Migrant Education Data Dive:
Data Considerations, Actions and Next Steps
September 13, 2021 10:30-11:30 AM
Session Agenda

• Introductions
• SY 2021 Considerations
• Unwrapping OSTP Data
  • Performance Levels
  • OPI- Oklahoma Performance Index Score
  • Reporting Categories
• Accountability Reporting Data
• Connecting Accountability and OSTP Data
• Reflections & Wrap Up
Serving Schools
OSTP Data
Assessment Reporting Timeline

September 23rd
- **Targeted Audience**: District and School Administrators, DTCs, Data Teams
- School- and district-level **assessment data** available for viewing in the Accountability Reporting application and OSTP Data Portal
- **District/Administrator toolkit** released to support local score interpretations
- OSDE-led support **webinar** with question and answer session (recording will be posted)

September 28th
- **Targeted Audience**: District and School Administrators, DTCs, Instructional Coaches, and Teachers
- **Teacher toolkit** released to support local analysis of performance data in the OSTP Data Portal
- OSDE-led support **webinars** with question and answer session (recording will be posted)

September 30th
- **Targeted Audience**: Stakeholders
- **Participation rates, enrollment trends**, and **performance data** available on the Oklahoma Data Matrix
- Final data available in the OSTP **Parent Portal**

October 2nd
- **Targeted Audience**: District and School Administrators, Teachers, Counselors
- Districts and schools can use the **Partnering with Families toolkit** to aid families in interpreting their student's assessment scores prior to the arrival of paper reports
- OSDE support **video** that highlights best practices for partnering with and supporting families
End-of-Year Summative Assessment in the System

**STUDENT**

**MINUTE BY MINUTE**

**DAILY**

**WEEKLY**

**UNIT**

**QUARTERLY**

**ANNUALLY**

**STANDARDS**

**FORMATIVE:**
As checkpoints designed to inform instruction, these assessments are extremely useful for teachers and schools.

**INTERIM:**
As valuable indicators of progress, these assessments can occur at the end of a unit and act as checkpoints to make certain all classes are on track for success across a school or district.

**SUMMATIVE:**
As indicators of college and career readiness, these assessments are used for state accountability and to inform districts about changes that may be necessary to their programs.
Purpose of End-of-Year Summative Assessment

What do end-of-year summative assessments tell us in a typical year?
Traditionally, state summative assessments help us understand system-level decisions about how groups of students are learning standards, how curriculum might be working, or where additional professional development may be helpful.

What do end-of-year summative assessments tell us during a pandemic?
This year, performance on state summative assessments from the spring of SY 2021 helps us understand how well students did when comparing progress against end-of-grade level expectations in light of instructional changes and interruptions within SYs 2019-2020 and 2020-2021.
Claims Made by End-of-Year Summative Assessment

Performance Level-
Are we on track?

Performance Index-
Are we progressing?

Reporting Categories-
Where are our strengths?
Performance Levels- Are we On-Track?

- Serve as a **starting point** for discussions and analysis related to the **overall performance** of programs, students, and groups of students.
- Provide a **broad view** of whether a student, program, or group is **on-track** with grade level-expectations needed to be College- & Career Ready- (CCR).
- Relate what a typical student at each level should know and be able to do relative to the **Oklahoma Academic Standards (OAS)** as described in the **Performance Level Descriptors (PLDs)**.
- Inform stakeholders of how to interpret student test scores in relation to the **OAS** by indicating the **readiness** of students to move to the next grade, course, or level of education.
Performance Levels Communicate Readiness Along a Continuum

Below Basic
Students have not performed at least at the basic level

Basic
Students demonstrate partial mastery of the essential knowledge and skills that are foundational for proficient work at their grade level or course and that students are not on track to be ready for college or career.

Proficient
Students demonstrate mastery over challenging grade-level subject matter, can analyze and apply such knowledge to real-world situations, that students are ready for the next grade, course, or level of education, and that students are on track to be ready for college or career.

Advanced
Students demonstrate superior performance on challenging subject matter.

Source- Senate Bill 1197
Performance Level Claim-

A typical 5th grade student scoring at the Proficient level on the 5th Grade Math OSTP is on track and can.....

