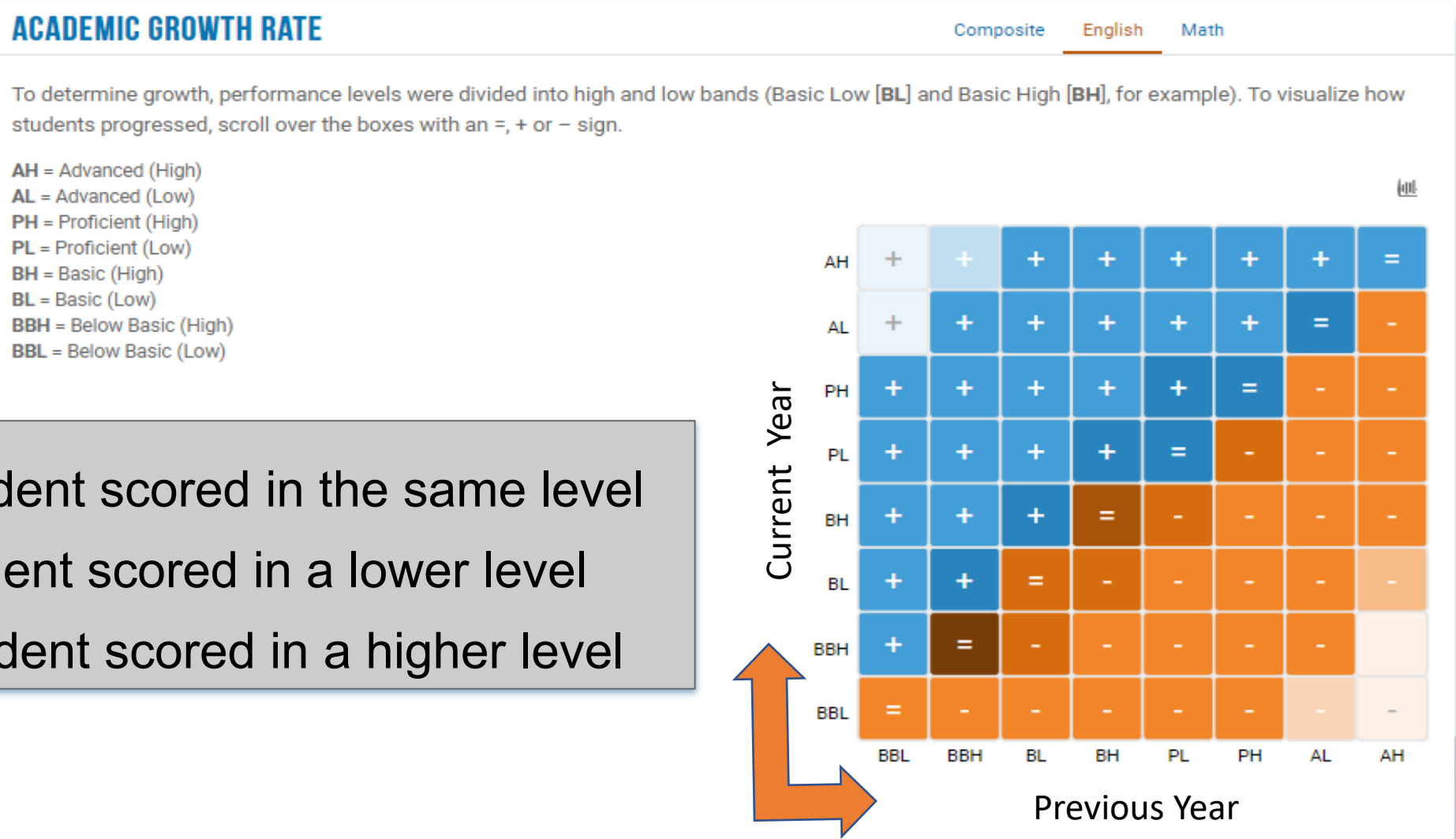
Multi-Tiered System Approach



Academic Growth- How are students in grades 4-8 progressing between consecutive years?



Compares OSTP scores between consecutive years in ELA or math.



How much progress are students in grades 4-8 making from one year to the next in ELA?

2018 Performance	AH	1	2	8	39	153	494	1214	375
	AL	1	73	147	1095	3578	6159	8016	1125
	PH	12	232	786	3921	7534	8536	6041	404
	PL	14	694	2262	7936	9735	7837	3193	113
	BH	107	4574	10154	18778	12413	5405	1517	41
	BL	341	10276	11806	11354	3883	1056	154	4
	BBH	4564	26267	10233	5371	1249	2137	26	0
	BBL	4249	4570	381	122	39	14	3	1
		BBL	BBH	BL	BH	PL	PH	AL	AH
		2017 Performance							

(+) Scored in a higher level

(=) Scored in the same level

(-) Scored in a lower level



Action-Align Curriculum and Instructional Strategies

	<u>Student Proficiency Levels + Instructional Guidance</u>	These proficiency levels describe student skill levels for each objective to help classroom teachers identify levels of student understanding. Beneath the proficiency levels, instructional guidance can be found for the developing, approaching, understanding, and deeper acquisition levels.
	<u>Literacy Progressions</u>	See how 25 major literacy skills develop throughout the course of a student's academic career, PK-12.
	<u>Engagement Strategies</u>	Teachers can engage their students in literacy activities with these 20 strategies.

Engagement Strategies, 6th-8th

The following strategies could be used in a middle school classroom to increase engagement in literacy activities. Teachers should use their wisdom in knowing when and how often to employ these various strategies.

Strategy	Description
ACE Strategy	Students demonstrate how they know or can solve response items. They Answer, Cite textual evidence, and Explain (or expand). View this 3 minute YouTube video for a quick demonstration.
Cornell Notes	Students use the Cornell notes organization style to organize and study content and concepts.
CUSS it out	This annotation strategy can be used on a variety of texts. <ul style="list-style-type: none">• C – Circle key terms or vocabulary• U – Underline main ideas• S – Star supporting details• S – Summarize (or Share or State the theme) Concepts or items to circle, underline, and star can be varied according to the text and purpose.
Elevator Speeches	Elevator speeches can be used to refine students' understanding of vocabulary, concepts, content, and/or processes. Pair students up with partners. They have 30 seconds to deliver information to their partners. After 30 seconds, the students switch roles. Have a few share out. Then have students find a new partner. They have 30 seconds to deliver their refined understanding to their partners. After 30 seconds, the students switch roles once more.
Find Your Match	Give each student in the class a card and then have them find the other student with the matching card. Teachers can do this with many topics including antonyms/synonyms, words/definitions, problem/solution, genres/definitions, and opinions/reasons.
Flipgrid	This website allows students to create personalized videos that they can share. They can respond one another. Teachers have moderation rights and can create individualized online classes. The videos can be up to five minutes long. Students could share book talks, elevator speeches, summarize a text, or offer feedback on writing.
Four Corners	Four corners is a strategy that encourages student discourse. Place four signs in various corners of the classroom. Label these with four characters from a recent story, parts of the book (beginning, middle, end, and favorite character, setting, event), books of a series, informational topics (e.g.,



Author's Purpose

noun | The "specific reason or reasons for the writing. It conveys what the readers have to gain by reading the selection. Purpose is the objective or the goal that the writer wishes to establish" (ELA glossary, page 83).

