

# Using Education Data: **What Works!**



**Mickey Garrison, PhD**

The Oregon Education Enterprise  
Steering Committee



# Essential Questions



1. What are the **key steps** to designing a successful approach to data use?

2. Which **skills** are critical for data users?

3. Which **practices** support the development of these skills?

4. Which **components** of a data system do practitioners find the most helpful?

# Essential Questions



1. What are the **key steps** to designing a successful approach to data use?

# Key Steps to Successful Data Use



## Eight Strategic Initiative Errors that Result in Failure (Kotter, 1996)

1. Allowing complacency--no sense of urgency
2. Lacking a powerful guiding coalition
3. Lacking a powerful shared vision
4. Under-communicating
5. Failing to address the obstacles
6. Ignoring the importance of immediate success
7. Not staying the course
8. Neglecting to anchor changes in the culture

# Key Steps: Create a sense of urgency

A video player interface showing a slide with the following text:

**A Vision of K-12 Students Today**

Students will use engaging technologies in collaborative, inquiry-based learning environments with teachers who are willing and able to use technology's power to assist them in transforming knowledge and skills into products, solutions, and new information.

0:20 / 4:09

▶ Ad

▶ 🔊 🔍 📺 🏠

The video player includes a play button, a progress bar at 0:20 / 4:09, a volume icon, a search icon, a full screen icon, and a share icon. A small 'Ad' label is visible in the bottom right corner of the video frame.

# **Key Steps:** Create a sense of urgency



- The United States' high school graduation rate ranks near the bottom among developed nations belonging to the Organisation for Economic Co-operation and Development (OECD)
- One quarter (24.4 percent) of U.S. fifteen-year-olds do not reach the baseline level of science achievement.
- The United States ranks 25th of 30 OECD countries in mathematics literacy.
- In 2003, the U.S. ranked 24th of 29 OECD countries in problem solving.
- Four of the five member countries that have higher proportions of immigrants than the United States also have higher national scores than the United States.

# Key Steps: Nurture a guiding coalition



The Oregon Education Enterprise Steering Committee: A partnership between ODE, EDS, K-12, Higher Education and the Governor's Office



Discuss with an elbow partner what your state is doing to create a “powerful” guiding coalition!

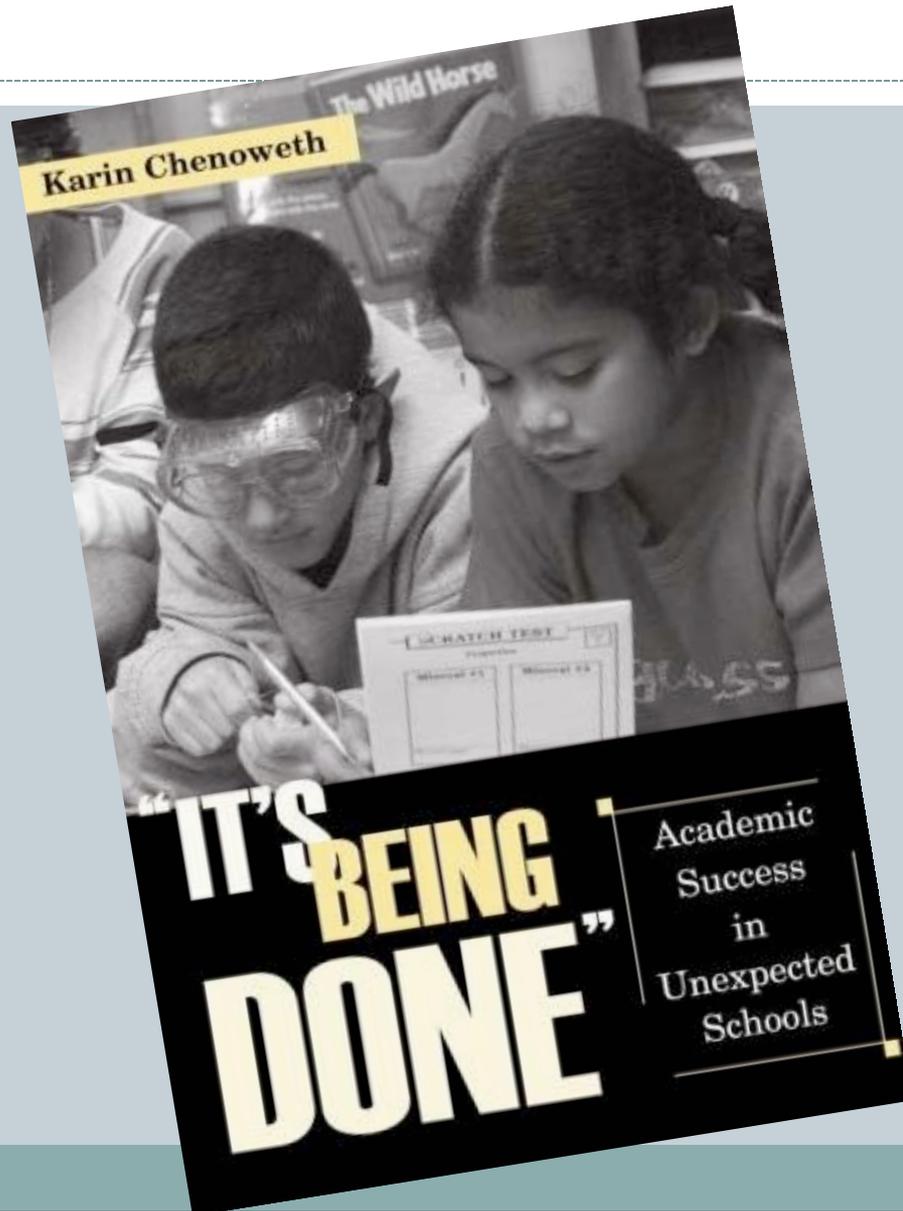


# Key Steps: Create a shared vision

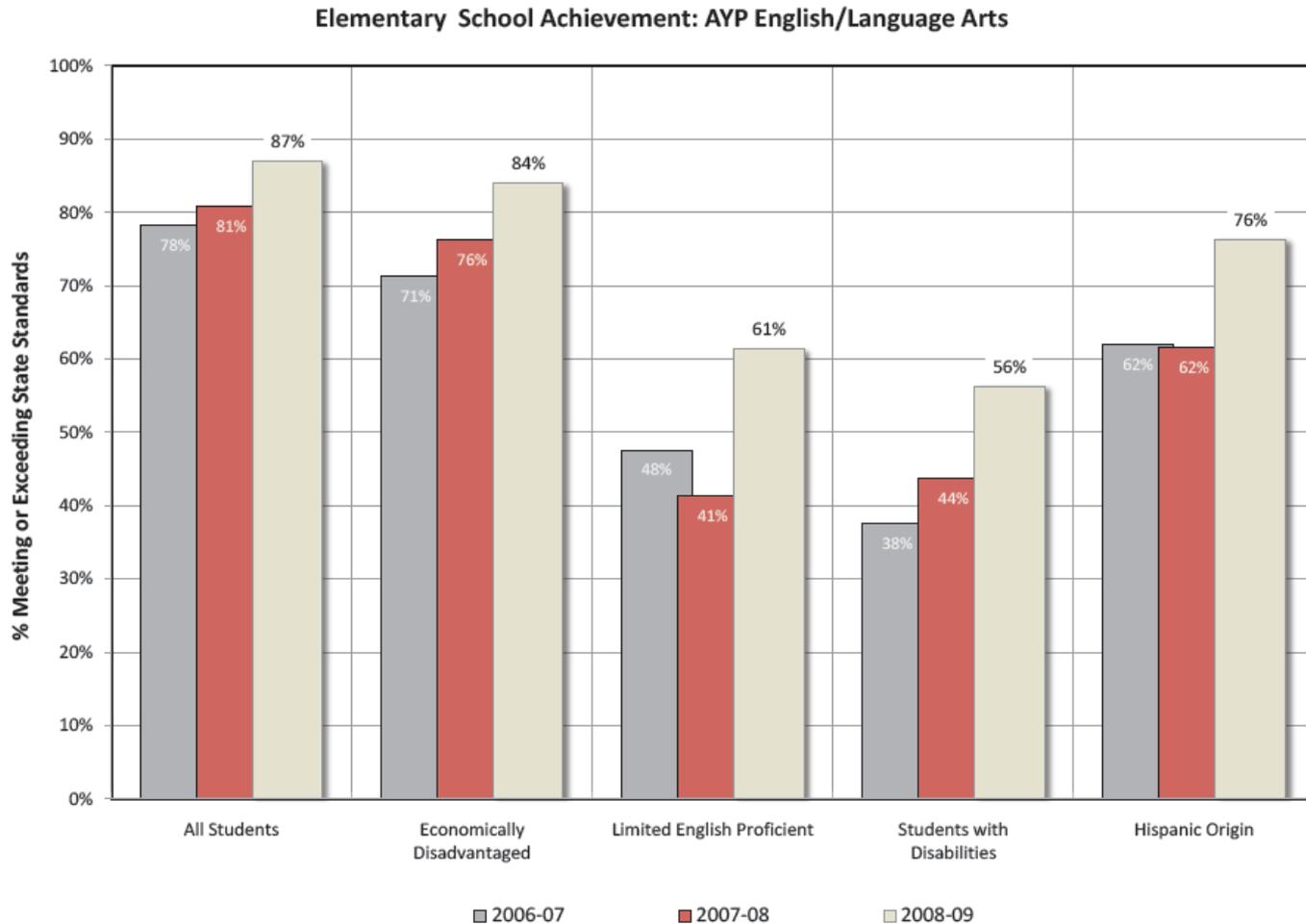


- Response to Intervention (RTI)
- Effective Classroom Strategies
- Data Teams/Professional Learning Communities (PLC)
- Effective Behavior and Instructional Support Systems (EBISS)
- Positive Behavioral Supports
- Reading First
- Mentoring

