

U.S. Department of Education

Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

Statewide, Longitudinal Data Systems

CFDA # 84.372A

PR/Award # R372A120011

Grants.gov Tracking#: GRANT11025968

OMB No. , Expiration Date:

Closing Date: Dec 15, 2011

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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

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="12/14/2011"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
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State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
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8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="102600618"/>	* c. Organizational DUNS: <input type="text" value="8085902770000"/>
---	---

d. Address:

* Street1:
Street2:
* City:
County/Parish:
* State:
Province:
* Country:
* Zip / Postal Code:

e. Organizational Unit:

Department Name: <input type="text" value="Department of Education"/>	Division Name: <input type="text" value="Program Support"/>
--	--

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

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

Title:

Organizational Affiliation:

* Telephone Number: Fax Number:

* Email:

Application for Federal Assistance SF-424

*** 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:

84.372

CFDA Title:

Statewide Data Systems

*** 12. Funding Opportunity Number:**

ED-GRANTS-092011-001

* Title:

Institute of Education Sciences (IES): Statewide, Longitudinal Data Systems Program CFDA Number 84.372A

13. Competition Identification Number:

84-372A2012

Title:

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

Add Attachment

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

New Hampshire's Statewide Longitudinal Data Systems Grant Application

Attach supporting documents as specified in agency instructions.

Add Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

b. Program/Project

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

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal

* b. Applicant

* c. State

* d. Local

* e. Other

* f. Program Income

* g. TOTAL

*** 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 in attachment.)**

Yes No

If "Yes", provide explanation and attach

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: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

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 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 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.

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 subagreements.
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 (Clean Air) Implementation Plans under Section 176(c) of the Clean 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. §§1271 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 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 OFFICIAL Irene Koffink	* TITLE Administrator III
* APPLICANT ORGANIZATION New Hampshire Department of Education	* DATE SUBMITTED 12/14/2011

Standard Form 424B (Rev. 7-97) Back

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 an 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 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 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**

New Hampshire Department of Education

*** PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE**

Prefix: Ms. * First Name: Irene Middle Name:

* Last Name: Koffink Suffix:

* Title: Administrator III

* SIGNATURE: Irene Koffink

* DATE: 12/14/2011

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Dr.	Judith	D	Fillion	

Address:

* Street1: 101 Pleasant St

Street2:

* City: Concord

County:

* State: NH: New Hampshire

* Zip Code: 033010000

* Country: USA: UNITED STATES

* Phone Number (give area code) Fax Number (give area code)

603 271-3855 603 271-8709

Email Address:

judith.fillion@doe.nh.gov

2. Applicant Experience:

Novice Applicant Yes No Not applicable to this program

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:

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Project Title: Using SLDS Data to Transform Education and Student Outcomes

Priority Area: To design, develop, and implement a statewide, longitudinal K-12 data system

Responsible Agency: New Hampshire Department of Education

Project Overview

The New Hampshire Department of Education (NHDOE) working in collaboration with a multitude of state and local partners is committed to achievement for *all* students with the intention of creating a climate of urgency & transparency. Educators and the public must have access to clear and understandable data systems that transform instructional practices through the use of assessment data and ensure the public's belief in K-12 education. This proposal seeks to create an infrastructure that will support educational transformation and innovation, engineering a system that supports persistent use of data to drive instruction, a zero drop-out rate, personalized learning through multiple pathways for student success, and a rigorous local and state assessment system focused on the use of data to increase student learning and narrowing the achievement gap for traditionally underserved subgroups. Two years ago, New Hampshire launched an Education Reform Agenda with four key foundations: a commitment to world class standards and 21st century assessment; a framework to ensure effective teachers and leaders; supports for schools, especially schools that have traditionally struggled; and an integrated data system to enable these initiatives.

This grant request will support the NHDOE Education Reform Agenda. Specifically, three overarching projects will enable the goals of the transformational Reform Agenda.

1. The Evaluation of Effective Educators

Building on extensive work that has been created by a Task Force on Effective Teaching and Leadership, data collection, analysis and management tools will be developed to create a state-wide data system to evaluate educators. The NHDOE recognizes that teacher and leader effectiveness has profound implications for all students, from the lowest to the highest performing students.

2. Informed Decision-Making

As a national leader, the NHDOE has been recognized for our implementation of a system that enables educators in schools across the state to analyze student performance through multiple measures in an effort to improve instruction. This initiative expands on our prior success to provide a broader set of decision-makers with rich sets of data, and analysis tools, to inform decisions that directly impact teaching and learning on a day-to-day basis. We will build upon our existing success to reach policy makers, citizens, researchers, targeted K-12 program officers and other stakeholders.

3. College and Career Readiness

The Governor of New Hampshire, working in close concert with the NHDOE, has been leading the nation in his efforts to reduce the high school drop-out rate to zero. Central to this initiative is the creation of multiple pathways to meet the needs of all students. To compliment this system-wide goal, NHDOE recognizes that K-12 public schools must ensure students are prepared for success in both college and career. To these extents, and through this grant, we will implement an early warning system. NHDOE worked with Johns Hopkins University to identify the key indicators in New Hampshire that predict high school difficulties. We will use this model to help schools identify students who should be targeted for support services and individualized pathways to success. Additionally, we will integrate college and career readiness data to help K-12 school improve postsecondary preparation.