Being able to identify author's purpose is an important skill for a reader to develop. Author's purpose differs from the main idea in that main idea is the central thought or premise of a reading passage; author's purpose is the reason the author picked up the pen and wrote in the first place. Knowing the purpose or intent that the writer has for creating the piece of work helps the reader evaluate the piece better. For example, if an author's purpose is to persuade, then a reader would want to be cautious about believing everything the author writes.

Literacy Progression	
Standard 3	Progression
<i>objectives in chronological order with shifts bolded</i>	<i>how the objectives develop & change through the grade levels</i>
1.3.R.1 Students will identify the author's purpose (i.e., tell a story, provide information) with guidance and support.	Students are introduced to the reasons authors write (tell a story-entertain, provide information-inform). Students are beginning to identify the author's purpose to help them determine if the text is fiction or nonfiction.
2.3.R.1 Students will determine the author's purpose (i.e., tell a story, provide information).	Students start this progression with guidance and support from the teacher and move to independently determine the author's purpose.
3.3.R.1 Students determine the author's stated and implied purpose (i.e., entertain, inform, persuade).	Students can identify the author's stated purpose when the author tells the reader directly the reason why he or she is writing the piece. Students can also identify the

Dimensions of Resource Equity

- Access to Teacher Quality
- Empowering, Rigorous Content
- Instructional Time
- Early Intervention
- Whole Child Approach
- Family Academic Engagement

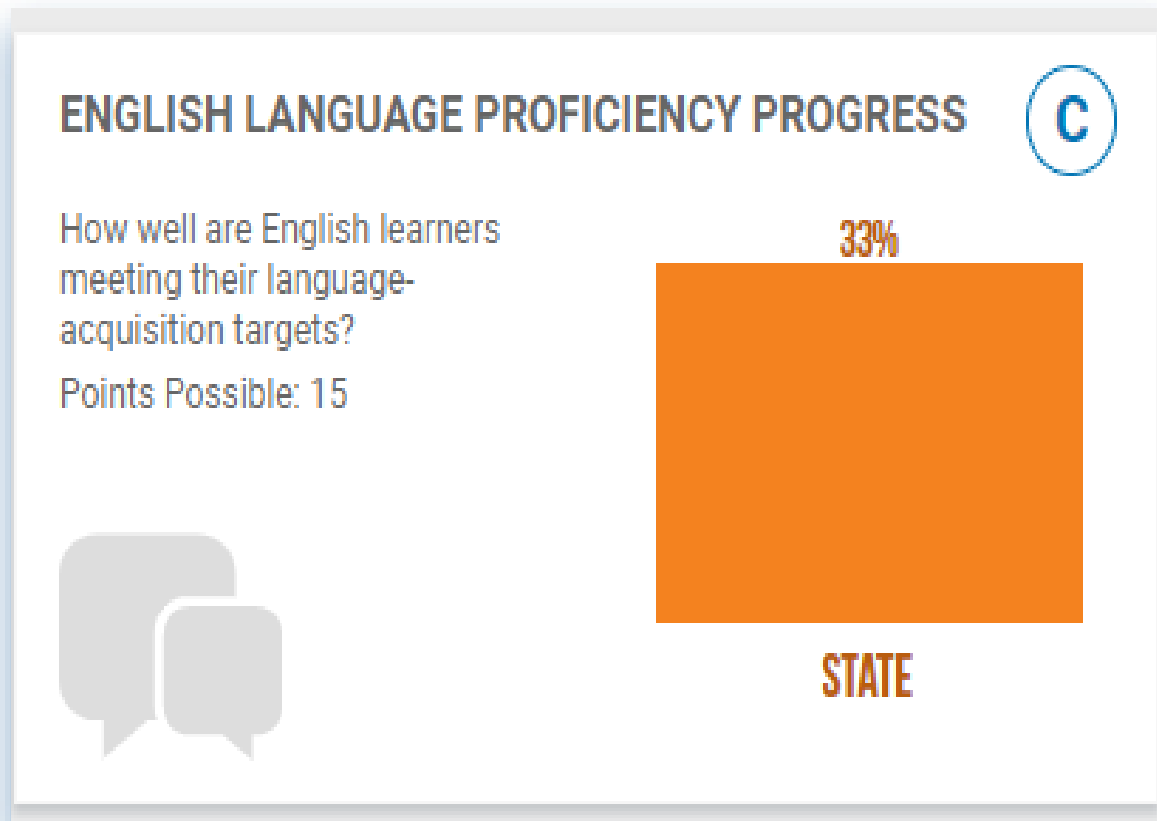
Action

Equity of Access to Quality Teachers

How are highly effective teachers distributed across students of different subgroups of students?

How are novice teachers distributed across different subgroups of students?

English Language Proficiency Acquisition (ELPA)- How well are our programs working to support our English Learners in gaining English language proficiency?



What percentage of English Learners are on-track to exit on-time based on WIDA ACCESS Scores?

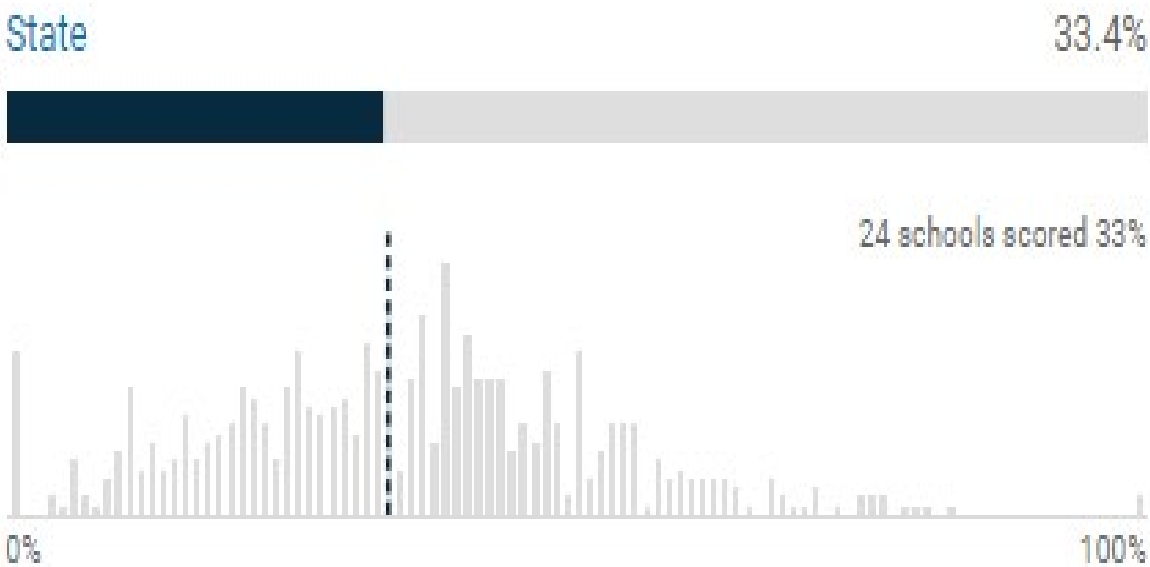
ENGLISH LANGUAGE PROFICIENCY PROGRESS

This indicator shows the percentage of English learners on track to exit their language acquisition program on time.

