



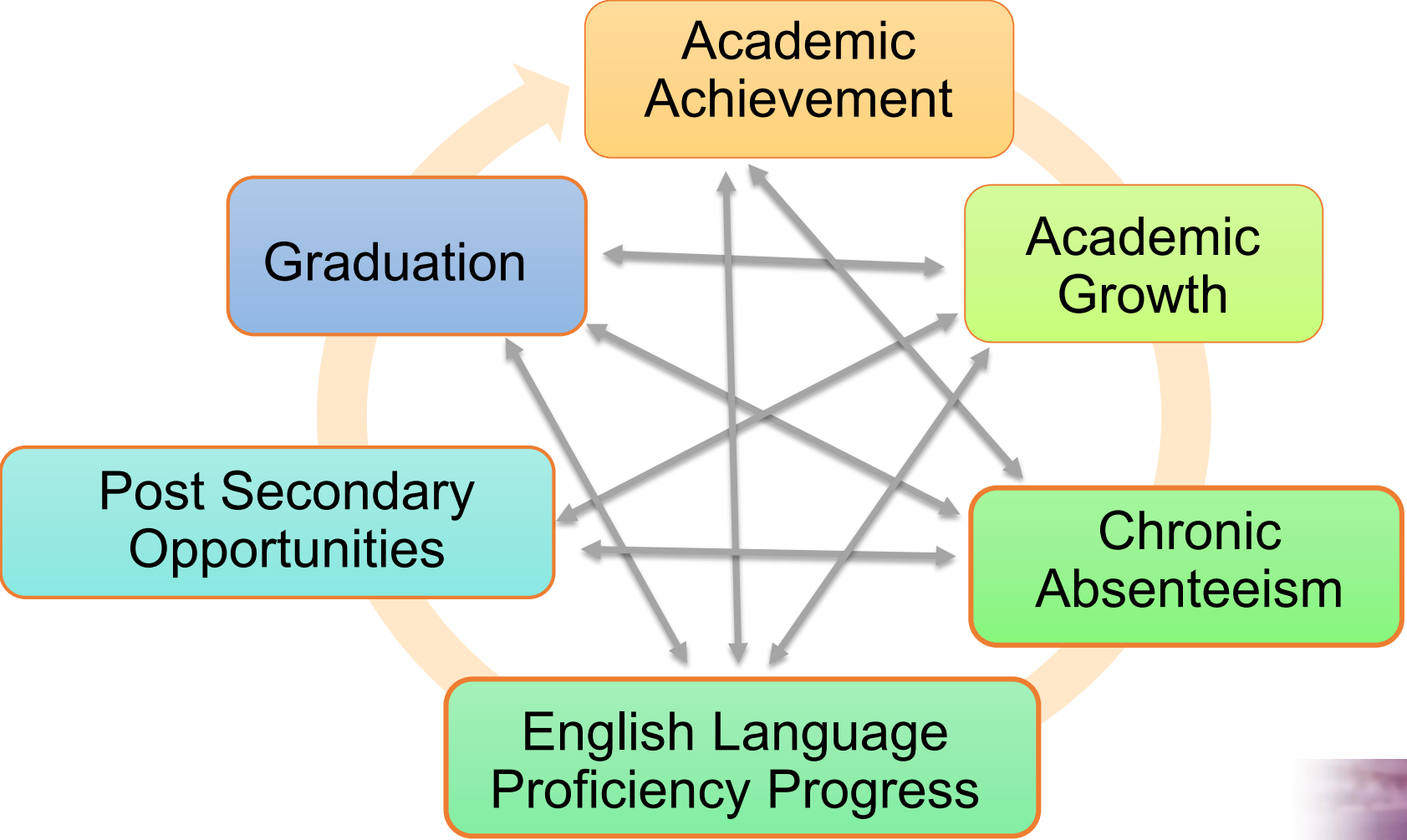
From Data to Action Using Data Walks

Presented by:
Lesa L Rohrer: Director of Data Literacy

Shifting perspectives under ESSA

- Belief that **all students can grow and all schools can improve.**
- Use of **multiple measures** in our accountability system.
- Belief that an accountability system should provide **accessible, meaningful** and **actionable** information about public schools.
- Belief that accountability should be integrated in a cycle of **continuous improvement** for schools, identifying **what is working** and **what may be improved.**

Using multiple measures





Academic Achievement

How **prepared** are students for the **next** grade, course or level?