New Hampshire has several factors that position us for success. We have a governance structure that includes the commissioner of education and top leadership who believe this grant work is integral to the broader NHDOE Education Reform Agenda. We have strong partnerships and a history of collaboration with stakeholders including LEAs, teacher unions, education associations and many other critical education stakeholders. We have an operational infrastructure of data systems and a project team with a successful track record and the right expertise to lead, design, develop and implement the work – we have a targeted plan. Building a deep K-12 SLDS that emphasizes the use of educational data will achieve the K-12 requirements of the SLDS RFA and deliver meaningful educational change to the students of New Hampshire. #

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

To add more Project Narrative File attachments, please use the attachment buttons below.

Introduction

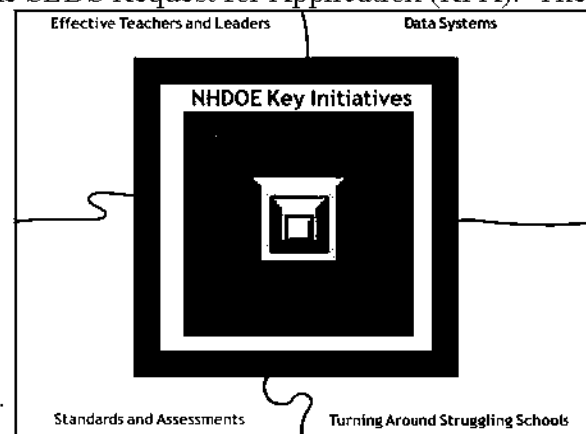
NHDOE's Strategic Direction

The New Hampshire Department of Education (NHDOE) strategic vision of education reform includes four basic pillars:

1. a commitment to world class standards and 21st century assessment systems to support dramatic improvements in student performance;
2. a framework to ensure effective teachers and leaders;
3. a solid support structure for differentially addressing the needs of NH schools and districts, especially schools that have traditionally struggled; and
4. an integrated data system to enable these initiatives along with data driven instruction.

These four pillars represent NHDOE's commitment to focus the state's education agenda on educational opportunity and excellence for *all* children by strengthening public confidence in the accuracy and quality of data, and its uses in improving instruction and learning. The data system proposed will help to reinforce the operational use of common core standards and learning progressions; create coherent and systematic evaluation of teacher and leader performance tied to student achievement; track and target measurable supports to schools that are the most academically needy, increasing the use of needs assessments to diagnose schools' challenges and plan improvement through the use of specific data requirements for all schools, including those in restructuring; develop an interrelated and responsive data system that supports initiatives for continual improvement of *all* schools and districts by creating student-centered learning systems.

The projects identified in this application will move NHDOE forward in the four reform areas while meeting the requirements as outlined in the SLDS Request for Application (RFA). The Work on this grant and other efforts at NHDOE are interconnected all working together to achieve the four educational reform areas. Additionally, a necessary component of all education initiatives in New Hampshire is collaboration with, and support of, all stakeholders who play an important role in the education reform. NHDOE and a multitude of state and local partners are committed to achievement for *all* students with the intention of creating a climate of urgency & transparency. Educators and the public must have access to



clear and understandable data systems that transform instructional practices through the use of assessment data and renew the public's belief in K-12 education. This proposal seeks to demonstrate an infrastructure that will support educational transformation and innovation, engineering a system that supports persistent use of data to drive instruction, zero drop-out rate, personalized learning through multiple pathways for student success, and a rigorous local and state assessment system focused on the use of data to increase student learning and narrow the achievement gap for traditionally underserved subgroups. This assurance exists in each of the four reform areas and will play a significant role as part of this grant request.

New Hampshire will use the grant funds to build upon our existing data system as a foundation to ensure a high quality, high use K-12 system. Rather than investing in a weak, broad system,

New Hampshire Department of Education: SLDS 2012 Application

we seek funding for a deep, highly successful K-12 system, incorporating post-secondary data for the primary purpose of understanding the need for K-12 instructional change. As directed through guidance from the NCES SLDS team, we have included the following projects, maintaining a dominant emphasis on K-12 and incorporating college and career standards as a framework for systematic assessment. **Our application focuses on RFA priority “1) to design, develop, and implement a statewide, longitudinal kindergarten to grade 12 data system”**

Needs and Uses to Be Addressed

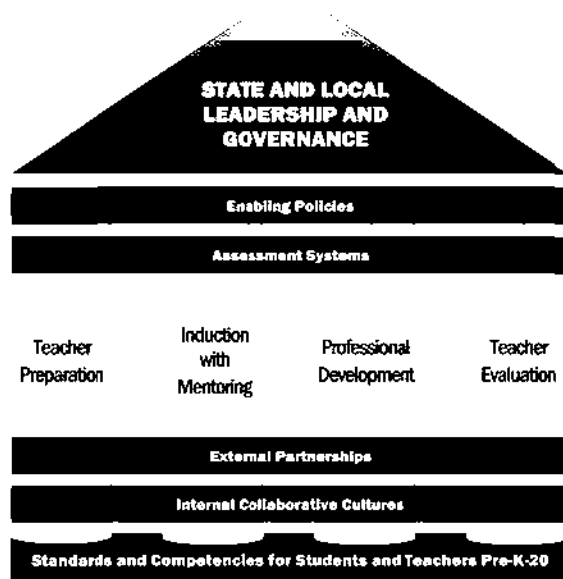
The proposed work under this grant request falls into three main project areas described below – areas expanding our data systems to enable the state’s transformative education reform agenda.

