



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



JENNIFER M. GRANHOLM
GOVERNOR

MICHAEL P. FLANAGAN
SUPERINTENDENT OF
PUBLIC INSTRUCTION

August 12, 2010

MEMORANDUM

TO: Local and Intermediate School District Superintendents and
Public School Academy Directors

FROM: Sally Vaughn, Ph.D. *Sally*
Deputy Superintendent/Chief Academic Officer

SUBJECT: 2010-2011 Title II, Part D Enhancing Education Through Technology
Competitive Grant Program: Michigan Education Data Portal

The Michigan Department of Education (MDE) is pleased to announce the application for a competitive grant to improve data access through the Michigan Education Data Portal. The purpose of the grant program is to provide educators and the public with real-time access to enrollment, assessment, staffing, finance, and school directory data at several levels in order to inform instructional decisions. The grant program will be available for application in the Michigan Electronic Grants System (MEGS) September 1, 2010.

Funding for this program has been awarded to MDE by the U.S. Department of Education under the Elementary and Secondary Education Act of 1965, Title II, Part D program, CFDA Number 84.318. This competitive grant will be known as the "Michigan Education Data Portal" grant.

Eligible Applicants

This grant is targeted to eligible partnerships, i.e., consortia of local education agencies (LEAs), public school academies (PSAs), and/or intermediate school districts (ISDs), that include at least one high need district (LEA). To maintain separate lines of financial accountability, applications submitted by ISDs that currently serve as the fiscal agent for an American Recovery and Reinvestment Act (ARRA), Title IID, Improving Instruction through the Regional Data Initiatives competitive grant, will not be considered.

Submission Instructions

The grant's General Application Instructions providing general information, scoring rubric, and submission instructions for the "Michigan Education Data Portal" grant will be posted August 13, 2010 on the www.Michigan.gov/edtech website and the <http://techplan.org/grants.html> website. Applications will be submitted within the Michigan Electronic Grants System (MEGS), with the window for submissions being open between September 1, 2010 and September 9, 2010. **Please read the application carefully for specific final submission date instructions.**

Questions regarding the content of this memo may be directed to the Center for Educational Performance and Information (CEPI) by email to bielawskip@michigan.gov, or phone 517-241-4847.

cc: William Mayes, MASA
David Martell, MSBO
Dan Quisenberry, MAPSA
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**Center for Educational Performance and Information
and the Michigan Department of Education
Office of Education Improvement and Innovation**

**Title II Part D ESEA
Enhancing Education Through Technology Grant:
The Michigan Education Data Portal**

GENERAL APPLICATION INSTRUCTIONS

DISCLAIMER:

**THE FOLLOWING COMPETITIVE GRANT IS ANNOUNCED AND AWARD
IS CONTINGENT ON THE AVAILABILITY OF FUNDS.**

INTRODUCTION:

The Michigan Department of Education (MDE), in cooperation with the Center for Educational Performance and Information (CEPI), is offering a competitive grant to improve instruction through data access through the Michigan Education Data Portal. Funding for this program has been awarded to MDE by the U.S. Department of Education under the Elementary and Secondary Education Act of 1965, Title II, Part D program of 2009-2010 and 2010-2011, **CFDA Number 84.318**. This competitive grant will be known as the "Michigan Education Data Portal" grant.

PURPOSE OF THE GRANT:

The purpose of the grant program is to provide educators and the public with real-time access to enrollment, assessment, staffing, finance, and school directory data at several levels in order to inform instructional decisions. MDE is seeking proposals on how to develop a portal that includes both public and secure access to educational data. The Michigan Education Data Portal will provide every educator in Michigan with an opportunity to differentiate and individualize instruction to improve student achievement utilizing state student data sets. In addition, the portal will provide every citizen with valid, up-to-date data with which to make decisions and judgments about the public education system in Michigan, including his or her local school. Proposed projects must address the provision of professional development on the use of data to inform instruction.

MDE anticipates awarding a single grant to an intermediate school district (ISD) or consortium of ISDs for the purpose of establishing and leading development of the portal. The portal will build on the Annual Education Report and Data for Student Success (D4SS) projects that have previously been funded. MDE expects this grant to extend and expand existing implementations of these previously funded data analysis programs.

PROJECT DESIGN REQUIREMENTS:

Successful applicants must demonstrate how they have already implemented data systems and professional development programs that are aligned with the goals of the grant. Applicants must show how their plans and the existing data analysis programs meet the following criteria:

