



Clackamas
Education
Service
District

*Dedicated to Excellence
through Leadership and Service*

Using Data to Inform Instruction The Oregon DATA Project

Oregon DATA Project WebEx
February 2, 2010

Shared with Presenters' Cadre by:

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Clackamas Education Service District Curriculum, Instruction and Evaluation (CIE) Services

Pilot Oregon DATA Project

Oregon City School District

- 4 Elementary Schools
- 2 Middle Schools
- 1 High school
- 1 Data Team per School

Canby School District

- 3 Elementary Schools
- 1 Data Team per School

Molalla River Middle School

- 1 Middle School
- 7 Data Teams by Content area



A Personal Invitation to Collaborate and Learn Together

- Strand Three Training, Spring 2009
- In Person
- Stance
- Vision
- Resources



Using Data to Improve Student Achievement

Data Strand 3 Classroom +

CIE Services Proposal for Oregon City District School and Canby School District School Level Data Teams

Goals/Outcomes

- Teams use the model and strategies learned in the Oregon DATA Project, Strand 3 training to effectively select, interpret, and use data to improve student performance
- Teams use process to select, use and measure effectiveness of intervention decided upon by the team
- Teams learn skills to help sustain effort and processes over time as appropriate to student needs within a PLC/learning team structure used in their school
- Teams continue to learn skills of collaboration and processes to sustain and improve data team work over time
- Data team work supports completion of district, school, and individual team goal completion as noted in their continuous improvement plans at the district, school and team level
- School and District level administrators provide leadership support to remove barriers and sustain the efforts of the teams over time



Data Team Components

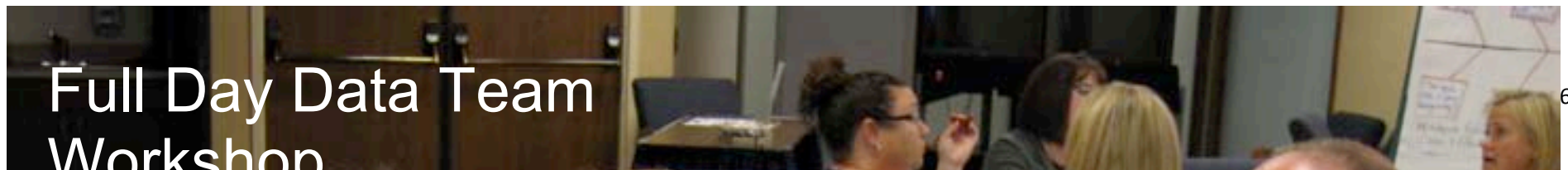
- Includes staff who attended Strand 3 Data, Oregon DATA Project, Spring 2009
- Teams commit to work together to improve student achievement in an area of their choice based on data interpretation at the classroom level
- One full day in the fall at CESD for initial work session – deployment
- One full day in the spring at CESD for review, refinement, next steps
- Principal participates with team on 2 days at CESD and two-half day sessions. They attend other Data Team meetings as possible.
- Teams commit to meet for two ½ day sessions at their school – CESD consultant provides coaching within these session, and brings resources if asked to do so
- Teams commit to meet during district release time two or more times beyond the days provided by CESD to monitor progress on commitments and make adjustments if needed
- Teams complete post Oregon DATA Project survey online at the spring session at CESD – results will be shared back with teams and district in compiled format inclusive of the initial survey they took during Strand 3 training last spring

CESD Provides

- Two full days of skills development/facilitation of real work time by CIE Services Consultants at CESD (Fall/Spring)
- Two ½ days of coaching, consultation, and/or facilitation by CIE Services consultants at each school team's site. (Dates/Times are Team choice)
- Additional coaching and/or consultation with teams as needed - provide resources for teams on formative assessments, intervention strategies, information, etc. during team meeting time, or other requests for assistance with the process.

