

***State Superintendent's Presentation  
CCSSO Summer Conference  
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Wisconsin has been providing our schools, districts, teachers, parents, and communities with rich information such as demographics and enrollment trends, student attendance and behaviors, course taking trends, and academic achievement. Of course, these data reports are not unique to Wisconsin; many states are working to provide similar data.

We are, however, particularly proud of our user friendly system for providing these data to our various stakeholders and partners. This system is known as Wisconsin's Information Network for Successful Schools, or WINSS, and it is an electronic resource, complete with web access, designed with our stakeholders in mind. WINSS was created through a partnership among the North Central Regional Educational Laboratory, the Office of the Governor, and the Department of Public Instruction.

WINSS is accessible via the Department of Public Instruction's website and has four main sections: standards and assessment, data analysis, continuous school improvement, and best practices. Each is designed to guide users to key local, state, and national information about success in education.

The standards and assessment section outlines Wisconsin's expectations for students and provides ideas, information, and tools to assess progress as we strive to educate the hearts and minds of all students.

The data analysis section provides detailed information about school and district data and is the heart of WINSS. This section uses scatter plots, graphs, and tables to display the data. Users can compare data among schools within a district, among schools across districts or regions. The data may be disaggregated by subgroups including economic status, gender and race/ethnicity.

The real power of data lays in the ability of staff to use it to plan improvements, and that is the beauty of the continuous school improvement section of WINSS. It allows the user to download all the school data into a school improvement planning tool. In addition to data available in the data analysis section, there are online surveys that can be used to gather perception data from parents, staff, and students. This also flows into the school improvement planning tool.

The final WINSS section is best practices. It provides answers to key questions about professional development, leadership, school and community partnerships, and evidence of success. WINSS has been, and continues to be a great resource for our schools and communities.

For the past five years, Wisconsin has also been a participant in the Surveys of Enacted Curriculum (SEC) project. SEC has provided the department with a visual data picture of our standards, our state assessments, and assessment frameworks. These visual data have been helpful to us as we analyze the relationship of our assessments to our standards and assessment

framework. This data has been one of the tools used as we made changes to our student assessment system.

SEC provides us with a way to visualize what content teachers indicate they are teaching. We are able to compare this information to visual data picture of our standards, our state assessments, and assessment frameworks. Districts and schools in turn use this data to inform curricular changes, while planning for school improvement, and making programmatic decisions.

What I especially like about SEC is that through the survey process, teachers are able to reflect on their own instructional practices, teaching strategies, and classroom cognition activities – their enacted teaching – a powerful professional development tool. In Wisconsin, we know that our English language learning (ELL) population is rapidly increasing in every part of our state and that teaching this population of students sometimes requires unique strategies. Because we believe so strongly in the power of the SEC visual data, we are participating in the SEC English Language Learner’s project, and this fall, we are inviting specific districts to participate in this project. We are asking them to participate in the content areas of mathematics and science at the middle school level. We hope, through our participation, that we will learn how to better serve our teachers with ELL students and design professional development activities for them.

But this is not enough. We are submitting an application to develop and expand our data system in order to meet the demands of our state’s educational priorities: narrowing the achievement gap, building 21<sup>st</sup> century skills, and moving toward a PK-16 model in which all stakeholders — educators, students, business, government — can make informed educational policy decisions based on sound longitudinal data.

Wisconsin has begun to build a longitudinal data system, and we have done this work internally with minimal outsourcing. The need for longitudinal data is growing. WINSS has been a valuable resource for parents, students, and educators in Wisconsin for many years. However, as with any system, technologies change. Organizational needs change. Rather than be constrained by the technologies chosen more than a decade ago, we plan to leverage the growth and abilities of our technology staff and keep the maintenance in-house. This will allow us to adapt to changes in technology, changes in data reporting, or changes in the technical architecture of the system in a more efficient manner.

Leveraging new technologies will also streamline our data, and by building this interactive capacity, we will enable users to access a variety of datasets, create ad hoc reports and enable research that was never possible before. All of these systems and projects are essential tools in our efforts to ensure that every child in Wisconsin receives a quality education.

Thank you.