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Grant Performance Report (ED 524B)
Executive Summary
Wisconsin

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As Wisconsin closes out our 2009 SLDS grant (4/1/09-4/30/14) the Wisconsin Department of Instruction (DPI) has a lot to be proud of as we reflect on the work that has been accomplished within the scope of the grant award over the past five years. At the very beginning of the grant DPI envisioned a goal to ground the work of our statewide Longitudinal Data System Project:

To build a data warehouse based on Data Quality Campaign (DQC) standards that not only meets federal requirements, but also enables school and district improvement by driving longitudinal research and analysis, creating a rich picture of student performance over time.

We are very pleased to note that Wisconsin has advanced significantly and completed the outcomes in our grant plan and with that have exceeded our goal and vision for our statewide longitudinal data system. This grant award propelled DPI forward, initiated and moved forward many important conversations and projects, created the opportunity for DPI to create and implement statewide systems to help our districts and schools access and use data, and changed the landscape of education data usage in Wisconsin. These projects were all successful in large part due to strategic decisions to support a Data Warehouse and Decision Support team, to collaborate across the agency, develop content expertise in reporting across agency teams, and to create and nurture strong external partnerships.

Early work focused on building trusting and collaborative relationships with various stakeholder groups. The work completed within this grant would not have been possible without the relationships and partnerships that were built from the ground up. Early on we realized that project transparency and frequent communication and conversation with internal and external stakeholders were the key to success. Our web presence @ <http://wise.dpi.wi.gov>, although not the most significant task completed, is very important for this reason. These conversations around the understanding of, expectations around, and conversations about data enabled Wisconsin to make considerable progress in identifying goals related to data warehouse and reporting efforts; defining and communicating these efforts for both internal and external stakeholders; and, in building momentum and support around education data, data warehousing, and using data as a pathway to success.

P20 was one area where communication, conversation, and collaboration was necessary to move forward. "What does P20 mean for Wisconsin?" is an open question for the Department of Public Instruction. In 2012, DPI released our Agenda 2017 goals which included education reforms to ensure every child graduates ready for further education and the workplace. Since then, we have made progress towards collaboratively working towards a common goal related to P20 not only with our postsecondary partners but within the Department as we align our efforts so all our students are prepared to succeed in college and career. Wisconsin successfully incorporated postsecondary enrollment data into the data warehouse, providing a first step into using postsecondary data for outcomes analysis. DPI and postsecondary partners will continue

to collaborate on linking additional postsecondary data to K-12 efficiently and effectively across the education pipeline to research what happens to our K-12 students after graduation.

Communication, conversation, and collaboration also enabled Wisconsin to make significant progress on our statewide data system implementation. Any data system must be built upon a strong foundation in order to meet its end-goal of increasing meaningful, data-informed decision making. To that end, Wisconsin incorporated student level data from various sources into the data warehouse and linked across datasets and over time by using a unique id. This action enabled us to build the longitudinal picture of a student and to expand the amount of data available for robust analysis. With a strong data warehouse foundation built, the team focused on providing tools for districts and schools to access data for reporting and analysis.

Wisconsin's approach early in the grant was to develop and implement customized data analysis and reporting applications as we worked to define our vision and roadmap to getting data in the hands of districts, schools, educators, and DPI staff. DPI continues to maintain and support these customized solutions for data analysis rolled out statewide throughout the grant. The SDPR-School District Performance Report (4.1) is available to the public and provides a wealth of information on school and district performance and student achievement data for the State of Wisconsin. School districts are required by Wisconsin Statute to publicly report data regarding performance and student achievement. The statewide implementation of the SDPR helps districts comply with this requirement instead of having to create a report individually on their own. Secure tools accessible to districts and schools by secure login and role level access include MDAT-the Multi Dimensional Analytic Tool (4.7/4.12) and SAFE-Secure Access File Exchange (4.15). These tools are being utilized today by multiple stakeholders for analysis and improvement planning.

In February, 2011, DPI purchased the Edvantage data warehouse solution to further advance efforts to provide data back to school districts. In the following months, the data warehouse team worked to develop and implement a dashboard solution to help inform decisions to ultimately improve educational outcomes in Wisconsin districts and schools. In October, 2012, DPI announced the statewide rollout of WISEdash to districts and schools. Like the secure applications rolled out previously, WISEdash utilizes Application Security Manager (ASM) for local security access delegations, the Wisconsin Application Management System (WAMS) for authentication, and Secure Home as the landing page or secure portal for a user to access all secure applications for which they have access. The Wisconsin Information System for Education dashboard (or WISEdash for Districts), gave districts, schools, and DPI secure access to many dashboards on multiple subject areas for data analysis including an interactive Student Profile dashboard (4.11) and Student Growth Percentile Reports (4.3). The WISExplore team, created through a US Department of Education GEAR UP grant, and which was charged with building data use capacity among Wisconsin educators, has greatly increased the usage of WISEdash by creating blended curriculum to guide districts and schools on using WISEdash for school improvement planning.

DPI announced the release of the WISEdash Public Portal (also referenced in 7.2) on October 9, 2013, replacing WINSS as our agency public reporting tool. WISEdash is a data portal that uses dashboards to provide multi-year education data about Wisconsin schools. As a public reporting tool, WISEdash is used by districts, schools, parents, researchers, media, and other community members to view data published by DPI. Data on the portal are redacted, i.e., individual student

data cannot be viewed nor inferred. Current and Certified (i.e., official “snapshot” views on specific dates) data can be displayed for multiple years and it can be sorted, grouped, and filtered by a variety of demographics including by grade level, gender, race/ethnicity, economic status, disability, English language proficiency, and migrant status. Data download files are also available. A goal of the Public Portal was to build a one-stop-shop for the public stakeholders to access all kinds of data from DPI without having to go to a variety of locations to find it. The Public Portal builds upon the work that was completed for the WISEdash for Districts portal and uses the same datasets and dashboard technology. Leveraging the same technology and solution for both the secure and public WISEdash portals helped to streamline delivery of consistent data and dashboards to users and made navigation much easier for them. Overall, WISEdash contains a wide variety of data and dashboards in a user friendly tool to enable districts, schools, staff at DPI, and the public to access data more often and easily, to build a better understanding of education data, and to use that data for improving student outcomes.

Success is measured not only by progress in meeting outcomes and subtasks, but also - and perhaps more importantly - through a change in understandings, expectations, and conversations around data. Over the last five years, Wisconsin has built a solid foundation for our longitudinal data system. The conversations that will continue and the relationships that have formed over the years enable our steadfast commitment to improving and adding additional value to our data systems.

The implementation of WISEdash and other data systems has resulted in the use of data more, and specifically for instructional decision-making purposes. WISEdash has proven to be a leader in these efforts, changing what districts and schools have come to expect from DPI around data and analysis tools. Training and on-demand resources for using WISEdash for improvement planning established via the WISExplore team are important components to this effort to increase ongoing processes of data inquiry to support school and student improvement. The energy, teamwork, and dedication we continue to see across DPI, our education partners, and across the state school districts, combined with the successful organizational and procedural plans and processes that have been put into place, ensure the progress initiated over the past five years for Wisconsin’s educational data systems will continue to benefit Wisconsin’s K-12 education system using data as a pathway to success.

Section B: Narrative Documents

1. PROJECT NARRATIVE

Outcome 1.0: Recruit and Hire Project Team

- a. **Outcome Summary and Major Accomplishments:** At the beginning of the grant key project staff were identified as necessary additions to the project team to ensure that the initiatives outlined in the grant plan would be completed on time, within project and budget scope, and with joint collaboration between the IT and Business areas. One of the initial project team members was the Project Manager. By adding a Project Manager specific to the LDS grant, one person truly led the outcomes and initiatives. Having a dedicated project manager ensured that all project objectives and deliverables were met. Additionally, the project manager provided direction to the overall team in order to accomplish project objectives as well as working with teams throughout DPI for systems analysis and development. The Project Manager was also responsible for communication, status reporting, documentation, and project planning. The second initial project team member was the Education Consultant. By adding this role to the LDS project we brought on board a team member with program expertise and the perspective of a user of education data. The Education Consultant was the voice of the LDS project and worked with multiple groups including the schools, districts, CESA's, program areas, and other groups to communicate project successes and solicit feedback. The Education Consultant positively influenced the development and outcomes of the varied objectives with expertise in the education world and a willingness to understand the Longitudinal Data System as a whole to support data analysis related to business needs. By September of 2009 these two critical project team members were in place enabling Wisconsin to officially kick-off project initiatives and move forward. Having these two roles and team members work side-by-side from the start of the grant resulted in early successes and paved the way for continued success, support, and positive results over the course of the grant. In addition to these key team members, throughout the grant period many additional staff with specific technical expertise were identified and brought on board to complete work related to the different grant outcomes.
- b. **Challenges and Lessons Learned:**
- The amount of time needed to fill staffing positions, new or backfill, is significant.
 - Having a focused IT PM with data warehousing background partnered with a Consultant with an Education background was critical to drive the grant work forward for the agency. _
- c. **Plans for Sustainability:** Both the Project Manager and the Education Consultant were brought on to DPI as state employees in key management roles. Having consistency in personnel, a commitment to the work being done on the grant objectives already established, and a collaborative relationship and partnership already fostered, only strengthened the tie between IT and the Business side to continue to move forward with DPI's vision for a Longitudinal Data System. In addition, in 2013 the Joint Committee on Finance approved our budget request for DPI's LDS, or WISEdash. We received money for the 2013-2014 biennium to fund our LDS/WISEdash/data warehouse efforts which include technical and project staffing such as a DBA, Data Governance coordinator, and QA/Help Desk Lead. We are currently working on submitting our 2014-2015 request for funding that would expand our data use capacity through partnerships with the CESA regional education agencies.

Outcome 2.0: Define and Develop Wisconsin's P20 System

- a. **Outcome Summary and Major Accomplishments:** “What does P20 mean for Wisconsin?” is a question that became a main focus early on for both of Wisconsin's 2009 SLDS grants. Over the course of the grant Wisconsin has made significant progress in defining and advancing our P20 initiative due to the critical link between IT and the Business established by hiring the key team members in Outcome 1. Discussions facilitated by DPI brought together stakeholders from all across the board including early childhood, K-12, postsecondary, and workforce to help define P20 initiatives (2.1). Other state agencies and research organizations were included in planning conversations as well. Over the years we worked towards developing and communicating a shared understanding of what the WI P20 system would be, what benefits it would provide, what would be developed, and what responsibilities accrue to all stakeholders involved. P20 became a combination of ideas supported by collaboratively working with our postsecondary partners to achieve a common goal. Conversations were further defined in 2012 when DPI released our Agenda 2017 goals which included education reforms to ensure every child graduates ready for further education and the workplace. With Agenda 2017 to guide us, we began making progress towards collaboratively-defined common goal related to P20 with our postsecondary partners as we aligned our efforts so all our students are prepared to succeed in college or career.

One project defined for the P20 Initiative was the P20 Data Sharing & Analysis project (2.2). To meet requirements of Wisconsin Act 59, which requires a relationship between DPI, the University of Wisconsin System (UWS), the Wisconsin Technical College System (WTCS), and the Wisconsin Association of Independent Colleges and Universities (WAICU) to study each other's education programs and to discuss the best method for data sharing to enable analysis, DPI signed a compact agreeing to work together towards an interoperable data system with these partners, that may include a unique statewide student identifier. DPI developed a memorandum of understanding with each individual organization. After initial conversations DPI and our partners realized that P20 was a larger effort that would require additional funding, more consistent conversations, and a stronger partnership. During the early meetings with external postsecondary stakeholders it became evident that these institutions, while interested in fostering increased interoperability and data sharing efficiencies, did not have the capacity, in resources or technological architecture, to build the necessary infrastructure to share data in a timely, efficient manner. While the work for this project was within the original scope of this grant, Wisconsin recognized the need for additional funding to support our postsecondary partners. Because of this, Wisconsin submitted and has received an additional grant award (the ARRA SLDS grant). One of three key components of the new grant focuses specifically on moving forward with more specific efforts around linking K-12 and postsecondary data for research and analysis.

