Data, Policy & Research: Cornerstones of Oregon's Outcomes-Based P-20 Education System

Oregon Education Investment Board
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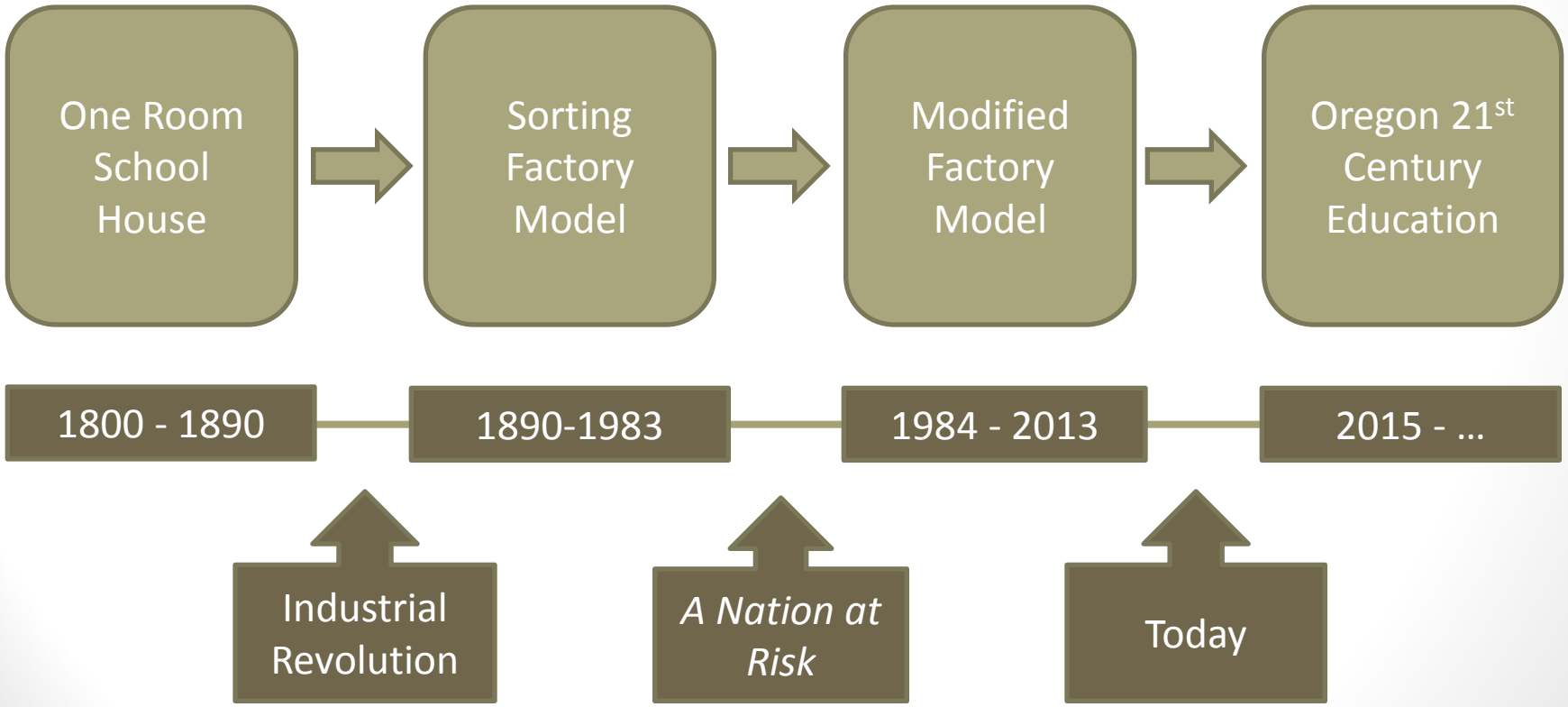
Part 1:
A 21st Century Data System

