

Appendix 6B: Using OBIEE To Address Educational Questions

Oracle BI Interactive Dashboards - Microsoft Internet Explorer

File Edit View Favorites Tools Help Links MyOracle MyOracle OBIEE EM Google CollabSuite MW BIDW Global IT Home Page Travel

Address: <http://konrad-lap.us.oracle.com:9704/analytics/saw.dll?dashboard>

My Dashboard DSS Stats at a Glance K12 Performance Measurement DSS Stats at a Glance

ORACLE Interactive Dashboards

My Dashboard DSS Stats at a Glance K12 Performance Measurement DSS Stats at a Glance

Welcome, Superintendent Charlotte Rice! Alerts - Dashboards - Answers - More Products - My Account - Log Out

Key Performance Indicators Achievement Students Achievement Analysis Page Options

This is test data, not real school data.

Achievement

Math Test

Student Count

ELA Test

Student Count

1 - Achieved the Standard with Honors
 2 - Achieved the Standard
 3 - Nearly Achieved the Standard
 4 - Below the Standard
 5 - Little Evidence of Achievement
 Not Tested

Staff

KPI: Highly Qualified Teachers

Percent of Teachers meeting HQ Status

School Type	KPI % Meeting Status
Elem	71.89%
High	71.84%
Middle	69.20%

KPI: Teacher Turnover

Percent of Teacher Turnover

School Type	KPI % Turnover
Elem	9%
High	14%
Middle	10%

Students

Top 5 School Withdrawals

School	% Withdrawals
School 653	73.66%
School 36	35.45%
School 500	33.08%
School 247	26.15%
School 595	26.56%

Finance

KPI Budget by Fund Type

Fund Type Desc	Budgeted	Expended	Encumbered	% Expended
Building	\$85,079,150.00	\$108,329,491.47	\$0.00	127.33%
Capital Outlay	\$9,726,479.50	\$10,300,462.76	\$0.00	106.90%
Operating	\$528,862,631.70	\$458,312,576.49	\$1,851,567.15	87.01%
Food Service	\$40,912,451.30	\$31,345,941.10	\$241,630.10	77.21%
Teacher Salary	\$396,255,562.20	\$292,964,087.11	\$0.00	73.93%

This is test data, not real student data.

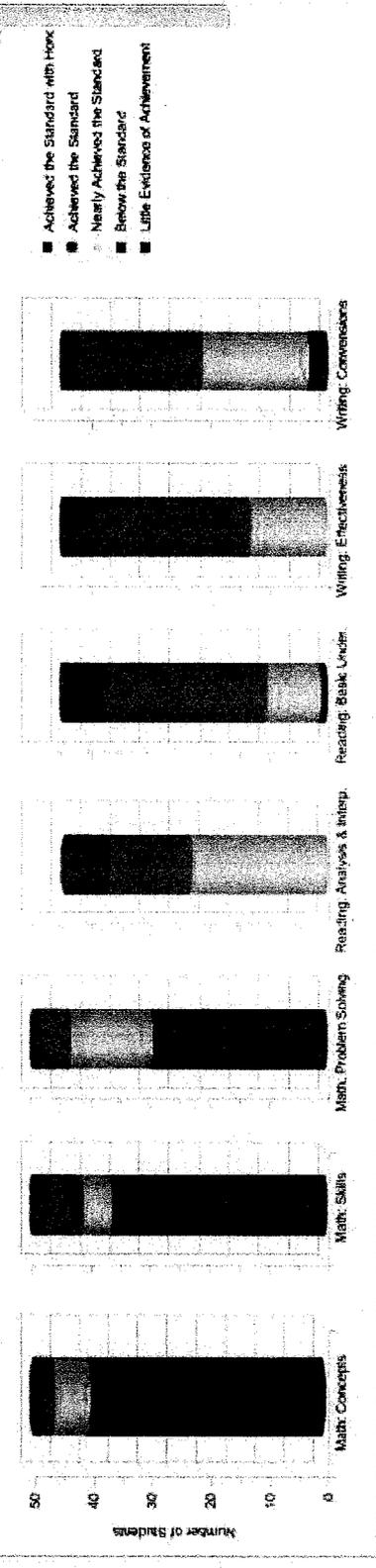
Address http://conrad-lap.us.oracle.com:9704/analytics/saw.dll?dashboard

