

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

STATEWIDE LONGITUDINAL DATA SYSTEM RECOVERY ACT GRANTS
CFDA # 84.384A
PR/Award # R384A100033

Closing Date: DEC 04, 2009

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

Version 02

| | | |
|--|---|-------------------|
| * 1. Type of Submission | * 2. Type of Application:* If Revision, select appropriate letter(s): | |
| <input type="checkbox"/> Preapplication | <input checked="" type="checkbox"/> New | |
| <input checked="" type="checkbox"/> Application | <input type="checkbox"/> Continuation | * Other (Specify) |
| <input type="checkbox"/> Changed/Corrected Application | <input type="checkbox"/> Revision | |

| | |
|---------------------|--------------------------|
| * 3. Date Received: | 4. Applicant Identifier: |
| 12/3/2009 | |

| | |
|--------------------------------|---------------------------------|
| 5a. Federal Entity Identifier: | * 5b. Federal Award Identifier: |
| | NA |

State Use Only:

| | |
|----------------------------|----------------------------------|
| 6. Date Received by State: | 7. State Application Identifier: |
| | |

8. APPLICANT INFORMATION:

* a. Legal Name: Elementary and Secondary Education, RI Department of

| | |
|---|---------------------------|
| * b. Employer/Taxpayer Identification Number (EIN/TIN): | * c. Organizational DUNS: |
| 056000522 | 929956563 |

d. Address:

| | |
|----------------------|------------------------|
| * Street1: | 255 Westminster Street |
| Street2: | |
| * City: | Providence |
| County: | Providence |
| State: | RI |
| Province: | |
| * Country: | USA |
| * Zip / Postal Code: | 02903 |

e. Organizational Unit:

| | |
|----------------------------|----------------------------|
| Department Name: | Division Name: |
| Office of the Commissioner | Office of the Commissioner |

f. Name and contact information of person to be contacted on matters involving this application:

| | | | |
|--------------|-----|---------------|-------|
| Prefix: | Mr. | * First Name: | David |
| Middle Name: | V | | |

* Last Name: Abbott

Suffix:

Title: Deputy Commissioner

Organizational Affiliation:

Deputy Commissioner, RI Department of Education

* Telephone Number: (401)222-8702 Fax Number: (401)222-6178

* Email: DAVID.ABBOTT@RIDE.RI.GOV

Application for Federal Assistance SF-424 Version 02

9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.384A

CFDA Title:

Statewide Longitudinal Data System Recovery Act Grants

*** 12. Funding Opportunity Number:**

072909001

Title:

Statewide, Longitudinal Data Systems Under The American Recovery And Reinvestment Act Of 2009

13. Competition Identification Number:

Title:

Statewide, Longitudinal Data Systems Under The American Recovery And Reinvestment Act Of 2009

14. Areas Affected by Project (Cities, Counties, States, etc.):

PK-20+, cities, towns, state government

*** 15. Descriptive Title of Applicant's Project:**

Rhode Island Department of Education Longitudinal Data Systems Project will expand state agency interoperability; develop performance-centered, user-friendly data portals; and expand regional collaboration.

Attach supporting documents as specified in agency instructions.

Attachment:

Title :

File :

Attachment:

Title :

File :

Attachment:

Title :

File :

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant: 02

* b. Program/Project: RI- ALL

Attach an additional list of Program/Project Congressional Districts if needed.

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 7/1/2010

* b. End Date: 6/30/2013

18. Estimated Funding (\$):

| | |
|----------------------|------------|
| a. Federal | \$ 5387926 |
| b. Applicant | \$ |
| c. State | \$ 1382804 |
| d. Local | \$ |
| e. Other | \$ |
| f. Program Income | \$ |
| g. TOTAL | \$ 6770730 |

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on .

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

Yes No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Mr. * First Name: David

Middle Name: V

* Last Name: Abbott

Suffix:

Title: Deputy Commissioner

* Telephone Number: (401)222-8702 Fax Number: (401)222-6178

* Email: DAVID.ABBOTT@RIDE.RI.GOV

* Signature of Authorized Representative:

* Date Signed:

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.



U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Elementary and Secondary Educati...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

| Budget Categories | Project Year 1(a) | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Project Year 5 (e) | Total (f) |
|-----------------------------------|-------------------|--------------------|--------------------|--------------------|--------------------|--------------|
| 1. Personnel | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 2. Fringe Benefits | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 3. Travel | \$ 11,500 | \$ 11,500 | \$ 11,500 | \$ 0 | \$ 0 | \$ 34,500 |
| 4. Equipment | \$ 473,368 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 473,368 |
| 5. Supplies | \$ 203,000 | \$ 155,000 | \$ 155,000 | \$ 0 | \$ 0 | \$ 513,000 |
| 6. Contractual | \$ 1,236,500 | \$ 1,236,500 | \$ 1,236,500 | \$ 0 | \$ 0 | \$ 3,709,500 |
| 7. Construction | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 8. Other | \$ 150,000 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 150,000 |
| 9. Total Direct Costs (lines 1-8) | \$ 2,074,368 | \$ 1,403,000 | \$ 1,403,000 | \$ 0 | \$ 0 | \$ 4,880,368 |
| 10. Indirect Costs* | \$ 215,734 | \$ 145,912 | \$ 145,912 | \$ 0 | \$ 0 | \$ 507,558 |
| 11. Training Stipends | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 12. Total Costs (lines 9-11) | \$ 2,290,102 | \$ 1,548,912 | \$ 1,548,912 | \$ 0 | \$ 0 | \$ 5,387,926 |

