Direct Access to Achievement:

Collaboratively Creating a Culture for Data Use

Oregon DATA Project

Sept. 20 • The "Using Data for Effective Turnaround" series

Mickey Garrison, Data Literacy Director, Oregon Department of Education

Becky Stoughton, Teacher-Leader, Redmond School District

Carol Sanders, Curriculum Director, Oregon City School District

THE OREGON DIRECT ACCESS TO ACHIEVEMENT PROJECT
BUILDING EDUCATORS' CAPACITY FOR USING DATA TO IMPROVE STUDENT ACHIEVEMENT

Collaboration is key.
Project partners include:

Oregon Department of Education (ODE)

Education Enterprise Steering Committee (EESC)

Education Service Districts (ESDs)

Oregon Community College

Oregon University System (OUS)

Oregon PreK-12 (PK-12)

Oregon School Board Association (OSBA)

Confederation of Oregon School Administrators (COSA)

Oregon Education Association (OEA)

Teacher Standards and Practices Commission (TSPC)

The Governor's Office

Input from the field determined project design:

- Focus groups held statewide
- Wanted integration of existing initiatives (PBIS, RTI)
- Identified need for Instructional & Technical training
- Created grassroots support
- Created collaborative atmosphere
- Produced ongoing input from districts

For more information, visit
www.oregondataproject.org

Field Input

Evaluation

The Oregon DATA Project ▶

Training

Pre-Service

Evaluation components built into all training:

- Efficacy: assessment of beliefs
- Knowledge measures
- Implementation barriers
- Participant implementation plans
- OAKS & student performance
- Results show training makes a difference

IN-SERVICE data-use training developed:
INSTRUCTIONAL FOCUS

- For administrators, teachers
- Four levels: District, building, classroom, student
- Statewide roll-out '08-09
- Content: Integration of existing initiatives; finding, organizing, and analyzing data; linking to increased learning FOR ALL STUDENTS
- Data quality model for districts

OSBA PARTNERSHIP

- Curriculum adapted for school boards
- Content: Importance of data; questions to ask

JOB-EMBEDDED TRAINING

- Regional centers develop district plans
- ESD, K-12 trainers certified, supported
- On-demand training videos online
- Resources shared nationally via LDS Share, webinars
- Sharing with other states via personnel exchanges, e.g. Maryland in July 2011
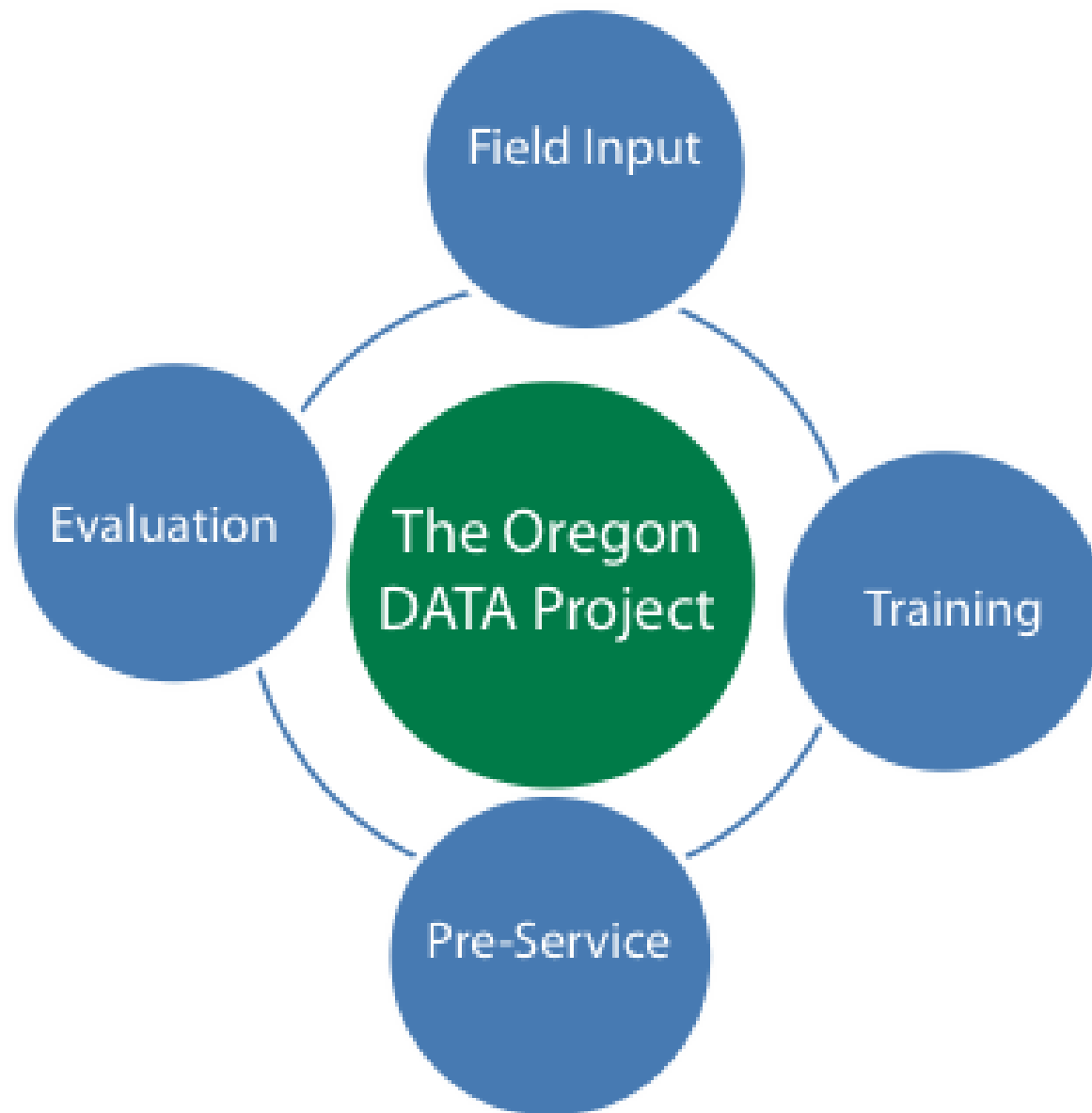
Pre-service project adds crucial link:

