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Executive Summary

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**ANNUAL LDS GRANT PERFORMANCE REPORT
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NARRATIVE

The work in Tennessee for our State-wide Longitudinal Education Data System (SLeDS) has progressed very well over the past year. Considerable effort has been expended to build upon existing systems (our pre-existing Education Information System or EIS) and to build the data governance necessary to successfully implement a decision support system. We have added fields to our EIS system, which already collects student-level data. These fields were added with the intent of reducing and/or eliminating other, aggregate data collections and thereby help to reduce the burden of data collection on the districts. We have provided additional data screens and reports to make the EIS data available to districts to ease their reporting burdens and encourage them to provide cleaner EIS data. We have researched ways to streamline the data loading process to reduce the number of data errors with which districts must deal. We are in the process of launching a project to put the results of this research into our tools and processes. We have also completed a proof of concept for several next-generation data collection tools. All of this has been done to streamline and improve our primary source of data collection in preparation for building and populating our data warehouse.

In addition to expanding and improving our operational data store, we have completed a lot of work to lay the data governance and data management foundation necessary to have broad organizational ownership for data and support for a data warehouse. We have established a data governance process that places responsibility and accountability for data in the functional areas, outside of Information Technology. We began this by approving a data management policy to assign data manager roles throughout the organization and to establish a Data Management Committee and a high-level Data Policy Committee. We initiated and maintain a data issues log, to identify key data issues and track progress toward addressing them. We established and published a data collection calendar, with the promise to the districts to reduce redundant data collections that are apparent on the calendar. We hold regular Data Management Committee meetings to review progress on our issues log and to launch work groups to address new issues as they are identified. The data management process has become an institutionalized process for the TNDOE, with broad organizational support and sustained work activity.

With this foundation for data governance and data collection in place, we began work in the last half of this reporting period to define reporting requirements and to scope and design the data warehouse. A team of designers and developers from Oracle has been retained to speed this process along in a quality manner. This team is in place and very productive, working side-by-side with our technical staff and Data Quality Director as

well as our data managers. We have designed the data warehouse technical platform and ordered hardware. We have conducted training for the technical team on the Oracle Warehouse Builder (OWB) tools. We have completed development for the first build of the data warehouse, which included student demographic and completer/withdrawal data. Data has been loaded into the warehouse for 2005-6 and 2006-7. We are defining the scope for the second build, which includes assessment, attendance, discipline, and (possibly) courses. Our target is to have the second and third builds of our data warehouse completed in the spring and summer of this year. Additionally we have worked with Superintendents, district representatives, TNDOE representatives and higher education representatives to identify data reporting and data sharing needs of these areas. We have also established the design and conducted an initial prototype of the data loading and cleansing tool for the 2007 statewide Report Card.

We feel that we have made tremendous progress over this reporting period and have a solid foundation upon which to build our data warehouse and reporting system. Not only has the technical ground work been laid, but organizational change has occurred to allow the Department of Education to better understand and embrace the various functional roles for ensuring data quality that lie outside the realm of technology and the technology organization.