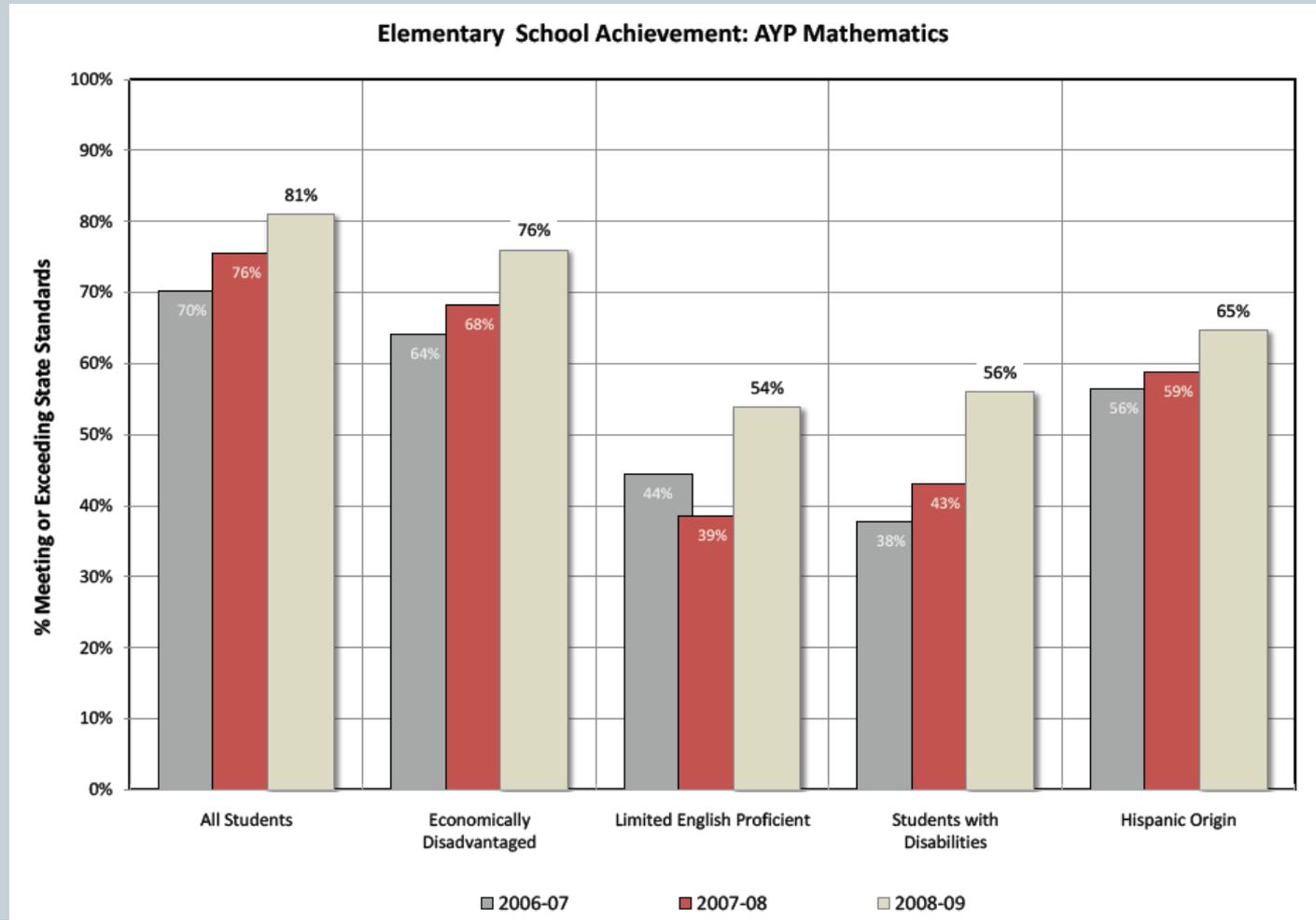
# Key Steps: Create a shared vision



# Key Steps: Create a shared vision



# Key Steps: Create a shared vision



# **Key Steps:** Communicate effectively



## **Communication Barriers**

A school superintendent told the assistant superintendent the following:

“Next Thursday at 10:30 a.m. Halley’s Comet will appear over this area. This is an event which occurs only once every 75 years. Call the school principals and have them assemble their teachers and classes on their athletic fields and explain this phenomenon to them. If it rains, then cancel the day’s observation and have the classes meet in the auditorium to see a film about the comet.”

# **Key Steps:** Communicate effectively



The assistant superintendent's communication to the school principals:

“By order of the superintendent of schools, next Thursday at 10:30 a.m., Halley's Comet will appear over your athletic field. If it rains, then cancel the day's classes and report to the auditorium with your teachers and students, where you will be shown films, a phenomenal event which occurs only once every 75 years.”

# **Key Steps:** Communicate effectively



The principal's communication to teachers:

“By order of the phenomenal superintendent of schools, at 10:30 a.m. next Thursday Halley's Comet will appear in the auditorium. In case of rain over the athletic field, the superintendent will give another order, something which occurs only once every 75 years.”

# **Key Steps:** Communicate effectively



Teachers' communication to students:

“Next Thursday at 10:30 a.m. the superintendent of schools will appear in our school auditorium with Halley's Comet, something which occurs every 75 years. If it rains, the superintendent will cancel the Comet and order us all out to our phenomenal athletic field.”

# Key Steps: Communicate effectively



Students' communication to parents:

“When it rains next Thursday at 10:30 a.m. over the school’s athletic field, the phenomenal 75-year-old superintendent of schools will cancel classes and will appear before the whole school in the auditorium accompanied by Bill Halley and the Comets.”

**Schedule periodic reviews to evaluate the effectiveness of communication.**

# Key Steps: Communicate effectively

The Superintendent's Pipeline

January 2009

## Oregon DATA Project Update

As the new year begins, educators across the state are hard at work on the sustainability phase of the Oregon DATA Project. The federally funded project was designed in three general phases: first, the development training to help educators use data statewide; and finally, development

In this third phase of the project, we build capacity, as well as embed a sustainability agreement: An agreement as they provide job-embedded training placed into seven regional centers Instructional Leadership Council. levels of implementation on the

So far, the Oregon DATA Project has along with school board members of the public.



## Data Training in Practice

Dufur School District teachers used the Oregon DATA Project's Strand 3 training. "The value of examining data was written by a district supervisor," that of district Superintendent Jack persuaded their fellow teachers early Wednesday morning meeting. Led by Principal Bert Wyatt, devoted to looking at strand data design, and instructional practice student achievement. The COL has assisted the district in pull fall each teacher was provided a set goals for the year.

"The far reaching impact of the needs of large and small districts promising and exciting," says M on the initiative, visit <http://www>

In June 2007, the Oregon Department of Education received a three-year, \$4.7 million grant from the Institute of Education Sciences for professional development supporting 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. 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,



[www.OregonDataProject.org](http://www.OregonDataProject.org)

Project Sponsor: Doug Kosty, ODE  
Project Director: Barry Baskin, ODE

## THE OREGON DATA PROJECT

BUILDING EDUCATORS' CAPACITY FOR USING DATA TO IMPROVE STUDENT ACHIEVEMENT

Collaboration is key. Project partners include:

- Oregon Department of Education (ODE)
- Education Enterprise Steering Committee (EESC)
- Education Service Districts (ESDs)
- Oregon Community Colleges
- Oregon University System (OUS)
- Oregon PreK-12 (PK-12)
- Oregon School Board Association (OSBA)
- Confederation of Oregon School Administrators (COSA)
- Oregon Education Association (OEA)
- Teacher Standards and Practices Commission (TSPC)
- The Governor's Office

**Pre-service project adds crucial link:**

- Through separately funded SLEDS grant
- Features co-teaching between university staff & project trainers; meta-cognitive approach
- Licensing & recertification requirements
- Teacher-student performance feedback loop to universities

Participating universities include:

- Eastern Oregon University
- Oregon State University
- Portland State University
- Southern Oregon University
- University of Oregon
- Western Oregon University



\* The EESC is a partnership between ODE, ESDs, K-12 Higher Education and the Governor's Office

**Input from the field determined project design:**

- Focus groups held statewide
- Identified need for Instructional & Technical training
- Created grassroots support
- Created collaborative atmosphere
- Produced ongoing input from districts

The Oregon DATA Project is funded with a 2007 grant from the U.S. Department of Education's Institute of Education Sciences. For more information, visit [www.oregondatapoint.org](http://www.oregondatapoint.org)



**In-service data-use training developed:**

**INSTRUCTIONAL STRANDS**

- For administrators, teachers
- Three levels: District, building, classroom
- Statewide roll-out 08-09
- Content: Finding, organizing, and analyzing data; linking to increased learning

**TECHNICAL COMPONENTS**

- For data input teams
- Provides data steward/overnight model
- Statewide roll-out 09-10
- Content: How to build a culture of data quality
- ODE Help Desk supports effort

**SCHOOL BOARD MODULE**

- Adapted by OSBA
- Content: Importance of data; questions to ask

**Evaluation components built into all training:**

- Knowledge measures
- Pre/post assessments of PD quality & meaningfulness; degree of implementation
- Participant implementation plans
- Efficacy scale-degree of implementation
- 3DME-assessment of beliefs
- OAKS & student performance

**Sustainability strategies ensure future:**

- Regional centers develop district plans
- ESD, K-12 trainers certified, supported
- "Deep" implementation project-funded
- On-demand training video posted online
- Resources shared nationally via USDS Share, webinars

## Dear Chalkboard,

This month's Oregon Policy Update focuses on what has become a hot topic in education today: using data to help improve student instruction. Educators today have access to a dizzying amount of information, and using it effectively takes knowledge, practice and skill.

## Oregon DATA Project



The Oregon DATA ("Direct Access to Achievement") Project offers training to educators around the state in how to access, interpret and use data effectively. The project, funded with a \$4.7 million grant from the Institute of Education Sciences, is a highly collaborative, grassroots effort that was designed based on the needs of educators in the field. It is recognized nationally as a leading model of

professional development on data use.

So far, more than a thousand teachers, administrators and classified staff have been trained through the project, along with school board members, state education officials, higher education representatives and members of the public.



# Key Steps: Celebrate success



**Oregonian named best in nation at getting schools, test data**

By Betsy Hammond, The Oregonian  
February 01, 2010, 6:54PM



## A DRIVEN SIDE GRANT TURNS TEST TO TEACHING STRATEGIES

AN MONSON / Photos by JOSEPH EASTBURN

...precisely each one Monday morning, and all four third-grade teachers at Tom McCall Elementary School are gathered in Mrs. Alexander's classroom. For the next 55 minutes, the topic — as it is three times a week at different grade levels in the Redmond School District — is data. Specifically, how to use the conclusions drawn from test results to adjust teaching strategies, so students become more successful at building their vocabulary.

The teacher data team began by using OAES data and classroom observations to identify literacy and math vocabulary as a weak spot in their students' learning. The word walls in this particular

classroom bear mute testimony to the work already being done: colorful vocabulary charts offer a matrix of math words, nonlinguistic clues and their definitions.

Today, the team is looking at recent test results and discussing teaching strategies on how to build lessons so students understand the words in context, aren't just writing sentences, and will continue to use them outside of school. By the time they're done, the teachers have spent nearly an hour in a productive collaboration, sharing lesson ideas, methodologies and brain power — all focused on math and reading.