K12 Performance Measurement Welcome, Superintendent Charlotte Rice! Alerts - Dashboards - Answers - More Products - My Account - Log Out

Key Performance Indicators Achievement Students Achievement Analysis Page Options

Gender Race LEP (All Choices) Free Lunch (All Choices) Title 1 Grade 10 School Buffalo High School Go

Assessment Results



% Students below the Standard in Math Problem Solving

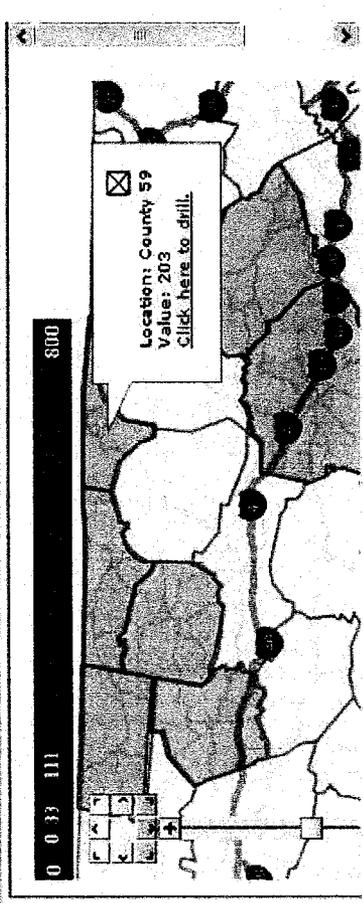


This is test data, not real county data.

Year **Y2006_2007**

Withdrawal Reason **Dropout, under 18**

Map of TN Counties and Withdrawals
Filtered for the Y2006_2007 School Year and Dropout, under 18



Withdrawal Reasons by County

Withdrawal Reason Description	# of Withdrawals																		
	County 11	County 13	County 15	County 25	County 27	County 31	County 35	County 36	County 37	County 38	County 48	County 52	County 53	County 58	County 59	County 63	County 70	County 71	County 79
Grand Total	25	36	77	273	5	43	20	37	749	132	10	909	2304	967	169	544	164	59	557
Dropout, 10 and over	6	5	2	36	1	6	1	3	36	28		62	175	72	8	17	9	7	27