1. The Evaluation of Effective Educators

Building upon our existing infrastructure – an infrastructure that collects multiple assessment measures for students – we propose to expand the data systems to allow administrators to access data required to implement an educator evaluation system – with various elements tied to student performance. As part of this project we will expand our state data collection and warehouse (e.g. to include student outcome data linked to educator evaluations – data including local and state assessments as part of a student growth model, local measurements of 21st century skills, trend data, competency based learning assessments, overall LEA performance, parent surveys, student voice evaluations, peer evaluations, and culture and climate surveys).

NHDOE recognizes that teacher and leader effectiveness has profound implications for all students, from the lowest to the highest performing students. While New Hampshire students generally score well on national assessment tests, the needs of all students must be met. Like most LEAs in the country, New Hampshire LEAs have rarely considered student achievement when evaluating educators. In fact, until the 2011 passage of SB196, New Hampshire had no legal requirement for evaluating teachers in any form. Our proposed system will create tools to access and use data, allowing teachers and leaders to consider student outcome measures for educators. The tools will provide teachers and leaders with information about areas needed for improvement and innovation so they can then match supports with those areas of need.

As part of this project, we will develop a tool to support teacher and leader monitoring of student achievement through on-going professional development and evaluation. Finally, we will provide infrastructure support and training through a multi-site professional learning community environment to ensure a consistent model of data use is embraced across the state. It is important to note, that although this project may seem ambitious, the foundation developed over the past several years and described below positions New Hampshire to achieve this success. The New Hampshire Task Force on Effective teaching blueprint (Figure to left). This framework is a comprehensive and systematic approach to improve instruction through data, beginning with higher



education preparation programs and teacher and leader success in our public schools; induction

New Hampshire Department of Education: SLDS 2012 Application

and mentoring programs; professional development; and educator evaluations tied to student and school improvement. The use of robust data systems will improve all levels of learning to create a collaborative culture of reform. (www.education.nh.gov/teaching/documents/phase1report.pdf)

2. Informed Decision-Making

During the past few years, New Hampshire has focused on the use of data by teachers to inform classroom instruction. As a national leader, this system has enabled educators in schools across the state to analyze student performance through multiple measures. This information is allowing teachers and leaders to adjust curriculum and instruction. To expand beyond the extensive system that school educators' use, we will collect additional data as well as develop and utilize tools that allow policy makers, citizens and other stakeholders, gain insights about the status of K-12 education in New Hampshire schools. In addition to existing data, stakeholders will also be provided access to information about educator effectiveness and college and career readiness. These tools will include a state dashboard and dynamic reports that allow users to delve into questions about the progress of New Hampshire K-12 education. Although this project will include the collection of additional data, primarily this project will develop reports and webpages that display data already maintained in the state warehouse.

3. College and Career Readiness

The Governor of New Hampshire, John H. Lynch, working in close concert with NHDOE, has been leading the nation in his efforts to reduce the high school drop-out rate to zero. Central to this initiative is the creation of multiple pathways to meet the needs of all students. To support this system-wide goal, a robust student-centered data system is essential at all levels within the state. Additionally, NHDOE recognizes that K-12 public schools must ensure students are prepared for success in both college and career. To these extents, and through this grant, we will implement an early warning system, previously designed specifically for New Hampshire. NHDOE worked with Johns Hopkins University to identify the key indicators in New Hampshire that predict high school difficulties. We will use this model to help schools identify students who should be targeted for support services and individualized pathways to graduation. Part of the developing infrastructure is to collect and track student progress on common core state standards and other content areas through NH's competency based system. A system constructed and implemented locally across NH at the high school level. State-wide data systems already support Career and Technical state-wide competencies. This work will be extended to core academic and 21st century skills for grades K-12. This will allow for data support for on-line and blended learning supporting classroom based instruction, regardless of the delivery mechanism. Additionally, we will collect and report on college success indicators used to inform high school curriculum and programming. K-12 school educators must understand which students are succeeding after they leave their school and which students are struggling. These educators must be given the information in a manner that allows them to analyze which K-12 programs are successful and which lead to areas of concern, such as remediation or ultimately failure in post-secondary. To this end, we will integrate with existing post-secondary data and provide reports and tools for our K-12 teachers and leaders.