This scene is happening in classrooms across the state, as

## MyEagleNews.com

Wednesday, June 16, 2010

### The WRITE stuff

Local teachers use data to help students hone their skills

By Angel Carpenter  
Blue Mountain Eagle

Wednesday, June 16, 2010



Mickey Garrison, a leader in the good use of student data at a non-profit data-loving group



Looking over a school project are Humbolt Elementary fifth-grade teacher Susie Garrison and student Makayla Audis.

The Eagle/Angel Carpenter  
2008-2009 school year, she received training through the Oregon DATA Project (Direct Access To Achievement).

CANYON CITY - Above average is not good enough at Humbolt Elementary School.

With help from their teachers, students at the school have made great strides over the past school year, increasing their proficiency in writing.

In 2008-09 the students had math and reading scores that were above the state average, and writing scores were also above state average, but not by much.

This is where fifth-grade teacher Susie Garrison stepped in.

As test coordinator for Grant School District 3 during the 2008-2009 school year, she received training through the Oregon DATA Project (Direct Access To Achievement).

# **Key Steps:** Celebrate success



Write down the successes that quickly come to mind for your state/district. Now think about how these successes have been celebrated.

# **Key Steps:** Stay the Course

**“The downfall of low-performing schools is not their lack of effort and motivation; rather, it is poor decisions regarding what to work on.”**

**--Richard Elmore**



## Key Steps: Anchor Change



An **accountability framework** maintains a district's focus on student achievement even when changes occur in personnel and policy documentation on **setting up** and **using** the tools. It focuses on indicators that emphasize **student achievement** and the use of indicator results to make **informed decisions** about improvement and initiative. The framework will ensure that **all initiatives** are integrated rather than layered. All the stakeholders in the district are held accountable.

## Comprehensive Accountability Framework Guiding Principles

Principle	Description of Principle	1 indicates “strongly disagree” 2 indicates “strongly agree”				
		1	2	3	4	5
Sustainability	The accountability framework is designed to maintain the state or district focus on student achievement even when changes occur in personnel and policy.					
Connectivity	The accountability framework ensures that divisions, districts and schools share information about their improvement efforts and the impact of their strategies with one another. The framework ensures that all initiatives are integrated vs. being layered, which creates initiative fatigue.					
Respect for Diversity	The accountability framework includes multiple measures of student achievement, some of which apply to all schools (District-wide Performance Indicators) and some of which apply to individual schools based on school needs (School Site and District Department Performance Indicators)					
Congruence	The state or district’s rewards and incentives are compatible with the goals and indicators emphasized in the accountability framework.					
Accuracy	The measures outlined for the accountability framework reflect the use of alternative evidence beyond test scores.					
Specificity	The accountability framework clearly delineates the indicators that measure what is being done to help students achieve.					
Feedback for Continuous Improvement	The accountability framework focuses on indicators that emphasize student achievement and the use of indicator results to make informed decisions about districts, school site improvements and initiatives.					
Universality	The accountability framework holds all stakeholders at all levels accountable: students, parents, staff, and members of the Board of Trustees.					
Fairness	The accountability framework is structured so that everyone knows the “rules of the game” and that all schools and departments have the opportunity to play by the same rules.					
Equal Access	The accountability framework is structured so that everyone has access to a rigorous, standards-based curriculum that matches students’ readiness levels, interests, language development needs, and long-term goals.					



# **Key Steps:** Table Activity



Review the Comprehensive Accountability Framework Guiding Principles and have a discussion at your table about your agency's (federal, SEAs and/or LEAs) accountability system.

- How is your agency's accountability system enforced?
- How could you strengthen your existing accountability system?

# Essential Questions



1. What are the **key steps** to designing a successful approach to data use?

2. Which **skills** are critical for data users?

# Critical Skills for Data Users



A Culture of  
Data Quality

A Culture of  
Inquiry

Effective instruction, efficient school management,  
and quality data are related!

# Skills: Who's Got Whoville's Data?

## Who's Got Whoville's Data?

By

**Data Zeus**

*(The Dr.'s Statistical Brother)*

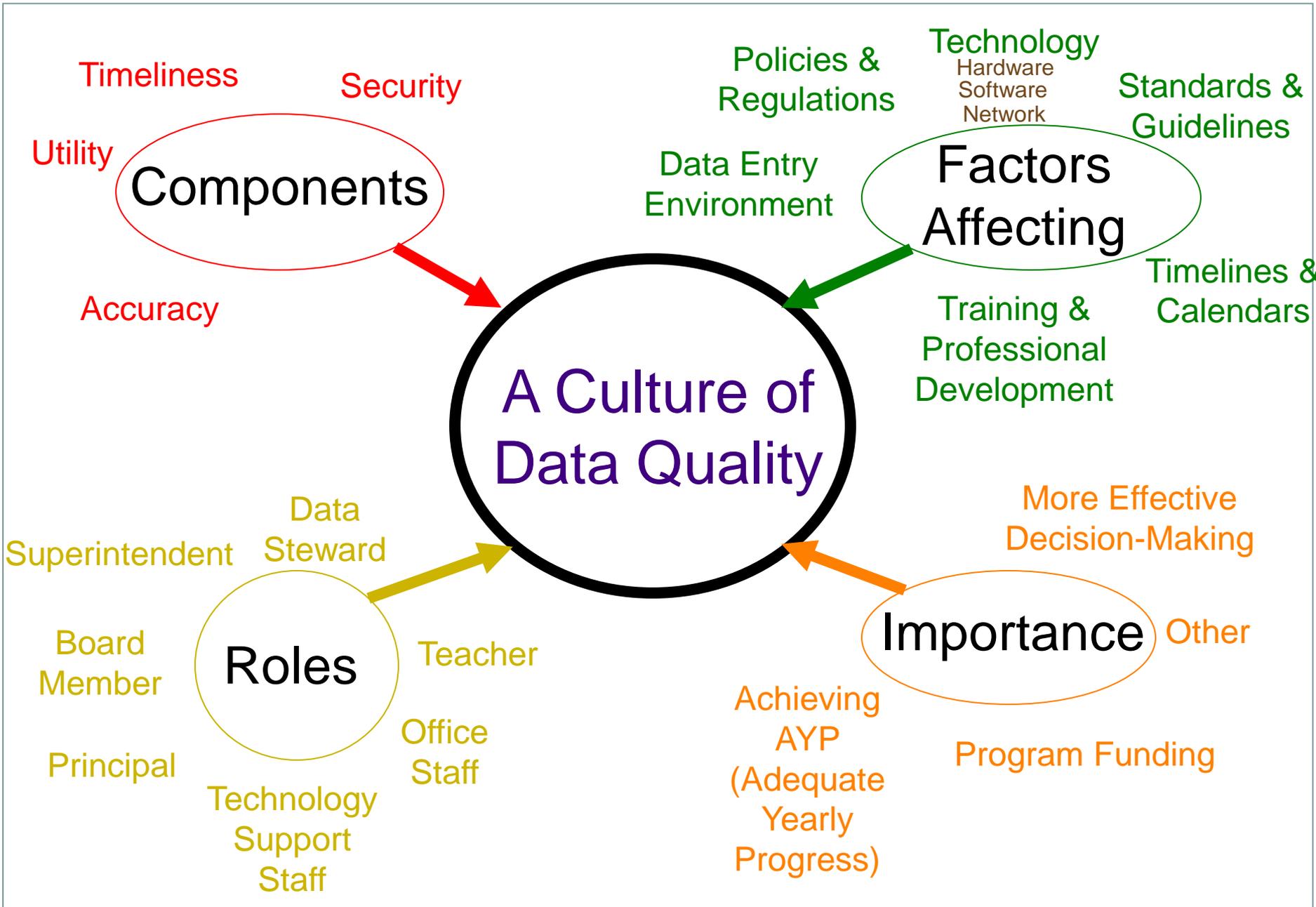
a.k.a. Ron Hoppes, Consultant

Educational Support and Solutions, LLC

The Oregon DATA Project

Technical Training Coordinator





# **Skills:** A Culture of Data Quality



- It is the **belief** that **good data** is an **integral** part of the educational enterprise.
- Everyone in the enterprise **uses appropriate data** to direct student achievement.
- The enterprise **invests resources** to obtain quality data.
- Everyone in the enterprise **shows respect** for the **effort** taken to produce quality data.

# **Skills:** A Culture of Data Quality



- An education organization should ensure that all data handlers **understand** and **adhere** to ethical standards related to their responsibilities in the organization.
  - **Good communication** throughout the organization
  - **Effective training** that is customized by job type

# **Skills:** A Culture of Data Quality



**Data quality** is a consideration at all levels. Think about your state or local collections and the need to ensure that the **components of quality data** are met before data are released. Data owners are **responsible** to ensure that the data released from the collection process are in fact **accurate, useful, timely**, and adhere to **security** and **confidentiality** requirements.

