

## Rural Educational Data Initiative

**A. Identification of the Need:** The Rural Educational Data Initiative (REDI) is a collaborative effort involving twenty-three<sup>1</sup> rural ISD’s<sup>2</sup> with a common mission: ***The compilation and use of meaningful data to improve teaching and learning.***

The largest, St. Clair County RESA serves 26,000 students, the smallest; Gogebic-Ontonagon ISD serves fewer than 3,000. We will leverage our combined experiences and strengths to achieve better outcomes than any one (educator, school, ISD) could on their own.

The core data warehousing tool proposed for the REDI project is Data Director (DD). Data Director, a web-based data warehouse, is successfully implemented in three of the partner ISD's. Critical in the process is the sharing and development of seamless connections to interface student data systems with Data Director facilitating the interchange of data between the systems. This will ensure that student data is both up-to-date and consistent.

Data Director is a powerful, user friendly data warehouse with demonstrated success. The lead ISD on this project, EUPISD, has used Data Director for over

<b>REDI Partners</b>
AMA ESD
COP ESD
Clinton County RESA
Eastern U.P ISD
Clare-Gladwin RESD
Delta-Schoolcraft ISD
Dickinson-Iron ISD
Gogebic-Ontonagon ISD
Traverse Bay Area ISD
Copper Country ISD
Huron ISD
Manistee ISD
Marquette-Alger RESA
Mason-Lake ISD
Menominee ISD
Midland County ESA
Oceana ISD
C.O.O.R. ISD
Shiawassee RESD
St. Clair County RESA
Sanilac ISD
Tuscola ISD
Wexford-Missaukee ISD

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<sup>1</sup> See Appendix A – Consortium Map

<sup>2</sup> See Appendix D – Partner Memorandum of Understanding

three years. In addition to data storage and manipulation, EUPISD is using DD to deliver regionally developed, interim assessments. Two partner ISDs, Manistee and St. Clair, have implemented solutions that automatically connect local SMS systems to Data Director, updating student and roster data on a nightly basis. These experiences will be shared with partner ISDs and with the larger state community.

Regional, district, school improvement team and PLC level professional development time is valuable. Access to timely and relevant student data will greatly increase the efficiency of all PD sessions. Allowing educators to immediately get to work rather than spend an inordinate amount of time getting data, often in paper form and from several different locations, together for interpretation and utilization will help focus work squarely on student learning.

EUPISD is in the process of converting the Secondary Credit Assessments (SCASs) into Data Director. These assessments will be securely shared with all partners. The common use of Michigan Merit Curriculum End of Course exams will allow schools to analyze those results rapidly to improve teaching and learning.

The Northern Michigan Learning Consortium has developed a collection of assessments in math and ELA for grades K-8. These assessments will be moved into DD as a secure pool of common assessments for scheduled deployment by local ISD's. The EUPISD maintains a pool of assessments K-8 that have evolved over the past six years and are already in DD and ready to share. Other partners have developed similar locally aligned item banks, all of which can be imported into the system and easily shared.

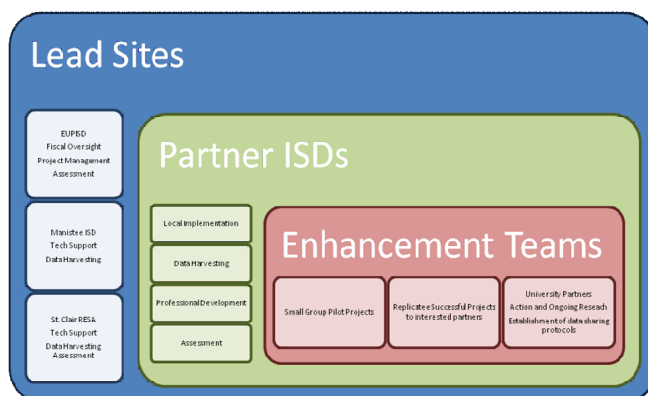
EUPISD has also uploaded PLAN and PSAT data. St. Clair County RESA has experience importing additional data sets into Data Director. They will share their

expertise and methods for the import of DIBELS and other progress monitoring data into the system.

