

Wisconsin Year 4 Annual Report

Section 1: Executive Summary

STATE Longitudinal Data System Year 4 (7/1/2018 to 9/30/2019)

Year 4 of the Wisconsin Longitudinal Data System project focused on completing tasks in two grant priorities, Instructional Support and Evaluation and Research.

In Year 4, up until November of 2018, the project team was staffed with 3 full-time employees and 1 part-time employee. We had Project Manager (Kim Reniero) (full-time project position), Research Analyst (Kerry Lawton) (full-time project position), Media Specialist (Gemma Cynric-Veldey) (full-time project position) and Instructional Support Expert (Dana Sommerfeld) (part-time limited term employee). In November, Kim Reniero obtained permanent state employment, transferring to a different area at DPI. In November her duties were transferred to June Fox (full time contractor). June has managed the grant for the remainder of Year 4.

Contracts and cooperative agreements were in place with the Wisconsin Institute for Research on Poverty (IRP), the Wisconsin Center for Education Research (WCER), and the WISExplore Team. WCER then subcontracted with the Wisconsin Evaluation Collaborative (WEC) and Wisconsin Collaborative Education Research Network (WCERN or "The Network"). IRBs were in place.

As of the end of Year 4, the grant is fully expended, except for two areas in the Evaluation and Research Priority and one area within the Instructional Support Priority. WI has been granted, as of 9/6/2019, a No-Cost Extension (NCE) to complete this important work and to fully expend the grant funds.

Towards the end of year 4, WI was offered grant Supplemental funding for year 5. WI applied and was granted the Supplemental funding. The Supplemental activities will run parallel to the NCE activities and complement each other.

We have made excellent progress in completing tasks. Of the 147 Outcomes, Deliverables, Tasks and Subtasks listed in the project plan, 112 (76%) are operational, 32 subtasks (22%) are in progress, and 3 subtasks (2%) have not yet started. No tasks are past due at this time and all subtasks are in progress or not started, due to the NCE and Supplemental for Year 5.

On August 13, 2019 an official SLDS site visit took place to Wisconsin to assess the progress of the Wisconsin 2015 SLDS project. Overall, the site visit gave a positive review of the project but identified some areas needing improvement including;

- Sustainability of governance beyond current administration;
- Sustainability of the research portions of the current FY15 grant beyond the life of the grant;
- Developing mechanisms for measuring the impact of data use tools, training and professional development.
- Developing a plan for ongoing stakeholder engagement.

Additionally, the SST recommends that Wisconsin continue to contribute to the SLDS community by:

- Sharing resources, reports and activities on the Public Domain Clearinghouse (PDC);
- Participating in and presenting at the annual Best Practices Conference; and
- Presenting at webinars, particularly those about research, including webinars that highlight practices for establishing relationships with external researchers; making results of research actionable and usable by district and school staff; and describing the impact that the findings have had on the operationalization of policy.

Wisconsin intends to follow-up on these suggestions and has started these efforts during year 5 and will continue sustainably after the grant. Also notable is the positive comment regarding our PTAC review: "Wisconsin has demonstrated one of the most robust and comprehensive data security and management

programs that have been reviewed as part of the SLDS Site Visits since the SLDS program has begun to focus on data security and privacy. By ingraining governance throughout the enterprise, Wisconsin has continued to provide a high standard for student data privacy and security.”

All objectives of the grant have been completed, with some exceptions. One exception is under Instructional Support, Project Outcome 2: Increase assessment literacy and balanced assessment practices. The Assessment Literacy Modules were completed during Year 4. However, a list of suggested improvements to be made in the future exists. This assessment literacy module clean-up work was started towards the end of year 4. Under the NCE, which Wisconsin was granted, these improvements will continue and be completed during Year 5.

Another exception is under Evaluation and Research, Project Outcome 4: Using the SLDS to Identify and Evaluate Equity-Promoting Practices. Significant progress has been made on Outcome 4, as well. However more time is needed to complete the analysis and produce a meaningful report. Wisconsin has been granted a NCE to complete this work.

The final exception is also under Evaluation and Research, Project Outcome 5: Increase the Frequency, Quality, and Capacity for Local Evaluation. UW Partners made significant progress during Year 4. Wisconsin will use the NCE funds to continue the important work of WEC, WREN and The Network.

Data and Governance

Year 4 continued the same data and project governance structure as in Year 3. The Steering Committee, Research and Evaluation Subcommittee and the Instructional Support Subcommittee are our main governance bodies. The project manager leads the Steering Committee and the Instructional Support subcommittee meetings. The Research and Evaluation subcommittee meetings are led by the Research Analyst.

In addition, there were many work groups associated with the work of the grant. We had a group of teachers and other experts who advised us on and tested the design of SmartTeach. Other work groups existed around assessment and continuous improvement, which relate closely to the grant.

In Year 4, the integration and “cross-training” of grant staff on the Instructional Support and Research and Evaluation sides of the grant continued. The project manager and subcommittee leads meet on a regular basis to discuss all aspects of the grant. They also all attend workshops/presentations covering topics on both sides of the grant. This led to better communication and coordination of all grant tasks during Year 4.

Wisconsin has made progress during year 4 in all six Objectives:

Priority: Instructional Support:

Objective 1: Extending SLDS to the Classroom

One of our initial goals was to increase the number of districts joining WISEdash Local (WdL). A more realistic metric of success is in the numbers of students who are involved in each district which joins. Additionally, two districts (Milwaukee and Madison) which use WdL, but did not join the consortium, were very large districts and their student population benefitted from their use of WdL. The smaller districts appreciated the leverage the consortium gave them.

WdL Results end of year four:

WISEdash Local Consortium:

- 27 Districts
- 103,306 Students (12%)

Total WISEdash Local (includes Milwaukee and Madison Districts):

- 29 Districts
- 238,257 Students (28%)

Another goal was to make local assessment data available to districts. STAR assessment data is completed. PALS data is also complete and we will add more districts to the PALS data as they sign on as

well. Another type of local data available to districts is climate survey data. We have made climate surveys available to districts for administration. The surveys have been moved to the SSPW (Student Services / Prevention and Wellness) Team. SSPW is very effective at promoting the use of and managing such surveys. Information Technology (IT) will continue to support the platform.

Work has been largely completed on another of our goals, the design of the Classroom Data Tool, rebranded as SmartTeach. During Year 5, further enhancements will be made from a list of suggestions gathered from teachers and other interested parties during the pilot. SmartTeach was designed to be used by classroom teachers to collect data in a flexible way using a phone, tablet or other electronic device. The application leverages the Ed Fi open community interoperability framework. Our goal is to release the code base to the open community during year 5.