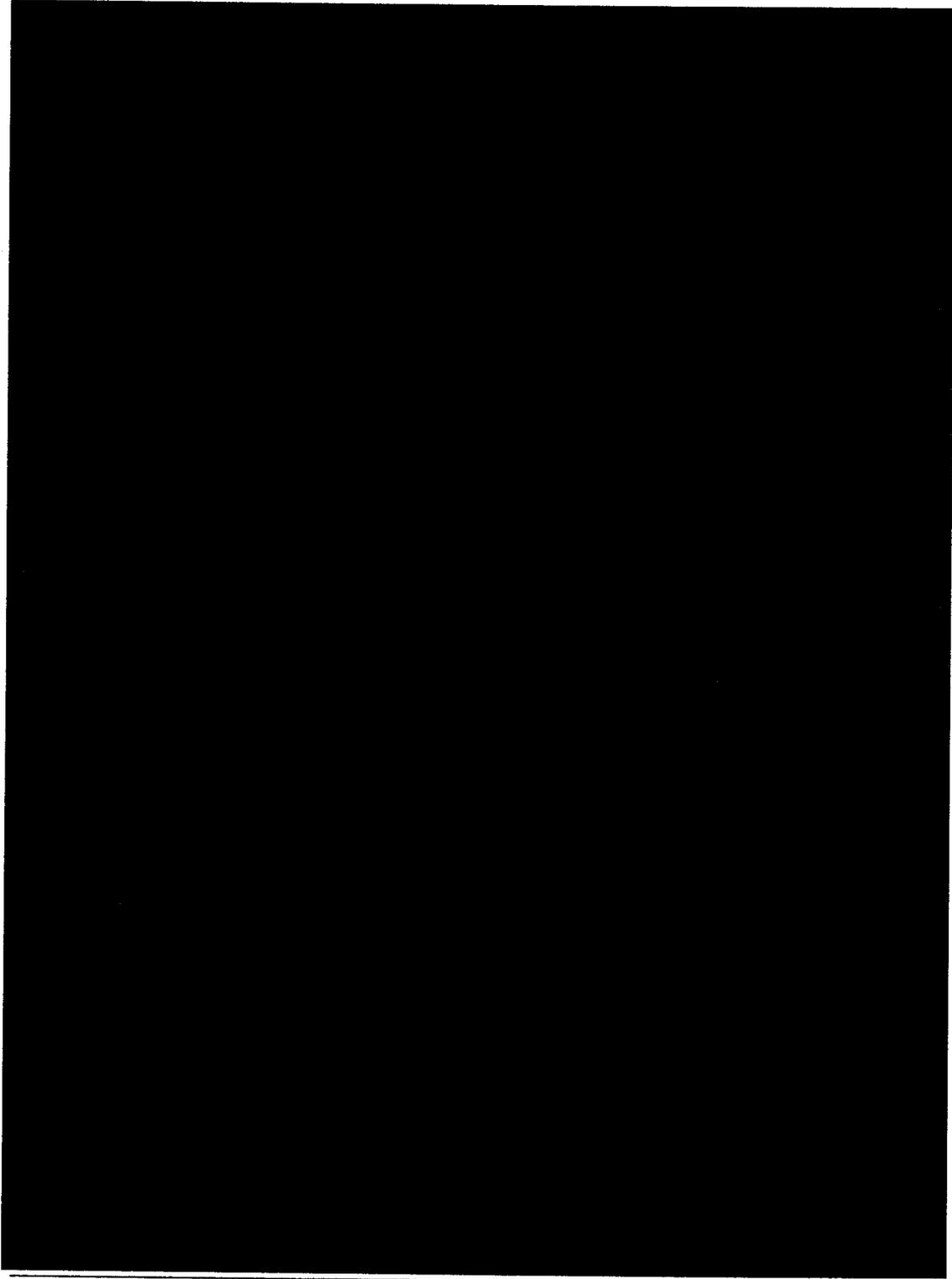
Student Detail Report

Student School Name	Student First Name	Gender	Race	LEP Program	Free Lunch	Title	Grade	Math - Concepts Score	Math - Skills Score	Math - Problem Solving Score	ELA - Reading: Basic Understanding Score	ELA - Reading: Analysis & Interpretation Score	ELA - Writing: Effectiveness Score	ELA - Writing: Conventions Score
	106188	ELISABEL	F	4	2	1	Y	10			3	3	3	3
	106292	MICHELLE	F	6	0	0	Y	10					3	
	106362	SOPHEARY	F	2	0	0	Y	10			3		3	
	106406	MICHAEL	M	6	0	1	Y	10			3		3	
	106503	GREGG	M	6	0	0	Y	10						
	106512	TAKESHA	F	3	0	0	Y	10						
	106657	TEDDY	M	4	2	1	Y	10						
	106696	DEREK	M	3	0	1	Y	10						
	106751	YANESSA	F	4	0	1	Y	10						
	106758	JOSHUA	M	7	0	1	Y	10						
	106766	JONATHAN	M	4	0	1	Y	10						
	106805	RASMUS	M	7	0	0	Y	10	3					
Burlingame High School	106825	MARLENE	F	4	2	1	Y	10			8		8	8
	106867	JAVIER	M	4	0	1	Y	10					3	3
	106996	CHRIS	M	7	0	1	Y	10					3	3
	107019	MATTHEW	M	6	0	0	Y	10						
	107064	CHRISTOPH	M	6	0	1	Y	10					3	3
	107190	ELISSA	F	6	0	0	Y	10					3	3
	107211	SHREEN	F	7	0	0	Y	10					3	3
	107247	MICHAEL	M	4	0	1	Y	10					3	3
	107248	ELIA	M	7	0	1	Y	10			6		6	6
	107270	JACKIE	F	4	0	1	Y	10			9		9	9
	107314	CLEOPATRA	F	3	0	1	Y	10			3		3	3