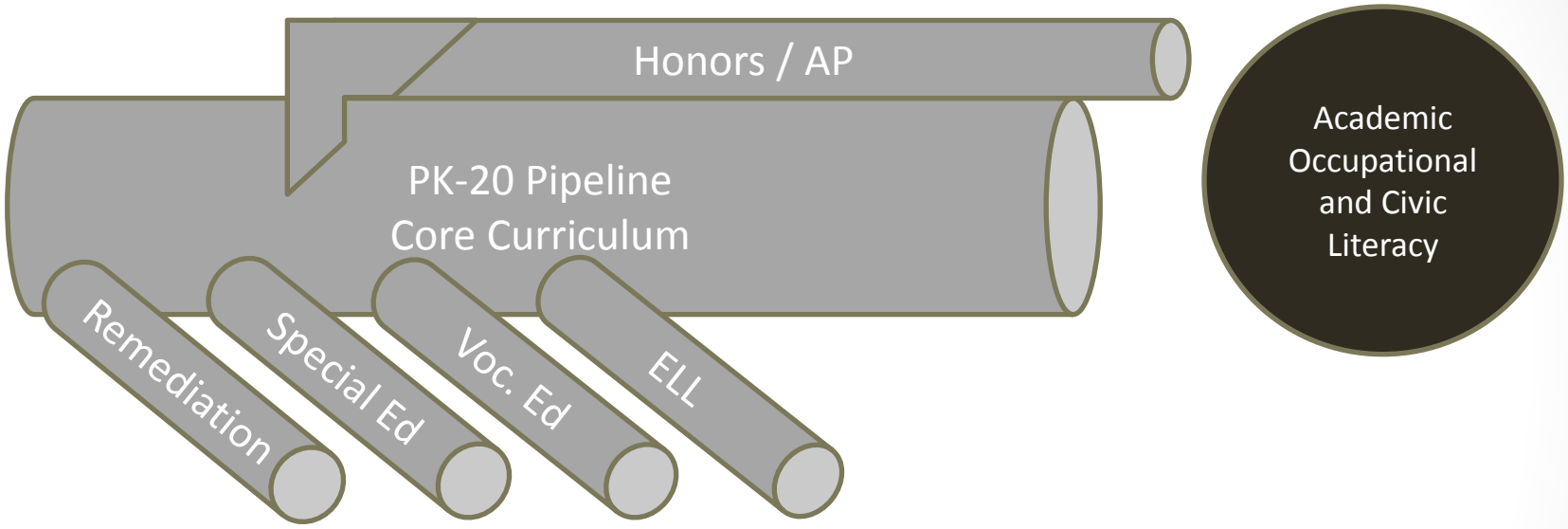
Core Principles

- The single greatest difference between effective and ineffective education is whether instruction is responsive to the needs of the learner.
- Data is only valuable when it is accessible by the people who are empowered to take action on its behalf.
- Standardized test data is but one, frequently distorted data point that does not empower educators to effectively develop targeted instruction or school-level programming.

The Paradigms of Public Education in America (c.1800 – 2013)



Historical Pipeline



- **27%** of all Oregonians did not graduate from high school
- **53%** of students with disabilities did not complete high school in 2012
- **40%** of English language learners did not complete high school in 2012
- **33%** of economically disadvantaged students did not complete high school in 2012

The Paradigm Shift

Old Paradigm

- Assimilate students through narrow curriculum; those who do not make it fall out of the system

New Paradigm

- Respond to the needs of students and families in accordance with learning and career goals.

Paradigm Shift

	Factory Model	21st Century Model
Function of model	Mold, shape, assimilate students; sort students into high and low	Responds to unique needs of students and families toward established learning goals
Designed for	Homogenous communities; implied assumptions about student capacity and home life.	Responding to diverse student needs in order to meet the constantly evolving demands of a global economy.
Role of the teacher	Enforce discipline, teach content	Understand unique learning needs and design customized instructional plans with best practices informed by relevant research
Responsibility lies:	With students and families	With all stakeholders
Success depends upon:	Student's ability to comply with school's systems	All stakeholders to be informed and supported in the design of an appropriate response to student needs
Consequences of student failure	Student pushed out of system or into special classes	System assists in identifying blockages to learning and helps stakeholders design a more responsive pathway
Skills needed by teachers	Content area knowledge	Ability to assemble, synthesize and calibrate large amounts of data to inform instructional planning towards individual learning goals
Tools to assist stakeholders	Textbooks, grade books	21st century technology system that integrates learning information and data and all resources to assist students and families

Challenges in Delivering 21st Century Education

1. Existing data systems are in silos, leaving data in disparate, and disconnected states.
2. Acquiring, synthesizing and calibrating essential data and converting it into an instructional plan is a very time-intensive and labor intensive task require a high level of skill.
3. Educators without the capacity to acquire, synthesize and calibrate data default to factory-model approaches and fail to respond to the needs of students.