Objective 2: Increase Assessment Literacy

The assessment literacy modules were completed and feedback was solicited during year 4. We came close to meeting our deadline by end of year 4 (9/30/19). We have been granted a no cost extension to complete this work during year 5. The final result will be a group of effective Assessment Literacy Modules of high-quality.

This grant continues to accelerate DPI's work to promote assessment and data literacy throughout the state by continually increasing communications and available resources to the field. The "Data and Assessment Literacy" Google+ community, the weekly newsletter (DAC Digest) the Strategic Assessment Systems webpage and face-to-face communications via conferences and workshops all help to engage the community.

Objective 3: Increase Capacity for Data Informed Planning

The WISExplore team is a group consisting of subject matter experts, CESA staff and program staff. Collaboration occurs between the WISExplore Team and the CESAs to build the capacity in each CESA region to support educators with data quality and implementation of data inquiry processes to inform continuous improvement. Two purposes of the WISExplore project were fulfilled during year four of the grant. One was the building of capacity for data inquiry by developing and disseminating professional development resources for continuous improvement planning. The other was to provide CESA WISEsupport technical assistance and customer service to assist districts with WISEdata efforts.

Priority: Evaluation and Research:

Objective 4: Use SLDS to Identify and Evaluate Equity Promoting Practices

All data collection for this objective was completed in Year 4. The WCER research team drafted, finalized, and administered two equity-promoting practices surveys: one assessing principals and a follow-up survey assessing teachers employed in schools where the principal participated. For both surveys, the team was able to achieve high response rates nearing 60%. WERAC convened twice with meetings focused on sustainability. These discussions identified several specific sustainability strategies as well as action steps to begin carrying them forward.

Objective 5: Increase Local Evaluation Capacity

In previous years, work under this objective was focused on our WEC partners delivering capacity building efforts directly to LEAs. In Year 4, activities were geared toward improving DPI's evaluation capacity and improving our ability to guide LEA's through a continuous improvement process. WEC evaluators provided material support to DPI efforts to streamline non-WISE data collections (i.e., surveys and questionnaires) and create a plan to evaluate the Department's Continuous Improvement Process (CIP) initiative. The KMB project, started in Year 3, posted dozens of actionable research artifacts into WISELearn and worked with DPI's technical staff to ensure they are discoverable in the CIP toolset we advertise to our LEAs.

Objective 6: Conduct Cross-Agency Research on School Context

IRP completed the contracted research project in Year 4 and provided us a final report: *Socioeconomic Disadvantage and Educational Achievement: Evidence from Integrated Education and Social Service Administrative Data* (attached in the Project Narrative below and on G5 in **Project Narrative – Additional**

Information (Attachment B). A data use agreement allowing DPI's continued participation in IRP's research community was finalized. DPI research analysts also completed work to standardize the confidential data request process through common data pulls, CEDS mapping, and common documentation for data files.

Budget

Funds were spent down as planned except for the following:

- Instructional Support, Project Outcome 2: Increase assessment literacy and balanced assessment practices.
- Evaluation and Research, Project Outcome 4: Using the SLDS to Identify and Evaluate Equity-Promoting Practices.
- Evaluation and Research, Project Outcome 5: Increase the Frequency, Quality, and Capacity for Local Evaluation.

The above required Wisconsin to plan for Year 5 under a no-cost extension (NCE). The Year 5 budget included the funds not spent during the first four years of the grant (the NCE funds) and the Supplemental Funds which were granted. With an original total grant of \$5,242,866 and expenditures of \$4,675,267 through Year 4, the Year 5 NCE budget is \$567,599. Wisconsin was also granted Supplemental funds of \$210,569. With both the NCE funds and the Supplemental funds, the total Year 5 budget is \$778,168 and the total grant amount now is \$5,453,435. The Year 5 budget was verified as correct.

Section 2: Project Narrative

Priority: Instructional Support

Project Outcome 1: Extending SLDS to the Classroom

Outcome Summary and Major Accomplishments:

The key components of Outcome 1 are the following: WdL system participation (2.1.1 and its subtasks); making local data, such as STAR assessment, available in WISEdash (2.1.2 and its subtasks); and creating the SmartTeach application (2.1.3 and its subtasks).

WISEdash Local Participation

WdL worked very hard during Year 3 to improve its product in order to increase the number of districts participating. Many enhancements made during year 3, allowed the concentration in Year 4 to be on offering WdL to the districts and supporting WdL use through education and online training. By the end of Year 4, WISEdash Local had a total of 29 school districts. Two were very large districts (Madison and Milwaukee), which affected our student percentage ratio very positively: **(29 districts; 238,257 students; 28% of WI student population)**.

Because the needs of schools are diverse, so must be our suite of data products. DPI offers a suite of products to deliver exceptional quality data needed by practitioners, the public, researchers, DPI staff and other interested parties, in a user-friendly form that complies with all privacy laws. Our WISE suite of products includes WdL, but also includes other elements. One such element is WISEdash Public, which includes a dashboard of a wide variety of aggregated and redacted data suitable for public viewing. Here, a district can compare its own data to the state's and other districts' data.

Another instance in our suite is WISEdash for Districts Secure which allows for drilling through data down to the student level. It essentially includes the same data as WISEdash Public, but has the security-enabled drill through feature. In WISEdash District Secure, authorized district staff may ALSO view the statewide comparison data, much as they can in WISEdash Public. We added this feature in WISEdash District Secure years ago when districts asked that we minimize the amount of time they need to spend in multiple systems. Statewide comparisons in WISEdash District Secure means less time spent in WISEdash Public.

When looking at WdL, it is important to remember that WdL has a well-defined niche in that it is used to store local data that is not shared with DPI. We use the very same software to provide WISEdash Public, WISEdash District Secure, and WdL. They are the same product serving different purposes. We initiated the WdL effort at the request of districts who wanted to place more data into WISEdash District Secure. We considered that idea, but rejected because of a) documented performance concerns for the server environment, and b) the optics for placing data not required for state and federal reporting purposes within the DPI's data environment. Districts needed more data to use in the decision-making, and they wanted it to be analyzed using the same tool set they had become familiar with, i.e., WISEdash.

While WdL participation remains limited, it is rightfully so given that our free tools (i.e., WISEdash Public and WISEdash District Secure) provide much of data dashboard functionality districts require, when taken in conjunction with their Student Information Systems and the other WISE products. An item that has made WdL more attractive was the addition of a Response to Intervention (RtI) component.