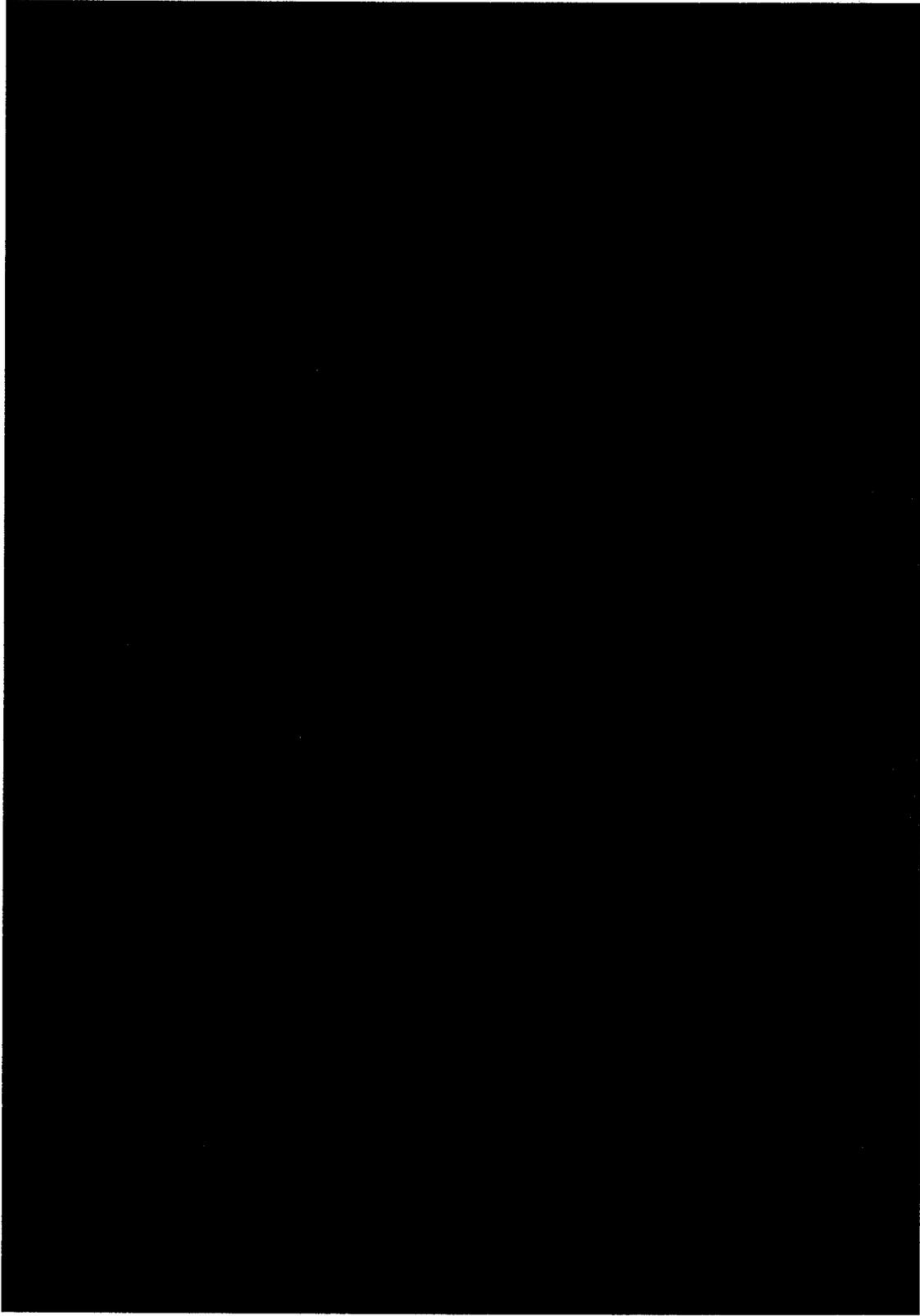
Appendix 7: Preliminary Work Plan

		Task Name		Pi
1		<input type="checkbox"/> DC SLED Project	Fri 12/31/10	
2		<input type="checkbox"/> Unique Student Identifier	Fri 12/31/10	
3		Phase USI -A	Thu 7/31/08	
4		Phase USI -B	Wed 12/31/08	
5		Phase USI -C	Fri 7/31/09	
6		Phase USI -D	Thu 12/31/09	
7		Phase USI -E	Tue 8/31/10	
8		Phase USI -F	Fri 12/31/10	
9		<input type="checkbox"/> USDA Direct Certification	Tue 9/30/08	
10		Delivery	Tue 9/30/08	
11		<input type="checkbox"/> SLED DW	Thu 12/31/09	
12		SLED A	Fri 10/31/08	
13		SLED B	Fri 2/27/09	
14		SLED C	Tue 8/30/08	
15		SLED D	Wed 9/30/08	
16		SLED E	Thu 12/31/08	
17		<input type="checkbox"/> Teacher Tracking System (TTS)	Thu 1/1/09	
18		TTS Delivery	Thu 1/1/09	
19		<input type="checkbox"/> Student Tracking System (STS)	Wed 4/1/09	
20		STS Delivery	Wed 4/1/09	
21		<input type="checkbox"/> Integration	Fri 12/31/10	
22		Integrated SLED Delivery	Fri 12/31/10	

