

U.S. Department of Education

Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

Statewide, Longitudinal Data Systems

CFDA # 84.372A

PR/Award # R372A120019

Grants.gov Tracking#: GRANT11026213

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.).

There were problems converting one or more of the attachments. These are: 1239-WVDE SLDS Appendix B Letters of Support.pdf

Application for Federal Assistance SF-424

* 1. Type of Submission:

- Preapplication
 Application
 Changed/Corrected Application

* 2. Type of Application:

- New
 Continuation
 Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

12/15/2011

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

West Virginia Department of Education

* b. Employer/Taxpayer Identification Number (EIN/TIN):

556000768

* c. Organizational DUNS:

8247003710000

d. Address:

* Street1:

1900 Kanawha Blvd. East

Street2:

Building 6, Room 358

* City:

Charleston

County/Parish:

Kanawha

* State:

WV: West Virginia

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

25305-0330

e. Organizational Unit:

Department Name:

WV Department of Education

Division Name:

Superintendent's Office

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

Prefix:

Dr.

* First Name:

Monica

Middle Name:

Ann

* Last Name:

Beane

Suffix:

Ed.D

Title:

Assistant Director, Office of Research

Organizational Affiliation:

WV Department of Education

* Telephone Number:

304.558.2546

Fax Number:

304.558.1613

* Email:

mbeane@access.k12.wv.us

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.):

WVDE SLDS Areas Affected by Project.pdf

Delete Attachment

View Attachment

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

Development of a Comprehensive State Longitudinal Data System for West Virginia Public Schools

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	<input type="text" value="4,798,679.45"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="4,798,679.45"/>

*** 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:

Development of a Comprehensive State Longitudinal Data System for West

Virginia Public Schools

Areas Affected by the Project

This project will affect all 55 county school systems located in West Virginia. The proposal includes the establishment of a Data Governance Committee (DGC) and will seek representation from across the geographical regions of the state. Additionally, professional development for LEAs will occur in multiple points of the state utilizing the eight (8) Regional Educational Support Agencies (RESAs).

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.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Monica Beane</p>	<p>* TITLE</p> <p>State Superintendent of Schools</p>
<p>* APPLICANT ORGANIZATION</p> <p>West Virginia Department of Education</p>	<p>* DATE SUBMITTED</p> <p>12/15/2011</p>

DISCLOSURE OF LOBBYING ACTIVITIES

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

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:
 Prime SubAwardee

* Name: West Virginia Department of Education

* Street 1: 1900 Kanawha Blvd. East * Street 2: Building 6, Room 358

* City: Charleston * State: WV: West Virginia * Zip: 25305

Congressional District, if known: WV-002

6. * Federal Department/Agency: US Department of Education	7. * Federal Program Name/Description: Statewide Data Systems
	CFDA Number, if applicable: 84.372

8. Federal Action Number, if known: 	9. Award Amount, if known: \$
--	---

10. a. Name and Address of Lobbying Registrant:

Prefix: * First Name: N/A Middle Name: * Last Name: N/A Suffix: * Street 1: * Street 2: * City: * State: * Zip:

b. Individual Performing Services (including address if different from No. 10a)

Prefix: * First Name: N/A Middle Name: * Last Name: N/A Suffix: * Street 1: * Street 2: * City: * State: * Zip:

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 the 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.

* Signature: Monica Beane

* Name: Prefix: Dr. * First Name: Joreia Middle Name: M. * Last Name: Marple Suffix: Ed.D.

Title: State Superintendent of Schools Telephone No.: 304.558.2681 Date: 12/15/2011

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
West Virginia Department of Education
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
Prefix: Dr. * First Name: Joreia Middle Name: M.
* Last Name: Marple Suffix: Ed.D
* Title: State Superintendent of Schools
* SIGNATURE: Monica Beane * DATE: 12/15/2011

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Mr.	Marshall		Patton	

Address:

* Street1:	1900 Kanawha Blvd. East
Street2:	Building 6, Room 346
* City:	Charleston
County:	Kanawha
* State:	WV: West Virginia
* Zip Code:	25305-0330
* Country:	USA: UNITED STATES

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

304.558.8869	304.558.2584
--------------	--------------

Email Address:

mlpatton@access.k12.wv.us

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) #: Our strategies to achieve this evaluation have been determined to be exempt from the regulations under exemption 2.

No Provide Assurance #, if available:

Please attach an explanation Narrative:

WVDE SLDS Exempt Research Narrative.pdf	Delete Attachment	View Attachment
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***Development of a Comprehensive State Longitudinal Data System for
West Virginia Public Schools***

Exempt Research Narrative:

The proposed evaluation research described in our project narrative shall be 1) limited to tracking the development of the SLDS and corresponding implementation of related training/professional development programs, and 2) evaluating outcomes of the SLDS training/PD on end-user capacity to effectively use the SLDS and to make data-informed decisions. The study of these outcomes shall involve human subjects and, because it will be a systematic investigation from which we hope to generalize findings, it also meets the definition of “research” as described in the instructions for USDE Supplemental information for the SF-424.

