MDE/MAISA

Regional Data Initiatives

2010 Project Overview

RDI Project Management Team
4/1/2011

Overview

The Regional Data Initiatives (RDI) project is an $11.5 million effort funded by the American Recovery and Reinvestment Act (ARRA.)RDI will provide Michigan teachers with real-time access to student data at the classroom level to inform instructional decisions. The RDI project encompasses 97.5% of Local Education Agency districts and 45% of Public School Academy districts within all 57 Intermediate School Districts.

Draft RDI Mission:

To create a comprehensive network of data systems that provide teachers with real time access to student data at the classroom level facilitating effective instructional decision making.

Draft RDI Goals

1. *Implement a "federated data model" where each consortium is using a local data warehouse with the capacity to exchange data with other consortiums and the state.*
2. *Develop and deliver Professional Development so that educators can use data to effectively adapt Differentiated Instruction methodologies to their classrooms.*
3. *Research, develop, and deliver answers to questions concerning the use of data and its instructional impact.*
4. *Lay the foundation for further work on statewide data initiatives.*

Organization and Responsibilities

As 97.5% of the LEAs statewide are participating in the RDI project, organization is of the utmost importance. This led to the formation of a project management office (PMO) to lead the project and eight consortia to implement the project. Each school participating in the RDI grant is a member of one of these eight consortia.

Project Management Office

The Project Management Office organizes the project and ensures goals are being met in a timely manner. The PMO is comprised of two levels, the Executive Leadership Team (ELT): Sam LoPresto of MAISA, Bruce Umpstead of MDE, Jan Vogel of MDE, and members of Red Cedar Solutions Group and the Awardee Leadership Team (ALT) consisting of the leaders of the consortia. This bi-level PMO exists to collaboratively approach issues affecting all grant stakeholders. The PMO also has numerous other responsibilities:

- Guiding discussion on RDI's mission and goals.
- Establishing a project timeline.
- Collecting information on project progress.
- Ensuring the effectiveness of the RDI project.

To fulfill its role the PMO has monthly meetings of the leadership teams and all individuals involved in the Grant. The ELT will also be visiting each consortium individually to discuss the progress that has been made through RDI and ways of sustaining the grant.

Consortia

Participating LEAs and PSAs have joined one of eight consortiums led by the following groups: Bay-Arenac ISD, Calhoun ISD, Eastern Upper Peninsula ISD, Genesee ISD, Kalamazoo RESA, Kent ISD, Oakland Schools, and Wayne RESA. Since there are numerous participants and multiple goals the members the RDI project is divided into three parts: the Data Warehouse Initiative, Professional Learning Communities, and the Regional Research Initiative.

Consortium Overview									
	Bay-Arenac ISD	Calhoun ISD	EUP ISD	Genesee ISD	Kalamazoo RESA	Kent ISD	Oakland ISD	Wayne ISD	Total
Districts	24	126	133	31	46	83	77	94	614
Schools	118	786	224	255	191	500	427	547	2,824
Teachers & Administrators	2,854	21,960	10,962	3,859	5,375	12,397	13,879	19,965	88,165
Students	52,456	332,144	207,194	80,000	90,000	212,300	160,000	344,268	1,271,168

Data Warehouse Initiative

Each consortium has contracted with one of five data warehouse providers. These data warehouses will house student demographic data as well as student performance on state and local assessments. The data warehouses will allow schools and teachers to track student progress and more readily address the educational needs of a student. An initial baseline of data warehouse implementation has been established showing that 39% of the schools participating in the grant have one of the data warehouses installed and operational. A goal has been set for 100% implementation by September of 2010. In the second

Consortium	Vendor
Bay-Arenac ISD	Pinnacle Suite
Calhoun ISD	Data Director
EUP ISD	Data Director
Genesee ISD	Class A/Datawise
Kalamazoo RESA	Pinnacle Suite
Kent ISD	IGOR/IRIS
Oakland Schools	Pearson Inform
Wayne ISD	Class A/Datawise

phase of the RDI project a partnership is being formed with MDE's Data for Student Success which will work to create a connection between these regional data warehouses and the state's system.

Professional Learning Communities

Coupled with the data warehouse initiative, every consortium is participating in professional learning communities (PLCs.) These PLCs are working on the issues that arise with the data warehouse implementation. Originally there were five PLCs covering these topics: differentiated instruction, Data for Student Success, dropout prevention, student information systems, and professional development. As the project has progressed the PLCs have evolved as well, adding groups to cover common measures for the grant evaluation and the creation of educator evaluation.

