Data as a Lever for Transformational Power

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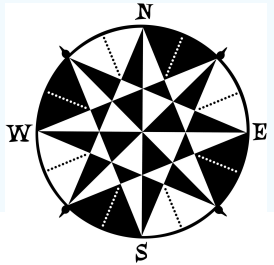
Oregon's Guiding Principles



- Interrupting the danger of a single data point
- If we are working toward a culturally responsive assessment system, "balance" requires more than just academic data.

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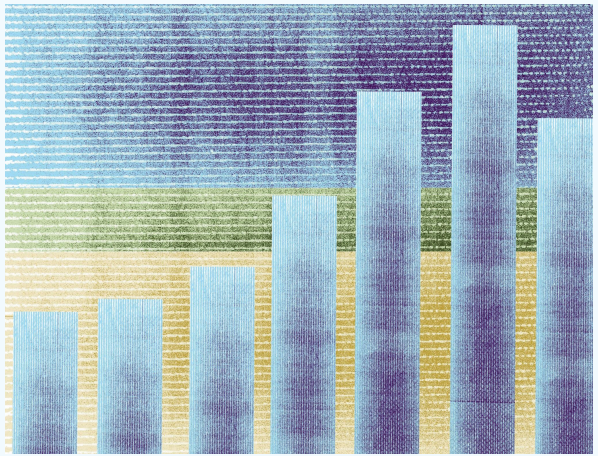
Transforming Data Use Practice

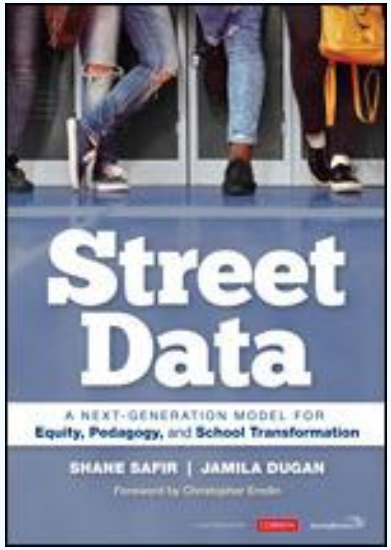
Reflecting on Data Use



In the chat, please share …

- How you define data
- Examples of data you work with
- What kinds of stories you tell with your data

Street Data:
A Next-Generation Model for Equity, Pedagogy, and School Transformation



Oregon Department of Education

Level 1
Satellite Data

- Large grain size.
- Illuminate patterns of achievement, equity, and teacher quality and retention.
- Point us in a general direction for further investigation.

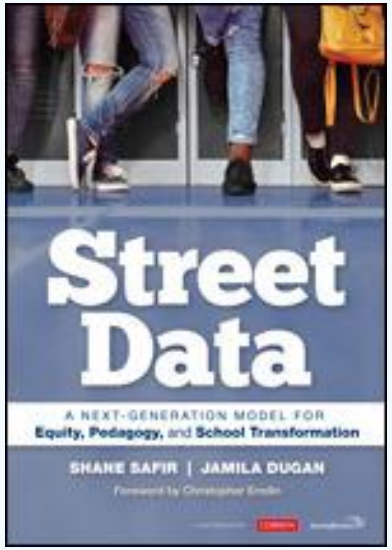
Level 2
Map Data

- Medium grain size.
- Help us to identify reading, math, and other student skill gaps (e.g., decoding, fluency, fractions, etc.), or instructional skill gaps for teachers.
- Point us in a slightly more focused direction.

