



# BUILDING EDUCATORS' CAPACITY FOR USING DATA TO IMPROVE STUDENT ACHIEVEMENT

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## Introduction

The Oregon Data project endeavors to provide Oregon educators with the training and support necessary to recognize the importance of data and how it can be used to positively effect student change. For these practices to become part of a school's culture, it is necessary for ongoing training to be job-embedded.

**THE GOAL:** In partnership with Philomath SD, LBLED will implement a two-year research-based plan to develop and enhance the instructional leadership skills of administrators and building leaders as it relates to effective use of data for school improvement.

### SCHOOL CHARACTERISTICS:

Teachers	Students	Schools
90	~1665	Clemens Primary School (K-1) Blodgett Elementary (K-4) Philomath Elementary (2-5) Philomath Middle School (6-8) Philomath High School (9-12)

Overall AYP	Eng/LA Math 05-06	Eng/LA Math 06-07	Eng/LA Math 07-08	Eng/LA Math 08-09	Eng/LA Math 09-10	Eng/LA Math 10-11	Eng/LA Math 11-12
Elem (k-5)	M	M	M	M	M	M	M
MS (6-8)	M	M	M	M	NM	M	M
HS (9-12)	NM	NM	NM	NM	M	M	NM

### DATA SOURCES:

- ✓ OAKS - Oregon Assessment of Knowledge and Skills
- ✓ AIMSweb® - a benchmark and progress monitoring system based on direct, frequent and continuous student assessment
- ✓ PowerSchool® - web-based student information system (SIS)
- ✓ SWIS - The School-Wide Information System a web-based information system designed to help to evaluate individual student behavior, the behavior of groups of students
- ✓ Data Warehouse - delivers comprehensive and customized data analysis and reporting from SIS data
- ✓ Classroom assessments (IES, 2009)

## Setting the Context

### COMMON FINDINGS IN SUCCESSFUL SCHOOLS:

- Formed a Professional Learning Community
- Focused on student work through assessment
- Changed their instructional practices to get better results
- Did all of this on a continuous cycle



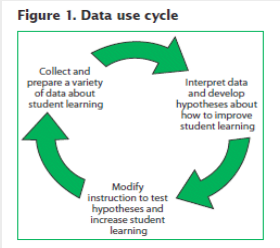
## Implementation and Support Strategies

### ESSENTIAL QUESTIONS:

- What do all students need to know and be able to do?
- What do we want each student to learn?
- How will we know when each student has learned it?
- How will we respond when a student experiences difficulty in learning? (DuFour, 2004)

**CREATE A FRAMEWORK** for effectively using data to make instructional decisions. This framework should include:

- A data system that incorporates data from various sources;
- A data team in schools to encourage the use and interpretation of data;
- Collaborative discussion sessions among teachers about data use and student achievement.



(IES, 2009; Halverson et al., 2007)

### LARGE GROUP PROFESSIONAL DEVELOPMENT:

- Strand 2 - Using Data to Improve Learning in Districts and Schools
- Data Teams - How to implement data-driven decision making at the classroom practitioner level (IES, 2009; Halverson et al., 2007)
- Strand 3 - Using Data to Improve Learning in the Classroom See, <http://oregondatapoint.org/>

### TEAM MEETING STRATEGIES:

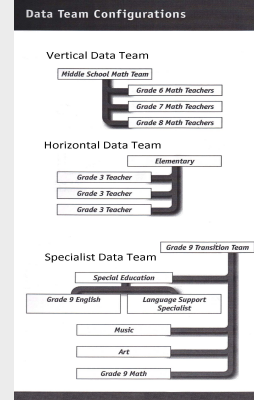
*Team-initiated Problem Solving (TIPS)*, U of Oregon - the intended outcome is enhanced data-based decision making through structured meetings.