Appendix 8: Technical Evaluation Sheet



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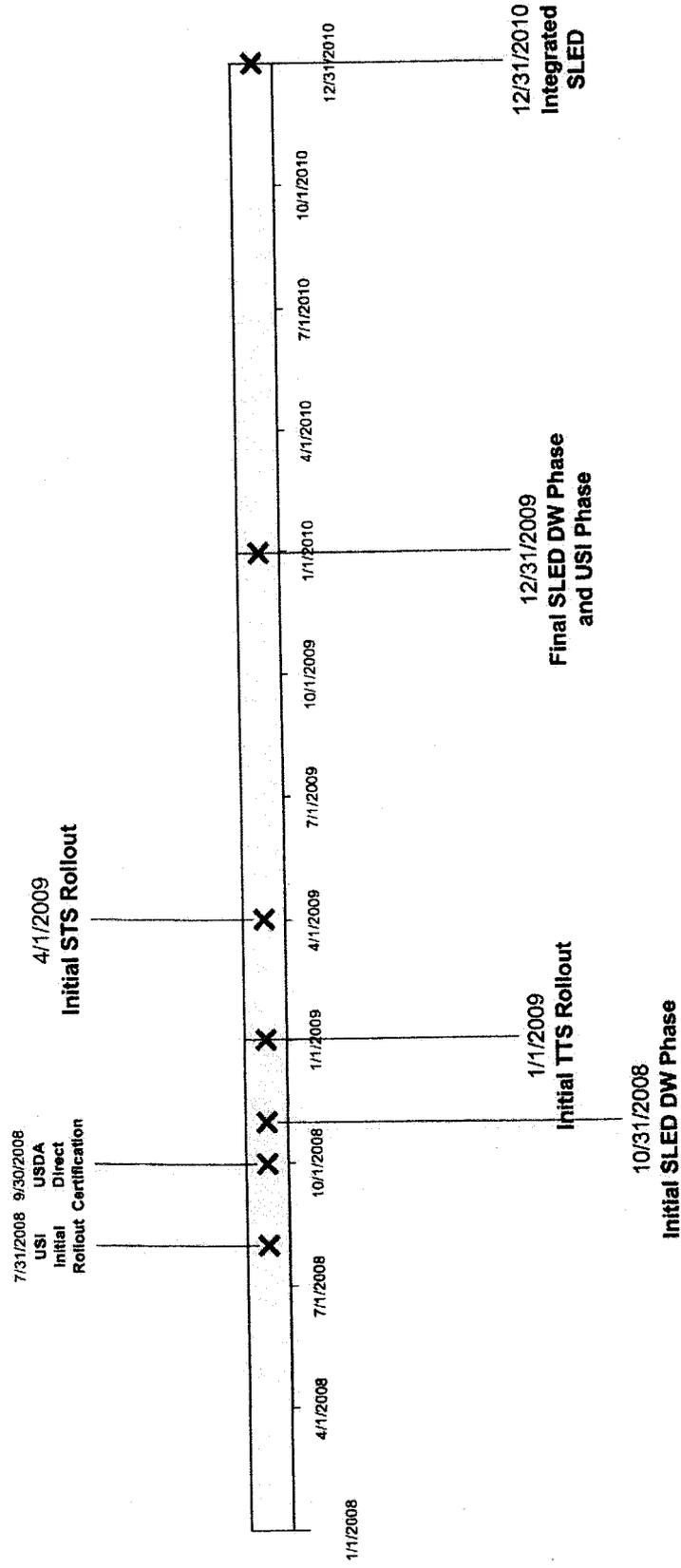