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2009 To: 6/30/2010 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): _____ The Indirect Cost Rate is 10.4%

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 0%



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
Elementary and Secondary Educati...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

| Budget Categories | Project Year 1(a) | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Project Year 5 (e) | Total (f) |
|--------------------------------------|-------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------|
| 1. Personnel | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 2. Fringe Benefits | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 3. Travel | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 4. Equipment | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 5. Supplies | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 6. Contractual | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 7. Construction | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 8. Other | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 9. Total Direct Costs (lines 1-8) | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 10. Indirect Costs | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 11. Training Stipends | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |
| 12. Total Costs (lines 9-11) | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 | \$ 0 |

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Signature of Authorized Certifying Representative:

Name of Authorized Certifying Representative: David V Abbott

Title: Deputy Commissioner of Education

Date Submitted: 12/01/2009

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

| | | |
|---|---|---|
| 1. Type of Federal Action: <input type="checkbox"/> Contract <input type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance | 2. Status of Federal Action: <input type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award | 3. Report Type: <input type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0 Quarter: 0 Date of Last Report: |
| 4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Address: City: State: Zip Code + 4: - Congressional District, if known: | 5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known: | |
| 6. Federal Department/Agency: | 7. Federal Program Name/Description: CFDA Number, if applicable: | |
| 8. Federal Action Number, if known: | 9. Award Amount, if known: \$0 | |
| 10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: - | b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: - | |
| 11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. | Name: David Abbott Title: Deputy Commissioner Applicant: Elementary and Secondary Education, RI Department of of Date: 12/01/2009 | |
| Federal Use Only: | | Authorized for Local Reproduction Standard Form LLL (Rev. 7- 97) |

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

APPLICANT'S ORGANIZATION

Elementary and Secondary Education, RI Department of

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr. First Name: David Middle Name: V

Last Name: Abbott Suffix:

Title: Deputy Commissioner of Education

Signature:

Date:

12/01/2009

ED 80-0013

03/04

**SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS**

1. Project Director:

| | | | | |
|---------|---------------|--------------|--------------|---------|
| Prefix: | * First Name: | Middle Name: | * Last Name: | Suffix: |
| Mr. | David | V | Abbott | |

Address:

* Street1: 255 Westminster Street
 Street2:
 * City: Providence
 County: Providence
 * State: RI * Zip / Postal Code: 02903 * Country: USA

| | |
|---------------------------------|-----------------------------|
| * Phone Number (give area code) | Fax Number (give area code) |
| (401)222-8702 | (401)222-6178 |

Email Address:

DAVID.ABBOTT@RIDE.RI.GOV

2. Applicant Experience

Novice Applicant Yes No Not applicable

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project period?

Yes No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

Attachment:

Title :
File :

Project Narrative

Project Narrative - Project Abstract

Attachment 1:

Title: **Project Abstract** Pages: **1** Uploaded File: **E:\slds\grant narrative\in here\submission\Project Abstract.pdf**



Project Abstract

A rapidly changing global economy and concerns about our ability to educate/develop a competitive workforce demand that education and training systems strengthen their capacity to collect, analyze, and use information to ensure that every individual has the knowledge and skills necessary to succeed. Federal funding is available to build aligned interoperable PK-20+ data systems that collect information from early childhood through high school and postsecondary education, training and into the workplace.

The Stimulus Plan provides a strategic opportunity for states to build the political will and take practical steps to remove barriers to accessing, sharing and using data to improve student success. The U.S. Departments of Education, Labor, and Health and Human Services are collaborating in new, unprecedented ways to demonstrate how state agencies can work together to link data across sectors, avoid duplication, and protect privacy. The alignment of data initiatives in Race To The Top Funds, State Fiscal Stabilization Funds, and SLDS grants, will provide greater transparency and efficiencies around federal programs empowering parents to make the best decisions for their children regarding education and career paths.

Rhode Island, like other states, is also in a perfect storm of necessity and availability. Technology is at the beginning of a paradigm change from robotic systems to organic systems. That is to say, modern technology is becoming more people oriented in its hardware and software architectures and therefore, more enabling and more available by providing new user-friendly and inventive tools that enable all Rhode Islanders to benefit from comprehensive, transparent and accessible information.

In anticipation of this new technology, the Rhode Island Department of Education (RIDE) is committed to a comprehensive, data-driven, PK-20+ information management and decision support system that enables districts, state agencies and education institutions to compile, validate, and analyze information on a more timely and accurate basis. By doing so, RI can transform education into a knowledge-based enterprise, moving from collecting data for compliance to using data to promote continuous improvement. Specifically, RIDE proposes the following initiatives as part of this application:

1. Provide infrastructure for full implementation multi-state agency Data Hub at the Providence Plan and disaster mirror recovery system at RIDE.
2. Build user interface for data warehouse with portal for all users; build a value added system to measure student growth against teacher credentials, preparation and professional development; and pilot an instructional management system (linked to RIDE's data warehouse) with two low performing districts.
3. Develop a Performance Management System that links teacher preparation, assignment, compensation, advancement and tenure and can be used to measure the quality of teacher education programs.
4. Provide Infrastructure for higher education data warehouse.
5. Expand New England Secondary School Consortium partnership (CT, ME, NH, RI, VT) to include cross-state research, an e-transcript pilot and measures of high school and post-high school outcomes.