- Through separately funded SLDS grant
- Licensing & recertification requirements
- Features co-teaching between university staff & project trainers; meta-cognitive approach
- Teacher-student performance feedback loop to universities
- Participating universities include Eastern Oregon University, Oregon State University, Portland State University, Southern Oregon University, University of Oregon, Western Oregon University

Oregon DATA Project
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Field Input

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The Oregon DATA Project

Training

Pre-Service

Field Input

Input from the field determined project design

- Focus groups held statewide

- Field wanted integration of existing initiatives (PBIS, RTI)

- Identified need for data use and data quality training

- Created grassroots support

- Created collaborative atmosphere

- Produced ongoing input from districts

Training

In-service data-use training developed

Content focus:

- For administrators, teachers

- Four levels: District, building, classroom, student

- Statewide roll-out

- Content: Integration of existing initiatives; finding, organizing, and analyzing data; linking to increased learning for all students

- Data quality model for districts

Training

In-service data-use training developed

Content focus

Training

In-service data-use training developed

"This has been the best opportunity to learn how to think deeply about improving student learning we have ever had!"-*middle school principal*

"The things we are doing in the Oregon DATA Project are really making a difference to our students, and that is the bottom line."–*third grade teacher*

"For the first time, I understand data and how to use it to improve student learning."-*high school teacher*

"We have teachers now who can't do their lesson plans without looking at their data."–*teacher team leader*

Training

In-service data-use training developed

Content focus

Carol Sanders, Curriculum Director
Oregon City School District

Training

In-service data-use training developed

Content focus

OSBA partnership:

- Curriculum adapted for school boards
- Content: Importance of data; questions to ask

Training

In-service data-use training developed

Content focus

OSBA partnership:

Charlene Moore, Vice Chair,

Coos Bay School Board

Training

In-service data-use training developed

Content focus

OSBA partnership

Job-embedded training

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Training

In-service data-use training developed

Becky Stoughton, Teacher-Leader, Redmond School District 🔊

Training

Redmond School District

Pre-Service

Pre-service project adds critical link

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- Participating universities include Portland State University, University of Oregon, Western Oregon University