Level 3
Street Data

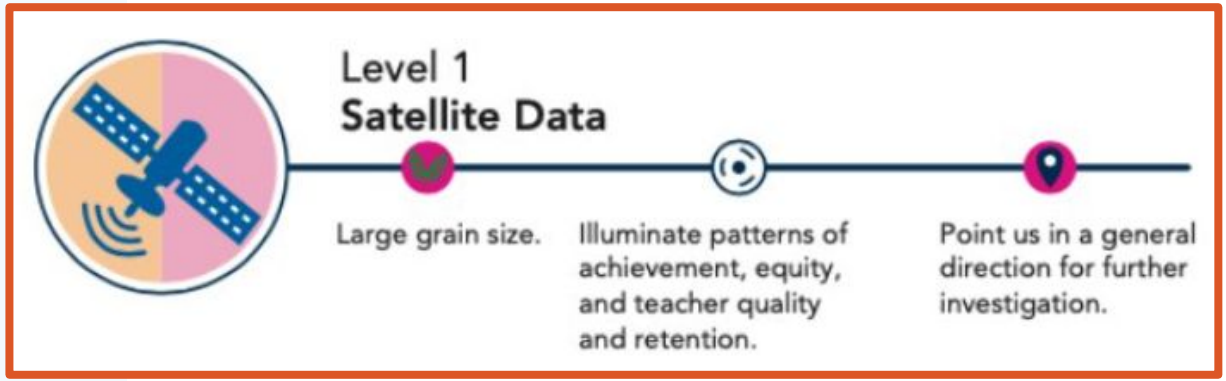
- Fine-grain and ubiquitous.
- Help us to understand student, staff, and parent experience as well specific misconceptions and mindsets.
- Help us to monitor students' internalization of important skills.
- Require focused listening and observation.
- Inform and shape our next moves.

Street Data:
A Next-Generation Model for Equity, Pedagogy, and School Transformation

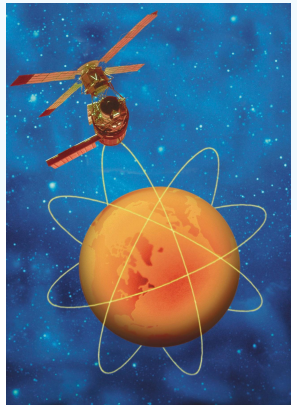


Overusing Satellite Data

"Data that hover far above the classroom and tell an ***important but incomplete*** story of equity. Satellite data encompass **broad-brush quantitative measures like test scores, attendance patterns, and graduations rates,** as well as adult indicators like teacher retention, principal attrition, and parent participation rates."



Disrupting Harmful Use of Satellite Data



Disrupting the pass/no pass lens

- Students are categorized into 2 labels that imply value and could be assigned to students instead of systems