Project Narrative

Project Narrative - Project Narrative

Attachment 1:

Title: **SLDS Connect Pages: 30** Uploaded File: **E:\slds\grant narrative\in here\submission\Project NarrativeFINAL.pdf**



Project Narrative (30 Pages)

(a) Need for Project

One month into her term as head of Rhode Island PK-12 education, Commissioner Deborah Gist showed her unwavering support for and commitment to the state's longitudinal data system by securing an external consultant to provide a gap analysis of the current SLDS. The consultant explored the data warehouse and all other RIDE data feeds, interviewed district technology directors, vendors, and any partners associated with RIDE's data infrastructure. In addition, the investigation included detailed interviews with representative from all of RIDE's offices to determine data needs, technology gaps and governance issues. The report breaks RIDE gaps into three main areas: system, processes and people. This grant request mirrors the systems gaps identified in the final report.

Though parts of the report complimented RIDE staff and its ability to design, in-house, sophisticated systems capabilities; there are shortcomings internally that have prevented development of comprehensive statewide longitudinal data system. In brief, the needs are as follows:

- Establishment of the data warehouse as the Educational System of Record. - a single database environment to aid consistent data manipulation and analysis.
- Integration of an analytic dashboard on top of the data warehouse with customizable data visuals and security rights for different users.
- Design of "Point and click" data web sites tailored to multiple levels of users with attractive visuals easy navigation.
- Inclusion of research portal on SLDS with security configuration for researchers and authorized data.
- Development a Performance Management System that links teacher preparation, assignment, compensation, advancement and tenure- and link the performance management system with program approvals.
- Ability to link in-state infrastructure for higher education data with PK-12 data.
- Development of a value added student growth model to measure student growth and teacher effectiveness.
- Expansion of cross-state data linkages.

The Commissioner used the results of the gap analysis to prepare a statewide strategic plan. Now in the public comment period, the five priority goals, (which are strongly aligned to the *Race to The Top* priorities and the **SFSF requirements**) are:

1. Ensure Educator Excellence teacher (effectiveness and equity in teacher distribution/ Increasing teacher effectiveness and equitable distribution of effective teachers)
2. Accelerate All Schools Toward Greatness (supporting and turning around low performing schools / Turning around the lowest-performing schools)
3. Establish World-Class Standards and Assessments (higher standards and better assessments/ Adopting rigorous standards and high-quality assessments)
4. Develop User Friendly Data Systems (Establishing data systems and using data for improvement)
5. Invest Our Resources Wise



This grant request is structured around each of these priority goals. The ultimate measure of success will be RIDE's ability to meet the measures of success statements that are detailed in the strategic plan. Those measures of success will be addressed throughout this application.

RIDE SLDS: Current State

The goals of RIDE's administrative streamlining and initiative, launched in 2006, has been to transform inefficient manual workflows, costly paper processes, duplicated / inaccurate data, SEA/LEA system silos, and intra-RIDE system stovepipes by modernizing and re-engineering operational and system processes. The streamlining initiatives have already yielded positive results for the districts and RIDE by implementing modernized electronic data collection and validation processes in RIDE's data analysis/reporting (eRIDE), adult basic education (CALIS), and child nutrition program (^{SLDS}*Connect*) systems. These information technology systems and operational re-engineering efforts have resulted in a foundation of cleaner information, streamlined electronic workflows, more unified instructional technology (IT) processes and systems, electronic document management, more accurate data, and better RIDE/LEA interoperability. Moreover, RIDE's award of the 2008 SLDS Grant when combined with RIDE's administrative streamlining efforts are important foundational steps toward the Department's long and short goals set forth by Commissioner Gist.

RIDE and the state of Rhode Island have undertaken significant work to design and implement an impressive student data system at the K-12 level. The agency's data system includes a data warehouse and decision support (analysis and report) systems that store and provide access to individual student-level data. Additionally, these systems include data verification and error-checking routines and a system for ensuring assignment of unique identifiers to individual students, which is a critical component in maintaining individual level longitudinal data. At present, the Rhode Island collection of education data rivals that of any other state. The data collected by the RIDE includes:

- Assessment results for all students, by student group, on the regular state assessments;
- Alternate Assessment for students with disabilities and the Mac II exam for English-language learners;
- Demographic information about all students in all public schools and districts;
- Information and calculations on student enrollment, attendance, graduation, dropout, and mobility rates and program participation;
- Special Education, Vocational and Career & Technical Education, and Limited English Proficiency (LEP) status;
- Annual perception surveys of all students, teachers, and parents regarding school climate, teaching practices, and parental engagement;
- Detailed reports at the school level regarding finances and school spending;
- Reports on all school suspensions, disaggregated by 40 categories of offense;
- Special reports on the academic performance of students with disabilities; and
- Information regarding teacher certification, teaching assignments, and percentages of classes taught by highly qualified teachers.