District Provides

- **CIE access to district data** – eSIS physical login and Oaks/TESA secure site, etc.
- Administrative leadership for the teams to carry out the work – removing barriers to success
- Identifies next steps in collaboration with CIE Services to plan the fall, 2010 data team cycles (sustain over time as the culture within the buildings)
- Collaboration with CESD team and provides ongoing feedback on the professional development, training, and processes to refine and increase effectiveness based on the context and staff development needs of each team and school.
- **Consider and decide upon expanding the services beyond the initial cadre this year for the 2010 -2011 school year**



Customized Full Day Fall Workshop for Each Participating District

Resources

- Data Team Notebook
- Specific Student Data – Hard Copies for Each Member + Jump-Drive
- *Test Better, Teach Better*, W. James Popham
- Some substitute costs

District Administrative Support

- Principals attended as a member of their school's team
- Curriculum Directors attended
- Superintendent presence at the workshops
- TOSAs attended with teams

School Name: _____

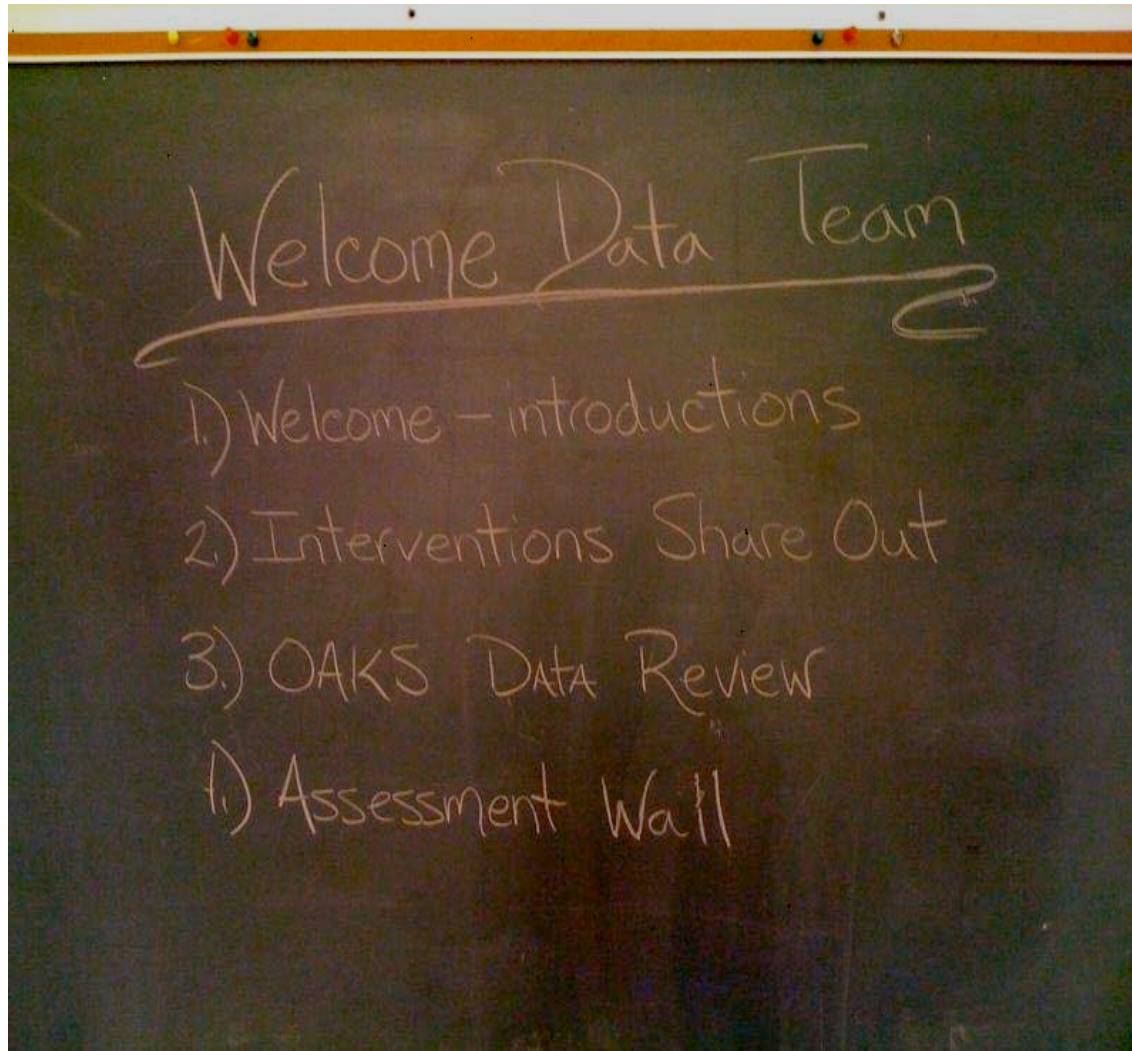
Data Team

Meetings Dates & Time Agreements

Worksheet

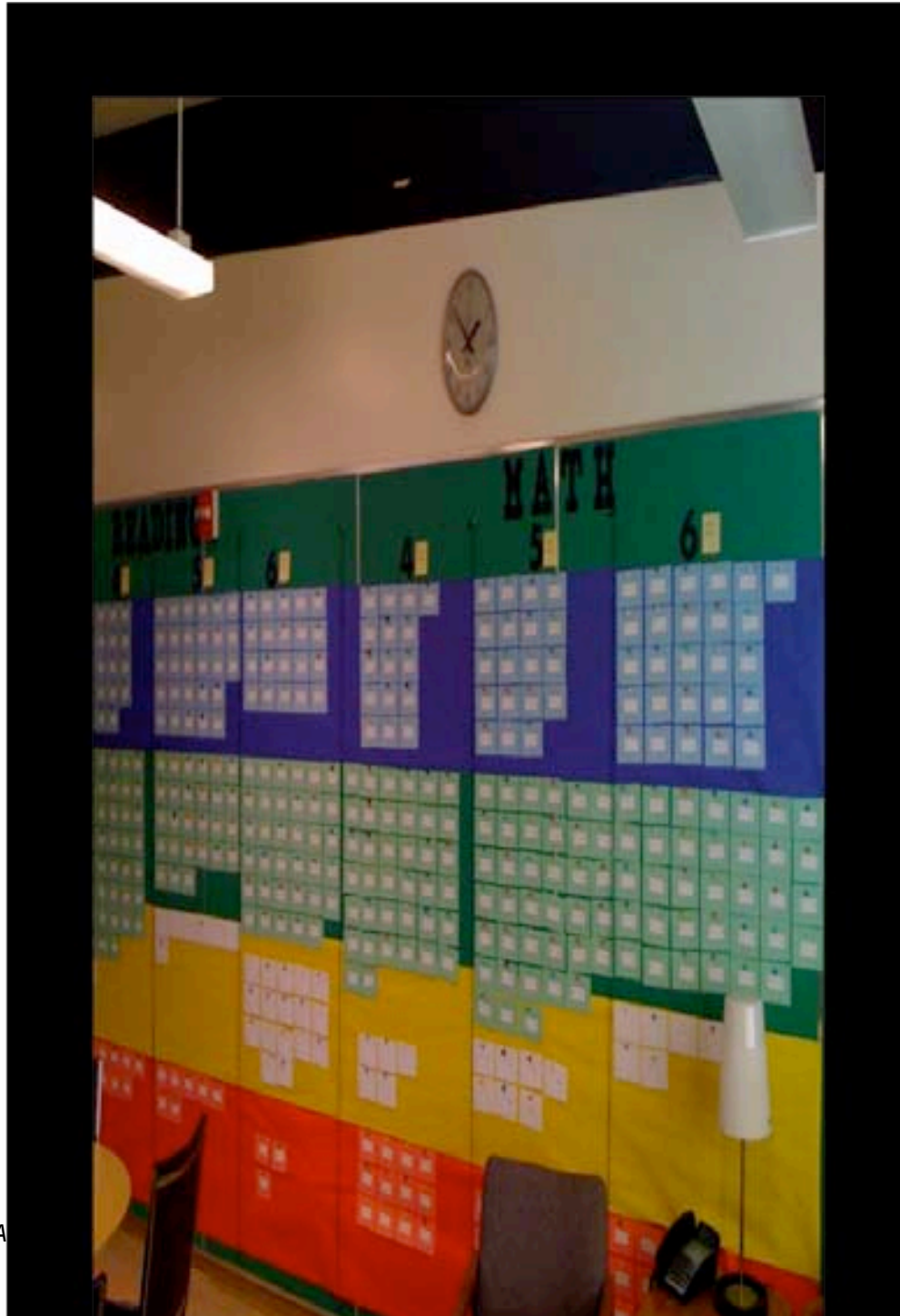
Date	Start/End Time	Location
Initial Mtg Thursday October 1, 2009	8:30 – 3:15	Clackamas ESD Springwater Conference Rm
November		
December		
January		
February		
March		
April		
Spring Mtg Tuesday, May 4, 2010	8:30 – 3:15	Clackamas ESD Springwater Conference Rm
June/August		