A major success related to work completed within this grant around P20 was the Post-secondary Enrollment Data & Reporting Project (2.3). For this project we contracted with the National Student Clearinghouse to obtain postsecondary enrollment information from them to integrate into our data warehouse environment. DPI has submitted records to the NSC for graduates from the classes of 2006 through 2013. Matched data—including, but not limited to, enrollment start and end dates, indicators of full- and part-time status, school name and state, school type (private/public), school level (two- or four-year), and completion status—have been incorporated into the data warehouse for analysis. A number of business rules were put in place to accommodate our known business requirements, including those related to our interpretation of how to report postsecondary enrollment for the c(11) SFSF indicator. Documentation explaining the business rules and data was

created and made available to users. With the help of a separate grant the team created dashboards which are now available securely through WISEdash for Districts for districts, schools, and DPI staff with a legitimate education need to use the data for postsecondary enrollment analysis. Because WISEdash contains a wide variety of data and dashboards in a user friendly tool, districts, schools, and staff at DPI are beginning to use data more to analyze student outcomes. As more people get access to WISEdash we will continue to move forward with working with our WISEExplore team - our data capacity-building partners within the CESA Statewide Network - to help users analyze the data to help inform decisions and incorporate feedback into future dashboard releases. Postsecondary enrollment data from the NSC is also used to satisfy DPI's federal reporting requirements and is submitted annually through EdFacts.

b. **Challenges and Lessons Learned:**

- The team experienced consistent challenges related to incorporating the data from the National Student Clearinghouse into the data warehouse. Since the logic used by the NSC to match K12 students to the postsecondary data is proprietary and a degree of confidence is not returned, the match rate and reasons for non-matches are difficult to define and comprehend. In addition, DPI has produced support documentation with identified cautions of which users need to be mindful of when using this dataset.
- The amount of time needed to complete a contract is significant. Contract delays due to State of Wisconsin purchasing processes and approvals, including the need to complete a sole source request annually, takes a lot of time each year. In addition, going back and forth with the NSC on contract terms also takes a lot of time each year especially because their services and pricing change dramatically year to year.
- Interpreting the reporting requirements related to SFSF indicators (c)(11) and (c)(12) was a challenge. We feel confident that we have interpreted the requirements in such a way that we meet our reporting obligations for SFSF. However, we continue to see inconsistencies in the way States are interpreting what data needs to be reported.
- During meetings with external stakeholders it became evident that groups outside of DPI do not have the capacity, in resources or technological architecture, to develop the capacity to share data.
- Fostering a relationship and collaboration between K-12 and postsecondary is necessary to enable the State to move forward with P20 conversations and initiatives.

c. **Plans for Sustainability:** The P20 projects funded by this grant helped Wisconsin make significant progress on our postsecondary efforts. Conversations during the grant also presented new opportunities and additional work that we would like to move forward with to enhance our post-secondary partnerships, add additional data and dashboards for reporting and analysis, and use the data to help inform decisions. We plan to continue to contract with the NSC to obtain the national postsecondary enrollment picture. The contract will be funded for two more years through another grant and then will move to State funds. In the future, we will add the additional postsecondary data elements we receive from the NSC into WISEdash to help users visualize this data for informational and analysis purposes. P20 dashboards will also continue to evolve with the addition of analytical dashboards based on our collaboration with partners. We are able to continue our efforts and work around P20 projects with State funding. In 2013 the Joint Committee on Finance approved our budget request for DPI's LDS, or WISEdash. We received money for the 2013-2014 biennium to fund our LDS/WISEdash/data warehouse efforts. We are currently working on submitting our 2014-2015 request for funding.

Outcome 3.0: Develop student-level data collection including course completion and teacher/student connection

- a. **Outcome Summary and Major Accomplishments:** After many months of determining the direction we wanted take with this outcome (3.1, 3.3), and spending time with many subject matter experts to complete analysis and design (3.2, 3.4), Wisconsin launched the first statewide individual student level Coursework Completion System data collection in March of 2011 (3.5). This collection captured the data necessary to satisfy the requirements of the American Recovery and Reinvestment Act (ARRA) and by reference the America Competes Act. This student-level collection is integrated with the existing Individual Student Enrollment System (ISES) already in place and provides a link between a teacher, a specific course section, and a student. Grades earned were captured for high school students. Standard NCES course codes were also used. The collection takes place annually and we continue to support this collection as one of our statewide, required, data collections (3.6). Currently, this data collection is supported by multiple IT teams as a joint collaborative effort. The Customer Services team continues to support districts submitting data through this collection. Support includes working with vendors and districts prior to the collection opening, training district staff on the data collection, creating documentation and training materials, creating and distributing communications, updating the website with new information, and working with DPI staff to utilize the data as well as identify data quality issues for the development team to address. Because of all of these efforts the collection continues to maintain a high participation rate from all school districts in the state.
- b. **Challenges and Lessons Learned:**
- Initial support for this data collection was minimal throughout the State and within DPI. It was not clear who should “own” this mandated collection within the agency in the beginning. It took a lot of hard work and difficult conversations to increase the collaboration to move this work forward.
 - More business rules to increase data quality could have been identified earlier and built into the initial release of the collection. Taking the time in the beginning to develop more business rules for the collection would have saved time and effort in the long run and improved data quality in the first rounds of collections.
- c. **Plans for Sustainability:** DPI has received state funding to move forward with building an Open Data Collection System which will replace all of our student level data collections. The CWCS collection will be integrated within the new system. The project team will utilize the code and business rules put in place for this collection to inform the Open Data Collection System work which should expedite the development cycle.

Outcome 4.0: Build Next Generation Analysis and Reporting Tools

- a. **Outcome Summary and Major Accomplishments:** DPI completed multiple significant and notable efforts detailed in Outcome 4.0, Build Next Generation Reporting and Analysis Tools. DPI continues to maintain and support customized solutions for data analysis rolled out statewide throughout the grant. The SDPR-School District Performance Report (4.1), MDAT-the Multi Dimensional Analytic Tool (4.7/4.12), and SAFE-Secure Access File Exchange (4.15) are being utilized today by multiple stakeholders for analysis. In addition, we also implemented a custom security solution to wrap around all of our secure tools. The security solution is also being utilized today by multiple stakeholders to manage security.

School districts are required by Wisconsin Statute to publicly report data regarding performance and student achievement. To help districts comply with this requirement, the DPI implemented the SDPR (4.1) <https://apps2.dpi.wi.gov/sdpr/spr.action>. The SDPR encompass a wealth of information on school and district performance and student achievement data for the State of Wisconsin. It serves as a district's annual public school report card and allows for comparisons to other districts in the same athletic conference (a requirement in statute) as well as to the ten largest districts in the state. Links to other accountability reports such as the Federal ESEA Report Card, School and District Report Cards (to meet ESEA accountability requirements), NAEP reports and Special Education District profiles are provided. This public site reports data that are redacted to protect student privacy. The SDPR was implemented in production with district-level data in June 2009. In June 2010, 2R Charter school data was added to the SDPR along with a statewide average comparison for state achievement test data. In December 2010, the SDPR was implemented in production with school-level data. Additionally, specific reports were created to report on NAEP data. These reports were linked off of the SDPR (4.9) and included within the newly created State Report Card (4.10).

MDAT (4.7/4.12) was fully implemented and rolled out to all Districts in January 2010. MDAT was the first secured reporting tool associated with the Wisconsin Department of Public Instruction's LDS Project. MDAT is a web-based application that allows authorized users to create reports that compare achievement over time in relation to WKCE data (state achievement test) by various demographics. By selecting from a wide array of variables authorized users are able to analyze data by cohorts and drill down to student-level information. The SAFE (4.16) application was created to enable confidential reports and files to be distributed online. The application allows authorized users to access confidential data files and reports that have been uploaded by the DPI for district and school staff members. This tool enables authorized access to reports such as the AMAO Report (District Profile), School Level Value Added Reports, CRDC files, and others. All of these secure tools -whose common purpose is to display data back to a district for their own district staff in a digital format- require a security solution and methodology wrapped around them. The initial tool we used was the LDS Access Manager System (4.8/4.13) rolled out in January 2010. After about a year of the tool being operational we identified specific enhancements, including those requested by school district staff, that were needed (4.2). We then worked to build and implement the Application Security Manager (ASM) (4.14) which replaced the LDSAM tool. The goal of building and implementing ASM was to consolidate delegated security applications across the enterprise into one standard security solution. Ultimately, the consolidated solution was a benefit to districts and to DPI internal staff by saving money, time, and resource effort. As of May 17, 2011, all secure LDS applications (Secure Home, Data Dictionary, MDAT, MDAT Training, and SAFE) had been migrated to use the new security method and ASM. This change also required the applications to be migrated from Oracle to Websphere to align all DPI reporting applications technology.

A significant and notable effort for DPI revolved around work related to implementing a BI Reporting Tool Data Warehouse Solution (4.4/4.5). In the first years of the grant, Wisconsin developed a few customized data analysis applications as we worked to define our vision and roadmap to getting data in the hands of districts, schools, educators, and DPI staff. After signing a contract to purchase the Versifit Edvantage toolset in February 2011, the data warehouse team worked tirelessly to develop and implement a dashboard solution to help inform decisions to ultimately improve educational outcomes in Wisconsin districts and schools. The project included tasks related to infrastructure, data model/database, data/ETL, dashboards, security (row and role level), testing (performance, usage, system, data, user acceptance), and production verification. In June 2012, DPI conducted a pilot of WISEdash, the Wisconsin Information System for Education dashboard, to introduce a limited number of districts to the new tool and to gather feedback on the dashboards and documentation. Various user group sessions and usage days were also held to showcase the tool, gather feedback to incorporate into the release, and test performance.

In October 2012, DPI announced the statewide rollout of WISEdash to districts and schools. Like the secure applications rolled out previously, WISEdash utilizes ASM for local security access delegations, the Wisconsin Application Management System (WAMS) for authentication, and Secure Home as the landing page for a user to access all secure applications for which they have access.

The internal rollout, including a new, automated process to request access, rolled out to DPI staff in January 2013. The Wisconsin Information System for Education dashboard (or WISEdash for Districts), gave districts, schools, and DPI secure access to many dashboards on multiple subject areas for data analysis. Included in the release was an interactive Student Profile dashboard (4.11) which contains historical data for a student on all topics of data available in WISEdash today. The Student Growth Percentile Reports (4.3) originally released as PDFs through SAFE, were also included as interactive dashboards with filtering capability. The foundation that was built by rolling out the PDF reports in SAFE with presentations, training, and discussion was instrumental in ensuring the success of using growth calculations as part of student data analysis. WISEdash is very beneficial for districts and schools who are looking to use data for improving student outcomes for a particular student or group of students. Since our initial release the team has added upgrades to the solution to address performance and have created and deployed dashboards for ACCESS ELL data, Postsecondary Enrollment data (from the NSC), and HS Completion data. In addition, the new cut scores for our statewide assessment were loaded and applied historically to enable trending analysis. Multiple minor updates have been implemented as well including adding Primary Disability as a filter/disaggregation. Other updates such as adding All Students and Group By's increased usage and decreased maintenance. On September 9, 2013, Early Warning indicators were released statewide, focused on students at risk of dropping out. The team has been working hard to integrate NWEA Measures of Academic Progress (MAP) data, a local assessment (4.6) into WISEdash for Districts. The data and dashboards are scheduled to be released statewide - to MAP-participating districts - in July 2014. The team has also developed operational processes and procedures to ensure the production environment runs smoothly on a day to day basis. Upcoming topics we will be analyzing for inclusion in WISEdash include dashboards for value-added growth (worked on as part of a collaborative effort with VARC, VersiFit, MMSD, and MPS), Youth Risk Behavior Survey (YRBS) data, and the Phonemic Awareness and Literacy Survey (PALS) state assessment. To date, feedback from districts has been very positive. We have confirmed that many districts are using WISEdash for analysis. Feedback from districts, through our online help desk, helps to inform decisions on future additions and our overall roadmap.