The combination of an easy to use interface, accurate and up-to-date student data, a broad range of aligned assessment options, and the proven process of importing state assessment results will ensure that ISDs and local districts will have the capacity to access a wide-range of student data. Demographic data will be included in the system imports to broaden the potential depth of data analysis. This data can be disaggregated at the student, classroom, building, district, ISD, and consortium level.

There are high need students and districts throughout this consortium. Most districts have well above state averages in free and reduced lunch rates; some reaching 90% free and reduced lunch rates. There is a wide range of ethnicities within the consortium; with large Hispanic, Black, and Native American populations throughout the region. These specialty populations drive the need for more refined data analysis. For example: The EUPISD began the analysis of Native American assessment results six years ago and identified a clear disparity. These students consistently performed 20%-30% below their peers on state assessments. With the implementation of DD the closure of the performance gap between Native American and White students has been dramatic. While DD is not the sole solution to this problem, it has clearly paved the way by providing the assessment and analytical tools to empower teachers and administrators to make curriculum and instructional changes improving student outcomes.

EUPISD will serve as the lead site for this project. Local ISDs will be treated as sub-recipients in the grant project. The budget and project design are structured to ensure that the essential elements of the project are put in place



within each ISD. The establishment of Data Director at the 20 ISD's that do not yet have it in place will be the first step. Once warehouses are functioning with student and MEAP/MME data, ISD sites will begin to self-select into special enhancement teams to develop and test standards-based report cards, data supported RTI, higher education access to data for research purposes, assessment development, real-time data uploading, differentiation, and integration other programmatic data.

A core leadership team will conduct virtual meetings monthly and physical meetings quarterly. General Education Directors and/or Technology Directors will serve as the representatives from each ISD. This team will guide the efforts of the project director ensuring that all districts stay on track and enhancement initiatives are supported and replicated where appropriate.

The enhancement projects will use a PLC structure. The size of each group will generally range from 3-5 ISDs. St. Clair RESA and Manistee ISD will provide supports in the technical arena. EUPISD will focus efforts on implementing regional assessments. Professional development efforts will be a collaborative effort with Data Director and all of the partners contributing. The combination of experience, collaboration and a comprehensive data warehousing tool will make longitudinal data systems a reality.

## B. Project Design:

1. **Data Warehousing Definition:** *What is data warehousing? According to MAISA (2005), it is:*

*"A tool to help districts become data driven in order to meet the Requirements of NCLB and EdYES! A collection of various sets of data found in a variety of unrelated locations and formats brought into one relational database. It will allow districts to find answers and ask complex questions that uncover underlying problems – leading to the design of data driven student achievement and school improvement strategies. Data incorporated into a fully relational data warehouse includes; financial data, personnel data, building infrastructure data, student demographic data, student achievement data, and assessment data. These systems are intended to enhance the ability of States to efficiently and accurately manage, analyze, and use education data, including individual student records..."*



Our lead districts have been using the Data Director warehouse to perform the above tasks for the past three years. Each has a unique warehouse implementation. Leveraging these experiences will allow our consortium to quickly implement 20 new ISD level data warehouses.

Efforts will center on expansion into the other components of a true data warehouse; including financial, personnel, and infrastructure information. Focused expansion within the other areas will accelerate the process of rounding-out individual warehouses. This piloting of efforts within the consortium and then quickly taking successes to scale is the model the consortium will use to achieve comprehensive solutions in a rapid timeframe.

2. **Current Implementation:** A traditional data warehouse relies on other programs for user friendly functionality. The true power of DD is the ability to perform many functions that have traditionally been completed in ancillary

programs while still maintaining a *simple user interface*. This combination of depth and simplicity increases the adoption rate of the tool and its' usefulness for educators.

