

**EESC School Improvement Update
May 13, 2010**

Reference to Goals	
<p>TLC</p> <ul style="list-style-type: none"> • The seven regional centers reported out on work being done to address low performing districts, schools and participating districts in the “sustainability” effort. Attached is a summary of the regional reports! • A session on easyCBM and use in small and “all” districts is being created for the August COSA-EESC Conference. 	<p>ESDs & K-12</p> <p>K-12, ESDs, higher ed.</p>
<p>DATA Project</p> <ul style="list-style-type: none"> • Conducting six week check-ins with the seven “regional centers.” Check-ins provide details about the unique approach of each region, specifics about each of the K-12 districts participating in the implementation & sustainability efforts and strategies on working through implementation roadblocks! • Attended school-based sessions being conducted by LBLESD and HDESD. Teams are being offered timely and relevant training, strategies in a differentiated PD format. Both administrators and teachers expressed appreciation for the quality, relevance and job embedded format. • Collaboratively completed with a white paper with university staff from across the nation on redefining teacher education in the digital age. It will be presented to the full education committee in D.C. June15-17th • Completed sessions for the Redmond Institute June 21-23rd with help from the Ex. Team (K-12 & ESD staff). These sessions will allow districts in central and eastern Oregon to participate in training, design implementation plans for the 2010-11 SY and receive coaching from their ESDs. • Working with ODE, ESD & K-12 staff on the August Summer Conference. The conference is schedule August 11 & 12th in Eugene. 	<p>K- 12 & ESD</p> <p>K-12, ESD; Capacity & Sustainability</p> <p>Higher education</p> <p>K-12 & ESD; Sustainability</p> <p>ODE, ESD, K-12 & COSA</p>

**EESC Scaling Up Update
May 2010**

	Information/Discussion
<p>Scaling Up Workgroup Meetings</p> <ul style="list-style-type: none"> • (ODE) State Management Team—Monthly meetings to engage in the PIP PEP cycle as it relates to the scaling of EBISS. • (ODE/Higher Education/SISEP) State Transformation Team – Monthly meetings to review activities of the RIT team and to plan next steps. Focus of May RIT meeting was on the usability of an initial contact protocol for use with districts who would like to expand and /or adopt EBISS in their districts. RIT meeting convened with representatives from schools districts, Lane ESD, and PBS/RTI initiatives to complete initial usability testing with the assistance of the National SISEP Center. • SISEP – Monthly conference call with participating states to share progress, resources, and next steps related to materials development. Focus of May call will be “Transformation Zones and First Generation RIT” as described by the Oregon Team. • COSA Meeting April 30th: Scaling Up. Over 250 participants learned about Scaling Up, components of readiness related to EBISS, and attended breakout sessions related to implementation in differing contexts (EX: Small districts, Implementing the K-12 Literacy Framework and Leadership Targets for Implementation and Sustainability). <p>On Going:</p> <ul style="list-style-type: none"> • Develop materials and activities associated with the <i>Exploration</i> and <i>Initial Implementation</i> phases of Scaling Up EBISS: <ul style="list-style-type: none"> Creation of guidelines for the activities of the RIT Team (first generation) in relation to the capacity drivers (Staff Selection, Training, Coaching and Performance Assessment). ○ Create the physical documents related to the RIT activities and related capacity drivers to be housed on a State-sponsored website. • Work with State Transformation Team staff to develop roles and responsibilities for RIT members, District and State personnel in relation to participating in Scaling Up. • Work with State Transformation Team staff to develop action plan for RIT members, to involve activities and outcomes as they align to the scaling framework as well as intended outcomes for participation in the Model Demonstration project. • Develop materials and activities associated with Scaling Up 	

	<p>EBISS:</p> <ul style="list-style-type: none">○ Create guidelines for the activities of the RIT Team (first and next generations) in relation to the capacity drivers (Staff Selection, Training, Coaching and Performance Assessment).○ Assisted with creation of Systems Coaching duties and Tasks documents.○ Create the physical documents related to the RIT activities and trainings associated with related capacity drivers and alignment with the District Systems Support Plan (DSSP) and EBISS Implementation guidelines.	
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Progress Report