- Maintain and keep current data displays and dynamic inquiries in the Data for Student Success and the Annual Education Report sites. This work will include modifications to the Annual Education Report to meet state public reporting requirements, as well as federal requirements for school and district public reporting.
- Work with CEPI and MDE to develop a comprehensive longitudinal portal for Michigan educational data, providing tools for educators and the public to locate and compare data for schools, local education agencies (LEAs), public school academies (PSAs), and intermediate school districts (ISDs), including data related to student enrollment, state assessment, staffing, performance outcomes, school directory, safety, and finance. Specific requirements for the portal are contained in Appendix A.
- Maintain the data model currently used by the Data for Student Success project, which aligns with the State Longitudinal Data System and provides an aggregate data feed to the School Improvement planning tool, hosted by AdvancEd, and individual student level data feeds to the Regional Data Initiatives. A graphical representation of the State Longitudinal Data System is contained in Figure 1 of Appendix B.
- Identify, connect, and combine diverse educational data elements (i.e., personnel, financial, crime and safety, schools/facilities, and student data, outcomes including assessment information and results) in meaningful ways from various sources and over time so that educators have access to the information they need to guide student learning.
- Incorporate the above data into tools, services, resources, and professional development programs that assist educators to individualize and differentiate instruction for all students. An overview of the professional development model is contained in Appendix C.
- Implement a project governance model that brings together appropriate partners and stakeholders to successfully carry out the project.

Successful proposals must describe or provide evidence of:

- Plans to maintain, extend, and enhance the Michigan Education Data Portal and professional development model already developed by the Data for Student Success project.

- Plans to meet the Portal Design Requirements contained in Appendix A.
- Plans to continue and expand the existing hierarchical security system used in the Data for Student Success project.
- Collaboration and in partnership with other ISDs, LEAs, and PSAs, including agreements on the sharing of tools, services, and professional development programs used in the implementation of this grant program.
- Collaboration and in partnership with the Michigan Department of Education and the Department of Technology, Management and Budget in transfer of education data, data storage, and data display in both secure and public environments.
- Interface with the School Improvement planning tool and Regional Data Initiatives through the Data for Student Success project to achieve common platforms, processes, and protocols for the release of data to the field.

PROJECT CONSIDERATIONS:

The applicant chosen will be required to work in close collaboration with the following entities within Michigan government:

- The Center for Educational Performance and Information (CEPI)
- The Michigan Department of Education
- Department of Technology, Management and Budget, Information Technology Division

CEPI is the lead state agency for the Michigan Education Data Portal grant.

The grantee will be required to work with Calhoun Intermediate School District as the designated partner for carrying out the professional development activities of the grant. Calhoun ISD provided outstanding service through the preceding Data for Student Success (D4SS) project and has developed effective professional development activities and modules that should be extended through this grant project.

The State of Michigan has invested significantly in the D4SS project with the goal of providing a common source of data reported out by the State for use by schools and those organizations supporting school improvement efforts. The Michigan Education Portal grant project is predicated on aligning data systems with D4SS and extending the work that has been done through D4SS within the context of local initiatives.

ELIGIBLE APPLICANTS:

This grant is targeted to eligible partnerships (i.e., consortia of ISDs) that include at least one high need district (LEA), which can be defined as one that:

- Is among those districts in Michigan with the highest numbers or percentages of children from families with incomes below the poverty line as defined by the TITLE I - PART A, ESTIMATED ALLOCATIONS School Year 2010-11 found at:
http://www.michigan.gov/documents/mde/rptAllocList-T1aPrelimAllocs1011_Orig_312609_7.pdf,

and

- Serves one or more schools identified for improvement or corrective action under section 1116 of the No Child Left Behind (NCLB) Act of 2001.

To maintain separate lines of financial accountability, applications submitted by ISDs that currently serve as the fiscal agent for an American Recovery and Reinvestment Act (ARRA), Title IID, Improving Instruction through the Regional Data Initiatives competitive grant will not be considered.

GRANT RANGE:

MDE anticipates funding a single project that will receive separate grant awards for FY 2009-10 (\$750,000) and FY 2010-11 (\$850,000). The actual award amounts will depend on the proposed activities and the project budget.

TOTAL FUNDS:

Approximately \$1.6 million of total funding is available for this competition.

NONPUBLIC SCHOOL PARTICIPATION:

The federal Title II, Part program statute requires applicants to provide meaningful opportunity for the equitable participation of educators from nonpublic schools in professional learning and equipment funded under EETT. **This opportunity must occur during the application planning stages** so that the proposed initiative can take into consideration the needs of the nonpublic staff. Grant applicants are required to document the planning activities that occur between public and nonpublic entities and to maintain as documentation items such as copies of letters inviting nonpublic participation. Funds may not be used for nonpublic substitute teacher costs.

ASSURANCE OF ACCURACY:

For each application, an assurance must be submitted stating that all information provided within is true and accurate. If, during the implementation of any funded project, MDE establishes that inaccurate or false information was provided in the application, the grant may be rescinded.

OPENING AND CLOSING DATES AND SUBMISSION INSTRUCTIONS:

MDE has released the general instructions, scoring rubric, and supporting information for the Michigan Education Data Portal grant on Friday, August 13, 2010 on the www.Michigan.gov/MDE website. The applications will be submitted within MEGS. The window for all submissions is between 9:00 am, Wednesday, September 1, 2010 and 11:59 pm, Thursday, September 9, 2010. **The final submission deadline is 11:59 pm, Thursday, September 9, 2010.** Because of required modifications to the MEGS system, these application materials will be available on Michigan Electronic Grants System (MEGS) after 9:00 am, Friday, August 13, 2010.