Importing of student data into the system (including class rosters) is the first critical step to an effective data warehouse. This step provides the critical linkage between students and the classroom teachers. It also provides for the creation of a security schema. Without this hierarchy, individual educators cannot easily examine data for only students they are currently working with. The three ISD partners that have implemented DD have each worked on systems to automate this process. The EUPISD has created an automated uploading process for Power school, St. Clair has written software to import from Zangle and Manistee has used a third part vendor called Level Data that automates the process of moving data between systems. The ISDs that will be implementing DD for the first time will have access to these experiences. One of the enhancement teams defined in the project design will be working on this aspect of DD implementation.

DD has a simple reporting system that includes the ability to complete deep analysis of data. The reporting system is comprised of three sections for ease of use. The first is system level reports that are available to all users. These reports are created for large data sets like MEAP, MME, PLAN, PSAT and DIBELs, and are available with a single click. Secondly, the product keeps track of each user's five most recent reports. These two features will be available to every ISD the first day that the system is in operation. A third level of reporting is "shared reports". This area is designed for sharing of report logic that answer questions that may be of local or regional interest but may not have state or national relevance. These

reports are typically generated by a regional consultant or district PLC and shared with other users. This function aids in the support of deeper data analysis by providing advanced report support for new users by users with more experience.

The final tools within DD are for assessment importing and delivery. Uniquely, DD allows for the delivery of assessments online from within the tool. Currently EUPISD is utilizing this technology to deliver local and regional assessments to over 5,000 students. The results of these assessments are available to educators the moment an assessment is completed. The EUPISD will be providing leadership to bring all partner ISD's up to the standard of computer delivered assessment. In the meantime, all assessments created within DD can be delivered "paper and pencil" with student results easily scanned into the system.

Two of these ISD (EUPISD and MISD) used previous E2T2 (Title IIId technology supported assessment) grant funded projects for the initial implementation of their warehouses. The funds, spent three years ago, will now pay dividends, not just for those few ISDs but for an entire consortium of 23 ISDs.

3. **Differentiated Instruction:** Data Director creates exam reports<sup>3</sup> that list items down to the individual standard level in each content area. Because DD automatically creates this level of data, connecting report items to differentiated instruction tools will not be difficult. The pre-project team of EUPISD, TBAISD and MLISD have initiated discussions with the DD development team and with several vendors that provide educational resources tagged to the item level. The DD team and each vendor have been optimistic about the ability of their respective products

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<sup>3</sup> Appendix B – Differentiation Screen Shot

to communicate with each other. The team at DD is eager to find partners that can integrate these resources within DD so, with a simple link on a DD standard level report, the user connects to a differentiation tool. The differentiation tool could be at the teacher – lesson plan level (like Net-Trekker) or at the student activity level (like Criterion or Compass). This effort will clearly be one that gains significant attention and commitment at the enhancement team level. (see APPENDIX B for graphic)

In the interim, our project will provide the easy access to a wide range of well aligned student assessments that represents a first step in differentiation. Our project will strive to integrate the wide range of differentiation resources into our warehouse and into our teacher practices.

Easy access to a range of data will support many other initiatives in the region. Our consortium boasts dozens of formative assessment teams with teachers participating in these State initiatives to build teacher capacity. As teachers learn to better adjust to group and individual student needs through the formative assessment process, they will be even better able to use this data to improve teaching and learning. We will be poised to provide just what they need, just when they need it.

The technical implementation of the warehouses will not stand alone; professional development will be closely linked to operational implementation. Consortium partners will look for opportunities to enhance the many efforts in curriculum and instruction that are already demonstrating success for our teachers and students to this project.

4. **Professional Development:** Three target groups of ISD level staff that will be the initial focus of professional development efforts; technology staff, curriculum/special education consultants and administrators. Five regional training sites will be established to cover the vast geography of this consortium. The project director will coordinate all professional development offerings including; making arrangements for presenters, working with host ISDs regarding needs, evaluations and participant tracking. The trainings will be replicated at each site to ensure continuity. Initial trainings will be provided by Data Director and will be focused on the “out of the box” use of the product itself.

Technology staff trainings will initially be focused on the general operation of the web based data warehouse. The establishment of the hierarchy of users and import of varied data sets will be the basis of all initial trainings. Data Director will conduct the initial training on product overview, establishment of user groups and the mechanics of importing and exporting data. Technology staff from ISD partners that are existing users will assist in trainings and provide specialized segments on Michigan specific (OEAA) data import as well as regional assessment data import.

