

**Idaho State Department of Education
Reporting and Analysis System Vendor Selection**



May 23, 2010



Table of Contents

Overview	3
Vision.....	3
Vendor/Product Research and Selection.....	4
Advisory Group.....	5
Scoring Rubric	6
Conclusion	7
Advisory Group Scores.....	9
Total Points by Vendor.....	10
Summary of Scores	11
Schoolnet Points by Advisory Group Member.....	12
SunGard Points by Advisory Group Member.....	13
Mileposts Points by Advisory Group Member	14
Appendix A – ISEE Overview Diagram.....	15
Appendix B - Scoring Rubric.....	16
Appendix C - Advisory Group Comments.....	20
Appendix D - Requirements Impacting SLDS product selection	26
Appendix E - ARRA SFSF Education Reform Assurances.....	27
Appendix F - Idaho SDE ARRA Spending Recommendations.....	29
Appendix G - Reporting and Analysis System Request for Information	35



Idaho State Department of Education Vendor Selection Reporting and Analysis System Vendor

Overview

The Idaho State Board of Education was the recipient of a Statewide Longitudinal Data System (SLDS) grant in May of 2009. The grant funds are dedicated to the development of a K-12 data system; therefore, it is being managed by the Idaho State Department of Education. The \$5.9 million grant requires the collection of data from school districts, creation of a longitudinal data warehouse and deployment of a Reporting and Analysis System. The K-12 SLDS is named the Idaho System for Education Excellence (I.S.E.E). More information on the SLDS grant is available at <http://nces.ed.gov/programs/slids/stateinfo.asp> and <http://www.sde.idaho.gov/site/isee/>.

A Reporting and Analysis System function of I.S.E.E. is the display of student assessment information to teachers. Other data system functions include: the transfer of information as students migrate between school districts (via the "Digital Backpack") and the collaboration of education stakeholders.

Additional requirements have been added to the original SLDS system design (as outlined in the current SLDS grant) as a result of State and Federal actions. Including:

- Passage of House Bill 493, Mastery Advancement Pilot Program which requires delivery of end-of-course assessments to students.
<http://legislature.idaho.gov/legislation/2010/H0493.pdf>
- American Recovery and Reinvestment Act, State Stabilization Funds requirements which stipulate specific PK-16 data system capabilities which must be implemented by September of 2011. These capabilities are detailed in the America COMPETES Act. More details are at <http://www.sde.idaho.gov/site/arra/>
- SLDS grant CFDA #84.384A (currently pending awardees' announcements) which funds formative assessment capabilities.

The I.S.E.E. does not replace current school district data systems; it is a separate State data system that facilitates the collection, analysis and distribution of information from district data systems.

Vision

The I.S.E.E. is intended to facilitate Superintendent of Public Instruction Tom Luna's vision.

"Every parent and educator will have access to the data they need to guide instruction on a daily basis and measure the academic progress of all students."



Vendor/Product Research and Selection

The selection of a Reporting and Analysis System product was the result of longitudinal data system planning that began approximately one year ago upon receipt of the SLDS grant. The Idaho State Department of Education Information Technology Group communicated with SDE staff and other states to create system requirements, evaluate potential vendors and narrow the potential vendor field to a small group of qualified products. The process culminated in vendor reviews of three finalists by an Advisory Group based upon the year-long investigation of reporting modalities (i.e. policy/research versus classroom use) and potential vendor market segments (i.e. Business Intelligence, Application Development, IT Consulting Groups, Value Added Resellers, Learning Management Systems, Instructional Management Systems). Phone calls, conference calls, webinars, an initial round of vendor presentations and a final session of product presentations were all used as part of the investigation and decision-making process. Current Idaho school district vendors/products were included in the research, including Mileposts, Lumen, Pearson, Infinite Campus and Spectrum K-12.

In reviewing potential products, the SDE IT group referenced Federal requirements (current SLDS grant, ARRA SFSF grant, pending SLDS grant, EDfacts reporting, Race to the Top RFA), school district feedback, other states' feedback, initial vendor fair feedback (July 19, 2009), other SDE/state(s) initiatives (i.e. Common Core State Standards) and internal information system requests. Vendors were evaluated using the State Department of Education vendor/product selection process, which included analysis of their ability to impact student learning through broad adoption by teachers of their system, ability to fulfill current and anticipated reporting needs (local, State and Federal requirements), with consideration of architectural fit into SDE IT systems, deployment history, scalability, support capabilities, customer feedback (their customers), and other responses to the Request for Information (RFI).

Three finalists were reviewed by an educational stakeholder Advisory Group on April 29, 2010. The Advisory Group was formed to facilitate the inclusion of educational stakeholder needs into the design and deployment of the I.S.E.E. longitudinal data system. Advisory Group input was included as part of the product selection evaluation in the final decision by the Idaho State Department of Education.

The research of software products to provide data to the classroom started with the SLDS grant award in May of 2009. Below are some key milestones in the product research process.

- May 1, 2009: NCES SLDS Grant award to Idaho-\$5.9 million
- August 8, 2009: Annual Superintendents meeting, Mileposts suggested as potential product
- September 24, 2009: Visit to Blaine County to review Mileposts system
- July 16, 2009: Initial Vendor Fair at the Idaho SDE
- January 25, 2010: Request for Information (RFI) released
- May 10, 2010: Finalist selected from RFI responses



- April 29, 2010: Product presentations to Advisory Group
- May 5, 2010: Advisory Group scores evaluated, SDE team reviews scores, and technical capabilities of vendors. Schoolnet selected

From the RFI responses, three products were selected for review on April 29, 2010 by an SLDS Advisory Group: Schoolnet, SunGard Performance Plus and Blaine County Mileposts. The vendors selected for final review have a track record of providing student information to the classroom. Two of the three finalists are commercial organizations who were selected for the match between their capabilities (both product capabilities and deployment/support capabilities), one finalist was selected for their strong “Buy Idaho” messaging and support from seven Idaho school districts (current or near term customers).

Advisory Group

The Idaho State Department of Education created the Advisory Group to gather the input of educational stakeholders on the non-technical review of potential vendor capabilities. It consisted of sixteen people from multiple stakeholder roles. Roles included: Trustees, Superintendents, Principals, Teachers, Parents, District IT, and the business community. On April 29, 2010 vendors presented product information to the Advisory Group.

The Advisory Group role was outlined in a preparatory presentation as:

- Review and provide feedback regarding vendor capabilities specific to your educational stakeholder role. Such as: “What impact could this system contribute to improved student learning?”, “Adoptability of system by various users, including ease of use and pertinence of information”, “Provide a user point of view”.

The desired system capabilities were outlined in a preparatory presentation as:

- Formative and summative assessments to the classroom. Lesson plan creation, Professional Learning Communities (PLCs), collaboration, support of 21st Century Skills
- State tests to the classroom (ISAT etc.)
- Robust reporting capabilities
- Intuitive user interface

The Idaho State Department of Education created the Advisory Group by inviting officers of the Idaho School Boards Association (ISBA), Idaho Association of School Administrators (IASA) and Idaho Parent Teacher (Idaho PTA) organizations. Additionally, we accepted suggestions from the Executive Directors of the ISBA, Idaho State Superintendents Association (ISSA), and SDE senior staff. The goal of Advisory Group membership was to form a representative sample from each educational stakeholder group for review of the potential products to gather perspectives from each stakeholder group. Prior to the presentations, Advisory Group members received pre-reading materials, including a presentation regarding how the products fit within longitudinal data plans. They also received a scoring rubric to record their opinions of the product capabilities. There were also six conference calls scheduled prior to April 29 for



Advisory Group members to ask questions and prepare for the presentations. On the morning of April 29, each vendor provided an overview of their product to the entire Advisory Group, focusing on how their product could assist Idaho schools increase student achievement. In the afternoon, the Advisory Group was divided into three smaller groups (sub-groups), based upon similar roles where possible. Each Advisory sub-group visited with each vendor for a detailed discussion regarding the product capabilities specific to the educational system roles of the sub-group members.

The following roles were represented on the Advisory Group:

- Trustees (3)
- Superintendents (1), two planned - one late cancellation
- Principals (2) three planned - one did not show
- Parents (PTA) (3) two planned – one late addition
- Teachers (3)
- Charter school (1)
- IT directors/technical (2)
- BSU Center for School Improvement (1)
- Idaho Industry (2) (Idaho Innovation Council, one at large)
- National Center For Educational Statistics Forum member (1)

The number of roles represented do not total to the number of participants as some participants play multiple roles in education. Sixteen people participated on the Advisory Group; fifteen submitted scored rubrics (one submitted comments only). The Idaho State Department of Education was not represented on the Advisory Group.

