



Oklahoma Data Review Model

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Designations

How'd I get there?

Priority:

- Any school that receives a grade of “F”
- Any school in the bottom 5% for the grade span served in reading and math
- Any high school with a graduation rate below 60% for three consecutive years
- Any school receiving a School Improvement Grant
- Any high school with a graduation rate of 50% or less in any given year.

Focus

- Any school contributing to the achievement for students with disabilities (IEP), English Language Learners (ELL), and/or African American subgroups and the school had higher than the state's average population percentage for that subgroup

AND

- Have the lowest performance for any of the three lowest achieving subgroups within each grade span for reading and math

OR

- Have the lowest graduation rate for either the two subgroups (ELL and African American) with the lowest graduation rates that have not already been designated as priority.

Targeted Intervention

- Any school that receives a grade of “D” that has not already been designated as a Priority School

OR

- A high school that has a graduation rate of 50-60% in any given year that has not been identified as a Priority, Focus or Reward School.

Who do I get off the list?

- Effective strategies that focus:
 - Academic Performance
 - Learning Environment
 - Leadership Effectiveness

All begins with Data Driven Decisions

Goals for Session

- Share information on how the Oklahoma State Department of Education facilitates effective Oklahoma Data Reviews
- Discuss how Oklahoma Data Reviews expedite the need to use data to facilitate instructional best practices
- Examine sample data sets and processes for conducting effective data reviews

Prior to Data Review Meeting

- As a team, agree on the data review
 - Define the parameters for the data
(For example, we will use the first quarter benchmark data.)

Determine who will attend (I don't understand this)

Types of Data for Review

Benchmark, or End of Year Testing Results
Mathematics/Algebra I & II, Geometry

Reading/English I, II, III Data
Benchmark or End of Year Testing Results

Student Behavior
Attendance & Discipline Referrals/Suspensions

Professional Activities
Professional Learning Communities, Instructional Strategies, Professional Development

Parent/Community Involvement

Oklahoma Data Review Activities

Data needs to be organized in a format that is easy to use.

Each review leads participants to use the information to make informed decisions.

Each review leads to action steps.

Organize Results by Group

Look at results by **grade level**. Is there a change in results across the grades?

Look at results by **subgroups**. Are the results the same for each subgroup category?

Look at results by type of **class**. Is there a difference in results by grade level classes?

(8th grade math versus 8th grade Algebra I)

Use Data to Inform Instruction

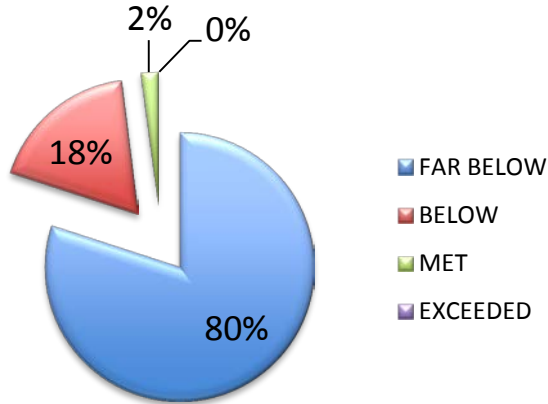
Discuss the curriculum taught prior to the benchmarks.

What skills were taught and what skills will be taught later in the year?

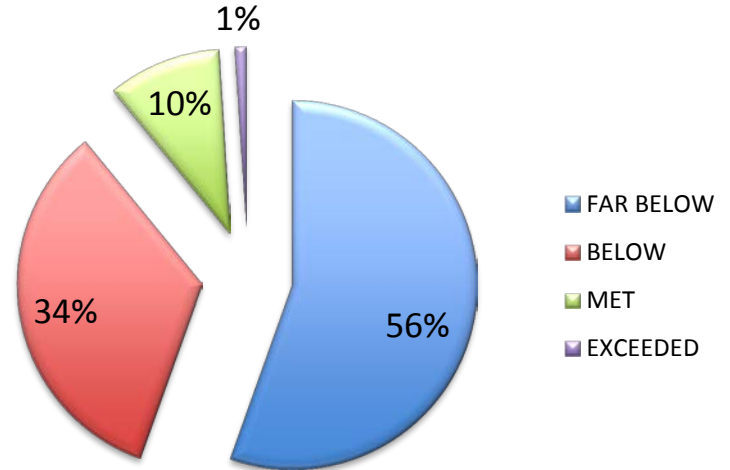
List the top priorities for instruction in the next thirty days.