Future State:



The Rhode Island Department of Elementary and Secondary Education's (RIDE) longitudinal data vision is evolving from a seamless, student-centered K-12 system that is designed to guarantee universality of process, data, and use to a more extensive and easy-to-use construct that supports the tracking of student information from birth to the workplace (PK- 20+) to determine post-secondary outcomes. RIDE's goal is to accomplish this in the following iterative phases:

- 1) K-16 data combined with the Departments of Human Services (DHS), Health (DOH), Children Youth and Families (DCYF), Mental Health and Retardation (MHRH), and Juvenile Justice = PK-16 data;
- 2) PK-16 Education, Health, Disability, Medicaid, Transitional Assistance data with the Adult Ed, Career & Tech, Labor & Training, Workforce data = PK-20+ data;
- 3) Rhode Island PK-20+ data with other New England States' PK-20+ data = NE:PK-20+ data; NOTE: RIDE and CT, VT, NH, & ME have initiated SLDS data sharing work ; and
- 4) NE:PK-20+ data with the remaining US states' PK20+ data = US-PK-20+data.

(b) Project Outcomes Related to System Requirements and Implementation

"Vision without implementation is hallucination" - Benjamin Franklin

The outcomes of this grant are aligned to RIDE's strategic plan and Commissioner Gist's vision for the education of every student in Rhode Island. As such, strategies and measures of success articulated in the strategic plan accompany each SLDS project outcome.

SLDS Grant Outcome 1: Provide infrastructure for full implementation of multi-state agency Data Hub at Providence Plan with disaster mirror recovery system at RIDE

Strategy 2.1 of RIDE's strategic plan is: Establish a vertically and horizontally integrated statewide data system that provides single point access to comprehensive education, demographic, and human services data for every student PK-20. Specific objectives include:

- Create ability to merge RIDE data with Department of Labor & Training and state Health/Social Services agencies (horizontal)
- Integrate Pre-K data system into data warehouse
- Develop systems requirements for collecting data related to student-level supports, including evaluations and individualized supports
- Create set of diagnostic metrics to match capacity and systems measures to specific interventions and initiatives that will ensure acceleration of student achievement.

Measures of success include:

By 2015, Rhode Island will be able to demonstrate a 10% increase in student achievement directly tied to a system of supports and intervention.

Current State

In 2006, RIDE was awarded a 1.8 million federal grant under the Title IV Grant to States to Improve Management of Drug and Violence Prevention Programs (CFDA#84.184r). Below is an excerpt from the grant abstract:



"Funding of this proposal will enable us to create a series of analytic tools to enhance the meaning of data to community planners. It will further allow the State to develop a more accessible system for data to be collected, stored, analyzed and disseminated. Lastly, it will allow RIDE to enhance the capacities of communities to understand and use data in a data driven planning process. These analytic tools will have extended value beyond the State in furthering national commitments for use of data-driven and evidenced based prevention practices."

Though RIDE was able to complete many of the objectives of the grant, data sharing across all state agencies is a final hurdle. The concept of data sharing for improved accessibility and transparency has long been a goal of RIDE and state government. For years, RIDE had discussed possibilities but data ownership, turf and concerns about confidentiality served as barriers to data sharing. RIDE had, however, a long-standing data sharing agreement with the Providence Plan (ProvPlan), a non-profit information exchange agency established in 1992. ProvPlan has been performing mobility analyses for RIDE for the past five years, helping the state understand patterns and the effect of mobility on student performance and graduation rates. ProvPlan's Board of Directors consists of many representatives from state agencies as well as the labor union and small business perspective. In addition, ProvPlan has data sharing agreements with the Department of Health, the Department of Children, Youth and Families, the Department of Labor and Training, the Department of Corrections, and the Providence School District.

As state agencies continued to disagree about the mechanisms for data sharing and ownership, ProvPlan slowly and methodically developed internal staff capacity, while simultaneously gaining the trust and respect of many state agencies by providing quality, responsive, and user-friendly student-focused analyses. As RIDE grappled with how to make the linkages a reality; the ProvPlan surfaced as a viable option. Technically, the agency had qualified staff to link the systems. Politically, ProvPlan had the support of many of the agencies needed for the match. Historically, ProvPlan had a record of doing stellar analyses for student-centered agencies and organizations. Philosophically, ProvPlan's vision closely mirrors the vision RIDE has for its students.

When approached, ProvPlan understood the responsibility that such a partnership entailed and ensured RIDE that they are up to the challenge. The agency is truly committed to an "information as knowledge" agenda and as partner and organizing entity of our cross state agency initiative, we are confident that ProvPlan has the capacity and the will. The work has already begun as ProvPlan has linked our data warehouse assessment, attendance and discipline data with Department of Health birth records. (See Appendix A.1 for progress to date and work proposed through September 30, 2010). RIDE has the funding to pay for further state linkages, but seeks funding in this proposal for the infrastructure necessary to support the much broader goal of linking all student, school and teacher data across time, programs and organizational entities. The proposed DataHub demands a more extensive, interoperable and sustainable infrastructure. RIDE envisions a data repository infrastructure, purchased and owned by RIDE but housed and maintained by ProvPlan. RIDE would build a mirror recovery system at RIDE to serve as back-up.



Future State:

Today, many states and research organizations face the challenge of collecting education information from multiple sources, reviewing and scrubbing it for content accuracy, and creating a longitudinal data access and storage vehicle on top of the array of transactional information systems have been implemented using various iterations of information technology. To compound the issue, the current ability to share data both internally and externally is frequently accomplished by way of silo/stovepipe systems, batch transfers, manual re-entry of the same data, reports and e-mail transfers of re-constituted information stored in spreadsheets.