DATA TEAM AGENDA



Grade 4-5-6 Half Day Meeting

- Added New Members
- Each Teacher Reported Classroom Interventions w/ Supporting Data
- Lesson on Access/Use of OAKS Data for Fall Results
- Viewed /discussed Fall OAKS & 08-09 Results
- Created Data Wall





School Writing Results 08/09

Fall '08 CESD CWA Results/Spring 09 State Results/Fall '09 Work sample results

	I & C-72	O-7230/72	V-72	WC-72	SF-72	C-72
Exceeds 5's 6's	2/1% 7/9.7% Abigail K Kristin W.	2/1% 4/5.6% Kirstin W. Nimsi C.	3/3% 5/7% Kirsten W Nimsi C	2/1% 4/5.6% Kirstin W Nimsi C	2/1% 3/4.2% Kristin W. Nimsi C.	2/1% 5/7% Abigail K Kirstin W
Meets 4's	33/45% 30/41.8% Austin C. Drew E.	19/26% 34/47.2% Austin C. Andrew E.	34/47% 44/61% Parker E. Austin C.	35/49% 44/61% Parker E. Austin C.	23/32% 33/45.8% Austin C. Andrew E.	20/28% 29/40% Parker C Austin C
Nearly Meets 3's 3's/4's 2's/3's	28/39% 33/45.8% Parker C. Jacob F.	36/50% 32/44.4% Kristen A Joshua F	29/40% 23/32% Jacob F. Leanne J	30/42% 22/30.6% Jacob F. Leanne J	35/49% 34/47.2% Parker C. Jacob F.	33/46% 34/47% Jacob F Leanne J
Low 2/2	9/12% 2/2.7% Sebastian H Betsai Delaney M Kimberly S	15/21% 2/2.8% Austin C. LeAnn J Eric R Spencer r	7/10% 0/0% Jovanni L Kaden S Felipe Alex V	6/8% 2/2.8% Hunter Makayla M Jhastin C Leann J	13/18% 2/2.8% Austin C Alfa D Leanne J Travis L	19/26% 4/5.6% Austin C Alfa D Travis L Jovanni L
Very Low	1/1% Jovanni L	1/1% Jovanni L.	0/0%	0/0%	0/0%	0/0%

STRANDS	CESD - Fall 08-09	State - 08-09	Growth	CESD - Fall 09-10	Fall 08 to Fall 09	State - 09-10
Ideas/Content	26%	51%	+25	39%	+13	
Organization	27%	52%	+25	28%	+1	
Sentence Fluency	33%	57%	+24	52%	+19	
Conventions	34%	47%	+13	49%	+15	
Voice	49%	68%	+19	43%	-6	
Word Choice	48%	66%	+18	38%	-10	

Questions/Comments/Insight Regarding Writing:

- Modes writing in?
- How would you teach dialogue for those kiddos who choose to write in imaginative genre?
- Make Sentence Fluency and Conventions real: Put paper on overhead and read aloud. As hear a pause or excitement, add to writing.
- **SMART Goal:** By December 2009, 100% of our students will show growth on the school wide writing assessment in the trait of organization, either by meeting, exceeding or improving by one point on a writing assessment.
- How many pieces of writing go all the way to the final draft?
 - Tight concise 3 paragraph paper.
- If we teach writing, we improve both writing AND reading.
- **Hishikawa Fishbone: Cause and Effect**
 - Low Performance in the area of Organization
 - Are we consistent in our use of tools and language for teaching organization
 - How much time is spent teaching writing
 - does everyone share a common understanding of the trait: Organization
 - Are we clear in who's teaching writing time? Time of day?