Algebra I (9th-12th) Quarter 1 & 2 Benchmark Comparison

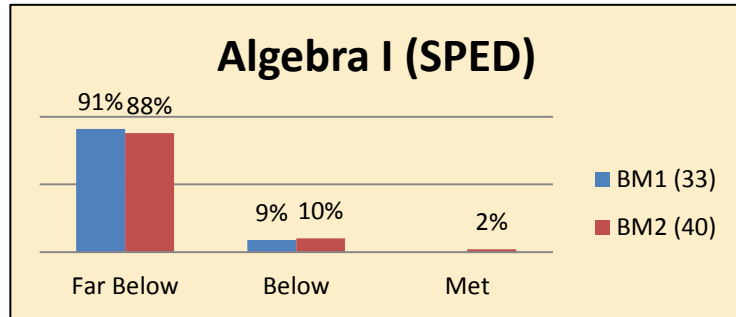
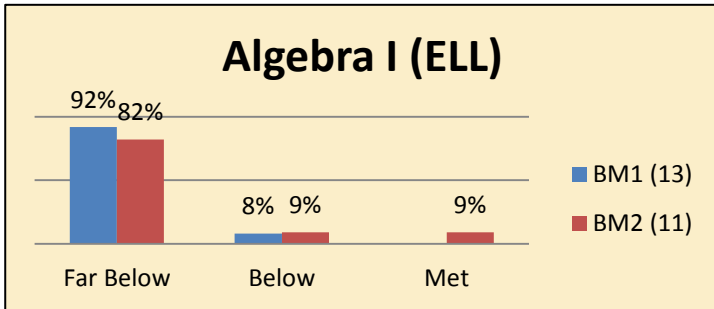
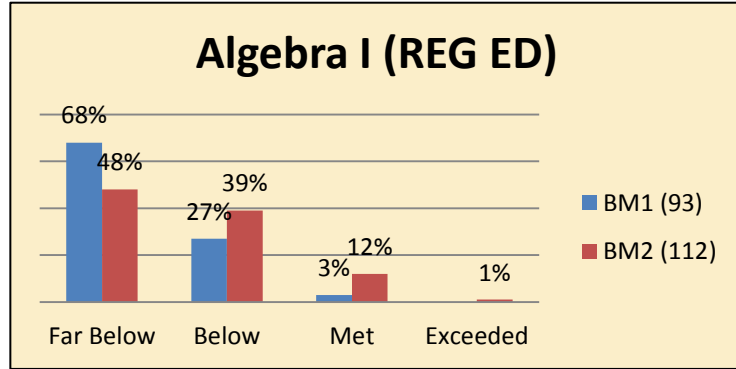
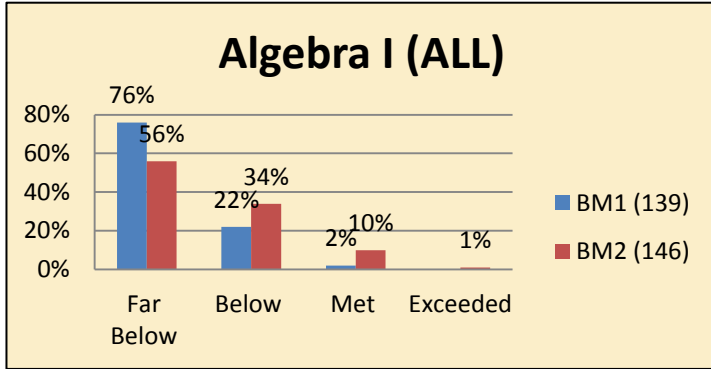
2013-2014