WdL continues with a full-time consortium lead and a governing board, all funded through the consortium and not with grant funds. We will continue to participate in promotional venues in which we are able to demonstrate the product and explain the consortium membership model. The consortium leverages all of the WISExplore data-informed practices.

Making Local Data Available within WISEdash District Secure and Qualtrics

STAR assessment and other tasks are complete (2.1.2 and its subtasks). The Qualtrics Climate Surveys have been administered by ten (10) districts while under the grant. There are four surveys available for administration (parent, student, instructional staff, non-instructional staff) in both English and Spanish. The surveys have been moved to the operational area at DPI which is most appropriate for ownership and continued support of the surveys: SSPW (Student Services / Prevention and Wellness) Team. SSPW is very effective at promoting the use of and managing such surveys. Information Technology (IT) will continue to support the platform.

SmartTeach

The SmartTeach application was designed based on teacher feedback, tested within a pilot across the state and enhanced per pilot feedback in both Year 3 and Year 4. Year 4 found the project team making some further enhancements to the tool, based on feedback. SmartTeach went operational March 15, 2019. The tool is available via WISELearn linkage and will be available via EdFi by the end of year 5. The OEA (Office of Educational Accountability) team at DPI now owns the tool and supports SmartTeach usage. The SmartTeach classroom tool was also a kiosk demo at the 2019 SLDS Best Practices Conference. Many positive comments were received at the conference. Materials have been made available to Districts to allow them to promote the use of the tool.

Wisconsin was offered and was granted Supplemental Funding to be used during Year 5. There is a list of feedback which was received from work groups regarding the SmartTeach classroom data tool. Supplemental Funds will be used during Year 5 to take the feedback and apply enhancements to the SmartTeach classroom data tool. CESA 1 has stepped up and agreed to provide statewide planning and implementation.

Project Outcome 2: Increase assessment literacy and balanced assessment practices

Outcome Summary and Major Accomplishments:

During Year 4, in order to ensure quality modules, we have taken longer than originally planned to create the content. We have thoughtfully put together teams of internal and external reviewers as well as a final review team to vet the content and confirm our messaging is consistent throughout the state. The review process has taken longer than anticipated, however the teams have provided valuable feedback. Once this process was in place and moving smoothly, we were able to come close to meeting our deadline by end of year 4 (9/30/19). We have been granted a no cost extension to complete this work during year 5. The final result will be a group of effective Assessment Literacy Modules of high-quality. An additional component of the modules was the completion of a video (Assessments In Action) in which Wisconsin educators are featured using promising assessment and data practices with students.

A little more about our teams and partners:

The goal of this component is to increase assessment and data literacy throughout the state of Wisconsin (2.2). In order to obtain this goal, we continued to work closely with the internal Strategic Assessment Advisory Group as well as the Special Education Team, and various content areas to increase capacity for assessment and data literacy (2.2.1). We met with these groups on an ongoing basis to ensure that the messaging and terminology was unified across the agency, and within the assessment literacy modules that were developed (2.2.1.3 to 2.2.1.8).

During Year 4, these groups continued to provide both content and feedback around designing and developing the Assessment and Data Literacy Modules (2.2.1.3 to 2.2.1.8) and the SmartTeach (formerly Classroom Data Tool) application (2.1.3 to 2.1.3.5).

To ensure that communications around assessment and data literacy (including strategic assessment) are unified not only internally, but externally as well, we have worked with outside agencies and have convened stakeholders to discuss areas of need for local induction practices related to assessment (2.2 1.8) and to advise our work moving forward based on the needs of the field. This group has continuously reviewed and provided feedback on the modules and the SmartTeach application throughout the last year of the grant.

Partnerships with external agencies continued to be essential to ensure unified communications around strategic assessment. Throughout the last year of the grant we have continued and grown our partnerships with several CESAs, University of Wisconsin research groups (WCER, WEC, IRP, PiP-NIC), the Wisconsin Response to Intervention (Rtl) Center, WISExplore and most importantly, Wisconsin educators to help us expand assessment and data literacy throughout the state. We will continue our relationships with these partners during year 5 and post-grant, as well.

Project Outcome 3: Increase data-informed planning and better facilitate research-supported improvement planning

Outcome Summary and Major Accomplishments:

Assessment literacy is critical to appropriate data use, but appropriate data use extends beyond evaluation of assessment results. Wisconsin has benefited greatly from previous SLDS grants that have allowed DPI to increase access to useful, dynamic public and secure reporting tools, as well as to on-demand resources to support a process of data inquiry in schools and districts. This has allowed us to turn our attention to linking our excellent data system to research-supported classroom, school, and district practices and resources.

We use the term WISExplore to signify exploring all the possibilities of data use in the classroom. The WISExplore team is a group consisting of subject matter experts, CESA staff and program staff. Each member brings at least one perspective within the critical contexts of literacy, math/stem, student engagement, and college and career readiness. Collaboration occurs between the WISExplore Team and the CESAs to build the capacity in each CESA region to support educators with data quality and implementation of data inquiry processes to inform continuous improvement. The WISExplore project focuses on capacity-building within the CESAs through training and networking of CESA WISEcoaches to lead and support data inquiry and data systems leadership with area schools and districts.

The projects proposed for this Outcome have facilitated increased data literacy by allowing DPI to better target data-use resources to specific audiences and to build out data inquiry processes. Ultimately, DPI's vision is that an educator working through a local or individual data inquiry process will have immediate access to high-quality resources that are directly relevant to needs in their district, school, or classrooms based on the results available in the WISEdash for Districts reporting system.

The two purposes of the WISExplore project were fulfilled during year four of the grant:

- 1) to build capacity for data inquiry by developing and disseminating professional development resources and train-the-trainer activities for WISEcoaches and school leaders that use WISEdash and local data tools in meaningful data inquiry for continuous improvement planning; and
- 2) to provide CESA WISEsupport technical assistance and customer service to assist districts with WISEdata efforts. Development of training resources was coordinated with DPI teams engaged with integrating WISE priorities (SLDS, Title I, Special Education, EE, SISEP, OSA). The project team implemented the work plan through the CESA Statewide Network (CSN) by providing capacity-building professional development for use statewide. Each CESA disseminates the training resources by providing technical assistance, trainings, retreats and coaching services in their region.

During year 3 of the grant, a major focus had been the integration of WISExplore processes and resources with the SISEP initiative to improve coordinated and continuous school improvement planning (CIP). In collaboration with the Rtl Center and the DPI CIP team, the WISExplore team updated inquiry resources to be made available through the WISELearn portal for districts engaging in CIP. During year four, resources were completed and were developed in alignment with the Continuous Improvement Rubric.