PROCESS FOR THE GRANT COMPETITION:

Eligible partnerships of ISDs will compete for the 2010-2011 Enhancing Education Through Technology (EETT) program grants through established procedures utilized by MDE in managing its grant programs. Applications will be received and reviewed according to the timeline below. Each proposal will be rated on a 100-point scale as identified later within the application instructions.

The tentative time frame for the operation of this grant program includes these major milestones:

August 12, 2010	Grant Program Announcement
September 1, 2010	Grant Program "live" in MEGS
September 9, 2010	Applications due
September 22, 2010	Grant recommendation presented to the Superintendent of Public Instruction; FY 2009-10/FY 2009-10 awards issued
September 30, 2011	FY 2009-10 Project to be completed; all funds expended
October 30, 2011	FY 2009-10 Final Performance Report due
November 30, 2011	FY 2009-10 Final Expenditure Report due
September 30, 2012	FY 2010-11 Project to be completed; all funds expended

October 30, 2012 FY 2010-11 Final Performance Report due

November 30, 2012 FY 2010-11 Final Expenditure Report due

All dates are subject to change.

REJECTION OF PROPOSALS:

MDE reserves the right to reject any and all proposals received as a result of this announcement.

REVIEW PROCESS:

MDE utilizes a review panel when scoring multiple competitive grant applications. For this grant program, review teams will be composed of people both within MDE and outside MDE as needed, with expertise in student data collection, the use of formative and summative student assessments, and professional development design. MDE staff will supervise the review.

Award selections will be based on merit and quality, as determined by points awarded through the rubric provided below, and all other relevant information. All funding will be subject to the approval by the Superintendent of Public Instruction. All applicants will be notified of the Superintendent's action.

The maximum score for the following criteria is 100 points. In addition to the content of the rubric categories below, the Superintendent of Public Instruction may apply other factors in making funding decisions, such as (1) geographic distribution, (2) duplication of effort, (3) duplication of funding, and/or (4) performance of the fiscal agent on previously funded initiatives.

REVIEW CRITERIA:

The EETT grant program is intended to fund technology and data programs that improve student achievement in the elementary and secondary schools. EETT is also intended to combine high quality professional learning to teachers and administrators with technology and data tools to further enhance learning opportunities for all children. The scoring rubric below should be used as a guide when writing the proposal. The reviewers will judge proposals against the elements described in the rubric. The proposals most likely to be funded are those that have most completely addressed all the elements described in the "Exceptionally comprehensive and rigorous" column of the rubric. A narrative that is written in the sequence of the rubric facilitates evaluation by the grant readers.

FINAL REPORT:

The grantee will provide a report of the project to include measurable outcomes based on grant objectives. The report will include a detailed PowerPoint presentation. PowerPoint reports will be posted on the MDE website, as received. The intent of the PowerPoint is to share the project outcomes with interested educators. The grantee will also be required to compile data to provide a means to evaluate the effectiveness of the grant.

GRANT ABSTRACT:

On one separate, double-spaced page, include a 300-word description of the proposed Michigan Education Data Portal. Detailed, clearly articulated abstracts that allow the reader to thoroughly understand the scope of project will receive **5 points** in the scoring of the grant proposal.

Abstract is vague and lacks clarity	Abstract has some details and sufficient clarity	Abstract is thoroughly detailed and clearly articulated
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GRANT NARRATIVE:

The grant narrative, limited to 20 pages, should be written in the sequence of the rubric.

A. Identification of the Need

Describe how the proposed package of tools, services, and resources meets the statewide needs of all 57 intermediate school districts (ISDs) and their constituent districts, including public school academies (PSAs). Articulate a clear vision for how the project will impact high needs and high poverty student populations; explain how this impact will be achieved. This section of the proposal is worth a maximum of **5 points**.

Response is marginally comprehensive, lacks rigor	Response is comprehensive, rigorous	Response is exceptionally comprehensive and rigorous
The proposal provides a basic description of participating entities but remains vague about how the consortium will function or how the project will impact high poverty/needs students.	The proposal provides a thorough description of participating entities and adequately explains how the project will function. Also includes explanation of how project will impact high poverty/needs students.	In addition to describing participants and explaining the applicant's function, the proposal articulates a clear vision of how each entity will contribute. Includes clear goals for impacting high poverty/priority students at the building and classroom levels.

B. Project Design

Provide a description of the methodology, design, and strategies to be used to accomplish each of the project design components described below.

Maintain Current Data and Access: The Data for Student Success (D4SS) project has served as an umbrella project for several key initiatives. Please describe how the applicant will maintain access and security for the D4SS system and keep data for D4SS current. This subsection is worth a maximum of **20 points**.