Academic Growth

How are students **growing compared** to their performance in previous years?



Chronic Absenteeism

What percentage of students are in **good attendance**?



English Language Proficiency Progress

How well are **English learners** meeting their **language acquisition** targets?



Postsecondary Opportunities

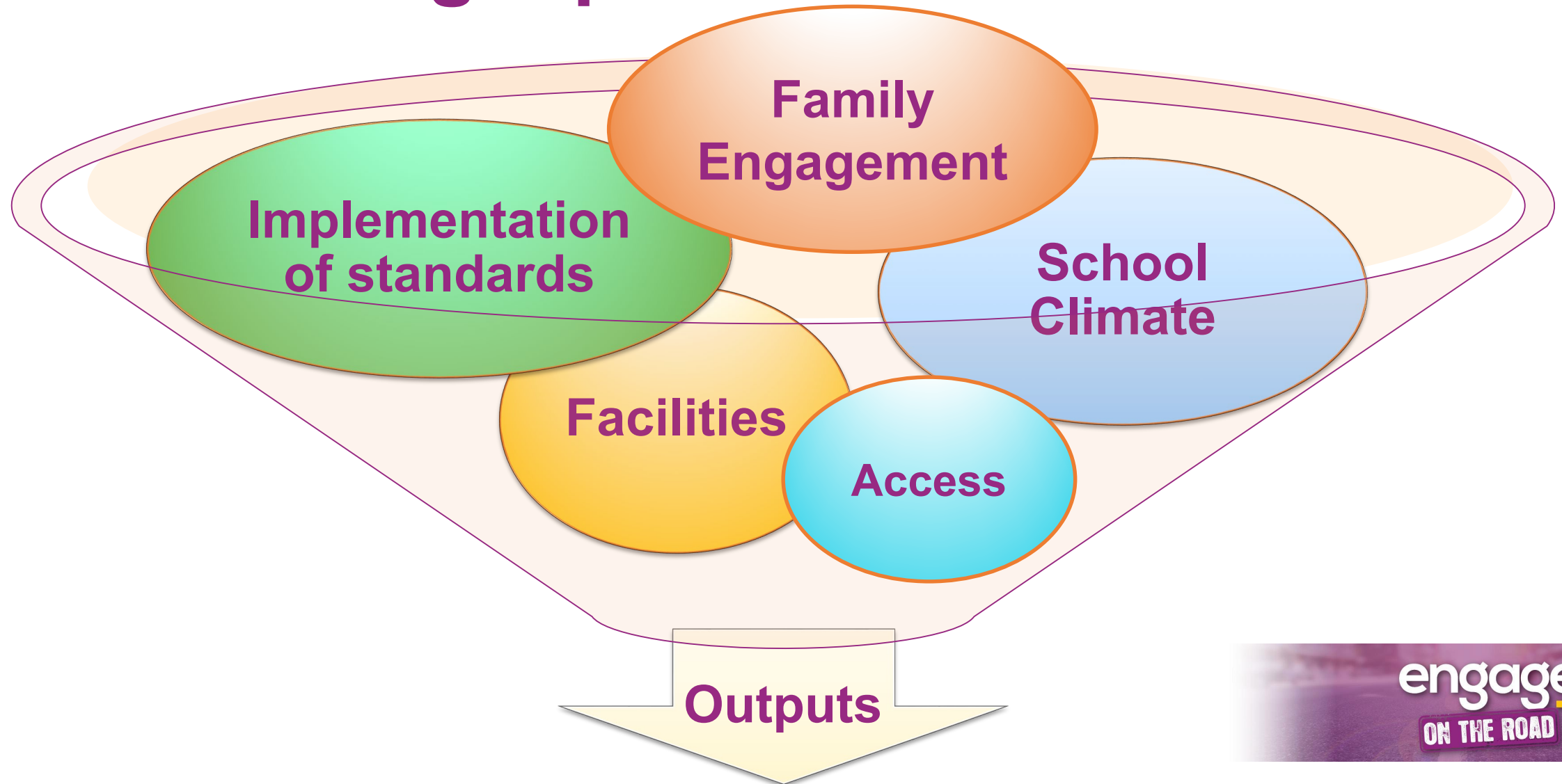
How well are **schools helping** students gain **early college and career exposure**?