*Structural components include*

- Regular mtgs. and attendance
- Made up of the right people (IES, 2009)
- Assignment of roles (*facilitator, recorder, data analyst, active team members*)
- Measurable outcomes through action planning

### TEAM-BASED PROFESSIONAL DEVELOPMENT:

*Coaching* - school-based professional development designed in light of the district's reform agenda and guided by the goal of meeting schools' specific instructional learning needs. (Neufeld & Roper 2003, p. 4) *NOTE: While not yet proven to increase student achievement, coaching does increase the instructional capacity of schools and teachers, a known prerequisite for increasing learning.* (Neufeld & Roper 2003, p. V)



(Data Teams 2006, p. 63)

## Implementation Plan/Requirements

### LBLED Will:

- ✓ Provide workshops/training in
  - Strand 2: using data in districts and schools: principles of DMR, cause/effect data, data analysis tools (1-2 days)
  - Data teams: the formal data team structure and process (1 day)
  - Strand 3: assessment primer, summative/formative assessment, using standardized test data, etc. (1-2 days)
  - Effective coaching and facilitation workshops
  - Other training as needed/requested: Power/core standards, unwrapping standards, common formative assessments
- ✓ Provide on-site coaching, facilitation, feedback, consultation; ESD will meet jointly with administrators or administrator/teacher leader teams on a regularly scheduled basis to share progress, problem-solve, determine next steps and identify common training/support needs
- ✓ Provide some support for substitute reimbursement (up to \$180 per day) for teacher release to attend trainings, team meetings, planning sessions
- ✓ Monitor and manage grant funds allocated to this process
- ✓ Submit ESD required deliverables to ODE/OR Data Project

### PHILOMATH SD WILL:

- ✓ Complete required surveys (SoCQ, 3DME, Knowledge Survey) in accordance with the grant deadlines; complete required activity logs from team meetings
- ✓ Identify building level leadership teams who will lead the data-driven decision-making process in their buildings/district
- ✓ Meet regularly with ESD staff for planning and support
- ✓ Participate in data workshops and training
- ✓ Participate in regional "data team coaches" meetings
- ✓ Implement data teams in all buildings in the district by the end of the 2-year data sustainability project

## ESD Accountability

Activities	Deliverable	Due Dates	Payable
1. Develop regional plans identifying which districts will be targeted and how training and follow-up will be provided. Plans must also include the method by which funds will be allocated to ESDs within their center.	Written report	One month after start of contract	\$15,000 - Per regional center
2. Develop specific district plans for participating districts. Plans with dates/locations submitted to EESC School Improvement Director.	Written report	45 Days after start of contract	\$10,000 - Per regional center
3. Quarterly Reports on Training/Follow up must also include report on pre-approved enhancements. Payment per Regional Center requires a minimum of 5 training sessions and two follow-up sessions per quarter. Approval by EESC School Improvement Director required for this deliverable to be met.	Written quarterly reports	January 2010 March 2010 June 2010 October 2010 January 2011 March 2011 June 2011	\$ 5,000 as per quarterly schedule per regional center
4. Final Report including number of staff trained, number of districts represented, and job title/role of each attendee to be delivered to ODE	Written and electronic form	July 15 <sup>th</sup> 2011	\$5000 - Per Regional Center
5. Each ESD will submit a plan that specifies how they continue providing training and support on the instructional Strand training from the DATA Project	Written and electronic form	July 15 <sup>th</sup> 2011	\$20,000 - Per Regional Center

## Expected Outcomes

ACTIVITY	BY WHEN	RESULTS
Strand 2 PD	April 2, 2010	2 teams trained
Data Team PD	April 20, 2010	2 teams trained
Strand 3 PD	Sept. 28, 2010	2 teams trained
Data team coaching	Monthly	On site with each team
# of Data Teams	April 2010	2
"	October 2010	5
"	May 2011	12

## References

1. Using Student Achievement Data to Support Instructional Decision Making: Report prepared for the National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences (IES), by the What Works Clearinghouse, operated by Mathematica Policy Research, September 2009, 1-70. Retrieved February 5, 2010, from [http://ies.ed.gov/ncee/www/pdf/foraticequities/dddm\\_qa\\_092909.pdf](http://ies.ed.gov/ncee/www/pdf/foraticequities/dddm_qa_092909.pdf)
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