Alignment Between Strategic Vision and Project Areas

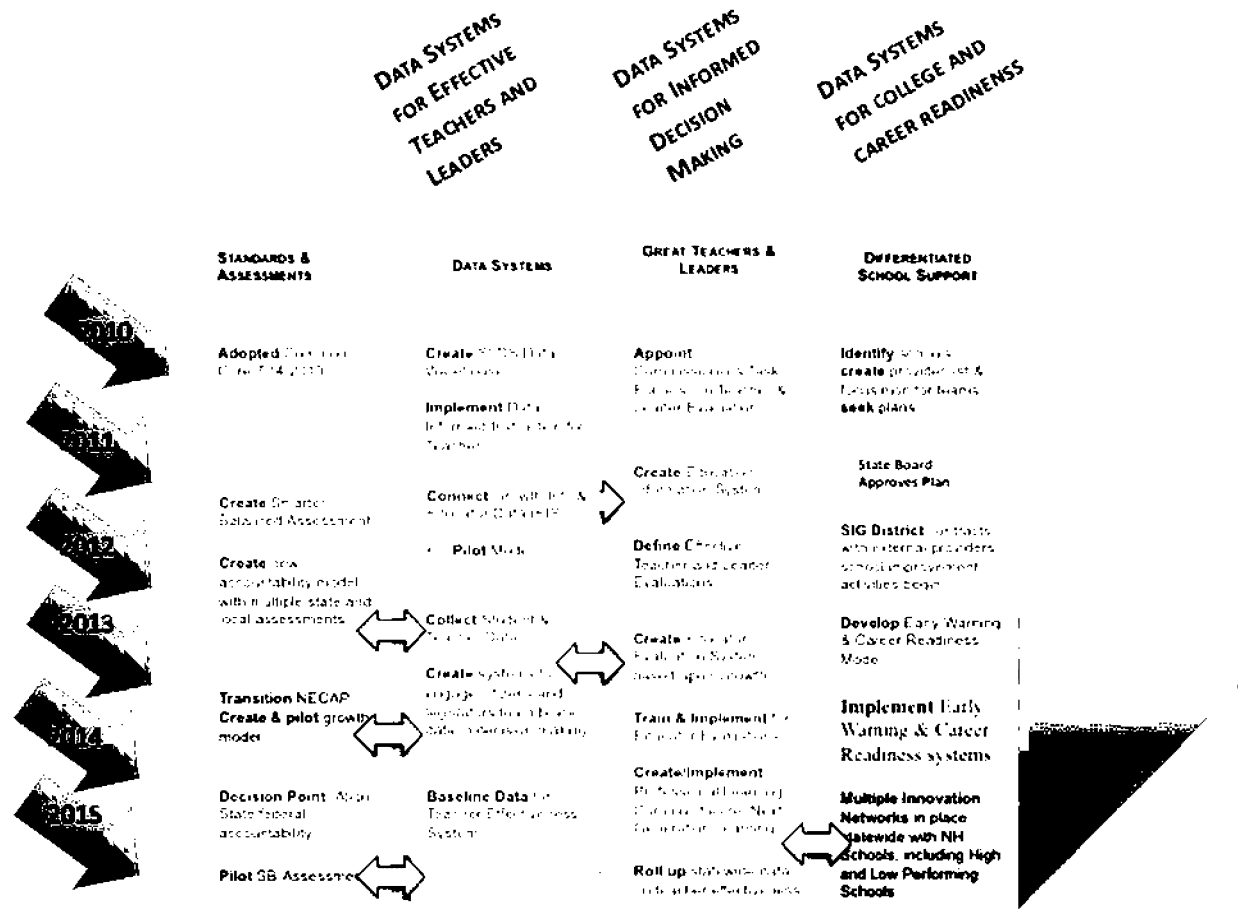
The grant application will extend stakeholders' ability to leverage a high quality data system to improve the education system for students. The data must be used by stakeholders in a variety of different activities (e.g. assessing student strengths / weaknesses, increasing parent involvement,

New Hampshire Department of Education: SLDS 2012 Application

understanding teacher effectiveness, developing and implementing innovative work that supports multiple pathways to learning). This application requests funds to improve our governance and policy practices, to implement technical requirements that provide the foundation for data use, and to expand the use of data in areas aligning with the NH Education Comprehensive Strategic Plan for Educational Reform – developed over two years ago (see figure 2 below).

The three grant projects will provide the building blocks to help complete this reform. The interrelation between the four pillars of the reform agenda and our three main project areas will help ensure the grant efforts receive the governance and commitment necessary for success.

FIGURE 3: NEW HAMPSHIRE REFORM AGENDA



The model above depicts the four pillars of New Hampshire’s educational reform agenda. Each vertical band represents the pillars (Standards and Assessments, Data Systems, Great Teachers & Leaders, and Differentiated School Support). As you walk down a band you can see the progress from year to year that we have made and plan to make as a state in our efforts to accomplish this agenda. For example, in 2010 and 2011 the Commissioner of Education identified a task force on Effective Teaching and that task force is now wrapping up their efforts to define the evaluation outcome metrics for NH educators. These efforts connect directly with the adoption of new standards and the development of new assessments in the first pillar and differentiated support to schools and districts in the fourth pillar. The top of the model represents the foundation of the building block that must be in place to provide the data systems needed to

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support the reform. These building blocks form the foundation of the reform agenda as well as the foundation of this grant request. As such, this grant will receive the attention needed to ensure the resources are committed to achieve success. As we will describe in the following section, *Need for the Project*, these projects also fill the gap in data systems that are identified as ‘Requirements’ in the grant Request for Application.

The data systems projects that are seen on the top of the model above enable us to achieve the reform agenda. They will build upon and leverage our current SLDS. The *Evaluation of Effective Educators* project will provide the data infrastructure that will enable the evaluation required for Great Teachers and Leaders pillar. The *College and Career Readiness* project will help struggling schools address the needs of students who are not succeeding in today’s K-12 educational system. Additionally, the College and Career Readiness project will provide indicators for educator effectiveness. The *Informed Decision-making* project will provide tools central to the Data System pillar as well as the other three pillars. Finally, these tools will provide stakeholders throughout the state with the ability to target educational programs, develop state and local policies, and better understand the existing education environment.

In January of 2011, Governor Lynch moved the Commission of Higher Education to the NHDOE, directly reporting to the NHDOE Commissioner. This move is significant for several reasons:

- Provides a seamless system to programmatically affect student outcomes
- Provides for the connection of data systems in terms of longitudinal data.