Building on the enhancements during year 3 of the grant, the Data Inquiry Journal (DIJ) (a tool embedded within WISEdash for Districts to document data inquiry) continued to be enhanced during year 4, largely based on feedback from the direct users. We believe a unique and important aspect of the data inquiry journal tool is that it is embedded directly within the dashboard tool. There is no need for busy educators to log into and out of two separate tools. They can do their data exploration and build their continuous improvement plan all in the same place. The WISExplore team focused the enhancements to the DIJ by connecting the student and practices data inquiry phases with a new “improvement planning” section. The enhanced DIJ was made available to districts for use prior to the end of year 4 (March, 2019).

In addition to these accomplishments, we have worked internally and with our WEC partners to scope an evaluation plan for our continuous improvement process. The results of this evaluation will drive improvements to the trainings, supports, and tools DPI provides to facilitate data inquiry and adopt research-based practices. For more information on how our Research and Evaluation projects have helped facilitate research-supported improvement planning in Year 4, please see the highlights bulleted under Outcome 5.

As tools and capabilities in WISEdash evolve, the WISExplore team will provide ongoing support and training to enhance WISEcoaching capacity for use within data inquiry processes. As districts seek to develop their capacity to engage in year-long data inquiry that informs coordinated school improvement planning, there is a need for coaching that supports educational leaders and teachers to implement data use culture and systems of data use that are effective and integrated with the school improvement planning cycles. By working with CESA consultants to develop their capacity to coach data inquiry, the WISExplore team intends to continue to meet the needs of school districts across the state, post-grant.

Priority: Evaluation and Research

Project Outcome 4: Using the SLDS to Identify and Evaluate Equity-Promoting Practices

Outcome Summary and Major Accomplishments:

Professor Eric Grodsky (WCER) has led a team of researchers to: (a) use the SLDS to identify schools that are most effective at reducing achievement disparities among children of different racial/ethnic or economic backgrounds, (b) engage in qualitative research within the identified schools to inform the development of a school/student survey instrument and (c) field said instrument to enrich the SLDS and our capacity to understand patterns of practice in schools and promote those associated with reduced equity gaps. Efforts to increase the visibility of the DPI and UW partnership are also included under this outcome.

Below are the major accomplishments during Year 4:

- The WCER research team drafted, finalized, and administered two equity-promoting practices surveys: one assessing principals and a follow-up survey assessing teachers employed in schools where the principal participated. Creating the survey was a lengthy process that involved regular meetings among the research team to analyze the qualitative data collected in Year 3, as well as periodic meetings with the UW Survey Center and relevant DPI stakeholders to ensure that the resulting instrument followed best practices in survey methodology and was not duplicative of existing data collections at DPI. The primary domains assessed were: specific instructional practices, student grouping, leadership, RTI, ELL instruction, mental health services and challenges, college/career prep (for high schools), 4K programs (for primary schools). We were pleased with the response rate the WCER researchers were able to achieve, with 58% of both principals and teachers responding.
- In Year 3, the WCER research team completed a working paper that used SLDS data to examine high school characteristics that affect baccalaureate college attendance. The authors found substantial variation among high schools in their propensity to send low-income students to baccalaureate colleges. In Year 4, the research team extended the SLDS survey development methodology to high schools in order to better understand this result and uncover practices that can lead to more equitable postsecondary outcomes among students of color and the economically

disadvantaged. Qualitative protocols were developed and the field work (observations at identified and recruited high schools) was completed.

- The Wisconsin Readiness Equity Network (WREN) project began in Year 3 in order to expand the WCER SLDS research track across the Pre-K-16 spectrum by exploring strategies to reduce disparities in the educational opportunities, skills, knowledge and behaviors of children of different racial/ethnic origins at kindergarten entry. A key component of this project is regular convening of early childhood stakeholders from districts and neighborhoods serving a large majority of the state's black children with UW researchers. This convening provides a forum to discuss problems of instructional practice common across districts and education contexts and allows researchers to hear directly from practitioners about how they can help solve these problems. In Year 4, the group convened twice. From these meetings and follow-up conversations, WREN project staff identified two areas where collaborative research-practitioner projects would address critical needs: professional development for play-based instruction and consistent, cross-district outcome measurement to help align early childhood standards. IRB approval and recruitment for these projects was secured in Year 4, with work continuing into the no cost extension year.
- WERAC convened twice during Year 4. The first meeting was held on November 1, 2018. The topic was sustainability of research practice partnerships. The discussion identified several specific sustainability strategies as well as action steps to begin carrying them forward. The second meeting was held on April 19, 2019. As with the fall meeting, topics included sustainability of current grant activities. Additional topics included DPI's priorities for an infrastructure focused 2019 SLDS grant application and feedback on DPI's research agenda and the process in place for setting the Department's research priorities.
- Directors and Assistant Superintendents at DPI regularly met with WCER researchers and evaluators for the purpose of braiding funding at DPI, specifying current and prospective partnership activities and integrating them into one formal contract. This effort has spread the DPI-WCER SLDS partnership activities across multiple DPI departments which will help additional sustainability efforts moving forward.

Project Outcome 5: Increase the Frequency, Quality, and Capacity for Local Evaluation

Outcome Summary and Major Accomplishments:

To capitalize on the opportunities the SLDS offers for improving practices in the service of productivity and equity, the Wisconsin Evaluation Collaborative (WEC) has been supporting evaluation capacity building in districts, allowing them to make more effective use of the SLDS in their efforts to help all learners achieve educational success. Achievements regarding the dissemination of research and evaluation projects are also included under this outcome.

Below are major accomplishments during Year 4:

- University partners from WEC and the Network continued working with Sun Prairie Area School District to study and evaluate the district's personalized learning program. The work has involved assessing what personalized learning looks like in practice, developing tools to quantify that, and evaluating how personalized learning may affect student outcomes. In Year 4, the team completed a rubric to quantify personalized learning and began studies to validate the instrument and link rubric scores to student outcomes from the SLDS.
- With the exception of the personalized learning work described above, Year 4 marked a shift from WEC delivering capacity building efforts directly to LEAs to improving DPI's evaluation capacity and improving our ability to guide LEA's through a continuous improvement process.
 - WEC provided consultation and material support to DPI's Family Engagement Workgroup by creating a strategy to inventory the Department's family engagement-related data collections (external to WISEdata). In addition, WEC analyzed the resulting inventory of surveys and questionnaires and worked with DPI stakeholders to identify areas of overlap and inconsistency in how we engage LEAs about family engagement.