Response is marginally comprehensive, lacks rigor	Response is comprehensive, rigorous	Response is exceptionally comprehensive and rigorous
The proposal provides a general description of plans to maintain and keep data current for the Data for Student Success (D4SS) project.	The proposal provides a description of plans and activities to maintain and keep data current for the Data for Student Success (D4SS) project, including the Annual Education Report.	The proposal provides a detailed description of plans and activities to maintain and keep data current for the D4SS project, including dynamic inquiries and the Annual Education Report. Plans provide for assessment, accountability, staffing and graduation rate data for school year 2010-11 and subsequent years to be loaded on a timely basis.
The proposal only generally describes plans to align to the State Longitudinal Data System (SLDS) Data Model.	The proposal provides a description of plans and activities to align the public and secure portions of the Michigan Education Data Portal to the State Longitudinal Data System (SLDS) Data Model and Data Feed.	The proposal provides a comprehensive description of plans and activities to align the data model of the Michigan Education Data Portal to the State Longitudinal Data System (SLDS) Data Model and Data Feed. Current data models are maintained and kept current. Data feeds are transitioned to the standardized model using SLDS.
The proposal only provides a general description of data feeds to be provided by the project.	The proposal provides a description of data feeds to be provided to the School Improvement planning tool through AdvancEd and the Regional Data Initiatives.	The proposal provides a complete description of data feeds to be provided to the School Improvement planning tool through AdvancEd and the Regional Data Initiatives and proposes to maintain a secure FTP site for transfer of data from state data sources to these and other key platforms.

Michigan Education Data Portal: Describe how the applicant will build a portal to provide access to Michigan educational data. This subsection is worth a maximum of **30 points**.

Response is marginally comprehensive, lacks rigor	Response is comprehensive, rigorous	Response is exceptionally comprehensive and rigorous
The proposal generally lacks description.	The proposal provides a description of plans and activities to develop the Michigan Education Data Portal.	The proposal provides comprehensive plans for providing both secure and public access to education data through the Michigan Education Data Portal.
Plans for portal navigation are not described adequately.	Plans for portal navigation are addressed and planned displays are addressed, but not in great detail.	The plan clearly describes public navigation and secure and public displays of data related to school directory, assessment, student enrollment, staffing, crime & safety, and finance. Multiple years of data are available and displayed using graphs and tabular displays. Longitudinal displays are used as appropriate. Multiple navigation methods and peer comparisons are available for public users. Usability standards are addressed. The site proposes Cascading Style Sheets for flexibility in site-wide branding and display.
Security models are not adequately addressed.	Security models are addressed; administrative controls are described, but not in great detail.	A hierarchical security model is described which allows districts to assign appropriate roles through a robust user management component. The grantee will provide help-desk support for the security system. The portal functions with all major browsers. Features include administrative control of timed events and security, such as staging and embargo of data elements. Security allows administrator to disable and enable elements by user role.

Response is marginally comprehensive, lacks rigor	Response is comprehensive, rigorous	Response is exceptionally comprehensive and rigorous
File download is not addressed.	File download complements portal navigation and display.	Proposed features will allow users to download pre-populated and dynamically generated data files. File formats include PDF, Excel, and CSV. An archive of pre-populated files will be maintained and made available in PDF, Excel, and CSV formats. The files will include EDEN/EdFacts reports, files developed by agreement between CEPI and MDE ("Appendix B" reports), and files currently available on the CEPI web pages.
Only a minimum of the requirements contained in the grant criteria appendix are met.	All the requirements contained in the grant criteria appendix are met.	Plans are included to add nonpublic schools, proprietary schools, and postsecondary institutions as entities in the future. Data feeds are provided to the Regional Data Initiatives and to the School Improvement planning tool. Sufficient detail is provided to document that all requirements contained in the grant criteria appendix will be met by the project.

Professional Development: Describe how the project will partner with Calhoun ISD and the existing Data for Student Success (D4SS) project to continue the implementation of high quality professional development activities that increase educator capacity statewide to use data to differentiate and individualize instruction. The successful applicant will work with Calhoun ISD to collaboratively deliver common professional development programs to assure continuity across the state. This subsection is worth a maximum of **10 points**.

Response is marginally comprehensive, lacks rigor	Response is comprehensive, rigorous	Response is exceptionally comprehensive and rigorous
The proposal provides a limited description of professional development activities.	The proposal provides a description of professional development activities and suggests how the participating ISDs intend to localize the implementation.	The proposal specifically addresses how the proposed professional development activities complement and enhance the previous work completed by the D4SS team.
Maintaining the work of D4SS is generally addressed.	The applicant has implemented D4SS as part of its overall strategy for increasing data usage and articulates a plan for expanding this strategy to the rest of the state.	In addition to describing how the applicant integrated D4SS into its own professional development program, the proposal articulates how the continued professional development activities will complement the work ISDs have done related to D4SS implementation and continue to do as part of Regional Data Initiatives and other data-related initiatives.
Alignment of professional development to state initiatives is addressed.	Professional development is aligned with the Regional Data Initiatives and state School Improvement activities.	A comprehensive plan is provided to align professional development with state initiatives including the Regional Data Initiatives and state School Improvement activities.

C. Deployment and Sustainability

Describe the applicant’s model of statewide deployment, scalability, and financial sustainability in the Michigan Education Data Portal. The applicant’s accomplishments in previous data-related programs will be considered. This section of the proposal is worth a maximum of **10 points**.