Pre-Service

Pre-service project
adds critical link

Heitho Reuter, Western Oregon University professor 🔊

Denny Bain, Western Oregon University student and Corvallis public schools teacher 🔊
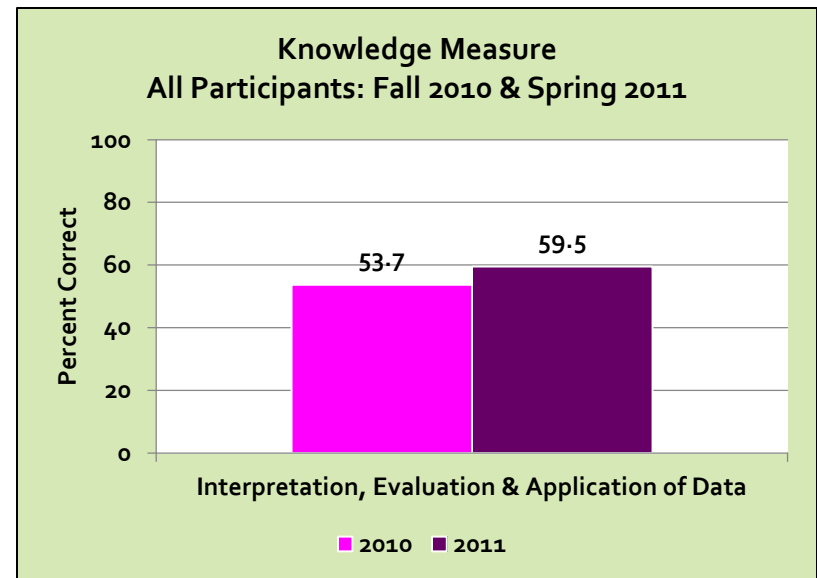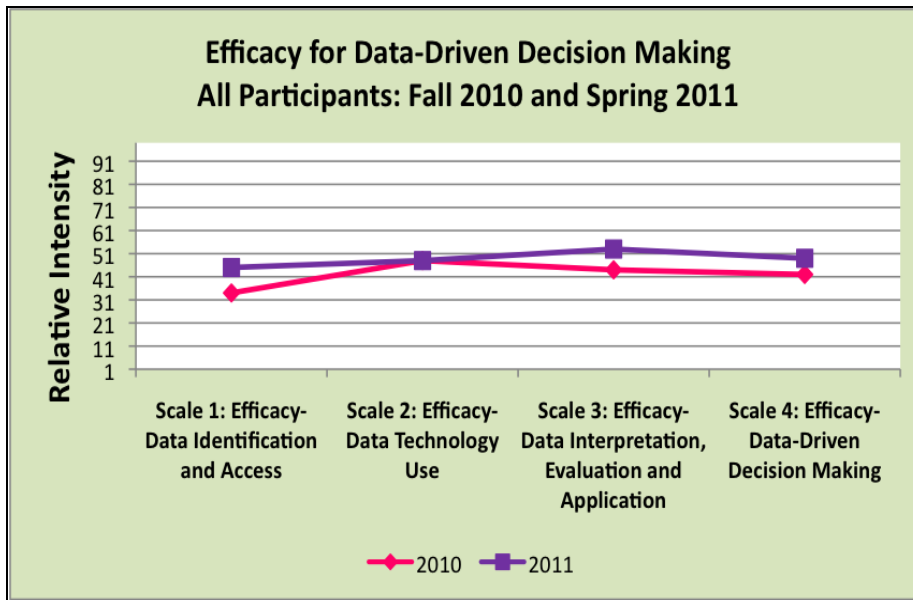
Evaluation