+ view by demographics

Points Earned: 12.5 of 15

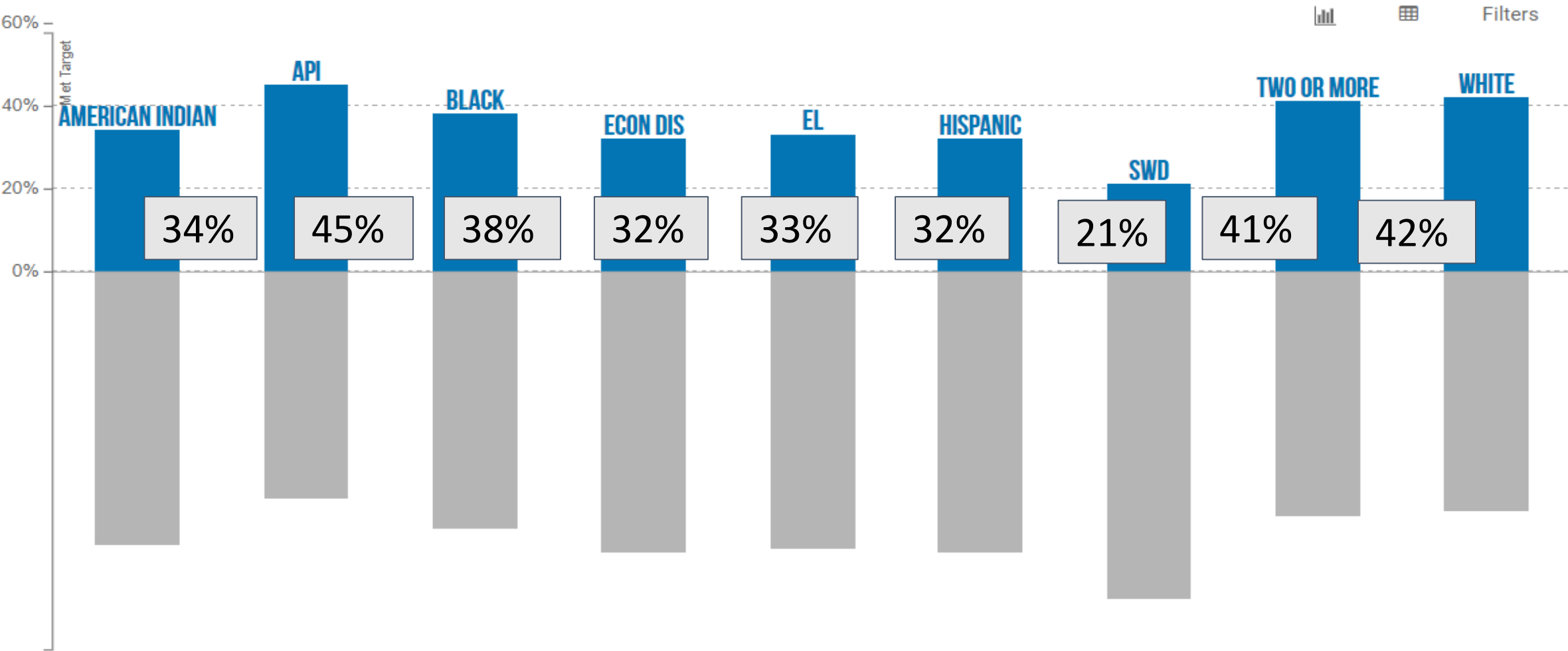
View the bottom graph to see how the state performance compares to other Oklahoma schools.



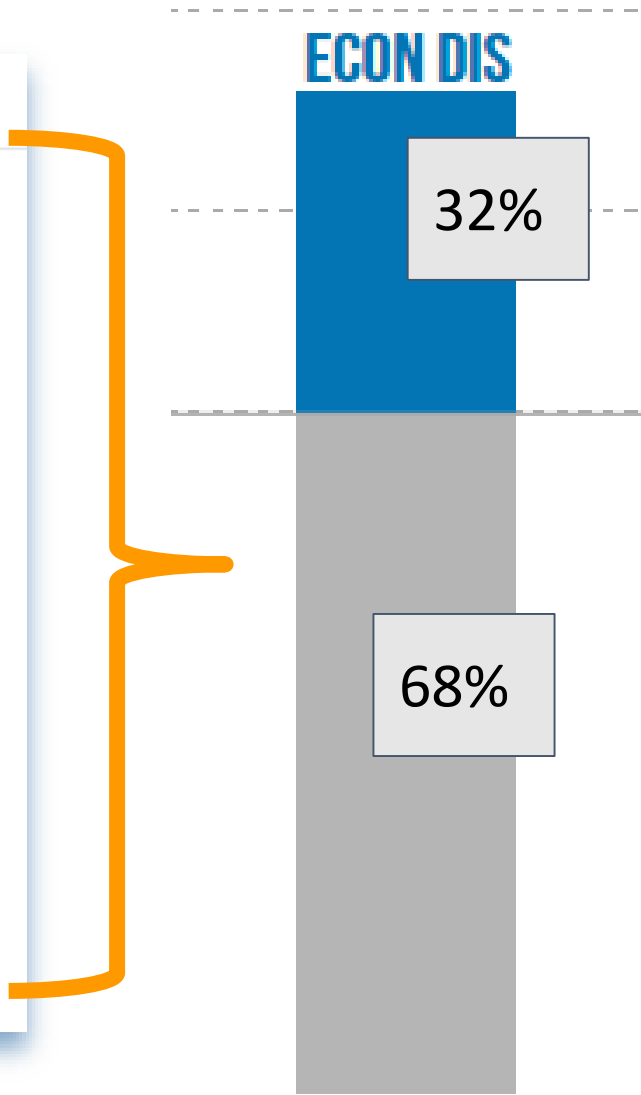
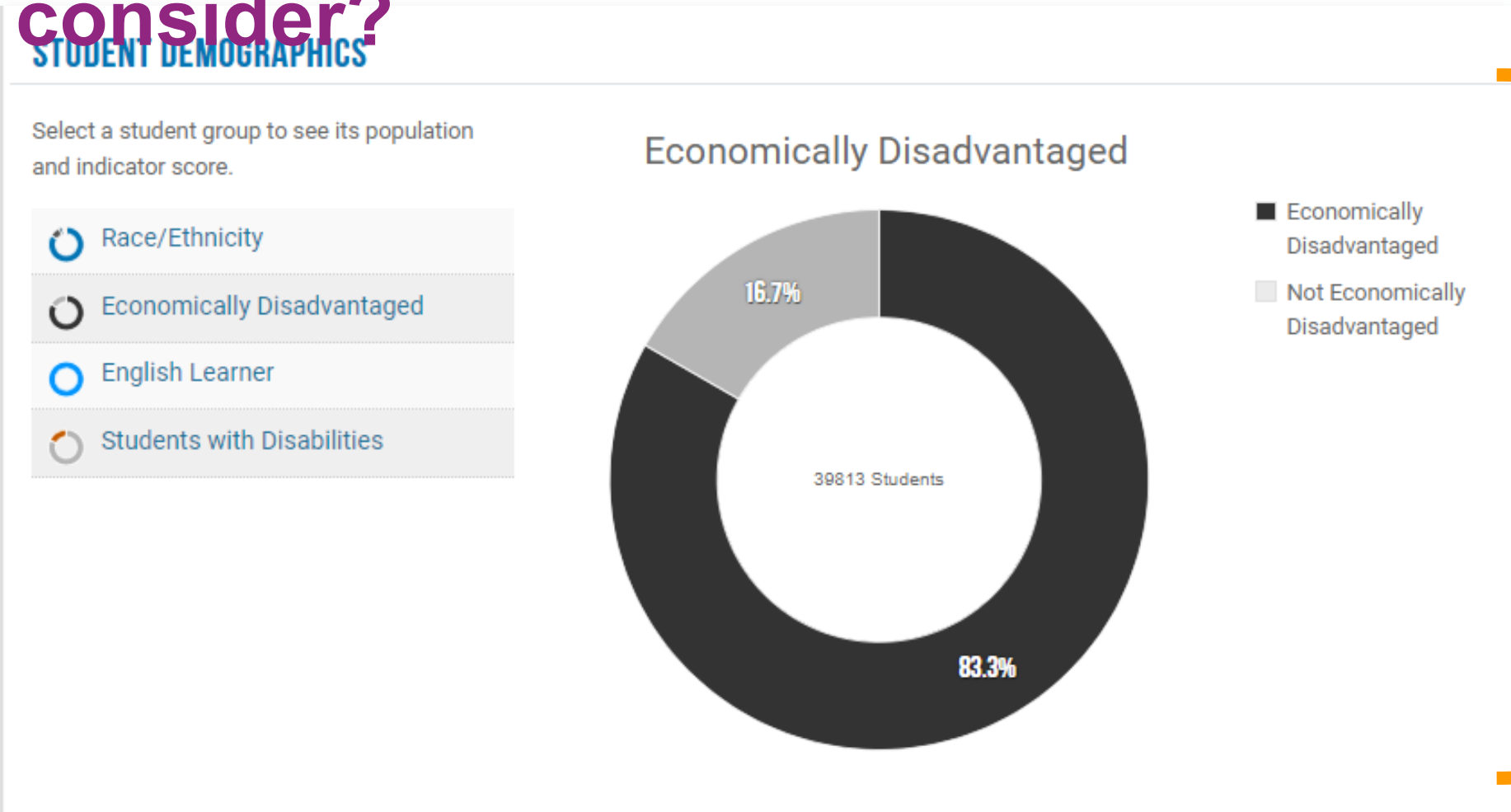
ENGLISH LANGUAGE PROFICIENCY PROGRESS