Scoring Rubric

A scoring rubric was created to capture Advisory Group feedback in non-technical, stakeholder language. The rubric was based upon the following: the RFI issued on January 25, 2010, current SLDS grant requirements, the submitted SLDS grant application (December 4, 2009), American Recovery and Reinvestment State Fiscal Stabilization Fund (ARRA SFSF) requirements, America COMPETES Act, potential Race To The Top requirements and feedback from the July 19, 2009 vendor fair at the SDE.

The scoring rubric covered twelve potential system capabilities:

1. Ease of use, clarity of information
2. Student learning plans
3. Feedback on student learning during a course of instruction



4. Assists in matching of instructional content to student need/abilities, in support of individualized instruction
5. Facilitates collaboration and communication among people involved in student learning
6. Extends learning outside of traditional brick and mortar environments
7. Online learning, E-learning, digital content supported
8. Increased instructional contact time by digitally organizing instructional materials
9. Information can be extracted and formatted with content specific to stakeholders
10. People can work together to share best practices and continuously improve their skills
11. Professional development, human capital management
12. Ability to impact large portion of educational processes

A copy of the scoring rubric is provided in the appendices.

The scoring rubric was intentionally broad in scope. At the time of its creation, the Idaho State Department of Education had two pending Federal grant applications, both of which required the deployment of a robust Learning Management System (LMS). The rubric was designed to assist in the selection of a vendor across multiple funding/requirement scenarios.

The scoring rubric does not contain an evaluation of technical capabilities of potential vendors. The SDE IT team reviewed potential vendors for system fit into SDE systems.

In addition to Advisory Group scores (quantitative feedback), the qualitative feedback via comments was also collected. The appendices detail Advisory Group member comments.

Conclusion

The final vendor selection was made by the Idaho State Department of Education, using the feedback from the Advisory Group as part of the decision-making process.

Advisory Group members clearly preferred Schoolnet (per their rubric scoring).

- Schoolnet scored highest overall with 816 points out of 960 points.
- Schoolnet scored highest in all twelve of the rubric capabilities.
- Schoolnet was scored highest by fourteen of the fifteen raters.
- SunGard was the second choice with 462.5 points
- Mileposts finished third with 418 points.
- The difference between the highest scoring product and the lowest scoring product is almost 200%.

Detailed information on Advisory Group member scores is included in the appendices.



As stated previously, the current \$5.9 million grant requires the collection of data from school districts, creation of a longitudinal data warehouse and deployment of a Reporting and Analysis System. The Reporting and Analysis System functionality of I.S.E.E. is designed to support the display of student assessment information to teachers.

Additional requirements have been added to the SLDS system design (as outlined in the current SLDS grant) as a result of State and Federal actions. Including:

- Passage of House Bill 493, Mastery Advancement Pilot Program which requires delivery of end of course assessments to students.
- American Recovery and Reinvestment Act, State Stabilization Funds requirements which stipulate specific PK-16 data system capabilities which must be implemented by September of 2011.
- SLDS grant CFDA #84.384A (currently pending awardees' announcements) which funds formative assessment capabilities.

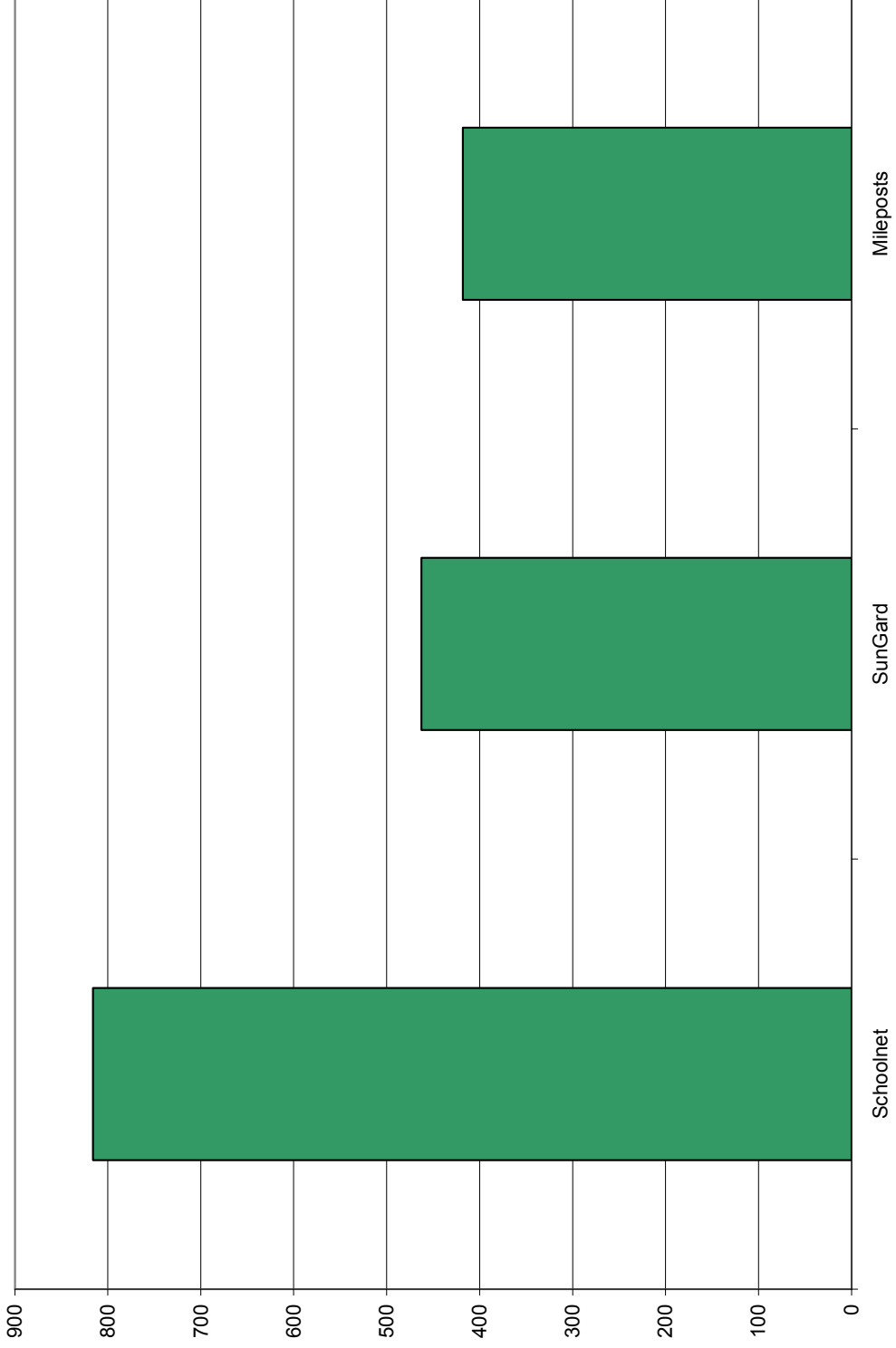
Based upon the conditions stated above, and as the result of a lengthy and extensive selection process, which included input from multiple school districts and various roles within the school districts, the Idaho State Department of Education has selected Schoolnet as a preferred vendor in the development of Idaho's Statewide Longitudinal Data System.



Advisory Group Scores



Total Points by Vendor





Summary of Scores Summary

Total Points Possible: 960

	Total Vendor Points	Percent of Total
Schoolnet	816	85%
SunGard	462.5	48%
Mileposts	418	44%

Highest points for capability
Lowest points for capability

Points by Capability

	Schoolnet	SunGard	Mileposts
1. Ease of use, clarity	71	35.5	60
2. Student learning plans	72	49	58
3. Feedback on learning during course of instruction	71	58	40
4. Assists in matching of instructional content to student	69	44	40
5. Facilitates collaboration and communication	70	43	31.5
6. Extends learnings	64	28	25
7. On-line learning, digital content	57	30	13
8. Increased instructional contact time	68	37	19
9. Information formatted to stakeholder	71	41	39.5
10. People can work together, best practices etc.	68	38	29.5
11. Professional development	64	20	30.5
12. Ability to impact educational processes	71	39	32
Total	816	462.5	418

Note: One Rater did not provide numeric scores, only comments. One Rater only provided scores for one vendor.