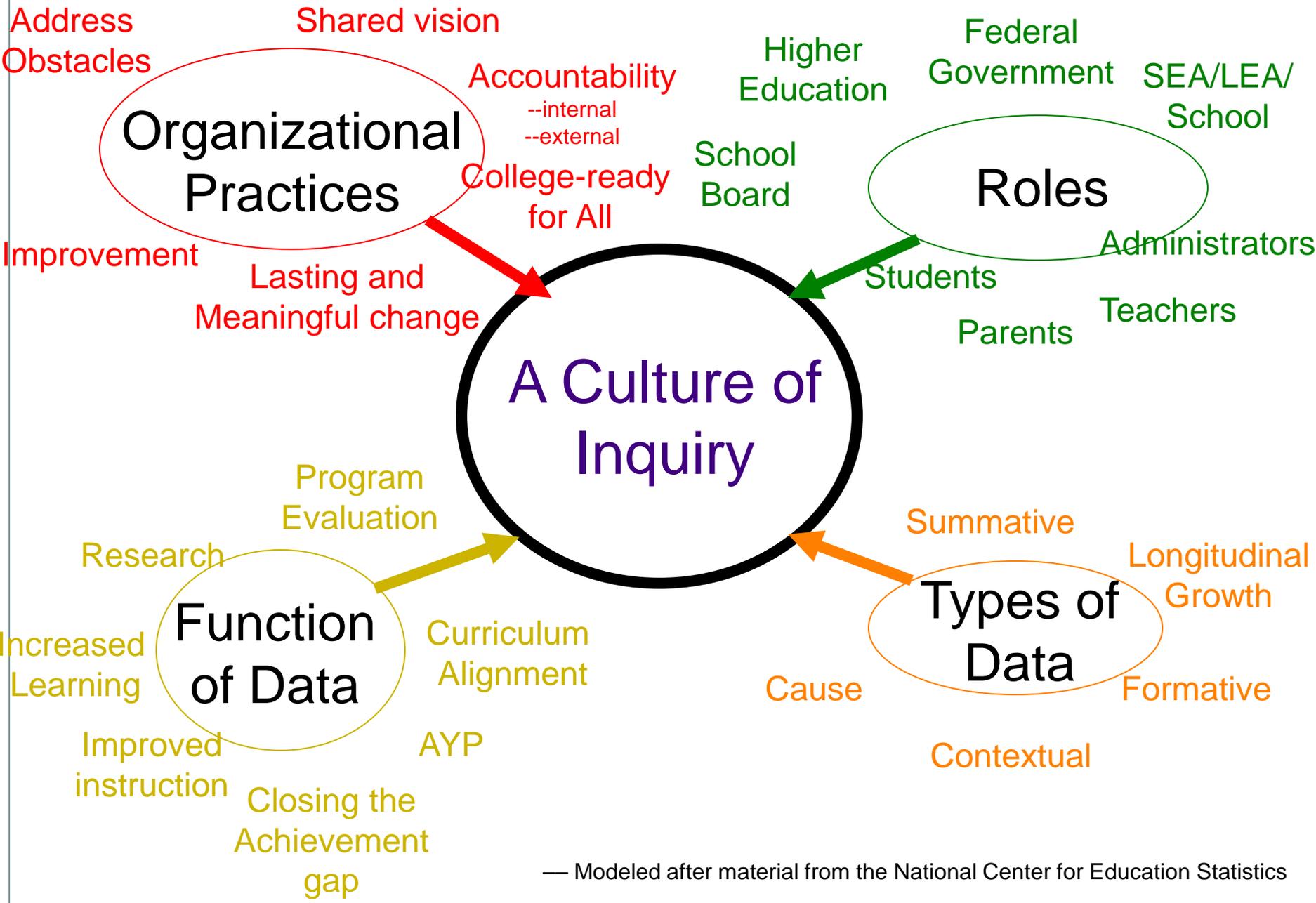
**Have you created a Data Owners Manual and provided training?**

# **Skills:** A Culture of Data Quality



“While laws may set the legal parameters that govern data use, ethics establish the fundamental principles of ‘right and wrong’ that are critical to the appropriate management and use of education data.”

—*National Forum on Education Statistics 2010*



— Modeled after material from the National Center for Education Statistics

# Skills: A Culture of Inquiry



\* Source: The Leadership and Learning Center

# Skills: A Culture of Inquiry

Effects / Results Data

## ***Lucky***

- High results, low understanding of antecedents
- Replication of success unlikely

## ***Leading***

- High results, high understanding of antecedents
- Replication of success likely

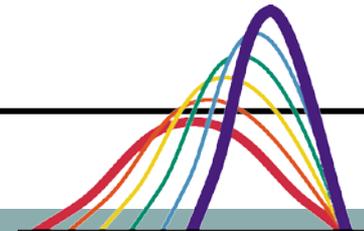
## ***Losing Ground***

- Low results, low understanding of antecedents
- Replication of failure likely

## ***Learning***

- Low results, high understanding of antecedents
- Replication of mistakes unlikely

Antecedents / Cause Data





# Skills: A Culture of Inquiry



## Walkabout

- Rate your agency based on the Leadership Matrix
- Have at least three examples to justify your rating
- Stand and wait for the direction to “Walk About”
- Introduce yourself to at least three new people
- Discuss your ratings and the examples you identified to justify your rating
- When you hear the signal, wrap up your conversation, return to your table and sit down

# **Skills:** A Culture of Inquiry



“As to methods, there may be a million and then some, but principles are few. The man who grasps principles can successfully select his own methods. The man who tries methods, ignoring principles, is sure to have trouble.”

— **Ralph Waldo Emerson**

# Skills: A Culture of Inquiry



## Use Guiding Questions

What evidence do you collect to determine:

- Whether *all* students are learning?
- How *adults* are impacting student learning?
- How state, district and school *structures* are impacting student learning?
- How *instructional practices* are or are not impacting student learning?

# **Skills:** A Culture of Inquiry



## Provide Proactive Data and Process Tools

- Listening or environmental scan
- Flow charts
- Five whys
- Nominal group technique
- Ishikawa diagram
- Triangulation

# **Skills:** A Culture of Inquiry



## Ishikawa Diagram--Fishbone

### **What is it?**

- A picture of various system elements that may possibly be related to a success or problem

**When is it used?** When you can answer “Yes” to one or both of the following:

- When root causes to a success or problem need to be identified
- When several ideas and/or opinions about the cause of the success or problem exist

# Skills: A Culture of Inquiry



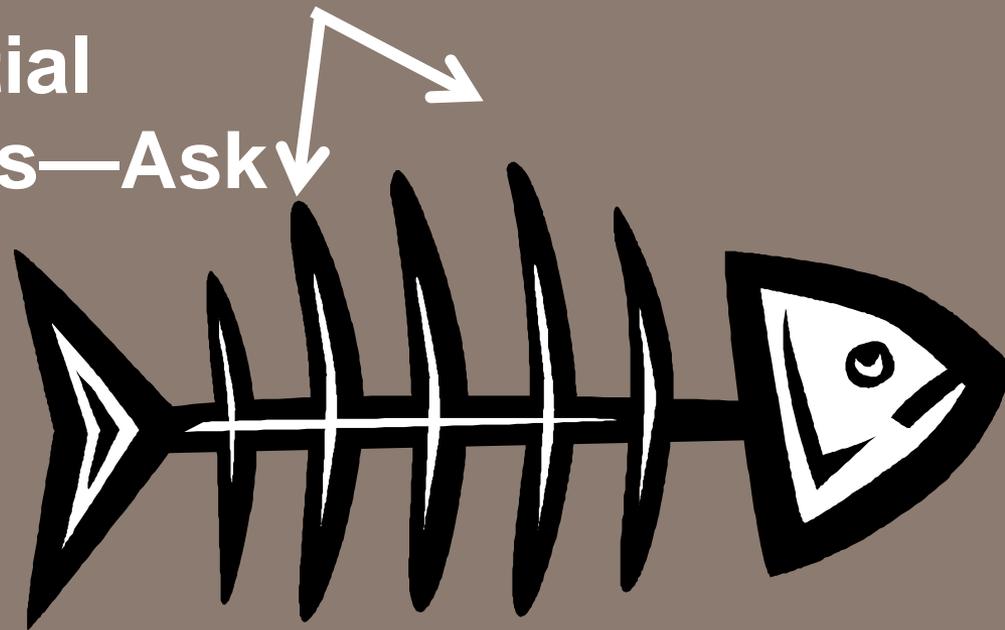
Antecedents & Instruction

*Cause and Effect Relationships*

Potential

Causes—Ask

why?



