JUMPING INTO HYPERSPACE

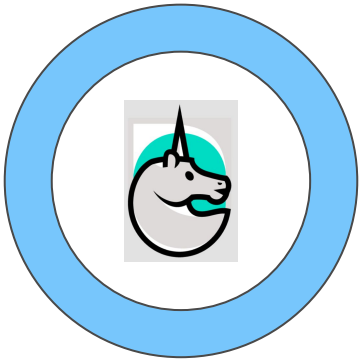
Leveraging Skills from Multiple Departments in the Great City Schools

How often have you...

Felt overwhelmed implementing new initiatives?

Wondered why it takes so long to get accurate, comprehensive data & reports?

Been aggravated that implementations aren't supported by all departments?



Interoperability

Interoperability is the seamless, secure, and controlled **exchange of data between applications**. At the core of interoperability is a focus on better informing instruction and driving student-centered learning experiences.

-Project Unicorn

Example: Cash on the Go

Example: Video Streaming

One Account and Password logs you into many apps on many devices anywhere you go

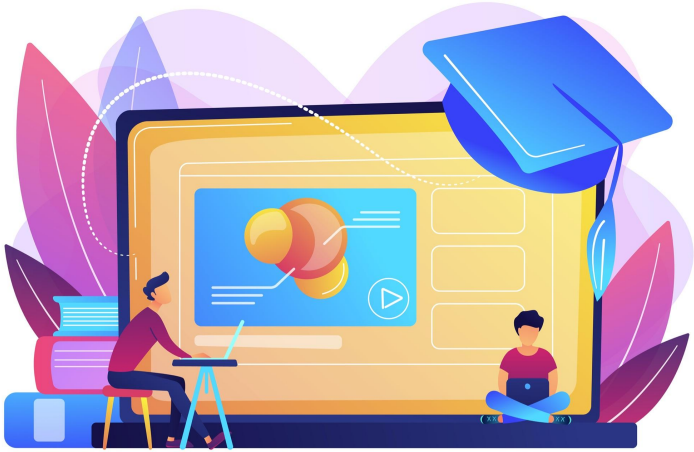
Example: Healthcare

Timely access to health data

Proactive Screening

Referrals between doctors

Interoperability in Education



Timely access to whole child data

Early warning indicators

Easy & Secure set up of new systems

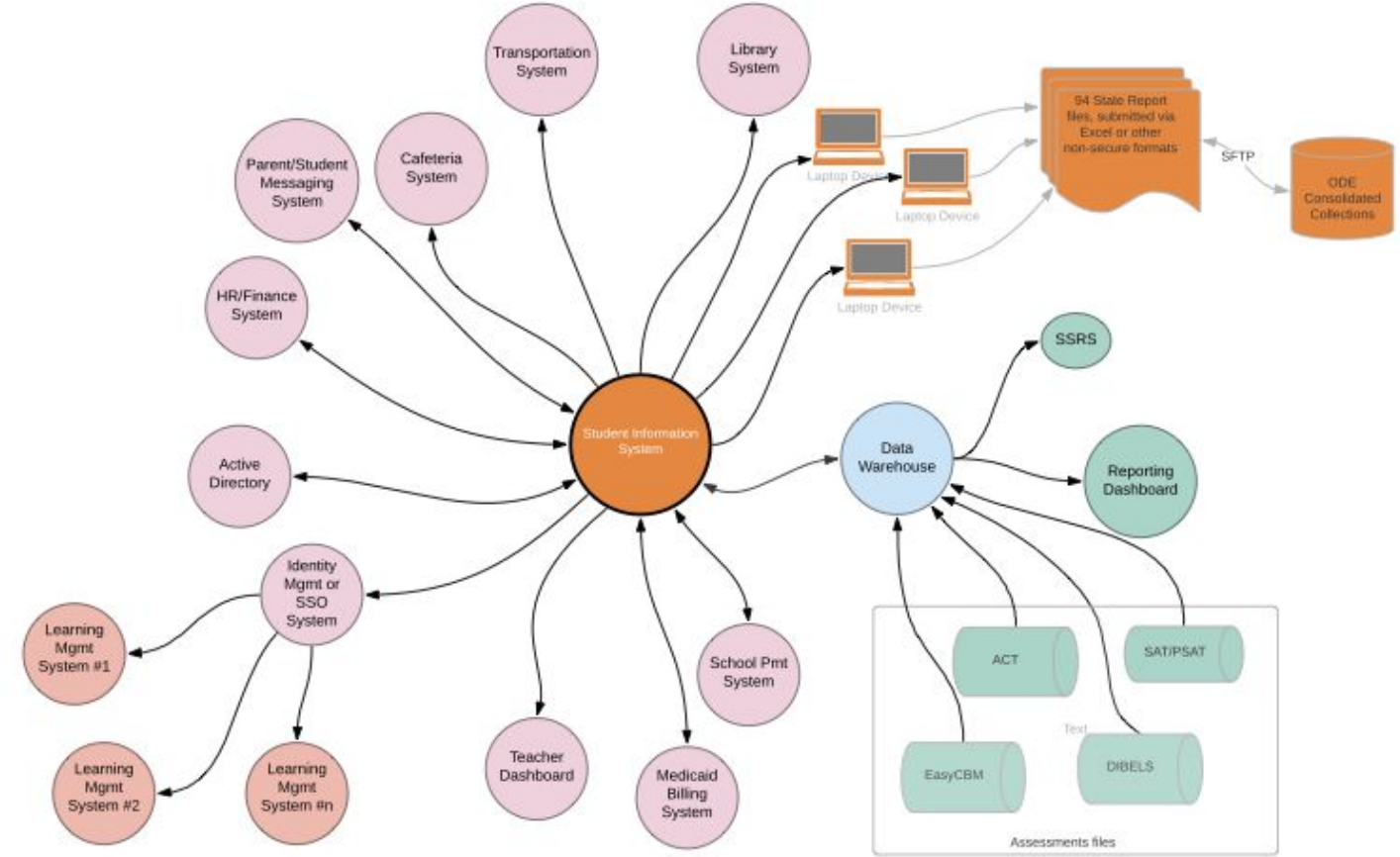
The Interoperability and Privacy Coalition

Three organizations representing districts, states, leaders, educators, and solution providers have come together to work towards a common goal of shifting behavior and strengthening the prioritization of interoperability, privacy, and security in procurement.

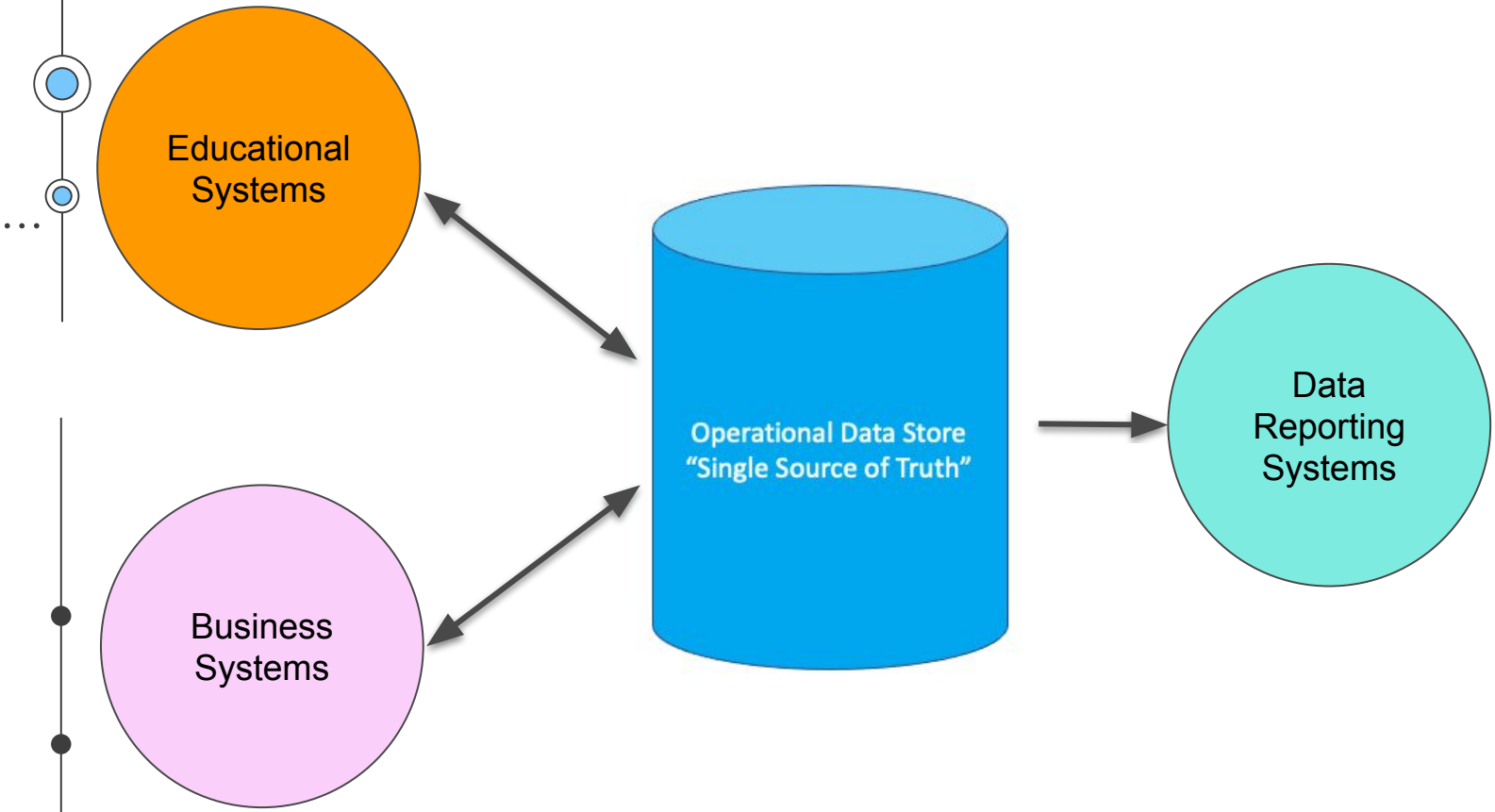
ISTE®

CCSSO
Council of Chief State School Officers

Data Systems in Most School Districts



Data Systems with a Single Source of Truth



Today We Will Cover:

- Case Studies from **Metro Nashville Public Schools and Clark County School District** - how these 2 districts are implementing cross-functional decision making and governance to improve student outcomes

- A new **Interoperability and Privacy Maturity Model** that these school districts are using to advance their maturity in Leadership, Governance, Procurement, Technology & Infrastructure, Implementation Fidelity, and Privacy