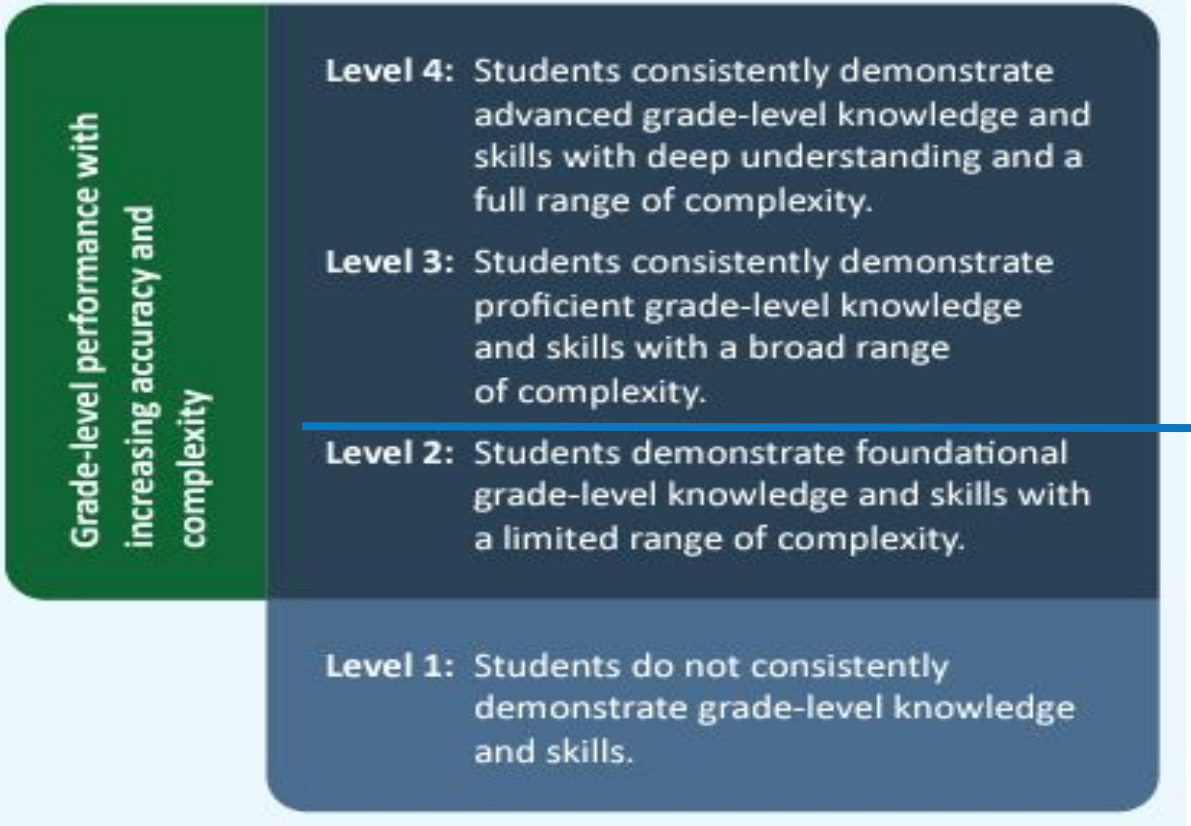
  Pass = worthy

  Not Pass = not worthy

- Labels and their accompanying meaning can be internalized and weaponized externally by operating through a deficit-based lens that projects a judgment on students and communities and particularly those historically and currently marginalized by our systems.

- Pass/No Pass does not inform a nuanced approach for systems improvement with students in mind and overemphasizes a single data point: the state summative test.

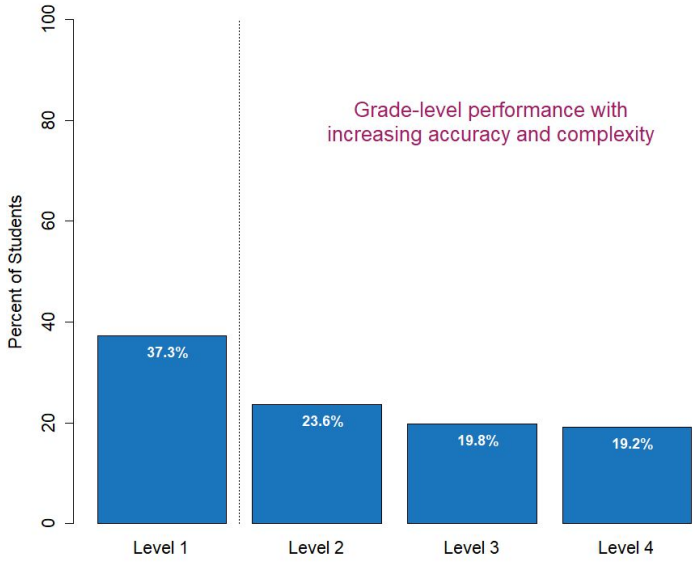
Unpacking Achievement Results



Definition of Proficiency

A different lens…

3rd Grade English Language Arts



Grade-level performance with increasing accuracy and complexity

Level 4: Students consistently demonstrate advanced grade-level knowledge and skills with deep understanding and a full range of complexity.

Level 3: Students consistently demonstrate proficient grade-level knowledge and skills with a broad range of complexity.

Level 2: Students demonstrate foundational grade-level knowledge and skills with a limited range of complexity.

Level 1: Students do not consistently demonstrate grade-level knowledge and skills.

Using Achievement Data for Meaningful Change

Publicly available data:

- Performance Level Distributions (can be disaggregated by student group)

Available to district/school staff only*:

- Annual Target Reports (can be disaggregated by student group)
- Cross-Sectional Target Reports for all students (can only be disaggregated by grade and/or school)
- OSAS Interims

*Publicly sharing this information would likely require data suppression or consolidation (e.g. grade-level band) to comply with FERPA

