

## Plan Overview

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*A Data Management Plan created using DMPTool*

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## Nisawi

Data management and decision-making responsibilities for the Misawi Project follow this chain of command: a) Waadookodaading Governing board to the School Director Brooke Ammann who exercises administrative oversight for all school operations (1.00 FTE), b) Misawi Project Director (0.15 FTE) with support of Project Assistant (0.15 FTE), c) Misawi Data Collection/Decision-Making DC/DM Director (0.15 FTE) with support of Assistant (0.15 FTE), DC/DM Team Leaders (0.60 FTE) who comprise the 4-6 member DC/DM Team which meets monthly or within one week of data dump for any given assessment. Team leaders are Keller Paap, Lisa LaRonge, Gimiwan, and Gaagigegiishigookwe. The Miswai Director and Assistant Director, DC/DM Director and Assistant Director are yet to be determined. Each will complete a 36-hour training session delivered by Dr. Jane Anderson, Project Consultant. The School Director bears primary responsibility for ensuring internal and external controls are in place to protect the confidentiality of the information, its appropriate use and dissemination.

DC/DM Director bears primary responsibility for managing the DC/DM process for this project, and Team leaders for DC/DM process as it pertains to their content strand. Researchers have sole responsibility for collecting, managing, and sharing data in accord with Human Subjects protocols promulgated by their research institutions and tribal, state, and federal authorities.

Data to be collected are indicated in the Assessment Plan for both students and training teachers (Appendices 1&2). All data, whether qualitative or quantitative, will be reported in formats generated by the testing or assessment service or individual conducting the assessment. All reports will use confidential identification numbers rather than names, except that reports to parents for their child will be identified by student name as authorized by policy or statute. The DC/DM Director and Assistant will collect and collate these data by content field and report them in both formats to the appropriate team leaders. Team leaders will analyze these data as they pertain to their content area. Each analysis will be shared with the DC/DM Team for synthesis and reporting to the Project Director and School Director. Formats for each of these team leader reports will be standardized by the DC/DM Director.

**Overview.** Student performance data are documented at several levels: 1) raw data, 2) collated data, 3) analyzed data, 4) synthesized data. Raw data and collated data are reported by the Data Collection/Decision-Making (DC/DM) Director to DC/DM Team Leaders and Members. Analyzed data are reported by each DC/DM Team Leader to DC/DM Director, Misawi Project Director and the Waadookodaading Governing Board. Synthesized data are reported by the DC/DM Director to the Misawi Project Director, School Director, and Governing Board. Critical data are included in all project reports to school authorities as formal quarterly reports. Federal reports are filed with the BIE and Department of Education incorporating GPRA and GEPA benchmarks.

### **Student Performance and Assessment Data.**

**1. Classroom Japanese Lesson Study Model assessments** in Ojibwe and English aligned with Western & Ojibwe curriculum, developed through the grant; grades 4-8; Primary (Formal & Informal) and Supplementary (Formal & Informal) Input, Process, & Output data; Quantitative & Qualitative; Individual Student-, Class-, Grade level- and Schoolwide Reports generated by Waadookodaading Language Specialist and Consultant. Unit completion reports (2-4 weeks per unit).

**2. Grade level Ojibwe oral fluency/literacy proficiency assessments** developed through the grant aligned with ACTFL standards modified for Ojibwe immersion; grades 4-8; Primary (Formal & Informal) & Supplemental (Formal & Informal) Input, Process, & Output data; Quantitative & Qualitative; Individual Student-, Class-, Grade level- and Schoolwide Reports generated by Waadookodaading Language Specialist. School-year reports (pre-, mid-, and post-tests).

### **3. State/BIE Mandated Tests:**

*a. Wisconsin Forward Exam:* English Language Arts/Reading & Math grades 4-8; Science & Social Studies grades 4&8; Formal (Primary & Supplemental) Input, Process, & Output data; Quantitative; All are Individual Student-, Class-, Grade level- and Schoolwide Reports generated by Wisconsin Department of Public Instruction, including proficiency levels based on statewide norms. School yearend reports.

*b. Dynamic Learning Maps Alternative Exams (for students with cognitive disabilities):* English Language Arts/Reading & Math grades 4-8; Science & Social Studies grades 4&8; Formal (Primary & Supplemental) Input, Process, & Output data; Quantitative; All are Individual Student- and Schoolwide Reports generated by Wisconsin Department of Public Instruction. Performance indicators per IEP reported by SPED Director. School yearend reports, with intermittent assessments per IEP.

### **4. Schoolwide Student Performance Tests:**

*NWEA MAP:* Math, Reading, Language Usage, & Science (composite & subtests) grades 4-8; Formal (Primary & Supplemental) Input, Process, & Output data; Quantitative; All are Individual Student-, Class-, Grade level- and Schoolwide Reports generated by NWEA MAP with Individual Student Performance Goals stipulating growth benchmark goals in terms of RIT scores. School-year reports (pre-, mid-, and post-test).

*5. IEP Reports/Conference Reports:* Grades 4-8: Formal (Primary & Supplemental) & Informal (Primary & Supplemental) Input, Process, & Output data; Quantitative & Qualitative; All are Individual Student reports generated by report cards and incident reports filed with the school and sent to parents; School-year quarterly reports for grades and comments, with incident reports filed whenever an incident occurs. Teacher & parent comments included.

*6. Individual Student Attendance & Behavior Reports:* Grades 4-8; Formal (Primary & Supplemental) & Informal (Primary & Supplemental) Input, Process, & Output data; Quantitative & Qualitative; All are Individual Student reports generated by report cards and incident reports filed with the school and sent to parents; School-year quarterly reports for grades and comments, with incident reports filed whenever an incident occurs. Teacher & parent comments included.

