

DQWG Sept. 30, 2008  
Meeting Notes

**Agenda**

- 9:00 DATA, Kids, TLC, Growth, Oregon Diploma
- 10:45 Data Use policy
- 10:50 Vertical alignment
- 11:05 Tech Training Project Evaluation
- 11:30 Oregon Data Project website
- 11:45 Next steps

Mickey Garrison, DATA Project, TLC

- ✚ Handout: Oregon DATA Project instructional strands overview and fliers, available on [www.oregondataproject.org](http://www.oregondataproject.org)
- ✚ Discussion overview of the three strands.
  - Strand 1: ESD-Driven
  - Strand 2: Dates listed, register directly with your ESD
  - Strand 3: More in depth, University of Arkansas managing this strand
- ✚ DDDM is the platform for Strands 1 and 2, and we're also linking these with the leadership training. These trainings give leaders the opportunity to drive the training further.
- ✚ There is a growth component in each strand: district, school, and student growth. The focus is on progress monitoring.

Baron Rodriguez, KIDS

- ✚ Handout: Questions that came from ESD personnel about the DATA and KIDS projects.
- ✚ See handout for information on what KIDS is NOT, and what it is, as well as information about common confusions regarding both programs.
- ✚ The scope document will be posted on the ODE website.
- ✚ With the new operational data store, you can look at a kid and his data history; this is not available to date (for kids who have moved). Local warehouses will send their data to ODE, which is the source for only assessment data. Program data, performance data, courses taken, GPA, demographics, IEP, attendance... all this information is district based, and tying that to assessment data is the benefit of the broader project.

### Theresa Levy, The Oregon Diploma

- ✚ Handout: brochure, already given to districts—enough for all grades 6-9.
- ✚ The goal is to have students be able to access their own data (along with teachers and administrators) so they can better manage their educational progress.

### Tony Alpert, Growth Model

- ✚ What is the purpose, its status, and when will it be implemented?
- ✚ The purposes are to help identify schools that are effective, and to help inform students regarding their achievement.
- ✚ School effectiveness: status (percentage achieving) and change (currently students in grade X compared with last year's students in grade X). This cohort comparison should show school improvement, but we know classes change. So showing the aggregate amount of individual student change—following one class. This is the growth model.
- ✚ Sufficient growth is a policy discussion. The Accountability Advisory committee is working on this question.
- ✚ Something substantial will be out in January or February so we can go to the Legislature and describe how the project is moving forward.
- ✚ We are re-engaging with higher ed regarding HS performance and freshman year performance. They're working on the matches now. What are the predictors in post-graduation academic success?

### Handout: Feedback Requests from the Oregon University System, Jonathan Jacobs

### Joel Robe, Data Warehouses

- ✚ There are six regional data warehouses. 95% of districts are affiliated with one of those warehouses. They're trying to get their vendor on board by early November. The regionals are being asked to provide a progress and benefits sheet for their affiliate districts.
- ✚ Regional data warehouse representatives--All gave a report on their progress and structure.

### Break

Connie Atchley, Vertical Alignment

- ✚ By mid-December they're hoping to hook up with a web ap to go to online to get an electronic transcript based on a student's SSID and request that transcript be sent to a specific university or community college.

Ron Hoppes, Project Evaluation

- ✚ Presented Project Evaluation PowerPoint (Instructional Strand), available on oregondatapoint site

Megan Monson, website

- ✚ Quick tour of the Oregon Data Project website ([www.oregondatapoint.org](http://www.oregondatapoint.org)) Encouraged people to sign up for RSS feed

Next meeting sometime in January