

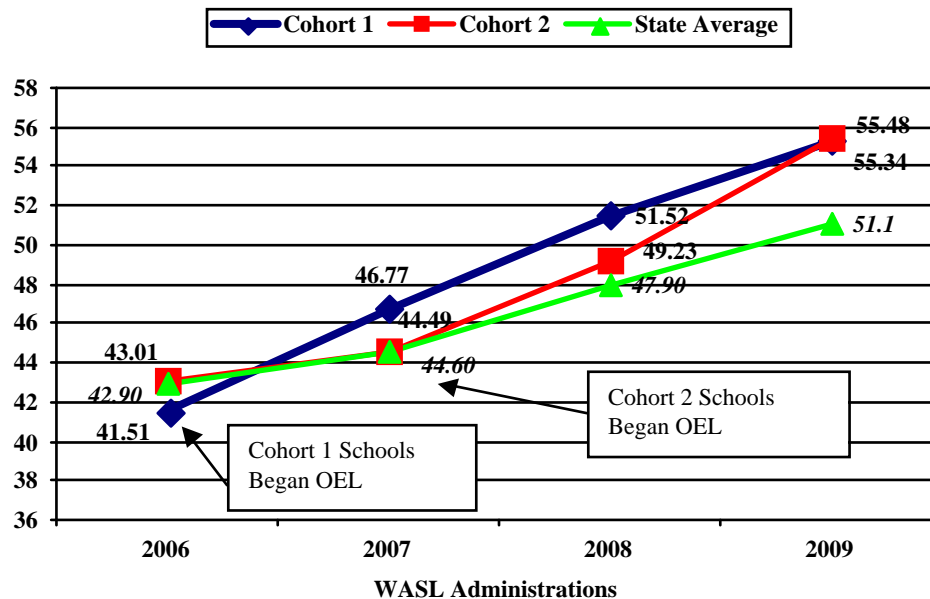
OBSERVING FOR EVIDENCE OF LEARNING

Observing for Evidence of Learning (OEL) is a school-based professional development model being researched with funding from the National Science Foundation and through a partnership between the Center for Inquiry Science at the Institute for Systems Biology, RMC Research Corporation, and the middle school science departments in four Puget Sound region school districts (Bellevue, Highline, Seattle and Shoreline).

STUDENT ASSESSMENT DATA 2006 - 2009

Washington State Assessment of Student Learning (WASL) 8th grade science test
Percent of students who met or exceeded standards

Adjusted Means on the Grade 8 Science WASL



Note. Mean values adjusted for percentage free or reduced-price lunch and percent minority. Mean values weighted by the number of students assessed. A total of 5173 students were assessed in 2006, 5040 were assessed in 2007, 5014 were assessed in 2008, and 5062 in 2009. These students are ~6.5% of Washington State eighth graders. Italics denote state average. Because of the weighting and the large number of students, the 95% confidence interval is too small to show as error bars on this graph (<0.01).

Cohort 1 Schools—In the first year of OEL participation, 2006, gains in student achievement in the 13 cohort 1 schools were statistically significant, increasing from 41.51% (below state average) to 46.77% (above the state average). Student achievement in cohort 1 schools continued to increase at a statistically significantly rate slightly greater than the state average in 2007, 2008, and 2009.

Cohort 2 Schools—With no OEL participation in 2006 and 2007, student achievement in the 12 cohort 2 schools closely matched the state average. In the first year of OEL participation, 2008, gains in student achievement were statistically significant and at a rate greater than the state average but similar to that of students in cohort 1 schools. In 2009, student science achievement in cohort 2 schools increased at a rate higher than the state average and cohort 1 schools. In addition the percent of students in cohort 2 schools who met the science standard in 2009 was slightly higher than cohort 1 schools.