Regional Research Initiative

Along with the professional learning communities the RDI grant called for a research initiative. This requirement aligns the project with federal goals of allowing more researchers to access educational data and assess the effectiveness of the education system. Each consortium has selected a research partner and developed a research question with the help of the project management team.

Consortium	Research Partner	Research Question
Bay-Arenac ISD	Saginaw Valley State University	Do early childhood (3 to 5 year olds) interventions/treatments correlate to school readiness indicators? Do early childhood (3 to 5 year olds) interventions/treatments correlate to MEAP performance at grade 3? (Longitudinal Study)
Calhoun ISD	Central Michigan University	What are pre-service and mentor teachers' perceptions of the value of data warehousing in their instructional practice after being exposed to a training model?
EUP ISD	Ferris State University, Lake Superior State University, Northern Michigan University,	What data elements (including assessment data such as ACT Plan and Explore MME, SCAS or other common end-of-course exams, and postsecondary placement exams) are needed to provide a more complete picture of student's performance in high schools and how prepared they are to enter post-secondary education and careers.
Genesee ISD & Wayne RESA	University of Michigan-Dearborn	Does access to assessment data and focused, systemic professional development around appropriate use of assessment data have an effect on student achievement?
Kalamazoo RESA	Michigan State University	Can a common set of items and interim assessments be designed and shared across the RDI partners and given to students so that results across the collaborative data set might be analyzed, validated and shared statewide? Is more frequent use of interim assessments associated with improvements in student achievement?
Kent ISD	Hope College	Does the Math RtI program developed at OAISD predict student success on local interim assessments and state summative assessments?
Oakland Schools	Oakland University	In what ways can teachers use interim and summative assessment results to design, monitor, and modify instruction that achieve learning gains for students? More specifically, how can teachers use real-time data to provide feedback to students to improve student achievement?

Project Controls

The RDI Project Management Office has established project controls that will ensure the successful completion of the project. These controls include assurances from the consortia, consortia visits, status reporting, monthly project meetings, and an evaluation plan.

Assurances

Assurances were gathered from each participating LEA and PSA at the start of the project. The assurances outlined the expectations of the RDI grant and the PMO.

1. District incorporation of the Regional Data Initiative into the district's educational practices at the classroom level;
2. Interface capability between Regional Data Initiative and district student information system to facilitate interchange of data;
3. Dedication of at least five professional development days over two school years for all instructional staff and administrators for professional development related to the Regional Data Initiative;
4. Participation in the Regional Data Initiative during the FY2010-11, FY2011-12, and FY2012-13 school years;
5. Full participation in the collective evaluation of the Regional Data Initiative Title IID grant, Including completing surveys and providing additional data to assist MDE in determining the effectiveness of the program in impacting student achievement.
6. Permission for the Regional Data Initiative to use district data for research purposes of improving education policy and practice and the preparation of teachers;
7. Use of a common observation tool to determine personnel technology skill level with all instructional staff observed by Registry of Educational Professionals (REP) collection deadline in December 2010; and
8. Use of a common assessment for 8th grade technological literacy by Michigan Electronic Grants System (MEGS) collection deadline of June 30, 2011.

Consortium Visits

Throughout the course of the grant, the RDI PMO is visiting each consortium individually. At these visits members of the consortium are encourage to bring representatives from each ISD in the consortium as well as representatives from the local districts. These trips are designed to allow the consortium to share their triumphs and challenges with the leadership team. The meetings also allow for detailed planning of how to advance the RDI project within the consortium. The RDI PMO has completed three of these consortium visits, in the process learning about the diverse project implementations that occurring. Overall these visits are encouraging as they underscore the value of data and the fact that data use is gaining traction throughout the consortia.

Status Reports

The RDI PMO implemented a monthly status reports to track the progress of each consortium. These reports gather information on the number of schools and districts that have a data warehouse implemented, the number and attendance of Professional Development Events held on the use of data, and budget spend down. The reports also capture issues that consortia are having in within the project as well as the consortia timeline for further deployment of the data warehouse. The status reports are collected and aggregated into a statewide dashboard showing the projects progress. This dashboard and the issues found in the status reports are discussed during the monthly project meeting.