NHDOE has a long history of collaborating with districts, state associations, institutions of higher education and non-profit organizations to build political will, to bring new practices into the State, and to extend NHDOE capacity to lead successful reform initiatives. Its size, collaborative nature, focus on support rather than compliance, and frequent interactions with the field through regular meetings, networks, and systems of support provide it with the advantage of quickly identifying promising practices and using the existing infrastructure to expand local efforts statewide. This state-wide culture will help ensure stakeholders throughout the state work collaboratively to ensure success for this grant.

Need for the Project

Our grant application builds on New Hampshire’s prior data system successes. Over the past five years New Hampshire has used federal and state funds to develop our SLDS. We have transformed our data systems from one of aggregate survey forms to a fully functional data warehouse encapsulating student level data from multiple source systems. The foundation we have built will enable NHDOE (through this grant) to expand the K-12 system and achieve the priorities outlined in this grant request.

Requirement 1: Governance and Policy Requirements

We have built a solid foundation of governance that provides the leadership and guidance to define policies, resolve conflicting goals and move our data system efforts forward. The governance has identified some critical needs for data systems that we would like to advance.

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There are also some small governance and institutional support gaps that are required to meet the specific needs. Finally, as part of this grant we will ensure these initiatives can be sustained.

Requirement	Needs
Needs and Uses	Three overarching needs addressed in this grant: Use of data to Enhance Educator Effectiveness; Use of data to inform the legislative process and inform other stakeholders; and Use of data to support personalized pathways to reduce dropouts and improve college readiness.
Governance	Achieve legislative policies for teacher evaluation as defined in SB196; achieve legislative policies for data collection and sharing as identified in SB503; achieve NHDOE's strategic vision for teacher & leader effectiveness, and support for struggling schools. Develop governance committees for Effective Educators; and for legislative collaboration.
Institutional Support	Create ongoing data systems collaboration with institutions around effective teaching.
Sustainability	Create expertise within NHDOE to maintain system and provide continuous enhancements; implement solutions that minimize licensing fees for technology services, and use NHDOE standard technologies; build significant on-line training resources that can provide ongoing sustainability (e.g. training videos and a social networking community).

Needs and Uses

NHDOE has focused on many of the usual data uses – for reporting, for accountability, for teacher credentialing and HQT, for EdFacts, etc. However, over the past several years, a unique emphasis has been our significant focus on having educators in every school use data to inform instruction. New Hampshire has been leading the national dialogue in terms of educators' use of data to inform instruction. Unique to most states in the country, this access includes multiple measures of student success, incorporates Response to Instruction (RTI) progress monitoring data, and allows schools to build their own local benchmark assessments. Educators throughout the state are using the statewide system to target instruction to individual students, to identify which RTI initiatives are working and which are not, to create local formative benchmark assessments, to connect parents with student performance, and to consider student strengths and weaknesses before the students begin their school year. These are just a few examples of the many ways educators in New Hampshire access our statewide system to inform instruction.

With the assistance of prior SLDS grant funding, New Hampshire was able to institutionalize this system -- allowing every educator in NH public schools to access data at the student level and inform instruction and provide new ways for educators to connect across schools and districts to support educator development and improvement. The system truly allows educators to follow the progress of every individual child, while simultaneously enabling analysis of instructional practices across student groups. Districts throughout the state have developed a culture within their school environment that expects data to be a factor in driving instructional change. It is easy to have a school look at a state assessment report, it is more difficult to have a school develop a culture that considers multiple data points as part of everyday instruction. This system, that is used to analyze assessment results and conduct local assessments, will be a critical component of our Evaluation of Effective Educators project. It provides the

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infrastructure that already enables the analysis of student growth. Even, back in 2009, early in this national dialogue, when considering teacher use of data to inform instruction, NH was recognized as the only New England state to have all the data system components available to every school (see Appendix A, Item 1, http://ies.ed.gov/ncee/edlabs/regions/northeast/pdf/REL_2009072.pdf). More recently, the Data Quality Campaign recognized, “great things about the momentum that New Hampshire has around creating effective data systems to impact education” (DQC, 11/16/2011).

This grant will help fill three significant data use gaps that, as described in the next “governance” section, have been identified as part of our existing legislative and state agency strategic direction. As described above these uses include:

1. Using data to evaluate educator effectiveness. By expanding the collection of data and leveraging existing *student outcome data*, supervisors throughout the state will be able to analyze data as they consider multiple measures to determine the impact teachers are having on students and on the school climate. Using existing *educator HR data*, supervisors will be able to manage the evaluation process to ensure all educators are effectively evaluated.
2. Using data to inform decision and policy making. Our focus over the past few years has zeroed in on the LEA educator and to some degree the DOE users. With this grant, we will meet the data use needs for many other stakeholders. For example, legislators have been expressing the need for more data and more transparency of secure data. Parents have been asking for aggregate data to gain insights into school performance. We will fill these gaps.
3. Using data to track college and career readiness. New Hampshire has had remarkable success reducing our annual drop-out rate to less than one percent. However, there is further need for access to data to identify students early in the process and keep them in the system and to reduce the need for significant remedial coursework in post-secondary. As it specifically relates to helping K-12 educators understand how their programs translate into college readiness, this grant will fill a gap in needed data.