- WEC continued supporting the CIP Evaluation Workgroup. Specific support activities in Year 4 included regular attendance at workgroup meetings as well as assistance in creating a scope of work, honing evaluation questions, developing a logic model, and inventorying DPI's CIP-related initiatives and data sources. In addition, WEC provided preliminary assistance in analyzing the use of DPI's data inquiry journal and whether ESSA-identified schools are leveraging the tool to identify and address gaps.
- Work on the Knowledge Mobilization project (KMb) also ramped up in Year 4. Road maps and work plans were created to guide the work and ensure the project's alignment to DPI's objectives for translational research and continuous improvement. KMb staff worked with WISExplore and CESAs to schedule listening sessions with practitioners across the state to uncover what types and forms of research would be most beneficial to their practice.
- Under KMb, WEC developed a process for curating research and evaluation results, making them accessible to practitioners, and posting them in WISELearn so they are discoverable by schools engaged in continuous improvement. The work of curation will capitalize on WISELearns "hub" feature to structure artifacts according to the key system features of an equitable multi-level system of supports. As of the end of Year 4, dozens of artifacts have been posted on WISELearn as a result of the KMb project, a hub on structural inequality has been completed drafted and populated, and a workplan has been finalized that will result in 13 WISELearn hubs completed by early 2020.

Project Outcome 6: Conduct research with data from other state agencies linked to the LDS

a) Outcome Summary and Major Accomplishments:

DPI contracted with the University of Wisconsin-Madison Institute for Research on Poverty (IRP) to complete a research study investigating the association between family income and student achievement. In Year 4, our partners at IRP completed this research study. Titled *Socioeconomic Disadvantage and Educational Achievement: Evidence from Integrated Education and Social Service*, the study has afforded us a more nuanced understanding of Wisconsin's economic disadvantaged student population. For example, one finding in the paper replicates a finding from Michigan that outcomes for students who are identified as FRL in every year are significantly worse than those students who are identified in nearly every year but not all years. A copy of the report is attached here:



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This report is also available in Project Narrative – Additional Information (Attachment B).

Below are additional accomplishments relevant to interagency data sharing from Year 4:

- An umbrella data use agreement between DPI and IRP was created and finalized. This agreement allows for IRP to incorporate DPI's SLDS data into their Multisystem Person File and matching process and will facilitate DPI's future participation in IRP's multi-agency research community.
- Membership in DPI's R User Group has grown to include data personnel from the Department of Health and Human Services, Department of Children and Families, and Department of Workforce Development. Example meeting topics include data suppression strategies, visualization, and research project workflow (3.3.2.1). We will continue monthly meetings of this group in order to make connections across agencies and facilitate communication among data personnel. To supplement these in-person meetings, we will continue maintaining the R User Group Google+ community so group members can ask for help, post resources, and identify common areas of interest.

- Completed coding of an R package to perform standardized data pulls and create standardized documentation to fulfill confidential data requests. Previously, data documentation was minimal and the level of detail provided was largely dependent on the analyst who filled the request. Our work in Year 4 ensures that everyone who receives data will receive commonly defined elements (through standardized pulls) and commonly described (through standardized documentation) datasets. Further, we have created and published a CEDS map that covers our confidential data request pull elements, making it easier for researchers to participate in that community and share results and methodologies across states.

Section 3: Budget Narrative

Funds were spent down as planned except for the following:

- Instructional Support, Project Outcome 2: Increase assessment literacy and balanced assessment practices. Under the NCE, which Wisconsin was granted, these improvements will continue and be completed during Year 5.
- Evaluation and Research, Project Outcome 4: Using the SLDS to Identify and Evaluate Equity-Promoting Practices. Under the NCE, which Wisconsin was granted, this work will continue and be completed during Year 5.
- Evaluation and Research, Project Outcome 5: Increase the Frequency, Quality, and Capacity for Local Evaluation. Under the NCE, which Wisconsin was granted, the work of WREN, WEC and The Network will continue through Year 5.

The above required Wisconsin to plan for Year 5 under a no-cost extension (NCE). The Year 5 budget included the funds not spent during the first four years of the grant (the NCE funds) and the Supplemental Funds which were granted.

With an original total grant of \$5,242,866 and expenditures of \$4,675,267 through Year 4, the Year 5 NCE budget is \$567,599. Wisconsin was also granted Supplemental funds of \$210,569 to be spent during Year 5. With both the NCE funds and the Supplemental funds, the total Year 5 budget is \$778,168 and the total grant amount now is \$5,453,435. The Year 5 budget was verified as correct.

1) Personnel

- a) **Expenditures:** Personnel expenditures are \$1,490,663.96 grant-to-date. In Year 4, the expenditures were \$583,684.25, which differs from the budgeted amount of \$615,839.45.

For most of the year, full-time grant staff consisted of one project manager, one Instructional Support Lead/Assessment Consultant, one Research and Evaluation Lead/Research Analyst, and one Instructional Media Expert. These staff work with and coordinate efforts of other DPI and CESA staff to be sure grant work efforts remain on track and results are of high quality.

- b) **Budget Discrepancies:** The discrepancy between the budgeted amount and the expenditures resulted in Wisconsin's NCE application.
c) **Changes to Budget:** NCE Personnel budget will be expended during year 5.

2) Fringe Benefits

- a) **Expenditures:** Fringe Benefits expenditures grant-to-date are \$330,419.04. In Year 4, the expenditures were \$146,362.23, which differs from the budgeted amount of \$155,905.40.
b) **Budget Discrepancies:** The discrepancy between the budgeted amount and the expenditures resulted in Wisconsin's NCE application.
c) **Changes to Budget:** NCE Fringe Benefits budget will be expended during year 5.

3) Travel

- a) **Expenditures:** Travel expenditures are \$67,464.06 grant-to-date and \$33,501.88 in Year 4. Travel was for grant staff to attend meetings, workshops, trainings and conferences related to the grant.
b) **Budget Discrepancies:** No discrepancies during Year 4.
c) **Changes to Budget:** None.

4) Equipment

- a) **Expenditures:** No funds were budgeted or spent in Year 4 for equipment.
- b) **Budget Discrepancies:** There was no budget for Equipment in Year 3, while actual expenditures were \$886.96. This overage was made up by transferring money from the Contractual line, leaving nothing overspent for Equipment in Year 3.
- c) **Changes to Budget:** None in Year 4.