The bulk of further technology staff professional development will revolve around the seamless import of data from various student management systems into Data Director. While initial imports will need to be completed manually, an enhancement built into this consortium’s efforts will revolve around making this data harvesting piece automatic. For sustainability of all data warehousing efforts, this step needs to be flawless. Fortunately, existing user partners have made great strides here and all consortium partners will benefit from these pioneering efforts.

Bringing the tech staff from all these ISDs together to tackle this is at least exciting and, at best revolutionary.

Curriculum and Special Education consultants will be another group specifically targeted for professional development. These trained staff members are already very experienced in facilitating large scale professional development offerings in their respective regions. In addition, they have the ongoing professional relationships with area teachers and administrators that will be critical to the timely integration of data warehouse use into an educators' tool box of skills. This specialty group of educators has a wealth of experience in curriculum, instruction and assessment that the establishment of a regional data warehouse will only enhance. Educational relevance and changing teaching and learning sits at the core of our project as demonstrated by the support of the Michigan Education Association<sup>4</sup>. They already understand the relevance component!

The training for the curriculum group will focus intensely on use of Data Director. These individuals will be involved with Data Director at several levels. In their own role as ISD personnel, they will have access to regional data in a format and at a level of accessibility that they have never before had. Initial professional development for consultants will focus on the use of the data warehouse in their own regional level planning and practice. At this level, consultants will become familiar with the product, understand the "reporting", "exam" and "program" level features and begin to manipulate data and reports.

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<sup>4</sup> Appendix E – MEA Letter of Support

At the district and teacher level, the ISD consultants will be responsible for training teachers and district level administrators on the use of Data Director. This is where background understanding around school improvement, curriculum, instructional and assessment practices will be most valuable. Initial trainings for teachers and administrators will be designed to introduce the concept of data warehousing and simple access to basic information using Data Director. Subsequent trainings will focus on the use of Data Director to support ongoing efforts around school improvement, identification of curriculum and instructional strengths and weaknesses, use of a data warehouse as part of a balanced assessment program and progress monitoring at the programmatic and individual student level. In order for ISD consultants to be ready for the local district trainings, they will need to become familiar with using Data Director at these varying levels and in additional contexts that may be unique to their region. For example, if there are MiBLISI schools in any given ISD, those consultants are going to need to understand the use of DIBELS data in the warehouse and in the context of what the data means for programming, progress monitoring, etc. The REDI project professional development offerings will get ISD staff prepared for these district trainings.

At the ISD administrator level, there will be training available on basic system use as well as on relevance and sustainability. While ISD level administrators will need to have access to the system for data review and analysis they may want to explore, their role will also be to provide leadership for local district superintendents and principals on overarching data access and management issues. Broad issues associated with confidentiality and responsible use of data, access to data at each

user level, and how to deal with issues uncovered by data analysis will be explored. These efforts will leverage the tools developed by Data for Student Success.

The topic of data warehouse sustainability will be of critical importance as there are ongoing fees associated with data warehousing that must be addressed. Shiawassee RESD and the Statewide Data4Student Success project have developed training materials that are specific to this leadership piece that will be utilized in this strand of professional development.

At a minimum, there will be 4 days of professional development for ISD level tech, consultant and administrative staff. The sessions will be replicated at 5 regional sites. It should be noted that the initial Day 1 training will include all three categories of users and will be conducted by Data Director training staff. Subsequent sessions will be category specific and designed to get the ISD staff ready for conducting their own district level trainings quickly. ISD staff will come away from trainings with training modules that can stand alone or be integrated in with ongoing efforts around school improvement, curriculum and instructional strategies and balanced assessment.