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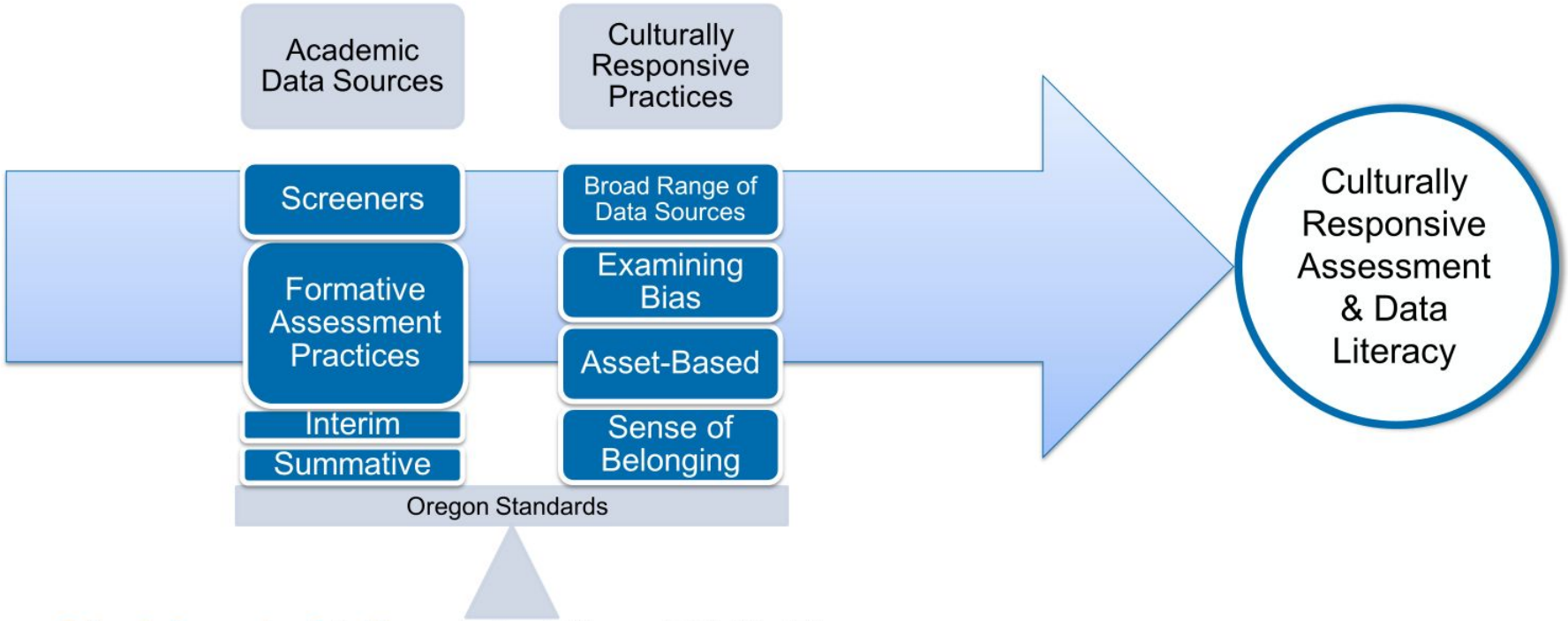
The Power of Multiple Data Points

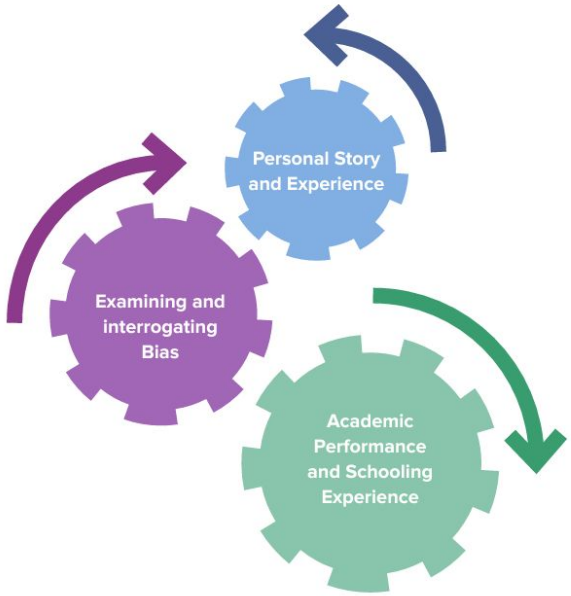
Balanced Assessment System



Culturally Responsive Data Literacy by Saroja Warner, NCSI, WestEd

Culturally Responsive Data Literacy (CRDL)

- Academic Performance and Schooling Experiences
- Personal Story and Experiences
- Examining and Interrogating Bias



Culturally Responsive Data Literacy by Saroja Warner, NCSI, WestEd

Weaving Together Multiple Data Points

- **SEED Data adding context to other data, such as achievement results**

  Examples:

  - Test Results Release: SEED Opportunity to Learn associations with achievement
  - Research Briefs: Formative Instructional Practices, Self-Efficacy, and Math Achievement in 4th Grade (September, 2025)
    - "In other words, students' confidence in their math ability is higher when they have more opportunities for math feedback and help, and classroom discussions. Subsequently, students will have higher math achievement (as measured by OSAS mathematics summative assessments) when they have higher confidence in their math ability."