### **Teacher Trainee Performance Assessments and Data.**

*1. Japanese Lesson Study Teacher/Team Performance Assessment Rubric* (expressed in terms of improved student performance). Individual student and classroom performance data with Team Leader analysis & comments. Formal (Primary & Supplemental) & Informal (Primary & Supplemental) Input, Process, & Output data; Quantitative & Qualitative; All are Individual Trainee reports generated by team process and team leader/supervisor. School-year quarterly reports with incident reports filed whenever an incident occurs. Trainee written responses included.

*2. Student Performance Data* from trainee's classes. (See the above Student Performance data.)

*3. Academic Ojibwe Fluency/Proficiency Assessments* administered by Ojibwe Language Specialist. Reported by ACTFL fluency and proficiency indicators. Formal (Primary & Supplemental) & Informal (Primary & Supplemental) Input, Process, & Output data; Quantitative & Qualitative; All are Individual Trainee reports generated by the Ojibwe Language Specialist. School-year quarterly reports. Trainee written responses included.

**4. Professional Development Plan Portfolio.** Assessed by PDP Team with portfolio scoring rubric based on Wisconsin Standards of Effective Practice. May include edTPA video with embedded evaluator comments as mixed media. Formal (Primary & Supplemental) & Informal (Primary & Supplemental) Input, Process, & Output data; Quantitative & Qualitative; All are Individual Trainee reports generated by the PDP Team. School-year semesterly reports. Trainee written responses included.

**5. Annual Teacher Evaluation.** Written observation from Supervisor using approved schoolwide observation report based on Standards of Effective practice, with rating score and comments. Formal (Primary & Supplemental) & Informal (Primary & Supplemental) Input, Process, & Output data; Quantitative & Qualitative; All are Individual Trainee reports generated by the School Director. School-year semesterly reports. Trainee written responses included.

**6. Cultural Literacy Evaluation.** Modified from Hawaiian Indigenous Education Rubric for Ojibwe Cultural Standards. Formal (Primary & Supplemental) & Informal (Primary & Supplemental) Input, Process, & Output data; Quantitative & Qualitative; All are Individual Trainee reports generated by the School Director. School-year semesterly reports. Trainee written responses included.

All project data are managed through Waadookodaading following confidentiality policies promulgated and enforced by the Bureau of Indian Education, US Department of Education and other federal authorities (FERPA, ESSA, etc.), Wisconsin Department of Public Instruction, Lac Courte Oreilles Ojibwe School. The LCO School Director charged with responsibility for maintaining all internal and external controls for protecting confidentiality of individual students and teacher trainees. All directors and staff managing school data are required to complete the Wisconsin DPI's Training modules which provide an overview of student data privacy requirements and specifically address protection of personally identifiable information, FERPA, sharing across systems, student records and confidentiality, statistical methods for protecting personally identifiable information in aggregate reporting, and software to protect student privacy. Data are shared with parents as required, with feedback loops to record parental formal and informal response managed by the Waadookodaading School Director. The Waadookodaading School Director is charged with primary responsibility for maintaining all internal and external controls for protecting confidentiality of students and teacher trainees involved in the Misawi Project. The DC/DM Director, Team Leaders and Teams are charged with responsibility for managing all data under their purview in accordance with all internal and external controls to protect the confidentiality of those involved. At minimum, these policies require the use of confidential identifiers instead of names to protect all participants, except that data released a) to parents may include student names, and b) to teacher trainees may include trainee names. Public reports will be redacted if readers can identify students or trainees from shared descriptor information (e.g. 4th grade math male student, or, 7th grade Social Studies teacher trainee). Research data will not be shared or released unless researchers have an approved Data Management Plan ratified by school authorities which includes Human Subject safeguards required by governing bodies of the research institution and tribal, state, and federal authorities.

All raw data will be shared with designated school/project officials and staff within 7 school days of receipt. Collated data will be released within 7 school days to designated staff. Intervention data for individual students or classroom/training teachers will be released within 7 days of receipt of raw data. Parents of affected students and teacher trainees will receive intervention reports which include data and data analysis within 5 school days of their receipt by school designees, with preferred option to share all intervention through the Intervention or IEP process where parents are team participants. Reports issued to governing bodies will include data and data-analysis, shared as-needed or through quarterly reports; thereafter, the governing bodies will release public reports with data which have been redacted as indicated to protect the confidentiality of those involved. Data sharing by researchers will take place at the time all reports and findings are presented for approval by the school governing board, tribal

board, and peer reviewers and will not be publicly released unless approved by these authorities and publishers.

Raw data are shared in the manner and format reported by the source. Collated data are shared as Excel or other spreadsheets in the manner and format reported by the designated official or school staff. Data included in intervention reports or other formal or informal reports submitted to school administrators or governing board authorities will be shared in data tables included in the body of the report or appendix. Data included in public reports will be shared in a format designated by the administrator or governing board authorities.

No external data-sharing agreements are in place for this project at this time; however, the Wisconsin Department of Public Instruction's Data-Sharing Agreement Toolkit will be used to generate data-sharing agreements as required per Wis. Stats. 115.297 which: 1) Specifies the purpose, scope, and duration of the data-sharing agreement; 2) Requires the recipient to personally identifiable student data only for the purpose specified within the statute; 3) Describes the specific data access, use, and security restrictions with which the recipient will comply; 4) Requires that the personally identifiable student data be destroyed or returned when no longer needed for the purpose specified in the agreement or upon the expiration of the data-sharing agreement, whichever comes first; and 5) Prohibits the personal identification of any persons or individuals other than authorized representatives of the recipient who have legitimate interests in the information.

Data will be shared with agencies which have legal authority to access that data as stipulated by statutes; data will not be shared otherwise unless legally defensible and authorized by the Waadookodaading Governing Board.

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