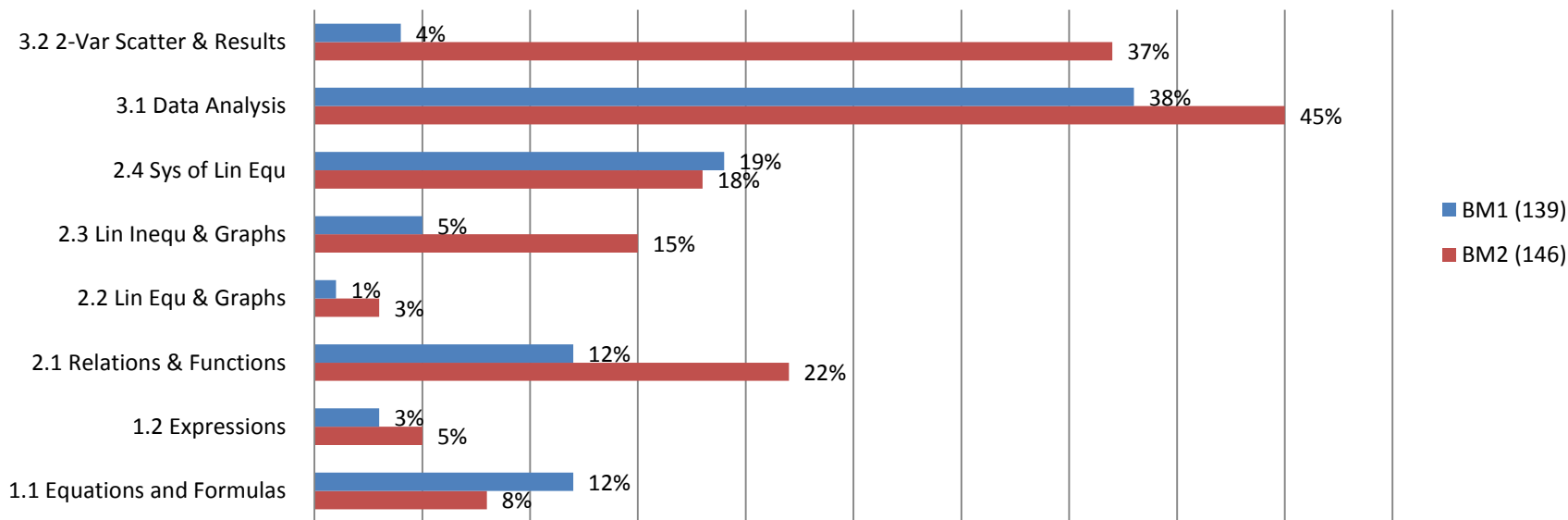
2014-2015



Algebra I (9th-12th) Q1 to Q2 Benchmark Subgroup Comparison



Algebra I (9th-12th) Percent proficient by Standard



Analyze By Student/By Standard

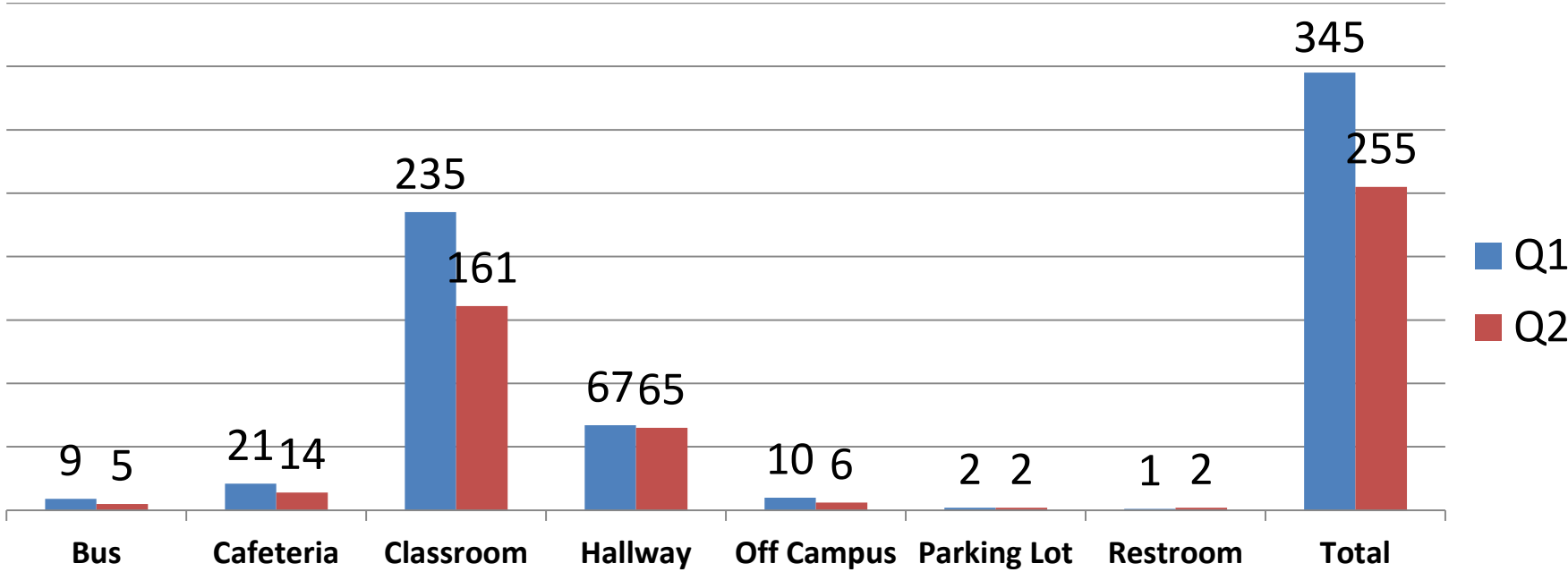
	Standard 1.1: Equations and Formulas	Standard 1.2: Expressions	Standard 2.1: Relations/ Functions	Standard 2.2: Equations/ Graphs
Student Name	Below Standard	Below Standard	Below Standard	Severely At-Risk