Governance

Planning for governance began with our 2007 SLDS application. Since then, we have established a governance process that includes groups and members from NHDOE, other state agencies, schools and districts across the state and stakeholders from various education groups. Core components of our governance structure guide our K-12 Data and Systems and support system expansion to include early education and post-secondary education.

K-12 Data and Systems Governance. The K-12 Data and Systems Governance is led by a cabinet that includes Virginia Barry, Ph.D, Commissioner, Paul Leather, Deputy Commissioner, Dr. Judith Fillion, Director of the Division of Program Support, and Joe Miller, Director of Program Instruction. This group meets weekly. An extended cabinet, comprised of the cabinet, program administrators, and senior staff within NHDOE, is responsible for exploring the basic tenets of NH’s Education Reform Agenda and examining the work flow and priorities within the four pillars of: standards and assessments, great teachers and leaders, low-performing schools and data systems. This group meets weekly.

Several subgroups regularly convene to advance the work on K-12 systems governance. The Data Systems Subgroup, meets bi-weekly and provides clear data system goals for the department and prioritization of major related projects. This subgroup is comprised of NHDOE

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division directors, NHDoIT IT manager, an NHDOE consultant, NHDOE business manager, the SLDS Project Manager, and the NHDoIT Data Base Administrator.

The Data Management Committee (DMC) is comprised of data stewards from each program area within NHDOE. The DMC reviews, discusses and provides guidance for collecting, managing and releasing data, providing for continuous improvements to data quality, accessibility and use. The role of the data steward is to understand data related to their program area, provide guidance and assistance in the appropriate use and interpretation of data, review and approve data releases, identify and recommend solutions for data issues, verify that data elements are recorded, keep the data dictionary current, update the data collection and reporting calendar and establish procedures to ensure that data is properly collected. The DMC meets monthly and subcommittees formed to research specific topics and issues meet more frequently.

An i4see (Initiative for School Empowerment & Excellence) Advisory Group meets quarterly to discuss ongoing data collection and data use requirements related to this initiative. This Advisory Group is comprised of NHDOE Commissioner, NHDOE Division Directors, and program managers, who provide direction and set goals for NHDOE.

The District Advisory team has, and will continue to provide advice and guidance as programs are designed and implemented. This team includes key district personnel – superintendents, curriculum & technology directors, principals, teachers and other educators. In addition to the above oversight and advisory committees, other key stakeholders are updated on a periodic basis and leveraged for outreach and buy-in. (e.g. superintendents’ association, principals’ association, teachers’ unions, legislators, district technology coordinators, district curriculum directors, etc.) The support of these stakeholders is the key to our success.

Early Childhood, K-12 and Post-Secondary. In 2008, the Governor of New Hampshire appointed a P-16 Working Group to develop a framework for data sharing beyond K-12. The constitution of this group underscored the importance of the continuum of education as key to the state’s economic development and the “cornerstone” of the future. The charge to the group was to communicate and collaborate across the elementary, secondary, and post-secondary educational sectors, with the purpose of improving students’ academic performance, raising their aspirations, and increasing educational success through assessment, articulation of standards, and data sharing. Members include the State Commissioner of Education, Chancellors of the University and Community College Systems, representatives of the Governor’s Office and State Legislature, and representatives of private colleges, business and workforce development. In June 2009, the group published its report, *A White Paper on P-16 (Preschool through College) Data Sharing Systems*, which examined potential benefits, costs, and options for a SLDS that can track individual students from preschool through college. The paper articulated the group’s goals related to high-school completion, post-secondary enrollment, post-secondary graduation, and employment of graduates within the State.

The P-16 Working Group will play a key role in resolving differences among partners. As a recent example, during our pilot project to expand the use of the SASID to higher education, there was discussion between the K-12 team and the Community College team about who would be responsible for resolving potential matches. The P-16 Council determined that the community college would be responsible for resolving these matches. This decision was critical to moving the project design forward.

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This past year, the Commissioner of Education has championed an effort to bring a renewed level of importance to data governance, and we have identified several priorities that will improve governance systems to benefit all three project areas.

- Develop an online formal training program for district coordinators to ensure understanding of data collections and the importance of accurate reporting
- Build upon existing NHDOE governance work groups
- Expand our data policy and procedures manual to include procedures for requesting access to data, requesting data for research, requesting reports
- Refine policies and procedures to remove roadblocks and obstacles to increase use of data such as the development of a standard MOU for the use of data for research purposes
- Define business rules, data definitions, how the data will be used and who will have access to the data for new project areas
- Create an overarching Multi Agency Data Governance Policy to lay the groundwork for collaboration and data use between agencies

As part of this grant, we will create an online policy and procedure guide along with an online training video that provide a definition of the governance structure. Additionally, we will fill two primary gaps in our governance. With the addition of the data use for effective teaching and leadership, we must ensure the governance structure is in place to provide guidance for this data use. In particular we will use the ad-hoc Task Force that was created by the Commissioner of Education as a starting point and create an on-going governance committee that includes representatives from the major stakeholder groups (e.g., teachers' unions, principals' and superintendents' associations, etc.). Additionally, although we have a legislative oversight committee that includes updates on our data systems, we lack collaboration with the legislature around a specific focus on data systems and data use. As part of this grant, we will create a governance committee that meets periodically throughout the year to engage key legislators. This governance committee will build knowledge to inform future data systems needs and also build increased support from the legislature to sustain and expand for future data system needs. Finally, as part of the first project in this grant (data systems for evaluation of teachers), we will engage the Teacher Effectiveness Task Force to define the teacher of record and student growth factors. Much of this work has been started with the collection of multiple teachers for each student (i.e. multiple classes for all students) and multiple assessments for each student. The Task Force will be engaged to review their recommendations in these two years and determine the data needs to meet these recommendations.