To go along with the WISEdash for Districts rollout, a group of CESA representatives were selected to work with DPI to develop a blended curriculum to train users on how to use WISEdash for data analysis. This group defined their project as WISExplore and is also helping to communicate WISEdash availability to districts and helping to train users on navigation of WISEdash. Funded through a US Department of Education GEAR UP grant, they have also implemented a WISEcoach program in the CESAs for the district staff to develop and implement a data-based decision making inquiry process. In addition, the group has created a fillable form to guide users through the school improvement planning process. We are currently working on integrating the form fully within the toolset. This eliminates the need for users to copy and paste content from the WISEdash tool into other tools like Microsoft Word or Power Point. While this work is a part of another grant, it is an important effort which will help guarantee the success of WISEdash as a tool alone is incapable of ensuring data-based decision making cultural transformation.

Following a successful soft release in June 2013, DPI announced on October 9, 2013, we released the WISEdash Public Portal (also referenced in 7.2) which replaces WINSS as our agency public reporting tool. WISEdash is a data portal that uses dashboards to provide multi-year education data about Wisconsin schools. As a public reporting tool, WISEdash is used by districts, schools, parents, researchers, media, and other community members to view data published by DPI. The Public Portal builds upon the work that was completed for the WISEdash for Districts portal and uses the same datasets and dashboard technology. Leveraging the same technology and solution for both the secure and public WISEdash portals helped to streamline delivery of consistent data and dashboards to users and made navigation much easier for them. In 2014 we completed multiple updates to the portal, released state achievement test data with a corresponding press release on April 8, 2014, fully transitioned the High School Completion data with a press release on May 8, 2014, and released Postsecondary Enrollment dashboards publicly for the first time the. Both releases were very successful based on system performance and user feedback. We plan to begin work on a fall 2014 release for the WISEdash Public Portal to transition more data off of WINSS which will be sunset the near future. Information related to WISEdash is communicated through our webpage at <http://wise.dpi.wi.gov/> and through our twitter feed @WisDPIWISEdash.

b. Challenges and Lessons Learned:

- We experienced challenges with project staff turnover.
- Maintaining a level of service with our vendor due to our state procurement processes and rules was a challenge early on.
- Developing redaction rules and coding the solution for the public portal was a challenge.
- Importance of stakeholder involvement and feedback
- Importance of usability testing for the WISEdash Public Portal
- Importance of internal communication between teams and across projects as well as to external stakeholders.

c. Plans for Sustainability: We will be able to continue to maintain, update, and improve upon the WISEdash for Districts secure portal and the WISEdash Public Portal because of the state funding we have received. We will continue to work on adding data and dashboards to WISEdash to aide districts, schools, and DPI in data informed decision making.

Outcome 5.0: Upgrade LDS Infrastructure

- a. **Outcome Summary and Major Accomplishments:** Over the five years of the grant DPI purchased hardware and software to build up our data warehouse and reporting environment. Overall, the environment now includes an LDS Operational Data Store (ODS), WISEdash for Districts, and the WISEdash Public Portal. Hardware purchases included such items as new and additional servers, additional CPUs and memory, and rack space. Software included the purchase of VersiFit's data model, ETL scheduling, and dashboard application. In addition, we purchased SQL Server databases, SQL Server Integration Services (SSIS) to build ETL packages to load data, and SQL Server Reporting Services (SSRS) to create reports. When purchasing hardware our infrastructure team completed specifications based on usage patterns to ensure that our environment would continue to provide the level of availability and capacity as usage grew over time. To ensure that we were developing and testing ETL packages, reports, and dashboards using an environment that did not impact our users, we built and/or upgraded our development/test environment (5.1) as well as our production environment (5.2).
- b. **Challenges and Lessons Learned:**
- Importance of having a separate environment for development, testing/user acceptance, and production. Having separate environments gave us the capability to develop and test without impacting our production users. It also gave us the ability to develop something new once one project had moved to testing/user acceptance, allowing for a phased deployment process for all future dashboards.
- c. **Plans for Sustainability:** In 2013, the Joint Committee on Finance approved our budget request for DPI's LDS, or WISEdash. We received money for the 2013-2014 biennium to fund our LDS/WISEdash/data warehouse efforts. This request includes funding for the infrastructure.

Outcome 6.0: Build Detailed Student-Level Datasets

- a. **Outcome Summary and Major Accomplishments:** A key component of the LDS is a data warehouse storing student and school data from a variety of sources. Student-level datasets, that can be linked over-time by a unique student identification number, are the basis for a valuable and far-reaching longitudinal data system. When combined, this data provides a comprehensive, robust longitudinal picture of student academic performance to facilitate data-driven decision-making. Overall, Wisconsin made significant progress with loading multiple student-level datasets (6.0) requested by users and/or DPI into the data warehouse over the duration of the grant. These data are all used by districts and schools in data retreats to analyze for improvement planning.

Datasets integrated into the LDS and linked over time and longitudinally for students include Discipline (6.1), Outcomes (6.7), ACT (6.2), WI Covenant (6.6), and the federal Race/Ethnicity Code updates (6.5). Significant effort and collaboration went into incorporating adjusted cohort and graduation rate data (6.8), student growth percentile data (6.9), and post-secondary enrollment data (6.10) into the data warehouse as well.

All data loads have been streamlined over time to ensure all datasets are loaded in as timely a manner as possible. Data in the LDS is utilized for many different types of reporting including to meet state and federal reporting requirements, and is available through multiple toolsets for analysis such as MDAT, the SDPR, WINSS, Report Cards, and SAFE. Data from the LDS ODS is also the main source of data for our WISEdash data warehouse. Data is available from the WISEdash data warehouse through two separate interfaces: WISEdash for Districts and the WISEdash Public Portal. The WISEdash data warehouse will also be the main source for reports created using Microsoft's SQL Server Reporting System (SSRS) software.

b. **Challenges and Lessons Learned:**

- The primary obstacle related to data and reporting continues to be data timeliness. A new effort, our Open Data Collection system, will help us with this issue by leveraging new data engine technologies such as RESTful APIs.
- A challenge early on was staff resources to complete all of the data loads and the amount of time it took to do them. We did add more staff capacity over time and adopted new ETL tools, both of which drastically reduced manual intervention with the data loads.
- Moving all users to use one toolset/one data warehouse for all reporting has created tremendous value by eliminating the confusion created by navigating multiple toolsets and data sources.
- Each data load has its own challenges and items that need to be discussed and worked through prior to implementation.

- c. **Plans for Sustainability:** We will be able to continue to load all of these datasets on an annual basis because of the state funding we have received. The funding will also cover adding additional datasets that are requested because of usefulness during analysis and/or state or federal reporting requirements.

Outcome 7.0: Build Comprehensive Educational Portal

- a. **Outcome Summary and Major Accomplishments:** Wisconsin made significant progress throughout the grant on implementing a Comprehensive Education Portal that has put us in an ideal place to advance other related efforts. The ultimate goal of this Portal was to build and implement a one-stop-shop portal for school district staff, DPI staff, and the public to access Wisconsin K-12 education data and information. Over the past few years we have narrowed the scope for this grant outcome to establish and deploy 1) a secure data portal for districts, schools, and DPI and 2) a new public data portal for many stakeholders. Additional components of the secured and public data portal will be completed within a project called WISE Learn which was introduced and funded in the 2013-15 state biennial budget request. This work is outside of the scope of this grant and will result in an educator resource portal that will include such items digital content search, learning management functionality, and professional best practice dissemination. The ultimate goal is to have all components seamlessly integrated from a user perspective as we proceed down the path of utilizing data for improving educational outcomes in the State of Wisconsin.

In September 2012, the Wisconsin team completed the work to Build and Implement a Secured Wisconsin Education Portal (7.1). Since the initial rollout of Secure Home, a secure landing page for users to access secure tools rolled out statewide, we have continued to add additional applications to this landing page including WISEdash for Districts. Currently, users use one login page and one username/password to access multiple tools on the secure Wisconsin Education Portal including the delegated security application (ASM), data collection applications (e.g., school directory, school performance report), special education applications (IEP Post-Transition Plan), and data dashboard and reporting applications (i.e., MDAT, SAFE, WISEdash for Districts). Over the past year we have continued to communicate extensively around the applications available and process to get access to these tools, have automated the process to get access, and have educated users on the value of having one place to go to access secure data analysis and collection applications.

In October 2013, the team completed the work to Build and Implement a Public Wisconsin Education Portal (7.2). The WISEdash Public Portal was released statewide on October 9, 2013 and can be found at <http://wisedash.dpi.wi.gov>. The new WISEdash Public Portal replaces the Wisconsin Information Network for Successful Schools (WINSS) portal. WISEdash is a data portal that uses dashboards to provide multi-year education data about Wisconsin K-12 schools. Data on the portal are redacted and available by school, district, or State. Current and Certified data can be displayed for multiple years and it can be sorted, grouped, and filtered by a variety of demographics including by grade level, gender, race/ethnicity, economic status, disability, English proficiency, and migrant status. Data download files are also available. One goal for this portal was to build a one-stop-shop for the public stakeholders to access all kinds of data from DPI without having to go to a variety of locations to find it. Many of DPI's reports, data applications such as the School District Performance Report (SDPR), and files are linked directly from the portal and we continue to add more over time. The public portal link can be found in a variety of locations including the main DPI homepage and main menus. As a public reporting tool, WISEdash is used by districts, schools, parents, researchers, media, and other community members to view data published by DPI.

b. Challenges and Lessons Learned:

- Communicating with current users on important news and updates for each of the different applications that we have implemented over the years.
- Implementing an integrated security system for districts and schools to use to gain access to secure tools (ASM) and to access these tools in one location with one login (Secure Home) instead of requiring districts to have a different Login ID and password for each application was challenging, but important to overcome.
- As an agency that has historically maintained individualized, disparate access points for data sources, much remains to be done to meet our goal of creating a comprehensive data portal that will serve all customers of confidential and public state education data. While we see the benefit in a data portal, creating a one-stop-shop is not easy. Creating one site for all data collections, public and secured reporting, and information, requires more conversation, compromise, and collaboration between IT and the DPI functional teams.
- Stakeholder involvement is key when transitioning to new methods of providing data. During the rollout of both portals we had many user sessions and usability sessions to ensure that what we were communicating to all stakeholders and designing and implementing portals that would meet the needs of our users.
- Rolling out a public dashboard application to replace the original dashboard application that had been available and used by multiple stakeholders for ~10 years required a lot of communication, documentation, and patience.
- Transparency and communication are key attributes that have enabled to move forward with these initiatives.

- c. **Plans for Sustainability:** We will be able to continue to maintain, update, and improve upon the WISEdash for Districts secure portal and the WISEdash Public Portal because of the state funding we have received. Additional funding has been received to build and integrate the WISE Learn educator resource portal.

Section B: Narrative Documents

2. BUDGET NARRATIVE

A. Explanation of SLDS Grant Funded Spending

The numbers contained in the SLDS budget submitted for the final report include expenditures as of April 30, 2014. In addition, DPI would like to note that the Department of Administration (DOA) completes all of the draw downs for the grant from the line of credit. In year 5 the majority of the SLDS grant funds went toward contracted personnel and equipment.

1. Personnel:

- a. **Expenditures:** Expenditures for this year in this category included salaries for a combination of regular full-time staff, limited-term staff, and additional applications development resources billing the project at \$85/hour.

As a note, the \$85/hour for the applications development resources is the chargeback amount used for any IT resources not directly funded by the project. This strategy is the most commonly used to fund IT activities at DPI. All associated costs, including fringe benefits, are rolled into the rate.

- b. **Budget Discrepancies:** There were slight increases in personnel costs associated with additional work completed for the data mappings of new dashboards and analysis required when the proposed statewide student information system was defunded by the state legislature. It required a new approach for which we conducted additional research.

- c. **Changes to Budget:** There are no proposed changes as this is the final grant report.

2. Fringe Benefits:

- a. **Expenditures:** Expenditures in this category included specific employer funded benefits such as a portion of the employee's health insurance, life insurance, and matching funds for the 401(k) retirement plan.