Schoolnet Points by Advisory Group Member

Schoolnet

Total Points

Advisory Group Member

816

Capability

1. Ease of use, clarity
2. Student learning plans
3. Feedback on learning during course of instruction
4. Assists in matching of instructional content to student
5. Facilitates collaboration and communication
6. Extends learnings
7. On-line learning, digital content
8. Increased instructional contact time
9. Information formatted to stakeholder
10. People can work together, best practices etc.
11. Professional development
12. Ability to impact educational processes

Total Points

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Total Points
1. Ease of use, clarity	5	5	5	5	5	3	5	5	5	4	5	4	5	5	5	5	71
2. Student learning plans	5	5	5	5	5	5	5	5	4	4	5	4	5	5	5	5	72
3. Feedback on learning during course of instruction	5	5	5	5	5	3	5	5	5	5	4	4	5	5	5	5	71
4. Assists in matching of instructional content to student	5	4	5	5	5	5	5	5	4	5	4	4	5	4	4	4	69
5. Facilitates collaboration and communication	5	5	5	5	5	4	5	5	4	4	5	4	5	5	4	4	70
6. Extends learnings	5	4	5	5	5	4	5	5	4	3	4	3	5	3	4	4	64
7. On-line learning, digital content	0	5	5	0	5	4	5	5	4	4	4	4	5	4	3	3	57
8. Increased instructional contact time	5	5	5	5	5	4	5	5	5	3	4	4	5	4	4	4	68
9. Information formatted to stakeholder	5	5	5	5	5	4	5	5	5	3	5	4	5	5	5	5	71
10. People can work together, best practices etc.	5	4	5	5	5	4	5	4	4	4	4	4	4	5	5	5	68
11. Professional development	5	3	5	5	5	4	5	5	5	4	4	4	0	5	5	4	64
12. Ability to impact educational processes	5	5	5	5	5	5	5	5	4	4	4	4	4	5	5	5	71
Averages/Total	4.6	4.6	5.0	4.6	5.0	4.1	5.0	4.9	4.4	3.9	4.3	3.6	5.0	4.6	4.4	4.4	816



SunGard Points by Advisory Group Member

SunGard Performance Plus

Total Points	Advisory Group Member																Total Points	
	463	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		16
Capability																		
1. Ease of use, clarity	3	3	3	1	3	2	0	3.5	3	3	3	3	1	2	3	2		35.5
2. Student learning plans	4	4	4	5	5	4	0	4	4	4	2	3	3	0	3	3		49
3. Feedback on learning during course of instruction	5	4	4	4	5	5	0	5	3	4	5	4	4	4	4	2		58
4. Assists in matching of instructional content to student	3	3	4	1	5	5	0	3	3	5	1	3	3	2	3			44
5. Facilitates collaboration and communication	4	3	3	1	4	4	0	3	3	3	3	3	4	3	2			43
6. Extends learnings	3	0	4	1	0	3	0	3	2	2	1	3	2	1	3			28
7. On-line learning, digital content	0	3	4	0	5	4	0	1	0	0	2	3	3	3	2			30
8. Increased instructional contact time	3	0	3	0	5	5	0	0	3	3	4	3	3	3	2			37
9. Information formatted to stakeholder	5	4	2	0	5	3	0	2	0	4	3	3	5	3	2			41
10. People can work together, best practices etc.	4	3	2	0	5	3	0	3	0	3	3	3	5	2	2			38
11. Professional development	3	0	2	0	0	3	0	2	0	3	1	2	1	1	2			20
12. Ability to impact educational processes	4	3	3	0	5	4	0	3	0	2	4	3	4	2	2			39
Averages/Total	3.4	2.5	3.2	1.1	3.9	3.8	0.0	2.7	1.8	3.0	2.7	2.8	3.3	2.3	2.3			462.5



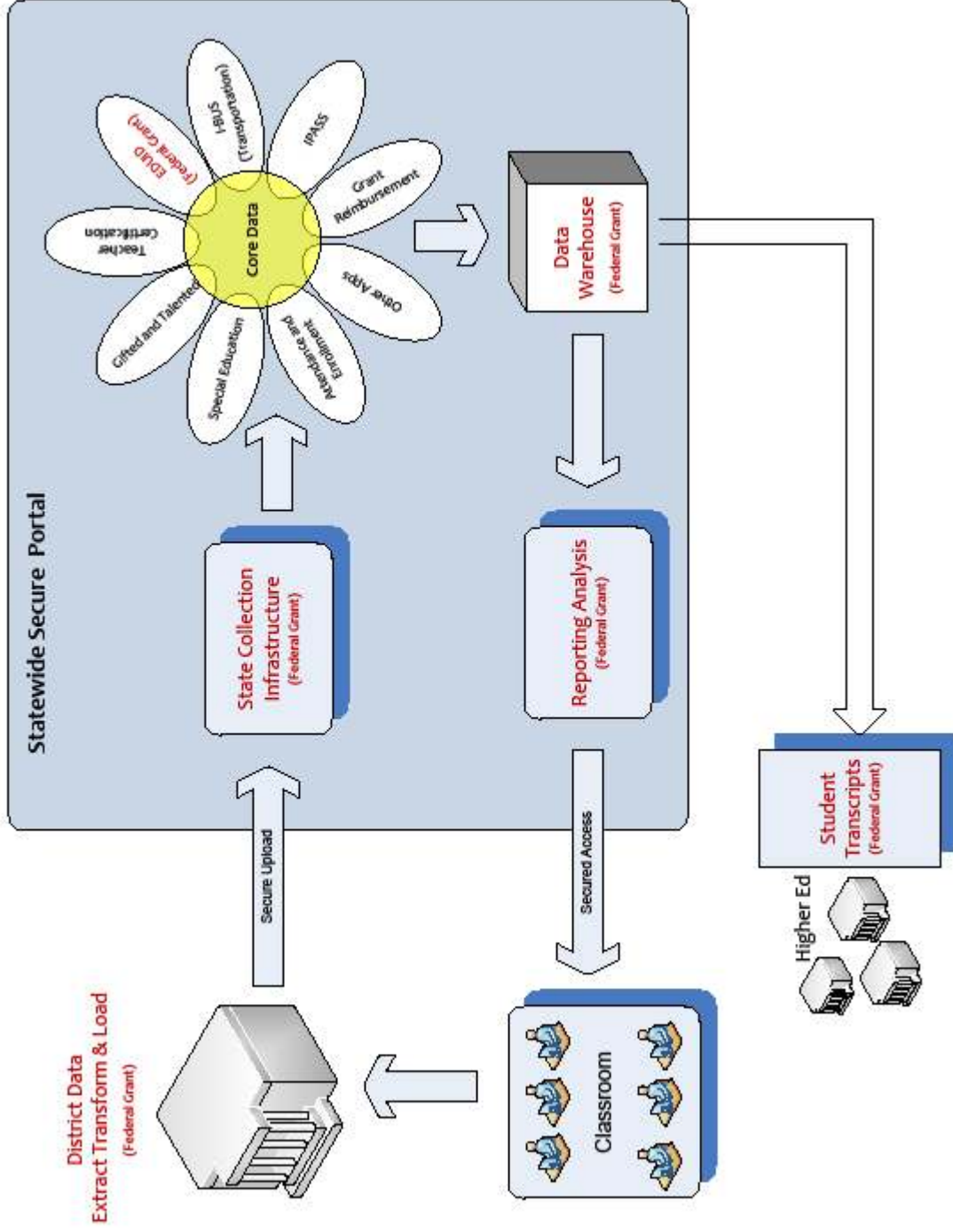
Mileposts Points by Advisory Group Member

Mileposts

Mileposts	Advisory Group Member												Total Points				
	1	2	3	4	5	6	7	8	9	10	11	12		13	14	15	16
Total Points	418																
Capability																	
1. Ease of use, clarity	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	60
2. Student learning plans	5	3	3	5	4	5	0	5	4		5	5	4	5	3	4	58
3. Feedback on learning during course of instruction	5	4	4	5	5	4	0	5	5	4	4	5	2	3	3	4	40
4. Assists in matching of instructional content to student	2	3	4	5	5	4	0	1	4	3	3	1	1	3	1	3	40
5. Facilitates collaboration and communication	3	3	4	5	5	5	0	1	0	0	0	3	2	2	4	3	40
6. Extends learnings	4	2	2	1	5	4	0	2	0	0	0	2.5	2	1	3	3	31.5
7. On-line learning, digital content	3	2	1	1	5	4	0	3	0	0	0	1	1	1	1	2	25
8. Increased instructional contact time	0	2	1	0	0	3	0	1	0	0	0	1	1	1	1	2	13
9. Information formatted to stakeholder	2	0	2	0	4	4	0	2	0	0	0	1	1	1	1	1	19
10. People can work together, best practices etc.	5	1.5	2	0	5	5	0	2	0	4	5	2	3	4	1	1	39.5
11. Professional development	0	2.5	2	0	5	5	0	2	0	0	0	3	2	1	3	4	29.5
12. Ability to impact educational processes	3	1.5	1	0	5	5	0	2	0	3	3	3	2	1	1	3	30.5
Averages/Total	4	0	2	0	5	4	0	4	0	3	2	2	2	1	1	4	32
	3.0	2.0	2.3	1.8	4.4	4.3	0.0	2.5	1.1	1.8	2.7	1.8	1.9	2.2	2.8	2.8	418