Institutional Support

Support for the SLDS began in 2005 with legislation that provided for the implementation of a unique pupil identifier, authority to collect student-level data and authority to implement a k-12 student level data warehouse. In 2009, legislation expanded the authority to include early education and post-secondary data. We have engaged institutions throughout the state in the existing SLDS efforts. For example, we collaborated with the NH School Administrators Association (LEA Superintendents) to train and educate LEA personnel on data systems. We also worked with NH post-secondary teacher training institutions to develop pre-certification training on the use of data to inform instruction.

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As evidenced in Appendix B: Evidence of Coordination and Support, we have statewide support for the growth of the SLDS. Within this grant request we will expand the support as needed for the Effective Teacher and Leader project.

Sustainability

NH has a track record of creating capacity within our organization to sustain efforts supported by grant funds. NHDOE chose to develop a non-proprietary data collection tool and data warehouse. We placed a high priority on in-house staff training. Knowledge transfer was a key component to the development of the data warehouse. Department staff worked with the vendor in all areas of development and is prepared to maintain and enhance the data warehouse. Our in-house staff and NHDoIT staff attended various training programs in all aspects of the SLDS development including data modeling, ETL, and the BI tools used by the system. Written documentation was also created for each phase of the development process.

We have also assisted several states by sharing our knowledge and tools as they consider leveraging our work in their efforts (e.g. Colorado and DC have visited NH to focus on our dimensional data model). We have done a demo for Idaho on our i4see data collection system and the PerformancePLUS solution. (See system descriptions below.) We have completed multiple presentations at SLDS conferences, MIS Conferences and DC Data Conferences.

NHDOE will need to continue training efforts as the data warehouse is expanded with the work proposed under the three project areas.

- Expand training on the use of BI tools to program area staff
- Add staffing to accommodate workload
- Develop documentation for the expanded data elements and new stakeholder access

Requirement 2: Technical Requirements

Beginning with our state legislation, SB333, in 2005 New Hampshire reengineered the way we collect data from our LEAs. Avoiding expensive proprietary systems, we have a custom system developed internally that has been extremely successful. We have shared these efforts with several states including state visits as part of the Personnel Exchange Network where states send personnel to learn from another state. We have a system that has been recognized for a high quality of data – e.g., tracking every student from one year to ensure each and every student is accounted for during the following year; having very few duplicate student identifiers (10-20 a year). We will build upon these successes and this learning to expand the scope of our data so that we can meet the data system needs discussed above. We will also improve the timeliness and quality of data submissions by automating the process and reducing the effort of LEAs.

Requirement	Needs
Federal Reporting	Enhance system to include additional teacher evaluation data; include growth data that can be used for Federal reporting based upon USED Waiver requirements. We will also fill special education reporting needs by reducing redundant efforts and improving data quality.
Privacy Protection & Data Accessibility	Ensure data privacy and protection of new data that will be added as part of this grant effort.

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Data Quality	Create reports, validation rules and tools to ensure quality of teacher and leader data; evaluate results of teacher and leader effectiveness to ensure processes are effective and valid; create an automated process to ‘grab’ data from LEAs to improve timeliness and quality of data.
Interoperability	Implement the common course codes; create a standard option for teacher and leader effectiveness that will ensure consistent measurements across state; implement a common format via web services to automate the transfer of data between LEA and SEA; Integrate source data systems.
Enterprise-Wide Architecture	Update the data dictionary within NH to include new elements collected via this grant; ensure all data collected, as part of this grant is included in the NHDOE data warehouse.

Federal Reporting

One significant accomplishment from our prior SLDS and state efforts, was the creation of our data warehouse components required to accommodate EdFacts reporting. Many reports are now created directly from the data warehouse and submitted to EdFacts. We are on target this year for on-time submissions of all EdFacts reports. We have governance and technology infrastructures that can support future changes to the EdFacts requirements.

As part of this grant, we will be able to expand our data systems to include teacher effectiveness data and student growth data that can be used to meet Federal requirements set out as part of the State Fiscal Stabilization Fund and more recently as part of the federal waiver requirements for school accountability. Additionally, by integrating our state special education system we will be able to better address many of the special education reporting requirements. We will be able to leverage existing data for these reports, improving data quality and reducing redundant efforts.

Privacy Protection and Data Accessibility

Our *Policy and Procedures Manual for i4see* and Related Data* defines the policies to ensure the confidentiality of student data collected, maintained, and accessed by the i4see data system, while providing access to those persons with a legitimate need to see the data. Access to student-level data within the department is restricted to staff responsible for maintaining student-level data systems and staff responsible for reporting. School and district-level access is provided to persons with a legitimate need for the data. These users must acknowledge the confidentiality and privacy restrictions on a monthly basis to access student-level data.

As we implement our three project areas, we will need to address the following privacy issues:

- Extend our current procedures for data confidentiality to new data handling as part of the College and Career Readiness and Effective Educators projects
- Create new procedures to maintain data confidentiality given the increased access to data among new stakeholder groups that will be part of the Informed Decision-Making project.