Evaluation components built into all training

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- Knowledge measures

- Implementation barriers

- Participant implementation plans

- OAKS & student performance

- Results show training makes a difference

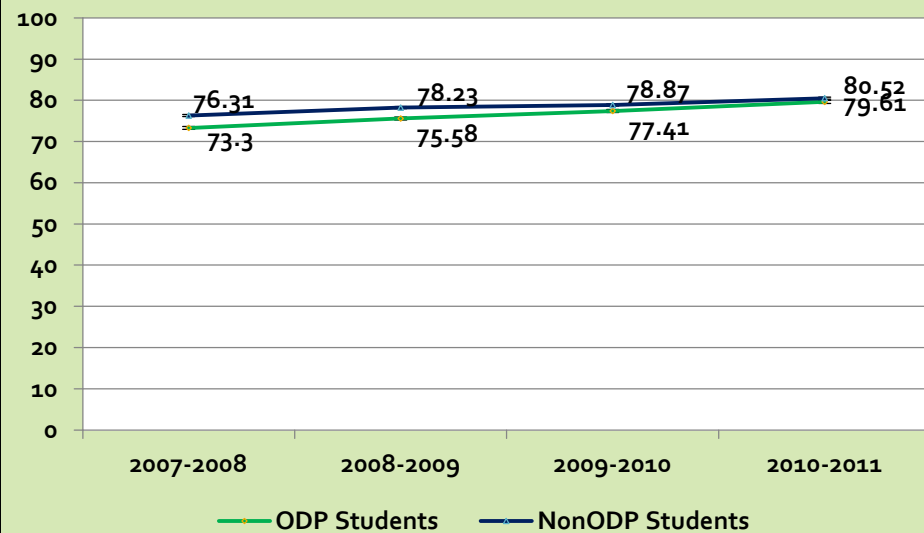# Examined change among participants using all three measures

Stages of Concern Questionnaire
All Participants: Fall 2010 and Spring 2011
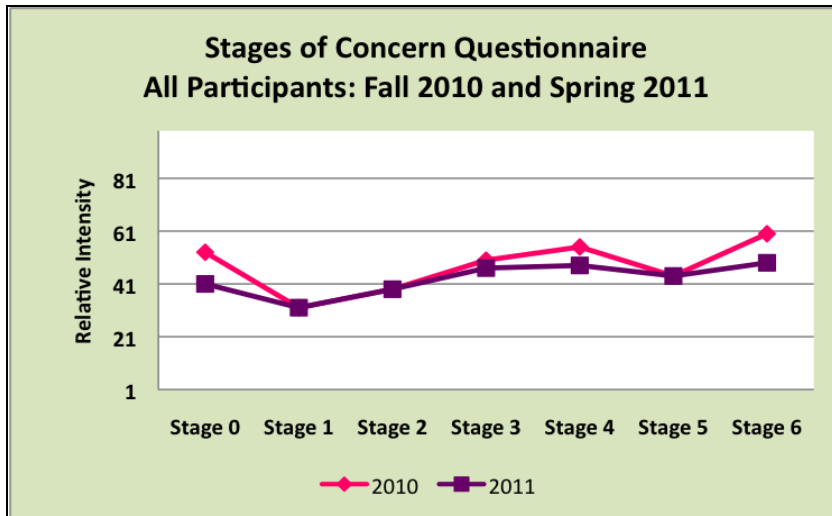
- Changes in Concerns
  - Less resistance
- Changes in Efficacy
  - Relatively higher efficacy
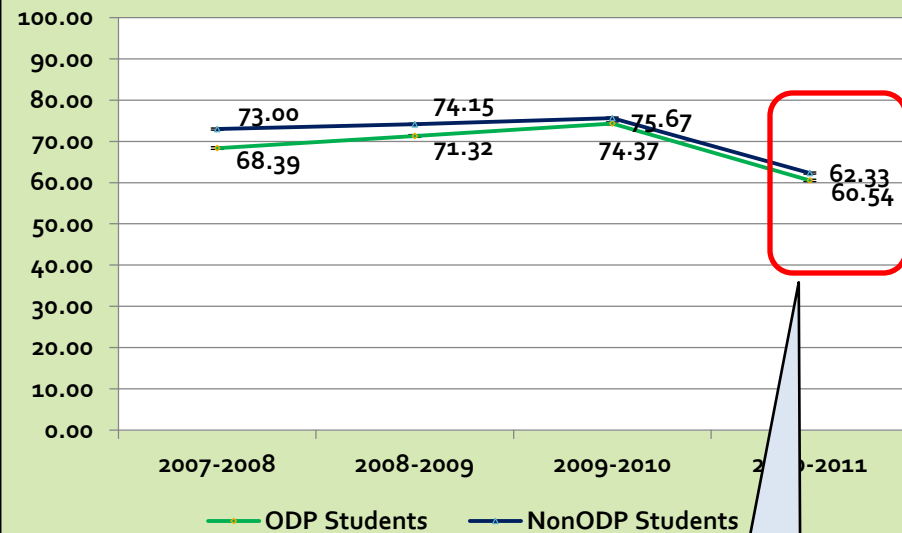- Changes in Knowledge
  - Relatively more knowledge

Efficacy for Data-Driven Decision Making
All Participants: Fall 2010 and Spring 2011

