



Strand 3 certification training: Portland



Strand 2 training: Medford

The Oregon DATA Project

May 2009

Summary



Strand 3 training: Salem



Strand 2 training: Pendleton

It's been two years. What have we accomplished?

In June 2007, the Oregon Department of Education received a three-year, \$4.7 million grant from the federal Institute of Education Sciences to develop a longitudinal data system. Here's what we've done with it so far:

We listened to the field. Before we built an action plan for the project, we went to the people on the front lines. From November 2007 through January of 2008, 15 focus groups met in eight

locations throughout the state. Nearly 200 people participated, including superintendents, principals, teachers, curriculum directors, ESD representatives, IT directors and classified staff. Besides providing the level of detail needed to direct the activities of the project, the sessions also contributed to an atmosphere of collaboration and grassroots support.

We trained instructional teams—lots of them. We used the input from the field to develop and deliver three different strands of professional development for an instructional audience. Strand 1 training, "Creating a Culture of Data Quality," was provided to 25 districts

and 105 participants. Strand 2 training, "Using Data to Improve Learning in Districts and Schools," was presented in nine regional workshops of two days each to 342 participants from 81 districts. Strand 3 training, "Using Data to Improve Learning in the Classroom," reached 524 participants

By the numbers* ...

Participating districts	122
Participating educators	842
K-12 & ESD trainers certified	149

*Instructional assessment survey participation

A project of the Oregon Department of Education, with support from the EESC.

administrative support
technology
school improvement
special needs



www.OregonDataProject.org

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Project Director: Baron Rodriguez, ODE
Project Training Director: Mickey Garrison, EESC
Technical Training Coordinator: Ron Hoppes, ODE

The buzz:

Instructional Strand 2, teacher
"This has been the best opportunity to learn how to think deeply about improving student learning we have ever had!"

Instructional Strand 3, teacher
"I have felt my teaching to be much more focused and deliberate and I believe that this is what data collection is supposed to do for both myself and the students."

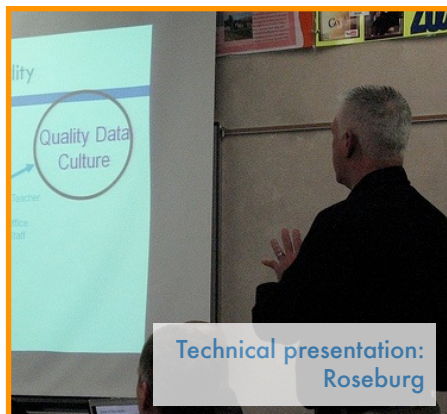
Instructional Strand 3, ESD rep
"This training puts the focus of school improvement exactly where it needs to be—off the shelves and into the classroom, with teachers for students."

Strand 2 certification, teacher
"The training provided us with an opportunity to deepen our understanding of the process while polishing our presentation skills. I left with some new ideas."

Instructional Strand 2, principal
"A great opportunity to learn together and figure out where we can change."

Instructional Strand 2, teacher
"For the first time, I understand data and how to use it to improve student learning."

Technical training, superintendent
"This very valuable self-analysis 'data discussion' was an opportunity for building secretaries, administrative assistants, and administrators to compare notes on current practices and explore methods of making our data systems maximally effective."



in 87 different districts, also in nine regional workshops in a two-day format.

We developed training for technical teams. During the first phase of the project's technical training track for data teams, we reached 150 people at six ESDs with our "Need for Data Quality" presentation. Full-day workshops at eight ESDs are scheduled this fall for the second technical training component, "Building a Culture of Data Quality." The final component of the project's technical training will focus on online support documents and tool sets related to state collection files; it is in the development phase.

We planned for the future. The project isn't over when the training schedule is done – it is, in fact, just beginning. Certification training is now complete for all of the instructional strands. Forty people are certified to teach Strand 1. Sixty people from all over the state have been certified to teach Strand 2, and 49 have been certified on Strand 3. More than half the new trainers are from K-12, with the rest coming from ESDs. These trainers will provide ongoing training and support to the field in 2009-2010; districts can contact their ESD to schedule training

Video training segments from both strands will soon be available on the DATA Project website, allowing training to be conducted on an on-demand basis.

Plans are also under way to support a deep implementation of the project training in three regional locations (Western, Central and Eastern Oregon). Extensive evaluation of the project will be conducted in these three regions, providing detailed information about

Coming this fall:

Technical training for district data teams.
One-day sessions.
Eight locations.
Lots of learning.

what is needed to create a data culture in large, medium and small districts.

And we collaborated. The Oregon DATA Project is just one of several initiatives in our state, all of them working closely together to ensure the success of a statewide data system.

The **KIDS program**, a state-funded initiative, focuses on standardizing student data in an effort to streamline compliance reporting and creating a transcript exchange (OSTX) between schools and post-secondary entities. Phase III of the KIDS program is under way and involves collecting student data from six regional data warehouses. Enhancements will be made to the entire system, i.e., in the metadata, data elements and reporting capabilities. The training on OSTX is scheduled to begin late summer or early fall, and Phase III is scheduled to be completed in January 2010.

All six of the **regional data warehouses** are operational and collecting data from the different student information systems (SIS) in use throughout the state. Several of the warehouses have reached outside of their normal coverage area to collect student data from Oregon's 200 or so districts. Representatives from each of the warehouses are working with ODE to clean up errors and validate student data.

The goal of the **Growth Project** is to develop tools to measure student progress on statewide assessments. ODE, in concert with stakeholders, has developed a Growth Model for school accountability that will be applied to the 2008-09 school report cards. This model provides target scores for student who are not yet meeting standard. These targets provide intermediate goals for students, with an aim of reaching standard in about three years.