MNPS
Interoperability Journey

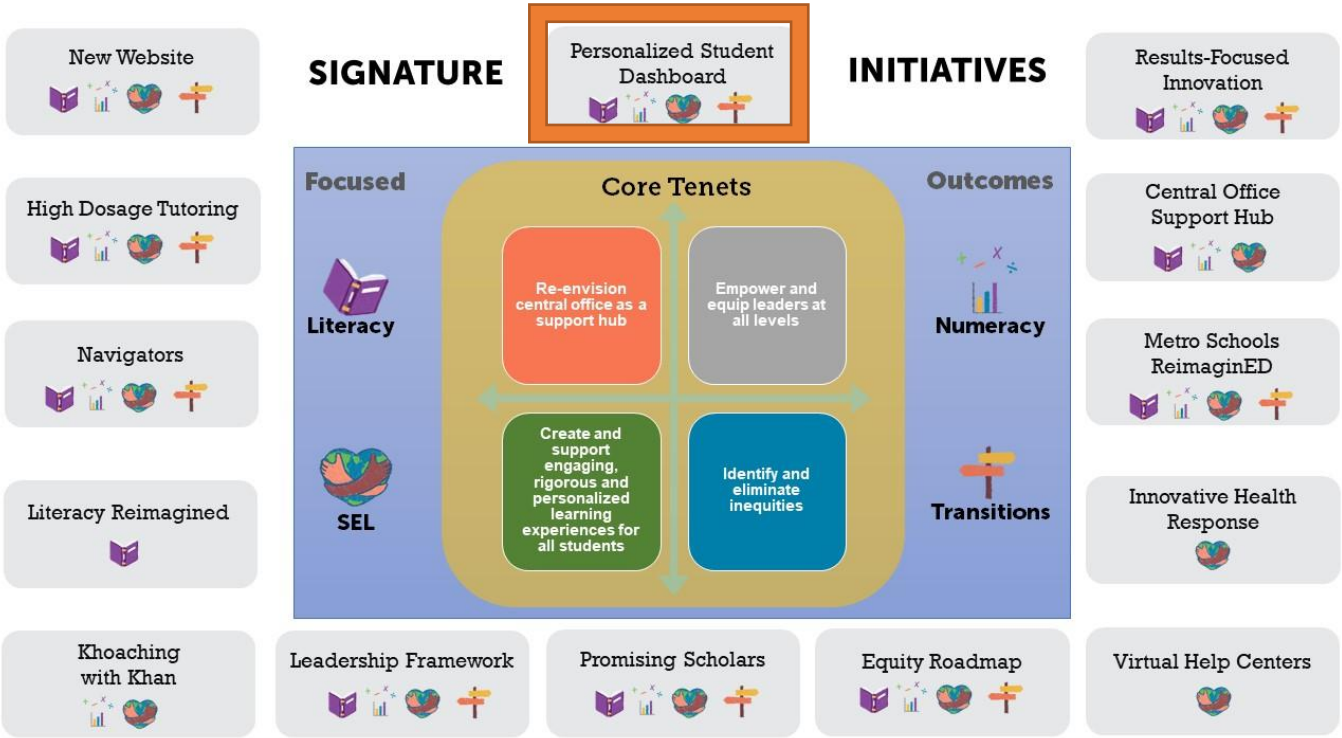
METRO
NASHVILLE
PUBLIC
SCHOOLS

CGCS Interoperability Digital Maturity Model

Area	Beginning Scoring	Year 1 Conclusion
Leadership and Vision	2.33	2.33
Procurement	2.14	2.00
Governance	2.10	2.30
Technology and Infrastructure Landscape	1.94	2.41
Implementation Fidelity	2.25	3.00
Privacy	1.80	2.25

Priority 1

Priority 1			
Domain	**Technology and Infrastructure Landscape**		
Capability	**Portals and Portlets**		
Definition	**Implements interoperability standards for Portals and Portlets. Student portals, parent portals, employee portals and more are extremely common on school web sites. A portal is made up of portlets – or mini-portals – that sit in their own small window and act like a mini-portal for a given purpose such as email, discussion forums, reports, and other information relevant to the individual accessing the portlet.**		
Current Maturity Level	**2**	**Current Maturity Description**	A documented plan for implementing Portals and Portlets interoperability standards is in development.
		EVIDENCE OF CURRENT STATE Description	*While the agency has implemented a few 'portals' for information and collaboration processes, there is not a formally documented procedure on how portals shall be integrated, managed or decommissioned.*
Desired Maturity Level	**3**	**Desired Maturity Description**	A documented process for implementing Portals and Portlets interoperability standards is complete but is not yet implemented organization-wide.
		EVIDENCE OF GOAL STATE Description	The district will pilot a district wide student portal and document the process by which data is collected and presented to the end user. This process will provide the organization a process for moving forward with additional portals.

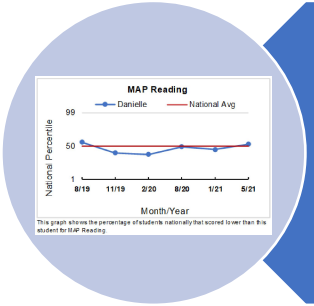

New Website
SIGNATURE
Personalized Student Dashboard
INITIATIVES
Results-Focused Innovation
High Dosage Tutoring
Central Office Support Hub
Navigators
Metro Schools ReimaginED
Literacy Reimagined
Innovative Health Response
Khoaching with Khan
Leadership Framework
Promising Scholars
Equity Roadmap
Virtual Help Centers
Focused
Core Tenets
Outcomes
Literacy
Re-envision central office as a support hub
Empower and equip leaders at all levels
Numeracy
SEL
Create and support engaging, rigorous and personalized learning experiences for all students
Identify and eliminate inequities
Transitions

Personalized Student Dashboard

NAME	SCORE	RESULT	DATE
MAP Reading, (MAPR	207.000	12TH %ILE	6/19/2021
Growth from Start of Year		Low Average	
MAP Reading, (MAPR	204.000	5TH %ILE	8/26/2020
Growth from Start of Year		Low	
MAP Reading, (MAPR	204.000	6TH %ILE	2/14/2020
Growth from Start of Year		Low	
MAP Math, (MAPMT)	215.000	14TH %ILE	6/25/2021
Growth from Start of Year		Low	
MAP Math, (MAPMT)	217.000	20TH %ILE	8/25/2020
Growth from Start of Year		Low Average	
MAP Math, (MAPMT)	209.000	12TH %ILE	2/25/2020
Growth from Start of Year		Average	

Phase 1

Timely, on-demand student data aligned to Focused Outcomes



Phase 2

Visual display of longitudinal student data, links to resources

Phase 1

Timely, on-demand student data aligned to Focused Outcomes

METRO NASHVILLE PUBLIC SCHOOLS

Available Data Phase 1

- MAP Assessment Scores (Automated)
- ACT Scores (Manual Load)
- Civics Exam Scores (SIS)
- WIDA ACCESS Scores (Automated)
- Attendance Data(SIS)
- Behavior Data (SIS)
- Course Grades (SIS)
- Academic Plan (SIS)

Parent Portal Guidance: MAP

Metro Nashville Public Schools » Learn » Academics » Assessments » Tests and Assessments » Parent Portal

Tests and Assessments

Parent Portal

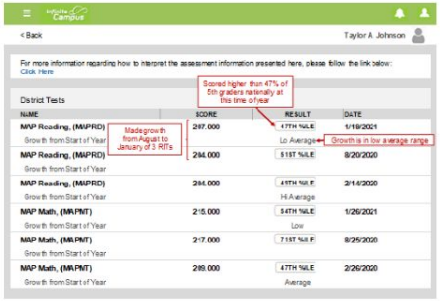
PARENT PORTAL

Assessment Information in Parent Portal

Measures of Academic Progress (MAP) | **ACT and Civics Exams** | **WIDA ACCESS**

MAP is a computer adaptive assessment that measures student academic achievement and growth over time. Because it adapts based on student responses and is grade level independent, MAP can provide growth data for all students, whether they are on grade level, below grade level, or above grade level. Results are nationally normed, which means they can be used to compare student achievement and growth to students nationally. The test is typically administered in Reading and Mathematics three times each school year.

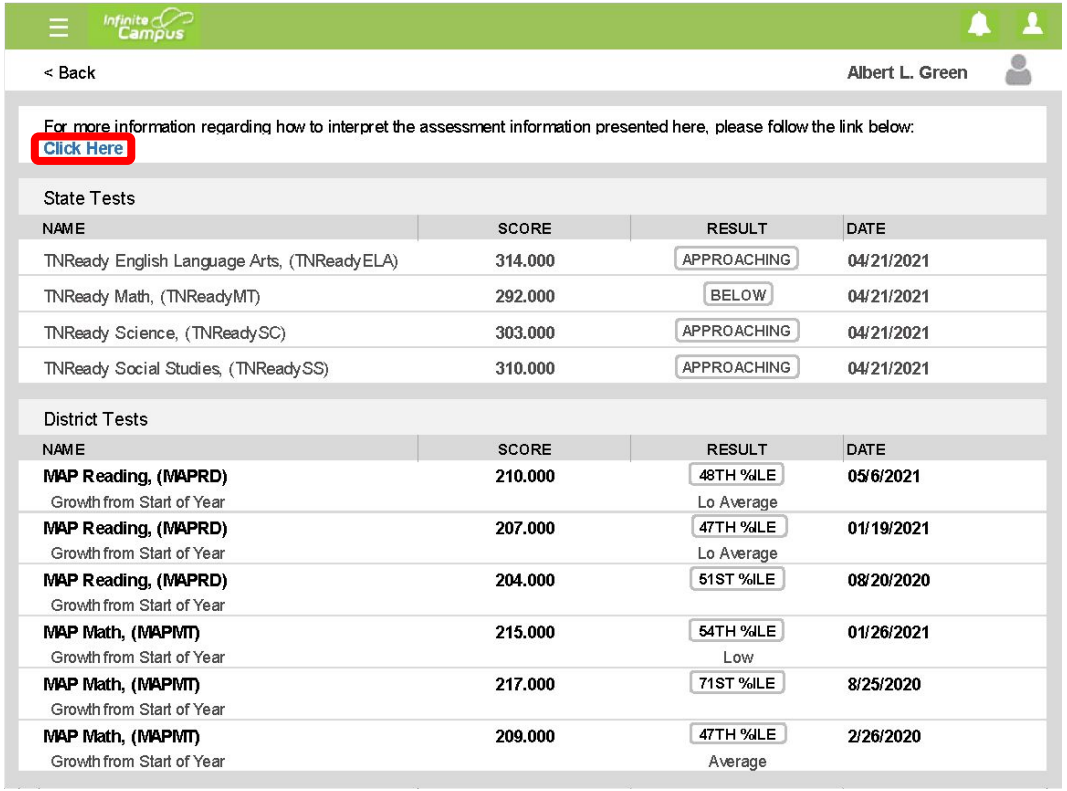
An example of a MAP Parent Portal report is shown below. The subject area (Reading or Math) is listed as part of the test "NAME." In the column labeled "SCORE" is a scale score known as a RIT score. A RIT score is an estimate of a student's instructional level. As a student's level of achievement grows over time, the RIT score should increase. If you have ever had a chart at home on which you marked your child's height at certain times, you might think of the RIT score as a mark we make to measure a student's academic growth.