Technology Director, Don Wolff

May 13, 2010

<ul style="list-style-type: none"> • Web Site 	<p>Analytics for the date range 4.6.10 thru 5.10.10 Statistics: 605 visits, 2,231 page views, 3.69 page views per visit</p> <p>The large increase in hits is directly related to visits to the Race and Ethnicity guide.</p> <p>Complete report can be found on the website at: http://www.oregoneesc.org/system/files/eescAnalyticsReport_4.6.10-5.10.10.pdf</p>
<ul style="list-style-type: none"> • KIDS/DATA 	<ul style="list-style-type: none"> •The second data warehouse sharing event in conjunction with the Data Quality Workgroup will be held this Thursday, the 13th at WESD. Have over 70 confirmed participants for both the face-to-face and IVC hosted event. •Held a second meeting with the data warehouse developers on April 29. Collected and reviewed each warehouses current and near-term projects in development. This listing will be presented to the Data Warehouse Governance Committee on Thursday the 13th of May for review and recommendations for group/shared development tasks. The goal continues to be shared resources and creating an effective and efficient enterprise development process. <p>Will continue to hold monthly meetings with the developers group to help with the efficiencies and development around data warehouses in the state.</p> <ul style="list-style-type: none"> •Have been working with two school districts in the Douglas ESD region to test the built-in Schoolmaster ETL and export process with the direct load process of the ODE data warehouse. Currently two school districts have committed to test the process. John Flowerday at ODE has provided them access to the test upload site and is awaiting files to be transferred to ODE from these districts.
<ul style="list-style-type: none"> • Bandwidth 	<p>The Greenwire Broadband stimulus grant did not get submitted and is effectively off the table as a possible resource for securing large-scale broadband access in rural Oregon. There were competitive</p>

restrictions around this grant and one in Central Oregon. Greenwire decided to re-work their grant at the last minute and unfortunately did not get all of the pieces together and submitted on time.

The bandwidth application is being piloted by the ESD regions that comprise the steering committee for this application: SOESD, WESD, LESD, UMESD, NWRES and CESD. I am behind schedule on getting this released to the ESD's for data input, but plan to have this short pilot completed by June and release the application to the ESD's and larger school districts to get updated data available by September of 2010.

Region 1 (Multnomah, Clackamas, Columbia Gorge): Direct access to achievement is the focus in our region. Helping districts identify more data sources than OAKS. Teaching folks on EasyCBM <http://www.easycbm.com/>

Some Data Teams seem to be avoiding their incorporation of ELL and RTI data into their discussions. We've done a lot of work with PLCs but it lacks the "plumbing" in terms of practicalities. So we're embedding DDDM. Then we are folding in ELL and RTI. We're scheduling an Oregon DATA Summit -two days May 27-28. All regions are invited. The focus will be on DDDM We are going to also focused on "math" strategies and Credit by Proficiency in June. Region one reports the collaboration has been beneficial, they're doing similar things, sharing resources, and supporting one another. Data team events around data analysis are producing really deep questions about test results, what is causing rising scores, scoring and rescoring things to validate results, and collaborating across the grades. Participating districts that have schools in improvement status are our first priority. We are beginning to see that our investment of time and efforts on these schools are paying off. We are anxious to see their data.

Region 2 (NWRES D & WESD): NWRES D has 13 districts participating from their region. We're noticing differences among districts even of seemingly similar sizes and make up. Even how well the individual school teams work together at the elementary can make a huge difference. Secondary seems quite a challenge. Lots report that they don't have time, or that they're "alone" in their content area. Thoughts are to connect the smaller schools to the larger districts by Skype or somehow at a distance to talk about effective teaching strategies, questioning their approaches, and just learning from each other. Nine more districts are on the table to join us.