Response is marginally comprehensive, lacks rigor	Response is comprehensive, rigorous	Response is exceptionally comprehensive and rigorous
The proposal includes little explanation of how the ISDs and their constituent districts will deploy the project.	The proposal includes a limited explanation of how the ISDs and their constituent districts will deploy the project.	The proposal provides a detailed explanation of deployment and sustainability of the project.
The applicant doesn’t propose effective ways of covering the costs associated with sustaining the project once the grant is complete.	The applicant does propose ways of covering the costs associated with sustaining the project once the grant is complete.	The applicant provides examples of how the applicant has built or will build sustainability costs into their operating budget.

D. Project Leadership and Governance

Coordinated governance is key to the success of this grant program. Describe governance plans related to the completion of project goals. This section of the proposal is worth a maximum of **10 points**.

Response is marginally comprehensive, lacks rigor	Response is comprehensive, rigorous	Response is exceptionally comprehensive and rigorous
The proposal does not adequately identify key personnel and/or lacks specificity of project responsibilities.	The proposal identifies key personnel, their project responsibilities, and the amount of time assigned to the project.	The proposal includes a chart identifying key personnel and their relationships; the key personnel hold senior positions in the applicant ISDs and its vendors.
The proposal does not lay out the project in terms of project milestones, deliverables, deadlines, etc.	The proposal provides a description of a project management design including detailing project milestones, deliverables, deadlines, etc.	The proposal details project responsibilities, deliverables, percentage of time devoted to each element of the project, and a timeline for completion of activities.
Little definition of the project team management is provided and limited information on who makes up the project management team and how that team will function.	The proposal includes biographies of the project management team and clear lines of authority and oversight necessary to complete the project successfully.	In addition to providing project team biographies, the proposal details clear lines of authority articulated between members of the applicant ISD and its vendors and key partners. The proposal lays out a clear plan for providing leadership and oversight necessary to complete project goals.
The proposal does not include specific plans for a Portal Governance Group.	The plan provides for a Portal Governance Group.	The Portal Governance Group is clearly specified including membership, operating protocols, and plans for input from partners and stakeholders.
Portal Governance Group makes no mention of including Regional Data Initiatives or School Improvement community representation.	Portal Governance Group includes Regional Data Initiative representatives and members of the School Improvement community.	Portal Governance Group clearly articulates roles for Regional Data Initiative representatives and key members of the School Improvement community.

E. Program Budget

Provide in this narrative as well as within the MEGS Budget Pages Section a detailed program budget that includes software and hardware costs, salaries and/or stipends for all participants, and a detailed description of technology and other resources required for project completion. A minimum of 25 percent of the budget must be expended on professional development activities. This section of the proposal is worth a maximum of **10 points**.

- Maximum: two double-spaced pages for the budget detail
- Maximum: one double-spaced page for the budget expenditure timeline

Response is marginally comprehensive, lacks rigor	Response is comprehensive, rigorous	Response is exceptionally comprehensive and rigorous
The project budget provides little detail.	N/A	The project budget provides sufficient detail and expenditures are itemized.
The proposed budget does not properly allocate 25 percent of the budget to professional development.	N/A	The proposed budget properly allocates 25 percent of the budget to professional development.
The proposal does not include a timeline for expenditures.	N/A	The proposal includes a detailed timeline for expenditures.

INFORMATION CONCERNING OTHER REQUIREMENTS

Grant Reviewers:

MDE utilizes a review panel when scoring multiple competitive grant applications. For this grant program, review teams will be composed of people both within MDE and outside MDE as needed, with expertise in student data collection, the use of formative and summative student assessments, and professional development design. MDE staff will supervise the review.

Length of Award:

Funding will be effective immediately following approval of grant awards by the Superintendent of Public Instruction, with an ending date of September 30, 2012.

Indirect Charges:

Federal law limits charging indirect rates on contracted services to the first \$25,000.

Payment Schedule:

Grantees will request funds using the Cash Management System (CMS). Requests for funds are limited to reimbursement.

Financial Reporting:

A final expenditure report will be required within 60 days of the grant ending date, showing all bills paid in full.

Preparing the Narrative:

All pages in attachments should have one-inch margins, be collated and numbered consecutively throughout. The **narrative** is limited to **20 double-spaced pages using 11 point Verdana font**. Addenda accompanying applicant proposals should be limited to four double-spaced pages using 11 point Verdana font.

Ownership of Materials Produced:

Ownership of products resulting from an EETT grant, which are subject to copyright of economic value, shall remain with the Michigan Department of Education unless such ownership is explicitly waived. This stipulation covers recipients as well as subcontractors receiving funds through this grant program.

State of Michigan
Center for Educational Performance and Information
in partnership with the Michigan Department of Education

Portal Design Requirements for 2010-11 Grantee

The grantee will maintain, improve, and enhance the current Data for Student Success (D4SS) application which is being used by the Michigan education community. The grantee's responsibilities will include hosting and security. The current site includes both public (Annual Education Report) and secure (D4SS) components. The grantee will maintain and enhance the current distributed security system. The State of Michigan will specify the scope of the data, and data model.