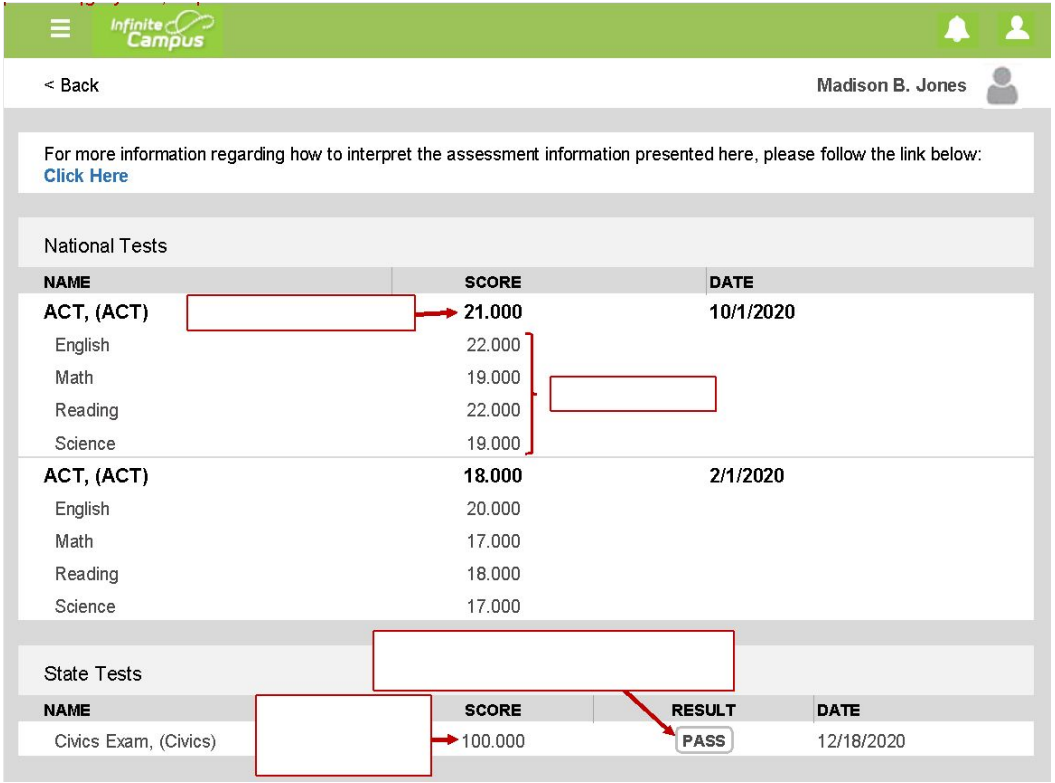
NAME	SCORE	RESULT	DATE
MAP Reading, (MAPRD)	217.000	47TH %ILE	1/19/2021
Growth from Start of Year			
MAP Reading, (MAPRD)	214.000	51ST %ILE	8/20/2020
Growth from Start of Year			
MAP Reading, (MAPRD)	214.000	49TH %ILE	2/14/2020
Growth from Start of Year			
MAP Math, (MAPMT)	215.000	54TH %ILE	1/26/2021
Growth from Start of Year			
MAP Math, (MAPMT)	217.000	71ST %ILE	8/25/2020
Growth from Start of Year			
MAP Math, (MAPMT)	219.000	47TH %ILE	2/26/2020
Growth from Start of Year			

To make the RIT score more meaningful, we compare that score to the RIT scores of a national sample of students in the same grade at the same time of year. In the "RESULT" column we see the national percentile score, which is the percentage of students in the national sample that had lower scores than the student being reported.

Assessments



ACT and Civics Exam



< Back

Madison B. Jones

For more information regarding how to interpret the assessment information presented here, please follow the link below:
Click Here

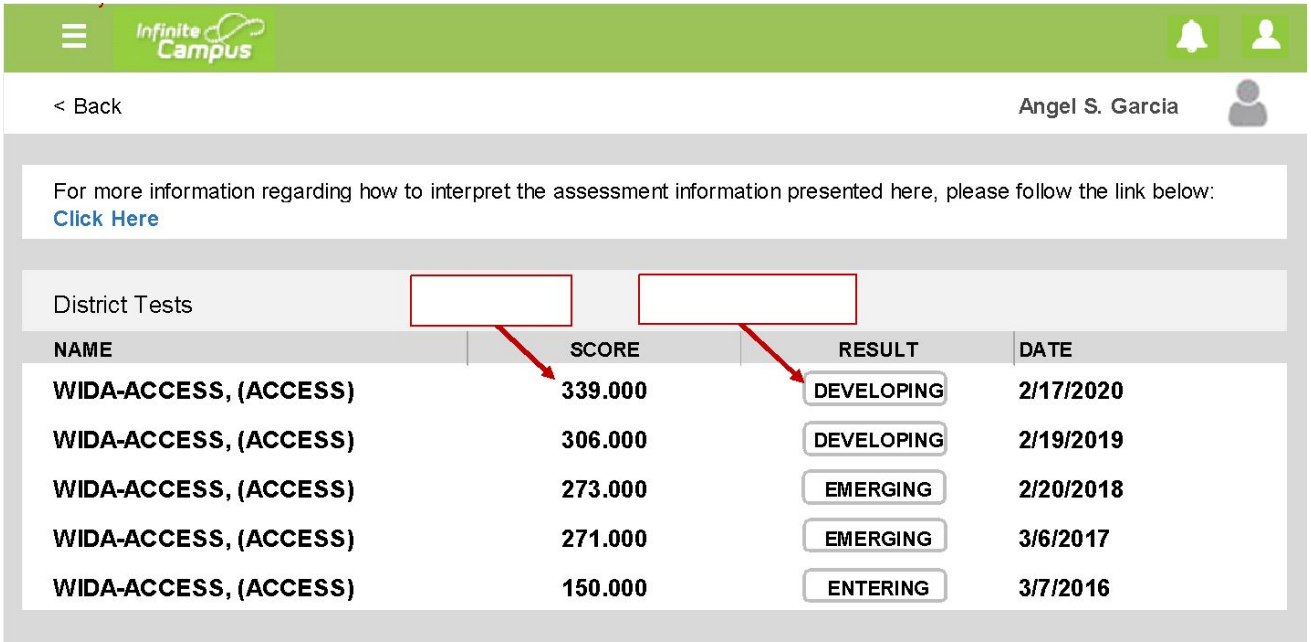
National Tests

NAME	SCORE	DATE
ACT, (ACT)	21.000	10/1/2020
English	22.000	
Math	19.000	
Reading	22.000	
Science	19.000	
ACT, (ACT)	18.000	2/1/2020
English	20.000	
Math	17.000	
Reading	18.000	
Science	17.000	