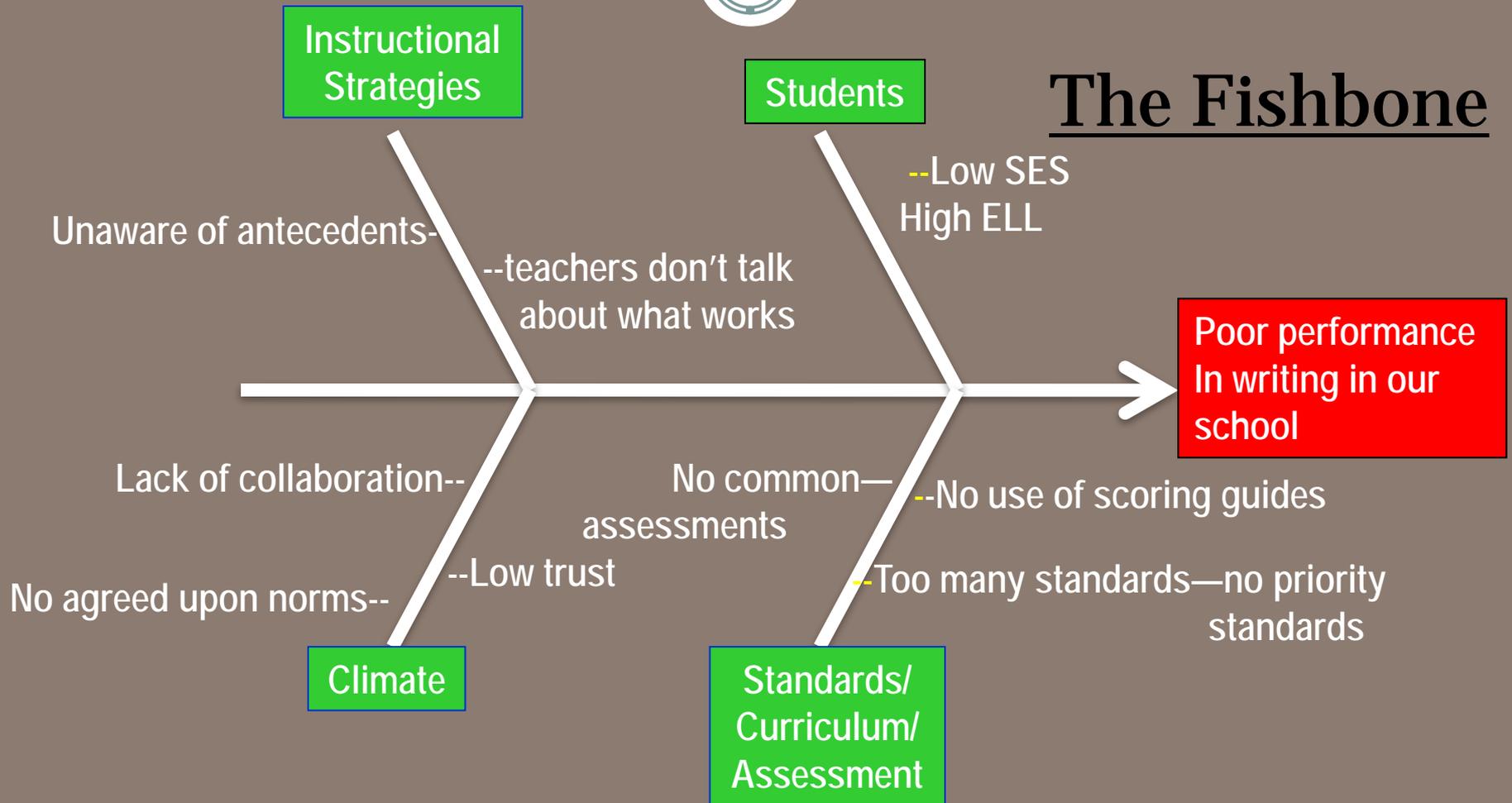
Effect



# Skills: A Culture of Inquiry



## The Fishbone



# Skills: A Culture of Inquiry



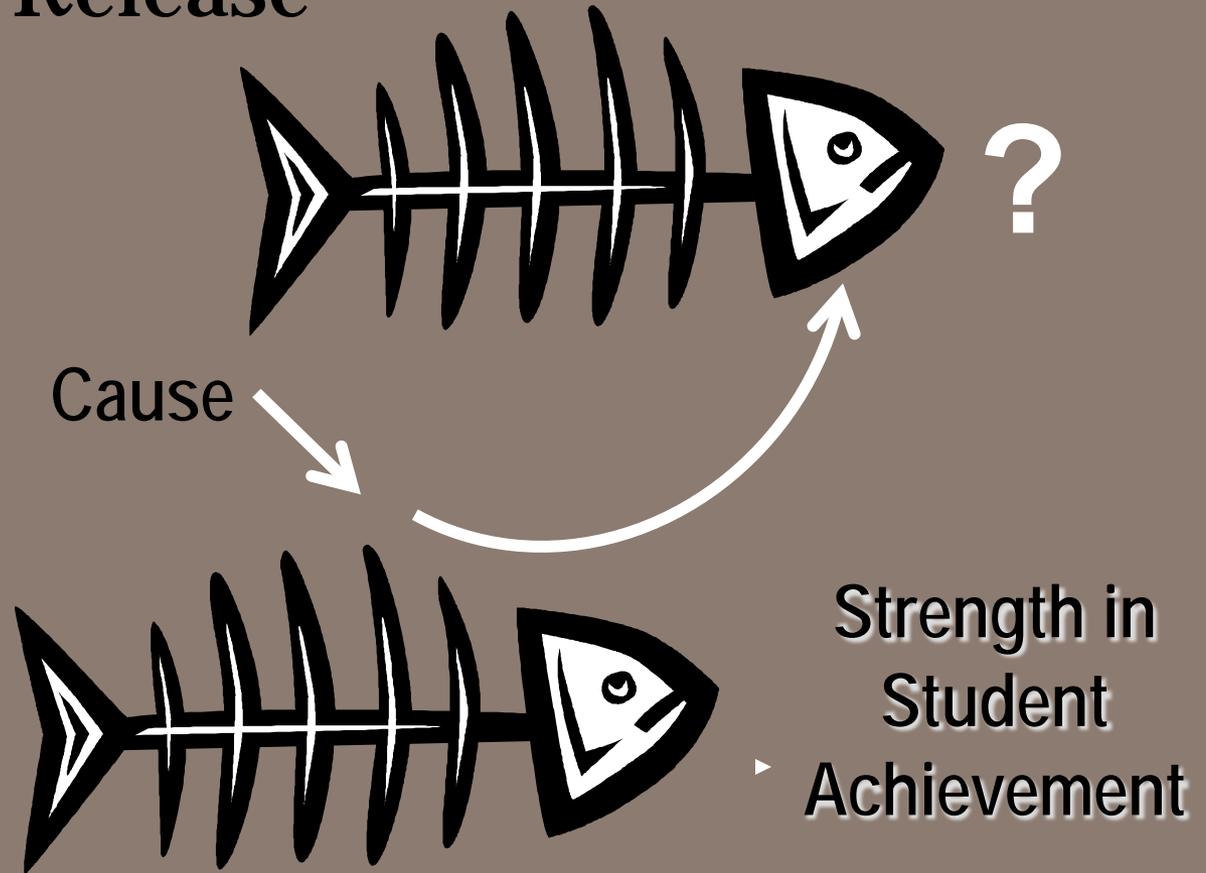
## Completing the Fishbone

- Write your success or need in rectangle at the head of the fishbone.
- Brainstorm possible causes or contributing factors for the effect or outcome.
- Assign possible causes to categories on the spines of your fishbone.
- Use “why” questions to generate the details on the spines.

# Skills: A Culture of Inquiry



“Catch-and-Release”



# **Skills:** A Culture of Inquiry



## Triangulation

The use of multiple measures to explore cause and effect & interdependencies, and to support continuous monitoring of the improvement process

- Offers three-dimensional data analysis, not perfection
- Helps you move from questions to answers (inquiry to hypotheses)
- Takes discovery to the next level!

# Skills: A Culture of Inquiry



## Triangulation Squared: Wagon Wheel

Purpose: To determine degree of implementation, monitor effectiveness, relative impact, and the interaction of priority antecedents.



Wagon Wheel examines multiple variables without requiring a statistical test.

# Skills: A Culture of Inquiry



“Getting Powerful Meaning from Classroom Data”

# Essential Questions



1. What are the **key steps** to designing a successful approach to data use?
2. Which **skills** are critical for data users?
3. Which **practices** support the development of these skills?

# Practices supporting critical skills



“It takes a combination of strategies aimed at a handful of ‘vital’ behaviors ...”

—Kerry, Grenny, Maxfield, Mcmillan & Switzler (2008)

# Practices: Is It Worth It?



- Start with stories!



- Conduct book studies
- Bring in successful teams or go on field trips

# Practices: Can we do it?



Show them what “it” looks like!

Watching others in action is the next best thing to experiencing something on your own.

*“There are three kinds of men, ones that learn by reading, a few who learn by observation, and the rest of them have to pee on the electric fence and find out for themselves.”*

—Will Rogers

# Practices: Be explicit



Be explicit, provide structure, provide feedback, monitor and get feedback about policies or practices that are believed to impede improvement.

*“It is not enough to do your best; you must know what to do, and THEN do your best.”*

– W. Edwards Deming

**ODE Home Page**  
<http://www.ode.state.or.us/>

**Select Reports**  
<http://www.ode.state.or.us/search/page/?id=1722>

**Districts**  
Scroll down to Districts  
<http://www.ode.state.or.us/data/reports/toc.aspx#districts>

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Scroll down to Schools, or  
just scroll down in Districts page.  
School reports are located after the financial reports.  
<http://www.ode.state.or.us/data/reports/toc.aspx#schools>

**Report Cards**  
<http://www.ode.state.or.us/search/results/?id=116>  
📄 School & District Report Cards (PDFs)  
<http://www.ode.state.or.us/search/page/?id=1786>

**Staff**  
<http://www.ode.state.or.us/data/reports/toc.aspx#staff>

**Students**  
<http://www.ode.state.or.us/data/reports/toc.aspx#students>

**AYP/ Report Cards**  
📄 AYP  
<http://www.ode.state.or.us/search/page/?=1193>  
📄 School & District AYP Reports (pdfs)  
<http://www.ode.state.or.us/data/reportcard/reports.aspx>

**Special Education**  
<http://www.ode.state.or.us/search/page/?=1744>  
📄 District and Program Special Education Report Cards  
<http://www.ode.state.or.us/search/page/?=1831>  
📄 Most Current School District Report Cards

**Assessment**  
<http://www.ode.state.or.us/search/page/?id=1302>  
📄 Search Test Results by District and School

# Practices: Provide Structure

## Data Team Meeting Minutes and Problem-Solving Action Plan Form

	<b>Date:</b>	<b>Time:</b>	<b>Location:</b>	<b>Facilitator:</b>	<b>Minute Taker:</b>	<b>Data Analyst</b>
<b>Today's Meeting</b>	1.4.10	1:00	Room 12	KB	MJ	MO
<b>Next Meeting</b>	1.18.10	1:00	Room 12	KB	MJ	MO

### Team Members (bold are present today)

KB JA MJ MO DB DT

### Today's Agenda Items

01. Parent Conferences
02. Review group data: in-program assessment Theme 3; Progress Monitoring; SWIS (DT Step 1)
03. Make instructional changes as needed
04. Identify students for individual focus
05. Winter Benchmarking

### Next Meeting Agenda Items

01. team roles for next semester
02. intervention time allocation
03. Andy
04. Marie
- 05.

### Potential Problems Raised

01. Personnel to conduct diagnostic assessments for group "at risk"
02. Scheduling conflicts leads to decreased time for interventions
- 03.

### Administrative/General Information and Issues

Information for Team, or Issue for Team to Address	Discussion/Decision/Task (if applicable)	Who?	By When?
Parent conferences	Create a document explaining the results of winter benchmarking data to parents	DT	1.8.10
Winter Benchmarking	Benchmarking window open until Jan 21. Jan 15 is our grade's day. Benchmarking will take place in gym	Title Staff District assessment team	1.21.10
Data indicate that most students in "some risk" category are making adequate progress. Andy and Marie are not making progress.	Move discussion of Andy and Marie to Problem solving meeting 1.18.20 Summarize data on attendance, behavior, academics for these students	MO	1.18.10

### Problem-Solving Action Plan

Statement of the problem: 25 of 60 students at "low risk" across all classrooms scored below 75% on Theme Skills Theme 3 Assessment. Most of the errors are related to understanding cause and effect (DT Step 2)

SMART Goal (DT Step 3) <i>This is the precision problem statement</i>	Improvement Strategies?? Instructional Strategies (DT Step 4) (e.g., Prevent, Pre-Teach, Re-Teach, Prompt, Feedback, Reward, Error Correction, Opportunities to Respond, Extinction, Safety) These strategies need further thought	Implementation and Evaluation (DT Step 5)			
		Materials needed	Who?	By When?	Fidelity & Outcome Measures, Updates
Increase the number of students at "low risk" scoring above 80% on Theme Skills assessment from 35 to 45 of 60 students total by the end of Theme 4 (5 weeks)	*Reteach cause and effect during small group instruction 10 minutes 3x week to those not passing Theme 3	Theme 3 examples with Strategy Instruction Template (Card 15)	Classroom teacher	Until mastered	Documentation of strategy instruction  Check-in at Ind. PS meeting
	*Reinforce cause and effect across Theme 4 10 min. 2x week whole group instruction.	Theme 4 examples	Classroom teacher	Week of Feb 8	

# Practices: Provide Structure

SMART Goal (DT Step 3) <i>This is the precision problem statement</i>	Improvement Strategies?? Instructional Strategies (DT Step4) (e.g., Prevent, Pre-Teach, Re-Teach, Prompt, Feedback, Reward, Error Correction, Opportunities to Respond, Extinction, Safety) <b>These strategies need further thought</b>	Implementation and Evaluation (DT Step 5)			
		Materials needed	Who?	By When?	Fidelity & Outcome Measures, Updates
	*Whole group comp strategy instruction Theme 4 document modeling, guided practice independent practice 30 min 4x week with small group preteaching as needed	Theme 4 examples (Card 15)	Classroom teacher	Week of Feb 8	Outcome Measures Theme 4 Assessment and Winter Benchmark Comprehension Measure

Statement of the problem: 16 of 20 students “at risk” are not making adequate progress according to easyCBM off-grade WRF Progress Monitoring data

SMART Goal	Improvement Strategies?? Instructional Strategies (e.g., Prevent, Teach, Prompt, Reward, Correction, Extinction, Safety) (same as above)	Implementation and Evaluation			
		Materials needed	Who?	By When?	Fidelity & Outcome Measures, Updates
The number of students “at risk” who are not making adequate progress will decrease from 16 to 10 by February 8 as measured by off-grade easyCBM WRF progress monitoring measures	*More precisely identify and target skill deficits via diagnostics and reform groups accordingly.  *Ensure that allocated time and actual intervention instructional time match for all groups.  *Maximize intervention instruction with additional active engagement strategies	*Phonics screener  *Master and intervention schedules *Appropriate templates for instruction	TBD (facilitator check interventionist schedule)  Interventionist	Next monthly meeting Ind PS meeting  Beginning of new instruction	16 students previously not making adequate progress will be progressing in targeted skills as defined by updated diagnostics  Monitor progress with off-grade WRF every two weeks

I like this “take-away” reflection part of Redmond’s doc.