Enhancement teams will have the opportunity to attend additional PD offerings specific to the enhancement topic. For example, the assessment team will be invited to attend trainings on the 20 module "Common Assessment Creation" series that the Michigan Assessment Consortium<sup>5</sup> is completing. These short modules will allow trained staff to use the materials and videos in appropriate trainings that will be part of this project and beyond. See Appendix C for a breakdown of module

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<sup>5</sup> Appendix C – Michigan Assessment Consortium Common Assessment Training

content. The project pre-planning group has met with MAC representatives and has tentative commitment to training at the 5 regional sites.

The differentiation team will attend trainings on some of the vendor specific products that may ultimately link to DD at the teacher and student level. Specific vendor overviews will be provided by NetTrekker and Compass as well as the DD embedded Criterion Learning. As with all enhancement team efforts, findings will be shared with the partners and decisions on whole or individual ISD scaling up will be made.

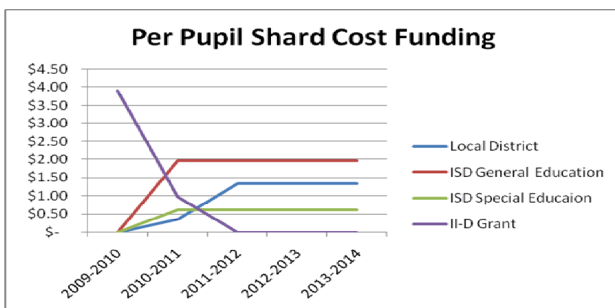
Additionally, with Universal Design for Learning in mind, products like CAMTASIA will be utilized to produce materials that can be structured for modular based support. These modules will both increase flexibility and provide continuity.

**C. Deployment and Sustainability: Deployment** – With an established base of over 130 districts, serving 570,000 students in Michigan alone, Data Director clearly has the capacity to support the initiation of these 20 new warehouses. In addition, the vendor has the experience and the staff to support technical training and data flows. The pre-project team has had several conversations and logistical planning sessions with DD personnel around these topics. DD is a hosted solution that incorporates data from many data sets. The primary sets are student information from the Student Information System, and assessment data from the State of Michigan. With these two sets of data a district can have an extremely valuable tool for student analysis and curriculum alignment. Because of this ease of startup it is expected that within three months of funding all partner ISD's will have functioning systems. We will achieve these goals through collaboration and distributed

leadership and support. Central coordination will help to keep timelines on-track and regional support will mitigate technical or political barriers to the flow of data.

**Scalability** – Once the initial load of data is in place, districts can begin the process of training and enhancements. The experiences of our lead ISDs have demonstrated the ability to launch just such initiatives within the given timeframes. These sites will serve as models and mentors for partner ISDs and districts. The ability to bring this project to scale at the baseline level is clear.

As for scaling the expanded efforts in assessment, added data components, and data analysis, differentiation, and others, the creation of enhancement teams offers the ability to test and design processes for new efforts. Once built, tested, and proven effective on smaller scales, these pilot efforts will be brought to scale across the consortium using the same modeling and mentoring processes that will support the initial six months. These pilot efforts will also provide a shopping list of enhancements, which will allow ISDs to pick those added efforts that best meet their needs and to launch them locally as appropriate in support of other ongoing efforts. All enhancements and processes will be documented and shared via a web site for inclusion of any district operating with DD within Michigan. Facilitating the use of differentiation tools may vary slightly from ISD to ISD based on available products. While the tool may vary, the process of linking need to differentiation tools will be a constant focus of these efforts.



**Financial Sustainability** – In addition to the three ISDs with successful warehousing efforts, nearly

all of our ISDs have initiatives to assist their local districts in using student data. The redirection of these ISD and/or local funds will be an easy first step in the long-range sustainability of this effort. The value of this data to special education will support those departments proportionally sharing in the ongoing expense. Our project will strive to develop and encourage shared costs models so that all stakeholders will have access and have an investment in the process. By spreading cost and access to a variety of organizations and users, we will demonstrate the value and mitigate the cost for any one district or department. One possible cost-sharing funding model is demonstrated in the graph to the right.

**The financial reality is that our schools must use data to survive and thrive.** The cost, while not to diminish the plight of our schools, is minimal for the value it brings. The roadblock to this spending in the past has been the inability of schools to purchase and fully implement a comprehensive and easy to use solution. Demonstrated successes in the establishment of a data warehouse will be shared and the scale of our consortium will further extend the viability of this solution.