This graph tells the percentage of students meeting their targets and on track to exit on time.

Students - 2018



What other factors could we consider?



Action

- Vocabulary Instruction in All Disciplines
- Dimensions of Equity through the Lens of English Learners
- Nine Essential Elements through the Lens of English Learners
- Any Needs Assessment through the Lens of English Learners

ENGLISH LEARNERS

WHO IS THIS LEARNER? English learners (ELs) are a diverse group of students representing different languages, cultures, ethnicities, learning abilities and nationalities.

It is difficult for ELs to learn classroom material at the same time they are learning English as a second language.

Despite the difficulty ELs face in navigating school while learning a new language, they are a tremendous asset when their academic potential is unlocked.

Source: [OSDE Diverse Learner Brief](#)

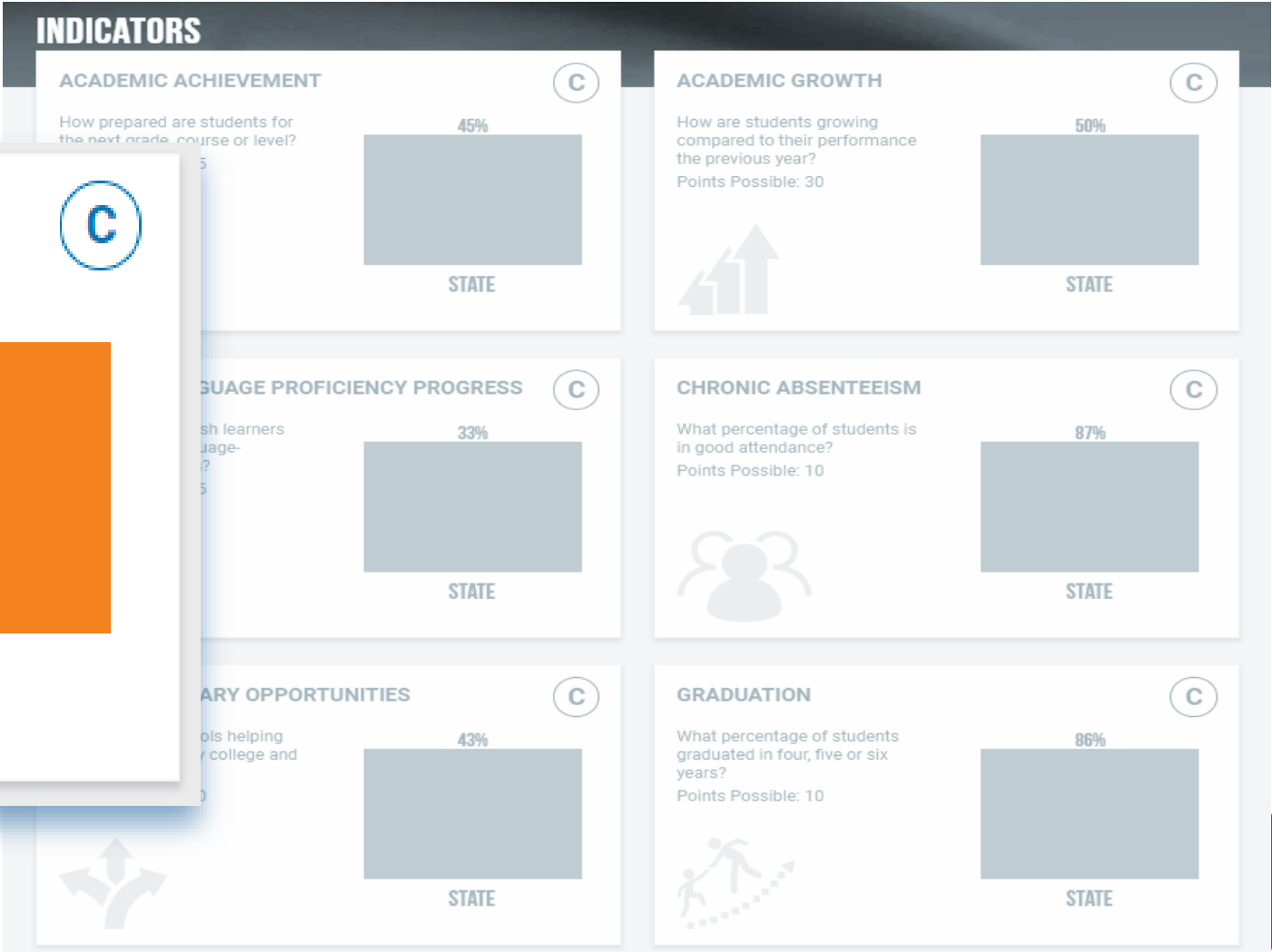
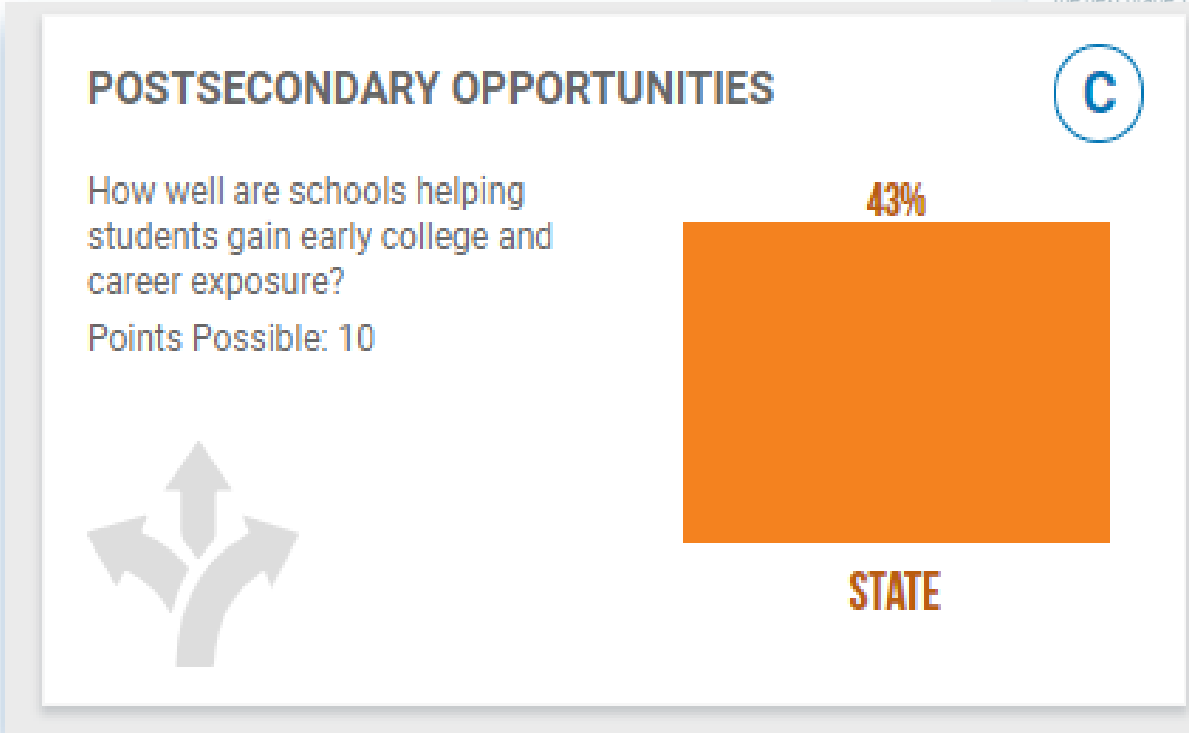
THINGS TO CONSIDER