Graduation

How well are **schools supporting** all students in **attaining a high school diploma**?

Connecting inputs



OKLAHOMA
SCHOOL REPORT CARDS

Home Oklahoma State Report Card

2017 - 2018

OKLAHOMA STATE REPORT CARD

OVERVIEW **INDICATORS** ABOUT OUR SCHOOL YOUR STUDENT

INDICATORS

<p>ACADEMIC ACHIEVEMENT C</p> <p>How prepared are students for the next grade, course or level? Points Possible: 35</p> <p>52%</p> <p>STATE</p> 	<p>ACADEMIC GROWTH C</p> <p>How are students growing compared to their performance the previous year? Points Possible: 30</p> <p>50%</p> <p>STATE</p> 
<p>ENGLISH LANGUAGE PROFICIENCY PROGRESS C</p> <p>How well are English learners meeting their language-acquisition targets? Points Possible: 15</p> <p>33%</p> <p>STATE</p> 	<p>CHRONIC ABSENTEEISM C</p> <p>What percentage of students is in good attendance? Points Possible: 10</p> <p>87%</p> <p>STATE</p> 
<p>POSTSECONDARY OPPORTUNITIES C</p> <p>How well are schools helping students gain early college and career exposure? Points Possible: 10</p> <p>43%</p> <p>STATE</p> 	<p>GRADUATION C</p> <p>What percentage of students graduated in four or five years? Points Possible: 10</p> <p>88%</p> <p>STATE</p> 