Weaving Together Multiple Data Points

- **Early Learning Transition Check-In: Family Conversation (Pilot)**
  - Oregon Kitchen Table Full Report: “A few people noted that storytelling or conversations are key. As one person said, ‘Storytelling is so good and important. In a casual conversation, you will learn about the whole family if you just listen.’”

Weaving Together Multiple Data Points

ODE Annual Reporting Cycles

- Annual Releases
  - State test results - 3rd week of September
  - At-A-Glance and Accountability Details - 3rd week of November
  - SEED Survey & Statewide Report Card - 4th week of November
  - Graduation and 5-YR Completer Data - 3rd week of January
- Key Performance Indicator Report 2025
- Oregon's Online Report Card
- ODE's Assessment Communication Resources

Continuous Improvement

- Sharing data visualizations
- What to do when only faced with suppressed data?
  - Consolidation is one approach (across years, within ESDs, etc.)
- Considering intersectionality when sharing data
  - E.g. Intersectional graduation rates
- Leveraging collaboration opportunities to support community storytelling that goes beyond federal and state law/rule compliance

Continuous Improvement

Grounding in an Asset-Based Frame

- Do we have **structures and systems** in place to collect and analyze data?
- Do the data we collect and use lead to **meaningful action** for students, and not just sorting and grouping?
- Do we **interrupt deficit narratives** told through data?
- Where do we use **multiple measures**? Where could we add measures?
- Is data strictly quantitative, or do we also consider **qualitative evidence** as data?
- Do **students** understand the data collected about them and how it's used?

Reflection

Please share in the chat one or more of the following:

What parts of your data use practice have been affirmed?

Where do you still have questions?

What new ideas are you thinking about trying?

What still needs to change at the state level for data sovereignty to be a reality?

Gratitude

Thank you so much for the opportunity to be in space with you today and learn from and with you as we continue this work!

“Too often we think the work of fighting oppression is just intellectual. The real work is personal, emotional, spiritual, and communal. It is explicit, with a deep and”

— Bettina L. Love, We Want to Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom

Source Slides - Do not use

Telling a Data Story

Essential Considerations

Academic Performance & Schooling Experiences

Consider information about students from…

- the formative assessment process (observations of performance in classrooms and schools)
- interim assessments
- summative assessments
- documented and informal records of student interactions with peers and adults in school, and student testimonies and perceptions

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Essential Considerations

Personal Story & Experiences

Consider information about students' lived experience outside of school - what assets do they bring with them? Culture, language, family, community

How might we honor those assets in the learning, including the assessment process?

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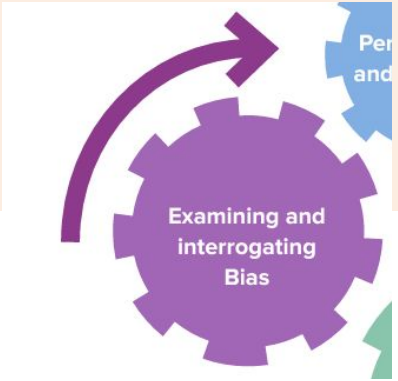
Essential Considerations



Examining & Interrogating Bias

Adults using the data must engage in continuous interrogation of …

- their beliefs and practices
- how they see students
- biases that influence their choices
- what data to collect
- how they interpret those data, including the instructional materials and activities that teachers implement.

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An Asset-Based Perspective on Data

We have a shared responsibility to ensure the data we collect and the ways in which we use it honor students and their assets.

- Do we have **structures and systems** in place to collect and analyze data?
- Do the data we collect and use lead to **meaningful action** for students?
- Do we **interrupt deficit narratives** told through data?
- Where do we use **multiple measures**? Where could we add measures?
- Do we use data to sort and group students?
- Is data strictly quantitative, or do we also consider **qualitative evidence** as data?
- Do **students** understand the data collected about them and how it's used?