- **Recognize** that second language acquisition is a gradual developmental process and is built on students' knowledge and skill in their native language.
- **Provide** authentic opportunities to use language in a nonthreatening environment.
- **Encourage** students to read in their native language. Strong native language reading skills lift achievement in English acquisition.
- **Foster** English language acquisition and whole-class engagement by using dramatic techniques in their instruction practice.
- **Use** "language buddies" to pair an EL student with a classmate who is proficient in both English and the EL's first language.
- **Become** familiar with students' cultural heritage and norms. This will foster mutual trust and understanding.

REFLECTION QUESTIONS

- What are effective strategies implemented in your school to support ELs?
- How does your school develop authentic performance tasks that connect to students' cultural backgrounds, interests and prior knowledge?
- Does your school understand differences in the communication and cognitive styles of various cultures and what these mean for student participation?
- How does your school involve families of English learners to support their education?

Postsecondary Opportunities- How well are schools helping students in grades 11 and 12 gain early college and career exposure?

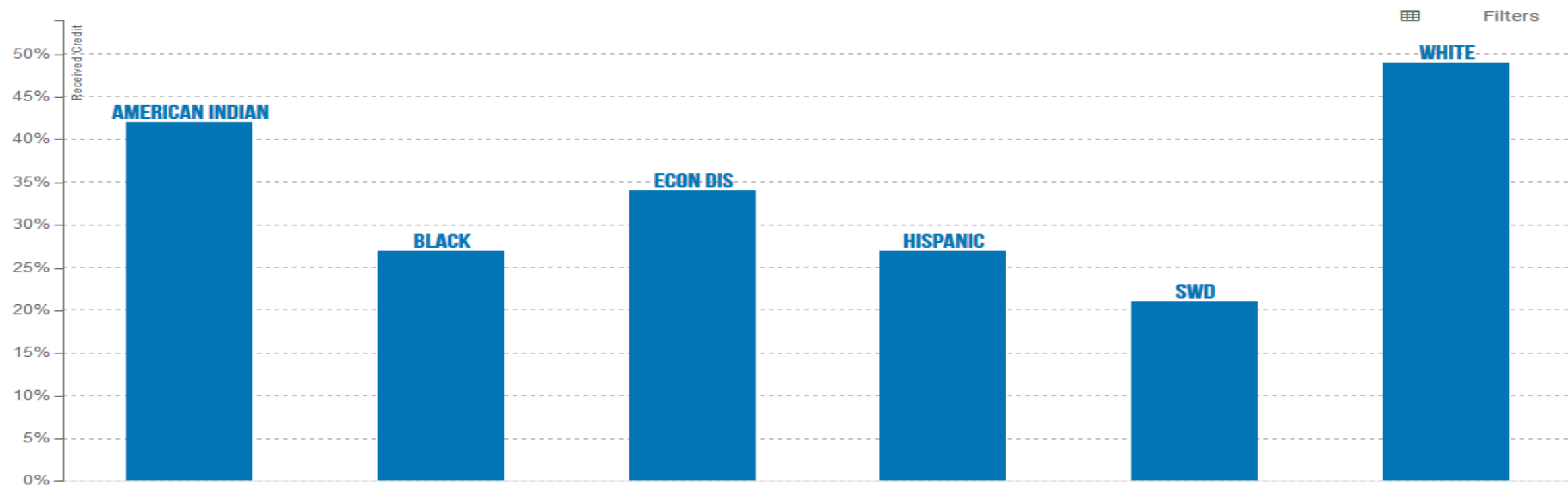


Postsecondary Opportunities

STUDENT PARTICIPATION RATES

View below to see the percentage of 11th- and 12th-grade students who successfully completed at least one postsecondary opportunity.