The ^{SLDS}**Connect** DataHub or data cloud architecture (Appendix A.2) will provide the security and confidentiality control for each of four layers of database information. A **Public Layer** gives the public access via the internet to various types of information, such as, a self-help model for one-stop-access to anonymous aggregate education information from ^{SLDS}**Connect**, such as predefined aggregate reports for research and evaluation purposes. At the **Analytical Layer**, secure and authorized access will be available to information that can be manipulated in a highly efficient manner using powerful On Line Analytical Processing (OLAP) tools. Queries for database information that formerly could take hours to complete in a large, normalized database environment are produced within seconds using an OLAP storehouse architecture. For the deeper “drill-down” and/or “drill through” layers of the ^{SLDS}**Connect** Storehouse to the **Transactional Layer** of detailed, specific student information, and the **Confidential Layer** of specific student information that is marked as “private and confidential”, the highest level of security and confidentiality protocols will be in place to protect this information and to insure its appropriate usage. See Graphics below.

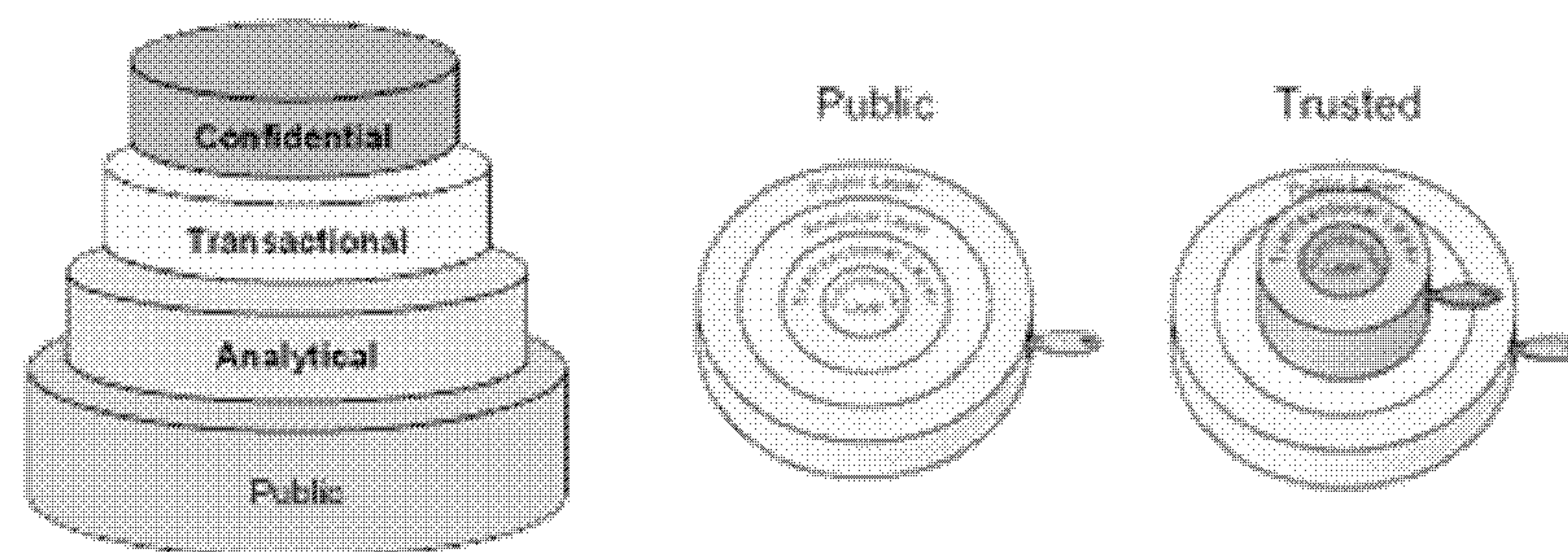


Figure 5-1 SLDS Information Storehouse Layers

The ^{SLDS}**Connect** DataHub and corresponding application software data access components will be constructed using an open global architecture. In addition, the development team will also use iterative or “agile” development methodologies to gradually build, validate, and implement the ^{SLDS}**Connect** components. As each component is developed, the business objects will be globalized for re-use as “plug-ins”. The database will be also designed and dimensioned to seamlessly support daily business operational functions (On Line Transaction Processing – OLTP) and strategic planning and outcome measurement functions (On Line Analytical Processing – OLAP) within the same “storehouse” repository architecture. The intake forms and reports will be web-based, but not constrained to current browser and “web services” technology.

Using the latest information technologies and methodologies, users will be able to quickly assess how efficiently their education service delivery organization is functioning from varying perspectives - how regulatory, pressures and growth objectives are being met, the quality,



effectiveness, and efficiency of service delivery, and which new policies and procedures can impact the quality of services for the education agencies. Additionally, by implementing this integrated, enterprise-oriented education information management system using current IT technologies, ^{SLDS}*Connect* DataHub can enable state and local PK-20+ agencies to use this technology to enable state administrators to address the global pressures for high quality data that continues to confront all U.S education organizations.

Using an integrated technology infrastructure, ^{SLDS}*Connect* DataHub users will be better able to develop and implement initiatives aimed at employing key performance and outcome indicators. These indicators will be used to measure the effectiveness of the states' education service delivery system and the management of its education service delivery assets. These initiatives require systematic processes for the collection, analysis, and management of performance outcomes. These processes must be robust enough to provide the multi-dimensional stratification of this information and an analytical toolset that allows for quick and precise analysis in a graphical as well as tabular presentation of results.