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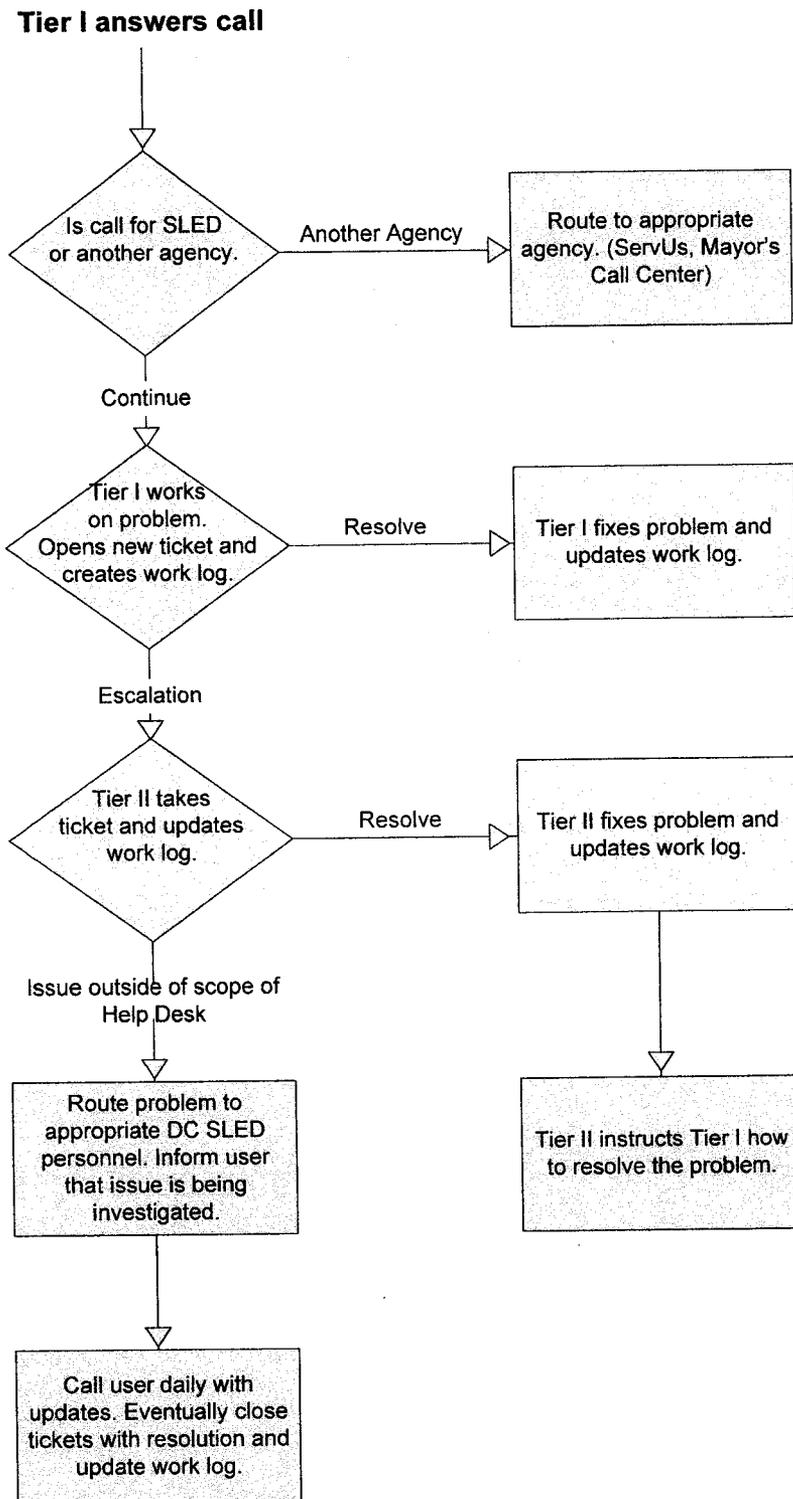
Appendix 9: High Level Project Timeline