Region 3 (LBLES D & Lane): Our region has districts just getting started. We're focusing on the leadership teams to best build their capacity. We have two implementation tools, and three in sustainability. We've gone back to Strand 2 to build background knowledge. We borrowed Lebanon's "formula for student success" and used it to build the PD for them. They responded well. Their new superintendent is trying to build community, and he is a "data guy," so we worked with him to draft the event, and had him present in the afternoon. We do our presentations twice so districts can send half at a time. In addition, we are in districts 3-4 days a week coaching and providing follow-up support. Scio; their superintendent is "into" the data warehouse information. He took his staff through the process of pulling data from the data warehouse. Having superintendents present and be in front of staffs has been helpful. With the fishbone, when they think about cause data, the tool really sparks some reflective conversation when we do Strand 2. And we've done a round of data team training. We asked them to bring their writing scores, and we walked them through the process and it was very involving. We are also working on training skills with ESD personnel with each event. Everyone is learning. This spring we've offered the best PD at LBL in a long time. The job-embedded training approach we are using is extremely powerful. The requirement now is that they can't be one-stop wonders. We must do follow up and offer time to practice.

With the high schools we've been using the essential skills approach, that it's everyone's responsibility to get kids graduated. We've been building data teams around essential skills, and it's been a good selling point.

May 26-27 is an event in Lane; it's on the website.

Lane's approach has been to cluster small and medium districts which have been trying to pull together multiple initiatives like PBS and RTI and pull them together to use the fundamentals of data teams to meld behavior and academics toward improved student outcomes. We've been using the funding to help build the skills of key individuals for follow-up coaching. We've got the administrative track around leadership, personnel, resources, orientation events, supports for small districts all grouped in a new administrator's binder. Those who have agreed to work on the binder signed off on the sustainability plan giving us access to their lead coaches/team leaders. Track two is the coaching training, which is the May event. We are working with U of O and EBIS state coordinators around the coaching training. Now we are working on our year-long PD calendar for next year for both tracks. The ESD internal capacity building is the third track.

There was more conversation about the Lane notebook contents and the demand from their region for these notebooks. Eventually it will be posted on the Lane website.

Region 4 (Douglas, South Coast & Southern Oregon ESDS): Yesterday in Klamath was a training of all staffs for two districts, but other leadership teams from other areas were brought in throughout the day. Then there was time for leadership. The focus was the nuts and bolts of creating an infrastructure for their districts. A lot of lessons were learned about how to go about making districtwide plans--what works and what doesn't work about setting up your plan for CIP writing and getting everyone on board. Once the revelations were realized, critical next steps could be made.

Event held yesterday with the Redmond Team presenting. Kathy shared about a map around the state that is clickable, and then links to videos of best practices. (Example from the Oregon DATA Project without the videos: <http://www.oregondataproject.org/content/regions-map>) Each video could have talking points it addresses to have a common PR message. Teacher names with their quotes would bring credibility. Interviews with the DATA teams in each region talking about why it's valuable.

Douglas took a multi-tiered approach starting with data teams. Next year we focus on the core. The high schools focus on essential skills. There is a math/reading focus in the middle school. Next year we have a work group structure bringing in a teacher leader approach and focus on assessment, writing, math--still deciding. We will be working on data analysis. Our districts have requested teacher leader training. We will meet about once each six weeks with the groups. The sub costs are an issue. We are focusing on a data team structure on a topic area.

South Coast is working with two districts, one with sustainability. Both districts wanted everyone trained. In one district, the superintendent is focused on vision, trust, building community support. Some are doing "PLCs" but now we are repairing the idea of teams, roles, responsibilities, structures. We work with superintendents to plan vision and outcomes, and the

coaching training has helped in guiding conversation to focus on results. In capacity building, the ESD superintendent added a level of administrative support. These districts have made a big shift.