- b. **Budget Discrepancies:** The expenditures in this category are directly related to the number of employees on the project. Changes in staffing and the type of resource (contract, project, limited-term, and application development) cause this number to fluctuate year to year. Also, the legislature took action to require all state employees to contribute their own portion to the 401(k) retirement plan beginning in 2011. In addition, at the time we put together the year 5 budget a staff member was funded by the grant, but her position got moved to a different grant. This would have caused a reduction in the fringe benefit amount as well. The fringe budget submitted for year 5 was high due to most of personnel line being applications development charges that don't have any fringe associated with them. When the original grant budget was established it was assumed all the IT staff working on the grant would be regular state employees and this is how it was budgeted. What actually happened is most of the IT related people working on grant were project contractor employees so they were billed to the grant as applications development charge back expenses. It is my understanding the budget submitted to the US Dept of Education with the grant application was never revised to reduce salary and fringe and increase contractual. This original fringe benefit budget item was carried forward from year to year through the life of the grant.

b. **Changes to Budget:** There are no proposed changes as this is the final grant report.

3. Travel

a. **Expenditures:** Expenditures in this category included travel to the federal conferences for multiple team members. We also used funds to travel in state to various student information systems vendor user group meetings. We also traveled to a training event for IT staff.

b. **Budget Discrepancies:** The actual expenditures were less than the budgeted expenditures for Year 5. The changes reflected slight alterations in the number of persons traveling and the real cost of travel expenses being lower than estimated.

c. **Changes to Budget:** There are no proposed changes as this is the final grant report.

4. Equipment

a. **Expenditures:** Expenditures included some licensing needed for expanded database and network security functionality.

b. **Budget Discrepancies:** The actual expenditures were above the original plans. We had to increase slightly some licenses for Oracle and network management software to accommodate the enhanced data warehouse functionality.

c. **Changes to Budget:** There are no proposed changes as this is the final grant report.

5. Supplies

a. **Expenditures:** This included personal computing and office equipment expenses for a staff member, billings from our Department of Administration data center operations for the data systems hosted there, and Camtasia Studio software to use in creating training materials for school district staff and public users of the data warehouse system.

b. **Budget Discrepancies:** The actual expenditures for this year were less than the budgeted expenditures due to estimations being somewhat higher than real costs for these specific items.

c. **Changes to Budget:** There are no proposed changes as this is the final grant report.

6. Contractual

a. **Expenditures:** Expenditures in this category included software licenses for the LDS database systems including Oracle.

b. **Budget Discrepancies:** These expenses should have been included in the planned budget in Year 5 and were not.

c. **Changes to Budget:** There are no proposed changes as this is the final grant report.

7. Construction

a. **Expenditures:** No expenses were incurred in this category in Year 5.

b. **Budget Discrepancies:**

c. **Changes to Budget:** There are no proposed changes as this is the final grant report.

8. Other

a. **Expenditures:** No expenses were incurred in this category in Year 5.

b. **Budget Discrepancies:** N/A

c. **Changes to Budget:** There are no proposed changes as this is the final grant report.

9. Total:

10. Indirect Costs

a. **Expenditures:** Expenditures in this category are directly related to the indirect cost for the agency.

b. **Budget Discrepancies:** In year 4 DPI moved approximately \$400,000 of equipment purchase to the ARRA LDS Grant. This was done because we didn't think it was possible to extend the ARRA LDS grant and the equipment was allowable in both grants. The original budget included the equipment. Equipment is not allowable for indirect. By moving the equipment off the LDS 2 grant the amount of indirect that could be drawn increased.

c. **Changes to Budget:** There are no proposed changes as this is the final grant report.

11. Training Stipends

a. **Expenditures:** No expenses were incurred in this category in Year 5.

b. **Budget Discrepancies:** N/A

c. **Changes to Budget:** There are no proposed changes as this is the final grant report.

B. Explanation of NON-SLDS Grant Funded Spending

The Wisconsin Department of Public Instruction fully supports the salaries of our IT staff, but makes no specific commitment of time or salary to this particular project.

Budget Export Report
2009 - Wisconsin - SEA
PR Award #: R372A090008

Award Amount: \$5,552,270.00

Budget Version: Current

Effective Date: 7/15/2014

Categories	Year 1: 5/2/2009 to 3/31/2010		Year 2: 4/1/2010 to 3/31/2011		Year 3: 4/1/2011 to 3/31/2012		Year 4: 4/1/2012 to 3/31/2013		Year 5: 4/1/2013 to 4/30/2014		Totals		
	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Budgeted	Actual	Remaining
1. Personnel	\$516,111.43	\$516,111.43	\$1,191,684.80	\$1,191,684.80	\$791,138.34	\$791,138.34	\$839,460.90	\$839,460.90	\$909,494.56	\$909,494.56	\$4,247,890.03	\$4,247,890.03	\$0.00
2. Fringe Benefits	\$54,799.75	\$54,799.75	\$101,368.20	\$101,368.20	\$67,760.44	\$67,760.44	\$4,285.99	\$4,285.99	\$890.46	\$890.46	\$229,104.84	\$229,104.84	\$0.00
3. Travel	\$2,462.34	\$2,462.34	\$336.48	\$336.48	\$861.00	\$861.00	\$1,227.00	\$1,227.00	\$783.81	\$783.81	\$5,670.63	\$5,670.63	\$0.00
4. Equipment	\$23,762.00	\$23,762.00	\$0.00	\$0.00	\$24,994.00	\$24,994.00	\$0.00	\$0.00	\$3,008.00	\$3,008.00	\$51,764.00	\$51,764.00	\$0.00
5. Supplies	\$21,716.08	\$21,716.08	\$27,491.51	\$27,491.51	\$28,205.70	\$28,205.70	\$34,196.87	\$34,196.87	\$21,891.27	\$21,891.27	\$133,501.43	\$133,501.43	\$0.00
6. Contractual	\$314,134.34	\$314,134.34	\$109,240.01	\$109,240.01	\$66,990.28	\$66,990.28	\$88,922.65	\$88,922.65	\$26,059.38	\$26,059.38	\$605,346.66	\$605,346.66	\$0.00
7. Construction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8. Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
9. Total Direct Costs	\$932,985.94	\$932,985.94	\$1,430,121.00	\$1,430,121.00	\$979,949.76	\$979,949.76	\$968,093.41	\$968,093.41	\$962,127.48	\$962,127.48	\$5,273,277.59	\$5,273,277.59	\$0.00
10. Indirect Costs	\$33,452.41	\$33,452.41	\$75,897.74	\$75,897.74	\$81,727.33	\$81,727.33	\$48,081.25	\$48,081.25	\$39,833.68	\$39,833.68	\$278,992.41	\$278,992.41	\$0.00
11. Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
12. Total Costs 9-11	\$966,438.35	\$966,438.35	\$1,506,018.74	\$1,506,018.74	\$1,061,677.09	\$1,061,677.09	\$1,016,174.66	\$1,016,174.66	\$1,001,961.16	\$1,001,961.16	\$5,552,270.00	\$5,552,270.00	\$0.00
Grantee Drawdowns													
Drawdown Totals		\$947,950.85		\$1,645,619.35		\$1,665,208.24		\$337,558.36		\$903,190.73			

Grantee Drawdowns last updated: July 18, 2014



U.S. Department of Education
Grant Performance Report (ED 524B)
SLDS Interim Progress Report
Wisconsin

OMB No. 1890 - 0004
 Expiration: 10-31-2007
 PR/Award #: R372A090008

SLDS Interim Progress Report

Instructions: Please fill out below form based on the current status of the specified element or capability in your SLDS, not the status of elements or capabilities of systems that are not linked to your SLDS. If your state has or is in the process of building more than one SLDS (e.g., K12 and P-20W), your responses should reflect the cumulative status and attributes encompassing both systems. This information informs our technical assistance efforts and will not be used for grant monitoring. Thank you for completing this with accurate responses.

The feature status options are:

- **Not Planned** - The state is currently not planning to include that element/capability in its SLDS;
- **Planned** - The state intends to include this element/capability in its SLDS and has a documented plan and funding source to implement it by the end of your current SLDS grant, but implementation work has not begun;
- **In Progress** - The state is currently building or implementing this element/capability as part of its SLDS, but it is not yet fully operational; and
- **Operational** - This element/capability is fully functional and available for use by its intended stakeholders

Feature	Status				Comments
	Not Planned	Planned	In Progress	Operational	
State Education Agency K12 Data					
1) Is K12 student data included in the SLDS?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
2) If so, what type of K12 student data is included?					
a. Demographics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
b. Migrant status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
c. Homelessness status	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
d. Attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
e. Discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
f. Grade-level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
g. Diploma/certificate type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
h. Assessments:					
i) Kindergarten entry	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ii) Statewide summative/end of course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
iii) Statewide benchmark or interim	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>We do not have this type of assessment at this time</i>
iv) Local benchmark or interim	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>NWEA MAP</i>

Feature	Status				Comments
	Not Planned	Planned	In Progress	Operational	
v) AP scores	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
vi) Information on students not tested by grade and subject	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
vii) College-readiness test scores (SAT, PSAT)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	ACT
i. School enrollment & completion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
j. Course enrollment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
k. Virtual school/learning enrollment or participation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>We have loaded data on whether a school is considered a virtual school. We will load data on virtual classes offered and participation at a later date.</i>
l. Other program participation ¹	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
m. Drop out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
n. Transfer in/out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
o. In-state postsecondary enrollment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	NSC
p. Out of state postsecondary enrollment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	NSC
3) Is there a comprehensive data dictionary for K12 student data elements?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
a. Are K12 student data elements CEDS aligned?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
4) How is K12 student data used?					
a) Instructional Support (e.g. dashboards for teachers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>Student Profile</i>
b) Resources for parents (e.g. parent dashboards)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>WISEdash Public Portal, Districts and schools have parent portals as well.</i>
c) Feedback reports on:					
a. Early childhood programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b. Elementary schools	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c. Middle schools	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d. High school outcomes (e.g. graduation rates, SAT scores)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

¹ Programs include free & reduced price lunch, Title I, English language learners, special education, Section 504.

Feature	Status				Comments
	Not Planned	Planned	In Progress	Operational	
e. Other	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>HS to Postsecondary Transition</i>
c) State reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
d) Federal reports:					
i) ED <i>Facts</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
ii) CCD Fiscal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
iii) Other federal reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	CRDC is operational, others are planned
e) Direct certification for participation in the National Student Lunch Program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
f) Other (please explain in comments)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
K12 Teacher Data					
5) Can K12 teacher data be linked with K12 student data in the SLDS?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
6) Where is K12 teacher data housed? (If not in the SEA, please explain where in the comments.)					
a) P20W SLDS	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>In source systems/application databases mainly. Only specific data will be loaded to SLDS.</i>
b) A separate, central teacher data system	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c) Separate, multiple teacher data systems or source files	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7) How is K12 teacher data linked with K12 student data? (regardless of where the data is housed)					
a) Course Assignment (based on NCES SCEDS course codes or other codes)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
b) Statewide unique teacher IDs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
c) Roster Verification process	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d) Other method (please explain in comments)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8) What type of K12 teacher data can be linked with K12 student data?					
a. Certificate type	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b. Certification path (traditional v. alt-cert)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c. Postsecondary program/major	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d. Preparation program/institution name	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e. Years of experience	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
f. Salary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
g. Assessment results (e.g., Praxis)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
h. Course assignments	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
i. Teacher/administrator evaluation data	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
9) How is K12 teacher data used?					