Appendix A – ISEE Overview Diagram

Idaho System for Educational Excellence (ISEE)



Appendix B - Scoring Rubric

Name: _____ Title: _____

Vendor Name

Scoring: 1-5 scale. 1= does not meet expectations, 3= meets expectations, 5= exceeds expectations (circle one)

Capability	Description	Score	Notes by Area of Interest
1) Ease of use, clarity of information	<ul style="list-style-type: none"> ✓ User interface is intuitive. ✓ Visually appealing. ✓ Logical design. ✓ Minimal training requirements. ✓ “Adoptability” (will people use it). 	5 4 3 2 1	
2) Student learning plans	<ul style="list-style-type: none"> ✓ Supports individual learning plans for each student. ✓ Identifies responsibilities of each participant in learning (student, teacher, and parent). ✓ Captures broad scope of student achievement information, over time. ✓ Stores student portfolio of work. ✓ Supports commonality of student data across systems. ✓ Compares student learning achievement to goals. 	5 4 3 2 1	

Name: _____ **Title** _____

Vendor Name _____

Scoring: 1-5 scale. 1= does not meet expectations, 3= meets expectations, 5= exceeds expectations (circle one)

Capability	Description	Score	Notes by Area of Interest
3) Feedback on student learning during a course of instruction	<ul style="list-style-type: none"> ✓ Formative assessment creation, scoring, and sharing. ✓ Pre-defined and “on the fly” formative assessments? ✓ Trends student scores to the item level ✓ Electronically scores assessment ✓ Supports multiple formats of assessment creation and delivery. Such as bubble sheets, computer based (on-line), clickers (interactive devices). ✓ Allows comparison of student learning across sets of students and to benchmarks (including international). 	5 4 3 2 1	
4) Assists in matching of instructional content to student need/abilities, in support of individualized learning	<ul style="list-style-type: none"> ✓ Formative and summative assessment data used to suggest curriculum and other learning tools. 	5 4 3 2 1	
5) Facilitates collaboration and communication among people involved in student learning	<ul style="list-style-type: none"> ✓ Ability to deliver student data to students, parents, mentors, administrators. ✓ On line access to student learning plans. ✓ Stores and displays formative assessments, benchmark assessments, annual assessments, daily lesson plans, homework (including recommended at home work). ✓ Automates electronic notification (e.g. email, text messages) of student activity such as; scores below pre-established goals, failing grades, attendance/tardy. 	5 4 3 2 1	
6) Extends learning outside of traditional brick and mortar environments	<ul style="list-style-type: none"> ✓ Delivers curriculum into non-classroom environment. ✓ Can be utilized by non-instructors to guide student learning (parents, mentors). 	5 4 3 2 1	

Name: _____ **Title** _____

Vendor Name _____

Scoring: 1-5 scale. 1= does not meet expectations, 3= meets expectations, 5= exceeds expectations (circle one)

Capability	Description	Score	Notes by Area of Interest
7) On-line learning, E-learning, digital content supported	<ul style="list-style-type: none"> ✓ Allows digital multimedia and/or online content in lesson plans via hyperlinks or system storage. Such as Discovery Channel and Plato. ✓ Integrates with on line learning environments and digital content. ✓ Agnostic to digital content providers. (SCORM and/or Common Cartridge compliant). 	<p>5 4 3 2 1</p>	
8) Increased instructional contact time by digitally organizing instructional materials	<ul style="list-style-type: none"> ✓ Organizes lesson plans (including digital content) into pacing calendar with linkage between lesson plans, curriculum and standards. ✓ Stream lines non teaching tasks to provide for additional instructional time per student. ✓ Automated grading. ✓ Integrates with Smart Boards and other classroom technology. 	<p>5 4 3 2 1</p>	
9) Information can be extracted and formatted with content specific to stakeholders	<ul style="list-style-type: none"> ✓ Key Performance Indicators organized into pre structured dashboard for student, parents, teachers, principals, superintendents, trustees, legislators. ✓ Reporting capabilities for teachers, parents, principals, superintendents, trustees, other administrators. ✓ “Pre-canned” reporting. ✓ Data mining, “ad hoc” capabilities. ✓ Actual vs. plan comparisons. 	<p>5 4 3 2 1</p>	
10) People can work together to share best practices and continuously improve their skills	<ul style="list-style-type: none"> ✓ Supports on line environment for teachers to share best practices, such as lesson plans, digital content, and assessments (Professional Learning Communities). ✓ Wiki capabilities. 	<p>5 4 3 2 1</p>	

Name: _____ **Title** _____

Vendor Name _____

Scoring: 1-5 scale. 1= does not meet expectations, 3= meets expectations, 5= exceeds expectations (circle one)

Capability	Description	Score	Notes by Area of Interest
11) Professional development, human capital management	<ul style="list-style-type: none"> ✓ Creates and monitors teacher development plans. ✓ Tracks professional development accomplishments/certifications. ✓ Can use student growth to recommend professional development activities. 	5 4 3 2 1	
12) Ability to impact large portion of educational processes	<ul style="list-style-type: none"> ✓ Broad scope of services. ✓ Comprehensiveness. ✓ Could integrate/replace current disparate systems. 	5 4 3 2 1	

Appendix C - Advisory Group Comments

Schoolnet Comments

- ❖ Many capabilities with much flexibility
- ❖ Appears to be user friendly and a potential good fit for Idaho
- ❖ 120 employees in 17 states, product on 11th generation. Over 300 school districts, 4 million students served.
- ❖ Experience with large scale implementation
- ❖ Award winning software
- ❖ In alignment with Race to the Top
- ❖ Various login/access portals/dashboards
- ❖ Have the ability to use “local language” within system
- ❖ Love that it gets down to concept mastery, leads to differentiated class lists
- ❖ Flow between assessment, lesson planner,
- ❖ Grade book with parent notification (do you have to use this? Could it sync with existing GB systems? Ex. Powerschool?)
- ❖ Excellent explanation of RTI and how software links
- ❖ Leveled abilities (ex. High tech reports for business/com. sector)
- ❖ This one seems to have it all, but in a very user friendly format
- ❖ They have well thought out a roll out plan for Idaho. Appreciate the focus on this.
- ❖ The only group that asked participants to introduce themselves. Very personable team and presentation. Professional yet user friendly marketing materials. I believe they could be a good fit for Idaho educators. They were fun and really “connected”.
- ❖ Automatic test creation
- ❖ Productive assessment engine
- ❖ I like their method of showing performance % - benchmarks
- ❖ Perhaps high cost for initial and future support/access?
- ❖ Company pitch very impressive and good indicator of how they operate, however, we should get extensive references on how they support clients – ideally in similar Western states
- ❖ What is average time to deployment & project plan (sample)
- ❖ One concern might be their relative lack of experience with state initiatives
- ❖ Nice dashboard
- ❖ Lesson plan management
- ❖ No test question bank but can be created or uploaded
- ❖ Performance indicators easy to see
- ❖ I liked the organization of the software – lots of “zero” click data
- ❖ Very impressive product. No matter what we get, we will want more.
- ❖ Scored a “4” on the features, we did not have enough time to explore completely
- ❖ Did not see anything with regard to Individualized Learning Plan (RTI). How does progress monitoring data get linked to this software?
- ❖ This looks very similar to the program our District already uses, why and how will this benefit us?
- ❖ Modular approach

- ❖ Local control and flexibility
- ❖ Parent notification and triggers feature is a nice touch for parents
- ❖ How much training would be available to teachers for incorporating lessons, curriculum maps and assessments
- ❖ Digital data coach for school teams – Certification Program (online professional development)
- ❖ Technical assistance track record?
- ❖ Allows for authentic assessments to be used as data
- ❖ Notes area – extensive. Can roll over year to year.
- ❖ RTI module being released this summer.
- ❖ Really nice interactive reporting – context sensitive to level using it
- ❖ Statewide – multi local deployment
- ❖ This is my favorite of the 3
- ❖ RTI released this summer. Will not do fax.
- ❖ The assessment part of this software would be one of the best things the state could buy. A way to quickly assess student performance on standards and have that data quickly returned to teachers would greatly help schools who cannot afford software like this. The ability to share lesson plans, tests, and questions across the state would be great. The ability to see how each teacher does at teaching standards would be great for administrators
- ❖ I think this vendor is the best choice. If I had the funding I would buy this for my district. It serves a need our district is lacking. I would love to be able to sync this directly with our SIS so it is always up to date
- ❖ Relatively mature company
- ❖ Local (SDE) maintenance – good – leverage IEN
- ❖ Never done a statewide install – risk factor
- ❖ This was the only product with anything even resembling a feature set that comprehensively matches the requirements
- ❖ Unless this product is wildly expensive compared to the others, its not even close. Schoolnet by a mile.
- ❖ If this were a fight (boxing) they'd stop it early
- ❖ Visually attractive
- ❖ Very strong and provides multiple years of data
- ❖ Connects well with state standards
- ❖ Most user friendly app of the 3