Policy Requirements - Needs and Uses:

A Data Hub (See Appendix A.3) would help the public, governmental agencies and the front-line, direct-service agencies understand what is working towards improving the social, emotional and academic health of the state's children. Working in conjunction with the Departments of Education, Health, Juvenile Justice, Mental Health and Retardation, Children Youth and Families and Human Services, this DataHub would provide multi-faceted data snapshots that:

- Inform data-driven decisions
- Involve the public in some of those decisions
- Help distinguish between programs that are working well and those that are weak
- Help the public understand the challenges facing RI's social service system
- Create reports that will have a consistency over time so the effects of longitudinal efforts are clear
- Automate some of the work of data reporting by providing charts informed by the agencies that will use them for program decisions, grants, evaluations and reports.
- Tell data stories, with cross-over data from the Department of Education and from Kids Count, with an eye to including other data sources in the future. For example, Infoworks! (state report card, including suspension and perception data) tells the story, over time, that if school climate improves, achievement is likely to follow, though not immediately. (See a Beta web site Data Story using cross-state agency data in Appendix A.4)

The true test of success of the DataHub will be improved services and supports for kids based on an integrated data system that not only helps state agencies look across indicators, but encourages them to work in partnership to find solutions to the stubborn problems that the data expose.

SLDS Grant Outcome 2: Build ^{SLDS}*Connect* eGateway Portal with click and point dashboard visuals accessible by portal access; build a value added system to measure student growth against teacher credentials, preparation and professional development; and pilot an instructional management system (linked to the state's data warehouse) with two low performing districts.



As one of five priorities articulated by the Commissioner of Elementary and Secondary Education, a user-friendly data system is paramount to our states vision for educating all students to standards. Strategies in the strategic plan include:

- Develop a variety of Data Dashboards with a look and feel and level of functionality specific to each user group.
- Develop various reports that will be available to different users focusing on canned (live feed) reports and limited query reports.
- Create tools for educators and researchers to access data that will help improve instruction.
- Provide portal that allows LEA to upload local assessments and other school level instructional data.
- Develop requirements for LEAs to be able to link their local assessment data with state data regardless of local platform.
- Develop methodology for including growth metrics and teacher effectiveness into a system of state performance measures, and possibly into AYP.

Measures of success include:

By 2012:

- Every RI citizen will be able to access user-friendly data on student achievement and school/district performance in their community.
- School and classroom data linking student achievement with teacher effectiveness in the form of easy-to-read reports through a public web-based portal will be available to the public.
- The Rhode Island data system will fully meet the criteria for having the 10 essential elements identified by the Data Quality Campaign, and be able to link across state agencies.
- Educators and school leaders will demonstrate consistent use of an instructional management system to link programs and services to student achievement data in order to provide more effective instruction and interventions for students.

By 2015

- All districts will demonstrate data-driven decisions that lead to classroom, school, and district improvement.
- Parents and the community will utilize available tools to view data on student achievement and school performance, as demonstrated by usage metrics and survey data.
- Rhode Island will be able to demonstrate a 10% increase in student achievement directly tied to a system of supports and intervention.
- Education data will be clean and accurate as measured against standards for accuracy for specific data elements as set forth in a prescribed data dictionary.
- All RI districts will demonstrate continuous closure of achievement gaps by disaggregated student population as measured against state-established growth targets.

Current State



The last data warehouse hurdle for RIDE is the user interface. Currently the system has analytical query tools that are mined by technology directors and a small minority of school and district administrators. Though many states built the dashboard first and slowly added data elements over time, RIDE took the reverse approach. It built a powerful data warehouse, containing demographic, assessment, financial, special education, English Language Learner, discipline, attendance, mobility and program data. While there are merits to either approach, RIDE now has the advantage of being able to benefit from the roads paved by other states. The rate of technical advances in this area is astounding. RIDE can learn about dashboards from Indiana and can learn about growth models from Colorado. RIDE proposes to use this grant award to build this front end user interface. This will allow for transparency and accessibility so all can understand RI education and make decisions informed by useful data.

Future State

The next step toward achieving Commissioner Gist's goals is to develop an electronic Gateway Portal (eGateway) system (^{SLDS}**Connect**) that will provide users with an easy-to-use, single point of access system that supports longitudinal student, teacher, school, and program information service requests. This new system will enable parents, RIDE, LEAs, higher education organizations, authorized Rhode Island and other state agencies, research organizations, and USDOE staff to access comprehensive Rhode Island education information not only across time, but across other data measures, data dimensions, and data domains.

SLDS Access Component Framework

In the development of ^{SLDS}Connect, the typical three tier architecture (Presentation, Business Rules or Objects, Database Repository) will be opened and extended to an n-tier architecture to include additional framework layers that enable:

- The Presentation Layer to be extended from today's visual, browser world into the future world of voice, video streaming, and batch streaming intake/output that is integrated in a workflow management framework by software agents that normalize input and output service requests to and from the Business layer.
- The Business Object Layer to be softened by developing a core of global re-usable functions to insure business object portability when new technology architectures and methodologies come online. These global functions will be enhanced by table-driven and workflow driven custom components that deliver a flavor of uniqueness to each respective global business object;

The Repository Layer to be opened to a level of database independence by agents that normalize database access and storage requests from the Business Layer and support certain database service requests directly from the Presentation Layer via a Data Bindery construct.

