

PROJECT OVERVIEW:

Outdoor School for All! Diverse Programming and Outcomes in Oregon is an ongoing evaluation project of outdoor school in Oregon. The intent of this project is to build understanding and knowledge about the outcomes of outdoor school programming and support program improvement. We built a common measurement system based on legislative requirements, a wide variety of data sources, existing literature/knowledge base, a pilot study and substantial input from stakeholders. The data gathered in this project support several elements of the statewide program. These include:

- ▶ Legislative reporting requirements (OR-SB 439)
- ▶ Equity, diversity and inclusion
- ▶ Professional development and learning
- ▶ Community engagement and outreach
- ▶ Program and curriculum development
- ▶ Research and evaluation

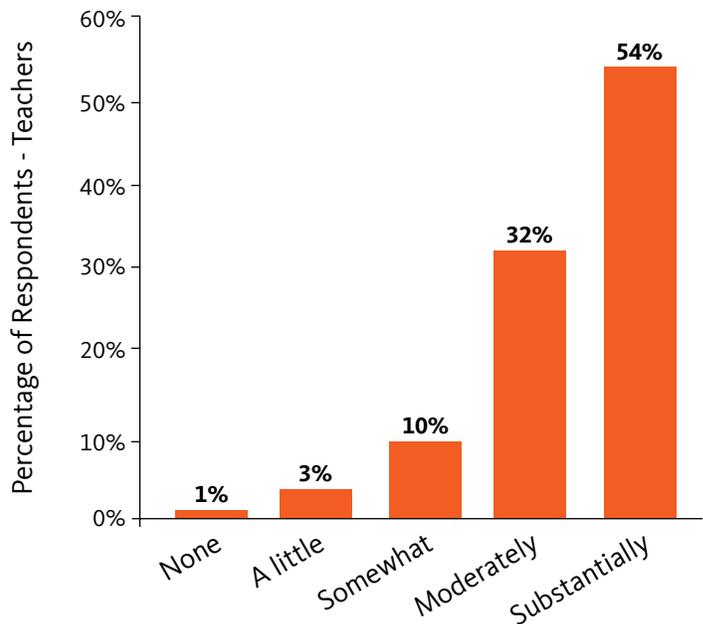
“Outdoor school benefits students both academically and socially. When they are engaged with peers in outdoor experiential learning, they feel, see and smell their lessons — some of which they’ll remember forever. I’ve seen students, even ones who struggle in the classroom decide on their life’s direction as biologists, teachers, social workers or foresters while at outdoor school. You can’t put a price tag on the value of getting kids out into the natural environment when it comes to the impact it could have on learning throughout their lives.”

- Randy Schild, Tillamook School District;
Oregon Superintendent of the Year

RESULTS AT GLANCE:

The common measurement system was implemented at 39 outdoor schools of differing length, programming and size; 182 teachers and 4,462 students participated during the 2018/19 school year. Results show significant positive gains and strong influence on many educational outcomes. These include:

To what degree does outdoor school improve/develop overall school engagement?



- ▶ ODE Essential Skills (e.g., critical thinking, teamwork)
- ▶ 21st Century Skills (e.g., problem solving, collaboration)
- ▶ Interest in learning
- ▶ Positive school behaviors (e.g., pay more attention)
- ▶ Student self-efficacy
- ▶ Legislative requirements (e.g., behavior, engagement, academic performance)
- ▶ Student learning: overall and specific to environment
- ▶ Environmental attitudes
- ▶ Social Emotional Learning Core Competencies (e.g., empathy, responsibility)