DC Schools – SLED Timelines (Base Period – 3 Years)

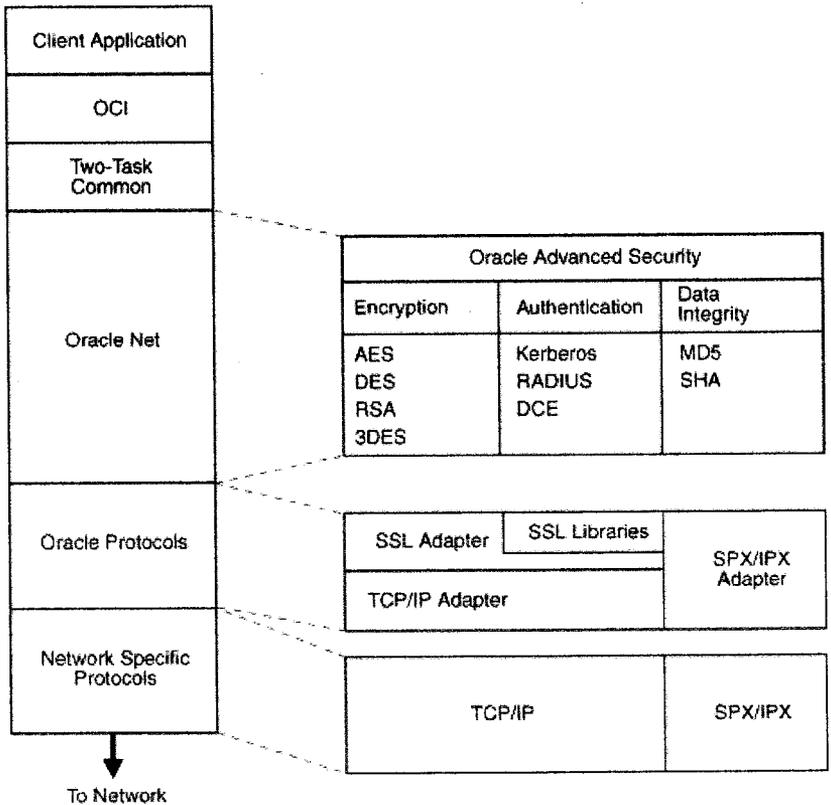


Assumption – Project Start Date = 1st April, 2008

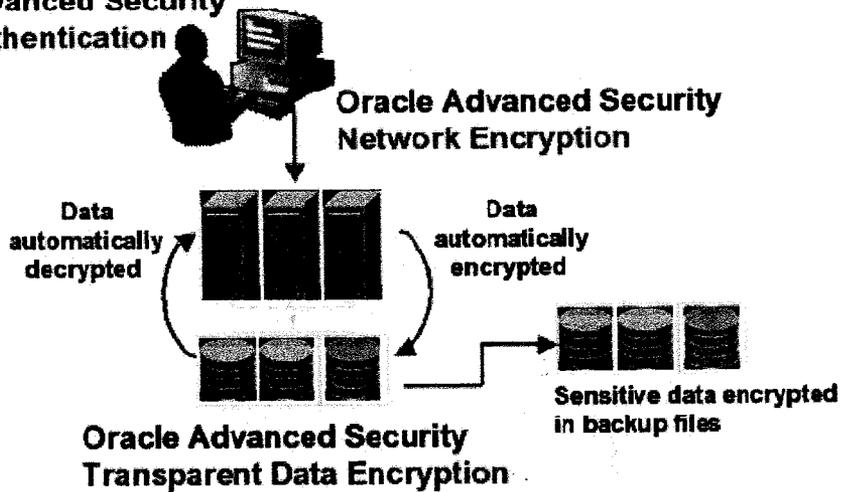
Appendix 10: SLED Technical Support Workflow



Appendix 11: Advanced Security Option Feature of Oracle Database



Oracle Advanced Security Strong Authentication



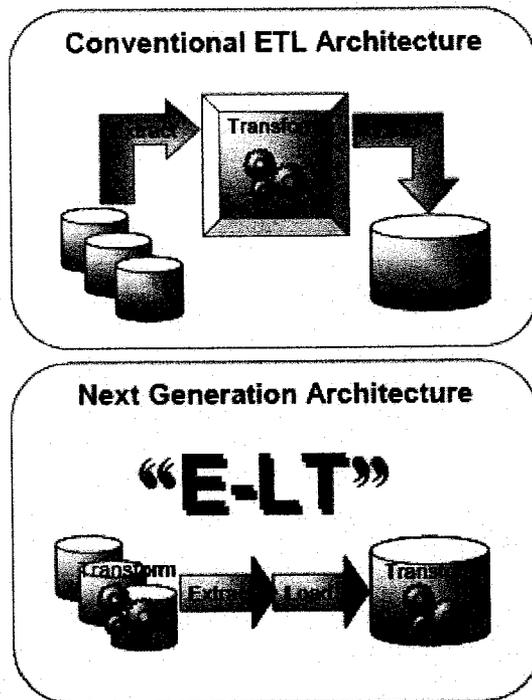
Appendix 12: Optional Software- Oracle Data Integrator (ODI)

Throughout this proposal, Oracle has indicated that Oracle Warehouse Builder (OWB) will be the Extract, Transform and Load (ETL) tool used to move data to the SLED data warehouse. Oracle is pleased to present an alternative tool for accomplishing this task, Oracle Data Integrator.