The SLDS eGateway application components will be designed to seamlessly interoperate with each other. Moreover, by using modern information technology web services methodologies, global database constructs, simplified document storage architectures, workflow and reporting



wizards, and a global internal infrastructure, these application software products have been designed to be:

- Intuitive enough to be user friendly;
- Transparent enough to be easily maintainable and sustainable;
- Extensible enough to incorporate new features and functions; and,
- Transferable enough to be implemented by other Rhode Island state agencies and/or other U.S. state education agencies.

These architectural constructs will enable ^{SLDS}*Connect*, to add users, organizational entities and functionality without multiple versions of the application source code, presentation forms, reports, and database tables. A multi-dimensional security framework (5 dynamic layers and 2 static layers) will be imbedded into all levels of ^{SLDS}*Connect* processing to manage access security to specific datasets and their attendant usage permissions and functionality. One of the requirements of newly developed systems of this complexity is a modern system architecture that uses the latest technology and data transport technologies in new and different ways. The cornerstones of such a system are its Access, Security, and Data Storage frameworks.

SLDS Security Component Framework

The RIDE SLDS Gateway Portal Security Framework is composed of two components. One is called dynamic security and the other is called static security. Dynamic security controls *who can do what* within the application while static security generally governs data storage and data transportation. Although independent, the two frameworks support one another.

Dynamic security consists of five levels of security and static security has two levels. Within the dynamic security framework, each security level establishes a platform on which the next security level is built each time a user logs into the 'system'. This platform is the user's security profile. The user's security profile is established with each login and stays in effect throughout the user's login session. When the user logs off (logout) or shuts-down their computer, their security profile/session token is removed and deleted until the next time they try to login. A system administrator is designated to maintain the global role and permission sets, and to delegate the responsibility to assign security management roles, responsibilities, and permissions that define usage privileges to specific users. Web Services that enable dynamic or batch system-to-system data exchange (singular or streamed requests) are managed similarly via pre-defined and agreed upon electronic Memorandum(s) of Understanding and Security Certificates that define the processing and security Rules of Engagement that are stored in the databases of the web services publisher and consumer.

While a dynamic security profile is established at each user login, static security is established independent of users logging-in to access data. Static security is put in place by the RIDE SLDS eGateway Portal software engineers during development of each software application. Static security controls data encryption and decryption, in the database and during data transmission. Although static security can be changed, it cannot be changed with each login and it can't be



changed using an administration module. Changes to static security require the services of a software engineer and affect every user of the eGateway system.

SLDS Development and Implementation

The development and implementation of ^{SLDS}*Connect* will not only be transparent to users, but it will also provide a set of tools and standards used by developers to create the frameworks for other future developed or purchased application components, external applications, or existing the ^{SLDS}*Connect* applications to operate securely within the eGateway Portal. ^{SLDS}*Connect* will be coded in an open construct that supports the generic aspects of core global functions with plug-in components that handle the specific custom requirements of an authorized data donor and/or user organization.

Specific presentation layer customization will be handled in a similar manner with the added use of skin manager(s). A skin is a "look and feel" style of color schemes, content organization, navigation widgets, and images that is applied to a web page. This methodology eliminates multiple versions on top of multiple versions of the same system due to differences in user organization standards, geography, regulatory requirements, operations, and other unique requirements. Finally, the ^{SLDS}*Connect* architecture will enable the development team to easily update application components with future technology improvements and to quickly implement enhancements for ^{SLDS}*Connect*'s member users.

The SLDS electronic Gateway Portal System will contain the following components:

- SLDS eGateway Portal Data Access Component that:
 - Enables authorized users to gain secure access to SLDS data
 - Enables authorized users to gain secure access to SLDS data
 - Provides security and confidentiality access control for each of four layers of database information.
 - Public Layer gives the public access via the internet to various types of information;
 - Analytical Layer provides secure and authorized access to information that can be manipulated in a highly efficient manner using powerful On Line Analytical Processing (OLAP) tools, e.g., Analysis Component to measure student growth against teachers;
 - Transactional Layer of detailed, specific student, teacher, school, program information;
 - Confidential Layer of specific student information that is marked as "private and confidential",
- Report Wizard Component that will provide:



- Longitudinal statistics on school systems and groups of students to guide school, district and state level improvement efforts;
- Student information selection filtering and sequencing options such as, courses taken, grades received, scores on formative and state wide;
- Diagnostic reports on individual students for teachers and parents;
- Early warning system to see if students are at-risk;
- Readiness Reports to determine the extent to which elementary, middle and high school students are on track for college and career readiness;
- Predictive Reports that help to create high school completion and college readiness predictive model;
- Transition reports for Special Needs Students;
- Reports on the effectiveness of Supplemental Education Services as measured by student growth and attendance;
- Growth reports for individual students, schools and districts during the year and over several years;
- The ability to correlate student growth with teacher effectiveness;
- The ability to compare like schools and visualize value-added growth by schools, districts and subgroups of students.

(See Appendix A.6 for a draft web portal story board)

The benefits to ^{SLDS}*Connect* end users and management will be seen in the robustness and breadth of the capabilities to be found in the ease of operational functionality and the extensiveness of analytical capabilities. One unique characteristic of ^{SLDS}*Connect* is that, while there will be a single unique identifier for each line item of information for internal system management, each ^{SLDS}*Connect* row also will be able to contain other "ID ghosting", crosswalk or mapping identifiers necessary to protect the real IDs from security breaches and to interoperate with "native" functions operating within ^{SLDS}*Connect* eGateway application components or even within other member organization components. ^{SLDS}*Connect* can be the Education Enterprise Information Gateway shell that is the parent of other nested education information eGateways that can operate securely and independently within the ^{SLDS}*Connect* construct.