Challenges in Delivering 21st Century Education

- In the absence of being able to respond appropriately, instruction defaults to the factory-model approach.

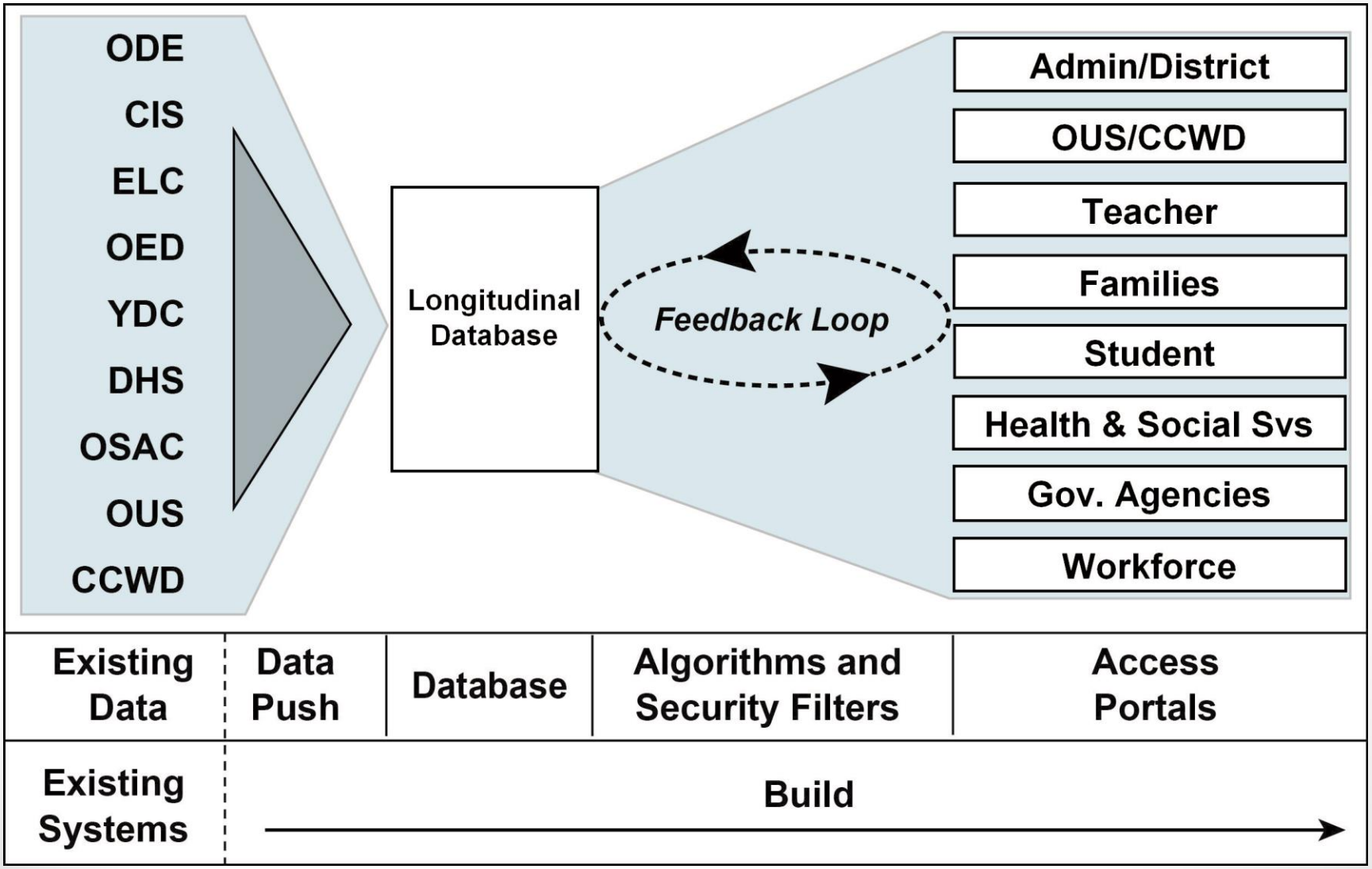
- This is no longer a question of good and bad teachers, its about whether we are supporting teachers with tools to do such
complex work.