Our strategies to achieve this evaluation have been determined to be exempt from the regulations under *exemption 2*. As noted, we will engage human subjects in order to document key project milestones/activities, gather perceptions of the quality and impact of associated professional development, and determine capacity to use SLDS data to drive educational decision-making. This information will be collected via surveys, interviews, and observations. However, each data collection activity will be deployed in a manner such that we will not collect identifiable information from these participants—no names or identifiers linked to personally identifiable characteristics will be collected. All data collection activities will be completely anonymous. Furthermore, all public reporting of evaluation data will be in the aggregate and attributable only to generic role groups (e.g., teachers, principals, SEA staff, etc).

The remaining elements of our SLDS plan do not meet the definition of “research” described in SF-424. However, our plan to address privacy requirements of protected data to be warehoused within the SLDS is described in detail as part of the project 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 Abstract

Project Title: *Development of a Comprehensive State Longitudinal Data System for West Virginia Public Schools*

The West Virginia Department of Education (the SEA) seeks funding under Priority 1. K-12 Data System to design, develop, and implement a state longitudinal data system (SLDS) for pre-K through 12th grade. While the current West Virginia Education Information System fulfills state and federal minimum reporting requirements, it does not meet all the rapidly evolving data demands of public education in the 21st century. With funding from this grant, West Virginia will develop a comprehensive SLDS that provides educators, policy makers, and researchers with access to essential data and data-analysis tools to support student achievement and school improvement.

The first goal is to establish the SLDS formal governance and policy requirements with the following objectives: (1.1) define the needs and uses of the SLDS, (1.2) establish a comprehensive governance structure for the SLDS, (1.3) build institutional support for the SLDS, and (1.4) establish a sustainability plan for the SLDS. The second goal is to address technical requirements related to key data elements within the SLDS with the following objectives: (2.1) establish guidelines and requirements for inclusion of data elements that address federal reporting requirements, (2.2) establish guidelines and requirements to uphold privacy, (2.3) develop processes and procedures to ensure high data quality for key elements in the SLDS, (2.4) ensure interoperability between the SLDS elements and external systems, and (2.5) enhance current enterprise-wide architecture. The third goal is to promote access to and use of data from the SLDS with the following objectives: (3.1) select an SLDS solution that supports secure access for all user levels of the SLDS, (3.2) ensure that deliverables are developed and targeted toward the end users' needs as specified in governance documents, (3.3) establish and implement a professional development structure on how to access and use data tools and products, (3.4) establish and implement a professional development structure to apply and interpret data to inform decision making, (3.5) establish a process for evaluating effectiveness of data tools and related professional development, (3.6) establish policies to ensure effective partnerships with the research community, and (3.7) establish a sustainability plan for data access tools, processes, and training.

The primary deliverable will be West Virginia's new comprehensive SLDS, which will be disseminated via a new web-based portal. Another deliverable will be a data governance structure, which will include teachers, school leaders, parents, researchers, and state agency representatives. These stakeholders will provide input into the design and ongoing improvement of the SLDS to meet their needs for timely and accurate data and reporting to support student achievement, school improvement, and accountability. The project also will provide tools for using the data effectively and develop an ongoing professional development program for all levels—from teachers to state-level policy makers—regarding use of the data.

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

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

Add Optional Project Narrative File

Development of a Comprehensive State Longitudinal Data System for West Virginia Public Schools

Project Narrative

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Introduction

The West Virginia Department of Education (WVDE) seeks funding under Priority 1: K-12 Data System to design, develop, and implement a state longitudinal data system (SLDS) for pre-K through 12th grade (P-12). With funding from this grant, West Virginia will develop a comprehensive SLDS that provides educators, policy makers, and researchers with access to essential data, data-analysis tools, and professional development to support student achievement and school improvement.

While the current West Virginia Education Information System (WVEIS) fulfills state and federal minimum reporting requirements, it does not meet all the rapidly evolving data demands of public education in the 21st century, particularly the need for data to drive educational decision making at all levels. In addition, West Virginia's data needs are expected to grow exponentially and unpredictably due to pending revisions to the Elementary and Secondary Education Act (ESEA). Without substantial investments of time and funding, the state's P-12 data system will fail to meet these new challenges and we will be left behind in this critical transition.

While West Virginia has always been committed to supporting an SLDS over the long term, it does not currently have the substantial financial resources needed to develop such a system for P-12. The WVDE applied for an SLDS grant in 2009 to develop a P-20 system but did not receive funding—West Virginia is one of only eight states never to have received an SLDS grant. In response, the state legislature and governor authorized the use of State Fiscal Stabilization Funds to develop a new P-20 system, which is now in the initial implementation stage. The system is fed primarily from the existing P-12 transactional data system (WVEIS). As a result, the data-quality issues in the WVEIS are more critical than ever. In response to these challenges, the WVDE has narrowed the focus of this application (from a P-20 to a P-12 system) and addressed reviewer comments on the previous proposal.