5) Supplies

- a) **Expenditures:** Expenditures for Supplies grant-to-date were \$198,226.61 and in Year 4 were \$139,568.16.
- b) **Budget Discrepancies:** No discrepancies during Year 4.
- c) **Changes to Budget:** None.

6) Contractual

- a) **Expenditures:** Expenditures for Contractual Services grant-to-date were \$2,381,858.07. In Year 4 they were \$919,024.96, which differs from the budgeted amount of \$1,424,452.96.
- b) **Budget Discrepancies:** The discrepancy between the budgeted amount and the expenditures resulted in Wisconsin's NCE application.
- c) **Changes to Budget:** NCE Contractual budget will be expended during year 5.

7) Construction

No SLDS funds were budgeted for construction and there were no expenditures.

8) Other

- a) **Expenditures:** There were grant-to-date expenditures in this category of \$52,768.18. In Year 4 they were \$16,758.13, which differs from the budgeted amount of \$25,000.
- b) **Budget Discrepancies:** The discrepancy between the budgeted amount and the expenditures resulted in Wisconsin's NCE application.
- c) **Changes to Budget:** The NCE budget category of Other will be expended during year 5.

9) Total: (can be left blank)

10) Indirect Costs

- a) **Expenditures:** Expenditures for Indirect Costs grant-to-date were \$152,979.79. In Year 4 the expenditures were \$88,724.74, which differs from the budgeted amount of \$100,955.83.
- b) **Budget Discrepancies:** The discrepancy between the budgeted amount and the expenditures resulted in Wisconsin's NCE application.
- c) **Changes to Budget:** The NCE Indirect Costs budget will be expended during year 5.

11) Training Stipends

No SLDS funds were budgeted for training stipends.

Section 4: Budget

The Budget has been updated and approved in GRADS360. Please see the budget in GRADS360 or see Project Narrative - Additional Information – Attachment E for the complete budget.

Section 5: Patents/Disclosures

In Year 4, there were no patents or disclosures which were awarded as a result of work done using SLDS grant funding.

Section 6: Institutional Review Board (IRB) Approval

Please see a copy of the IRB letters for the research projects with IRP and WCER. These are attached as Project Narrative – Additional Information – (Attachments C and D).

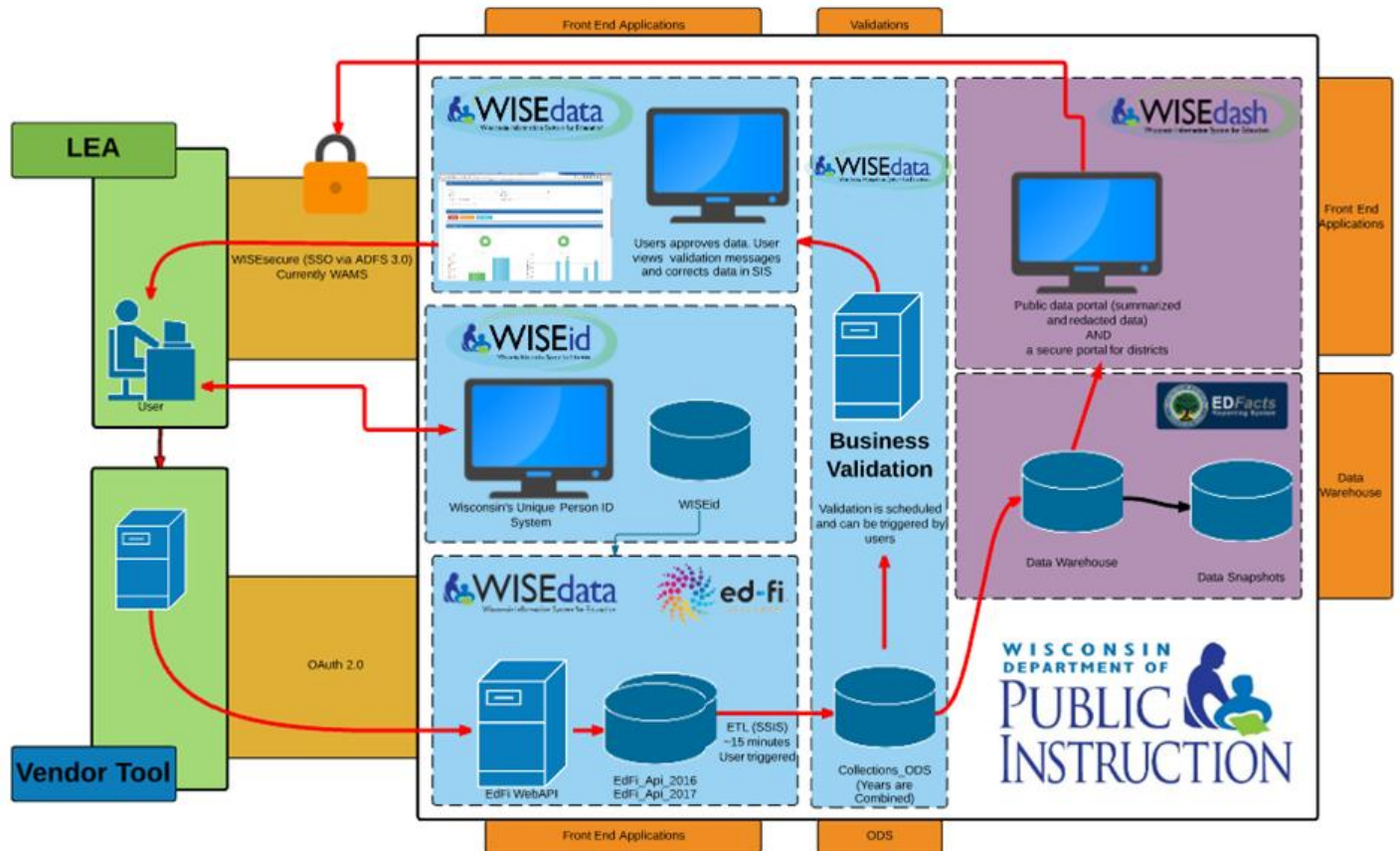
Section 7: Data Security

We affirm that we are aware of federal and state data security and student privacy regulations. Below is a summary of policies and procedures that are in place to ensure compliance, with related attachments.