Knowledge Measure
All Participants: Fall 2010 & Spring 2011

Student Outcomes in terms of Met/Exceeded

4 Year Trend in Percentage of Students Meeting or Exceeding in Reading

- 2007-2008: 76.31 (NonODP), 73.3 (ODP)
- 2008-2009: 78.23 (NonODP), 75.58 (ODP)
- 2009-2010: 78.87 (NonODP), 77.41 (ODP)
- 2010-2011: 80.52 (ODP), 79.61 (NonODP)

ODP Students — NonODP Students

4 Year Trend in Percentage of Students Meeting or Exceeding in Math

- 2007-2008: 73.00 (NonODP), 68.39 (ODP)
- 2008-2009: 74.15 (NonODP), 71.32 (ODP)
- 2009-2010: 75.67 (NonODP), 74.37 (ODP)
- 2010-2011: 62.33, 60.54

ODP Students — NonODP Students

Math cut scores were raised for 2010-11
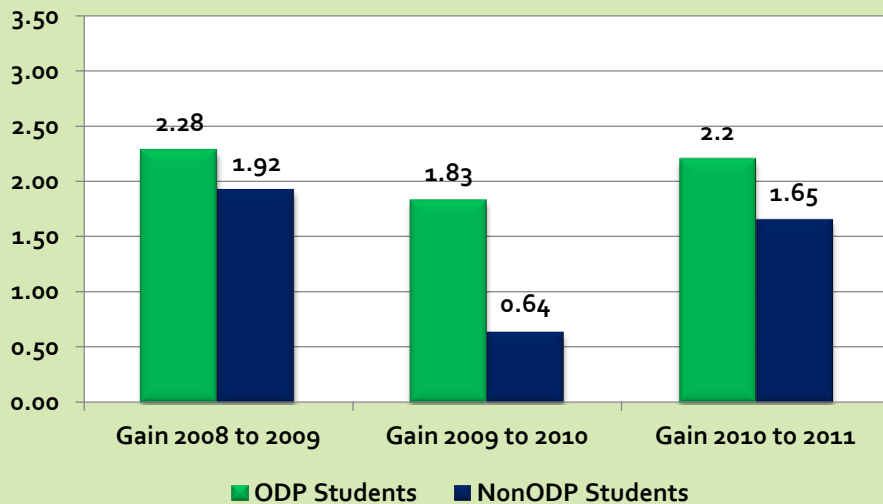
Students in participating ODP schools increased percent Met or Exceeded at a greater rate than students in Non-ODP schools in math.
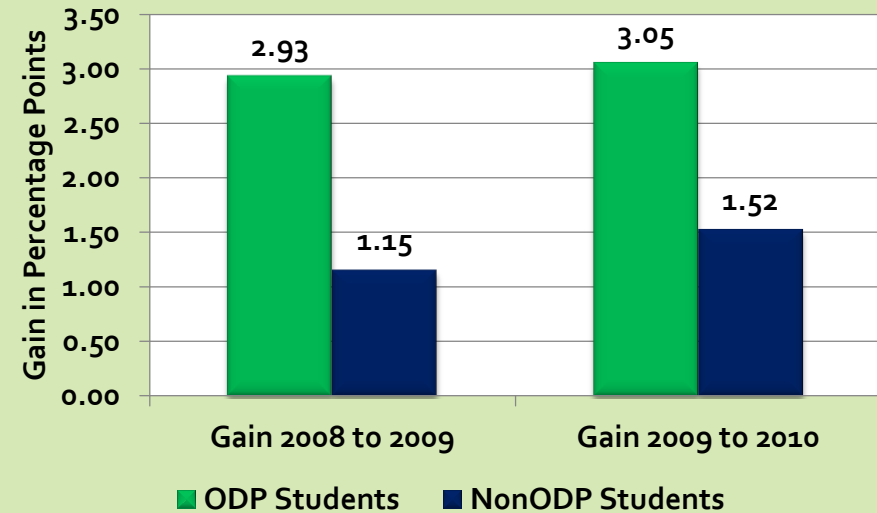
Comparative Gains Reading & Math Grades 3-8

Evaluation components

built into all training

Evaluation

Outside evaluation completed in June 2011: After only two years of work, teachers have made "tremendous and swift" progress toward connecting data to teaching. "The change noted here is unmatched in the literature and may provide a model for helping teachers connect data to instructional practice."

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For more information

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