Feature	Status				Comments
	Not Planned	Planned	In Progress	Operational	
a) Feedback reports on:					
i) Teacher preparation programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ii) Other (please explain in comments)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) State reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
c) Federal reports:					
i) EDFacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
ii) Other federal reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
d) Other (please explain in comments)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Postsecondary Data					
10) Can postsecondary data be linked with K12 student data in the SLDS?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
11) What is the state source(s) for postsecondary data?					
a) P20W SLDS	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<i>NSC data operational, other WI data planned, only specific data elements</i>
b) A separate, central postsecondary data system	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c) Separate, multiple postsecondary data systems or source files	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
12) Who provides postsecondary data for the SLDS?					
a. State 4-year public institutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
b. State 2-year public institutions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
c. State tribal institutions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d. State private non-profit institutions	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
e. State for-profit/proprietary institutions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
f. National Student Clearinghouse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
g. Out of state postsecondary institutions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13) How is postsecondary data linked with K12 student data?					
a) An assigned unique identifier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>We use a matching process first and then assigned unique identifier with WI postsecondary partners</i>
b) Social Security Number	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c) An element match process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>NSC uses a matching process</i>
d) Other method (please explain in comments)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14) What type of postsecondary data can be linked with K12 student data?					
a. Demographics	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Will use</i>

Feature	Status				Comments
	Not Planned	Planned	In Progress	Operational	
					<i>demographics from K12 system.</i>
b. Remediation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c. Prior postsecondary institutions attended	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
d. Program/major upon completion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
e. Degree/certificate level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
f. Period of enrollment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
15) Is there a comprehensive data dictionary for postsecondary data elements?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
a) Are postsecondary data elements CEDS aligned?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
16) How is postsecondary data used?					
a) Feedback reports on:					
i) High Schools	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ii) Community college outcomes (e.g. degree attained, graduation rates)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
iii) 4-year postsecondary institution outcomes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) State reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
c) Federal reports					
i) Integrated Postsecondary Education Data System (IPEDS)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ii) Other federal reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<i>EdFacts</i>
d) Other (please explain in comments)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Workforce Data					
17) Where is workforce data housed?					
a) P20W SLDS	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) A separate, central workforce data system	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c) Separate, multiple workforce data systems or source files	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18) Can workforce data be linked directly with:					
a) K12 student data?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) Postsecondary data?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
19) How is workforce data linked with:					
a) K12 student data?					
a. An assigned unique identifier	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b. An element match process	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c. Social Security Number	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d. Another state agency	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e. Other method (please explain in comments)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) Postsecondary data?					

Feature	Status				Comments
	Not Planned	Planned	In Progress	Operational	
i) An assigned unique identifier	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ii) Element match process	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
iii) Social Security Number	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
iv) Another state agency	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
v) Other method (please explain in comments)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
20) What is the match rate when workforce data is linked with:					
a) K12 student data?					
a. Greater than 90%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b. 75-90%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c. 50-75%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d. Less than 50%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) Postsecondary data?					
i) Greater than 90%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ii) 75-90%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
iii) 50-75%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
iv) Less than 50%	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
21) What type of workforce data can be linked with:					
a) K12 student data?					
a. Occupation code	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b. Average Earnings	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c. Employer ID	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d. Employer county	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e. UI	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
f. UC	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
g. WIASRD	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
h. Wagner-Peyser	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
i. Trade Adjustment Assistance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) Postsecondary data?					
a. Occupation code	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b. Average Earnings	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c. Employer ID	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d. Employer county	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e. UI	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
f. UC	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
g. WIASRD	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
h. Wagner-Peyser	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
i. Trade Adjustment Assistance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
22) Is there a comprehensive data dictionary for	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Feature	Status				Comments
	Not Planned	Planned	In Progress	Operational	
workforce data elements?					
a) Are workforce data elements CEDS aligned?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
23) How is workforce data used?					
a) Feedback reports on:					
i) High schools	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ii) Postsecondary institutions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
iii) CTE programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) State reports	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c) Federal reports	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d) Other (please explain in comments)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Career/Technical Education (CTE) and Adult Education (encompasses Vocation Education Data)					
24) Can CTE data be linked with K12 student data in the SLDS?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
25) Where is CTE data housed?					
a) P20W SLDS	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) A separate, central CTE data system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
c) Separate, multiple CTE data systems or source files	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
26) How is CTE data linked with K12 student data?					
a) An assigned unique identifier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
b) An element match process	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c) Social Security Number	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d) Another state agency	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e) Other method (please explain in comments)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
27) What type of CTE data can be linked with K12 student data?					
a. Program type	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b. Participation	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c. Placement (after leaving program)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
28) Is there a comprehensive data dictionary for CTE data elements?					
a) Are CTE data elements CEDS aligned?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
29) How is CTE data used?					
a) Feedback reports on:					
i) High schools	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ii) Postsecondary institutions	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
iii) Training programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) State reports	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c) Federal reports					
i) Perkins (Non-EDFacts)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

Feature	Status				Comments
	Not Planned	Planned	In Progress	Operational	
ii) Other federal reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d) Other (please explain in comments)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
30) From what programs can adult education participation data be linked with K12 student data?					
a) Adult Basic Education (ABE)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	LDS III APSI: WTCS
b) Adult Secondary Education (ASE)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	LDS III APSI: WTCS
c) ESOL	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	LDS III APSI: WTCS
Early Childhood Data					
31) Can early childhood data be linked with K12 student data in the SLDS?					
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
32) Where is early childhood data housed?					
a) P20W SLDS	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) A separate, central early childhood data system	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c) Separate, multiple early childhood data systems or source files	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
33) How is early childhood data linked with K12 student data?					
a) An assigned unique identifier	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) An element match process	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c) Social Security Number	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d) Another state agency	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e) Other method (please explain in comments)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
34) From what programs can early childhood participation data be linked with K12 student data?					
i) Head Start	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ii) Early Head Start	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
iii) Publicly funded Pre-K	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
iv) Private Pre-K	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
v) Child Care	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
vi) Special Educ., Part B of IDEA (619)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
vii) Early Intervention, Part C of IDEA	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
viii) Other programs/services	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
35) What type of early childhood data can be linked with K12 student data?					
a) Demographics	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) Assessment data	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c) Provider data:					
i) Licensure	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ii) Certification	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
iii) Training/PD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
iv) Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Feature	Status				Comments
	Not Planned	Planned	In Progress	Operational	
d) Program data:					
i) Provider/center	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ii) Program attributes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
iii) Quality ratings	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
36) Is there a comprehensive data dictionary for early childhood data elements?					
a) Are early childhood data elements CEDS aligned?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
37) How is early childhood data used?					
a) Early childhood outcomes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b) State reports	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c) Federal reports					
i) Special Education (Non-EDFacts)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
ii) Other federal reports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
d) Other (please explain in comments)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Interoperability					
38) Can student-level data move: High-schools may opt in to use e-transcripts via Docufide but it is voluntary.					
a. Across LEAs in the state through Student Records Exchange (SRE or SREx)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b. Across LEAs in the state through Schools Interoperability Framework (SIF)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c. From LEAs to the state through Student Records Exchange (SRE or SREx)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d. From LEAs to the state through SIF	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e. From K12 to postsecondary institutions in state through E-transcripts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
f. To other states' SEAs via SRE	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
g. To other states' postsecondary entities via e-transcripts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
h. Cross-state data-sharing (e.g. SEED, MEIC)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
i. Other (please explain in comments)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Recommendation to implement Ed-Fi for enterprise data collection strategy.

Definitions:

Adult Education: A program providing basic education and literacy services to adults over the age of 16 who are not currently enrolled in school and lack a high school diploma or the basic skills to function effectively in the workplace and in their daily lives.

AP (Advanced Placement): A curriculum sponsored by the College Board that offers standardized college-level courses and aligned summative assessments to high school students.

Benchmark or interim assessment: An assessment administered throughout the school year that a) evaluates student knowledge and skills relative to a specific set of academic goals, usually within a limited period of time, and b) is designed to give educators immediate, formative

feedback on how students are performing and inform decisions at the classroom and school or district level.

CCD (Common Core of Data): A program of the U.S. Department of Education's National Center for Education Statistics that annually collects fiscal and non-fiscal data about all public schools, public school districts and state education agencies in the United States.

CEDS (Common Education Data Standards): The Common Education Data Standards (CEDS) project is a national collaborative effort to develop voluntary, common data standards for a key set of education data elements to streamline the exchange, comparison, and understanding of data within and across P-20W institutions and sectors.

Demographics: Characteristics of individual students, including date of birth, gender, race/ethnicity, and disability status.

Diploma/certificate: The credential earned by a completer or graduate, including high school diploma, special education diploma, modified diploma, certificate of attendance, and GED.

Discipline: Information about student infractions of rules, including type of incident, type of disciplinary action, duration of disciplinary action, etc.

EDFacts: EDFacts is a U. S. Department of Education initiative to centralize performance data supplied by K-12 state education agencies (SEAs) with other data assets, such as financial grant information, within the Department to enable better analysis and use in policy development, planning and management

ESOL (English for Speakers of Other Languages)

IDEA (Individuals with Disabilities Education Act): The program in which children ages 3 through 5 attend and in which these children receive special education and related services.

IPEDS (Integrated Postsecondary Education Data System): A system of interrelated surveys conducted annually by the U.S. Department's National Center for Education Statistics (NCES).

Kindergarten entry assessment: An assessment used to determine children's skills and abilities at the time they enter kindergarten. The assessment informs instruction and services in the early elementary grades.

Match process: The protocol or series of steps used to analyze all the information relating to individuals and/or entities from multiple sources of data to determine whether the same individual or entity exists in more than one database. May include use of SSN.

NSC (National Student Clearinghouse): A national repository of postsecondary enrollment data.

Occupation code: Permitted values within the Standard Occupational Classification (SOC) system used by federal statistical agencies

Perkins: The Federal Perkins Loan Program provides low-interest loans to help needy students finance the costs of postsecondary education.

Pre-K: An early childhood education program serving students before kindergarten.

Program/major: Program/major is defined as the program or major that a student completed when they earned a degree.

Remediation: Instructional courses designed for students deficient in the general competencies necessary for a regular postsecondary curriculum and educational setting.

SNAP (The Supplemental Nutrition Assistance Program): As of Oct. 1, 2008, Supplemental Nutrition Assistance Program (SNAP) is the new name for the federal Food Stamp Program.

Special Education, Part B of IDEA (Section 619): A specially designed instruction provided to preschool children ages 3-5 with disabilities as defined in IDEA

SRE (Student Record Exchange): A system and process for exchanging electronic versions of students' academic records among education agencies to facilitate the registration, course placement, and provision of services when students transfer.

Summative/end of course assessment: An assessment given at the end of a unit of time (such as a semester or school year) to evaluate students' performance

Trade Adjustment Assistance: Program is a federal entitlement program that assists U.S. workers who have lost or may lose their jobs as a result of foreign trade. This program seeks to provide adversely affected workers with opportunities to obtain the skills, credentials, resources, and support necessary to become reemployed. (DOL).

UC (Unemployment Compensation): The Unemployment Compensation for Federal Employees program provides benefits for eligible unemployed former civilian federal employees.

UI (Unemployment Insurance): The Department of Labor's Unemployment Insurance (UI) programs provide unemployment benefits to eligible workers who become unemployed through no fault of their own, and meet certain other eligibility requirements.

Wagner-Peyser: The Wagner-Peyser Act of 1933 established a nationwide system of public employment offices known as the Employment Service. The system provides universal access to an integrated array of labor exchange services so that workers, job seekers and businesses can find the services they need in one stop and frequently under one roof in easy-to-find locations.

WIA (Workforce Investment Act): WIA reforms federal job training programs and creates a new, comprehensive workforce investment system. The reformed system is intended to be customer-focused, to help Americans access the tools they need to manage their careers through information and high quality services, and to help U.S. companies find skilled workers.

SLDS Grant Program Budget for Non-SLDS Funds (524 Section B)

State Name:

Wisconsin

Date:

June 19, 2014

Categories	Year 1: 4/1/09 - 3/31/10	Year 2: 4/1/10 - 3/31/11	Year 3: 4/1/11 - 3/31/12	Year 4: 4/1/12 - 3/31/13	Year 5: 4/1/13-4/30/14	Totals
	<i>Estimate of Actual Spending</i>					
1. Personnel						\$0.00
2. Fringe Benefits						\$0.00
3. Travel						\$0.00
4. Equipment						\$0.00
5. Supplies						\$0.00
6. Contractual						\$0.00
7. Construction						\$0.00
8. Other						\$0.00
9. Total Direct Costs	<i>\$0.00</i>	<i>\$0.00</i>	<i>\$0.00</i>	<i>\$0.00</i>	<i>\$0.00</i>	\$0.00
10. Indirect Costs						\$0.00
11. Training Stipends						\$0.00
12. Total Costs 9-11	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

Comments (optional): The Wisconsin Department of Public Instruction fully supports the salaries of our IT staff but makes no specific commitment of time or salary to this particular project.