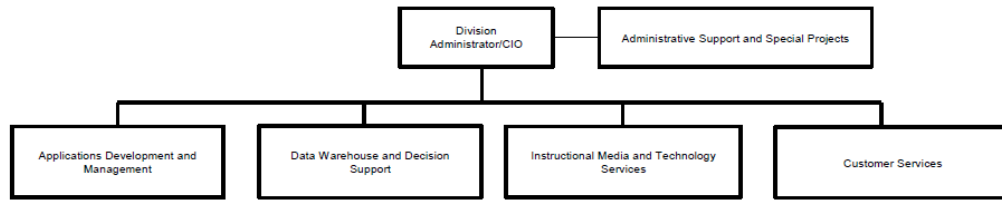
Data Flow and Organizational Chart

Below is a diagram of the WISEdata flow and the organizational chart for the IT functions of the Division of Libraries and Technology at DPI:

Data Flow:



IT-Related Staff Functions:



| | | | |
|--|--|--|--|
| <p>Project planning and management Business Analysis for application development Develop, analyze, and maintain systems that capture, interrelate and report data finance, payroll, budget, compliance, and other data collection and reporting. Maintain enterprise data Application architecture Application security Web application development Web services/API libraries Quality assurance Tier 2 customer support DBA maintenance and support .NET development Java development MS SQL and PLISQL development</p> | <p>Business and technical analysis for data warehouse data mapping, includes data definitions File specifications for loading data from various data collections to the data warehouse ETL development Data verification of ETL Dashboard design, development Quality assurance process and testing Reporting requirements, design, and development (SSRS) Ad hoc/annual data requests WISEdash Public Portal Monitoring federal policy changes related to data Tier 2 support for warehouse and data related issues including ASM Database support for warehouse Data governance and management Data quality Data privacy and security technical assistance (shared) Coordination and submission for federal reporting P20 Webservice development and support ECIDS development and support BI Tool Selection, Implementation and Support</p> | <p>WISELearn educator resource portal including content repository, LMS, and social Digital Learning Advisory Council (DLAC) Integrated Technology Planning (Future Ready) Data privacy and security technical assistance (shared) DPI website management, accessibility FRED intranet maintenance Forms design, development, and management Wisconsin Digital Learning Collaborative (WDLC) platform integration Google Apps for Education agreement E-rate and TEACH grant support Adobe fillable forms STAR IT support -ELM LMS Digital Leadership Licensure- Professional Learning/CoSN CETL Liaisons with WETL, WEMTA</p> <p>Desktop/device support and helpdesk Coordinating tiered support structure across agency and applications Microsoft user support Google user support Email user support Footprints, Lyris, other agency software solution user support Mobile device support Video conferencing user support Form and survey tools DPI internal LMS support New staff onboarding support Management of DPI internal directory</p> <p>Network support (SAN/LAN) Network server support Network security Applications server support (System Administrator) Database server administration Technical architecture SSRS / SSIS administration Cloud services management Google system administration Footprints, Lyris, other agency software solution administration Video conferencing technical administration Email system administration COOP support</p> | <p>Student, staff, and other data collection, planning, user testing, operations, and support. Tier 1 helpdesk support for all agency external applications including student data collections, staff data collections, other collections, WISEdash (secure and public) EE, ELO, etc. User group support Maintenance of user knowledge base tools Management of external support ticketing systems ASM Help Desk Support Business and technical analysis and support for specific data collections like WISEdata WISEid, WISEstaff, SPR, and School Directory Ad hoc/annual data requests Data testing for data warehouse Directory annual update (document)</p> |
|--|--|--|--|

For the following Policy, Privacy, Security and Data Request information:

An audit was conducted by Sean Cottrell, of PTAC, in year 4. Wisconsin is exemplary in these areas and has been asked to be a reference for PTAC to send other state to, so other states can learn from what Wisconsin has done with these areas. **Sean’s report is found in the Project Narrative – Additional Information area – Attachment G.**

Policy Information and Training

DPI policies require staff to safeguard sensitive data, and comply with state and federal laws. **The following are referenced in Sean’s Audit Report:**

- Acceptable Use Policy
- Email policy
- Student Data Access
- Confidentiality of Individual Pupil Data and Data Redaction

Privacy and Security Training

- All DPI staff are required to take IT security training, using the Star ELM system. Below is a screenshot of this training resource:

Learning Home | My Page

Personalize Content | Layout | Help

New Learning

- Getting from Conflict to Creative Solutions ConflictSolutions 11-14-18 - Classroom
- Creating a Culturally Competent Workplace CulturalWP 12-18-2018 - Classroom
- Creating a Culturally Competent Workplace CulturalWP 10-30-2018 - Classroom

Quick Links

- Find Learning
- My Learning
- Certifications
- Learning Objectives
- Learning Plans
- Supplemental Learning

Learner Transcripts

- Learner Transcript

Announcements

- STAR and ELM Job Aids: <http://starconnection.wi.gov/Training/STARJo...>

Welcome, Reniero, Kim P

Search for Learning

Enter a keyword and select the Search button to initiate the search.

My Current Learning

View All Learning

| Title | Type | Required | Status | Due Date | Launch |
|-------------------------|---------------|----------|----------|------------|--------|
| Certificate for EITS... | Certification | | Expired | 09/30/2017 | |
| 2018 Wisconsin Publi... | eLearning | | Enrolled | | |
| EITS 205 - Public Wi... | eLearning | | Enrolled | | |
| EITS 205 - Social Ne... | eLearning | | Enrolled | | |
| EITS 204 - Office Se... | eLearning | | Enrolled | | |

View All 15

My Learning Calendar

July 2018

| Sun | Mon | Tue | Wed | Thu | Fri | Sat |
|-----|-----|-----|-----|-----|-----|-----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 | 31 | | | | |

Today

- New employees are required to take the Personally Identifiable Information onboarding module. In addition, anyone who requests access to data using the Internal Data Access Request process is required to take it as well. We recommend that all staff review this module if they have not already done so. A screenshot of the main page of the training is below:

lesson 16

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Lesson 16
Personally Identifiable Information (PII)

This lesson should take about 10-15 minutes to complete.

Last updated November 2017

← PREV NEXT →

Menu

- Lesson 16
 - Home
 - Introduction
 - Definitions of PII
 - Non-Sensitive and Sensitive PII
 - Context of PII
 - Workplace PII
 - Actions To Protect PII
 - PII-Related DPI Policies
 - More Resources
 - Question 1
 - Question 2
 - Question 3
 - Question 4
 - Lesson 16 Complete

- Additional privacy resources and training can be found on our website here: <https://dpi.wi.gov/wise/data-privacy/resources>.