Applying: (Construct new learnings and applications)	
We learned...	We will replicate...
Need to plan for resources necessary for additional diagnostic testing	Instruction provided to some risk students with these needs

Evaluation of Team Meeting (Mark your ratings with an “X”)

Our Rating		
Yes	So-So	No

1. Was today’s meeting a good use of our time?
2. In general, did we do a good job of *tracking* whether we’re completing the tasks we agreed on at previous meetings?
3. In general, have we done a good job of actually *completing* the tasks we agreed on at previous meetings?
4. In general, are the completed tasks having the *desired effects* on student behavior?

If some of our ratings are “So-So” or “No,” what can we do to improve things?

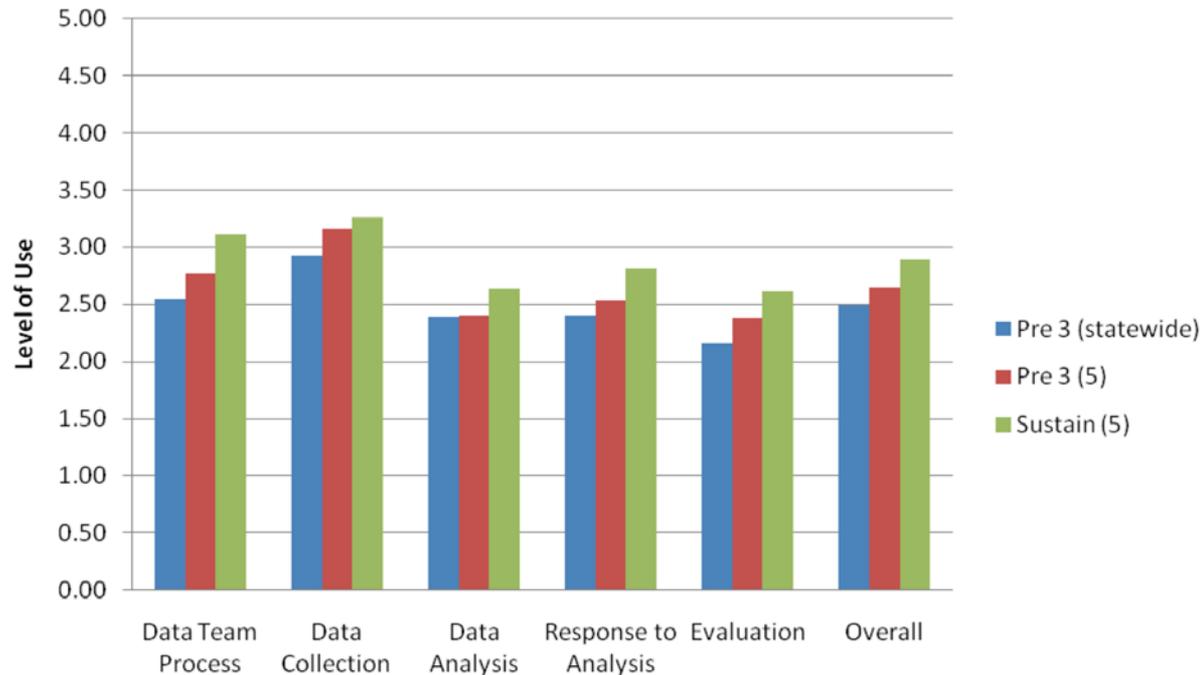
# Practices: Provide Feedback



## Strand 3 Focus Areas Reported Level of Use

Level of Use

- 1 - We don't do this.
- 2 - Sometimes this happens but not always.
- 3 - This new for us and we are still learning how.
- 4 - We've been doing this for a while and it is working well.
- 5 - We've got this down. It



Strand 3 Focus Areas

# Practices: Provide Monitoring



## Oregon DATA Project Activity Log

> [View/Enter Activity Logs](#)

Date:	k	1	2	3	4	5	6	7	8	Literacy	Math	Social Studies	Other	Specialty Area (ELL, SPED, Coach, TOSA)
Teachers/Grade Level	<input type="checkbox"/>													
Administrators	<input type="checkbox"/>													

Facilitating Data Teams/PLCs and providing embedded professional development: Indicate how much time you spent facilitating the following activities or participating in the following activities.	Time in minutes	Oregon DATA Project Content Embedded in Activity: (See Appendix for drop down menu options)	Vehicle for Data Team Activity (student work, assessment data, research, video or strategy sharing) (See Appendix for drop down menu options)
--	-----------------	---	---

Total Time: minutes

Other Activities (non-data team/PLC)	Time in minutes	Oregon DATA Project Content Embedded in Activity: (See Appendix for drop down menu options)	Vehicle for Data Team Activity (student work, assessment data, research, video or strategy sharing) (See Appendix for drop down menu options)
--------------------------------------	-----------------	---	---

Total Time: minutes

Document Changes You Made to Oregon DATA Project Content During This Session	Change you made to content	Reasons for the change
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# Practices: Build Capacity



## Capacity:

- Start by building awareness
- Be relentless
- Create a synergy
- Use existing resources

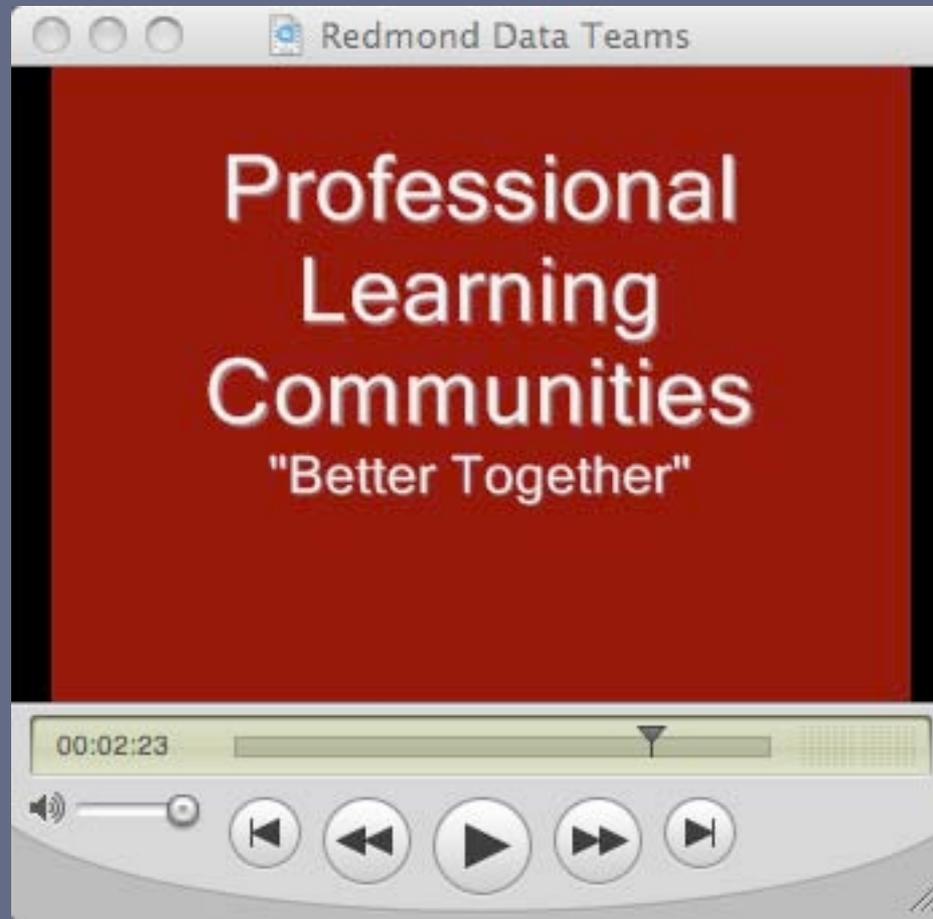
# **Practices:** Build Sustainability



## **Sustainability:**

- Make it a privilege
- Provide benefits (not monetary)
- Create clear criteria
- Maintain high standards
- Provide specific feedback