Educational programming and federal law now requires a method of monitoring effectiveness. Specialized funding, such as Title funds, IDEA, and all grant related projects require reporting that demonstrates effectiveness. Having a data warehouse in place and having staff that are able to extract the data they need to monitor programs in a timely manner will allow schools to better make decisions. This data supported decision making will eliminate waste on ineffective programming and give educational leaders the information they need to make these decisions.

**D. Project Leadership: EUPISD** – The Eastern UP ISD has a rich history of collaboration and grant management. Their State-wide efforts clearly demonstrate their ability to lead the scaling of projects beyond their service area. Their warehousing success brings an extensive use of assessments in Data Director, including K-8 interim and HS end of course assessments, and the subsequent use of the results. Their greatest contributions as they lead this initiative will be in assessment and coordination.

**Manistee ISD** – With few students and districts, MISD has been able to facilitate change quickly and embrace new initiatives. Of particular success have been their efforts to integrate multiple technologies and data systems. A partnership with Level Data has raised their data consistency and quality to new levels while providing for the interchange of data across multiple systems.

**SCISD** – St. Clair County ISD has taken a different path to the same solution. They have developed an internal solution for the transfer of data from their student management systems to their data warehouse. The process and programming strategies they have used will be shared as other district strive to develop their own solutions to transfer data on a regular basis.

Through the Northern Michigan Learning Consortium (NMLC) and the Upper Peninsula Center for Educational Development (UPCED), many of our districts have decades of experience collaborating on curriculum and professional development initiatives. Regularly bringing together the General Education Directors has built trust and in particular drove the rapid expansion of this initiative.

**Michelle Ribant** – As the General Education Director at the Eastern UP ISD, Ms. Ribant will provide administrative leadership on this project. Her success with Data Director and the use of automated assessment is essential to the project.

**Mike Porter** – The Chief Technology Officer for the Traverse Bay ISD, Mr. Porter has spent the past ten years leading collaborative efforts in technology around the state. As a long-standing member and past President of the MACUL Board of Directors, his expertise working with technology leaders is clear.

**Tom Johnson** – Mr. Johnson holds a Masters degree in Curriculum and Instruction and is an Education Policy Fellow. As the Director of Technology for two ISDs, his efforts constantly focus on collaboration. He recently led the Manistee ISD Comprehensive Assessment Project.

**Project Technology/Data Specialists** - Leveraging the experience of our Lead Sites, we will not focus technology support in one location; rather we will distribute that support in regions. Those specialists, who already have successful experience with Data Director will be able to specialize and to support one another as they lead efforts to breakdown technical barriers within their regions. These specialists will be critical to ensuring the sustainability of this effort across the 23 ISDs.

**Project Director** – One of the first efforts of the consortium will be to identify and employ a Project Director. The candidate will provide educational leadership and demonstrate competence in technology skills, particularly those outlined in the

National Educational Technology Standards (NETS•A)<sup>6</sup> and Performance Indicators for Administrators.

**E. Program Budget:** The project budget design is based on ensuring success for each ISD. A combination of local autonomy and ensured efforts will help meet the needs of our partners. Past experience has helped identify the elements that are critical to a successful data warehouse. The project is based upon those elements:

1. Purchasing and implementing an easy to use data warehouse.
2. Continuously harvesting data from local student management systems.
3. Integrating professional development on the use of the system and the use of data within existing PD efforts.
4. The ability to use more than just State assessment data when making educational decisions.
5. Collaboration to learn from and lean upon one-another.
6. Share the work for creating educationally beneficial elements such as training resources, assessment items and best practices.