Factors That Impact Change:

Antecedents:

- ILT time set aside
- Weekly CT time
- Professional Development with CESD
- Data Team meetings
- Step Up Curriculum

Instructional Strategies:

- School wide writing smart goal
- Agreement to use complete sentences across all subject and all grade levels
- Modeling-Guided Writing
- Anchor Papers-Practice Scoring
- Transparency-Keep kids up to date on their scores

Causes:

- How much time is spent teaching writing?
- Are we consistent in the tools we use?
- Do we have a common understanding of Organization?
- Are we clear in who is teaching writing?
- Explicit writing instruction each day
- Revise curriculum maps
- Schedule daily time to teach writing
- Students help score samples/peers
- Set high expectations

Notes from Jan. 12, 2010 Meeting:

- Looking at data, we noticed...
 - Word choice is low...is that do to the step up to writing being more stifling?
 - Word choice often gets taught with other traits
 - Carol: 50% on expository; 25% on personal narrative; 25% fictional narrative
- On trajectory to help all students be very successful writers!
- Personal growth model for some kids, but 80% of our students should meet our goals
- Spelling:
 - Individual lists vs. same words for all students
 - Are spelling tests valid? Are there other ways to teach children spelling without testing?
 - What do you during the week to prepare kids to learn the words? What could you do during that time to help the children 'own' the words vs. memorizing them for the time being
 - Teach no excuse words with grammar and in context
 - Spelling used in context will stay in long term memory over time
 - Spell out line, out loud, write in on your neighbors back, visualize the word--see the words and spell them from what you visualize, trace the words spelled correctly, saying it out loud as you spell the words
 - What is proving behavior that kids can read?
 - Less worksheets, more having students write on notebook paper in response to reading
 - Not using vocab. words as spelling words
 - Guaranteed viable curriculum--kids won't get past your class without the knowledge!!!
- **Spelling Suggestions:**
 - Come up with grade level lists that are no excuse words...call them _____.
 - All _____ words need to be spelled correctly ALWAYS!
 - What is reasonable? Carol suggests to use what Rebecca uses.

- Instead of focusing on spelling by itself, WE ARE FOCUSING ON SPELLING THE _____ WORDS IN CONTEXT!!!
- Teach the meaning of those words also...
- Blooms: Application level
- Formative Assessment-Organization:
 - How can we do a quick down and dirty assessment...
 - Organization (beginning, middle and end) logical pattern of thinking
 - Specifically teach each of the areas of organization
 - Beginnings, middle, end
 - Define for each grade level
 - What would we look for?
 - Baseline (full writing sample)...teach lesson...formative assessment
 - Example: Inviting beginning
 - Hooks the reader-invites reader in
 - Alerts me of the topic
 - Leads me to what is coming next
 - Create a 'buck slip'
 - Split into piles of got it or didn't...and then reteach if needed.
 - Who is teaching what well...utilize each others skills
 - **Suggestion:** Each grade come up with each trait's characteristics (as we go through different traits do this) Firm this up on Friday...make sure that each grade level builds on to one another.
 - An Idea: Celebrate writing!!! Reverse of Tiger Traits...share a piece of writing....
 - Another Idea: Older kids come and share writing with younger children....
- Sentence Fluency:
 - **Suggestion-Shanon:** Train others to use cards to improve sentence fluency--good for ELL students and students who struggle with sentence fluency,
 - **Suggestions:** Get all teachers a list of their students by language level; can Manya share with us the handout that she gave ELD teachers.
 - 6+1 Activity-make a sentence out of the words you have
 - Different sentence beginning

Data Team _____ Date _____ Time _____

- Review Norms Review or Revise Goal(s) Prompt Roles: Facilitator, Note Taker, Process Observer, Time Keeper

Accomplishments since last meeting:

Goals for this meeting:

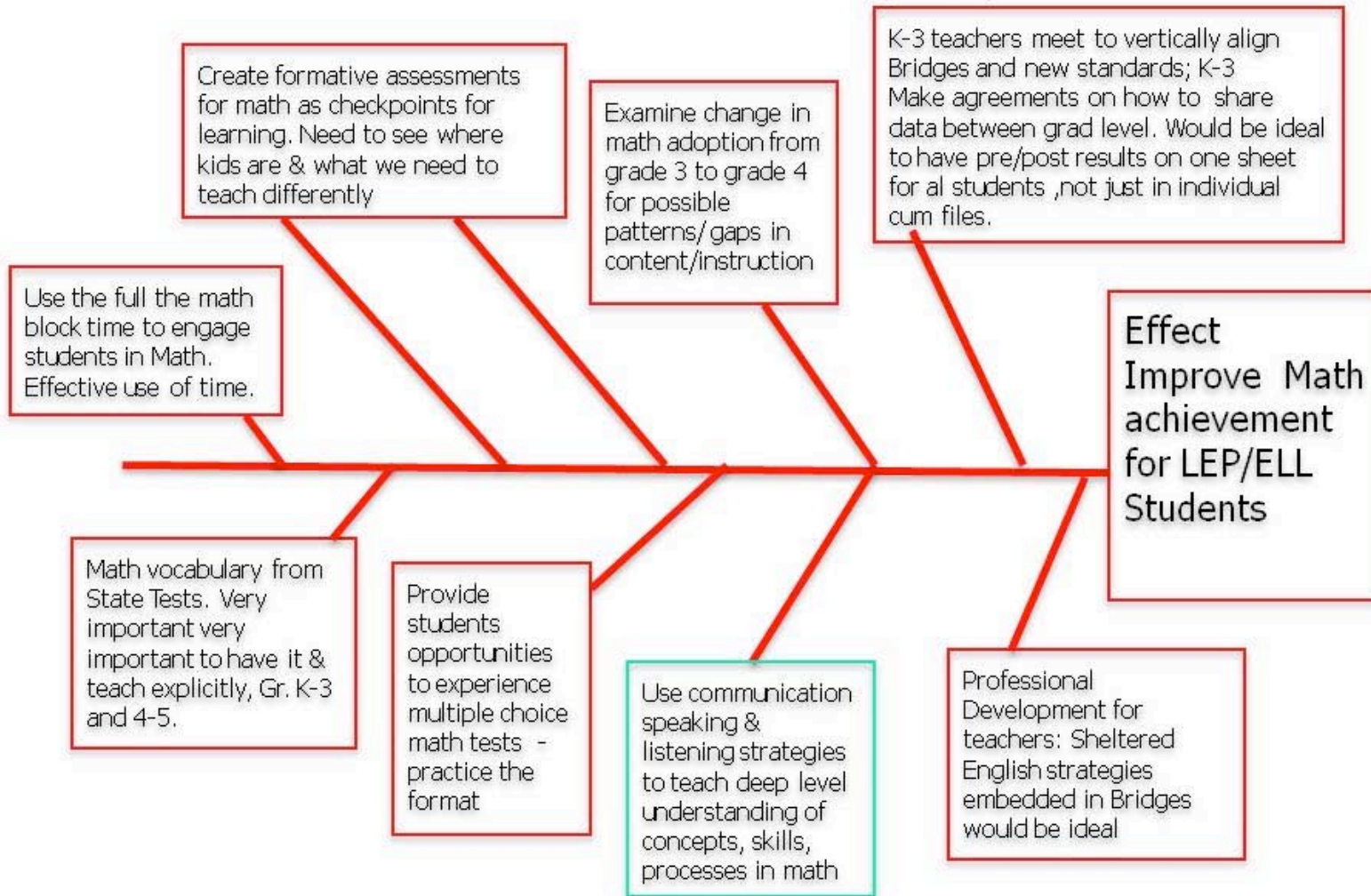
TOPIC	DISCUSSION/ACTION	ROADBLOCKS/ISSUES	NEXT STEPS

- Summarize Agreements Reflection by Process Observer

Follow-up (to do or bring to next session):

Hishikawa Fishbone: Cause & Effect Diagram

Increase Math Achievement for /LEP/ELL Students



Our Learning & Next Steps...

Group Norms and process are important

Coaching is vital

Doing the work vs. compliance

Pre-meet with principals

Pre-meet/train TOSAs

Data Analysis

Plant seeds for next year



Thank you for the opportunity
to share our journey!

We welcome your questions
and comments.