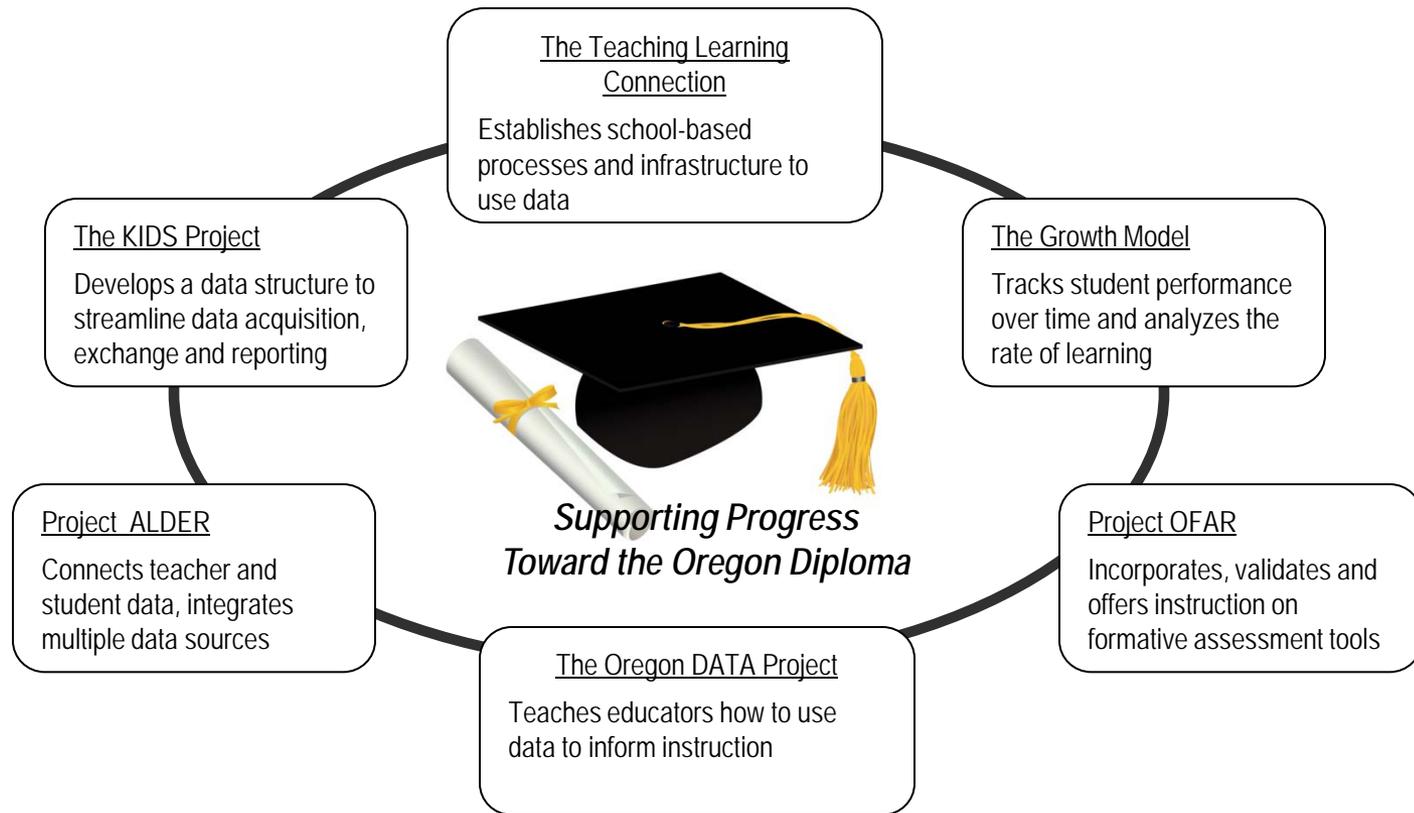
# Practices: Get Feedback



# Practices: Use a comprehensive model



## Oregon's Collaborative Initiatives



# Practices: Evaluate Effectiveness



## Use multiple measures

- Beliefs
- Knowledge
- Implementation
- Observation
- Student achievement

# Essential Questions



1. What are the **key steps** to designing a successful approach to data use?
2. Which **skills** are critical for data users?
3. Which **practices** support the development of these skills?
4. Which **components** of a data system do practitioners find the most helpful?

# Helpful data system components



"THE DAY THE DATA DIED"-Loose Bruce Kerr parody

bkerr3

40 videos



Subscribe



0:57 / 4:03

240p





# Components: Living Likert



Read the statement below, then position yourself on the continuum.

*“A strong link exists between our data reporting and analytical tools and the professional development provided on data use”*

**Strongly agree**

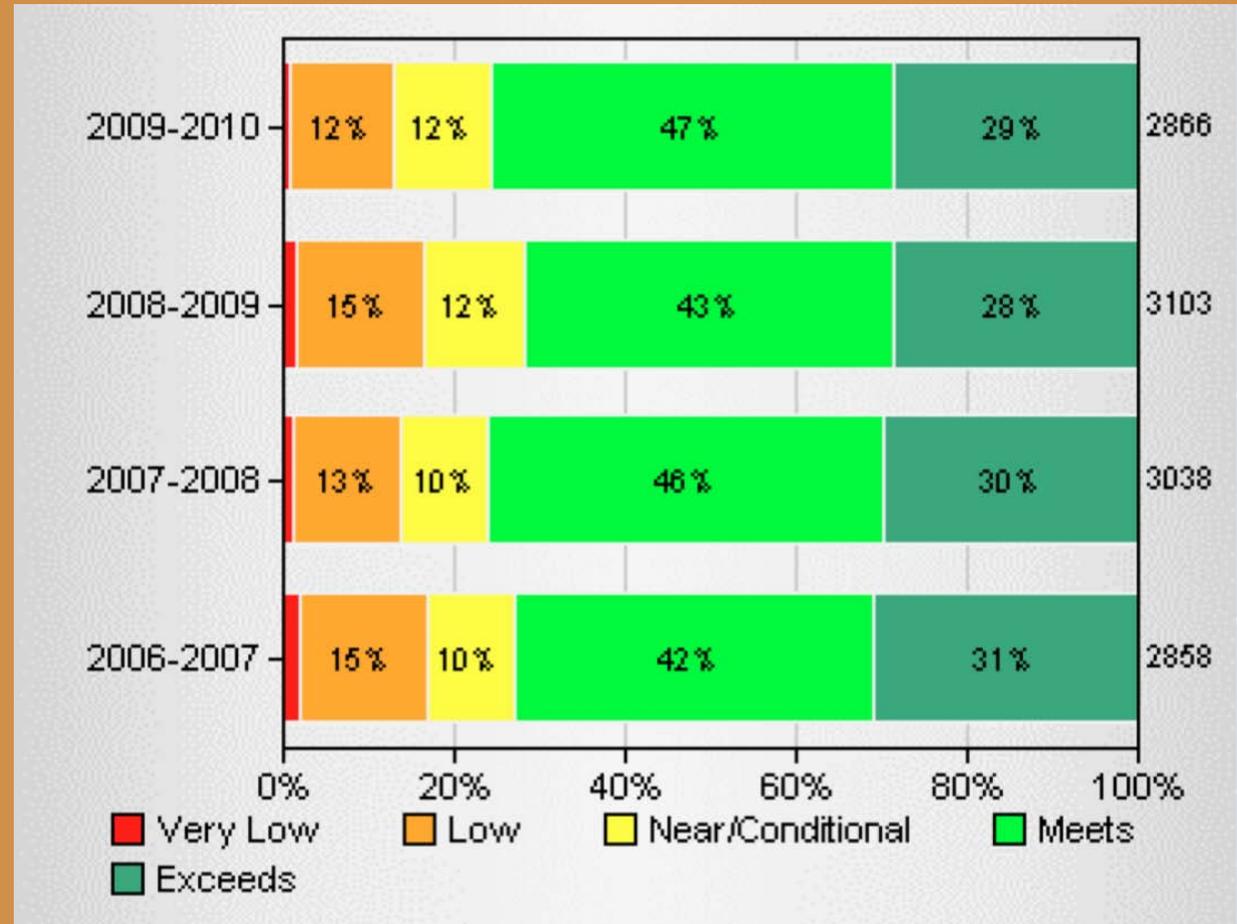


**Strongly disagree**

# Components: Top 5 features of a data system



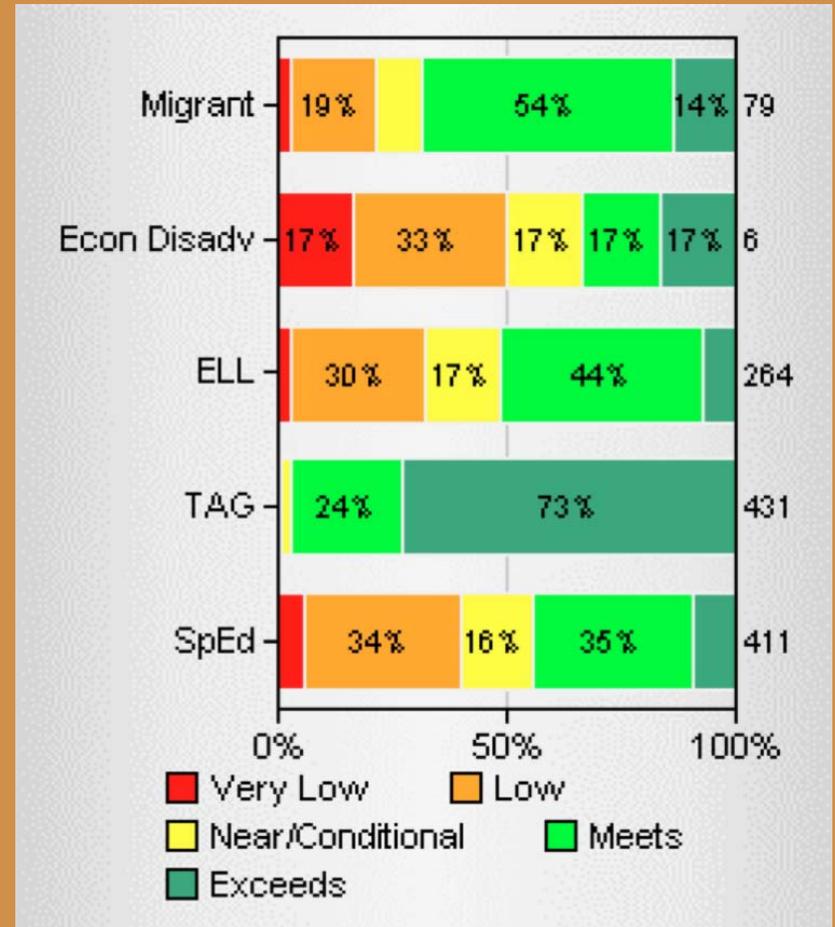
1. The data system must show a comparison of data over time and also capture growth targets



# Components: Top 5 features of a data system



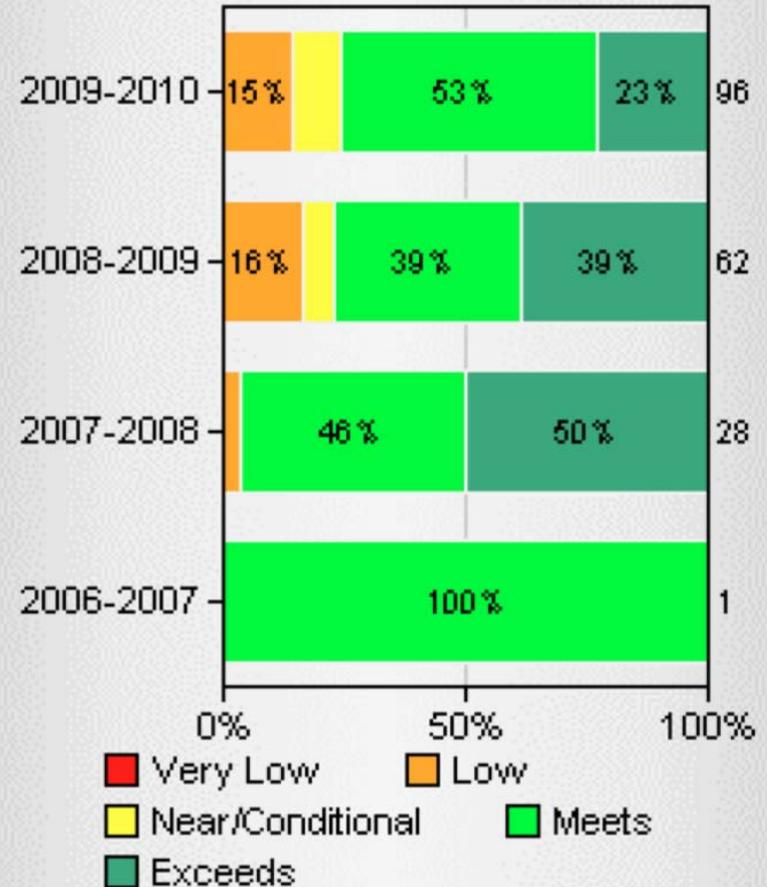
2. The data must be disaggregated by subgroup