The grantee will comply with statute, regulations, and policies on data security and confidentiality. This includes policies on the confidentiality of student data under the Federal Educational Records Privacy Act (FERPA). Each of the grantee's staff that will have any access to secure and confidential data will complete all requirements for such data access as prescribed by the policies of the State of Michigan. In addition, the grantee will comply with policies of the Department of Technology, Management, and Budget for the storage and transfer of secure data.

Maintenance and additional development of the Data for Student Success site includes:

- Continued functioning of the dynamic inquiries
- Addition of an inquiry to display students not tested
- Modifications to the Annual Education Report to meet state public reporting requirements, as well as federal requirements for school and district public reporting
- Addition of MEAP-Access and ELPA data as approved by the State

The project will provide data feeds to the AdvancEd School Improvement Planning project and the Regional Data Initiatives. Improvements required in the public site from the current portal, as developed for the Annual Education Report, include:

- Provide multiple navigation options:
 - Find from partial entry, including county, city, school and district name or code number, or zip code
 - Browse Alphabetically to select a school district, school, city, county, or ISD
 - Geographic tools to show ISDs, counties, districts, and schools in a region on a map
- Allow public users to compare a selected entity to other entities based on peer selections:
 - Compare a selected school to peer schools, the district in which the school is located, the ISD in which the school is located and to statewide data

- Compare a selected school district to peer districts, the ISD in which the school district is located and to statewide data
 - Compare a selected school to peer schools, the district in which the school is located, the ISD in which the school is located and to statewide data
 - Compare a selected ISD to peer ISDs, and to statewide data
- Users with appropriate security will be allowed to drill down into all data representation, providing lists of students and staff, as appropriate
- Users with appropriate security will have access to the following pages:
 - Student enrollment history, including:
 - Graduation record
 - Program participation
 - Subjects, courses, teachers and credits as data becomes available
 - Student assessment history:
 - Includes scores in all subjects on all state assessments:
 - Assessment data at the subject and strand levels
- The grantee will make appropriate modifications in the data model used for the site to use the data models developed for the State Longitudinal Data System (SLDS)
- Additional requirements that will be incorporated in future years:
 - Add nonpublic schools, proprietary schools, and postsecondary institutions as searchable entities

The state will categorize activities by phase. All activities must be approved by the state. The applicant must demonstrate that the design process meets the following requirements:

- Site uses eMichigan specifications as a guideline
- Site meets or exceeds accessibility and usability standards
- Site is designed for commonly used browsers, including Internet Explorer, Firefox, and Safari/Mac
- Administrative control of timed events and security, such as staging and embargo of pages and elements
- Security allows administrator to disable and enable pages and elements by user role
- Maintain context sensitive help such as mouse-overs and help screens
- Use of Cascading Style Sheets for site-wide branding and display
- Design to display and suppress data based on state specified confidentiality and reliability thresholds for public reporting
- All pages have "trail" at top to get back to retrace steps and for navigation
- All pages have footers with date data last updated
- Peer comparison methods will need to be developed and implemented
- State will specify the data to be displayed and will participate in and approve design of data displays
- The grantee will provide a secure FTP site for data transfer from the state to the grantee and the grantee's contractors
- The grantee will ensure that confidential data is kept in a secure environment and is available only to authorized individuals

- The portal site will meet all security standards as specified by the state. The portal will use a distributed rights security management system. The grantee will provide help-desk support for the security system. Each user of the following user groups will contain both users and administrators:
 - Public users
 - State level (statewide) users
 - ISD/PSA authorizers/management companies
 - District level users
 - School users, including teachers and principals
 - Researchers
 - Super-users, who will have ability to manage other users

The general design of the portal will have tabs on the top and along left side of the page template:

- Tabs on top of page:
 - Anticipated tabs include: Navigation (choose district or school, and peer comparisons), Enrollment, Assessment, Accountability, Staffing, and Finance
- Tabs on left side vary based on top tab
- Standardized dashboards will be the default view for each data grouping
- All district level displays will allow drilling from district summary to building level data
- A time dimension will be available to navigate the display between years
- Longitudinal displays will be used as appropriate
- All pages will include one or more graphical charts and a tabular display of the data. Graphical charts and tabular displays must be transferrable (copy/paste) to other applications. Chart types will include:
 - Pie charts
 - Bar charts
 - Line charts
 - Scatterplots
 - Maps
 - Bubble graphs
 - Histograms
- Pages will allow users to download pre-populated and dynamically generated data files. File formats will include PDF, Excel, and CSV
- An archive of pre-populated files will be maintained and made available in PDF, Excel, and CSV formats. File formats will be designated by the state. The files will generally be structured with a data file and a text file describing the structure of the data and providing documentation of the data file. The files will include:
 - EDEN/EdFacts files
 - Files developed per agreement between CEPI and MDE
 - Files currently available on the CEPI web pages
- The grantee will provide data extracts for the Regional Data Initiative, as approved by the state
- The state will specify the data to be displayed and will participate in and approve design of data displays