Students - 2018



API: Asian/Pacific Islander Econ Dis: Economically Disadvantaged EL: English Learner SWD: Students with Disabilities
Two or More: Two or More Races

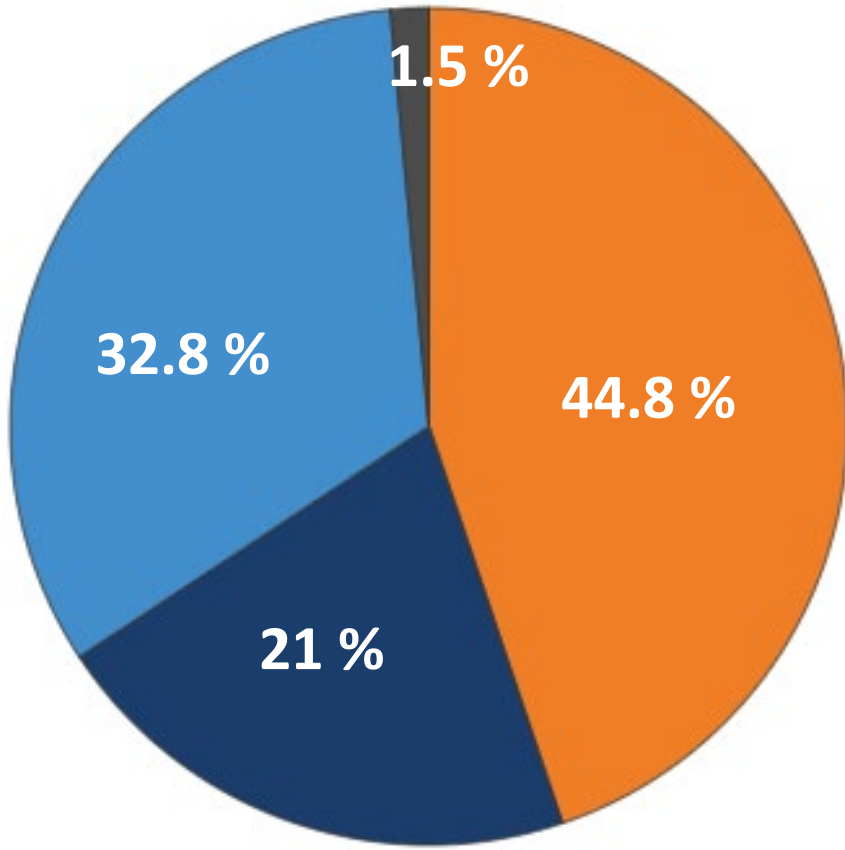
Postsecondary Opportunity by Type (2018)

Internships

Allows students to participate in immersive, experiential learning opportunities that build upon classroom skills and practical knowledge in a professional environment.

CTE Certificate Program

Enables students to earn industry certification through programs that combine classroom courses with skills-based practices and training.



AP/IB Coursework

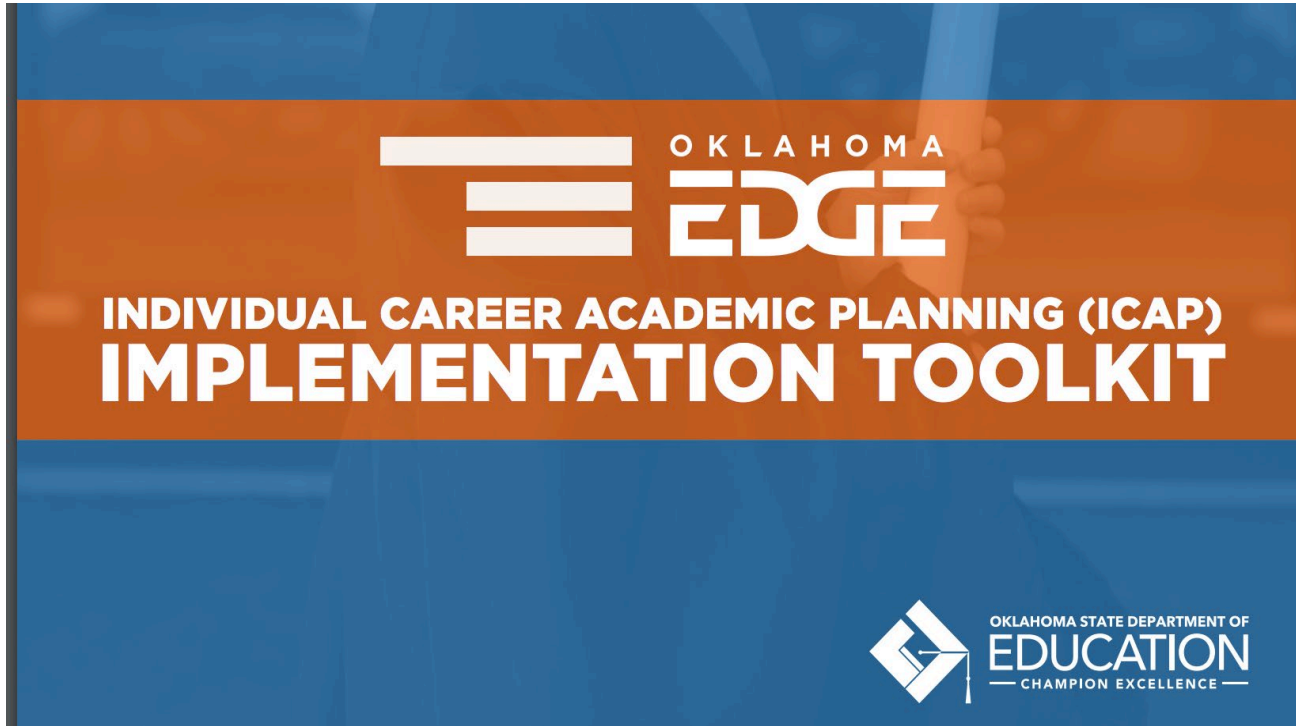
Challenges students to learn at a college-level pace and rigor and may provide opportunity to earn college credit based on test scores and college policies.

Dual (Concurrent) Enrollment

Enables students* to enroll and gain collegiate experience while earning credit in a college course offered through a local postsecondary institution.

* specified criteria (GPA or ACT/SAT score) must be met

Action-ICAP Individual Career Academic Planning



- Interactive Student-driven
- Personal interest and strength to set goals and create a plan
- Required statewide for all 9th graders