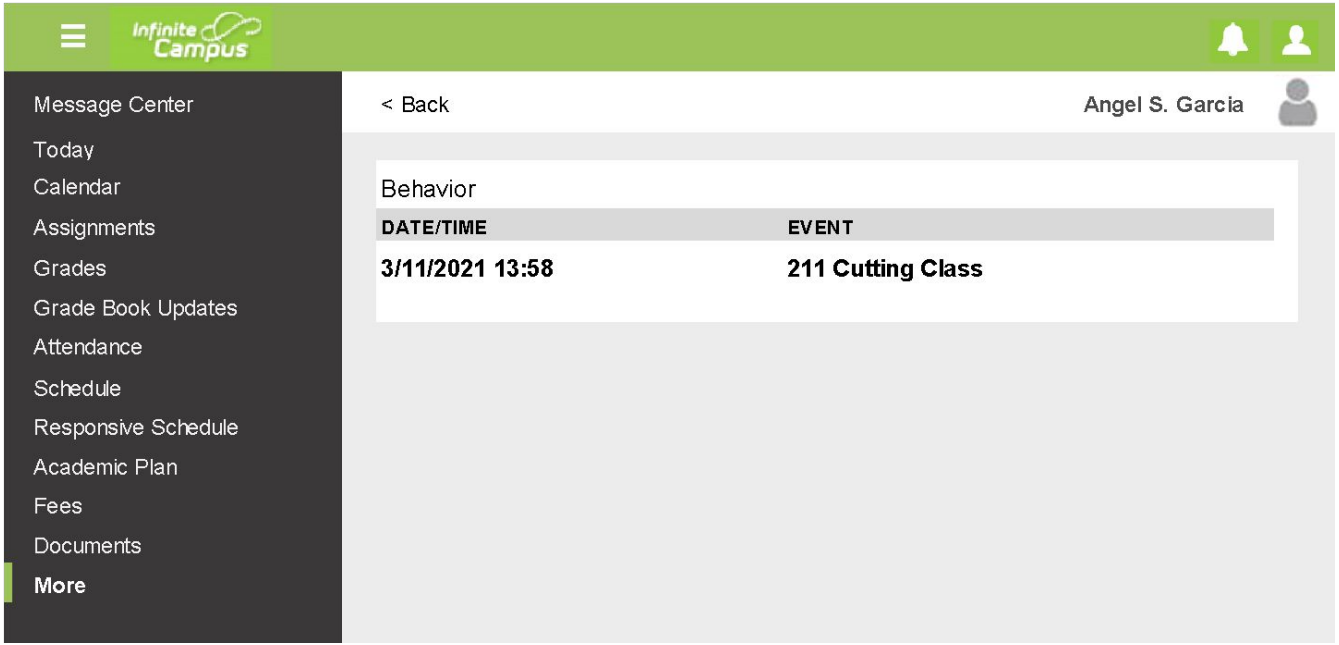
State Tests

NAME	SCORE	RESULT	DATE
Civics Exam, (Civics)	100.000	PASS	12/18/2020

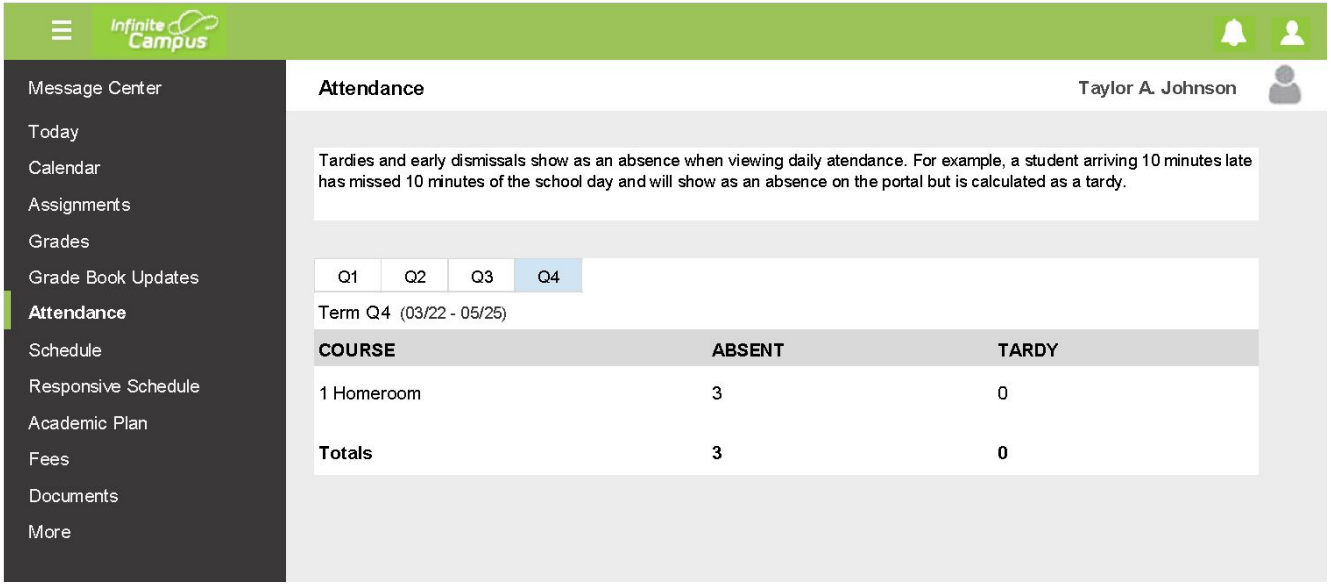
WIDA ACCESS


Infinite Campus
< Back
Angel S. Garcia
For more information regarding how to interpret the assessment information presented here, please follow the link below:
Click Here
District Tests
NAME
SCORE
RESULT
DATE
WIDA-ACCESS, (ACCESS) 339.000 DEVELOPING 2/17/2020
WIDA-ACCESS, (ACCESS) 306.000 DEVELOPING 2/19/2019
WIDA-ACCESS, (ACCESS) 273.000 EMERGING 2/20/2018
WIDA-ACCESS, (ACCESS) 271.000 EMERGING 3/6/2017
WIDA-ACCESS, (ACCESS) 150.000 ENTERING 3/7/2016

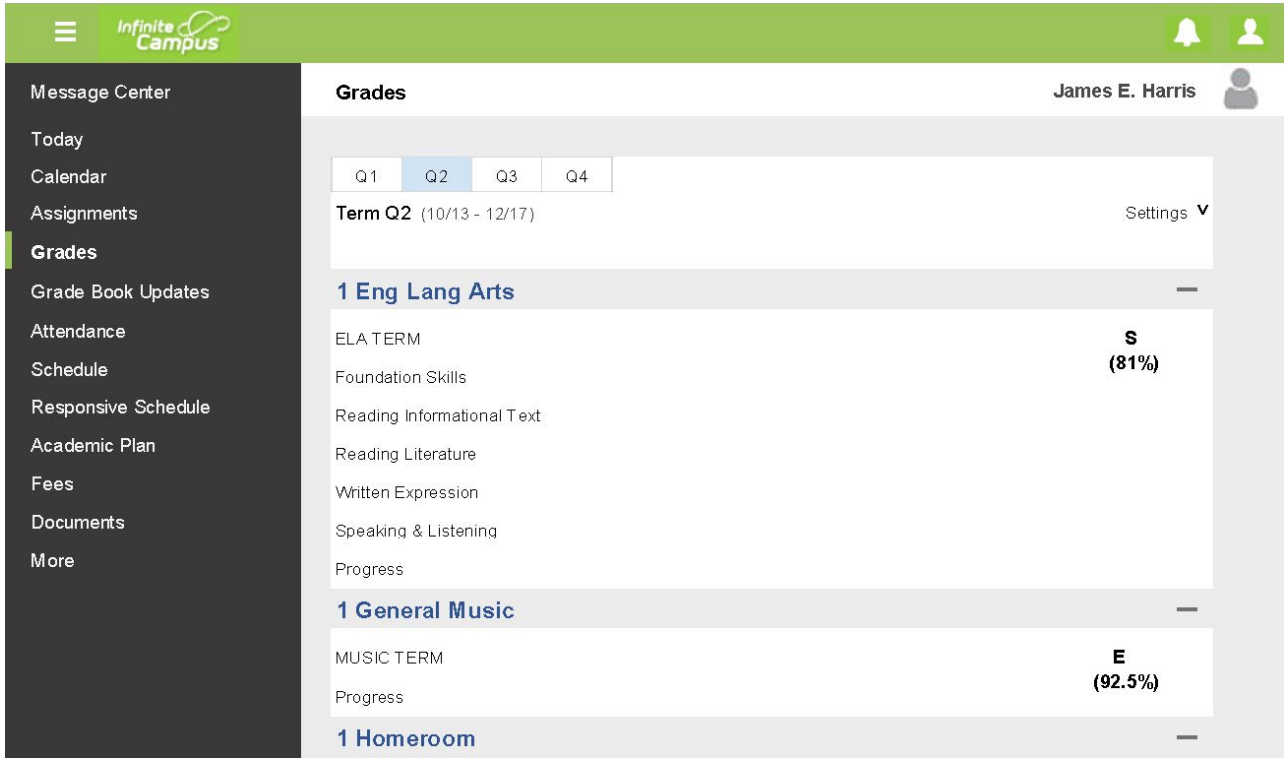
Behavior


Infinite Campus
Message Center
Today
Calendar
Assignments
Grades
Grade Book Updates
Attendance
Schedule
Responsive Schedule
Academic Plan
Fees
Documents
More
< Back
Angel S. Garcia
Behavior
DATE/TIME
EVENT
3/11/2021 13:58
211 Cutting Class

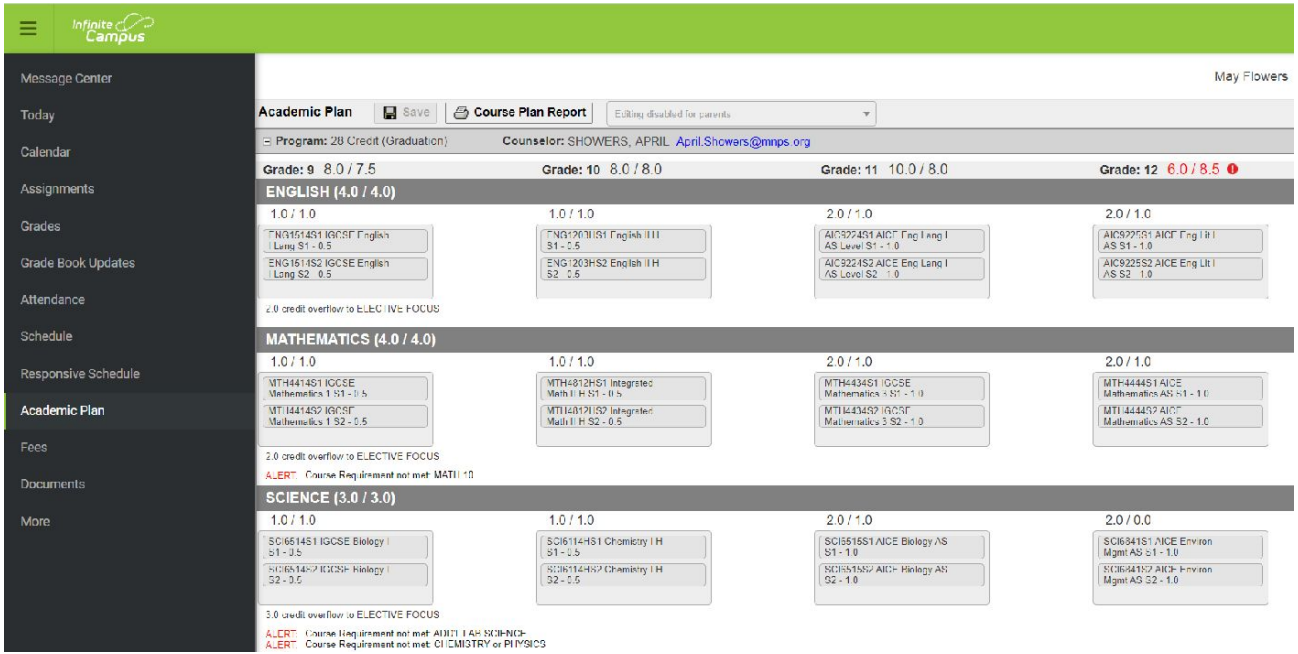
Attendance


Infinite Campus
Message Center
Today
Calendar
Assignments
Grades
Grade Book Updates
Attendance
Schedule
Responsive Schedule
Academic Plan
Fees
Documents
More
Attendance
Taylor A. Johnson
Tardies and early dismissals show as an absence when viewing daily atendance. For example, a student arriving 10 minutes late has missed 10 minutes of the school day and will show as an absence on the portal but is calculated as a tardy.
Q1
Q2
Q3
Q4
Term Q4 (03/22 - 05/25)
COURSE
ABSENT
TARDY
1 Homeroom
3
0
Totals
3
0

Grades


Infinite Campus
Message Center
Today
Calendar
Assignments
Grades
Grade Book Updates
Attendance
Schedule
Responsive Schedule
Academic Plan
Fees
Documents
More
Grades
James E. Harris
Q1
Q2
Q3
Q4
Term Q2 (10/13 - 12/17)
Settings
1 Eng Lang Arts
ELA TERM
S
(81%)
Foundation Skills
Reading Informational Text
Reading Literature
Written Expression
Speaking & Listening
Progress
1 General Music
MUSIC TERM
E
(92.5%)
Progress
1 Homeroom

Academic Plan



Phase 2

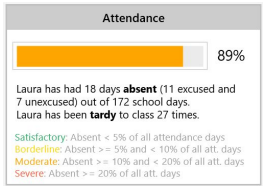
Visual display of longitudinal student data, links to resources

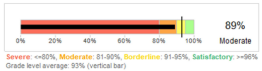
METRO NASHVILLE PUBLIC SCHOOLS

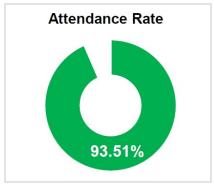
Convene Stakeholders

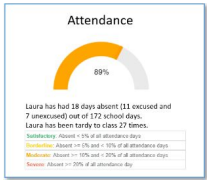
- Educators (Administrators, Coaches, Teachers)
- Families (Parents and Students representative of MNPS population)
- Community Members

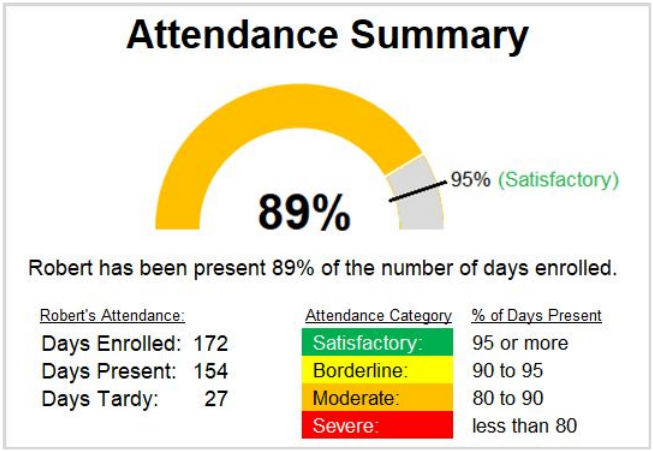
Attendance Visuals (Summary)