In 2011, the Data Quality Campaign noted that West Virginia has met all 10 of the 10 essential data elements required for creating a culture of effective data use where high-quality data drive decisions to increase student achievement. As a result, West Virginia is well positioned to make the transition from a common student information system (SIS) to an SLDS that enables users to make data-driven decisions. The Data Quality Campaign also noted, however, that West Virginia needs to take five action steps to overcome “potential barriers to making effective data use a reality in education”: (1) link state K-12 data systems with early learning, postsecondary education, workforce, social services and other critical agencies; (2) implement systems to provide all stakeholders with timely access to the information they need while protecting student privacy; (3) create reports that include longitudinal statistics on school systems and groups of students to guide school-, district-, and state-level improvement efforts; (4) implement policies and promote practices, including professional development and credentialing, to ensure educators know how to access, analyze, and use data appropriately; and (5) promote strategies to raise awareness of available data and ensure that all key stakeholders, including state policy makers, know how to access, analyze, and use the information.

The WVDE feels strongly that its burgeoning P-20 system eventually will address the first of these action steps and that funding from this grant will address the four remaining

challenges. In addition, the establishment and maintenance of a high-quality P-12 SLDS will not only improve the function of West Virginia’s public schools, it will dramatically improve the quality of the data elements that feed the state’s P-20 system.

A. Need for the Project

A.1 Need for Goal 1: Establish SLDS Formal Governance and Policy Requirements

A.1.1 Need and Uses

A successful data system provides information to improve student achievement while addressing other key state educational policy questions through data and data-use tools for educational decision making.

Current System. The WVEIS is a common SIS used by all West Virginia public schools and districts for most administrative student, employee, and financial functions. It provides all the necessary information for school, district, ESEA, and Individuals with Disabilities Education Act (IDEA) accountability and for all federal and state reporting, such as monitoring the West Virginia Board of Education’s annual goals.

The transactional SIS is used primarily by administrators and secretarial staff for data entry and day-to-day operations, but, recently, a web interface—WVEIS on the Web (WoW)—was developed by the WVDE Office of Information Systems (OIS). The WoW, which has been introduced at the discretion of individual LEAs, allows educators to use the WVEIS’s real-time data to drive personalized and differentiated instructional decisions. In addition, the WVDE has recently implemented another interface: Data Portal for 21st Century Success (DP-21). This static reporting tool provides very specific information around a few indicators that target school and student success. SEA and LEA staff members routinely use various WVEIS data elements to determine technical assistance and professional development needs of schools and students, to plan educational interventions, and to monitor and evaluate the efficacy of programs.

During the past year, West Virginia has begun implementing a separate P-20 longitudinal data system maintained by a third-party partner: the West Virginia Network. This system links selected critical data elements from the WVEIS to postsecondary data collected from the state’s public higher education institutions. Since the P-20 system is intended to drive policy decisions, the need for high-quality source data from the WVEIS is more critical than ever.

Limitations. The WVEIS contains multitudes of data that are relevant to many research and policy questions (e.g., those associated with the No Child Left Behind Act); however, the WVDE currently lacks an agreed-upon, well-defined, and formal set of critical research and policy questions that represent all the information needs of the state’s P-12 stakeholders. This is because there has never been a responsible party or formal structure (e.g., a Data Governance Committee) to facilitate an organized dialog about data needs between the stakeholders and the entity that collects and warehouses the data—the OIS. As a result, stakeholders do not fully understand the various data elements in the WVEIS, the schedule and business rules under which the elements are collected, or the elements’ limitations. In addition, there is no public mission statement or prescribed set of goals and objectives that establishes the WVEIS as the authoritative

source of P-12 information. As such, WVDE staff regularly must redirect their efforts away from daily work to run individual reports or queries rather than defining the needs and uses of the system or building systematic reports to address the stakeholders' collective needs.

Planned. The success of the SLDS project hinges upon a detailed project management plan from the outset—one that culminates in a shared vision and common understanding among P-12 stakeholders regarding the project's anticipated activities and time frame, and its potential impact. The project will provide funding to support an SLDS Project Manager (.50 FTE), who will oversee all aspects of the SLDS grant, and to hire a Data Governance Manager (1.0 FTE), who will chair a new comprehensive Data Governance Committee and help manage the project. The WVDE will also hire essential support staff (2.0 FTE) to provide administrative assistance to the SLDS staff. The Data Governance Committee, supported by SLDS funds, will identify Data Stewards from WVDE's program offices, LEAs, and Regional Education Service Agencies (RESAs) to communicate their data needs and generate a set of key research and policy questions for the new SLDS. These questions will be publicized and help define and prioritize the data elements to be imported from the WVEIS to a vendor-developed SLDS data warehouse and data access portal. This aspect of the project will also produce an SLDS mission statement, establishing the goals of the new SLDS and underscoring the SLDS as the authoritative source for P-12 data. In this way, the SLDS grant will provide the impetus and the much-needed formal structure for the WVDE to convene representatives of its P-12 stakeholders, all of whom require information from the SIS. For more details, see Section B.1.1.