Strong Association Between Opportunity to Learn & Academic Achievement

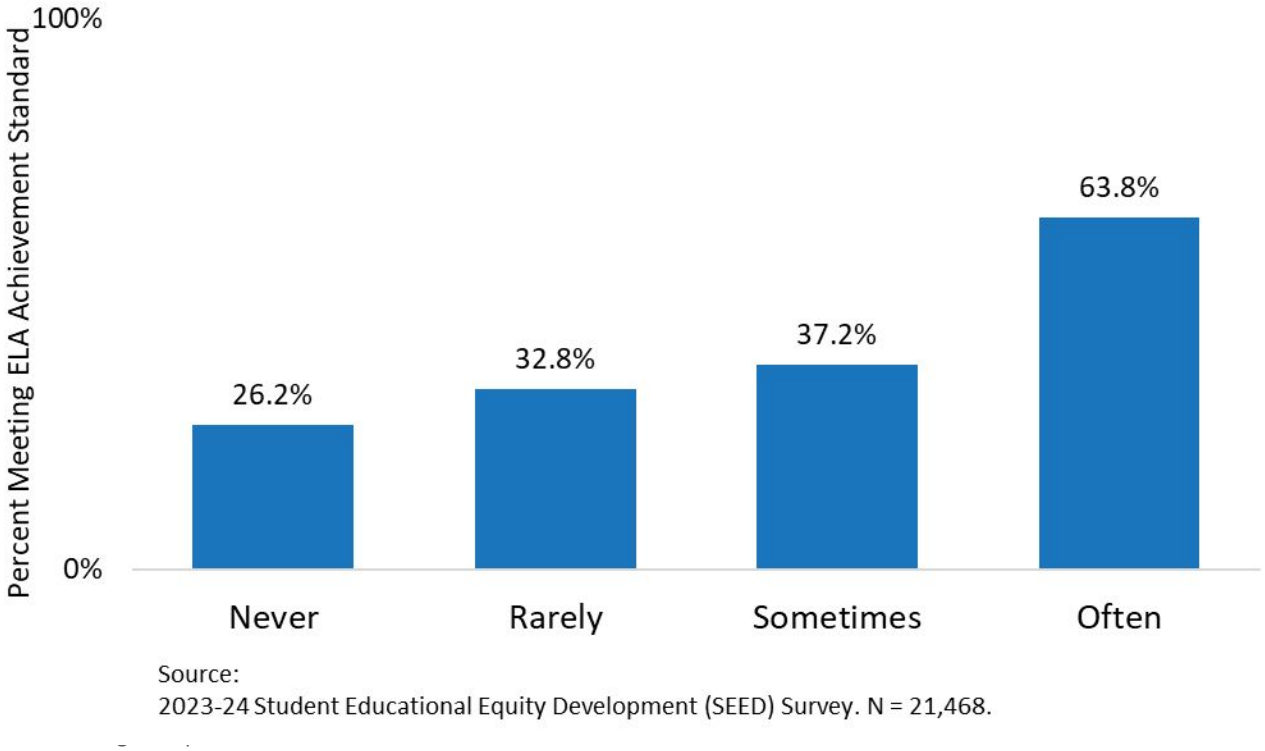
Across all 3 content areas (English Language Arts [ELA], Math, & Science) **and across all grade levels** (grades 3-11)**…**

students who shared that they had **more frequent opportunities to learn*** were also **more likely to be proficient** on the state summative test.

*Opportunity to Learn incorporates multiple questions about student experiences with content learning in their classrooms.

ELEVATING STUDENT VOICE
Student Educational Equity Development (SEED) Survey

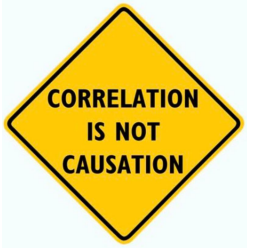
Students who have more opportunities to write about what they read are more likely to consistently perform at grade level.



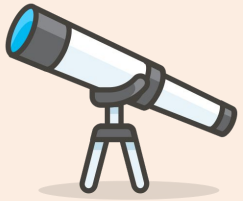
Source:
2023-24 Student Educational Equity Development (SEED) Survey. N = 21,468.