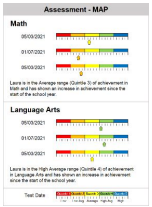


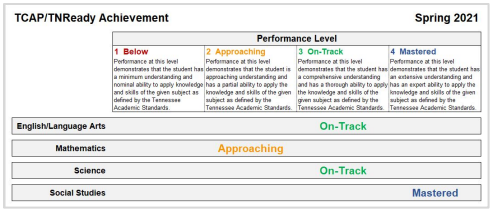


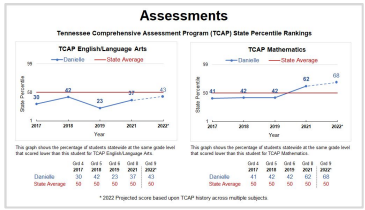


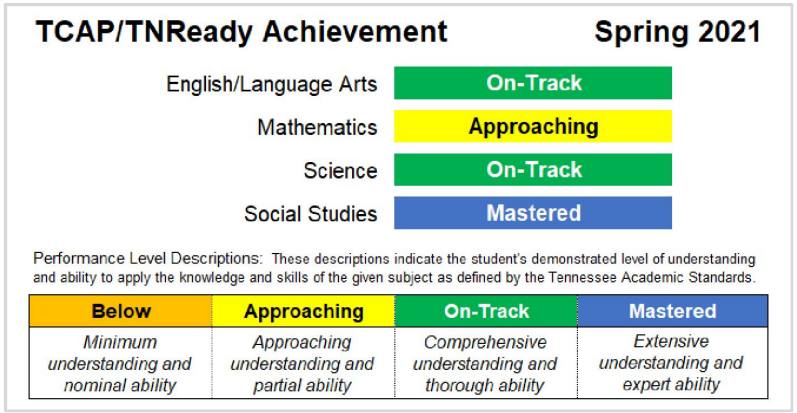


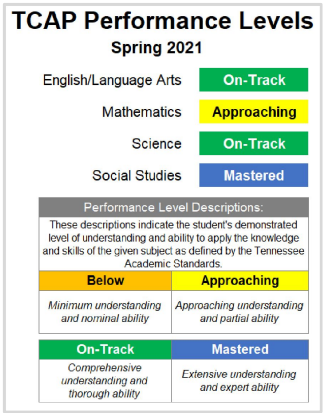
Assessment Visuals



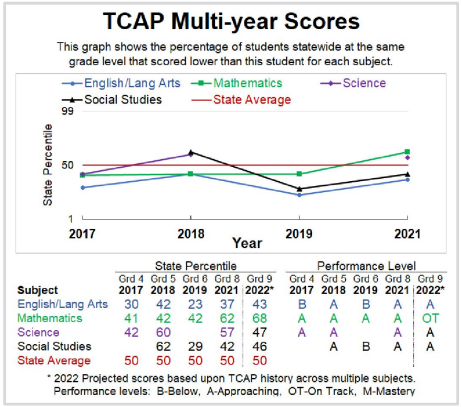






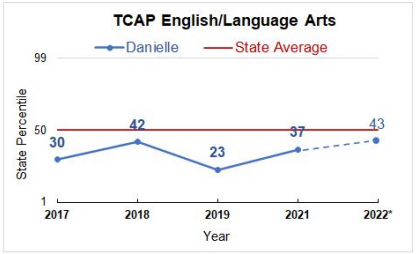


Assessment Visuals

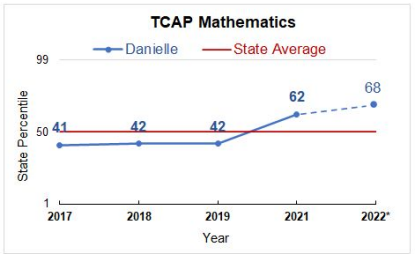


Subject	State Percentile Grd 4 2017	Grd 5 2018	Grd 6 2019	Grd 8 2021	Grd 9 2022*	Performance Level Grd 4 2017	Grd 5 2018	Grd 6 2019	Grd 8 2021	Grd 9 2022*
English/Lang Arts	30	42	23	37	43	B	A	B	A	A
Mathematics	41	42	42	62	68	A	A	A	A	OT
Science	42	60		57	47	A	A		A	A
Social Studies		62	29	42	46		A	B	A	A
State Average	50	50	50	50	50					

* 2022 Projected scores based upon TCAP history across multiple subjects.
Performance levels: B-Below, A-Approaching, OT-On Track, M-Mastery



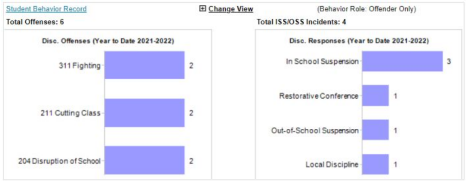
This graph shows the percentage of students statewide at the same grade level that scored lower than this student for TCAP English/Language Arts.

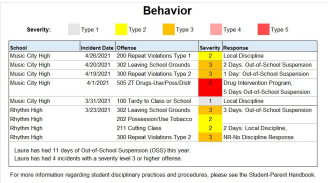


This graph shows the percentage of students statewide at the same grade level that scored lower than this student for TCAP Mathematics.

* 2022 Projected score based upon TCAP history across multiple subjects.

Behavior Visuals





Behavior

Severity: Type 1 Type 2 Type 3 Type 4 Type 5

School	Incident Date	Offense	Severity	Response
Music City MS	4/25/2022	200 Repeat Violations Type 1	2	Local Discipline
Music City MS	4/19/2022	**302 Leaving School Grounds**	**3**	**2 Days: Out-of-School Suspension**
Music City MS	4/18/2022	**300 Repeat Violations Type 2**	**3**	**1 Day: Out-of-School Suspension**
Music City MS	3/31/2022	**505 ZT Drugs-Use/Poss/Distr**	**5**	**Drug Intervention Program, 5 Days Out-of-School Suspension**
Music City MS	3/30/2021	100 Tardy to Class or School	1	Local Discipline
Rhythm MS	3/22/2021	**302 Leaving School Grounds**	**3**	**3 Days: Out-of-School Suspension**
Rhythm MS		202 Possession/Use Tobacco	2	
Rhythm MS		211 Cutting Class	2	2 Days: Local Discipline,
Rhythm MS		**300 Repeat Violations Type 2**	**3**	**NR-No Discipline Response**

Robert has had 11 days of Out-of-School Suspension (OSS) this year.
Robert has had 4 incidents with a severity level 3 or higher offense.

For more information regarding student disciplinary practices and procedures, please see the Student-Parent Handbook.

METRO NASHVILLE PUBLIC SCHOOLS

Data Warehouse

Personalized Student Dashboard

Robert Zimmerman

190999901

Music City Middle School

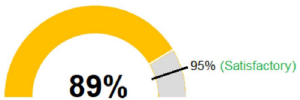
Grade 8

Address: 27 EDDIE GEORGE WAY , NASHVILLE, TN 37213
Phone: (615)111-1111
Guardian(s): Stone, Beattrice(Parent); Zimmerman, Abram (Parent)

Course Grades

2021-22 Q1 Term Grade		2021-22 Q2 Term Grade		2021-22 Q3 Term Grade		2021-22 Q4 Term Grade
8 Band	90 (B)	8 Band	82 (C)	8 Eng Lang Arts	87 (B)	
8 Eng Lang Arts	86 (B)	8 Eng Lang Arts	84 (C)	8 Mathematics	74 (D)	
8 Mathematics	73 (D)	8 Mathematics	89 (B)	8 Phys Ed	88 (B)	
8 Science	98 (A)	8 Phys Ed	100 (A)	8 Science	89 (B)	
8 Social Studies	83 (C)	8 Science	74 (D)	8 Social Studies	96 (A)	
		8 Social Studies	88 B)			

Attendance Summary



Robert has been present 89% of the number of days enrolled.

Robert's Attendance:	
Days Enrolled:	172
Days Present:	154
Days Tardy:	27

Attendance Category	% of Days Present
Satisfactory:	95 or more
Borderline:	90 to 95
Moderate:	80 to 90
Severe:	less than 80

Attendance Details

Present | Present butTardy | Excused Absence | Unexcused Absence

August 2021

S	M	T	W	T	F	S
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				

September 2021

S	M	T	W	T	F	S
			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		

October 2021

S	M	T	W	T	F	S
					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						

November 2021

S	M	T	W	T	F	S
	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				

December 2021

S	M	T	W	T	F	S
			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	

Behavior

Severity: Type 1 | Type 2 | Type 3 | Type 4 | Type 5

School	Incident Date	Offense	Severity	Response
Music City MS	4/25/2022	200 Repeat Violations Type 1	2	Local Discipline
Music City MS	4/19/2022	**302 Leaving School Grounds**	3	**2 Days: Out-of-School Suspension**
Music City MS	4/18/2022	**300 Repeat Violations Type 2**	3	**1 Day: Out-of-School Suspension**
Music City MS	3/31/2022	**505 ZT Drugs-Use/Poss/Distr**	5	**Drug Intervention Program, 5 Days Out-of-School Suspension**
Music City MS	3/30/2021	100 Tardy to Class or School	1	Local Discipline
Rhythm MS	3/22/2021	**302 Leaving School Grounds**	3	**3 Days: Out-of-School Suspension**
Rhythm MS		202 Possession/Use Tobacco	2	
Rhythm MS		211 Cutting Class	2	2 Days: Local Discipline,
Rhythm MS		**300 Repeat Violations Type 2**	3	**NR-No Discipline Response**

Robert has had 11 days of Out-of-School Suspension (OSS) this year.
Robert has had 4 incidents with a severity level 3 or higher offense.

For more information regarding student disciplinary practices and procedures, please see the Student-Parent Handbook.

TCAP/TNReady Achievement — Spring 2021

English/Language Arts	On-Track
Mathematics	Approaching
Science	On-Track
Social Studies	Mastered

Performance Level Descriptions: These descriptions indicate the student's demonstrated level of understanding and ability to apply the knowledge and skills of the given subject as defined by the Tennessee Academic Standards.

Below	Approaching	On-Track	Mastered
Minimum understanding and nominal ability	*Approaching understanding and partial ability*	*Comprehensive understanding and thorough ability*	*Extensive understanding and expert ability*

Next Steps for Stakeholder Input

- Develop Personalized Student Dashboard data warehouse report
- Load 2022 TCAP/TNReady/EOC scores into Infinite Campus after they arrive
- Develop process to mass produce and distribute individual student report pdfs
- Continue pursuing online options that provide families direct access to advanced visuals
- Working with State on standardizing data load of State assessment data based on Operational Data Store Standards

STUDENT DATA PRIVACY

CLASSROOM TECHNOLOGY ACCESS AND EQUITY

Council of Great City Schools
Interoperability Maturity Model
October 20, 2022
Rick Allen – Director III User Support Services

CCSD
CLARK COUNTY
SCHOOL DISTRICT

INTEROPERABILITY MATURITY MODEL

Interoperability Initiatives #1

- Student Data Privacy - Establish Standard Policies and Procedures
  - Consistency throughout the Organization
  - Standardized Processes and Forms
  - Documentation of Policy

STUDENT DATA PRIVACY

ESTABLISH STANDARD POLICIES AND PROCEDURES

- Domain : Privacy
- Capability: Standard Policies & Procedures
- **Current Maturity Level: 1**
- Documents proper data request, access and security policies regarding internal and external access and publication of data. Policies and procedures remain consistent throughout the organization.
- **Desired: Maturity Level 3**
- Desired Maturity Description: These policies are documented, standardized request forms exist and are implemented in some projects.