- Any number on a chart or report can be drilled into:
 - Pick up the variable into a “pick list” for creation of an ad-hoc data table
 - A list of students for users at the school and district/confidential levels, depending on the security privileges of the user
 - All staffing and teacher effectiveness available by name of teacher

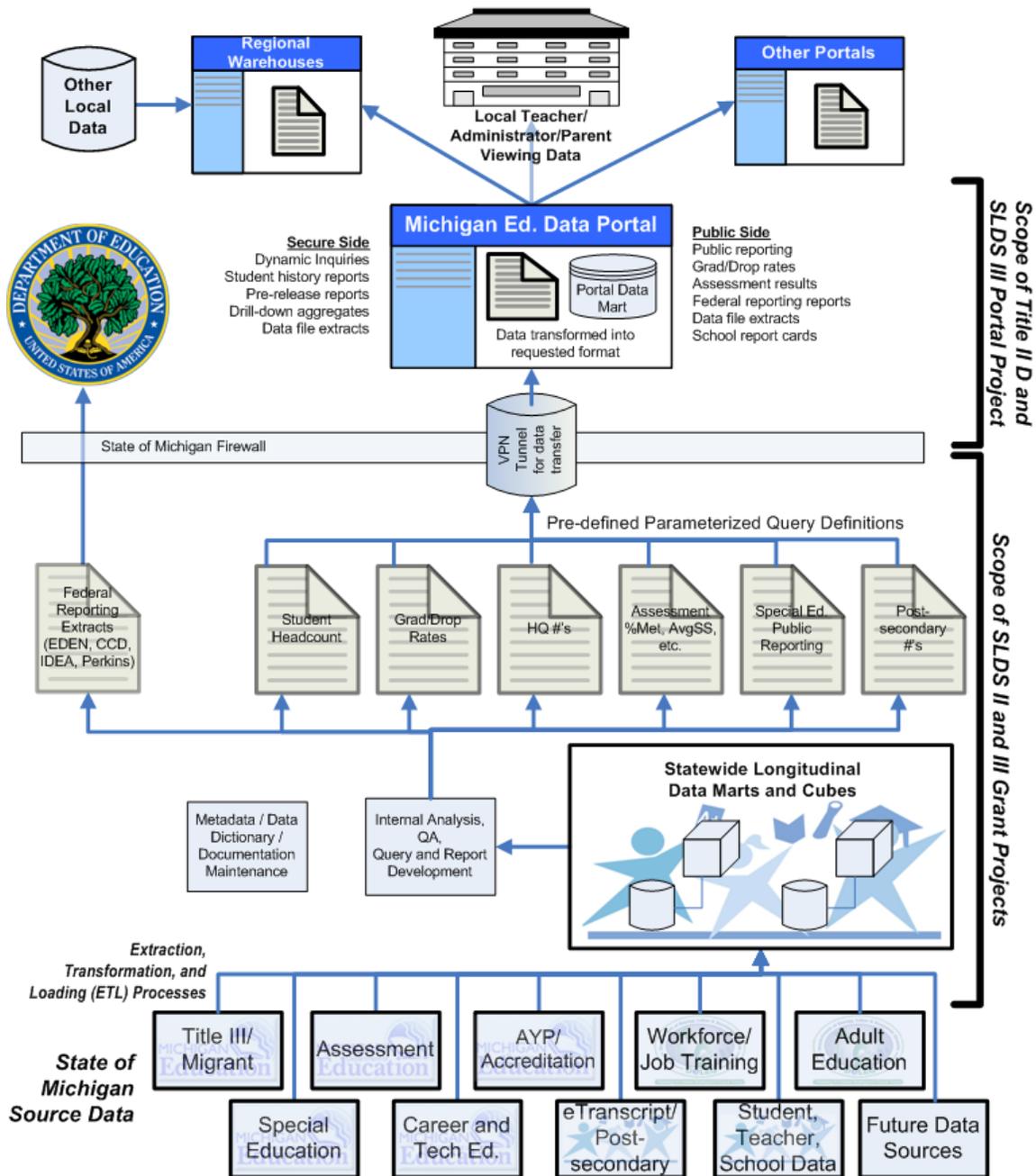
The grantee will provide data feeds for the Regional Data Initiative and for the School Improvement Planner hosted by AdvancEd. The state will review and approve security rights and data access for specific data elements, user roles, and specific applications.

The state will designate data groups and data elements to be added to the portal. Financial data and crime and safety data are not currently transferred from the state to the Data for Student Success project. The portal will be designed using current data feeds and will be transitioned to use data feeds from the State Longitudinal Data System on a schedule to be approved by the state.

The grantee will design and disseminate, with state approval, information about the portal. The grantee will be asked to make presentations at conferences sponsored by associations and organizations about the portal.