Source- OSTP Performance Level Descriptors (PLDs)
Content Standards and PLDs

Academic Content Standards (OAS)
Define what the state expects all students to know and be able to do

Academic Achievement Standards (PLDs)
Define levels of student achievement on state assessment
PLDs Along a Continuum

Standard-5.N.1 Divide multi-digit numbers and solve real-world and mathematical problems using arithmetic.

- **Basic**
  - estimate and solve division problems with remainders and solve real-world problems with addition and subtraction.

- **Proficient**
  - estimate and solve division problems with the remainder represented as a fraction or decimal.

- **Advanced**
  - estimate and solve division problems with the remainder represented as a fraction or decimal and interpret the remainder of division problems within the context of the problem.
Performance Level Data in **OSTP**

Log into the OSTP Portal - Choose a Group Summary Report
Comparing Migrant Performance Data

Choose Options, click Disaggregate, Choose Migrant and than Click Update

Table displays performance data for Migrant and Not Migrant
Changing the Table to a Chart (2019 Data)

Chart allows you to change the table into a graph.
Performance Index Scores (OPI)

- Built on a **comparable** scale from **200-399** wherein **300** is always **Proficient**
- Point-in-Time **data point** that can be used to measure **progress over time**
- Provides a more specific measure of readiness to be on track by relating where a score is relative to a performance level
Comparing Migrant OPIs (2019 Data)

Use Group Summary Report-
Single Grade or Multiple Grade
### 2019 Migrant Mean OPIs and Performance Levels

<table>
<thead>
<tr>
<th>Grade</th>
<th>Test</th>
<th>Score Range</th>
<th>Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 5 ELA</td>
<td>Spring</td>
<td>200 – 270</td>
<td>Below Basic</td>
</tr>
<tr>
<td></td>
<td></td>
<td>271 – 299</td>
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<td></td>
<td></td>
<td>300 – 322</td>
<td>Proficient</td>
</tr>
<tr>
<td></td>
<td></td>
<td>323 – 399</td>
<td>Advanced</td>
</tr>
<tr>
<td>Grade 5 Math</td>
<td>Spring</td>
<td>200 – 265</td>
<td>Below Basic</td>
</tr>
<tr>
<td></td>
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<td>266 – 299</td>
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<td></td>
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<td>300 – 320</td>
<td>Proficient</td>
</tr>
<tr>
<td></td>
<td></td>
<td>321 – 399</td>
<td>Advanced</td>
</tr>
<tr>
<td>Grade 5 Science</td>
<td>Spring</td>
<td>200 – 271</td>
<td>Below Basic</td>
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<tr>
<td></td>
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<td>272 – 299</td>
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<tr>
<td></td>
<td></td>
<td>300 – 329</td>
<td>Proficient</td>
</tr>
<tr>
<td></td>
<td></td>
<td>330 – 399</td>
<td>Advanced</td>
</tr>
</tbody>
</table>

285.1 - Migrant Mean

289.2 - Migrant Mean

293.3 - Migrant Mean

Reporting Category- Where Are Our Strengths?

• Brings to surface **what is working** and supports conviction that **each student brings strengths** to our work.

• Provides **point-in-time information** to **gauge the effectiveness** of curriculum at supporting students in gaining the KSAs needed to be ready for the next grade, course, or level of education.

• Communicates the **confidence level** with which a student is **likely to demonstrate** the **Proficient** level knowledge, skills, and abilities (**KSAs**) with respect to the content represented in the **STANDARD**.

• Determined by comparing **student performance** against the expectations of a **proficient** student as described in the **Proficient Level PLD**.
Reporting Category Claims

Each level predicts the likelihood that the student is able to demonstrate the Knowledge, Skills, and Abilities (KSAs) identified in the Proficient Performance Level Descriptor with respect to the standards and associated test items.
### Grade 5- Number and Operations

**5.N.1** Divide multi-digit numbers and solve real-world and mathematical problems using arithmetic.

**5.N.2** Read, write, represent, and compare fractions and decimals; recognize and write equivalent fractions; convert between fractions and decimals; use fractions and decimals in real-world and mathematical situations.

**5.N.3** Add and subtract fractions with like and unlike denominators, mixed numbers and decimals to solve real world and mathematical problems.