Project Plan Export Report

2009 - Wisconsin - SEA

PR Award #: R372A090008

Project Plan Version: Version (7/21/2014)

Effective Date: 7/21/2014

Code	Project and Task Name	Status	Start Date	End Date	Progress	Comments	Deliverable	Milestone	Assignee (Lead)	Assignee (Other)	Budget Note	Actual Date	Other Project References	Topics/Subtopics	Report Expenditures	
1	Recruit & Hire Project Team	Operational	5/2/2009	9/14/2009		9/5/2012 - Melissa Straw - Project team has been built back up. 5/2/2012 - - Vacant contractor positions have been filled. Working to fill one last current open position. 3/6/2012 - - Lead SSIS/ETL Developer leaving 3/9. Working to fill vacant project team positions. 1/5/2012 - - Team member who worked mostly on the development of our security solution and application left DPI on 1/3. Rod Packard, Project Director left DPI on 1/6. Kurt Kiefer is the new Project Director. 1/4/2012 - - New Education Consultant and DBA started yesterday 1/3. 8/31/2011 - - Core project staff member (Education Consultant) has been promoted within DPI. Working to fill her position. 2/4/2011 - - Official grant start date recorded as 5/2/2009. All new staff for the LDS project hired and ready to go as of 9/14/09.	No	No								No
2	Define and Develop Wisconsin P20 System	Operational	9/23/2009	4/30/2014		7/21/2014 - Melissa Straw - Wisconsin is excited to note that on May 8, 2014, in conjunction with the HS Completion dashboard release and the most recent year of data press release, we released Postsecondary Enrollment dashboards in the WISEdash Public Portal. Summarized and redacted Postsecondary Enrollment data is now available to our public stakeholders for viewing. 6/26/2014 - Melissa Straw - Overall we have made great progress in defining and developing our Wisconsin P20 System. Work will continue post-grant using state funding included in the current budget. 3/28/2013 - Melissa Straw - Overall we have made great progress in defining and developing our Wisconsin P20 System. We are continuing to work on P20 initiatives in Wisconsin including adding additional postsecondary data and dashboards to WISEdash and collaborating with Harvard on analytical dashboards.	No	No							No	
2.1	Define P20 Initiatives	Operational	9/23/2009	4/30/2014		6/26/2014 - Melissa Straw - Implementation of SDP Analytics was put on hold so that we could focus on finishing up MAP. We plan to work on this implementation following the MAP implementation. We are also waiting on documentation to be created which will accompany the data and dashboards when released to Districts. Work will continue post-grant using state funding included in the current budget. 2/25/2014 - Melissa Straw - Making progress with incorporating SDP Analytics into WISEdash for Districts. Currently targeting April for the implementation. 1/6/2014 - Melissa Straw - Meeting this month to review SDP content with business users. Targeting Feb for availability in WISEdash for Districts. 11/5/2013 - Melissa Straw - Work on integrating the postsecondary analytics built through the DPI-Harvard-VersiFit partnership is in progress. We are actively working on adding the data and dashboards to our development environment for review. 9/4/2013 - Melissa Straw - New contract is finalized with the NSC and our most recent year of completers was submitted, received back, and loaded to our data warehouse/WISEdash. Harvard and VF have completed their initial development of WISEdash postsecondary analytical dashboards. We will be deploying soon to our QA environment for feedback. Although related to the work done in this grant, this work will be funded by Harvard not the SLDS. 3/5/2013 - Melissa Straw - As of 1/22/2013 we have released Postsecondary Enrollment data in WISEdash for all users. We are also working on a new contract to obtain data from the NSC (ours expired last year) because we are now ready to submit our next year of	No	No							No	
2.2	Define, Develop & Implement P20 Data Sharing & Analysis	Operational	4/1/2010	2/4/2011		2/4/2011 - - This outcome will be completed within the scope of the LDS III SLDS ARRA Advanced Postsecondary Infrastructure grant.	No	No							No	

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2.3	Define, Develop & Implement Postsecondary Enrollment Data and Reporting	Operational	2/22/2010	9/30/2011		<p>5/2/2012 - - Completed integration of 2009-10 completers and their postsecondary enrollment into the ODS. Follow-up data on prior years also loaded into the ODS.</p> <p>9/22/2011 - - The fact table containing postsecondary enrollment data from the NSC has been integrated into the production data warehouse. This table can now be used for postsecondary enrollment querying and analysis. Read access to this table has been given to our data users in IT as well as OEA for internal analysis. In addition, Another member of the team is currently working on a report using this data which will enable us to meet one of our ARRA SFSF reporting requirements. In future phases of the project, we plan to integrate the data into the Edvantage data model and will create dashboards and reports for users, including district and school users, to access through WISEdash.</p> <p>7/5/2011 - - The team has finished development and testing of the NSC data addition to the data warehouse. The final review is in progress. After the final review it will be moved to production.</p> <p>5/4/2011 - - Directly related to outcome 6.10. The team has received additional guidance regarding the reporting requirements for SFSF. This guidance is a complete 180 from the first guidance we received a few months back. Because of this change, we'll need to re-evaluate the design of the table and the data load before we can move forward.</p> <p>3/11/2011 - - Directly related to outcome 6.10. DPI has submitted records to the NSC for graduates from the classes of 2006 through 2010. Matched data—including, but not limited to, indicators of full- and part-time status, school name and state, school type (private/public), school level (two- or four-year), and completion status—have been incorporated into the LDS. Final testing is in progress. Received guidance related to the SFSF reporting requirements. Report design is in progress to define the layout and additional columns needed in the data warehouse to support the reporting. Data for the adjusted cohort (related to c11) will be available starting with the 2009-10 cohort. Initial reports will be released in a secure manner directly to DPI and districts through an online</p>	No	No							No
3	Develop Student-Level Data Collection including course completion and teacher/student connection	Operational	11/1/2009	#####			No	No							No
3.1	Conceptualize Project	Operational	11/1/2009	1/30/2010		2/4/2011 - - Project charter completed in November. Kickoff held November 18th. Determine how best to match teacher data with student data and capture courses completed including grade earned. Define project objectives, scope & constraints.	No	No							No
3.2	Perform Analysis	Operational	2/1/2010	4/15/2010		2/4/2011 - - Project analysis for the new data collection was completed in March 2009 and includes a further definition of project objectives, deliverables, timeline, issues and cost.	No	No							No
3.3	Perform Tollgate Review	Operational	4/15/2010	4/15/2010		2/4/2011 - - Project Tollgate meeting was held on 4/29/10 with project scope and schedule approved by the steering committee.	No	No							No
3.4	Perform Design	Operational	3/15/2010	7/1/2010		2/4/2011 - - Technical design and database design completed.	No	No							No

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3.5	Build and Implement New Collection	Operational	5/1/2010	3/14/2011		3/14/2011 - - Collection opened for a select group of "pilot" districts late in February. Collection opened to all districts March 14 and will close in early June. 2/28/2011 - - Collection will open 03/14/11 for all school districts. System will be monitored by development team through the collection period which is planned to close in June 2011. 2/17/2011 - - Development is winding down. The application has been moved to the production environment. It's being pilot tested and should be operational by mid-March. Work with members of the Special Education team is ongoing related to coursework data collection for special education students. Training and communication efforts are continuing. 2/4/2011 - - Development nearing completion. Testing in progress. Pilot to start in Jan, full rollout in Feb.	No	No								No
3.6	Monitor and Support New Collection	Operational	3/14/2011	#####		10/12/2011 - - The second collection for CWCS was scheduled to close on 10/12. Meetings are being held to discuss future phases. 8/31/2011 - - The second collection of coursework data, including the educator that taught the course, is scheduled to close September 12th. This collection will capture data on the second half of the year for school year 2010-11. Participation by the school districts has been very good with over 93% of the LEAs submitting data. The technology has performed well with no significant technical issues logged. Data validation and reasonability checks will be performed in the fall of 2011. Efforts are underway to define necessary enhancements for the year 2 collection with development scheduled to begin in October 2011. 7/6/2011 - - The first collection closed on May 31st with 397 of the 442 districts and charter schools participating. The 2nd collection period opened June 13 as planned and is scheduled to close in August. Data validation is on-going. Districts that did not report during the 1st collection will be required to report during the 2nd. No significant technical issues were incurred and DPI considers this collection a significant success. Data will be moved to the data warehouse late 2011 or early 2012. 5/4/2011 - - Collection is in progress with a planned "close" date of May 23, 2011. No technical issues exist at this time however 70 districts have not yet begun the work (16.5%). Sixty-five districts are completed and closed.	No	No								No
4	Build Next Generation Analysis and Reporting Tools	Operational	1/1/2009	4/30/2014		6/26/2014 - Melissa Straw - We are continuing to work on adding data and dashboards to WISEdash to aide districts, schools, and DPI in data informed decision-making. Work will continue post-grant using state funding included in the current budget. 3/28/2013 - Melissa Straw - We are continuing to work on adding data and dashboards to WISEdash to aide districts, schools, and DPI in data informed decision-making.	No	No							No	

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4.1	Build one-click School District Performance Report	Operational	1/1/2009	6/30/2009		<p>5/2/2012 - - The first round of annual data and application updates was completed in March to correspond with the WSAS test results press release.</p> <p>7/5/2011 - - Completed development and testing for 2nd round SDPR implementation. Data included ACT, AP, Retention (2009-10), Attendance, Dropouts, Truancy (2009-10), HS Completion, Post-Grad (2009-10), and Staffing, Finance (2009-10). Final updates were implemented in production on 5/12/2011.</p> <p>5/4/2011 - - The first round of annual data and application updates was completed in April to correspond with the WSAS test results press release. The second round of updates was scheduled for May 1 but we experienced setbacks due to errors in the operation system that needed correcting before we could move forward. We anticipate that the second round of changes will be completed this month.</p> <p>3/11/2011 - - Final conversion from OAS to WAS for public access was successfully completed on 1/11. Updated groupings were implemented in production as well. Multiple communications were sent out to various district contacts.</p> <p>2/4/2011 - - State Statute Development has completed on the SDPR school level application. IT testing and UAT was</p>	No	No							No
4.2	Implement Security Enhancements	Operational	7/1/2009	1/22/2010		<p>2/4/2011 - - Security enhancements were made to the LDSAM and MDAT applications to accommodate new security requirements. 1. Additional Tiers were added to limit access to student-level downloads, economic indicators, and student-level data in general. 2. Student-level logging was added to log who accessed as student record and when it was viewed. 3. A user agreement was added to ensure a user understand the importance of securing student-level data and accepted the responsibility for using the tools to access this type of data. General Availability announced Jan 11th and 12th. Notification was sent to the Districts on Jan 22nd. LDSAM R2 Usability Enhancements were implemented in production successfully on 2/18.</p>	No	No							No
4.3	Build Student Growth Percentile Reports	Operational	11/1/2009	6/21/2012		<p>6/26/2012 - - The SGP student profile reports and SGP dashboards are now being piloted to a limited number of districts through WISEdash. Pilot started June 21, 2012. Statewide rollout will be planned based on pilot results.</p> <p>5/2/2012 - - The SGP student profile reports and SGP dashboards are completed. Final production QA/review will start this week. They will be implemented in production when WISEdash is released.</p> <p>11/1/2011 - - The SGP student profile reports and SGP dashboards are in progress.</p> <p>7/5/2011 - - As of 5/25/2011 growth reports are now available to all districts through SAFE. Final SGP reports were implemented in production on 6/23/2011. Communication sent to all districts. Training packet was created for CESA SIS on the SGP data and reports. Next step will be to create interactive visualization of the student growth percenties in the BI Tool. (4.6)</p> <p>5/4/2011 - - Current year data, expected to be moved to production in March, has not been completed due to errors in the source calculation code. We anticipate the data to be loaded this month. OEA plans to distribute reports to ALL districts using the SAFE application in Spring 2011. This distribution is dependent on the conversion and ASM tasks being completed first. ASM & conversion apps are scheduled to be completed on May 15th. We anticipate the reports being made available in SAFE soon after.</p> <p>The new BI Reporting tool will be utilized to create these reports later on this year.</p> <p>2/17/2011 - - The SGP data was moved to production for prior years in January. Current year data is expected to be moved to production in March. OEA plans to distribute reports to ALL districts using the SAFE application in Spring 2011. The report distribution will</p>	No	No							No