Student Name	At-Risk	At-Risk	Below Standard	Below Standard
Student Name	Severely At-Risk	At-Risk	Severely At-Risk	At-Risk
Student Name	Approaching Standard	Approaching Standard	Below Standard	Below Standard
Student Name	Met Standard	Approaching Standard	Met Standard	At-Risk

Student Discipline

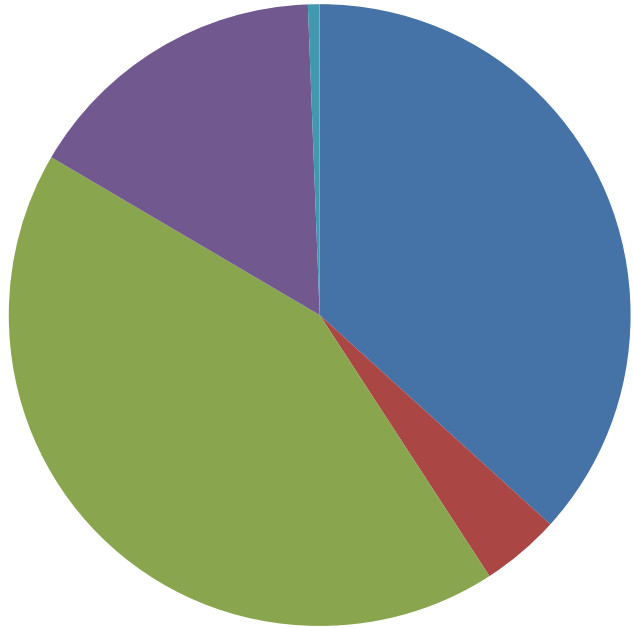


Number of Incidents by Location

(Discipline Quarter 1 & 2 Comparison)