Self-Awareness



Exploration



Preparation



Action



<http://www.okedge.com/>



Professional Behaviors



Career Possibilities & Exploration



Educational Opportunities



Hands-on Training Opportunities



Resources



Financial Aid & Scholarships

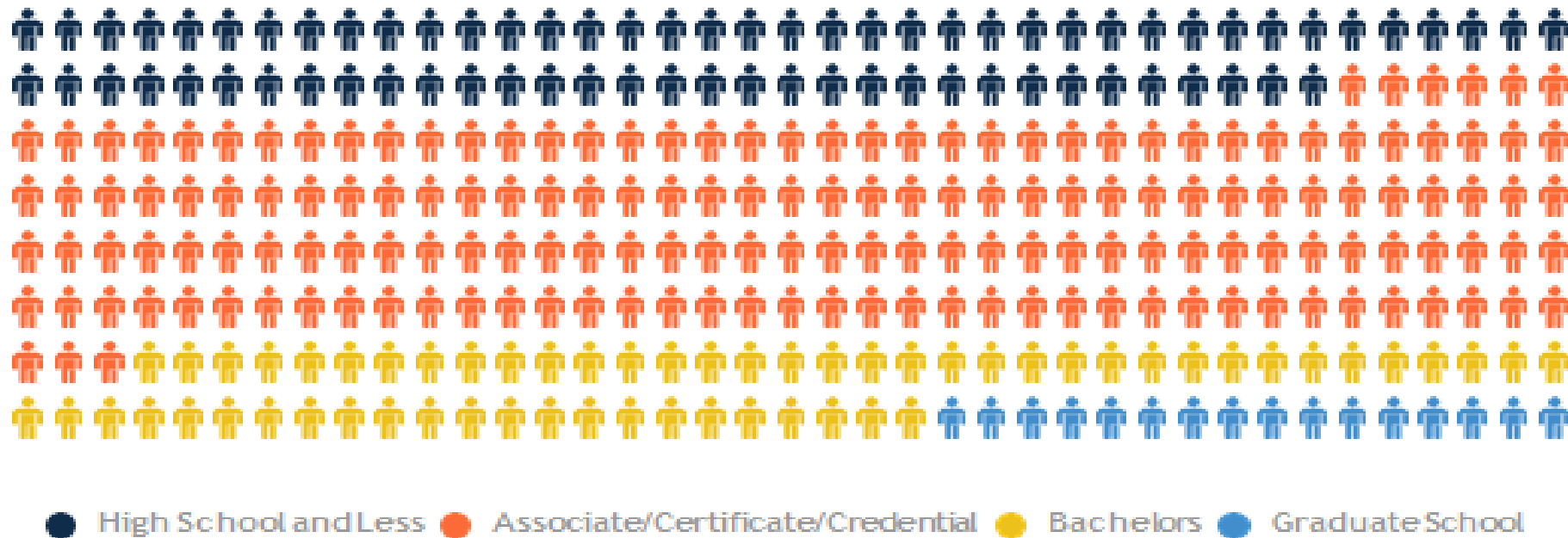


How to Get Involved



Changing world of work

By 2025 seventy-five percent of Oklahoma's jobs will require postsecondary credentials. The need to increase credential attainment over the next decade is especially critical for Oklahoma's wealth generating job sectors such as Aerospace and Defense, Energy, Information and Financial Services, Agriculture, and Bioscience. It will take a partnership between business and education to create a solid workforce.



Source: Oklahoma State Workforce Briefing 2018

Graduation- What percentage of students graduated in four, five, or six years?

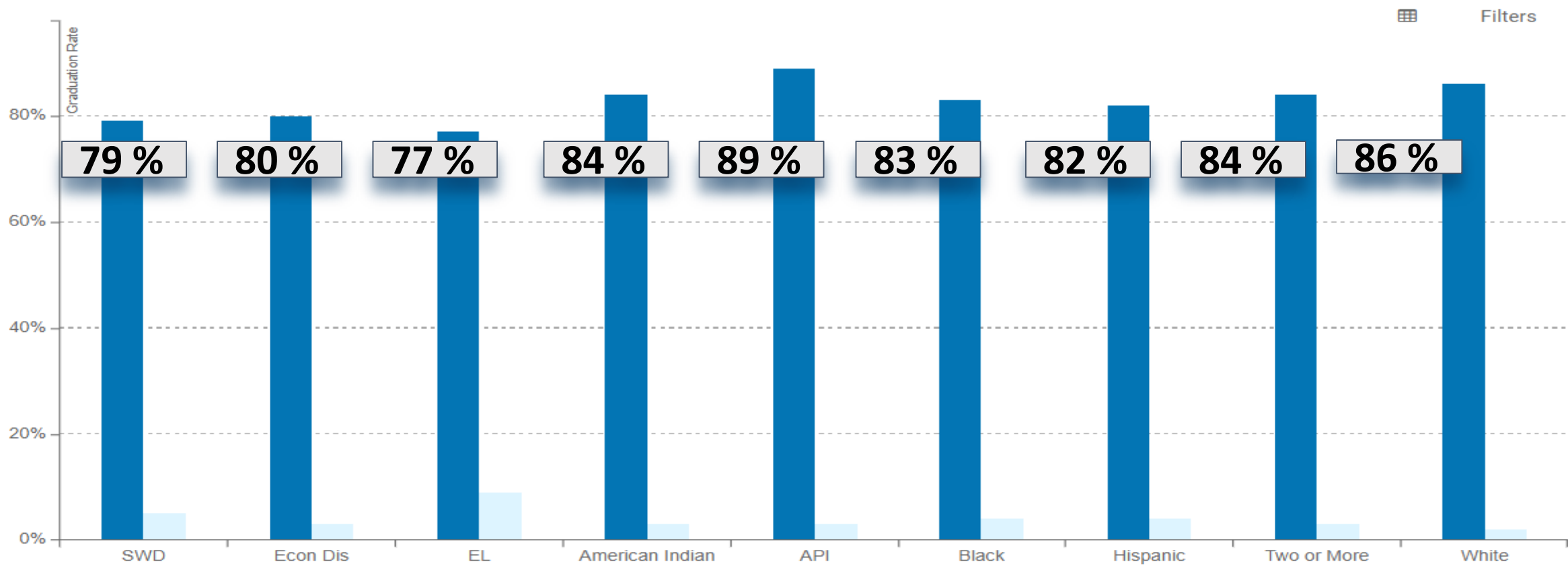


Graduation- 4 Year Adjusted Cohort

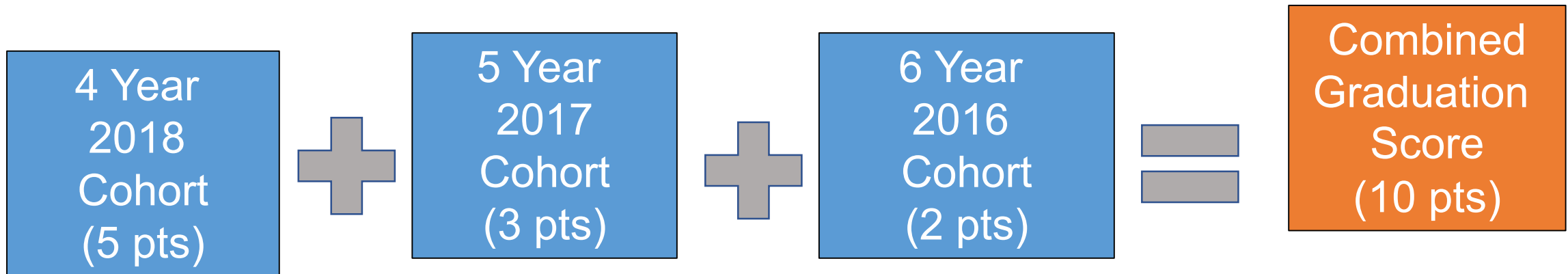
PERCENTAGE OF STUDENTS GRADUATING

View below to see the percentage of students graduating in four, five or six years for each student group.