Figure 1: Michigan Statewide Longitudinal Data System



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MSLDS Blueprint Description (Figure 1)

As shown in Figure 1, the work completed and underway under SLDS '06 and SLDS '09 nests within a larger vision, one that gathers and links high-quality data elements into one comprehensive decision-making system. As envisioned, efficiency is derived from the use of automated Extract-Transform-and-Load (ETL) processes that pull specified data into data marts and cubes. Extracts are created from the data marts and cubes using preformatted queries. Those extracts are then pushed through the state firewall into the Michigan education data portal. Using dynamic inquiries, authorized teachers and school administrators can drill down into secured extracts of state student demographic, program participation, and assessment data to evaluate and improve instruction. State data can be enriched by linking with local formative and summative data available in regional data warehouses. Linked state and local data also can be made available to researchers. The public can be informed through the education portal as well through preformatted reports on graduation and dropout rates, school report cards, and other reports.

At the base of our emerging SLDS are data sets that include student demographics, program participation, state assessments, state-level accountability program data, electronic transcripts for students in Grades 9–12 and postsecondary students, K–12 staff data, school finance data, and more. As Michigan moves forward, additional data stores including adult learners, job training, workforce data, and more will come to populate this layer.

The interconnection of these data stores will in part be accomplished by merging data sets; in part by increasing interoperability and data standards compliance within, among, and across systems; and in part by constructing automated operations that extract and combine data on demand. These procedures and relations themselves will be enabled by comprehensive documentation and metadata stores. These will work efficiently because quality checks and other data control measures will be in place and automated to a high degree. These procedures will operate alongside and reciprocally with both permanent and temporary longitudinal data marts and cubes. Data marts and cubes will be clearly “versioned,” that is, their current state identified with respect to quality control and validity check procedures.

Under SLDS '09, we have begun gathering requirements to design a base set of data marts, online analytical processing cubes, and the queries necessary for efficiently generating comprehensive sets of data results. These data structures undergird the creation of the education data portal that will be accessed by educational practitioners, policymakers, researchers, and the general public. The marts and cubes will address a number of important topic areas about student participation in academic programs, state assessment results, student success and student transitions (including four-year cohort graduation and dropout rates and postsecondary transitions), teacher qualifications and classroom readiness, resource allocation, and taxpayer investments in Michigan's schools. Federal compliance reporting (IDEA, ESEA, CCD, EDEN, Perkins, etc.) will naturally flow out of SLDS-specified data marts and cubes, using standardized queries.

To support all this, the state will focus efforts on creating rich documentation—supported by sound, tracked, constantly updated metadata—to ensure that data consumers can understand and use the data. The alignment of clear and comparable definitions, data layouts, and field structures will be critical to ensuring that the SLDS can be used efficiently and effectively. The education data portal will offer a variety of online tools to manipulate data and present

information. A metadata tracking system and rich supporting documentation will ensure high levels of understanding by users. To ensure compatibility, Michigan will participate in and adhere closely to practices and standards recommended in national conversations about data and data use as they take place at the Data Quality Campaign (DQC), the National Center for Education Statistics, the National Forum on Education Statistics, the Schools Interoperability Framework Association (SIFA), the Postsecondary Education Standards Council (PESC), and other organizations, including working groups of the Council of Chief State School Officers and the National Governors Association.

The importance of sustainability of the SLDS beyond the grant funding is self-evident. Ongoing maintenance of systems has been planned for as a combination of (1) hiring additional permanent resources to the state from the outset of the project and (2) including in the vendor contract the need for short-term support following the implementation. For each phase and each deliverable, inclusion of a project handover to internal state resources and detailed documentation will be stated requirements for vendors bidding on the work. We will be requesting further funding from the state legislature for sustaining the system as the need arises based upon demonstrated success of the SLDS '09 and '10 grant-funded projects.



Professional Development – Data for Student Success

“Data-driven decision making does not simply require good data; it also requires good decisions.” (“The New Stupid.” Educational Leadership Dec/Jan (2009))

In order for educators to continue to make good decisions, they must continue to have sustained professional development on how to make good decisions based on data. Professional development will be provided to Michigan educators in three formats in order to meet educator learning styles and needs:

- Professional Development Modules that contain resources for ISDs/RESAs and districts to use for conducting professional development for their constituents.
- Symposiums focused on providing professional development on how to use data to make good decisions, as well as train the trainer professional development on how to use the professional development modules for constituents
- Professional Development consultation to ISDs/RESAs and universities in order to help them develop a professional development plan that meets their needs, including co-facilitation if requested

Professional Development Modules

Calhoun ISD will continue to maintain and enhance the current professional development modules to ensure relevancy to both the tools referenced (Data for Student Success Inquiry Tools) and cultural shifts necessary (establishing conditions for professional learning through leadership, data conferencing, etc.). A core element of the professional development modules are resources such as facilitation guides, handouts, and online videos providing relevant examples of the topics in action. These will continue to be maintained and expanded.

Symposiums

Each school year, events will be conducted where the topics from the professional development modules will be delivered both for learning and for train the trainer purposes.

Consultation

As ISDs/RESAs continue to provide professional development using the Data 4SS professional development resources, Calhoun ISD will provide them consultation services. This includes helping them plan their events and resource usage, co-facilitation either in person or via video conference, or email/phone consultation. Calhoun ISD will also expand on the existing opportunities to support universities in incorporating using data for decision making in their graduate courses.