CONSISTENCY THROUGHOUT ORGANIZATION

From

- Multiple Ways Student Data Shared with Applications
- Multiple Contract Templates

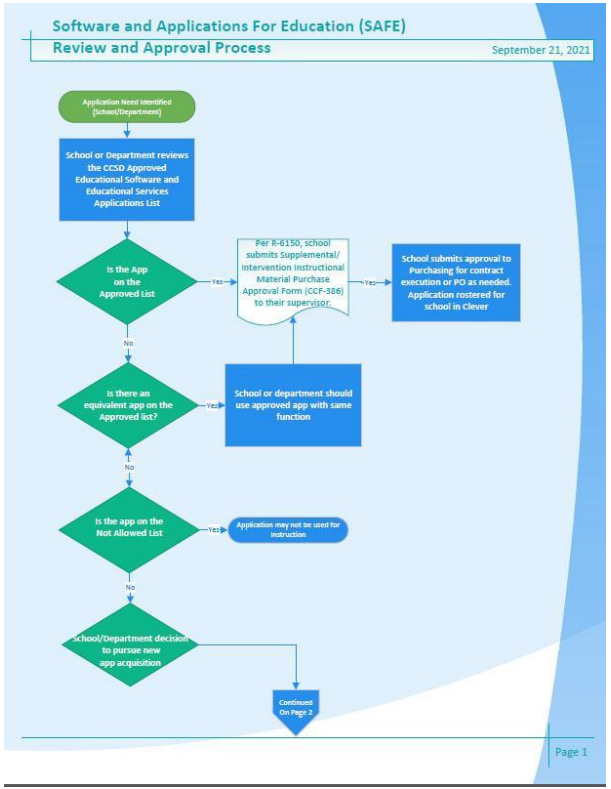
To

- All Instructional Applications Rostered Through Clever
- Standard Contract Language with Data Sharing, Insurance, Indemnification

STANDARDIZED PROCESSES AND FORMS

Standard Process for All Application Requests

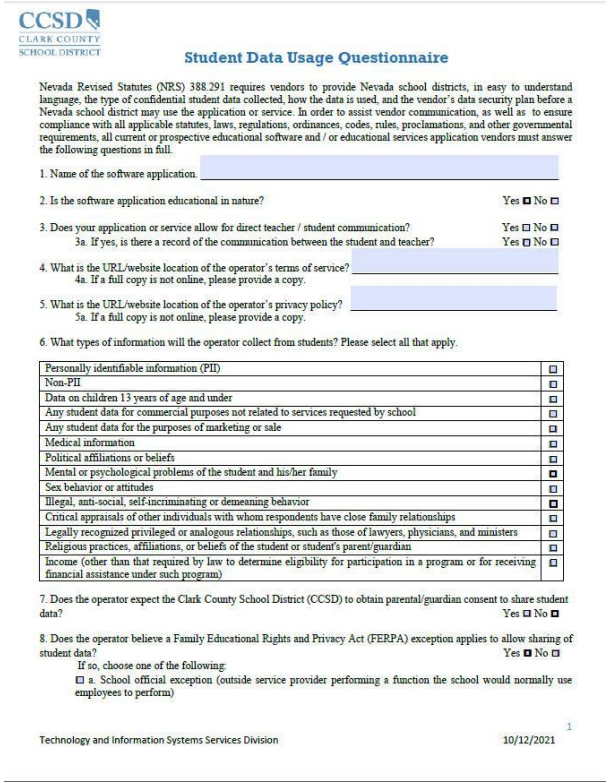
- Standard Forms
  - Policy 6150 (CCF-386 - Supplemental Instructional Materials)
  - Student Data Usage Questionnaire (SDUQ)



STANDARDIZED PROCESSES AND FORMS

Standard Form:
Student Data Usage Questionnaire

- FERPA
- CIPA
- COPPA
- PPRA
- FERPA
- HIPAA
- IDEA
- Policy 4100 (Student/Teacher Communication)
- NRS 388



CCSD
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SCHOOL DISTRICT

Student Data Usage Questionnaire

Nevada Revised Statutes (NRS) 388.291 requires vendors to provide Nevada school districts, in easy to understand language, the type of confidential student data collected, how the data is used, and the vendor's data security plan before a Nevada school district may use the application or service. In order to assist vendor communication, as well as to ensure compliance with all applicable statutes, laws, regulations, ordinances, codes, rules, proclamations, and other governmental requirements, all current or prospective educational software and / or educational services application vendors must answer the following questions in full.

1. Name of the software application. _____

2. Is the software application educational in nature? Yes ☒ No ☐

3. Does your application or service allow for direct teacher / student communication? Yes ☐ No ☒
   3a. If yes, is there a record of the communication between the student and teacher? Yes ☐ No ☐

4. What is the URL/website location of the operator's terms of service? _____
   4a. If a full copy is not online, please provide a copy.

5. What is the URL/website location of the operator's privacy policy? _____
   5a. If a full copy is not online, please provide a copy.

6. What types of information will the operator collect from students? Please select all that apply.

Personally identifiable information (PII)	☐
Non-PII	☐
Data on children 13 years of age and under	☐
Any student data for commercial purposes not related to services requested by school	☐
Any student data for the purposes of marketing or sale	☐
Medical information	☐
Political affiliations or beliefs	☐
Mental or psychological problems of the student and his/her family	☒
Sex behavior or attitudes	☐
Illegal, anti-social, self-incriminating or demeaning behavior	☒
Critical appraisals of other individuals with whom respondents have close family relationships	☐
Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers	☐
Religious practices, affiliations, or beliefs of the student or student's parent/guardian	☐
Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program)	☐

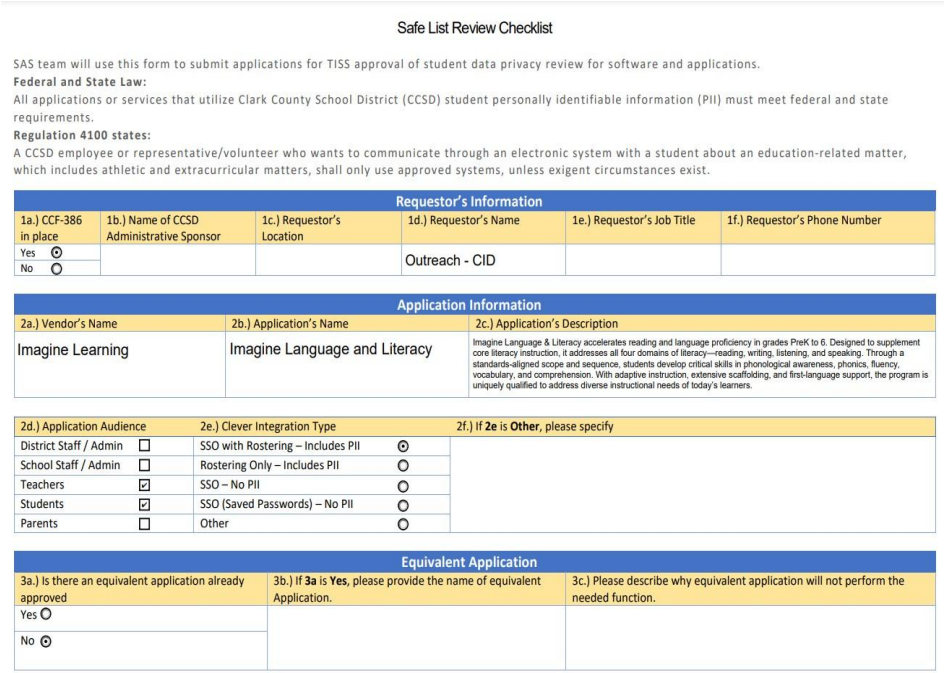
7. Does the operator expect the Clark County School District (CCSD) to obtain parental/guardian consent to share student data? Yes ☐ No ☒

8. Does the operator believe a Family Educational Rights and Privacy Act (FERPA) exception applies to allow sharing of student data? Yes ☒ No ☐
   If so, choose one of the following:
   ☐ a. School official exception (outside service provider performing a function the school would normally use employees to perform)

STANDARDIZED PROCESSES AND FORMS

Standard Process for All Application Requests

- S.A.F.E. List Review Checklist



Safe List Review Checklist

SAS team will use this form to submit applications for TISS approval of student data privacy review for software and applications.

Federal and State Law:

All applications or services that utilize Clark County School District (CCSD) student personally identifiable information (PII) must meet federal and state requirements.

Regulation 4100 states:

A CCSD employee or representative/volunteer who wants to communicate through an electronic system with a student about an education-related matter, which includes athletic and extracurricular matters, shall only use approved systems, unless exigent circumstances exist.

Requestor's Information

1a.) CCF-386 in place	1b.) Name of CCSD Administrative Sponsor	1c.) Requestor's Location	1d.) Requestor's Name	1e.) Requestor's Job Title	1f.) Requestor's Phone Number
Yes ⊙			Outreach - CID		
No ○					

Application Information

2a.) Vendor's Name	2b.) Application's Name	2c.) Application's Description
Imagine Learning	Imagine Language and Literacy	Imagine Language & Literacy accelerates reading and language proficiency in grades PreK to 6. Designed to supplement core literacy instruction, it addresses all four domains of literacy—reading, writing, listening, and speaking. Through a standards-aligned scope and sequence, students develop critical skills in phonological awareness, phonics, fluency, vocabulary, and comprehension. With adaptive instruction, extensive scaffolding, and first-language support, the program is uniquely qualified to address diverse instructional needs of today's learners.

2d.) Application Audience		2e.) Clever Integration Type		2f.) If **2e** is **Other**, please specify
District Staff / Admin	☐	SSO with Rostering – Includes PII	⊙	
School Staff / Admin	☐	Rostering Only – Includes PII	○	
Teachers	☑	SSO – No PII	○	
Students	☑	SSO (Saved Passwords) – No PII	○	
Parents	☐	Other	○	

Equivalent Application

3a.) Is there an equivalent application already approved	3b.) If **3a** is **Yes**, please provide the name of equivalent Application.	3c.) Please describe why equivalent application will not perform the needed function.
Yes ○		
No ⊙		

DOCUMENTATION OF PROCESSES

- Policy 6150
- Checklist for Principals
- Required Training for Licensed Administrators and Teachers

CCSD
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Clark County School District
Site Purchased Instructional Materials
Review and Approval Process Checklist

Determine if the core/supplemental/intervention instructional materials are educational software or application products or services.