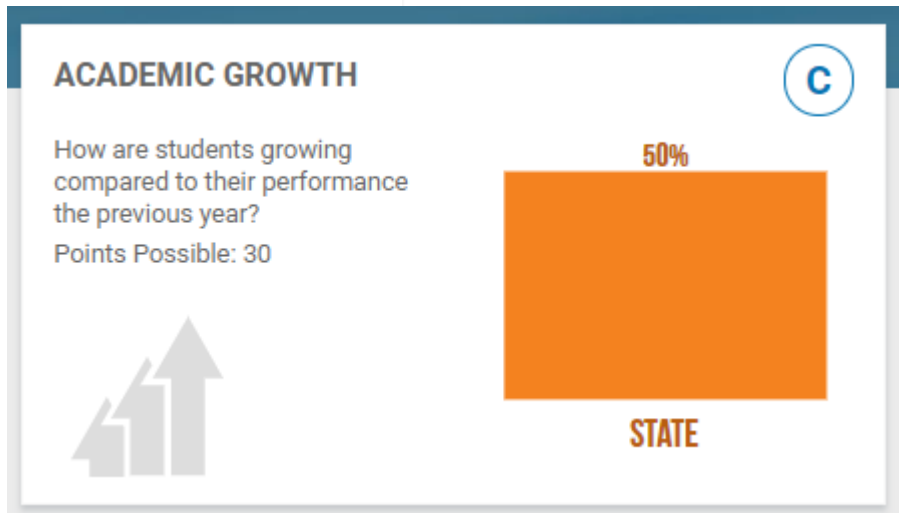


ACADEMIC GROWTH RATE

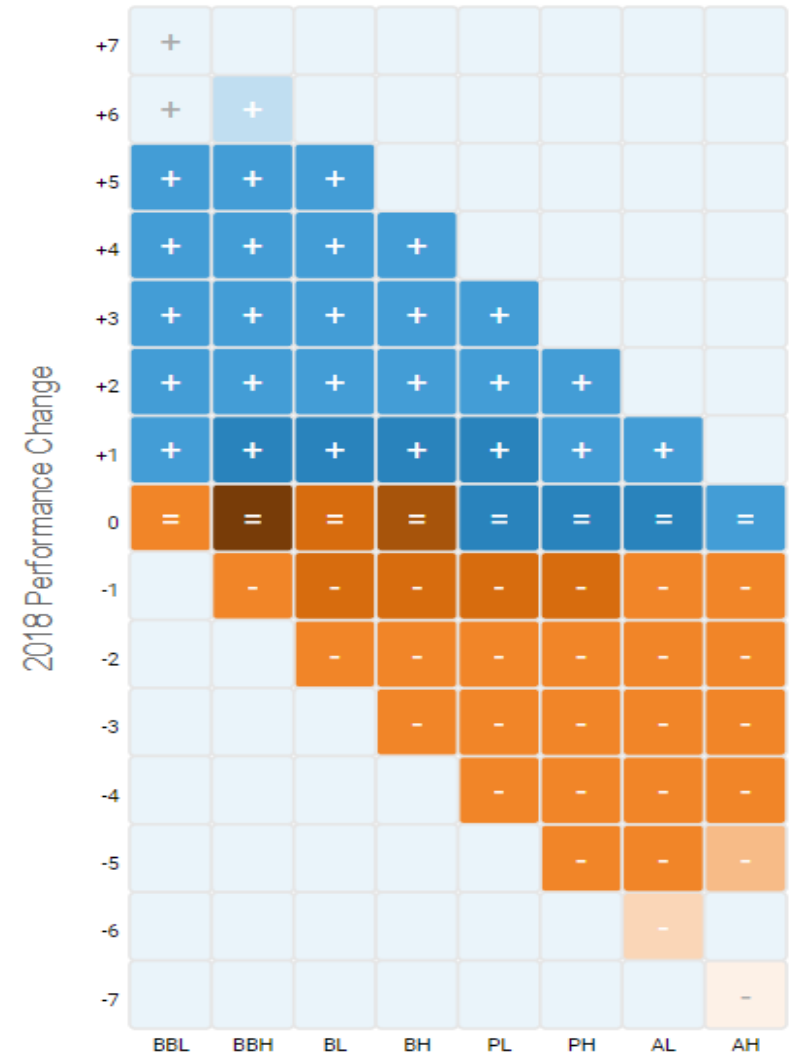
Composite English Math

To determine growth, performance levels were divided into high and low bands (Basic Low [BL] and Basic High [BH], for example). To visualize how students progressed, scroll over the boxes with an =, + or - sign.

- AH = Advanced (High)
- AL = Advanced (Low)
- PH = Proficient (High)
- PL = Proficient (Low)
- BH = Basic (High)
- BL = Basic (Low)
- BBH = Below Basic (High)
- BBL = Below Basic (Low)