Data Quality

The Initiative for School Empowerment and Excellence (i4see) was developed about five years ago as the state’s primary system to collect student-level data. i4see eliminates many of the aggregate school and district reports and allows local schools to manage their data submissions. The assignment of a state assigned student identifier (SASID) was the first deliverable of this initiative. Through a multi-layered validation process, it helps ensure a very high degree of data

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integrity. Anomaly reports are generated to provide information back to the schools and districts identifying data that may need to be corrected. For example, every last student who attended school in one year must be accounted for at the beginning of the following year – every student. We have just a handful of duplicate student ids that are resolved each year. The i4see system has hundreds of rules to ensure data quality. Training for school and district i4see coordinators is ongoing throughout the year. School and district staff attend data submission training at the department, and training videos are posted on the NHDOE website. In addition, an i4see data dictionary describes the student-level data submissions that each district sends to NHDOE. LEAs can drill down to the specific data elements that make up the submission and select an element to better understand the data NHDOE is requesting.

Additionally, two years ago, as part of a state-funded initiative, NHDOE contracted with a vendor to develop a sophisticated system to manage educator information – the Educator Information System (EIS). The system manages both educator credentials as well as educator assignments. The system captures the student-teacher connection including all teacher assignments and student rosters. The system tracks certified teachers, administrators, and non-certified staff (nurses, psychologists, etc.). The system is used to ensure the right teachers are teaching in the right assignments. The system also captures the post-secondary preparation program (or alternative program) used to credential the teacher. This system will play a critical role in our Evaluation of Effective Educators project. As with our other core systems, the EIS is part of our sqlServer data model and was developed in .NET technologies so that our internal staff – again helping ensure sustainability – can maintain it.

i4see and EIS have been highly successful and we have had several other states inquire and visit to learn from our efforts as they consider their own development. Given the focus of our three project areas, this primary source for the data warehouse will need the following:

- Expand data collection to meet the goals of the College and Career Readiness and Effective Educators projects. Items will be collected for both these projects, as part of our i4see initiative. Additionally, we will leverage the EIS system to collect additional data used for Educator Effectiveness. As part of these collections, reports and processes will be put in place to ensure the data is accurate. However, beyond adding reports to the current process, we will also incorporate an automated process to engage teachers in reviewing their own student rosters and pupil data. This review is currently performed by school administrators.
- Enhance the system to improve the ability of LEAs to submit more timely data to meet the goals of all three project areas. After a thorough review of the SIF model as well as many other options it was determined that, given the limited number of SIS vendors in NH, the best approach in NH is to implement WebServices using our current collection and verification process. This allows us to build upon our previous successes, while providing significant value to schools and enabling real-time data retrieval as needed by NHDOE.
- Add flag for quality of assessment data to capture off-grade level assessments and those scores with invalidated sections to enhance data quality for Effective Educators project

Interoperability

To provide a base for interoperability, the data warehouse described above was built to align with NCES standards. The data model was built to include the national standards and offered as a resource to be used by other states. As part of our data collection efforts, we built a data

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dictionary that defines the standards and provides clear specifications that have enabled all of our SIS vendors to incorporate a common standard across the state.

In addition, NHDOE has a series of disparate systems containing student-level data on subpopulations (e.g. English Language Learners, Special Education, Adult Education) that are integrated with our large data warehouse through the SASID. These systems provide a vital role in helping ensure students receive a strong education with significant academic growth. These systems have been updated over the past three years to integrate with our i4see system and provide source data for our data warehouse.

To meet the goals of our three project areas, we identified the following interoperability needs:

- Implement the Common Education Data Standards (CEDS) for the definition of course codes. We will use the NCES handbooks to implement the common course codes for our school course submissions.
- Automate the process of transferring the data from the SIS to the SLDS (i4see system). We will define and implement standard web services to enable this exchange.
- Integrate the special education data into the data warehouse for our Effective Educators project. As part of this grant we will create a single source of common data between these two systems (e.g. student name, demographic, etc.). Additionally, the systems will be better integrated so that reports can use data across systems for federal reporting.
- Integrate career and technical education data into the data warehouse for the College and Career Readiness project.
- As part of the Effective Educators project, create a standard process that can be used across schools and districts to define a common practice for teacher and leader evaluation. It is critical this system is reliable so that measurements of teachers are not dependent upon the school of the teacher but rather consistent across the state.

Enterprise-wide Architecture

Through a previous SLDS grant, the Department was able to build a dimensional data warehouse to expand our department-wide data warehouse. This integrated warehouse now provides a comprehensive infrastructure that is able to fulfill many needs for the department and LEA stakeholders. Data currently accessible includes student demographic, academic and enrollment data, multiple assessment data (e.g. NECAP, NWEA), special education data, student and teacher course data, teacher credentialing and assignment data, post-secondary data, early childhood data, Career and Tech Ed data as well as other program specific data. We have implemented Microsoft BI Tools as the decision support software providing query tools, reporting tools, and on line analytical processing with a user-friendly interface.

The work of our existing model has been featured at several National Center for Education Statistics (NCES) conferences. Our data warehouse provides the base that can be expanded upon easily to include additional elements required to meet our data system needs. The warehouse will be the primary source of data used by educators for all of our three grant projects.

As additional data is collected through the efforts of this grant, we will ensure the data is included within the confines of the data warehouse. We will also ensure the data dictionary accurately reflects any changes.

Requirement 3: Data Use Requirement