A.1.2 Governance

The data system governance structure should involve state and local stakeholders in a collaborative effort, creating a common understanding of data ownership, management, and confidentiality that accounts for the changing nature of education.

Current System. The OIS maintains and continually improves the WVEIS to meet the needs of teachers, schools, LEAs, and the SEA. The OIS handles data requests from internal and external agencies and assists in most federal and state reporting. The OIS's loose governance structure includes WVDE-supported staff based in RESAs who assist local WVEIS users in each LEA. In addition, through a recent agreement with the West Virginia Higher Education Policy Commission, OIS staff members are collaboratively developing and implementing the P-20 longitudinal data system, which draws the vast majority of its source data from the WVEIS.

Limitations. West Virginia lacks a clearly articulated enterprise-wide system of P-12 data governance that defines responsibility and ownership of key data elements or that establishes the WVEIS as the only definitive source of P-12 information. The WVEIS system has expanded exponentially over time in terms of the volume of data and the number of stakeholders who require access to those data. The loose governance structure, and its small set of business rules and formal documentation, has not kept pace with this expansion. While the structure includes regional and local information users, it does not involve representation from all WVDE program administration offices (e.g., Title I, Special Programs, Assessment, Research). Since these offices have immediate and high-stakes information needs, they have liaised independently with the OIS to meet their diverse data and reporting requirements.

This loose governance structure will be greatly problematic during the transition from a compliance-driven data system to a decision-making engine. The WVEIS features a wide array of information, including data elements that have been used to manage day-to-day operations and, as such, have not been rigorously validated. Addressing data-quality issues is impossible without a systematic and clear system of data governance and identification of data stewards. This grant is absolutely essential to the WVDE's ability to develop such a structure—one that will perpetuate a culture of data literacy and transparency at a time when these issues are more important than ever.

Planned. The SLDS Data Governance Manager and related SLDS staff will work with WVDE to establish a three-level formal governance structure consisting of (1) a Data Policy Committee composed of key representatives from the WVDE, the legislature, higher education, and political action groups; (2) a Data Governance Committee with a set of established Data Stewards from WVDE program offices and LEA/RESA representatives; and (3) a formal structure for establishing ad hoc and mission-focused Data Steward Task Teams to resolve various data issues and to establish the priorities and critical data elements for the SLDS. The Data Governance Committee also will develop an SLDS website, which will house all related governance documents and disseminate all SLDS materials to the public. Ultimately, this space will serve as the home of a vendor-developed SLDS data access portal and as an information hub for P-12 information. Long term, the governance structure will produce a shared understanding of the SLDS data elements, ownership and privacy concerns, and the elements' limitations and potential uses. The Data Governance Committee also will serve as a forum for P-12 stakeholders' needs. For more details, see Section B.1.2.

A.1.3 Institutional Support

A data system requires institutional support from the SEA and relevant stakeholders, including authorization for the SLDS and the commitment of staff and resources.

Current System. As evidenced by the legislature's authorization of the WVEIS in 1991, the WVDE and its 57 LEAs have long supported a data system that integrates student, personnel, and financial information. In addition, by implementing a unique student identifier in 2004, West Virginia began warehousing longitudinal data long before many other states. In spring 2009, the legislature passed an enabling law that authorized, under the Family Educational Rights and Privacy Act (FERPA), a P-20 longitudinal shared information system. Then, as noted, the governor committed State Fiscal Stabilization Funds to create this system (now in the initial implementation stage). As another example of institutional support, the WVDE's Office of Research (established in 2008) works routinely with the WVDE program offices to ascertain the efficacy of programs that use WVEIS data.

Limitations. There are many institutional and political obstacles that relate to data quality, namely the lack of a formal governance structure (see A.1.2). Likewise, the lack of defined data stewardship among the WVDE's program offices has made it difficult to prioritize the OIS's work, resulting in gross inefficiencies and various redundancies in collecting and reporting data.

Planned. The Data Policy Commission, established as the top level of the governance structure, will serve as a conduit between the Data Governance Committee and high-level decision makers who can remove the obstacles. This new group will generate unprecedented

political support for the SLDS. In addition, the WVDE will commit staff time to serve on the Data Governance Committee, the various Data Steward Task Teams, and an SLDS Steering Committee. For more details, see Section B.1.3.

A.1.4 Sustainability

Following implementation, a successful data system requires ongoing support from the SEA, including commitments of staff and other resources for system maintenance, quality control, and user training.

Current System. The state legislature, the WVDE, and the governor's office have long supported and sustained the WVEIS (see A.1.3). With the introduction of the unique student identifier in 2004, this system has become the foundation of the daily work of West Virginia's schools, teachers, and SEA staff. The WVEIS is now an indispensable tool for all aspects of student management, payroll, and even child nutrition information. As such, the state has a vested interest in sustaining the system. More recently, the legislature has supported the burgeoning P-20 project—indicating its long-term commitment to longitudinal data systems.