<b>Rural Educational Data Project</b>			
<b>Budget 2009-2011</b>			
<b>Description</b>	<b>Project Wide Efforts</b>	<b>Local ISD Pass-Through</b>	<b>Total</b>
Data Director Fees and Implementation	\$ -	\$ 1,103,750	\$ 1,103,750
Professional Development	\$ 110,375	\$ 220,750	\$ 331,125
Data Harvesting	\$ -	\$ 110,375	\$ 110,375
Assessment and Differentiation	\$ 110,375	\$ 110,375	\$ 220,750
Collaboration	\$ 441,500	\$ -	\$ 441,500
<b>Totals</b>	<b>\$ 662,250</b>	<b>\$ 1,545,250</b>	<b>\$ 2,207,500</b>

Within the area of purchasing and implementing, each ISD will have 50% of their total allocation available as pass-through funds. These funds will be released to the local ISD as purchase contracts are put into place and as associated implementation needs are defined and approved. These implementation efforts might include any other reasonable activities to remove implementation barriers.

<sup>6</sup> Appendix F – NETS Professional Standards for Administrators

In the harvesting of student data ISD's will be given latitude to find a solution, be it a purchased service similar to that employed by Manistee ISD or internal programming efforts as done at St. Clair ISD. Existing technologies will be shared to ensure that class roster data is harvested and connected to assessment data at least nightly if not continuously.

Twenty five percent of the project funds will be directly targeted at professional development efforts (the remaining 10% will come in the form of collaborative efforts as outlined in the grant instructions and later in our narrative). Five percent will be retained for consortium-wide and broader regional trainings to build capacity within ISD's. With 10% allocated to pass directly to the local ISD upon the submission and approval of plans to integrate data-based decision making and the use of DD into new and/or existing PD efforts.

For assessment 5% is allocated for pass-through to the local ISD to support and coordinate effort to collect, write, align, jury, purchase, enter, or otherwise engage the local region in building capacity to use well aligned assessments. Another 5% is allocated to support project-wide and/or regional effort to compile and convert existing assessments. These activities may include efforts to identify, organize, and share both secured and open items for use by teachers.

Twenty percent of the overall project funding will be used to connect and collaborate with other projects throughout the state. Project coordination and collaborative technology support will aide in this effort. Five percent will be set aside to support efforts as ISD's work together in smaller groups to pilot enhancement efforts. The additional \$75,000 for our higher-education

partnerships will support efforts to collaborate with these partners as defined through the pilot collaborative efforts.

**Budget Timeline:**

<b>Timeframe</b>	<b>Projected Budget Activities</b>	<b>Anticipated Spending</b>
October 2009	<ul style="list-style-type: none"> <li>• Flow-through processes</li> </ul>	Minimal
November 2009 – January 2010	<ul style="list-style-type: none"> <li>• Data Director purchased</li> <li>• Project Manager hired</li> <li>• Hire Regional technology support specialists</li> <li>• DD technical Training</li> </ul>	\$900,000
January 2010 – March 2010	<ul style="list-style-type: none"> <li>• Initial student data transfers completed</li> <li>• Initial loading of MEAP/MME data</li> <li>• Regional assessment pilots begin</li> <li>• Initial Enhancement Team Meetings</li> <li>• Ancillary Deployment efforts</li> <li>• DD Trainer training</li> <li>• State-wide collaboration</li> </ul>	\$150,000
March 2010 – June 2010	<ul style="list-style-type: none"> <li>• Data Harvesting plans due</li> <li>• Assessment collaboration and input efforts</li> <li>Enhancement teams begin work</li> </ul>	\$100,000
Summer 2010	<ul style="list-style-type: none"> <li>• Data Harvesting solutions implemented</li> <li>• Local PD Efforts continue</li> <li>• Enhancement efforts ongoing</li> <li>• Assessment jurying</li> </ul>	\$150,000
2010-2011 School Year	<ul style="list-style-type: none"> <li>• Data systems in regular use</li> <li>• Common assessments used in 50% of ISDs</li> <li>• Training and enhancement efforts ongoing</li> <li>• State-wide collaboration continues</li> <li>• University collaboration sets protocols</li> </ul>	\$250,000
Summer 2011	<ul style="list-style-type: none"> <li>• Replication of successful enhancement efforts</li> <li>• Ongoing support of DD costs.</li> <li>• Ongoing PD and Assessment work.</li> </ul>	\$400,000