### On Track Knowledge, Skills, and Abilities (KSAs)

Students receiving At/Near or Above Standard indicators are likely to be able to employ problem-solving strategies of identifying and using appropriate information to

- estimate and solve division problems with remainders, including those represented by fractions or decimals
- generate equivalent decimals and fractions represent whole numbers or decimals
- compare fractions and decimals, including mixed numbers
- estimate, add, and subtract decimals and fractions

Source: [OSTP Math Interpretation Guidebook](#), [ELA Interpretation Guidebook](#), [Science Interpretation Guidebook](#)
Adding Reporting Category Data

If Reporting Category performance data is not showing in your Group Summary table,

- Go to **Options**,  
- Choose **Stats**,  
- Click **Select All**, and then  
- Click **Update**
Comparing Reporting Categories

Use Group Summary Report - Single Grade or Multiple Grade - Make sure that

<table>
<thead>
<tr>
<th>Category</th>
<th>subsample</th>
<th>Total N</th>
<th>Valid N</th>
<th>Mean OPI</th>
<th>% in Each Performance Level</th>
<th>% in Each Reporting Category Performance Level</th>
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</thead>
<tbody>
<tr>
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<td></td>
<td></td>
<td></td>
<td>Below Basic</td>
<td>Basic</td>
</tr>
<tr>
<td>Number &amp; Operations</td>
<td>2019</td>
<td>230</td>
<td>230</td>
<td>289</td>
<td>15</td>
<td>51</td>
</tr>
<tr>
<td>Migrant</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Number &amp; Operations</td>
<td>2019</td>
<td>7</td>
<td>7</td>
<td>264</td>
<td>29</td>
<td>71</td>
</tr>
<tr>
<td>Not Migrant</td>
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<td></td>
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<tr>
<td>Number &amp; Operations</td>
<td>2019</td>
<td>223</td>
<td>223</td>
<td>290</td>
<td>15</td>
<td>51</td>
</tr>
<tr>
<td>Algebraic Reasoning</td>
<td>2019</td>
<td>230</td>
<td>230</td>
<td>289</td>
<td>15</td>
<td>51</td>
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<tr>
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<tr>
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<td>7</td>
<td>7</td>
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<tr>
<td>Not Migrant</td>
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<tr>
<td>Algebraic Reasoning</td>
<td>2019</td>
<td>223</td>
<td>223</td>
<td>290</td>
<td>15</td>
<td>51</td>
</tr>
<tr>
<td>Geometry &amp; Measurement</td>
<td>2019</td>
<td>230</td>
<td>230</td>
<td>289</td>
<td>15</td>
<td>51</td>
</tr>
<tr>
<td>Migrant</td>
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<tr>
<td>Geometry &amp; Measurement</td>
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<tr>
<td>Not Migrant</td>
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<tr>
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<td>2019</td>
<td>223</td>
<td>223</td>
<td>290</td>
<td>15</td>
<td>51</td>
</tr>
<tr>
<td>Data &amp; Probability</td>
<td>2019</td>
<td>230</td>
<td>230</td>
<td>289</td>
<td>15</td>
<td>51</td>
</tr>
<tr>
<td>Migrant</td>
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<td>29</td>
<td>71</td>
</tr>
<tr>
<td>Not Migrant</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Data &amp; Probability</td>
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<td>223</td>
<td>223</td>
<td>290</td>
<td>15</td>
<td>51</td>
</tr>
</tbody>
</table>
Changing the Table to a Chart (2019 Data)

Data & Probability

<table>
<thead>
<tr>
<th>Below Standard</th>
<th>At/Near Standard</th>
<th>Above Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Migrant</td>
<td>29</td>
<td>38</td>
</tr>
<tr>
<td>Migrant</td>
<td>27</td>
<td>32</td>
</tr>
</tbody>
</table>

Geometry & Measurement

<table>
<thead>
<tr>
<th>Below Standard</th>
<th>At/Near Standard</th>
<th>Above Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Migrant</td>
<td>42</td>
<td>31</td>
</tr>
<tr>
<td>Migrant</td>
<td>43</td>
<td>35</td>
</tr>
</tbody>
</table>

Algebraic Reasoning

<table>
<thead>
<tr>
<th>Below Standard</th>
<th>At/Near Standard</th>
<th>Above Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Migrant</td>
<td>40</td>
<td>23</td>
</tr>
<tr>
<td>Migrant</td>
<td>38</td>
<td>24</td>
</tr>
</tbody>
</table>