If NO: Complete and submit CCF-386 to the Region supervisor. Region supervisor will approve/deny the request based on provided information and share the CCF-386 with the Academic Unit, reviewing the decision.

- ☐ If approved, submit Purchase Order with Region supervisor approval and Academic Unit reviewed CCF-386 to the Purchasing Department.

If YES: Complete the Approved Software and Applications for Education Review and Approval Process Checklist by following the process below.

Approved Software and Applications for Education Review and Approval Process Checklist

Use this checklist prior to purchasing any software and application products or services.

Step 1: Determine if the application is on the Approved Software and Applications for Education (SAFE) List.

- ☐ Check the approved SAFE List to determine if the application is already approved or if an equivalent application is already approved at safe.ccsd.net. If the application or if an equivalent is on the list and the school decides to use it:
  - ☐ Submit a completed CCF-386 to the Region supervisor. Region supervisor will approve/deny the request based on provided information and share the CCF-386 with the Academic Unit, reviewing the decision.
  - ☐ Submit Purchase Order with Region supervisor approval and Academic Unit reviewed CCF-386 to the Purchasing Department.
    The Purchasing department will notify the Technology and Information Systems Services (TISS) Division to roster in Clever.

If the application is denied or not on safe.ccsd.net, it may not be used until steps 2 and 3 are completed.

Step 2: Determine if an application not on the approved SAFE List will be pursued.

- ☐ Determine if the application can be rostered in Clever by contacting the software company. If not, the application may not be used.
- ☐ If the application can be rostered in Clever, complete a CCF-386 and send the company the Student Data Usage Questionnaire (SDUQ).
- ☐ Send the completed CCF-386 and the SDUQ to the Region supervisor.
- ☐ **If the company does not use PII**, the supervisor will approve/deny the application. The Region supervisor will approve/deny the request based on provided information and share the CCF-386 with the Academic Unit, reviewing the decision.

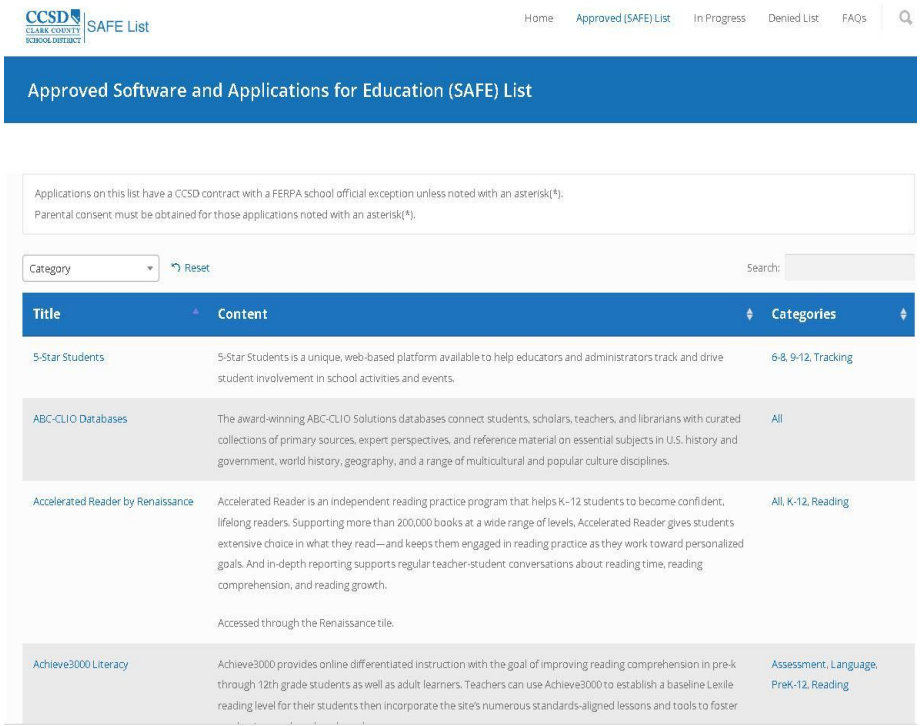
If denied, the application may not be used. If approved; move to Step 3.

- ☐ **If the company uses PII**, the Region supervisor will send the SDUQ to 0056-appreview@nv.ccsd.net. Upon receipt

DOCUMENTATION OF PROCESSES

- Software and Applications for Education (S.A.F.E.) List
- Website: safe.ccsd.net

- Applications Reviewed: 222
- Applications Approved: 215



INTEROPERABILITY MATURITY MODEL

Interoperability Initiatives #2

- Upgrade Classroom Technology - Access and Equity
  - Technology & Infrastructure Standardization
  - Procurement
  - Implementation Fidelity

UPGRADE CLASSROOM TECHNOLOGY ACCESS AND EQUITY

Digital One to One Plan

The ESSER III $200M Technology Upgrade is part of the CCSD Superintendent's Digital One to One Initiative to provide access and equity to technology for learning and instruction.

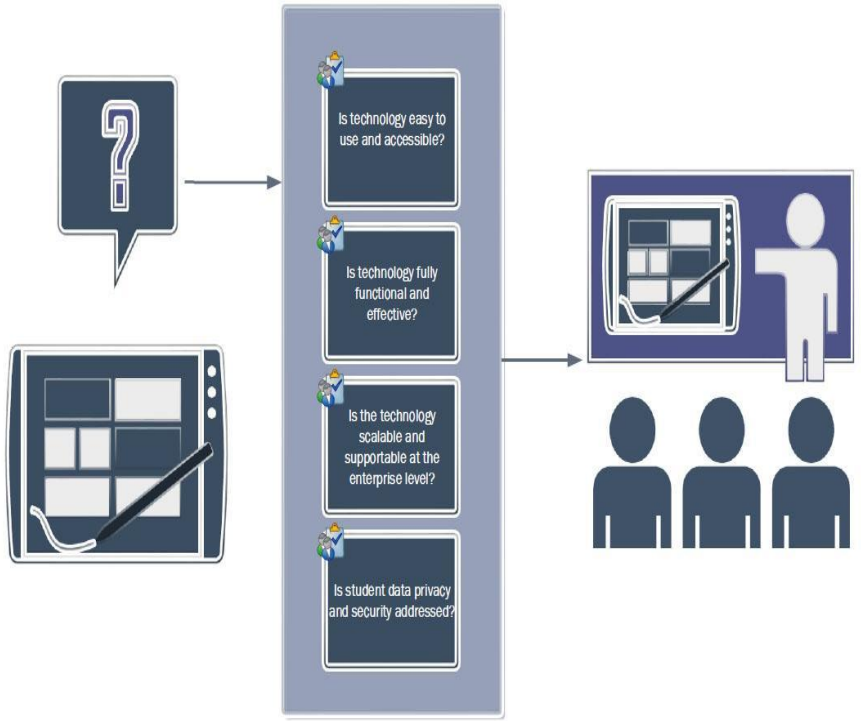
"If CCSD implements Digital One to One with fidelity, then our District will ensure that all students and educators will have equitable access to relevant educational technology and improved instructional resources supporting standards-based instruction, thereby positively impacting instruction resulting in increased student achievement."

TECHNOLOGY & INFRASTRUCTURE STANDARDIZATION

- Technology Standards Committee
- Standard Technology Evaluation Process
- Standard Technology Evaluation Forms and Documentation

TECHNOLOGY & INFRASTRUCTURE STANDARDIZATION

- **Step 1 – Request**
  - Is the technology that I want to use already used within CCSD?
  - Does the technology I want to use meet an academic need or solve a current issue?
- **Step 2 – Evaluation and Review**
  - Effectiveness
  - Accessibility
  - End User, Teacher, and Student Experience
  - Cost
  - Support
  - Data Privacy and Security
  - Maturity



TECHNOLOGY EVALUATION FORM

Technology Evaluation Form				
Effectiveness	**1 Poor**	**2 Average**	**3 Excellent**	**N/A**
What issue does the new technology currently solve?				
What are the advantages of the new technology?				
What are the risks/downside?				
What data or proof has been provided to prove the technology performs as presented?				
To what extent does the data suggest the technology will assist in meeting the defined goal or goals?				
Have other school districts used the technology effectively?				
Based on past performance, what outcomes are expected?				
Based on past performance, what is the time period over which results can be expected and measured?				
Does the technology provide data related to its intended use and measurement of impact?				
If the technology provides analytics, what data is collected and what tools are used or needed to collect the data?				
Accessibility	**1 Poor**	**2 Average**	**3 Excellent**	**N/A**
Is this technology already used within CCSD? If so, is this evaluation for an upgrade or expansion of the technology?				
Is the technology easy to use, easy to learn, and appear to be built with end user satisfaction in mind?				
Does the end user require training to use the technology effectively, and if so how much training is required? (Tested with End users)				
Does the technology be accessed with multiple platforms?				
Does the technology require an internet connection?				
Do end users need to be technologically proficient to understand or use the item?				
Is the navigation of the technology easy to understand and move?				
Does the technology offer translation for users whose first language is not English?				
Does the technology offer accessibility options for end users with disabilities?				
Is the level of complexity of the technology appropriate for the literacy and technology level of the intended end user?				
User Experience	**1 Poor**	**2 Average**	**3 Excellent**	**N/A**
Will the hardware be used by the teacher, the students, or both?				
If login is required, is the login integrated with CCSD's SSO options				
What end user engagement strategy is incorporated into the technology to encourage use?				
	1	**2**	**3**	

PROCUREMENT

Interactive Flat Panel Request for Proposal (RFP)

- Defined requirements and standards based on Interdepartmental, School Leadership, and Educator Collaboration
- Two Stage RFP Scoring
- Curriculum and Instruction Final Decision Maker

IMPLEMENTATION FIDELITY

- Standardized Technology Installation - 569 IFPS in 10 Schools
- Professional Learning for Educators - PL in 3 Phases
- Standardized Technology Support - Process Fidelity

RESULTS

- My school is now in the 21st century. The future is now and IFPs are how.
  - Ms. Roseman, Principal, Scott ES

- My teachers are loving their flatscreens.
  -Dr. Reece, Principal, Rundle ES

- We are now able to engage our students in a positive manner using the same level of technology that they are currently using in their day to day lives.
  -Mr. Gist, Principal, Gibson JHS

- The boards have immediately made an impact on our classrooms and look forward to how this tool will help increase student achievement and engagement.
  - Mr. West, Principal, Faiss JHS

Discussion

CGCS Interoperability and Privacy Cohort Program

Cross-Functional Decision Making and Governance: How your district can lay the foundation

1. Form a **cross-functional team** that will formally adopt, publish, and communicate district-wide technology and privacy standards
2. Formalize a cross-functional **procurement process** that includes requirements for meeting your district's functional, technology and privacy standards
3. **Evaluate and approve** applications for use, regardless of price, against your district's established technology and privacy standards and maintain an **up to date list** of approved edtech products