SunGard Comments

- ❖ Has many capabilities!
- ❖ Could be powerful
- ❖ User-friendly? Not sure.
- ❖ Good fit for Idaho? Not sure.
- ❖ Too much? Maybe.
- ❖ 3 modules: Performance Tracker, Assessment Builder, Curriculum Connector
- ❖ Experience with statewide initiatives (currently working with 5 States)
- ❖ Different access for different roles
- ❖ They enter all the student data
- ❖ Can export reports into Excel
- ❖ Impressive Test Bank/Builder feature. (work with Stiggins)
- ❖ Lesson Plan Builder with Curriculum maps (work with Heidi Hays-Jacobs
 - Impressive link to working with key researchers
- ❖ National connections and large scale abilities could be an advantage
- ❖ I felt anxious during the presentation. It seemed very complex. I believe that this type of presentation would be challenging to connect with Idaho Education leaders
- ❖ Experience with statewide initiatives
- ❖ Customize to specific needs of states – standards based
- ❖ Assessment builder
- ❖ Online assessment
- ❖ Curriculum as data?
- ❖ Presentation and approach not very impressive – very scattered, difficult to evaluate features
- ❖ Had to reference 3rd party (Cognos) for Adhoc reporting – pretty weak
- ❖ System probably fairly robust, but overall ease of use lacking
- ❖ Perhaps performance concerns? System seemed slow at times
- ❖ Comes down to decision between developing an “Idaho” product or a “Plug & Play” product
- ❖ Will the teachers in the classroom use it?
- ❖ Has a test bank of questions
- ❖ Standard reports – developed per state requirements
- ❖ Requires export/import of data
- ❖ This program seems to have lots of features, but may be more complicated than the teachers will want to deal with
- ❖ Lesson plan management
- ❖ By far my least favorite
- ❖ It was very difficult to score this product because it seems very cumbersome
- ❖ Allows the admin or the teacher to look at a specific standard and see how many times it’s been addressed. This is critical to the continuous growth and progress. If a standard is addressed several times (18, 28, etc.) and still students aren’t demonstrating mastery, instructional practices may need to be a focus.
- ❖ Person assisting with presentation struggled using the program – ease of use concern? Especially for non-technology oriented teachers/parents/etc...
- ❖ Curriculum mapping tool looks helpful, however it might encounter teachers resisting use unless required by administrators

- ❖ Do teachers have the choice to make their material available to others, or is it automatic? (yes)
- ❖ Is there a side-by-side report showing curriculum mapping frequency with student assessment performance? If so, is it limited to ISAT assessments?
- ❖ What % of teachers use curriculum mapping to make it an accurate admin evaluation tool?
- ❖ Experience managing state-wide initiatives
- ❖ Geared for teachers & admin (missing parents and students!)
- ❖ Curriculum analyzer really powerful
- ❖ Great for curriculum/assessment info as an overlay – does not appear to be a good comprehensive report
- ❖ Reports are pretty busy – dashboard is really needed
- ❖ Not hosted by state – hosted at Sungard
- ❖ Parent portal same as administrator – I don't think they will use it
- ❖ Does not sync to grade book
- ❖ Will be adding curriculum to match standards
- ❖ The system does not seem user friendly
- ❖ Has a lot of choices on one screen. That will turn some teachers off.
- ❖ Too many screens to filter data
- ❖ Upcoming dashboard looks good
- ❖ Upcoming integration of IEP is good
- ❖ Great ability to share lessons
- ❖ Not as visually appealing as Schoolnet
- ❖ Good toolbar with icons
- ❖ Don't believe teachers would use to the depth needed for success
- ❖ Maybe too cumbersome for classroom level
- ❖ Not clearly answering questions
- ❖ Long time to load pages
- ❖ Must have dashboard or user adoption will be very low
- ❖ I really didn't like either of their presentations. Thought the program looked cumbersome and reports – I couldn't figure out what they showed.
- ❖ Too many screens and too much info on each screen

Mileposts Comments

- ❖ Love the local connection and clear “Idaho Focus/Fit”.
- ❖ Seems very user friendly
- ❖ Does it have everything we want/need? Not sure.
- ❖ Capable to do a state roll-out? Not sure.
- ❖ Excellent presentation established the “why” behind the “how”
- ❖ Connected with the audience
- ❖ I think this is a nice tool for testing and assessment analysis but doesn’t have the curriculum and on-line capability. Good starter program. Maybe okay to start as we are just starting, but has a long way to go to get other capabilities desired.
- ❖ Valued trust and the Idaho “way” – I believe they would work well with Idaho leaders
- ❖ Built by teachers, for teachers. It is a philosophy.
- ❖ Mission, Vision, Goals – aligned curriculum and assessment – data system
- ❖ Decision matrix: Does it improve student learning, improve teacher efficiency, create collaborative culture, will teachers use it?
- ❖ State and District benchmarks embedded, RTI, IEP, 504’s – “Wizard” to create more
- ❖ Centrally stored data, web-based (no install required), easy integration
- ❖ Identifies curriculum concern, teacher strength and need, pinpoints PD needs
- ❖ Need to build (using 10 teachers) – lrn. cont., form. and sum. assessments, intervention probes. (Creates Idaho jobs – 80% of budget, 20 positions)
- ❖ Although I’m a big supporter of “Buying Idaho” – how much would the SDE be more of a “guinea pig” rather than a “client”?
- ❖ Results – BCSD decreased sped by 25%, significant ISAT growth in all areas
 - Growth in Caldwell and Gooding (loved the Dist. Testimonials)
- ❖ Advantage – already being used in 7-10 districts with 6 more coming on this fall. Reg. IV superintendent endorsement. Build on the momentum.
- ❖ Quick delivery of data
- ❖ No use of graphs
- ❖ An Idaho program – a plus
- ❖ I would love to advocate support for them, but not sure the \$’s would be best spent to basically fund a start-up. They are looking to fund and expansion rather than provide a very robust system now
- ❖ Big scalability and support concerns – can support large user base?
- ❖ They’ll basically customize for anything, anytime, which sounds good, but can be a big factor to cause instability in the software if always releasing fixes
- ❖ Look and feel of software is very basic – good and bad thing
- ❖ If we selected them, we shouldn’t fund at same level or get “lifetime” guarantee for no more future funding required as we’re basically funding a venture
- ❖ Idaho money going to Idaho jobs
- ❖ Depending on the purpose of this endeavor for our state, this program may be limited in its ability to help us change/tweak instruction to improve student achievement. The information currently provided is only summative. We need formative assessments to drive instruction. If the purpose is only to create a longitudinal data warehouse, student

achievement will not be impacted. It's a little concerning that this critical piece is not currently online. We'd be purchasing something we've not seen.

- ❖ Very teacher oriented
- ❖ We have to decide if we want to pay a state group to develop a program that would look and perform like Schoolnet, which is already developed
- ❖
- ❖ Synchs with SIS – web based
- ❖ Continuum in development
- ❖ I really like the 360 degree accountability concept
- ❖ Strong intervention piece
- ❖ So much of this program is in development it was hard to score but I like that it is teacher developed and poised to expand as we want
- ❖ Simplest of the programs but focus is clear
- ❖ Like how they went about developing the program – grassroots from Idaho for Idaho
- ❖ Accessibility for non-computerized households/low-income?
- ❖ Really like their philosophy
- ❖ Will hire Idahoans! 80% will go to Idaho jobs
- ❖ Are benchmarks limited to reading, language and math?
- ❖ Has Idaho connections, might have a better chance of teacher/admin buy-in
- ❖ Overall, this is your best bet for widespread adoption given the general teacher opinions and comfort level with using technology. Could be enhanced over time to include some of the more
- ❖ “Built” by educators
- ❖ Were able to roll out to additional districts
- ❖ No parent portal or component
- ❖ No curriculum delivery
- ❖ Appears to have desire to expand system but I have concerns about ability to support
- ❖ No parent portal
- ❖ No curriculum
- ❖ Will add parent portal
- ❖ Does not do much of what this evaluation suggests
- ❖ They say with money they could do all this
- ❖ I am concerned about their ability to do this
- ❖ I am conflicted. They seem to have a good system. They think they can build more. But the system isn't built.
- ❖ If SDE wants to buy a finished product then this is not a sufficient product. But if a SDE wants to customize a product then I think they might be able to pull it off.
- ❖ However the “pay us and we will build it” may be too ISIMS like? I think the risks are too great and I have a difficult time justifying this as the package of choice.
- ❖ Really liked this group and saw the “possibility” of a great program
- ❖ “Scared” to put the \$ out there without seeing the program in whole

Appendix D - Requirements Impacting SLDS product selection

In April of 2009 Governor Otter submitted a Federal application for \$491,000,000 in ARRA SFSE funding. The application was approved contingent upon a number of conditions, including the construction of a longitudinal data system that fulfills the capabilities outlined in the America COMPETES Act. The application requires Idaho to build a PK-16 longitudinal data system, current Idaho efforts are K-12 in scope. More information is available at <http://www.sde.idaho.gov/site/arra/>.