Status as of January, 2011

RDI STATUS REPORT -1/25/2011						
DATA WAREHOUSE	BASELINE/ Q42009	APRIL/ Q12010	Aug/Q22010	Oct/Q32010	Jan/Q42010	
Districts	614	614	614	614	614	
Districts with a data warehouse in place:	312	340	429	440	449	⬆
% Complete	51%	55%	70%	72%	73%	
TOTAL User Accounts Created	23,238	33,314	58,751	87,173	99,008	⬆
(Change)		10,076	25,437	28,422	11,835	
Individuals Accessing System Quarterly	12,285	18,213	10,939	8,528	13,838	⬆
Total System Accesses Quarterly	76,706	606,221	548,095	326,079	404,297	⬆
PROFESSIONAL DEVELOPMENT	BASELINE/ Q42009	APRIL/ Q12010	Aug/Q22010	Oct/Q32010		
Number of events	247	251	272	116	210	⬆
Total Attendance	1,966	3,218	4,743	2,058	3,781	
BUDGET						
Total Budget:	$ 11,594,572	$ 11,594,572	$ 11,594,572	$ 11,594,573	$ 11,594,574	
Total Spent to date:	$ 1,116,324	$ 1,198,484	$ 2,331,988	$ 3,269,437	$ 3,849,592	⬆
%	10%	10%	20%	28%	33%	

Evaluation Plan

The RDI PMO has also developed a detailed evaluation plan to understand the project's effectiveness. The evaluation plan is three fold: status reporting, a RDI participant self-assessment, and professional development effectiveness assessment.

The status reports are used to monitor the implementation of data warehouses, the number of professional development events, the attendance of professional development events, and budget spend down. The goal is to see an increasing number of schools with data warehouses implemented and to track the other important metrics concerning the grant. The project will be considered a success when all the participating schools have a data warehouse installed, and there are an increasing number of accesses to the data warehouses over the course of the grant.

The RDI participant self-assessment is a short questionnaire which will be distributed to teachers at schools participating in the grant four times over the course of the RDI project (June 2010, September 2010, February 2011, and May 2011.) This questionnaire should show an increasing awareness and use of student data by teachers over the life of the project.

The professional development effectiveness assessment is a short survey which is administered before and after each professional development event held with grant funds. These surveys will allow the RDI PMO to determine which types of professional development activities are the most effective.

With the evaluation plan the RDI project is developing a coherent story of the grants progress and successes. This will help as the consortia continue to move forward after the grant is complete. The evaluation plan also facilitates further funding requests aimed at continuing RDI mission and goals.

Evaluation Plan Update

The first threeadministrations of the RDI participant self-assessment have been completed. With a targeted population of over 85,000 the surveys have received a consistently received over 14,000 responses. The assessment asked participants to answer questions about how frequently they use data analysis tools/data warehouses, how important they view the use of these tools to their practice, and what significant impacts that the use of data has on student learning. This first assessment will serve as the baseline data for three planned re-administrations of the self-assessment throughout the course of the RDI grant project activities. Initial results from the baseline assessment indicate that approximately 40% of the respondents are using analysis tools different from the RDI-supported tools, reports from student information systems, or do not use data tools at all. However, over 75% of respondents feel that data analysis/warehouse tools are important for identifying individual student strengths and weaknesses, a finding that reinforces how timely and useful will be the proposed RDI activities.

RDI Participant Self-Assessment participation by Consortia

Consortium	Targeted Population	Responses to the First Teacher Survey	Responses to the Second Teacher Survey	Responses to the Third Teacher Survey	% of Target	% of First Survey Response
EUP	10,962	2,424	3,307	2,868	26.2%	118.3%
Bay-Arenac	2,854	674	459	658	23.1%	97.6%
Calhoun	20,515	6,474	5,641	4,591	22.4%	70.9%
Oakland	13,879	2,176	2,834	2,642	19.0%	121.4%
KRESA	5,375	872	112	694	12.9%	79.6%
Genesee	3,859	429	553	497	12.9%	115.9%
Kent	12,397	1,263	1,208	1,543	12.4%	122.2%
Wayne	19,965	1,217	1,420	837	4.2%	68.8%
Total	89,806	15,529	15,534	14,330	16.0%	92.3%

Coupled with the status reports and the participant self-evaluation the RDI project is developing a more detailed implementation study. The goal of this study is to more fully understand each district's progress in the implementation and usage of data tools and techniques. The RDI PMO is currently working with consortia to develop the specific scale that will be used for this implementation study and will leverage existing reporting requirements so districts will not be required to enter additional information. It is anticipated that this study will be completed over the month of June.

Partnership with State Board Continuing Education Unit (SB-CEU) Program
The RDI project is partnering with the Michigan Department of Education's SB-CEU program. This program awards teachers continuing education units which contribute to the renewal of an individual's teaching certificate or license.Teachers who complete the Teacher Data Literacy Assessment will be awarded .3 SB-CEUs as recognition of participating in the RDI project. A teacher is eligible for these SB-CEUs each time they complete making the maximum award to an individual 1.2 SB-CEUs. All of these SB-CEUs will be awarded in time for teacher license and certificate renewal in 2011.