Staff Access/Internal Data Access Request Policies

- The following documents are available for your review:
 - [Creating a WAMS ID](#)
 - DPI Internal Data Access Request Process Database and Application Tool (referenced in Sean's Audit Report)
 - [Overview to Student Data Privacy presentation](#)
 - [Personally Identifiable Information \(PII\) training module](#)
 - [Committee on School Data](#)
 - Creating a Data Access Request
 - Footprints Create Data Access Requests

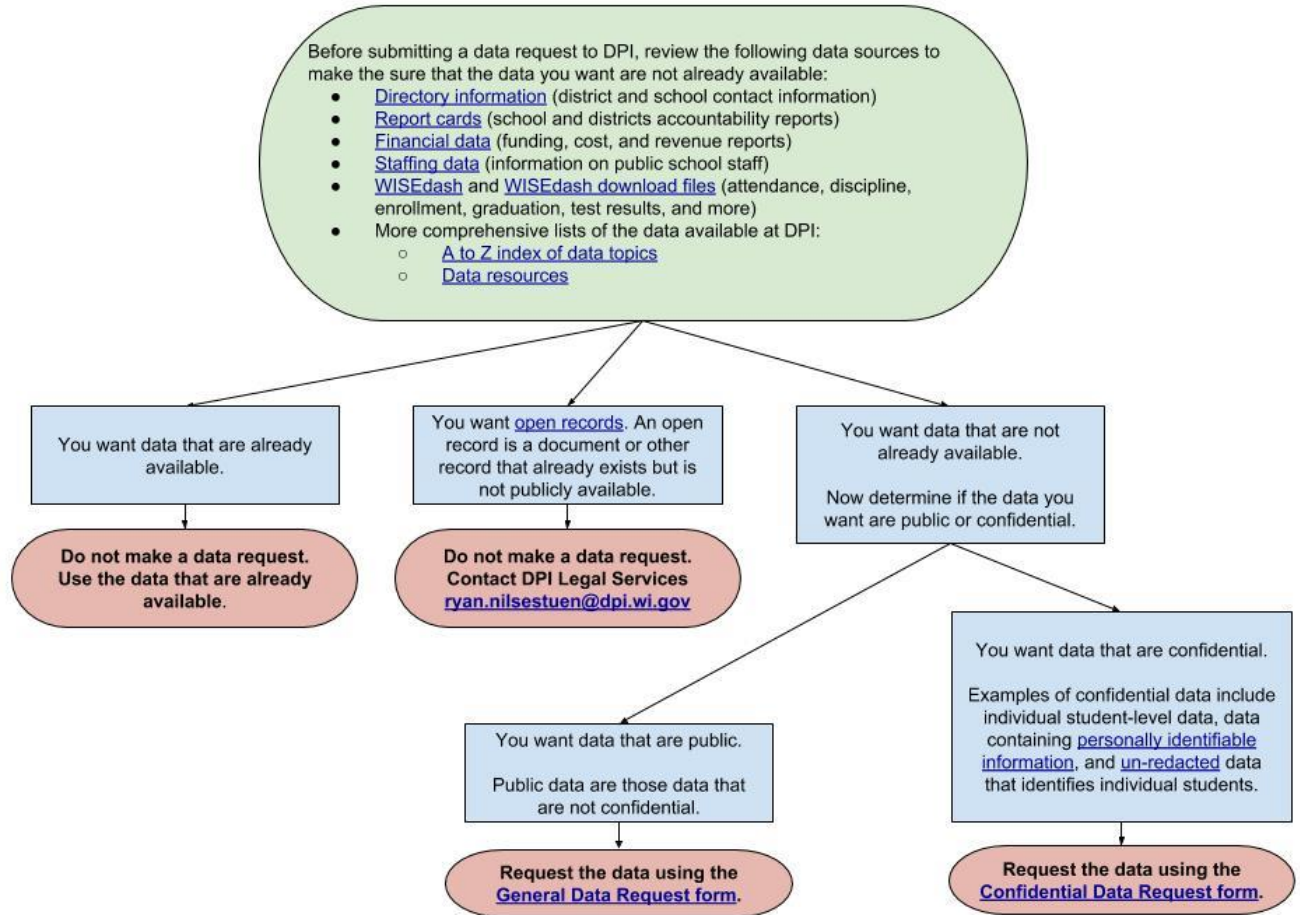
The screenshot shows the top portion of a web application. At the top left is the Wisconsin Department of Public Instruction logo. To the right is a search bar with a 'SEARCH' button and a dropdown menu set to 'Advanced'. Below this is a yellow banner with a message: 'You must enable pop-up windows in your browser. Click here for instructions. Click here to disable this warning (after you have enabled pop-ups)'. A navigation bar contains icons and links for 'Home', 'New Request', and 'Reports'. Below the navigation bar is a welcome message: 'Welcome to DPI's Data Security Access Request Process' followed by the instruction 'Please click on "Home" or "New Request" and login using your Network Credentials'. Underneath is a 'Knowledge Base' section with a link to 'Switch to Advanced Search Mode'. A 'Browse' section contains a search input field with the text 'Search Results for Keyword' and a 'GO' button. Below the search field is a table with columns for 'Solution #', 'Title', and 'Popularity Count'. The table is currently empty, with the text 'There are no Solutions.' displayed below it.

- [Footprints Create Data Access Request User Guide](#)
 - [Temporary Authorization Form](#)
- Another useful site is located here: [Student Data Privacy Main Menu](#)
 - Data Contacts Inventory (Referenced in Sean's Audit Report)
 - Data Governance at DPI presentation (Referenced in Sean's audit Report)
 - The [Data @ DPI](#) site has a wealth of information relating to DPI data, including links to our data elements and how we use data. Here is a partial list of information available on this site:
 - Overview
 - Data Tools
 - DPI Student Data Fact Sheet document
 - DPI Student Data Overview FAQ document
 - Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the US Department of Education document
 - Data Elements webpage
 - Download of Data Elements
 - List of data elements with their associated web pages

External Data Requests

- This page has all of the public data request information, both for general and confidential data: <https://dpi.wi.gov/wise/data-requests>
- Data Use Agreement template is included as an attachment (Reference in Sean’s Audit Report) is the process flow to assist with external data requests. This is posted on the data request webpage.

How to Request Data from DPI



Data Use Agreements (DUAs) for SLDS Research Projects

DUAs for SLDS work are referenced in Sean’s Audit Report.

Section 8: Budget for Non-SLDS Funds (524 Section B)

There was no non-SLDS funded spending for the reporting period.

Section 9: Project Plan

The Project Plan has been revised in GRADS360. Please see the project plan in GRADS360 or see the Project Narrative - Additional Information – Attachment F for the complete project plan.