

Data Quality Work Group

Notes - Sept. 23, 2009

1. Instructional Training update (Mickey Garrison; handouts: The Oregon DATA Project Life Cycle; Instructional Resource Guide)

Project begins with input from the field, which identified district, building, and classroom use of data as the main categories. Strand 1 was released by ESDs and executed that way. We rolled out Strands 2 and 3 last year in 10 training opportunities throughout the state.

We are partnering with OSBA, which is exciting in helping boards understand how to look at data and know what to do with it. If you have an interest, call OSBA and make a request for that support.

We are now including an implementation plan, and helping folks figure out if they're really implementing what they're saying, because that's where the gap is. In Sustainability, we have several areas. We have a regional & district plan. Regional centers will create a plan for their region. ESDs are responsible for creating these regional plans. Many districts are partnering with their ESDs in creating an implementation plan and some ESDs are coming in to do observations on implementations. ESDs are getting support to facilitate this, over two years this plan will help districts see the benefit of regional partnerships.

We have 100 certified trainers and they will roll out the sustainability process--more K12 trainers than ESD trainers. We have three implementation sites—an RFP sought three ESDs with partnerships with existing districts. We're going to test out what happens with districts that do things alone, those who work with their ESDs, and the three implementation sites, and compare the data with those who didn't participate at all.

Pre-Service: We're just starting university conversations. Another grant was awarded to have Easy CBMM get boosted. It's a curriculum-based measure that is a formative tool so teachers can have progress monitoring of their work.

2. Training Resources—(Megan Monson: online demo)

We took the training videos and put them online. The website is changed regularly: www.oregondataproject.org. Under Project Training on the website, look for “training materials,” then categories for instructional and technical. Why not look at these videos for management meetings, and the principals and directors can get a handle on the materials and an understanding of what they're presenting to their teachers and how to support that.

3. Technical Training update—(Ron Hoppes: PowerPoint presentation; handout: Tech. Resource Guide)

We're starting our first set of annual post assessments. We will do these 12 months after training, then 20 months after training. We're going to work with the first group that did Strand 1 training who started about a year ago. Pre-assessments are providing a profile of what your districts are doing with data.

Post-assessment data is compared against pre-assessment data to show growth. Contact Ron about setting up assessment surveys. He will put a special coding on it so the data can be pulled.

The technical side has three components:

1. Establishing the need for data quality
2. Building a cultural of data quality
3. Tools and documents for data quality

People in technology and instruction have to be at the same table to help teachers access and use data. Components 1 and 2 above are now ready for training, and the website shows a short video on why this is important for districts, and there is another resource guide on how to build a culture of data quality. Sustainability is the resource guide and the resources available to support the process.

4. The KIDS Project (Joel Robe, Gary Ellwanger: online demo)

About 100 school districts are sending their data, but they need to get everyone involved in the data validation process. Once the validation is in place, we can provide at the regional level information to allow you to compare data regionally. Our next step, project begins in October--the data confidence project--take each regional warehouse, select districts from each region, and start a process to correct the errors we feed

5. The new report card and growth model (Jon Wiens: PowerPoint presentation)

Introducing Melinda Beasner, manager of accountability and reporting, from North Clackamas School District, new at ODE

Growth Model--trying to look not just at state achievement, but how much kids learn each year, measured by the statewide assessments, and change year to year. New report card time line: 9/24 preview of detail sheets on district sites; 10/1 preview of summary sheets; 10/15 2nd preview; 10/29 3rd preview; 11/5 final district preview; 11/10 public release

Changes: Only three overall rating categories: outstanding, satisfactory, in need of improvement; graduation rates used instead of dropout rates; the growth model will be incorporated into the rating formula.

6. OSBA Update

New program--two trainers ready to use information from the DATA Project combined with information from the NSBA around key works of boards, and are ready to offer 30,000-foot-view of data, policy and governance work for districts. OSBA has support for 20 districts. It's a three-hour training, an overview of the use of data. Contact OSBA training department, look on the website.