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4.4	Evaluate, Select, and Purchase a BI Reporting Tool and Deploy Supporting Architecture	Operational	1/21/2010	6/21/2012		<p>6/26/2012 - - The production environment set up is completed. Access permissions for WISEdash are finalized as well as roles for direct database access. We will continue to add and evaluate access and roles as necessary. Performance tuning is an ongoing task so the team will continue to work on performance tuning. We recently have identified a need to reassess the architecture for the data warehouse to ensure we can accommodate the number of users we anticipate with decent response times. The pilot will help us determine next steps. In addition, we have determined that our NAM environment needs to be upgraded for the agency. Since the environment is up and running and operational as a pilot, this task will be marked operational.</p> <p>5/2/2012 - - The production environment set up is nearing completion. The production master build process, or nightly automated data load, has been in progress for a few weeks and we continue to monitor it nightly to resolve issues prior to production rollout. Access permissions are being finalized. All developed content has been migrated from our the development dashboard environment to our the production dashboard environment. In addition the team continues to work on performance tuning. We recently have identified a need to reassess the architecture for the data warehouse to ensure we can accommodate the number of users we anticipate with decent response times.</p> <p>3/6/2012 - - The production environment set up is currently in progress. The team has started the production master build process, or nightly automated data load, and continue to monitor it nightly to resolve issues prior to production rollout. Specifically the team is working through access permissions to the production application server and moving developed content from our the development dashboard environment to our the production dashboard environment. In addition the team is working on performance tuning.</p> <p>11/1/2011 - - Production environment in progress.</p> <p>5/4/2011 - - The development environment for the BI Tool project is nearing completion. All software has been installed and configured. VF software and content has also been installed. Last tasks to be completed are around access, encryption, and training. Production environment will be completed soon after.</p> <p>3/11/2011 - - Hardware has arrived. DET rack is ready to go. IT is working on set up and installation this week (3/7). Network and connection pieces will also be worked on. Network issues may arise since the hardware will be at DET.</p>	No	No							No

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4.5	Implement BI Reporting Tool Data Warehouse Solution	Operational	1/1/2011	4/30/2014		<p>6/26/2014 - Melissa Straw - WSAS data was released for the first time through the WISEdash Public Portal with corresponding press release on April 8th. The release was very successful. On May 8th we fully transitioned the HS Completion data and dashboards from WINSS to WISEdash and the most recent data was released with a press release. We also released publicly for the first time Postsecondary Enrollment dashboards. This release was also successful. The team is now focusing on MAP, a dashboard product upgrade to v9, SSIS version upgrades to 2012, and continuing with annual data loads and EdFacts file submissions. We plan to load PALS data next and begin work on a fall release for the WISEdash Public Portal to transition more data off of WINSS. We plan to sunset WINSS in 2015. Work will continue post-grant using state funding included in the current budget. WISExplore continues to make significant progress with building curriculum modules to help users with data analysis. They have also implemented a WISEcoach program in the CESAs for the Districts and continue to drive usage of the product.</p> <p>2/25/2014 - Melissa Straw - The team is working on adding MAP data to WISEdash (see 4.6). Primary Disability filters/disaggregations were added to WISEdash for Districts on 1/7. We updated a few functionality / user options to enhance the usability based on items that were released in the public version specifically a group by functionality which will also decrease maintenance. A few additional group bys including All Students and Migrant Status was added too. We are also working on adding additional postsecondary analytics to WISEdash as referenced in 2.1. WISExplore continues to make progress with building curriculum modules to help users with data analysis. Initial modules and guided forms for analysis are available for users. Release #1 for the WISEdash Public Portal was completed on January 15th. We updated the dashboard environment to the most recent release, added more links for users to access the download files, added a 2nd Friday in January graph for analysis, and added in Redaction Messages. Work is currently in progress to add HS Completion, Graduation Requirements, Postgrad Intentions, and Postsecondary Enrollment data to the WISEdash Public Portal (continuing the WINSS to WISEdash transition). This release is scheduled for May 9th.</p> <p>2/25/2014 - Melissa Straw - Primary Disability filters/disaggregations were added to WISEdash for Districts on 1/7. We updated a few functionality / user options to enhance the usability based on items that were released in the public version specifically a group by</p>	No	No							

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4.6	Build Local Data Variable (MAP)	Operational	1/1/2013	4/30/2014		<p>6/26/2014 - Melissa Straw - Significant progress has been made with loading MAP data and creating MAP dashboards. ETL and Dashboard development has completed and pilot district data and dashboards will move to Test on Thursday. QA and documentation will be completed within the next few weeks and then a full dataset from NWEA will be loaded for all districts who have given us permission to load their data into WISEdash. We expect the data and dashboards to be made available in July. Work will continue post-grant using state funding included in the current budget.</p> <p>2/25/2014 - Melissa Straw - Work continues to progress. This addition to WISEdash for Districts has proven to be more challenging due to the many different components. Current target is June for releasing this data in WISEdash for Districts.</p> <p>1/6/2014 - Melissa Straw - Work in progress. Targeting March for availability in WISEdash for Districts.</p> <p>11/5/2013 - Melissa Straw - Team is actively working with NWEA, OEA, and VersiFit to load data from our statewide MAP file to the data warehouse. We have also begun work to determine which dashboards to build to visualize the data.</p> <p>5/1/2013 - Melissa Straw - Beginning technical work to add MAP data to the data warehouse. First step is to profile the data. We also purchased an ETL loader from VersiFit which contains code already built to load the data into staging from the vendor file.</p> <p>3/5/2013 - Melissa Straw - Beginning to perform analysis to determine scope of work of adding MAP data to the data warehouse.</p>	No	No							No
4.7	Build & Implement the Multi-Dimensional Analytic Tool (MDAT) Version 1	Operational	1/1/2009	1/22/2010		<p>8/31/2011 - - 2010-11 updates moved to production 6/13/2011.</p> <p>7/5/2011 - - Updates completed for the 2010-11 school year. Testing in progress. QA and production implementation scheduled for next month.</p> <p>2/4/2011 - - The Multi-Dimensional Analytic Tool is the first secured reporting tool associated with the Wisconsin Department of Public Instruction's LDS Project. MDAT is a web-based application that allows authorized users to create reports that compare achievement over time in relation to WKCE data. Initial efforts completed between 1/1/09 and 7/1/09. Security enhancements were added beginning 7/1/09 and are detailed in 4.2. General Availability was announced Jan 11th and 12th. Notification was sent to the Districts on Jan 22nd. As of today we have 102 Districts with access to the LDSAM tool to assign access to MDAT within their District. MDAT enabled the WI education community to explore annual test data in new and powerful ways.</p>	No	No							No
4.8	Build & Implement the Longitudinal Data System Access Manager (LDSAM) Version 1	Operational	5/25/2009	1/22/2010		<p>7/5/2011 - - Replaced by ASM.</p> <p>2/4/2011 - - Security tool used to manage access to secured LDS applications.</p>	No	No						No	
4.9	Add NAEP Data into the School Performance Report	Operational	11/18/2009	#####			No	No						No	
4.10	State Report Card (including NAEP data)	Operational	11/18/2009	1/15/2010			No	No						No	

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4.11	Build Student Profile	Operational	1/1/2011	6/21/2012		<p>6/26/2012 - - The student profile is now being piloted to a limited number of districts through WISEdash. Pilot started June 21, 2012. Statewide rollout will be planned based on pilot results.</p> <p>5/2/2012 - - The student profile in WISEdash is completed. In the initial release, the student profile will include the student's demographics, program information, attendance, enrollments, assessments, and student growth percentiles. Final production QA/review will start this week. They will be implemented in production when WISEdash is released.</p> <p>8/31/2011 - - A student profile is currently being developed in the new dashboard environment. In the initial release, the student profile will include the student's demographics, program information, attendance, enrollments, assessments, and student growth percentiles.</p> <p>2/4/2011 - - Discussions will start in January to design and build a profile of a student with data from the LDS for use within the SIMS application. This project may/may not include designing a view to pull information from the various data warehouse tables for a complete profile. Web Services will be utilized to read the data into the application.</p>	No	No								No
4.12	Build & Implement the Multi-Dimensional Analytic Tool (MDAT) Version 1 Release 2	Operational	10/1/2009	3/25/2010		<p>2/4/2011 - - The annual data load for the 2009-10 school year was completed for MDAT on 6/3/2010. Over 165 districts have access to the tool.</p> <p>An enhanced version of MDAT was released in March. The release includes: Group size highlighting State and district comparisons Availability of student detail from a district wide query (Tiers 1-3 only) The addition of school name to the download file (Tier 1 only) An option to download all student details for certain queries (Tier 1 only)</p>	No	No							No	
4.13	Build & Implement the Longitudinal Data System Access Manager (LDSAM) Version 2	Operational	11/1/2009	2/18/2010		<p>2/4/2011 - - Second release of Access Manager-with usability enhancements-implemented successfully.</p>	No	No							No	
4.14	Build & Implement the New Security Solution: Application Security Manager (ASM)	Operational	4/5/2010	5/17/2011		<p>7/5/2011 - - As of 5/17/2011 all applications have been migrated from Oracle to Websphere. All secure applications have been migrated to the new security method and are now using ASM instead of LDSAM. In addition, all applications (ASM, SAFE, Data Dictionary, MDAT, MDAT Training, Secure Home, and Admin Lookup) were deployed to production and rolled out to users. Documentation has been updated/created. Communication has been sent to current users of LDSAM.</p> <p>5/4/2011 - - Testing has been completed on ASM and all applications being converted to Websphere. A test implementation to production is in progress. Pilot districts have been invited to take a look at ASM to provide comments and complete some user testing. Documentation is currently being updated. Districts have been notified of the application release. The plan is to implement ASM and all applications into production for users on May 15.</p> <p>3/11/2011 - - The user interface for ASM has been completed. Test planning is in progress and testing is expected to start next week. Most applications have been converted to Websphere and the new security solution. Test planning for these applications is also in progress. The last two applications for conversion will be scheduled to be converted starting next week.</p>	No	No							No	

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4.15	Build & Implement the Secure Reports Application (SAFE)	Operational	4/15/2010	8/5/2010		5/2/2012 - - Plans are underway to add a new year of SGP reports to SAFE as well as Value Added Growth reports and Accountability reports. 10/12/2011 - - The AMAO reports for this year were added to SAFE on 10/6/2011. 7/6/2011 - - Final SGP reports were implemented in production on 6/23/2011. 7/5/2011 - - 2011 updates implemented in production on 5/25/2011. 2/4/2011 - - This application was created to enable secure reports to be distributed online. Updates were implemented into production on October 11th to enable multiple reports and files for multiple topics to be distributed to districts. This tool is currently being utilized by the GOALS Pilot & to distribute AMAO Reports to districts.	No	No							No
5	Upgrade LDS Infrastructure	Operational	7/1/2009	9/30/2009		5/4/2011 - - The Wisconsin Operational Data Store (ODS) was upgraded early in 2009. The new Versift data warehouse however requires it's own infrastructure. This hardware and software were purchased and installed in February and March of 2011 and will support the LEA dashboards and reporting scheduled to be rolled out in September of 2011.	No	No							No
5.1	Upgrade LDS Development Environment	Operational	7/1/2009	9/30/2009		7/5/2011 - - In May/June the LDS ODS servers were migrated from Oracle 10g to 11g, Unix to Windows, Zircus to DPI support, and from DPI to DET. 2/4/2011 - - Increased usage and planned load require greater discipline and upgrades to the computer hardware.	No	No							No
5.2	Upgrade LDS Production Environment	Operational	7/1/2009	9/30/2009		7/5/2011 - - In May/June the LDS ODS servers were migrated from Oracle 10g to 11g, Unix to Windows, Zircus to DPI support, and from DPI to DET. 2/4/2011 - - Increased usage and planned load on the production environment required upgrades to the computer hardware.	No	No							No
6	Build Detailed Student-Level Datasets	Operational	1/1/2009	4/30/2014		6/23/2014 - Melissa Straw - Because of this grant WI has been able to load multiple datasets into the LDS Data Warehouse to add value for our stakeholders. 9/4/2013 - Melissa Straw - Need to re-evaluate plan for adding additional data sets since we will no longer be implementing a statewide student information system. Priorities will probably move around. 3/28/2013 - Melissa Straw - Plans will begin soon for adding final data sets based on data from the statewide student information system (first wave of districts live the 2013-14 school year) 3/6/2012 - - Note: Once a dataset becomes operational it is added to our annual load plan. These datasets will be updated each year when the new school year of data is available. 2/4/2011 - - Note: Also mentioned that other projects in this plan result in a new data load. Should add SGP and NSC for next time. (Added)	No	No							No
6.1	Build Discipline Data Sets	Operational	3/1/2009	6/1/2009		2/4/2011 - - Incorporate data from discipline collection into the LDS data warehouse, build necessary summary tables	No	No							No
6.2	Build ACT Data Sets	Operational	1/1/2009	4/1/2009		2/4/2011 - - Incorporate data from annual ACT Exams into the LDS data warehouse, build necessary summary tables	No	No							No