Idaho submitted a grant application in December of 2009 for Federal funding of a PK-16 longitudinal data system which included Learning Management System functionality.

Idaho submitted a Race to the Top application which included Learning Management system functionality. More information is available at <http://www.sde.idaho.gov/site/race/>

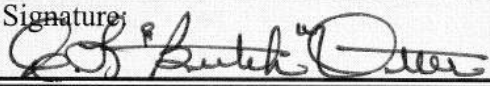
Passage of House Bill 493, Mastery Advancement Pilot Program which requires delivery of end of course assessments to students. <http://legislature.idaho.gov/legislation/2010/H0493.pdf>

Appendix E - ARRA SFSF Education Reform Assurances

PART 2: EDUCATION REFORM ASSURANCES

The Governor or his/her authorized representative assures the following:

- (1) The State will take actions to improve teacher effectiveness and comply with section 1111(b)(8)(C) of the Elementary and Secondary Education Act of 1965, as amended (ESEA) (20 U.S.C. 6311(b)(8)(C)) in order to address inequities in the distribution of highly qualified teachers between high- and low-poverty schools, and to ensure that low-income and minority children are not taught at higher rates than other children by inexperienced, unqualified, or out-of-field teachers. (*Achieving Equity in Teacher Distribution Assurance*)
- (2) The State will establish a longitudinal data system that includes the elements described in section 6401(e)(2)(D) of the America COMPETES Act (20 U.S.C. 9871(e)(2)(D)). (*Improving Collection and Use of Data Assurance*)
- (3) The State will –
 - (3.1) Enhance the quality of the academic assessments it administers pursuant to section 1111(b)(3) of the ESEA (20 U.S.C. 6311(b)(3)) through activities such as those described in section 6112(a) of the ESEA (20 U.S.C. 7301a(a)); (*Improving Assessments Assurance*)
 - (3.2) Comply with the requirements of paragraphs (3)(C)(ix) and (6) of section 1111(b) of the ESEA (20 U.S.C. 6311(b)) and section 612(a)(16) of the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1412(a)(16)) related to the inclusion of children with disabilities and limited English proficient students in State assessments, the development of valid and reliable assessments for those students, and the provision of accommodations that enable their participation in State assessments; (*Inclusion Assurance*) and
 - (3.3) Take steps to improve State academic content standards and student academic achievement standards consistent with section 6401(e)(1)(A)(ii) of the America COMPETES Act. (*Improving Standards Assurance*)
- (4) The State will ensure compliance with the requirements of section 1116(b)(7)(C)(iv) and section 1116(b)(8)(B) of the ESEA with respect to schools identified under these sections. (*Supporting Struggling Schools Assurance*)

Governor or Authorized Representative of the Governor (Printed Name):	
Governor C.L. "Butch" Otter	
Signature: 	Date: <i>April 24, 2009</i>

Appendix F - Idaho SDE ARRA Spending Recommendations



AMERICAN RECOVERY AND REINVESTMENT FUNDS
STRENGTHENING IDAHO SCHOOLS TO ENSURE QUALITY EDUCATION

Success Depends on Leadership, Judgment, Coordination and Communication
U.S. DEPARTMENT OF EDUCATION

Goal	College and Career Ready	Data Driven Programs and Processes	Teacher Effectiveness and Equitable Distribution of Highly Qualified Teachers	Intensive Support and Effective Interventions
<p>Funding from ESEA Title I Part A Estimated Stimulus Funding: \$34,907,298</p>	<p>Updated equipment and technology</p> <p>Credit recovery program</p> <p>Online dual credit courses for high school students</p> <p>Tutoring programs for ACT and SAT</p> <p>Financial support for secondary students to participate in college assessments (ACT/SAT)</p> <p>ACT 11th Grade Writing Portion</p> <p>STEM (Science, Technology, Engineering & Math) Program</p> <p>Transition Program for elementary students entering middle/junior high school</p> <p>Transition program for students entering junior/high school</p>	<p>Updated equipment and technology that enhances data analysis</p> <p>Implementation (and necessary training) of the WISE tool for School and District Improvement Planning</p> <p>Attendance at the SDE Sponsored School Improvement training related to the Wise Tool (2009-2010)</p> <p>Assessment Literacy Training for central office and building leadership</p> <p>Comprehensive Assessment System</p> <ul style="list-style-type: none"> • Screening • Diagnostic • Progress Monitoring <p>Universal Screening in Secondary Grades</p> <p>End of Course Assessments</p> <p>Assessment Calendar</p> <p>Modify the school schedule to allow for data/collaboration</p>	<p>Saving or creating teaching positions that support at-risk students</p> <p>Participation in the State Superintendent Network</p> <p>New Teacher Mentoring program</p> <p>Idaho Summer Institute of Best Practices</p> <p>Just in time professional development delivered by Instructional Coaches</p> <p>DWA Training</p> <p>DMA Training</p> <p>Sheltered Instruction Observation Protocol Training</p> <p>Response to Intervention Training</p> <p>Math Initiative Regional Specialist Development</p> <p>Principals Academy of Leadership participation</p>	<p>District wide summer school</p> <p>Extended day intervention programs for kindergarten</p> <p>Participation in the ELLA program (early literacy program for parents and primary students)</p> <p>Summer school for students struggling in mathematics using Apangea Math</p> <p>Family Math Nigh Math Kits</p> <p>After school intervention programs</p> <p>Additional Tutoring opportunities</p> <p>Evidence-based curricular materials</p> <p>Curriculum Mapping</p> <p>Curriculum Alignment Study</p>

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Goal	College and Career Ready	Data Driven Programs and Processes	Teacher Effectiveness and Equitable Distribution of Highly Qualified Teachers	Intensive Support and Effective Interventions
<p>Funding from ESEA Title I Part A Estimated Stimulus Funding: \$34,907,298</p>	<p>Support for new high school graduation requirements... 3 year math 3 year science Senior project</p> <p>Study guides for ISAT</p> <p>Science, Reading, Math, and Language Usage</p> <p>Creation and financial support of middle school accountability plan</p> <p>Institute or extend International Baccalaureate, Advance Placement courses</p> <p>Implement data-driven drop out prevention programs (attendance, progress reports, etc.)</p> <p>Outreach programs for neglected/delinquent students</p> <p>Expand the definition and identification of homeless students</p> <p>Additional counseling services in middle and high school</p>		<p>Online Professional Development Courses to be offered through the SDE and IDLA:</p> <ol style="list-style-type: none"> 1. Differentiating instruction to accommodate learning styles 2. Data-driven decision making 3. Transforming the classroom through project based learning 4. Instructional approaches for English language learners 5. Improving reading and writing in the content areas 6. Special students in regular classrooms 7. Science 2.0 Using Web Tools to promote inquiry based learning 8. Approaches and tools for developing web-enhanced lessons 9. Finding the best educational resources on the web 10. Classroom assessment enhanced by technology 11. Mathematics 12. Using models to understand fractions 13. The complexities of measurement 14. Algebraic thinking in elementary school 	<p>Hire distinguished educators (Milken Award Winners, Nationally Board Certified Teachers) to provide on site observation and consultation</p>

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Goal	College and Career Ready	Data Driven Programs and Processes	Teacher Effectiveness and Equitable Distribution of Highly Qualified Teachers	Intensive Support and Effective Interventions
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Appendix G - Reporting and Analysis System Request for Information