Limitations. While the WVDE has received substantial legislative funding for the existing WVEIS, the system is aging and is increasingly unable to meet the rising demands for data. In addition, there are no resources available to implement a new and more modern solution. For this reason, the SLDS grant funds are critical. Without this intervention, the WVDE will be significantly challenged in terms of funding to implement an SLDS.

Planned. Funding from this grant will create a turnkey solution and several sustainable products, including a stable governance structure, a new and authoritative SLDS data warehouse, and a set of high-quality data visualization tools to drive educational decision making. Once the SLDS is implemented, the WVDE will maintain it by redirecting some current efforts, including unprecedented staff resources from six WVDE divisions, more than 25 WVDE offices, and local and regional education agencies. This in-kind contribution will support the implementation of the SLDS and help sustain it long term. In addition, the efficiencies produced by the new SLDS will free up time among OIS staff to help maintain the system. The WVDE also will submit a request to the legislature to fund the Data Governance Manager position beyond the scope of this grant to oversee ongoing revisions to the governance structure, to add research/policy questions, and to add new critical data elements from the transactional SIS to the SLDS warehouse. Sustainability will be a running agenda item at every meeting from the beginning of the project. Near the end of the grant period, the WVDE will develop and present a sustainability roadmap to the legislature and Data Policy Committee. For more details, see Section B.1.4.

A.2 Needs for Goal 2: Address Technical Requirements Related to Key Data Elements in the SLDS

A.2.1 Federal Reporting

A successful data system meets federal reporting requirements and provides efficiencies that reduce the reporting burden for schools and districts.

Current System. The WVDE has consistently participated in all required federal reporting activities, including ED Facts, the Consolidated State Performance Report (CSPR), and Section 618 reports required by IDEA. In addition, the WVDE has helped LEAs decrease their reporting burdens in areas such as the Office of Civil Rights data collection. The WVEIS contains the data for these critical reports, including student demographic information, assessment records, exit and discipline information, highly qualified teacher status, and disaggregated reports for students with disabilities.

Limitations. The WVEIS does not have a comprehensive data dictionary to explain the data elements or how they contribute to federal and state reporting, nor is there a centrally understood, or continuously maintained, set of critical research/policy questions to illustrate all required reporting. So far, the WVEIS has been adapted sufficiently to accommodate the regularly expanding list of required state and federal data elements; however, while the WVDE has kept pace with the changes, it has not been able to document them properly. As a result, many of the system's users do not fully understand the exact data elements warehoused in the WVEIS, where the definitive sources for these elements can be found, the business rules and validation criteria under which they are collected, or which reporting requirements each element supports.

Planned. As outlined in Sections A.1.2 and B.1.2, the project's data governance structure will vastly enhance user understanding of the purposes and goals of the SLDS—namely, improved efficiency of federal and state reporting. Based on the critical research/policy questions compiled during this project, the Data Governance Committee will develop a list of critical data elements to be housed in a comprehensive SLDS data dictionary. These data elements will be inclusive of those required for federal/state reporting. For more details, see Section B.2.1.

A.2.2 Privacy Protection and Data Accessibility

Confidentiality of data—as required by FERPA—must be assured, and public documentation pertaining to data access is a necessity.

Current System. While the legislature funds and the WVDE manages the WVEIS, data ownership resides with the state's LEAs. As such, the WVDE has maintained a rather conservative stance regarding the use of these data. Only a limited number of WVDE staff members have access to the transactional SIS; they are responsible for providing nearly all the information that stakeholders need for federal/state reporting, that researchers need for studies, that policy makers and program staff need for critical decision making, and that technical assistance providers and LEAs need to carry out their work. The only publicly disseminated information, such as enrollment and assessment data, are controlled and aggregated by the WVDE, and minimum cell counts are used to protect privacy. The WVDE does not share personally identifiable information with external agencies. This central approach helps protect privacy but at great expense to openness and access.

Limitations. The WVDE faces various privacy and confidentiality challenges while transitioning from a compliance-based system to a comprehensive decision-making engine. Providing broad access to data will raise questions that have not been encountered with the WVEIS. Changing rules under FERPA, demands for data at the state and federal levels, and open access to data require a thorough analysis of legal requirements and public documentation.

Planned. The WVDE understands the value of accessible, transparent, and accountable data; at the same time, data access rules and procedures must facilitate appropriate data usage and ensure individual privacy. Therefore, from the project's outset, the privacy issue will be at the forefront of all data-quality efforts. The governance structure will address these issues and specify which data will be accessible to certain users for specific purposes. Users who need access to personally identifiable information will be bound by a set of non-disclosure agreements (NDAs). The Data Governance Committee will define all necessary SLDS role access groups (e.g., stakeholders) at the beginning of the project. These roles, and their data needs, will be detailed in a Role Access Guidance Document. In addition, the SLDS will use state-of-the-art authentication and security technologies to assign different access levels and impose strict rules for data suppression and aggregation. The WVDE also will create standardized but flexible data-sharing agreements for external research. For more details, see Section B.2.2.