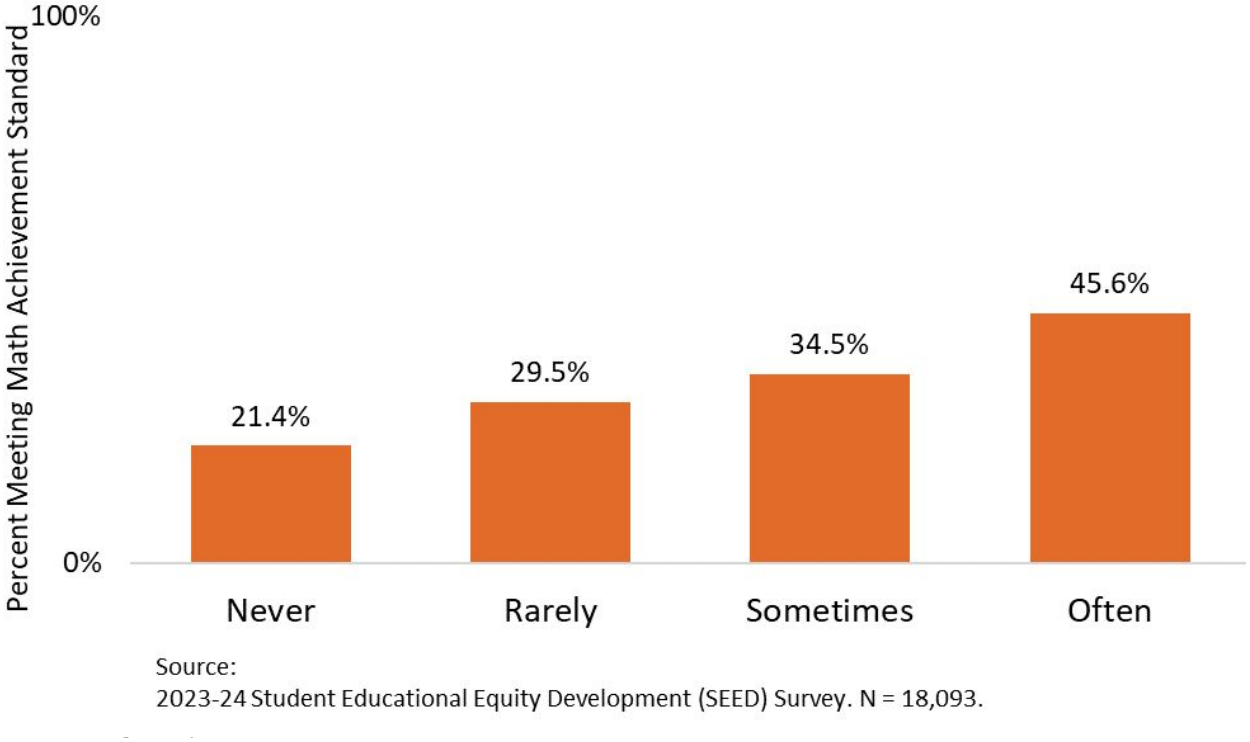
3rd Grade ELA

Think about what you did for reading time this year. How often did your teacher ask you to write about what you read?



Students who have more opportunities to use different ways to show their math thinking are more likely to consistently perform at grade level.

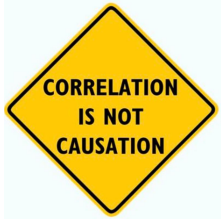




Source:
2023-24 Student Educational Equity Development (SEED) Survey. N = 18,093.

7th Grade Math

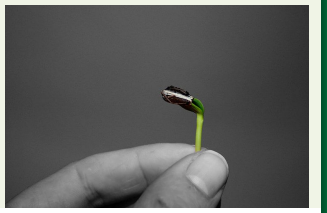
Question: Think about what you did in your math class this year. How often did you use different ways to show your thinking on a math problem?



Effective Data Use at the Systems Level

- **Getting more curious:** What types of opportunities to learn are present? Do changes need to be made to align with expectations of the standards?
  Examples:
  - **ELA**: Inviting students to write/talk about and engage with the reading materials they've selected
    ODE Resource: Early Literacy Framework: Writing section - pgs. 50-53
  - **Math**: Encourage students to come up with their own ideas for solving problems in addition to working with specific algorithms or processes
    ODE Resource: Going deeper with student explanations of thinking using resources from the Oregon Math Project, such as Ambitious Math Teaching

Effective Data Use at the Systems Level



Other data points to explore to better understand what the summative results are signaling:

- **Cross-sectional target reports:** drill down into longitudinal data for each target to determine patterns and trends that may help inform needed adjustments to scope & sequence or curriculum
- **Intentional use of aligned interims:** supports educators in making clear the expectations of the standards

Looking at Intersections between student groups