Analysis of Student Behavior

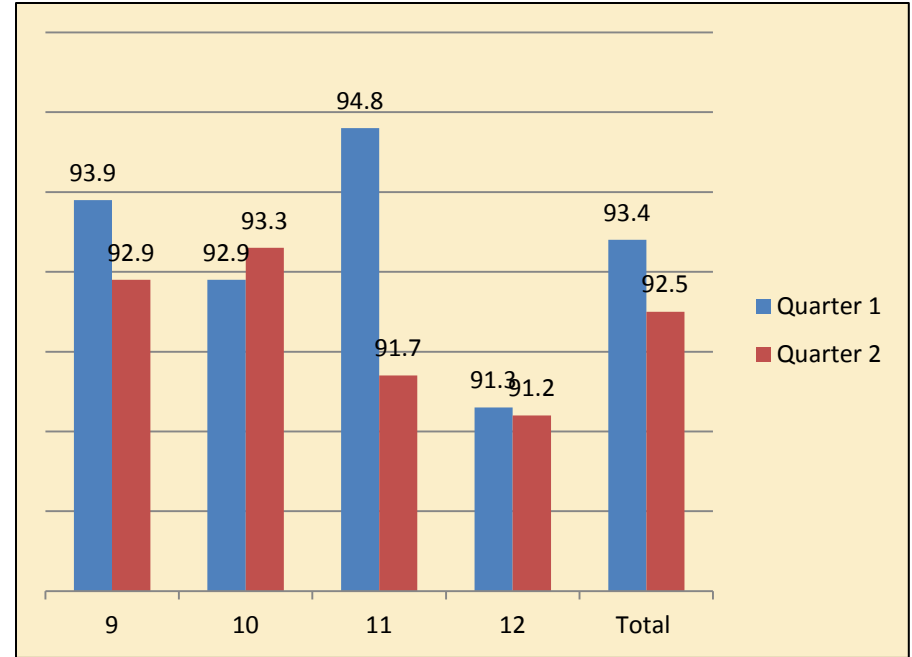
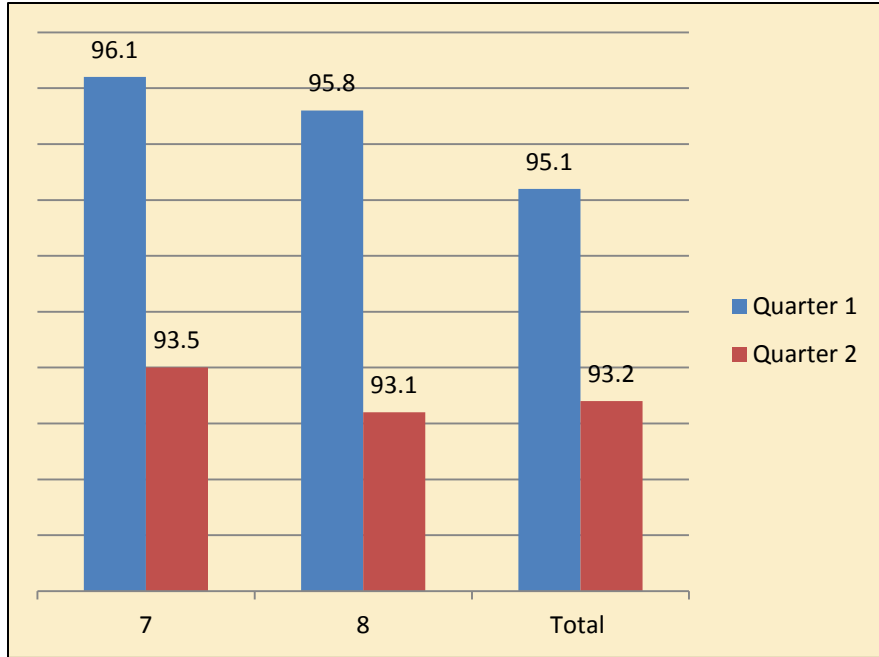


- White or Caucasian
- Multi-Racial
- Hispanic or Latino
- American Indian or Alaskan
- Asian
- Black or African-American