A.2.3 Data Quality

A successful data system ensures data integrity, security, and quality through system tools, training for data entry, and monitoring for data accuracy.

Current System. LEAs enter data into the WVEIS on a daily basis. The WVDE currently addresses data quality through standardized key data elements, codes, and rules for data entry and federal and state reports. For many federal reports, LEAs run local programs, including audits, to detect data errors prior to submission. The WVDE notifies the LEAs in advance regarding when it will extract certain data. After extracting the calendared data elements, WVDE staff review data quality and contact the LEAs to correct errors prior to completing the state or federal reports.

Limitations. Due to increasing federal and state reporting requirements, not all data are included in these schedules. As new data collections have been implemented, the auditing and reporting programs—for LEAs to create and check reports prior to submitting data files to the WVDE—have not kept pace. With the WVEIS expanding beyond mere compliance, the WVDE needs the ability to conduct more high-quality real-time edits. It is essential to develop new auditing and reporting programs to track the non-calendared data elements, particularly since educational decisions are being made based on these data.

Planned. The WVDE is planning new tools and processes to ensure the SLDS contains the highest-quality data. A series of Data Steward Task Teams will review the current business rules and the associated validation processes for critical data elements and make recommendations for improving their quality (once identified). These recommendations will include a set of real-time edits. The SLDS grant funds will allow the WVDE to secure contracted program services (1.5 FTE) to implement these changes. These programmers will also develop a set of training modules that detail the changes and that can be directly embedded into the WVEIS to ensure all transactional users are exposed to best practices for validating data during the input process. The WVDE will host eight regional summits to provide an overview of the changes to the validation process for regional and local contacts. In addition, the selected SLDS vendor will be required to develop a set of validation tools that will be made available to WVDE super users who can use these modules to ensure that the SLDS critical data elements are clean and validated. For more details, see Section B.2.3.

A.2.4 Interoperability

The system should use a common set of data elements with common data standards for comparing data among programs, such as the Common Education Data Standards, to facilitate data exchange among the WVDE, LEAs, and other entities.

Current System. From its inception, use of the state's integrated and common SIS solution has been required in all 57 LEAs. As such, interoperability of most data elements among schools, LEAs, and the WVDE has not been a critical issue. A common set of standards has been established for the data in the system and reported to the WVDE. In addition, the state submits data for federal reporting needs through EDFacts and participates in consortia with other states regarding common assessments and common content standards.

Limitations. Interoperability has risen in importance due to the need to incorporate data from various sources and vendors into the burgeoning P-20 data system. The different standards could lead to misinterpretations and inappropriate use of data for decision-making purposes.

Planned. The WVDE will develop and deploy processes to establish interoperability between the WVEIS and the new SLDS and among the SLDS and external systems. SLDS grant funds will allow the WVDE to hire and support an SLDS-SIS Programmer (1.0 FTE), who will build a sustainable interoperability framework between the WVEIS and the new SLDS. This staff person will be a point of contact between the SLDS vendor and the OIS staff and will help build the WVDE staff capacity regarding the new SLDS and its interactions with the WVEIS. As detailed in Section B.2.5, the WVDE also will build and maintain a comprehensive data model that provides a visual map of the interactions between the WVEIS and the SLDS. To address interoperability and exchange with external systems, the WVDE will develop a crosswalk of the critical data elements in the SLDS, aligning each with national education data standards. The alignment will be published in the data dictionary to help end users and external researchers understand how these elements can and cannot be used. In addition, the RFP for the SLDS Data Delivery Toolset will require potential vendors to specify how they will ensure a secure protocol for data export and exchange. For more details, see Section B.2.4.

A.2.5 Enterprise-Wide Architecture

An enterprise-wide data architecture links records across information systems and data elements across time, allowing for longitudinal analysis. The architecture should include unique student identifiers, a data dictionary, a data model, and business rules.

Current System. The unique statewide student identifier facilitates movement of records and tracking of students across districts as well as time. It includes records for all P-12 public school students, including those in state-operated schools, institutions, and correctional facilities, as well as for all collaborative preschool programs.

Limitations. By implementing the SLDS and its associated governance, the WVDE expects a much broader use of data to inform policy decisions and instructional practices while meeting the ever-growing demand for these data at the local, state, and national levels. This increased usage makes it more critical than ever for users and the WVDE to understand these data and their appropriate usage more fully. Despite the unique statewide student identifier, the WVDE

does not currently have either a comprehensive data dictionary for the WVEIS or a centralized data model to explain the data elements in the system or the linkages among the myriad relational database tables. Likewise, the WVDE does not have a unique teacher identification number, though this work is currently in progress. Only a few individuals are fully knowledgeable about this information, and, while some documentation exists, much of it is outdated, and other pieces are notably absent. As a result, even the LEAs that can access their own data rely primarily on the WVDE to analyze some data elements. This approach is problematic. If certain key individuals would retire from the WVDE, much of the institutional knowledge of the relationships in and content of the WVEIS would be lost. For this reason alone, this grant is critically important. Grant funding will help the WVDE build users' understanding about the data and build a formal structure that assigns long-term responsibility for maintaining and disseminating this information.