This eGateway architecture will not only enable components to be developed and implemented iteratively, but will also enable external education agency components to operate and/or interoperate with the nested gateway components. Each eGateway will be managed as a nested gateway by the ^{SLDS}*Connect* Enterprise Service component and ^{SLDS}*Connect*'s Services Oriented Architecture Governance component. These administrative components will provide web services management and workflow management functionality.

Policy Requirements - Needs and Uses:

With a portal-based, user friendly, point and click data dashboard and value-added growth model:

Parents can examine in easy-to-read graphics and visuals

- how their children performed on the state assessment over multiple years



- their child's attendance rates and disciplinary records
- compare the growth of their child's school to similar schools across the state

Teachers can answer detailed questions about their students' performance and their own effectiveness, such as:

- How do my students perform on the Algebra strand of the state assessment? Which items did most students miss and which items did a majority of students answer correctly?
- Which students saw the most growth in my classroom, by gender and ethnicity, and by attendance and mobility rate?
- What schools across the state are significantly improving results for students like mine?

LEA and state administrators, policy makers, researchers and the general public will be able to answer countless questions, leading to a stakeholder group more informed about and thus more committed to an education agenda.

SLDS Grant Outcome 2: (Part 2): Pilot an instructional management system (linked to RIDE's data warehouse) with two low performing districts.

A robust eGateway Portal, data dashboard and growth model will greatly assist our districts in measuring what works and modifying curriculum and programs based on usable and actionable information. But to get the full picture of effectiveness, the district must be able to look at its local data against state assessment data and other state-collected student outcome data. Moreover, as the state of Rhode Island continues its involvement with the Common Core Standards, it is imperative that we examine local assessments to ensure that they are aligned to the common core and that they are internationally bench-marked. (A 2015 objective for the state is: All districts will have comprehensive curriculum, instruction, and assessment systems that are internationally benchmarked.)

RIDE will partner with two Corrective Action districts to pilot a district level instructional management system that can be linked to the state data warehouse. Pawtucket, an urban core district with a large minority and English Language Learner population has developed, in-house, an instructional management system that provides portal access to teachers and administrators. The district has already interfaced their local data with the state data warehouse so that teachers can examine student performance on local assessments against the New England Common Assessment Program (NECAP) state administered test. The district has labeled its system ePass.

The district of Pawtucket has been developing this system within the parameters of its own technology budget. But they cannot be asked to absorb implementation in another district, nor can RIDE ask them to develop it for use with other districts that want to use the system. They are willing to share all that they design but have requested additional funding, so that the systems designer can spend the time necessary to fully operationalize the instructional management system. As for the user interface, RIDE would look to develop it in coordination with our own eGateway Portal. This would ensure a consistent look and feel and cut down on development costs. Upon completion, it would be available to any district in the state.

The Pawtucket School District has presented ePass to a neighboring, Corrective Action district, Central Falls. Since these districts share many of the same students (each of these school-wide



Title I districts has above a 35% mobility rate), they have been coordinating their technology infrastructures. The districts use the same student information system vendor and share in the professional development for the system. Pawtucket, which has a very strong technology department, has been providing technical support to Central Falls, which has very limited technical capacity. RIDE believes that these two districts can model for other districts the values of partnership on behalf of students.

Policy Requirements - Needs and Uses:

Regarding Pawtucket's instructional management system, already teachers and administrators see the vast potential of this tool and have been asking the designer to add elements and functionality. Some very basic dashboards allow teachers to view local assessments, color coded by academic risk level. Teachers can answer questions such as:

- Are English Language Learners improving at the same pace as non-English Language Learners?
- Are students struggling with a specific content standard?
- Does a particular student have a history of struggling with a specific content strand?
- Do local assessment results align with the results of the state assessment?

The answers to all of these questions can have a profound impact on what administrators and teachers will do to improve outcomes for their students.

SLDS Grant Outcome 3: Develop a Performance Management System that links teacher preparation, assignment, compensation, advancement and tenure and can be used to measure the quality of teacher education programs.

RIDE's new commissioner is steadfast in her conviction that teaching is the single greatest predictor of student achievement. She recognizes that there are teachers who will not or cannot teach students effectively. Undaunted by labor or other barriers, she has presented a very aggressive agenda for ensuring that Rhode Island teachers are the most competent and valuable in the country and are able to compete internationally. To do this, the state will need a much more comprehensive data repository for teacher information. Strategies in the state's strategic plan include:

- Develop a model performance-based compensation system.
- Provide models of effective performance-based evaluations systems and rubrics for measuring the effectiveness of existing performance-based evaluation systems.
- Revise and implement licensure renewal process
- Develop an information system that links re-licensure to student achievement and other evidence of effective educator performance.
- Develop models and establish tools, rubrics, and protocols for performance-based evaluation of all educators.
- Develop systems requirements for data collection and storage of evaluation information.
- Streamline areas of certification to ensure that all certificates are reasonably designed to improve student achievement of all youth and adults
- Create a multi-tiered system of licensure that opens pathways for career advancement.