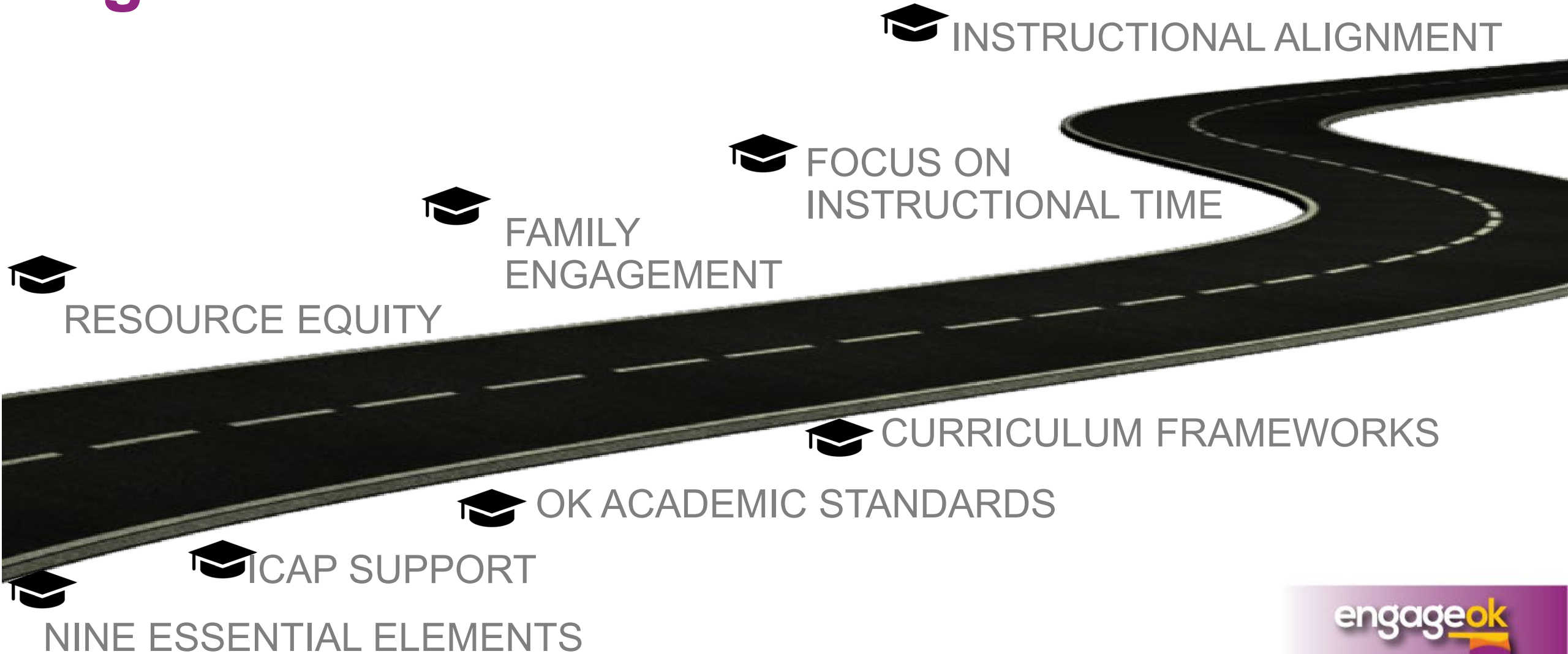
Graduates - 2017



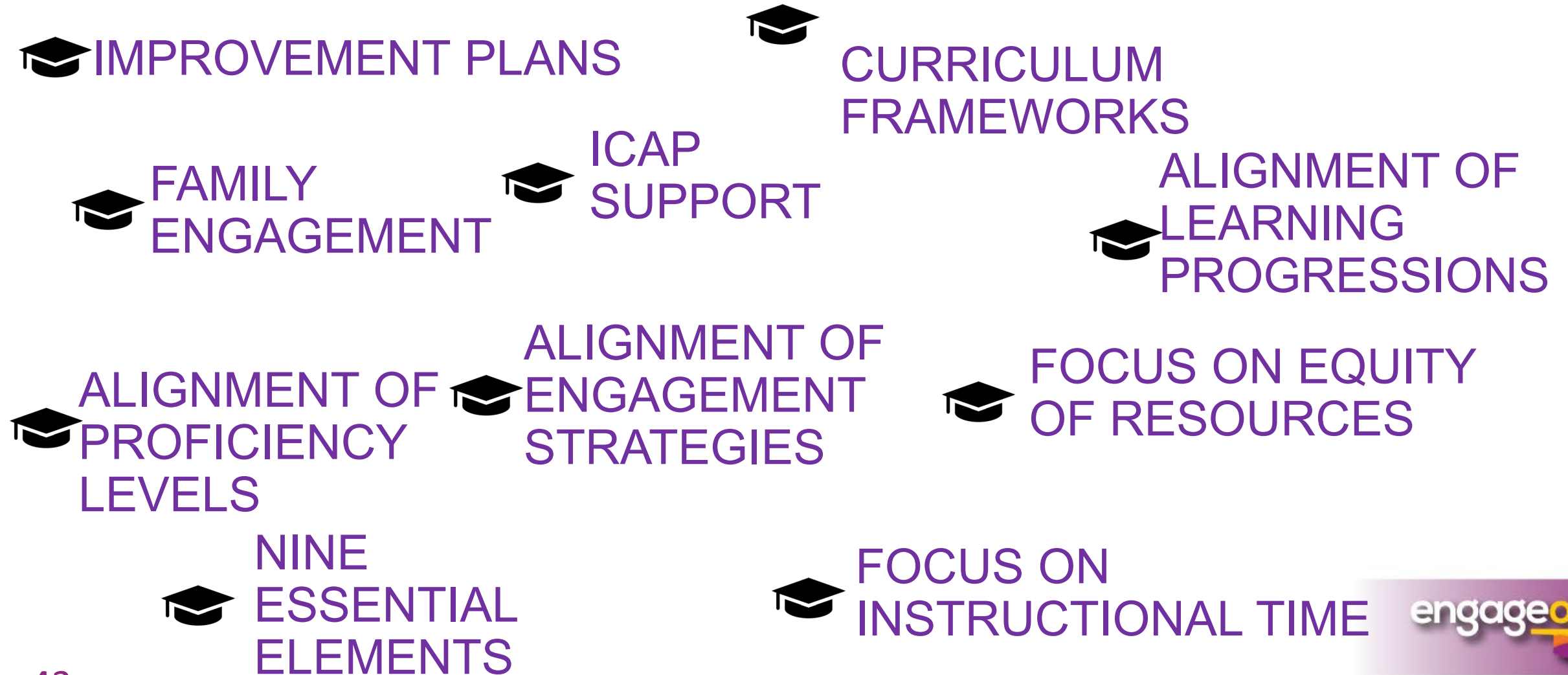
- The Graduation indicator is based on 4, 5, and 6 year adjusted cohort graduation rates.
- Students are assigned a cohort year based on the first transition to high school.
- The Graduation score for each cohort is weighted to reward schools for supporting students that may need extra time to graduate.



All roads lead to success for life after High School



Action-All Roads Lead to Graduation



Questions?

<http://bit.ly/DatatoAction>



engageok ADMINISTRATORS CONFERENCE

Maria Harris, Executive Director Office of Accountability

Maria.Harris@sde.ok.gov

Dr. Brook Meiller, Executive Director Office of School Support

Brook.Meiller@sde.ok.gov

Lesa L Rohrer, Director of Data Literacy

Lesa.Rohrer@sde.ok.gov