Planned. At the project's outset, the WVDE will begin developing a comprehensive data model to provide a visual reference of the WVEIS. The model will include a list of all data elements in each relational database and will map the linkages among tables. In addition, it will be updated via an iterative process with the SLDS vendor and the SLDS-SIS Programmer as the SLDS grows. This will ensure the model reflects the complex interactions between the WVEIS and the new SLDS. To the extent possible, this model will also clarify how the SLDS feeds required reports and exchanges with systems outside West Virginia. The model will be the focal point for the comprehensive SLDS data dictionary—the central repository for all information related to critical data elements. For more details, see Section B.2.5.

A.3. Needs for Goal 3: Promote Access to and Use of Data from the SLDS

A.3.1 Secure Access to Useful Data for Key Stakeholder Groups

A successful SLDS must effectively provide key stakeholder groups (e.g., policymakers, SEA program staff, external researchers, district administrators, school-level educators) with appropriate and secure access to data. This need for access must be balanced with a need to protect student privacy and confidentiality.

Current System. WoW, the WVEIS's end-user reporting system (see Section A.1.1), has partially addressed the need for teachers to access data in real time. WoW currently uses a single sign-on feature to screen credentials and maintain data security. The system allows teachers to interact with the WVEIS, view student data, and run various student reports.

Limitations. WoW currently provides teachers with access to student-level data only and requires a clear link among databases and among enrolled students and their associated teachers. The system does not provide the capability to generate custom reports or graphical displays of data. While this allows teachers to examine their students' data in their respective classrooms, it limits the functionality of data reporting for transient/traveling teachers, curriculum directors, school administrators, district staff, WVDE staff, and others without an associated student roster. In addition, it is impractical to provide these types of data to other stakeholders, such as parents and policy makers, who would benefit from this information. In today's data-driven culture, educators and administrators need greater and deeper access to data; however, without secure access, the types of available data will be extremely limited.

Planned. To address the need for access, the WVDE will develop an RFP that outlines specifications around single-user sign on and security. It is absolutely necessary for the WVDE to contract with an experienced vendor that can develop the hardware and SLDS programming/software and that can guide the WVDE's SLDS staff through the process; otherwise, access to anonymized data in real time will remain limited only to teachers who can make decisions on a local classroom-based level. For more details, see Section B.3.1.

A.3.2 Data Use Deliverables

An effective SLDS must be responsive to various users. Simply providing access to the data is insufficient to support effective system change and participant learning. The SLDS ultimately must drive decision making through tailored and flexible reporting, analysis, and visualization tools. In the initial design, the SLDS components must take into account multiple user inputs and evolving user needs.

Current System. Two data use deliverables serve the state's end users: WoW and DP-21 (see Section A.1.1). As noted, WoW is designed primarily for teacher-level access, entry, and data retrieval. DP-21 represents the WVDE's initial attempt to provide more real-time data access to school leadership teams, school, county, and state-level administrators.

Limitations. While WoW and DP-21 have made WVEIS data more accessible, they are not the types of dynamic interfaces that researchers, policy analysts, administrators, and teachers need. These tools provide static displays of data without any tailored analytics or visualizations. While the SLDS will present similar source data, it needs to be a more user-friendly system. For instance, interfaces personalized to various stakeholder groups would spark more interest among the state's users. Through enhanced access, users likely will have more productive conversations around student success and school improvement through data-driven decision making.

Planned. The vendor will create customized interfaces for each stakeholder group, aligned to the needs detailed in the Role Access Guidance document (see Section B.2.2). Each interface will (1) include reports that address the critical policy questions specific to each stakeholder group and (2) support data-driven decision making by eliminating the need to comb through superfluous data elements. These new data-analysis and visualization capabilities will be customized for each access level. For more details, see Section B.3.2.

A.3.3 Training on Use of Data Tools and Products

While the development of any tool is important, users must be able to use these tools without trepidation. As part of the SLDS rollout, the WVDE will include comprehensive trainings that prepare users to access the data tools and products.

Current System. WVDE's data access tools (e.g., WoW and DP-21) support enhanced access to the WVEIS data. Various WVDE offices (e.g., OIS, Assessment and Accountability, School Improvement, Title I, Research) have trained school, district, and state administrators to access data tools with a focus on school improvement. In addition, revisions are constantly being made to the systems with minor updates provided to end users on an ad hoc basis.