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6.3	Build CTEERS Data Sets	Operational	7/1/2011	4/30/2014		6/23/2014 - Melissa Straw - WI had originally planned to add CTEERS data to the LDS Data Warehouse, however, during the time period of the grant WI started down the path of trying to implement a statewide student information system in WI. At that point in time we made a strategic decision to not load the data from the current system that collected the data because we had planned for the data to flow through the statewide SIS into the data warehouse. It did not make sense to expend the effort to load the data from the legacy system and then also load it from the new system. Since that decision was made the statewide SIS project was halted. Instead, WI will be moving forward with creating an Open Data Collection System to replace our current data collection systems. We are planning for CTEERS data to be included in the new system which supports our prior decision of NOT loading this data until the new data source is available. Instead of loading this particular dataset, WI was able to add subtasks to Outcome 6 with Program Officer approval to load the following additional datasets instead: Wisconsin Covenant, ISES Outcomes State, Graduation Cohorts, Student Growth Percentiles, Postsecondary Enrollment (NSC), ACCESS for ELLs, Alternate ACCESS for ELLs, DEWS, and MAP (in program). Based on this information, the Program Officer has approved the Operational status for this subtask. 9/4/2013 - Melissa Straw - Need to re-evaluate plan for adding CTEERS data sets since we will no longer be implementing a statewide student information system. 3/28/2013 - Melissa Straw - Plan for adding CTEERS data sets based on data from the statewide student information system (first wave of districts live the 2013-14 school year) will	No	No								No
6.4	Build Course Completion Data Sets	Operational	6/1/2011	4/30/2014		6/23/2014 - Melissa Straw - WI had originally planned to add CWCS data to the LDS Data Warehouse, however, during the time period of the grant WI started down the path of trying to implement a statewide student information system in WI. At that point in time we made a strategic decision to not load the data from the current system that collected the data because we had planned for the data to flow through the statewide SIS into the data warehouse. It did not make sense to expend the effort to load the data from the legacy system and then also load it from the new system. Since that decision was made the statewide SIS project was halted. Instead, WI will be moving forward with creating an Open Data Collection System to replace our current data collection systems. We are planning for CWCS data to be included in the new system which supports our prior decision of NOT loading this data until the new data source is available. Instead of loading this particular dataset, WI was able to add subtasks to Outcome 6 with Program Officer approval to load the following additional datasets instead: Wisconsin Covenant, ISES Outcomes State, Graduation Cohorts, Student Growth Percentiles, Postsecondary Enrollment (NSC), ACCESS for ELLs, Alternate ACCESS for ELLs, DEWS, and MAP (in program). Based on this information, the Program Officer has approved the Operational status for this subtask. 9/4/2013 - Melissa Straw - Need to re-evaluate plan for adding coursework completion data sets since we will no longer be implementing a statewide student information system. Also looking at using this data as a base for student-teacher-link for the Educator Effectiveness	No	No								No

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6.5	Apply Race/Ethnicity Updates	Operational	4/1/2010	1/1/2013		3/5/2013 - Melissa Straw - All datasets identified to date as needing race/ethnicity updates have been updated. AP data has not been updated because the college board has chosen not to update their dataset. In addition, WSAS data has not been updated and will continue to use the old race codes. The new assessment will utilize the new race codes. 5/2/2012 - - Race/Ethnicity updates are completed for ISES Outcomes data and SDPR (Discipline), 3/6/2012 - - Race/Ethnicity updates are completed for Discipline and Year End data, 1/4/2012 - - Race/Ethnicity updates will be completed for Discipline and Year End data, 11/1/2011 - - Meeting scheduled in December to discuss data loads for next year. We'll determine then which loads will need race/ethnicity updates applied. 3/11/2011 - - Updates to the Student information, ISES CD, ISES Agency, and ISES Demographics tables are completed. 2/4/2011 - - Federal Requirement Completed analysis and implementation plan for incorporating the race/ethnicity updates into the LDS. The team also finalized public reporting solution (WINSS & SDPR) for Race/Ethnicity. First update was completed in July to the student lookup table. Design & Development has been completed for the ISES CD, ISES Agency, and ISES Demographics tables. They will be implemented in January.	No	No								No
6.6	Build Wisconsin Covenant Flag	Operational	11/1/2009	#####		2/4/2011 - - Merged data from the Wisconsin Covenant Project with the LDS. A flag was set at the student-level which indicated whether or not a student was involved in this program. This flag will enable future reporting on these students.	No	No							No	
6.7	Build ISES Outcomes State	Operational	6/1/2009	1/11/2010		2/4/2011 - - The State level Outcomes data was approved for production in January 2010. User documentation completed May 2010. ISES OUTCOMES provides an annual composite picture of student's demographics, mobility, end-of-year outcomes, and school year outcomes. Data from multiple collections/records for each student are processed/combined into a single record per student per year. ISES OUTCOMES was created to facilitate data-informed planning/policy making by busy education professionals with expertise in data analysis but limited knowledge of DPI's complex raw data structures and/or database tools. ISES OUTCOMES may be used separately or joined with other tables users of the LDS database can utilize. These other tables focus on district/school characteristics, test results, and student program participation. This dataset is currently utilized within the MDAT tool	No	No							No	
6.8	Build Graduation Cohorts	Operational	3/1/2010	3/8/2011		7/5/2011 - - The HSC_COHORT_PROJECTION table was moved to production in May. This table contains graduation cohort and project graduation information for students. 3/11/2011 - - The adjusted cohort and graduation rate data has been loaded into the HS_FACT table and the HSC_RATE_RPT table. QA is now completed. Tables are in production and available for reporting and analysis as of March 8, 2011. Initial reporting will be created through our WINSS public reporting application. This reporting will enable us to meet reporting requirements for the State as well as SFSF and will be implemented by May 1. 2/17/2011 - - The most recent 4-year cohort and graduation rate data has been loaded into the HS_FACT table and the HSC_RATE_RPT. QA is in progress. Scheduled to be moved to production by the end of February. Grad Rate reporting will be created through our WINSS public reporting application. The reporting is scheduled to be implemented by May 1. This reporting will enable us to meet Grad Rate reporting requirements for the State as well as SFSF. 2/4/2011 - - ARRA/SFSF Development has completed on the two initial tables needed to	No	No							No	

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6.9	Add Student Growth Percentile Data Sets	Operational	10/13/2010	1/4/2011		7/5/2011 - - New school year of data was added to the SGP_FACT table. Moved to production in May. 2/17/2011 - - Student Growth Percentile data has been loaded to production. This data will enable us to do the reporting described in 4.4.	No	No							No
6.10	Add Postsecondary Enrollment Data	Operational	5/27/2010	9/30/2011		11/1/2011 - - Data submissions to the NSC for updated postsecondary enrollment on our completers will be submitted in March, June, and November annually. Our next submission of completers from 2005-06 through 2009-10 will occur this month. 2010-11 completers will be submitted in March 2012. 5/4/2011 - - See 2.3 for status. 3/11/2011 - - Directly related to outcome 2.3. DPI has submitted records to the NSC for graduates from the classes of 2006 through 2010. Matched data—including, but not limited to, indicators of full- and part-time status, school name and state, school type (private/public), school level (two- or four-year), and completion status—have been incorporated into the LDS. Final testing is in progress. Received guidance related to the SFSF reporting requirements. Report design is in progress to define the layout and additional columns needed in the data warehouse to support the reporting. Data for the adjusted cohort (related to c11) will be available starting with the 2009-10 cohort. Initial reports will be released in a secure manner directly to DPI and districts through an online	No	No							No
7	Comprehensive Education Portal	Operational	7/1/2011	10/9/2013		11/7/2013 - Melissa Straw - The WISEdash Public Portal was released statewide on October 9th, 2013. http://wisedash.dpi.wi.gov 11/7/2013 - Melissa Straw - With the WISEdash for Districts release in September 2012 7.2 was operational. With the WISEdash Public Portal release in October 2013 7.1 was operational. This closes the Comprehensive Education Portal outcome for this grant, however, we will be continuing work related to Education data portals, linking data, and interoperability in our LDS ARRA grant. 3/28/2013 - Melissa Straw - We are continuing to work on the public version of WISEdash. At this time we are planning a soft release in June 2013. 5/2/2012 - - A separate initiative is in progress to begin work on a Wisconsin Educator Resource Portal. 8/31/2011 - - Overall we feel that we have taken steps towards a Comprehensive Education Portal for Wisconsin. To start, we have built a secure landing page for users of our secure reporting tools. This landing page enables users, with one login, to access all secure reporting tools they can access based on their assignments in ASM, the Application Security Manager or our Delegated Administration tool for districts. In addition, we feel that the	No	No							No
7.1	Build and Implement Secured Wisconsin Education Portal	Operational	7/1/2011	#####		3/5/2013 - Melissa Straw - The team has built and implemented the first peice of a secure Wisconsin Education Portal where users use one login page and one username/password to access multiple tools including security applications (ASM), data collection applications (school directory), special education applications (IEP PTP), and data dashboard and reporting applications (MDAT, SAFE, WISEdash). Additional peices of the secured portal will be completed within a scope of work called WISElearn introduced in the 2013-15 biennial budget request. This work is outside of the scope of this grant. We will continue to add tools and resources to the current 'secure home portal' as we move forward with additional data warehouse and reporting initiatives associated with our Wisconsin LDS. 10/23/2012 - Melissa Straw - We have re-purposed two vacancies for this effort, one for managing the learning management system and the other a LAMP programmer. The former has been hired and begins 9/10/12 and the latter has an employment offer now proposed to them. The agency 2013-15 budget request will include additional support for this effort. 9/6/2012 - Kurt Kiefer - We have held one internal planning discussion. We have met with education organization partners to generate their support. We have re-purposed two	No	No							No

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7.2	Build and Implement Public Wisconsin Education Portal	Operational	9/4/2012	10/9/2013		<p>11/5/2013 - Melissa Straw - The WISEdash Public Portal was released statewide on October 9th, 2013. http://wisedash.dpi.wi.gov</p> <p>9/4/2013 - Melissa Straw - The team continues to work on the many tasks to implement a public version of WISEdash. The soft release between June and August was very successful and we received a lot of good feedback. We are very close to a full public release rollout. Most of the technical tasks are in the final stages of implementation. We are currently working on the documentation, webpage presence, help desk items, and communication planning/documentation. With this project WINSS will eventually be phased out as DPI's public reporting tool.</p> <p>5/1/2013 - Melissa Straw - The team continues to work on the many tasks to implement a public version of WISEdash. These tasks include technical components such as infrastructure, data loading, redaction, and dashboard development in addition to communication, help desk, and transition planning. We are currently planning a soft release to DPI staff in June before releasing to the public later this year. With this project WINSS will eventually be phased out as DPI's public reporting tool.</p> <p>3/28/2013 - Melissa Straw - We are continuing to work on the public version of WISEdash. At this time we are planning a soft release in June 2013.</p>	No	No								No