Number & Operations

<table>
<thead>
<tr>
<th>Below Standard</th>
<th>At/Near Standard</th>
<th>Above Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Migrant</td>
<td>41</td>
<td>28</td>
</tr>
<tr>
<td>Migrant</td>
<td>35</td>
<td>38</td>
</tr>
<tr>
<td>How OSTP Performance Levels Can Be Used</td>
<td>How Oklahoma Performance Index (OPI) Scores Can Be Used</td>
<td>How OSTP Reporting Category Indicators Can Be Used</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>--------------------------------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>To see where groups of students are as a whole</td>
<td>To identify changes in achievement gaps over time and track changes in student progress from year to year</td>
<td>To identify where strengths and gaps may exist in the curriculum</td>
</tr>
<tr>
<td>To determine equity gaps across student groups</td>
<td>To determine equity gaps across student groups</td>
<td>To determine equity gaps across student groups</td>
</tr>
<tr>
<td>To identify patterns or trends across student groups and/or grade levels</td>
<td>To identify patterns or trends across student groups and/or grade levels</td>
<td>To evaluate effectiveness of differentiation</td>
</tr>
<tr>
<td>To evaluate vertical alignment across grade levels and horizontal alignment across teachers or student groups</td>
<td>To evaluate vertical alignment across grade levels</td>
<td>To evaluate vertical alignment across grade levels</td>
</tr>
<tr>
<td>To compare your district to the state and to compare local assessments and other evidence of student learning</td>
<td>To compare your district to the state and to other districts and clarify relationship between test data to local level evidence of learning</td>
<td>To compare your district to the state and to other districts</td>
</tr>
</tbody>
</table>

**Reminder** - other relevant information such as **student work samples, local level standards-based assessments** and **school quality measures** should be considered when making instructional and programmatic decisions.
Student Level Considerations

OSTP data tells only part of the student’s story and other relevant information should be considered when making student level decisions.

Other relevant information includes:

- Student work samples
- Course grades
- Teacher observations
- Student attendance
- Student engagement
OSTP Data Available Now

Roster Reports provide student level data and can be downloaded
## OSTP Data Available September 23rd

<table>
<thead>
<tr>
<th>Report</th>
<th>Data Available</th>
</tr>
</thead>
</table>
| Group Summary: Performance Levels           | ● **Single grade**: performance level data including OPI, percent scoring at each performance level and reporting category.  
                                         | ● Data can be disaggregated by student group for comparison purposes            |
| Group Summary PL: All Grades                | ● **Multiple grades**: performance level data including OPI, percent scoring at each performance level and reporting category by subject.  
                                         | ● Data can be disaggregated by student group for comparison purposes            |
| Group Summary PL: All Selections           | ● **Single Grade**: performance level data for **all student groups** including OPI, percent scoring at each performance level and reporting category by subject |
| Summary Counts                              | ● Provides summary counts for online, not other placelement, total tested, and total did not attempt |
| Longitudinal Roster                         | ● Provides student level performance across grades for students enrolled at a site multiple years (For example, grade 3 in 2018, grade 4 in 2019 and grade 6 in 2021) |
| Data Tools                                  | ● **Single grade**: summary of performance index scores, distribution of scores, cross-tab comparisons and scatter plot distribution between subjects |
Finding Your Data After 09/23

1. Choose a **Group Summary Report** - Note: If you are a District User, you can check all grades.

2. Select “Options” from the menu bar, choose “Migrant” under Disaggregate and, then click “Update.”

3. Click on Year under Administration and beside Migrant,  
4. choose Drill to Roster, and  
5. then choose Roster Report or Individual Student Report.
Drilling Down to Roster Reports

### English Language Arts

<table>
<thead>
<tr>
<th>OPI</th>
<th>RSA Status</th>
<th>Reading/Writing Process</th>
<th>Critical Reading/Writing</th>
<th>Vocabulary</th>
<th>Language</th>
<th>Research</th>
<th>OPI</th>
<th>Number &amp; Operations</th>
<th>Algebraic Reasoning</th>
<th>Geometry &amp; Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNA</td>
<td>DNA</td>
<td>DNA</td>
<td>DNA</td>
<td>DNA</td>
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<td>DNA</td>
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</tr>
<tr>
<td>299</td>
<td>Meets Criteria</td>
<td>At/Near Standard</td>
<td>At/Near Standard</td>
<td>Above Standard</td>
<td>At/Near Standard</td>
<td>319</td>
<td>Above Standard</td>
<td>At/Near Standard</td>
<td>Above Standard</td>
<td></td>
</tr>
</tbody>
</table>

