

Opportunity to Learn (OTL) Data Activity

“Opportunity to Learn (OTL) is a way of measuring and reporting whether students and teachers have access to the different ingredients that make up quality schools.” – UCLA Institute for Democracy, Education, and Access

OTL data provides a measure of the extent to which students are provided the conditions and resources, including but not limited to quality instruction, that will enable them to succeed (Marion, 2020). OTL data provides essential context when reviewing any achievement or outcome data.

This tool has been adapted from the resource, “Data Coaching to Examine, Interpret, and Use Student Data Equitably” (2022). It provides a structure for teams of educators to consider some key OTL data sources that can provide insight into the extent to which student learning environments provide inclusive, supportive, and academically rigorous opportunities for all students.

Protocol

Activity Instructions (Total Suggested Activity Time: 60 minutes)

- Individually or with a partner, review the list of OTL data and annotate as follows:
 - Place a check mark (✓) next to any data source you are already using to assess OTL.
 - Place an exclamation point (!) next to any data source you would like to start using to assess OTL.
 - Place a question mark (?) next to any data source you need more information about.

(Suggested time: 10–15 minutes)

- With the whole group discuss the use of the OTL data. Ask everyone to share examples of OTL data they use (i.e., those they indicated with a check mark). Ask them to explain how they use the data and what they are learning. Probe to identify if using these data has informed actions to increase students' opportunities to learn.
(Suggested time: 10 minutes)
- Ask everyone to share the data sources they would like to start using (i.e., those that they indicated with an exclamation point). Make a list of the new data sources the group would like to use on a whiteboard or electronically and identify what actions may be needed to gather or get access to those data.
(Suggested time: 15 minutes)
- Invite the group to ask questions about the OTL data (i.e., those they indicated with a question mark). Identify any action steps to respond to questions.
(Suggested time: 10 minutes)
- **Reflection:** Wrap up the activity by asking the group to complete a quick write-in response to this prompt: How would you like to integrate the use of OTL data into discussions with education leaders, staff, and stakeholders to increase the focus on ensuring equitable access and identify system barriers to opportunity? How could this help you take action to improve access to learning opportunities?
(Suggested time: 5 minutes)
- **Action Steps:** Review the group's action steps to increase access to, and use of, OTL data.
(Suggested time: 5 minutes)

OTL Data Sources

The following data sources provides insight into OTL and student experiences in school. This list includes quantitative measures and qualitative data sources that can provide a more nuanced picture of how students experience learning. These data should be disaggregated by student populations to highlight equity issues. This is not a comprehensive list of all OTL data. As you review this list, make a note of any other sources of data you use to understand the experience of learners in your school or district and put outcome data in context.

- Number of students enrolled in and completing gifted and talented programs, advanced coursework (e.g., Advanced Placement [AP] and International Baccalaureate [IB]), and dual enrollment for college credit
- Students enrolled in and completing a CTE course of study/credential
- Students with access to up-to-date, high-quality, and standards-based instructional materials and learning tools, computers, and broadband access

- Students taught by qualified and experienced teachers
- Students taught by race/ethnicity-matched teachers
- Preschool-aged children (3-4 years old) in the community enrolled in and attending preschool programs
- Students receiving interventions provided for early literacy
- Students receiving interventions through a Multi-Tiered System of Support (MTSS)
- District's policy for funding allocation (e.g., is equity a criterion for allocating resources?)
- Students receiving early intervention to prevent dropout and chronic absenteeism
- Ratio of students to mental health support staff in schools
- Average class size
- Time on task (e.g., hours of face-to-face instruction per week or month; time in distance learning both synchronous and asynchronous)
- Student disciplinary data
- The use of disciplinary practices that limit suspensions and expulsions and address the disparity in exclusionary practices
- School climate
- Teacher expectations for students
- Classroom observation data on time on task and student-teacher interactions (e.g., equity participation trackers which tally engagement by race, gender, language proficiency status)
- Student voice about their lived experience in school (e.g., empathy interviews, focus groups, listening campaigns, student survey data)
- Student experience with learning and in school (e.g., data from shadowing a student, journey/process maps)

References:

Marion, S. (2022) *Using opportunity-to-learn data to support educational equity*. Center for Assessment. Retrieved from: <https://www.nciea.org/library/using-opportunity-to-learn-data-to-support-educational-equity/>

UCLA's Institute for Democracy, Education & Access. (2003) *Opportunity to learn (OTL): Does California's school system measure up?* Retrieved from:
<https://idea.gseis.ucla.edu/resources/documents/OTL-English.pdf>

Regional Education Laboratory Northeast and the Islands. (2022). *Data coaching to examine, interpret, and use student data equitably*. Retrived from:
https://ies.ed.gov/ncee/rel/regions/northeast/Docs/Tools/REL-NEI_DataCoachingtoExamineInterpretandUseStudentDataEquitably.pdf

Safir, S. & Dugan, J. (2022). *Street Data*. Corwin