# Components: Top 5 features of a data system



3. The data must be available for cohort groups over time.



# Components: Top 5 features of a data system



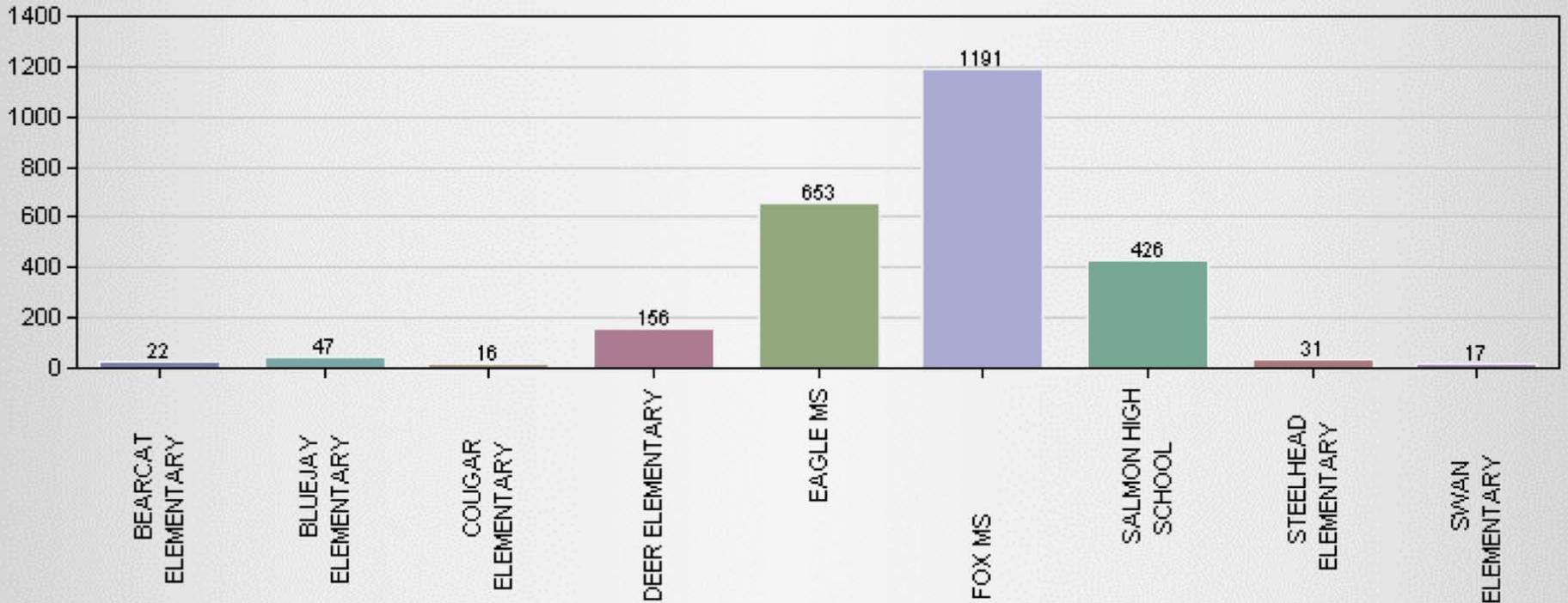
**Work Samples Chart**  
School Year: 2009-2010    Work Sample Test: A Math Test (03-19-2010)

Show All Students     Show Students with Scores

Student Name	Accuracy	Communication	Conceptual Understanding	Processes & Strategies	Total
Strand Weight:	1.00	1.00	1.00	1.00	
Adkins, Ricardo	5	6	5	5	20.00
Andrews, Joseph	6	5	6	5	22.00
Boone, Frederick	4	5	6	6	21.00
Bowman, Georgia	4	4	4	4	16.00
Bradley, Rufus	5	5	5	5	20.00
Fleming, Frances	6	6	6	6	24.00
Flowers, Keith	4	4	4	4	16.00
Fuller, Tonya	5	5	5	5	20.00
Greene, Kimberly	6	6	6	6	24.00
Hudson, Willis	4	4	4	4	16.00
Hunter, Roberto	3	3	3	3	12.00

4. The data system must track multiple data sets

# Components: Top 5 features of a data system



5. The data system must be designed to meet the needs of various user groups.

# Lessons learned



In order for a longitudinal data system to be truly effective as a tool for **instructional decision-making**, school staff must be fully **trained** and **proficient** in its use. Users must have a **thorough understanding** of the principles and concepts of data-driven decision making (DDDM) and be able to use **query** and **analysis tools** to move from reacting to results to being able to predict results.

# Lessons learned



1. What are the **key steps** to designing a successful approach to data use?

- Get input from the field
- Field test
- Refine and revise

# Lessons learned



## 2. Which **skills** are critical for data users?

- You don't know what you don't know!
- Practice, practice, practice moves mechanical implementation to a level of mastery
- Start with sustainability in mind

# Lessons learned



## 3. Which **practices** support the development of these skills?

- A systematic approach
- Maintain momentum
- Tenacity

# Lessons learned



## 4. Which **components** of a data system do practitioners find the most helpful?

- Be inclusive
- Provide training
- Design specific dashboards for key stakeholders



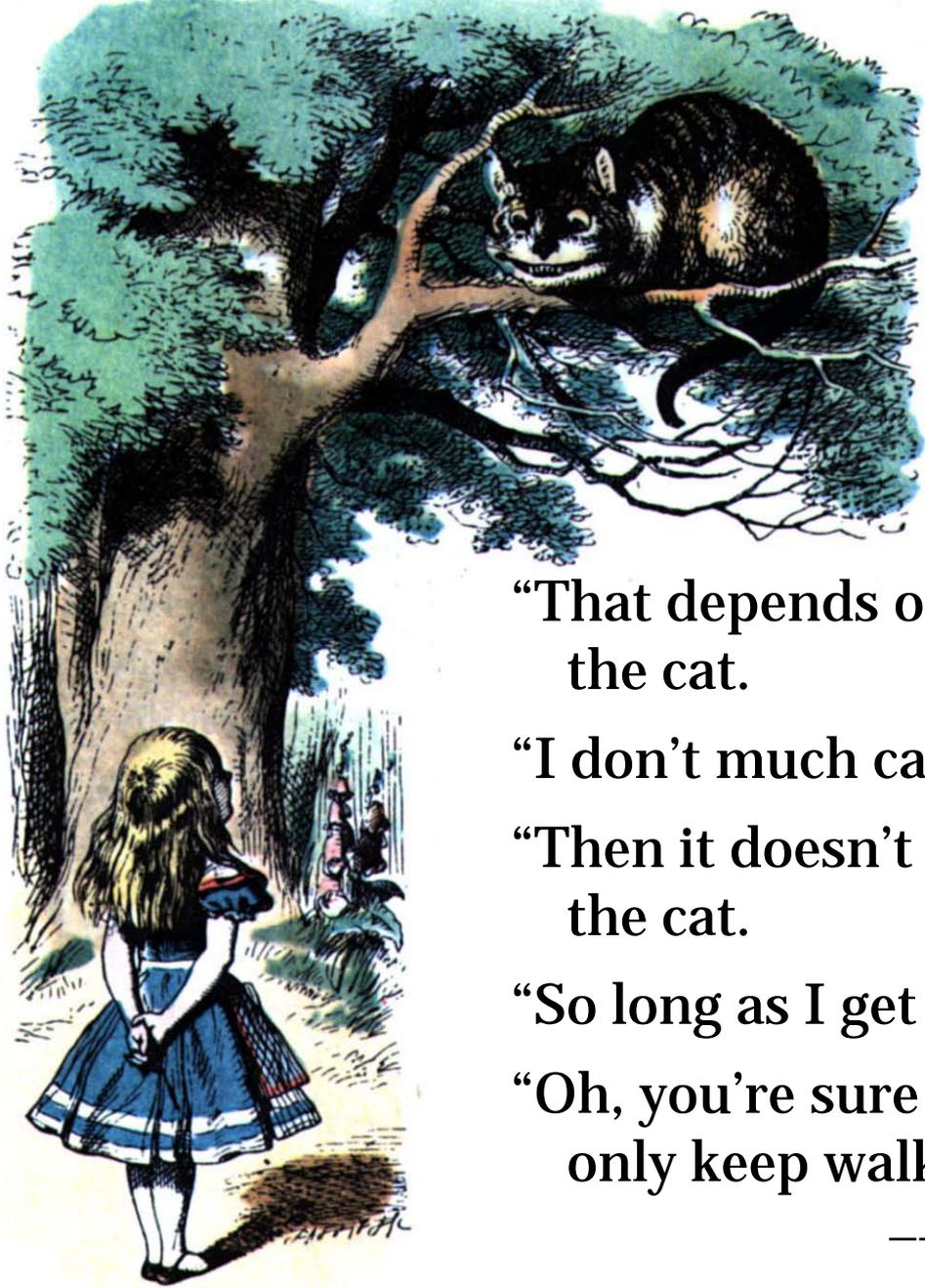
# Next Steps



Identify one or two helpful concepts from this session that you want to strengthen or introduce in your setting.

Complete the “Next Steps” template in your Supplemental Materials packet (S-8).

Write your e-mail address on the template or attach a business card. Exchange your completed “Next Steps” with someone you met today. Contact each other in six weeks and get a progress report!



## Where Are *You* Going?

“Would you tell me please, which way I ought to go?”

“That depends on where you want to get to,” said the cat.

“I don’t much care where,” said Alice.

“Then it doesn’t matter which way you go,” said the cat.

“So long as I get somewhere,” said Alice.

“Oh, you’re sure to do that,” said the cat, “if you only keep walking.”

—Lewis Carroll, *Alice in Wonderland*

For more information:



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Thank you