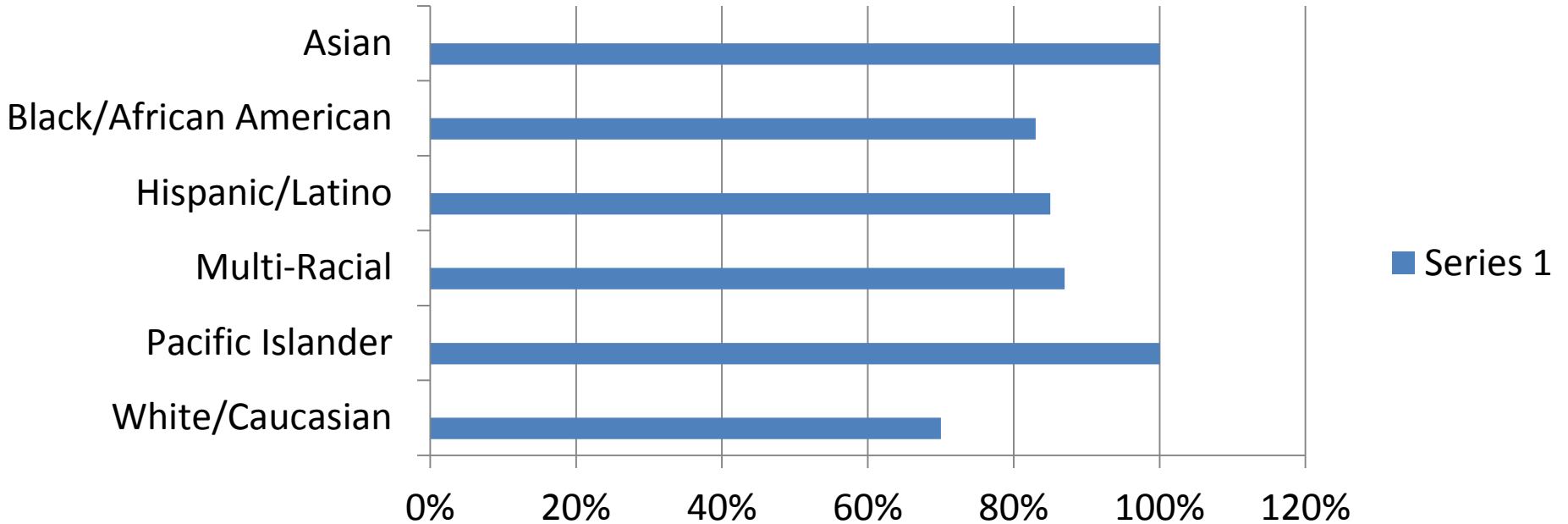
Attendance



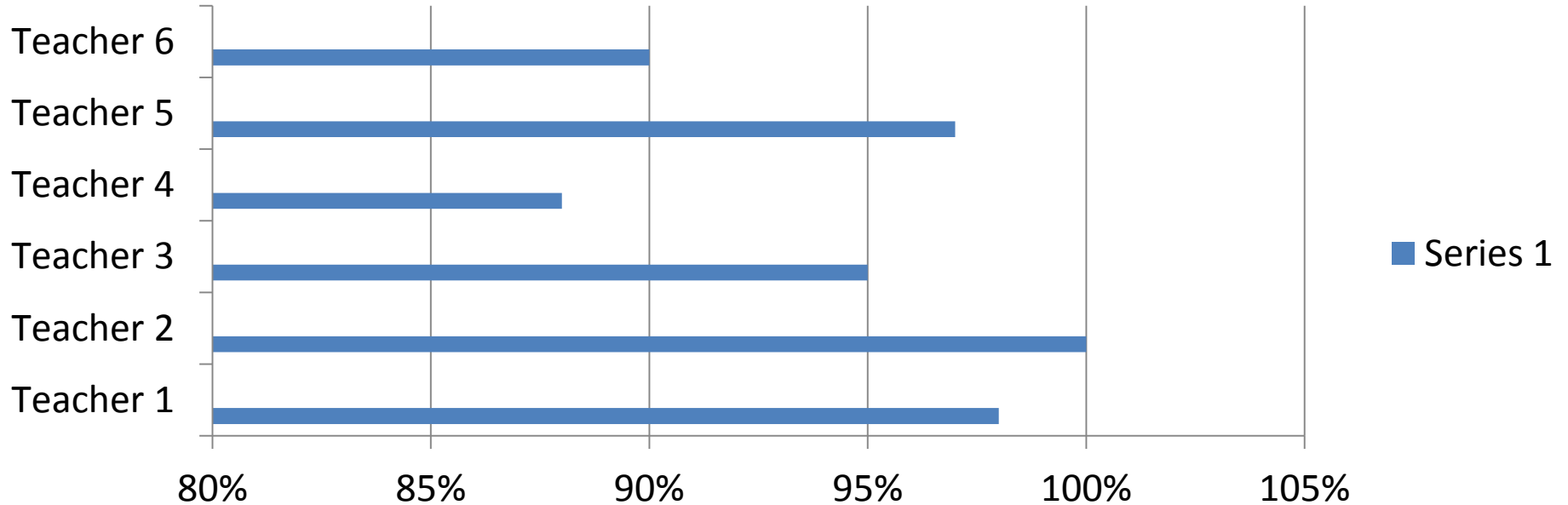
Student Attendance Quarter 1 & 2 Comparison