Idaho State Department of Education

***Request for Information
Idaho Reporting and Analysis System***

THIS IS NOT A SOLICITATION OR INVITATION TO BID

January 25, 2010



Request for Information
Idaho Reporting and Analysis System
January 25, 2010

Table of Contents

GENERAL INFORMATION	39
1.1 Objective	39
1.2 Requested information.....	41
2 PROJECTED APPLICATION REQUIREMENTS.....	43
2.1 Robust reporting capabilities (trend analysis, key performance indicators, standard reports, ad hoc reporting, etc.) from various sources	43
2.2 Student level ESEA assessment data to the classroom in a format conducive for teachers to evaluate instructional effectiveness and to individualize instruction	43
2.3 Individual student test history and profiles	43
2.4 Student Demographic data reporting.....	43
2.5 NCLB and associated EDEN/ED Facts reporting	43
2.6 Summative assessment development, delivery, scoring, presentation and analysis (beyond ESEA assessments).....	43
2.7 Formative assessments development, delivery, scoring, presentation and analysis	43
2.8 Instructional content management (online lesson plans, content, scope and sequence guides).....	44
2.9 Differentiated class instruction lists.....	44
2.10 Parental, student, educator and administrative secure access to student data	44
2.11 Curriculum management (standards identification, curriculum development and distribution).....	45
2.12 Lesson Plan management.....	45
2.13 Collaboration management	45
2.14 Individualized learning plan management	45
2.15 Intervention workflow (Response to Intervention (RTI) management)	45
2.16 Document storage and management (author tracking, check out, versioning, etc.).....	45
2.17 Professional development workflow and tracking.....	45

Request for Information
Idaho Reporting and Analysis System
January 25, 2010

2.18	Grade book reporting.....	46
2.19	Content for formative and summative testing, lesson plans, and curriculum.....	46
3	TECHNICAL SPECIFICATIONS	47
3.1	Scope of Work.....	47
3.2	Project Plan.....	47
3.3	Design	47
3.4	SDE Assumptions	49
3.5	Administrative Information	49
4	ADDRESS FOR RESPONSES	50

General Information

Objective

This is a request for information only, not a solicitation. No award will be made based upon the information received.

The Idaho State Department of Education (SDE) is requesting information regarding acquisition and implementation of a Reporting and Analysis System (RAS) for the State of Idaho as a part of the development of our Statewide Longitudinal Data System (SLDS).

The primary purpose of the RAS is the organization and presentation of educational information to Idaho educational stakeholders to improve education. SDE is gathering information on potential methodologies to utilize longitudinal student data for the purpose of increasing student learning through improved instructional methods, sharing of best practices, curriculum modifications and more informed education management and policy creation.

The Reporting and Analysis System must integrate into the Statewide Longitudinal Data System (SLDS), which has been named the Idaho System for Educational Excellence (ISEE). ISEE is currently under development.

Although our current focus is on reporting and analysis, we are looking for a product that can also deliver Learning Management System (LMS) functionality (termed “Local Instructional Improvement System” in “Race to the Top” grant documentation), that we anticipate implementing under future grants. To this end, SDE is researching RAS solutions with demonstrated and proven capabilities in providing some, or all of the following functionality:

Robust reporting capabilities (dashboards, Key Performance Indicators, trend analysis, standard reports and formats, ad hoc reporting, etc.) from a variety of sources

Student level Elementary and Secondary Education Act (ESEA) assessment data to the classroom in a format conducive for teachers to evaluate instructional effectiveness and to individualize instruction

Individual student test history and profiles

Student Demographic data reporting

NCLB and associated EDEN/ED Facts reporting

Summative assessment development, delivery, scoring, presentation and analysis (beyond ESEA assessments)

Formative assessments development, delivery, scoring, presentation and analysis

Instructional content management (online lesson plans, content, scope and sequence guides)

Differentiated class instruction lists

Secure access to appropriate student data for parent, student, educator, administrator, policy maker and researcher

Curriculum management (standards mapping, curriculum development and distribution)

Lesson Plan management

Collaboration management

Individualized learning plan management

Intervention workflow (Response to Intervention (RTI) management)

Document storage and management (author tracking, check out, versioning, etc.)

Professional development workflow and tracking

Grade book reporting

Content for formative and summative testing, lesson plans, and curriculum

Idaho is a local control state. Some school districts may choose not to utilize an implemented product. They may choose to utilize some, but not all of the components of a product. Many Idaho school districts are small with limited funds for robust technical solutions and limited local technical resources. Many schools have limited broadband connectivity. Proposed solutions should include functionality for these schools.

Requested information

The SDE requests the following information:

Products and services your organization can provide to meet the requirements listed above, and how the various products and services are interdependent. Are there specific "modules" or product segments with various degrees of functionality? Do they require other vendor functionality to meet the requirement?

Briefly describe your company, services, history, ownership, organizational structure, number of employees and other information you deem relevant. Please provide a contact person's name and telephone number for any clarifications.

Please provide audited corporate financial statements and other financial narratives or information that would help us understand your company's current financial stability.

Describe your company's operations in the State of Idaho as well as other U.S. States. If your company operates outside of the United States, please describe those operations as well. What work has been performed for government entities vs. private or public companies?

How capable is your organization of providing the solution described in this RFI? Please describe both your history and ability of furnishing and supporting such a solution, particularly on a statewide basis and/or large school district basis. Please indicate what your company has implemented within an eighteen month deployment timeframe that is germane to this RFI.

Describe your organization's capacity to assist the State of Idaho and Idaho LEAs in meeting the objectives outlined in the Race to the Top Fund CFDA number 84.395A, Section (C)(3) pertaining to "Using data to improve instruction".

What issues do you feel need to be addressed in order to assure a successful deployment of the solution?

From your experience in providing similar solutions, what lessons learned can you share with us?

Provide a detailed cost estimate for the recommended solution delineated by product module. Include proposed support costs or any other ongoing fees. This is a cost estimate only. Any information provided will be used to assist us in developing a budget for the acquisition. You will not be held to any information or prices provided.

How long do you estimate that it would take to deliver the solution you recommend in response to this RFI?

Describe any hardware and software required as part of the proposed the solution.

On what platform and language is your solution developed?

Indicate where associated data is stored and if version control is available.

Describe your company's support model. Include specifics regarding upgrades, patches and the new software version release methodology.

Describe any associated licensing agreements in detail (including agreement language).

Describe product versioning, increased functionality, customization options and any associated charges required or recommended for implementation.

Describe your company's delivery/implementation model, including processes for requirements gathering, development processes, technology standards, interoperability, etc.

How does your organization work to ensure high levels of adoption by the user community? What training methodologies do you propose? What system utilization monitoring tools do you employ?

What associations exist with other vendors, such as content providers? What is the nature of that relationship (exclusive marketing or interoperability agreements, including fee splits or referrals fees)? Are there any related education industry vendors or technologies with which you won't/cannot operate (you may exclude primary competitors from this list)?

What studies or other forms of measurement have been conducted and published that document increased student achievement as the result of your product or service?

What service level agreements is your organization willing to support (availability, performance, support response times, concurrent users, etc.)?

Projected Application Requirements

Robust reporting capabilities (trend analysis, key performance indicators, standard reports, ad hoc reporting, etc.) from various sources

Reports are expected to be intuitive, robust and informative. SDE needs the ability to report on summary data as well as granular data. The model of presenting standard, high level data with the ability to drill down to lower level data is appealing. Graphic reports should present data so that it is easily understood and visually interesting. Key Performance Indicators should be brought to the forefront in order to focus on areas of improvement that will have the most impact. The capability of trending is an essential element of reporting functionality. The reports need to be highly customizable utilizing a user friendly interface. The system needs to be able to report data from various data repositories utilizing standard IT protocols.

Student level ESEA assessment data to the classroom in a format conducive for teachers to evaluate instructional effectiveness and to individualize instruction

The SDE desires to provide all stored ESEA assessments for each student in an easy to use format into the student's current classroom for utilization by instructors for the individualization of instruction and instructional improvement. The SDE has historical ESEA assessment scores and desires to include this information in the RAS.

Individual student test history and profiles

The RAS functionality should include the ability to analyze and report on non ESEA assessment information as that information becomes available. Examples include college readiness tests (SAT, ACT etc), student transcription information, and grades by course.

Student Demographic data reporting

Reporting capabilities must include data on student demographics to support Federal EDEN/ED Facts reporting requirements.

NCLB and associated EDEN/ED Facts reporting

The SDE is very interested in devoting less time gathering and submitting data and reports and more time analyzing data to formulate and execute plans to improve education in Idaho. To this end, we are looking for a RAS that incorporates Federal report generation and reporting functionality in as automated a process as possible.

Summative assessment development, delivery, scoring, presentation and analysis (beyond ESEA assessments)

Summative testing leads to a separate level of benchmarking and aids in establishing programs that improve student achievement and professional development. This data also helps parents/guardians understand where their student needs to focus to improve marks or adjust educational tracks. This data also assists educators develop personal learning plans for their students. The system should be able to store, track and trend summative test data.

Formative assessments development, delivery, scoring, presentation and analysis

Formative assessment data provides students, educators, parents and administrators with benchmarking information and enables evaluation for sustained achievement. Measurement is

critical to improvement. Accurate and timely measurement will lead to accurate and timely instruction and, if required, remediation. The system should be able to store, track and trend formative test data.