The New Pipeline

- Responsive Teaching
- Individualized / Customized Instruction
- Accounts for special needs and incorporates them into instruction
- CTE / STEM / Hands-on learning as career pathways
- Embedded intervention and Remediation
- Builds Capacity for Family support
- Informs achievement compact targets
- Expands with student need
- Reduces outcome variability and professional isolation
- Emphasis on Skill development rather than compliance
- Acts as central nervous system for strategic initiatives and ongoing implementation

Academic, Occupational and Civic Literacy

Oregon's Technology Solution



What the System Will Do

- Act as a navigation system for all stakeholders from early learning through university, ensuring all are presented the most essential data for making the best decisions within their area of influence.
- Engage workforce and education in a dialogic relationship to ensure students drive changes in the system and create demand for services aligned to workforce demand
- Develop the next generation of the workforce to make Oregon attractive to industries from around the world
- Reorient the belief system of Oregonians to understand education as a process of responding to each student's unique needs in an individualized way rather than conscripting them through a narrow curriculum
- Empower students to take control of their learning and be guided guidance towards their goals

What the System Will Do

- Correlate informal feedback with lesson delivery to inform professional development
- Ensures high-level security for private records (Eliminates paper and unsecure filing systems)
- Use early learning and health data to aid planning and permit more effective inclusion and fewer pull-outs
- Incorporates informal assessments and inventory data to help tailor learning to interest and passion
- Presents students real-world career options based on Employment Department data and articulated pathways to the workforce
- Guides school leaders towards providing specific institution-level programming needs
- Guides movement towards proficiency teaching and learning

What the System Will Do

- Embed newest and best research into instructional planning
- Empower families with actionable data and information to help their students in targeted and relevant ways
- Guide the development and seamless replication of high quality, 21st century instruction
- Provide alternative, common measures to high stakes testing
- Ensure data and feedback are current and immediate
- Enable targeted, high quality interventions across the P-20 spectrum
- Drastically reduce human error in the course of instructional planning
- Guide government level educators around targeted funding.

Request From Legislature

- $200,000 to open a business case for study of feasibility and scope of work
- Business case will explore feasibility, scope of work and systems integration – request to issue $10 million in reserved bonding capacity to build system
- Business case will be completed no later than Jan 1. 2014, with a goal set for October 2013
- Report back on progress during legislative days in Fall 2013 or short session in 2014.
- Commence building November 2013 – January 2014.
- Anticipated completion: Summer 2014
- Pilot implementation 2014 - 2015 school year.
- Full implementation 2015-2016.

FAQ

- Security
- Support thus far (CCWD, ODE, Teachers, Superintendents)
- Long-term costs (Initial build and maintenance)
  - Partners to assist with work and funding
- Consequences of delaying
- Don’t we have this already?
- Outreach and support

Part 2:
A P-20 Policy & Research Consortium

Statewide longitudinal data systems (SLDSs) now more than ever allow for robust answers to critical policy questions within states, and state policymakers are continuing to ask hard questions. However, while de-identified student-level data collected at the state level provide the necessary information, state education agencies (SEAs) often do not have the staff capacity to ask the related data questions, perform the analyses and provide the rich answers policymakers desire. **By increasing research capacity within the SEA and through external partnerships, states will be better able to fully analyze the data within their SLDSs.**

Leveraging the Power of State Longitudinal Data Systems: Building Capacity to Turn Data into Useful Information
Data Quality Campaign, May 2011

To turn Oregon's data into actionable information, we must:

- Determine and prioritize the "Critical Questions" necessary for the state to reach the 40-40-20 Goal
- Ensure data is collected in a way that provide valid answers to these Critical Questions
- Analyze, research and develop findings on Critical Questions
- Present and disseminate the answer to stakeholders – through the Network for Quality Teaching – to drive changes in practice
- Use the information to drive policy and strategic investment

OEIB Policy & Research Unit

Governor has recommended a unit of 8 staff focused on:

- gathering information on the process and methodologies used by districts to set achievement compact goals;
- analyzing the return on investment, variance in conditions, and educational best practices in place in various school districts;
- examining policy and financial barriers to implementing best practices broadly; and
- drafting model policies and working closely with the Legislature to analyze policies.

2013-15 Biennium
Addition of Policy / Research Unit
19 POS, 19 FTE