Comparing how the levels changed

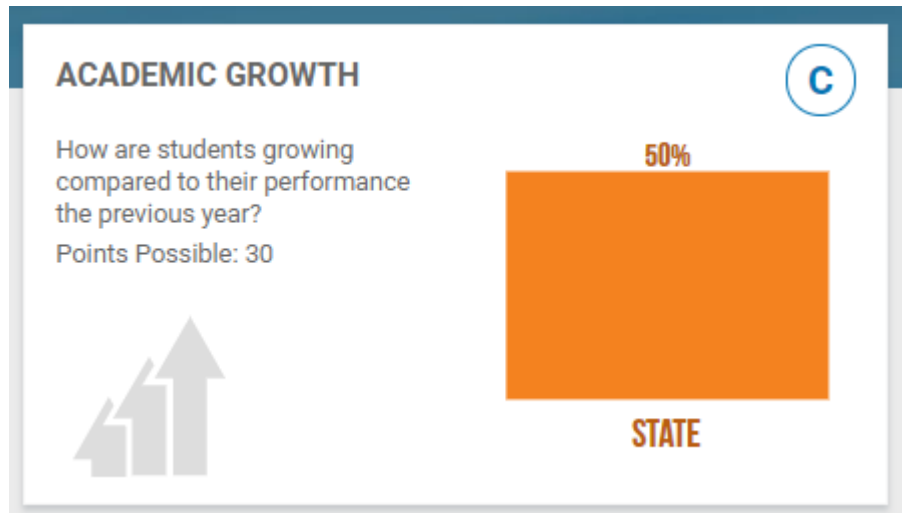


ACADEMIC GROWTH RATE

Composite English Math

To determine growth, performance levels were divided into high and low bands (Basic Low [BL] and Basic High [BH], for example). To visualize how students progressed, scroll over the boxes with an =, + or – sign.

- AH = Advanced (High)
- AL = Advanced (Low)
- PH = Proficient (High)
- PL = Proficient (Low)
- BH = Basic (High)
- BL = Basic (Low)
- BBH = Below Basic (High)
- BBL = Below Basic (Low)



Comparing how students changed

2018 Performance	BBL	BBH	BL	BH	PL	PH	AL	AH
AH	+	+	+	+	+	+	+	=
AL	+	+	+	+	+	+	=	-
PH	+	+	+	+	+	=	-	-
PL	+	+	+	+	=	-	-	-
BH	+	+	+	=	-	-	-	-
BL	+	+	=	-	-	-	-	-
BBH	+	=	-	-	-	-	-	-
BBL	=	-	-	-	-	-	-	-

2017 Performance

Making data actionable through a data walk



Example of a data walk

A data walk is an interactive way to engage with educational data that allows participants to **react to, reflect on, question and pose solutions** for issues raised.

Questions to guide our walk

- What are your general **reactions** to the data?
- What **questions** does the data raise for you?
- What **further information** would be helpful?
- What is **working**?
- What can be **improved**?
- What **solutions** can you think of to address issues raised by these data?





Reacting to the data

You will have about 20 minutes for a “data walk” around the room to observe each chart and the data it shows.

- Use your Post-Its to react to and reflect on the data you see.
- Consider the guiding questions posted around the room as you reflect on and react to the data.
- While you’re reflecting, look at other people’s Post-Its to find out what others’ reactions were to the data.





Talking about the data

Pair up with someone to talk about your experiences looking at the data.

Use “Questions to Guide our Walk” posted around the room to prompt your discussion with your partner/s.





Sharing out

- Move to the poster of your choice.
- Work with the group to synthesize the Post-Its and be ready to share out common threads.
- Pose possible solutions for any issues raised.



Reflections



Image reflected on a sphere

What insights have you gained?

What questions do you still have?

Contact information



Image of Lesa Rohrer and sisters



Lesa.rohrer@sde.ok.gov



[curiousme@lrohrer99752](https://twitter.com/curiousme@lrohrer99752)



Lesal Rohrer

Infogram Links used for Data Walk

- Postsecondary Opportunities-
<https://infogram.com/1p6kx33mxnke37a5lw5nnvgve1h35g2xlyn>
- Graduation
<https://infogram.com/1pljj05x0w902msqw1regzpk0vizwrpm6wj>
- Chronic Absenteeism
<https://infogram.com/1pv0zzpwxdllxghxqvrijwegyyzak5zkn3y>
- ELPA
<https://infogram.com/1pql15pvd7j9lyhq00g6pm3e63a0vyjdxer>

Infogram Posters by Indicator used for Data Walk

- Academic Achievement
- <https://infogram.com/1pq92xpgrxe9rvhq6gzpr9vqexb0xjz3r7z>
- Academic Growth Math-
- <https://infogram.com/1pyxlylz30my3lf3yrergklgx9sydk6p1pq>
- Academic Growth ELA
- <https://infogram.com/1p1qw5zngnw2wzsmd75qxp2wqjc6q935n27>