In addition to the reporting functionality, the system should be able to facilitate test development, administration and scoring. The assessment functionality should incorporate standards based item banks.

Instructional content management (online lesson plans, content, scope and sequence guides)

Due to the extent of information that will be available to users, instructional content needs to be robust and easy to manage. The proposed solution should be able to store instructional content in an organized manner. Presentation of reports and data should be intuitive and consistent. Tools need to be easy use and find. Navigation within the product should be simple and user friendly. This will facilitate collaboration and re-use of the content.

Differentiated class instruction lists

Instructors have limited time and tools for daily evaluation of student achievement for the purpose of individualized learning plans and skills grouping within the classroom. Please provide information on your system's capabilities to use assessment information to partition student groups by subject proficiency for the purpose of differentiated instruction.

Parental, student, educator and administrative secure access to student data

SDE is in the process of implementing a portal that will be used for authentication, authorization and navigation for education related applications. Once authenticated and authorized the RAS will provide students, parents, educators and administrators with appropriate student level through state level (summary) education related data. With the proper security access, users should be able to see current and past data including, but not be limited to, the following:

Student's profile

Attendance

Grades

Assessment results

Learning plans

Educator notes

Disciplinary action

Remediation plan

Enrollment status

Educator and class information

Assignment product and results

Curriculum management (standards identification, curriculum development and distribution)

SDE is encouraging the adoption of a tool to assist schools in developing standards-based curriculum. Regardless of the adoption of a standard curriculum, SDE will provide a Curriculum Management System to Idaho districts in order to facilitate a consistent educational experience throughout the state.

Lesson Plan management

Good lesson plans are developed through a process of experience, research, hard work, and innovative thought. Sharing lesson plans among educators spurs creativity and also provides a place for recognition of accomplishment. This system will also help inexperienced educators develop a quality course within a quicker timeframe. SDE would like to have a system that provides collaboration capabilities to allow educators to submit, comment, add content and rate lesson plans either anonymously or identified as the user sees fit. System administrators need to be able to monitor submissions and comments for inappropriate content, remove the offensive material and, regardless of anonymous status, identify the submitting party to discourage the behavior.

Collaboration management

SDE would like the opportunity to provide a solution that will facilitate collaboration among educators, administrators, parents/guardians and students. Information sharing in the education community is vital to the improvement of education in Idaho.

Individualized learning plan management

The ability to easily tailor instruction to fit individual need is clearly a benefit to students. Of more benefit is the capacity to document and monitor the implementation of the plan, evaluate the effectiveness, and to provide the ongoing records to future instructors for continuity and instructional progress.

Intervention workflow (Response to Intervention (RTI) management)

When intervention is required, documented communication, calendared meetings and tasks, among other process elements need to be tracked and stored in order to be effective and efficient. We are interested in understanding the functionality available for intervention workflow.

Document storage and management (author tracking, check out, versioning, etc.)

Some documentation will be shared throughout the education community. In some cases, documentation will be a collaborative effort. SDE desires to provide document management functionality to subscribing entities, including security, edit dates, edit identities, edit tracking, and automated versioning.

Professional development workflow and tracking

Administrators and Educators should be able to work on profession development activities in an

organized and structured environment. Mentoring, new teacher introduction, goal planning, evaluations, etc. often requires workflow and should be tracked and measured in order to improve performance. Certifications, conferences, training plans, awards, etc. assist educators in their pursuit of personal, professional and student achievement and a comprehensive system will facilitate that effort.

Grade book reporting

Most of the districts within Idaho have access to online grade books. Some of the smaller districts may not. We would like to provide that capability to those that do not and give an option to those that are not satisfied with their current solution. Regardless of district use, the application should be able to store and report grade book data from disparate products.

Content for formative and summative testing, lesson plans, and curriculum

In that Idaho has limited availability to formative and summative testing, lesson plan and curriculum content, SDE needs to acquire content. SDE is looking for a solution that incorporates SCORM (Shareable Content Object Reference Model) or similar technology for extended online training functionality.

Technical Specifications

Note: Each item below needs to be addressed in response to this RFI.

Scope of Work

RAS application implementation and configuration

Database implementation

Data integration/migration

Idaho SDE Portal integration with the RAS

Incorporation of content as described above

SDE and District training

Comprehensive and understandable User's Manual branded for SDE

Testing

Move to production

Project Plan

Please provide a sample Project Plan (high level) for the solution that includes assumptions, risk management plan, communication plan, change management plan, timeline, and quality assurance plan. The plan should employ best practices based upon Project Management Institute processes.

Please describe your project team and project methodology both at the implementation phase and for the lifecycle of the product.

Design

Recommend and justify a development platform.

Describe your solution's ability to adhere to SDE standards which include, but are not limited to, the following features:

The design should apply consistent format and design standards to all end-users

SDE branding on screens, web pages, reports, documents, etc., to include logos, banners, and other representative items

All application functions are to be executable using the keyboard and mouse or other pointing device

On-screen, context-sensitive help is to be provided

Hyperlinks to related sites and additional help and training are to be applied as appropriate

Printing capabilities that provide standard functionality

Complete integration with the SDE Portal security solution for each application that prohibits the disclosure of personally identifiable information to any person unless such person is authorized by a school district or the SDE. All personally identifiable information must be transferred securely while in transport to and from educational entities over the Internet and network infrastructure.

The proposed solution needs to be able to implement both physical and logical security to ensure that the information in each application is protected against unauthorized disclosure, transfer, modification, or destruction, whether accidental or intentional.

The solution needs to be able to integrate with LDAP, Active Directory, and/or federated authentication implementations at the SDE.

The solution should use SSL 128-bit encryption where applicable. In addition, each application must comply with the following privacy and security standards:

Family Educational Rights and Privacy Act of 1974, as amended (FERPA, 34 CFR Part 99) (<http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>)

Health Insurance Portability and Privacy Act (HIPAA) where applicable (<http://www.hhs.gov/ocr/hipaa/>)

Individuals with Disabilities Education Act (IDEA, 34 CFR §§ 300.127 and 300.560-300.576), http://frwebgate.access.gpo.gov/cgi-bin/getdoc.cgi?dbname=108_cong_public_laws&docid=f:publ446.108

The security solution should, at minimum, include the following:

Multi-user login, user roles, and user groups to include user authentication at the group and role level

Administration of user roles and groups

Ability to integrate with the SDE Single Sign-on solution

Auditing and transaction logging at the application level

Integration with the current SDE database architecture with special attention to data collision avoidance and conflict resolution, record locking, and other data integrity mechanisms.

SDE Assumptions

The SDE project manager would work with the vendor to approve and maintain project plan, coordinate resource assignments, and approve project documentation

The SDE personnel would be involved throughout planning, analysis, design, development, testing, training, implementation, and evaluation phases of this project

The SDE personnel would be able to maintain, update, and support all applications at project completion. Application will be handed off with adequate documentation and training to enable the day-to-day maintenance, updates, etc.

The SDE would coordinate vendor access to data and existing applications for purposes of this project.

The SDE would provide access to various types of users to enable the vendor to perform process analysis, requirements gathering, design test cases and perform user acceptance testing.

The SDE would provide any relevant documentation that is available to the vendor.

The SDE would coordinate communications.

Solution providers and associates must be willing to sign a Non-Disclosure Agreement and, at the discretion of the SDE, submit to a thorough background check.

Administrative Information

All material submitted in response to this RFI becomes the property of the SDE, and shall not be returned to the responding vendor.

If you feel any part of your response is proprietary or a trade secret, mark the appropriate portions, including costing information, and the state will protect such language to the extent allowed by law.

The SDE may request product demonstrations or conduct one-on-one meetings with companies that respond to this request as a potential solution provider.

The goal of product demonstrations and one-on-one meetings would be to improve the companies' understanding of SDE's strategy and SDE's understanding of the information provided. If SDE decides to request product demonstrations or hold one-on-one meetings, interested companies will be contacted. The decision to meet with a company has no bearing on the worthiness of its response to the RFI or on any future offerings.

THIS IS NOT A BID, NO AWARD WILL BE MADE. All costing information is for budgetary purposes only. This document is intended to elicit information and comments on the SDE's strategy to implement a Reporting and Analysis System, and does not represent a commitment by the SDE to enter into a financial agreement. No costs associated with responding to this RFI or participating in any subsequent meetings will be borne by the SDE.

Address for Responses

If you are interested in providing the information requested in this RFI, please submit your written response by close of business on March 1, 2010:

Idaho Department of Education
Attention: Troy Wheeler, CIO
650 West State Street
P.O. Box 83720
Boise, Idaho 83720-0027