Attendance By Subgroup



Teacher Attendance



Graduation Data

How many students are on target for graduation with a guided graduation plan?

How many students dropped out?

How many students are taking advanced coursework or are dual enrolled in college courses?

Parental/Community Involvement

(List All Activities)

Together

Everyone

Achieves

More

Membership 

Professional Learning Community Data

What activities have occurred in your professional learning communities?

How has classroom instruction been impacted as a result of the professional learning communities?

How can you use the data reviewed so far in the professional learning communities?

Professional Development Data

What professional development activities have been provided to teachers?

How has classroom instruction been impacted as a result of the professional development?

How can you use the data reviewed so far to determine needed professional development?

After The Review Process

What action steps does the data indicate are needed in your school during the next thirty days?

Prioritize the top three most important action steps. Are these action steps in your school wide or school improvement planning tool currently?

After The Review Process

Design a plan to summarize the results of the data to school staff.

What follow-up activities are needed to support the implementation of the plans?

School Reading

	2012	2013	2014
3 rd Grade	73	50	80
4 th Grade	31	46	50
5 th Grade	38	67	42
6 th Grade	58	46	80
7 th Grade	44	64	67
8 th Grade	67	56	70

School Mathematics

	2012	2013	2014
3 rd Grade	45	67	60
4 th Grade	35	46	85
5 th Grade	46	56	42
6 th Grade	33	62	73
7 th Grade	39	33	54
8 th Grade	44	37	30

Analysis Of Math

What are the percentages in each performance band?

What is the total percent proficient?

What are your data findings?

What pattern do you see?

Analysis Of Math

How many students met the objective?

How did each subgroup perform?

How did students perform on each assessed objective?

Identify areas taught for which students did not perform well

Analysis Of Math

Based on the data observations, what are the strengths? What are the most urgent concerns?

How can we connect our results to classroom practice?

What classroom strategies might improve these results?

Deep-Dive Analysis

What misunderstandings are revealed in the data?

Why do you think students failed to reach mastery?

What gaps in the instruction of the standard contributed to these misunderstandings?

Deep-Dive Analysis

What will you do to help students achieve mastery? (*Standards for Review + New Standards*)

Are these areas not taught for which students did perform well? If yes, what areas?

What instructional strategy will be used to maintain proficiency on areas not taught?

Deep-Dive Analysis

What areas will be taught in the next month, quarter, or semester?

What are we doing that might contribute to the strengths?

What are we doing or not doing that might contribute to these results?

Deep-Dive Analysis

What selected intervention do you provide for students struggling in math?

What universal design strategies are used with all students?

What periodic (*interim*) assessments will be given to students to measure progress?

Deep-Dive Analysis

What supplemental instruction is provided for students who are at risk of failure?

What targeted, one-on-one intensive, math interventions will be provided for students with serious difficulties with the content?

Contact Information

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