Limitations. Data-access trainings for the WoW and DP-21 are inconsistent, and the extent to which users can access either system varies widely. For instance, LEA decisions determine whether teachers have access to the WoW. The DP-21 interface was designed to support school improvement efforts from a systems perspective. As such, the access training has been directed toward school-, district-, and state-level administrators with an emphasis on school improvement and Title I schools. While both interfaces are widely available, the level of engagement has been less than optimal. Users need comprehensive and continued training to select the appropriate tools that allow them to interpret the data properly and to find answers to their critical policy and research questions.

Planned. The vendor will be required to develop a plan for providing general access and navigation training to WVDE's super users, WVDE program staff, and a pilot set of stakeholders from each role access group. The vendor also will archive the training materials and embed them within the SLDS solution to be accessible to all end users. In addition, grant funding will allow the WVDE to hire Curriculum Development Specialists (4.0 FTE) who will conduct professional development that focuses on data access. Without this funding, the WVDE would not be able to initiate this type of professional development. For more details, see Section B.3.3.

A.3.4 Professional Development on Data Use

An SLDS initiative also should enhance the *users'* capacity to interpret the data. This capacity building should be driven by a comprehensive professional development program that targets effective use of the data to inform decision making and to improve practices.

Current System. As noted in A.3.3, the OIS provides support on accessing WVEIS data; however, it does not offer professional development on interpreting or using the data to drive decision making. While the OIS also maintains the WoW and DP-21, professional development related to both is extremely limited and/or supported inconsistently by other offices.

Limitations. The focus on efficient data access rather than on effective data use conflicts with the WVDE's philosophy. From a data access and use perspective, the WVDE does not possess the capacity to ensure that WVEIS users understand fully how to interpret high-quality data for effective decision making. Professional development in this area is limited mostly to a handful of offices, which target only a small percentage of the state's schools. To shift the emphasis from data access to data use for decision making, the WVDE needs a unified platform that provides multileveled user access to a comprehensive set of data indicators.

Planned. In addition to the duties outlined in A.3.4, the Curriculum Development Specialists (4.0 FTE) will work with the WVDE to create a comprehensive professional development program, including a robust set of materials and a structure to support the application and interpretation of data to inform decision making. These staff members will then deploy a series of regional in-service trainings and archive the materials in a web-accessible format for the broader group of stakeholders. The Curriculum Development Specialists will also assist with continuous needs assessments, revisions to the training materials, and the identification of a core group of state and regional experts who will sustain the focus on data use and interpretation, rather than just data access. For more details, see Section B.3.4.

A.3.5 Evaluation of Data Products, Training, and Professional Development

The hallmark of an effective system reform is its ability to yield deliverables, training, and professional development programs that support system and individual improvement. A *well-designed evaluation will inform stakeholders about the system's effectiveness.*

Current System. The Office of Research, an independent agency within the WVDE, supports objective data-driven decision making, research-based planning, and funding compliance through focused reviews of research literature, needs assessments, trends analyses, and formative and summative program evaluations. As a clearinghouse for internal, external, and joint research and evaluation projects, it is a natural starting point for evaluating the SLDS effort.

Limitations. An effective evaluation must provide data to inform a program objectively throughout its life cycle and determine periodically whether the proposed outcomes are being met. This requires substantial time to monitor the program and meet with program directors, participants, users, and trainees. Despite the Office of Research's expertise, the eight-member staff is responsible for more than 40 distinct research and evaluation projects, in addition to support work for the Offices of Assessment and Accountability, Special Programs, Title I, and Healthy Schools. Given the extensive nature of the SLDS project, it is unlikely that the Office of Research could support a comprehensive formative and summative evaluation that meets stakeholders' needs. Without the SLDS grant, it is expected that any evaluation effort would be subpar and insufficiently informative.

Planned. To determine whether the SLDS (1) meets users' needs for data access, analytics, and reporting, and (2) enhances the capacity of users and the system to drive system reform, the Office of Research will first provide in-kind services to ensure that implementation milestones are tracked. Then, in Year 2 of the SLDS grant, the WVDE will hire an SLDS Evaluation Coordinator (.50 FTE) to design, implement, and report on the formative and summative evaluation of the SLDS. The evaluator will collaborate closely with the SLDS Project Manager, other SLDS staff, and data governance leaders to ensure that the SLDS's progress, successes, necessary revisions, and outcomes are identified and monitored. Without funding from this grant, the Office of Research would be able to support only ad hoc evaluation activities that do not effectively maximize the implementation fidelity or drive system improvements around data quality, access, and use. For more details, see B.3.5.

A.3.6 Partnerships with the Research Community

No organization functions in an entirely closed system. As the WVDE tries to enhance the transparency of its system and access to data, it is imperative that the state standardize processes and procedures for data requests, establish partnerships with research groups, and disseminate findings to the public while ensuring the confidentiality of individual student data.

Current System. Partnerships and collaboration with external researchers occur in an ad hoc manner depending on research needs. The Office of Research actively participates in national and international research conferences and, when possible, presents study findings in collaboration with other offices or research organizations. In addition, it publishes all reports and findings publicly and in compliance with federal and state privacy laws.