- Roster can be downloaded and or printed
- Shows OPI and performance by reporting category
- Data can be used with local assessment data to identify where a student is doing well and where a student may need extra support
  - For example- the second student earned a 292 for ELA which is close to 300 and they scored At/Near in all standards except Language
# Drilling Down to Individual Student Reports

Student reports can be downloaded and or printed.

<table>
<thead>
<tr>
<th>Enrolled Grade: Grade 03</th>
<th>Program: OSTP</th>
<th>Reporting Window: Final</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA Detailed Results</strong></td>
<td><strong>OPi</strong></td>
<td><strong>Performance Level</strong></td>
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<tr>
<td>English Language Arts</td>
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<td>Basic</td>
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<tr>
<td>Reading/Writing Process</td>
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<tr>
<td>Critical Reading/Writing</td>
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<tr>
<td>Vocabulary</td>
<td></td>
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<tr>
<td>Language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics Detailed Results</th>
<th><strong>OPi</strong></th>
<th><strong>Performance Level</strong></th>
<th><strong>Reporting Category Performance Level</strong></th>
<th><strong>Points Earned</strong></th>
<th><strong>Points Possible</strong></th>
<th><strong>Quantile Score</strong></th>
<th><strong>Form</strong></th>
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<tbody>
<tr>
<td>Mathematics</td>
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<td>Basic</td>
<td>Below Standard</td>
<td>16</td>
<td>23</td>
<td>540Q</td>
<td>Operational</td>
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<tr>
<td>Number &amp; Operations</td>
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<td>Below Standard</td>
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<td>7</td>
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<tr>
<td>Algebraic Reasoning</td>
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<td>Below Standard</td>
<td>4</td>
<td>7</td>
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<tr>
<td>Geometry &amp; Measurement</td>
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<td>Below Standard</td>
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<tr>
<td>Data &amp; Probability</td>
<td></td>
<td></td>
<td>At/Near Standard</td>
<td>4</td>
<td>6</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Migrant Ed. Data Considerations, Actions and Next Steps
Data Reflections

- What do you notice about the OSTP data related to your migrant students?
- What other data might you need to consider?
- What conclusions can you draw about what may be working and what may need to be improved to better support your migrant students?
- What questions does the data raise?
- What are your next steps?
Connecting Accountability
Reporting Data Points
Connecting Data Sources

Accountability Reporting
Data displayed in the Accountability Reporting Application provides performance and participation rates by student group and grade level, as well, as student level data that includes OSTP and OAAP assessment, attendance, enrollment and coursework.
Access to the accountability reporting application is granted at the District level.

OSTP Data Portal
Data displayed in the OSTP DATA Portal provides aggregate reports for OSTP scores by school, grade, student group and year and student level performance through rosters.
Access to the portal is granted at the District level.
Data in Accountability Reporting through **Single Sign-On**

- **School Data** - Calendar, Finance, Coursework
- **Student Data** - Assessment, Assessment ELP, English Learners, Attendance, Enrollments, Students
- **Reports** - Report Card (*FAY Students*), Contextual (*All students enrolled at EOY*) and Designations

Real-time data for SY 2022

Accountability Reporting application access is granted at the district level
Absenteeism is a leading indicator and cause of educational inequity.

<table>
<thead>
<tr>
<th>Leading Indicators</th>
<th>Outcome Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engagement and Attendance</td>
<td>Graduation Rates</td>
</tr>
<tr>
<td>Student Progress</td>
<td></td>
</tr>
<tr>
<td>Assessment Performance</td>
<td></td>
</tr>
<tr>
<td>Status</td>
<td>Post-Secondary Readiness</td>
</tr>
<tr>
<td>Observed Growth</td>
<td>Opportunity Measures</td>
</tr>
</tbody>
</table>
Absenteeism is also an important early warning indicator that students may not graduate.