CGCS Interoperability and Privacy Cohort Program

21

Participating Districts Serving over

2 million

Students

- Albuquerque Public Schools
- Boston Public Schools
- Chicago Public Schools
- Clark County School District
- Cleveland Public Schools
- Dallas Independent School District
- Des Moines Public Schools
- Fresno Unified School District
- Hillsborough County
- Kansas City Public Schools
- Metro Nashville Public Schools
- Minneapolis Public Schools
- Oklahoma City Public Schools
- Orange County Public Schools
- Philadelphia Public Schools
- Pinellas County Schools
- Portland School District
- Rochester Public Schools
- Saint Paul Public Schools
- San Antonio Independent School District
- Tulsa Public Schools

Council *of the* Great City Schools
THE NATION'S VOICE FOR URBAN EDUCATION

Interoperability & Privacy Maturity Model

Leadership & Vision

Procurement

Governance

Tech & Infrastructure

Implementation Fidelity

Privacy

More details about the domains

Maturity Level Descriptions

1. Initial	The organization's capabilities are not yet well-formed. **Interoperability capabilities are non-existent or generally limited** to data communication between internal enterprise systems. Evidence of this may include disjointed microsystems, manual import/export/conversion of data and frequently gathering data from multiple data systems to complete data requests.
2. Emerging	The organization is **planning or initiating a formal process** to strengthen their interoperability capabilities. Evidence of this may include establishment of standing cross-program area meetings and documented plans and/or objectives. There remains work to do to ensure the people, processes and systems across the organization are moving towards broader interoperability implementation.
3. Building	The organization's interoperability plan has been **adopted by leadership and capabilities are actively being improved** upon. Evidence of this may include standard processes that have been defined within subsets of the organization and, where relevant, are occasionally being leveraged organization-wide and may include external peers/stakeholders.
4. Optimizing	The organization easily accesses high quality information across departments for decision-making and continues to strengthen core capabilities. Evidence of this may include the **adoption of standard processes across the organization**, increased awareness of the capability and decision making for the capability are increasingly based on **data and metrics and defined strategies** for optimization of human and IT capital aligned to interoperability goals are documented, communicated and known across the agency.
5. Transformative	The organization is **fully realizing the goals and objectives for interoperability** to support operational needs and interoperability solutions are beginning to support classroom instruction. Evidence of this may include the identification, documentation and sharing of best practices within the organization and with relevant external peers/stakeholders. The organization recognizes the ever expanding nature of the work and thus has instituted continuous improvement, sustainability and ongoing evaluation processes.

Welcome to the Interoperability Maturity Model Organizational Assessment and Planning Tool.

Your District: Portland Public Schools **District Team Lead:** Don Wolff

Interoperability and Privacy Planning Tool

Phase 1

Mapping Your Starting Point:

Current State Self Assessment on Interoperability & Privacy Readiness

The first module in the Planning Guide will step you through a series of questions will help you determine where your district's currently places on a spectrum of Interoperability Readiness..

Quick Links to Domain Surveys

Leadership & Vision
Procurement
Governance
Technology & Infrastructure
Implementation Fidelity
Privacy
Readiness Map

Phase 2

Validating the Destination:

CGCS Interoperability Support Team Review & Validation

The second phase is a CGCS Interoperability Support Team Review & Validation. In this phase the CGCS Team will validate self assessment findings and establish future state organizational goals for interoperability and Privacy

Phase 3

Building the Roadmap:

Gap Analysis and Roadmap

The first module in the Planning Guide will step you through a series of questions will help you determine where your school currently places on a spectrum of eAssessment Readiness, from just starting to advanced implementation.

Phase 4

Starting the Journey

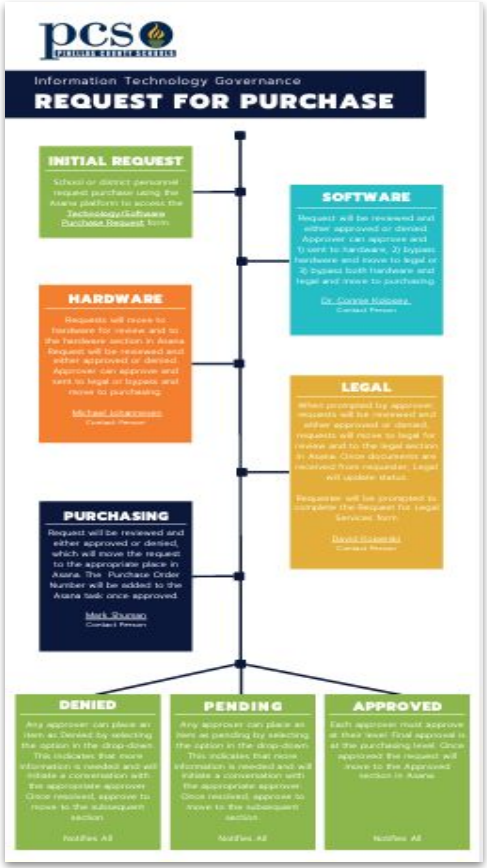
Cohort sharing and progress monitoring

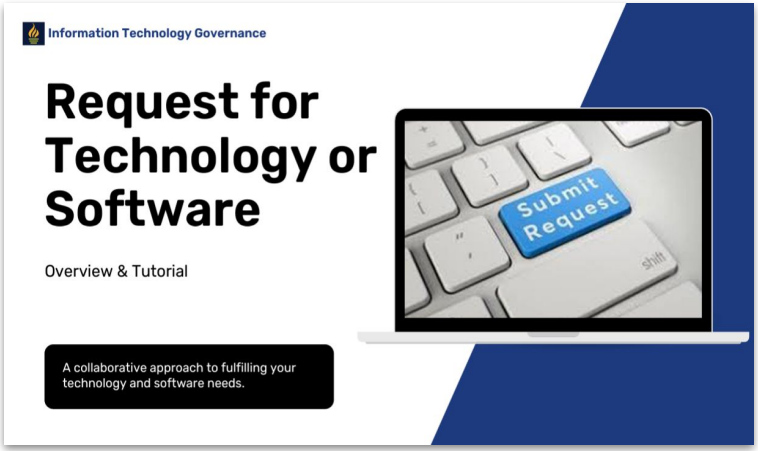
In Phase 4 your district will be matched with other partner districts to share challenges and success in improving Interoperability and Privacy efforts. This partnership will be supportive and assist over the next 2 years.

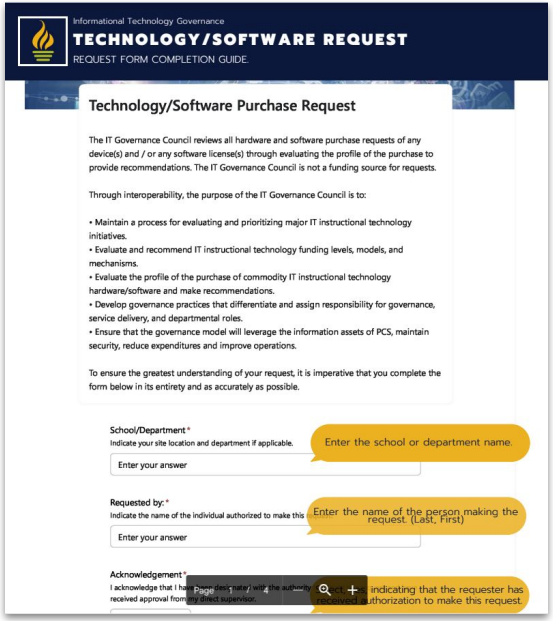
District Developed Resources

Saint Paul Public Schools

Pinellas County Schools







SAFE.CCSD.net

Des Moines Public Schools

Data Governance Guide and Steering Committee Charter

DES MOINES PUBLIC SCHOOLS

DATA & IT GOVERNANCE STEERING COMMITTEE CHARTER

Updated June 2022

The Data & IT Governance Steering Committee is charged with identifying, prioritizing, and advising tactical and strategic data and IT initiatives and projects. This charter specifies the purpose, membership, and responsibilities of the Data & IT Governance Steering Committee.

Scope

The Data & IT Governance Steering Committee is responsible for directing, controlling, and measuring the data and IT activities and processes of the district. The accountability of the Data & IT Governance Steering Committee spans:

- Operational / "business as usual" activities that comprise the processes within the scope of its authority
- "Transformation" programs and projects that affect the processes within the scope of its authority
- All improvement initiatives that affect the processes within the scope of its authority

The Data & IT Governance Steering Committee is required to ensure sufficient organizational capability exists to enable the processes within its scope to perform and deliver the results expected by the business.

Centralized governance is a key factor for successful management of complex technology and data systems. It enables DMPS to deal more effectively with challenges related to data sharing, changes over time, and satisfying the needs of different stakeholder groups within and outside of the district. The benefits of a proactive approach to data governance include:

- improved data accuracy, achieved by scheduling regular data quality audits and using consistent data standards in variable naming and metadata categorization
- improved technology usability, resulting from monitoring systems for consistency with the organizational vision and stakeholders' needs
- improved data usability, resulting from monitoring data content for consistency with the organizational vision and stakeholders' needs
- improved data timeliness, accomplished by avoiding unnecessary duplication of data collection efforts and reducing the work necessary to reconcile errors or discrepancies when merging or sharing data
- increased data security, gained by designing a comprehensive security plan and applying appropriate levels of protection to the data based on their level of sensitivity

Membership

- Director of Assessment, Data, and Evaluation
- Director of Technology
- Leadership and Learning Representatives (4)
- Talent and Personnel Representative

DES MOINES PUBLIC SCHOOLS

DATA GOVERNANCE GUIDE

Updated March 2021

Data Governance establishes the foundation (policies, standards, architecture, decision-making structure, issue-resolution process) for collecting, managing, and releasing data for improved quality, accessibility, and use. Active and comprehensive data governance enables DMPS to harness, link, access, analyze, and act upon district data (including all major categories of student, staff, assessment, school, human resources, financial, and operational data) with confidence that the data is accurate and consistent.

Establishing a comprehensive data governance program ensures confidentiality, integrity, and availability of the data by reducing data security risks due to unauthorized access or misuse of data. Specifying standards, policies, procedures, and responsibilities regarding data ownership and data-related activities minimizes any detrimental outcomes in the event of a data breach.

By clearly outlining policies, standard procedures, responsibilities, and controls surrounding data activities, a data governance helps to ensure that information is collected, maintained, used, and disseminated in a way that protects an individuals' (students and staff) rights to privacy, confidentiality, and security, while producing timely and accurate data.

Closing

- Feel free to leverage the tools and templates that your peer districts have developed
- Contact Willie Burroughs if you're interested in joining a future cohort
- Contact any of the CGCS Interoperability & Privacy team members with any questions about the maturity model

This presentation

shorturl.at/zCFK3

Interoperability & Privacy Readiness Tool

shorturl.at/kxMQZ

THANK YOU!

Panel participants:

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Rick Allen, Clark County – allenra@nv.ccsd.net

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