Region 5 (HDESD, Jefferson, Lake & Harney): Regionally we wanted to focus on secondary because although they said they were onboard, they were not. We focused on math and science standards work. We focused on the standards, what are they, how do you unwrap them, etc. We had 50 science, 50 math teachers, then administrators. They were resistant and didn't want to sit still, but they are quite isolated, so having the chance to work with peers was a tough but good experience. They worked hard and were exhausted, but it set the tone well. There was a lot of work time. At the end, they had to load their work onto thumb drives so we could give them feedback. In the end, everyone got everyone's standards work grades 6-12 math and science standards. Teachers created networks they've not had before and have been able to link and have new resources. Redmond believed they were ahead of the game and didn't need to come to focus on this work, but it turns out their deliverables were not of the same quality/type, so Redmond is now going to join the group.

We are tying common formative assessments to their standards work. Then another day in May to start lesson design work. Finally we will bring Kevin Feldman with two days of instructional leadership with secondary administrators so there is support and over all literacy in the content areas for these two days of instructional leadership--principals, vice principals, instructional leadership coaches. We also hope to bring him out later to go to the regional ESDs to work there as well. The focus is being an instructional leader--do you know what you're looking for? Formative assessment of staff is the focus. Working with rural teams is always challenging, and it's been quite interesting starting with our hardest audience. Lake County's districts--all--are getting fuller trainings outside the sustainability plan. It's because of borrowing resources and utilizing materials created around the state, Lake County alone could not sustain this or move forward. Some districts think they have "done the work" and are meeting and have unwrapped the standards, but asking for the evidence and results and deliverables has proven them not quite at the point of understanding the fulness of the work. So it's been an eye opener. The power of a statewide project is that we have pools of expertise, and we all bring each other up to the higher level, and offer support and resources. Now the upper grades are looking at the elementary groups and asking what they're doing in this work. Repeating the meetings and revisiting it all helps so much because people move, change positions, etc.

Region 6 (Umatilla Morrow, NC & Grant): The emphasis is on working with data team leaders to help them understand the DDDM/DT processes, how to work with their administrators, how to build their team data literacy, and building networks across the region.

Our time is spent providing coaching support for the team leaders. We are also focusing on administrators and providing training and support on designing systems of accountability and being instructional leaders. All our work includes the designing and monitoring of 100 day plans.

A realization that our administrators are managers, not leaders, and we see the data teams cannot get the support they need until the administrators become visionary leaders who know how to monitor progress and scaffold accountability.

CIPs is a leverage point, as well as essential skills. These are hooks to get our ESD personnel into the districts.

Oregon Education Association is going to feature in its next issue the data team at Humbolt School.

Region 7 (Malheur, Union-Baker & Wallowa): Our teams have come a long way in regard to the substance of our conversations. Union Baker has four districts involved in engaging leadership teams at each site, often the administrators and the teacher leaders committed to the work. They have really become the data teams to collect the data that the grade cluster teams can use to focus instruction. The core school teams give information to the superintendents. They are then fostering the elementary, middle, and high school groups to help them do their work. But the leadership teams are driving the work in an effort to build capacity. We are also engaging the superintendents in the work and they are agreeing to meet once every four to six weeks collectively with their content secondary teams, then using web-based collaboration tools to meet additionally. The leadership teams have one rep from each grade level, then they go back to work with the teams at the grade levels.

Malheur has been working with Ontario and Nyssa SD as well as all their small districts. In Ontario the focus has been mostly the math department at the secondary level. The math department is all male, all but one have 30 plus years in their careers, and have not seen the need to change their practice until recently. From the last two meetings, they have made a big shift. Ontario H.S. has been identified as one of the lowest performing schools in the state, so they know they need to make some changes. We've been working with Nyssa as well and they've been the most successful with data team implementation because they have time set aside for those meetings, generally four meetings a month. Now others are saying they want that Nyssa model. Ontario is looking at going to a 4- or 4.5-day week to use the Friday for extended time for students and professional development. Just received commitment from the three smallest districts to participate next year in the Oregon DATA Project because Penny helped them see it's not just about data. There may be a virtual model incorporated. Ontario is going to be using the iObservation Tool from Marzano. Ontario is looking for tools for their administrators to use along with the teacher and administrator PD pieces.

Regionally they want to explore some of the ideas that have been shared here today because engaging administrators skillfully to get them into the classroom to recognize effective practice in a formative rather than summative/evaluative process.