<table>
<thead>
<tr>
<th></th>
<th>Attendance</th>
<th>Behavior</th>
<th>Course Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Off- Track</strong></td>
<td>Less than 90%</td>
<td>1+ suspension and/or mild sustained misbehavior</td>
<td>Failing ELA and/or Math</td>
</tr>
<tr>
<td><strong>On-Track</strong></td>
<td>Greater than 90%</td>
<td><strong>No</strong> suspensions or sustained misbehavior</td>
<td>Passing ELA and/or Math</td>
</tr>
<tr>
<td><strong>Career and/or College Ready</strong></td>
<td>Greater than 95%</td>
<td>Agency and Hope</td>
<td>B or Better</td>
</tr>
</tbody>
</table>

Source: [Transforming Secondary Schools Using an Early Warning System](#)
Questions to ponder

• What barriers might our migrant students have to regular attendance?

• What are we currently doing to improve attendance rates?

• What do we think is already working?
Migrant Ed. Data Considerations, Actions and Next Steps

**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

**AVERTION:**
- 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
Using accountability reporting attendance data in an early warning system

Use Attendance data to:

- **Identify** students that have missed 10% or more of the instructional days in which they were enrolled for SY 2021
- **Gauge** effectiveness of tiered interventions
- **Monitor** students missing 2 or more days per month in real-time for SY 2022 to identify barriers and adjust interventions
Identifying who may be at-risk

- Find your migrant students and record the number of absences they had for SY 2021
- Consider the student’s opportunity to learn (traditional, blended, distance or virtual), identify what interventions were used and what supports may be needed.
Connecting attendance patterns

Click **View** in the Calendar column to see when the student was absent to identify patterns.
Examining attendance history

Click on a student’s **STN** to view a student’s attendance history to determine how much instruction they have missed over time and plan interventions.
What can we do?
Multi-Tiered Systems of Support (MTSS)
Attendance Works’ MTSS Approach

TIER 1: Prevention
- Engaging school climate
- Positive relationships with students and families
- Impact of absences on achievement widely understood
- Chronic absence data monitored
- Good and improved attendance recognized
- Common barriers identified and addressed

Students missing less than 5% (satisfactory)

TIER 2: Early Intervention
- Personalized early outreach
- Action plan addresses barriers and increases engagement
- Caring mentors

Students missing 10-19% (moderate chronic absence)

TIER 3: Specialized supports
- Coordinated school and interagency response
- Legal intervention (last resort)

Students missing 20% or more of school (severe chronic absence)
Tiered Interventions for Attendance

**TIER I Interventions**
- Nudging Parents and Students
- Home Visits
- Positive Messaging
- Incentives
- Healthy School Buildings
- School-based Health Services
- Telehealth
- School Buses and Public Transit
- A Safer Walk to School
- Breakfast for All
- Laundry at School
- Relevant—and Culturally Relevant—Curriculum
- Threshold Greetings
- Rethinking Recess
- Restorative Discipline Practices

**TIER II Interventions**
- Early Warning Systems
- Mentors
- Youth Engagement
- Addressing Asthma
- Targeted Transportation
- Students with Disabilities
- School Refusal
- ...
- Immigration Enforcement

**TIER III Interventions**
- Truancy Courts
- Interagency Case Management
- Housing Challenges

Source- [Attendance Playbook](#)
Your turn

Go to [https://sdeweb01.sde.ok.gov/SSO2/Signin.aspx](https://sdeweb01.sde.ok.gov/SSO2/Signin.aspx)

Log in to your account-

- Go to Student Data and Choose Attendance

<table>
<thead>
<tr>
<th>Student’s Name</th>
<th>Instructional Time Lost in SY 2021 (days not present)</th>
<th>Attendance Patterns Noticed</th>
<th>Connecting data- grades, enrollment history, etc.</th>
<th>Interventions Used</th>
<th>Notes- known barriers, contacts, etc</th>
<th>Interventions planned</th>
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</table>
Reflections
Reflection

- What insights have you gained?
- What questions do you still have?
- What ways will you use the data and tools?
Questions, thoughts?
Contact

Lesa Rohrer
Executive Director of Data Literacy
Lesa.Rohrer@sde.ok.gov
Thank You!