Traditional extract, transform, and load (ETL) tools operate by first extracting the data from various sources, transforming the data on a proprietary, middle-tier ETL engine, and then loading the transformed data onto the target data warehouse or integration server. Hence, the term ETL represents both the names and the order of the operations performed.

ODI operates with a fundamentally different architecture, E-L-T.

The E-LT approach changes where and how data transformation takes place and leverages the RDBMS engines and server hardware to the greatest extent possible. In essence, E-LT relocates the data transformation step on the target RDBMS, changing the order of operations to: extract the data from the source tables, load the tables into the destination server, and then transform the data on the target RDBMS using native SQL operators.



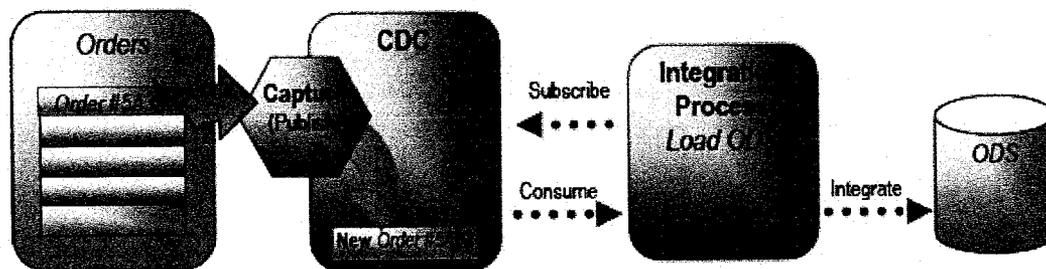
ETL vs. E-LT approach

Data Cleansing

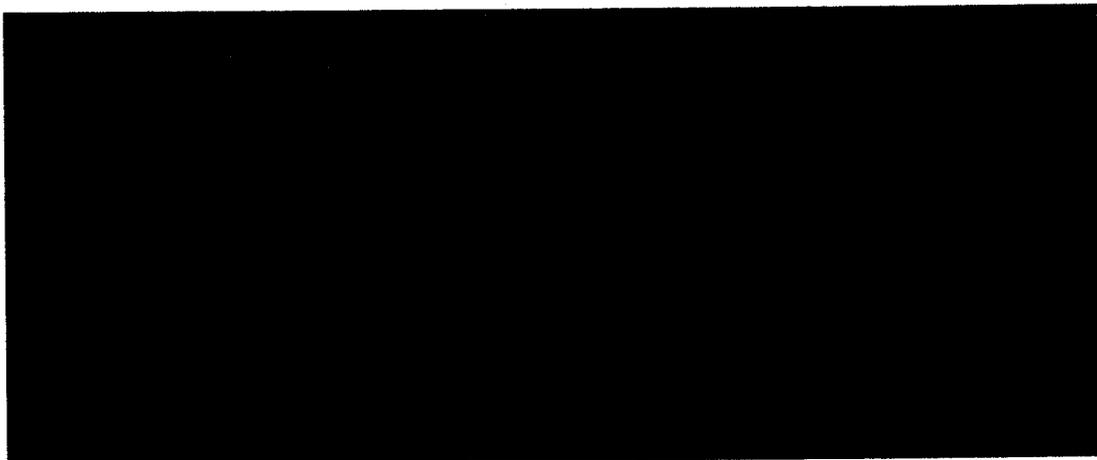
Oracle offers data quality features via our profiling and cleansing options to ODI. These options are offered via a close OEM partnership we have with Trillium.

Change Data Capture Via Publish and Subscribe Model

Changed Data Capture uses a publish-and-subscribe model. An identified subscriber—usually an integration process—subscribes to changes that happen in a datastore. Changes in the datastore are captured by the Changed Data Capture framework and published for the subscriber, which can at any time process the tracked changes, and consume these events.



Oracle Data Integrator framework for tracking changes

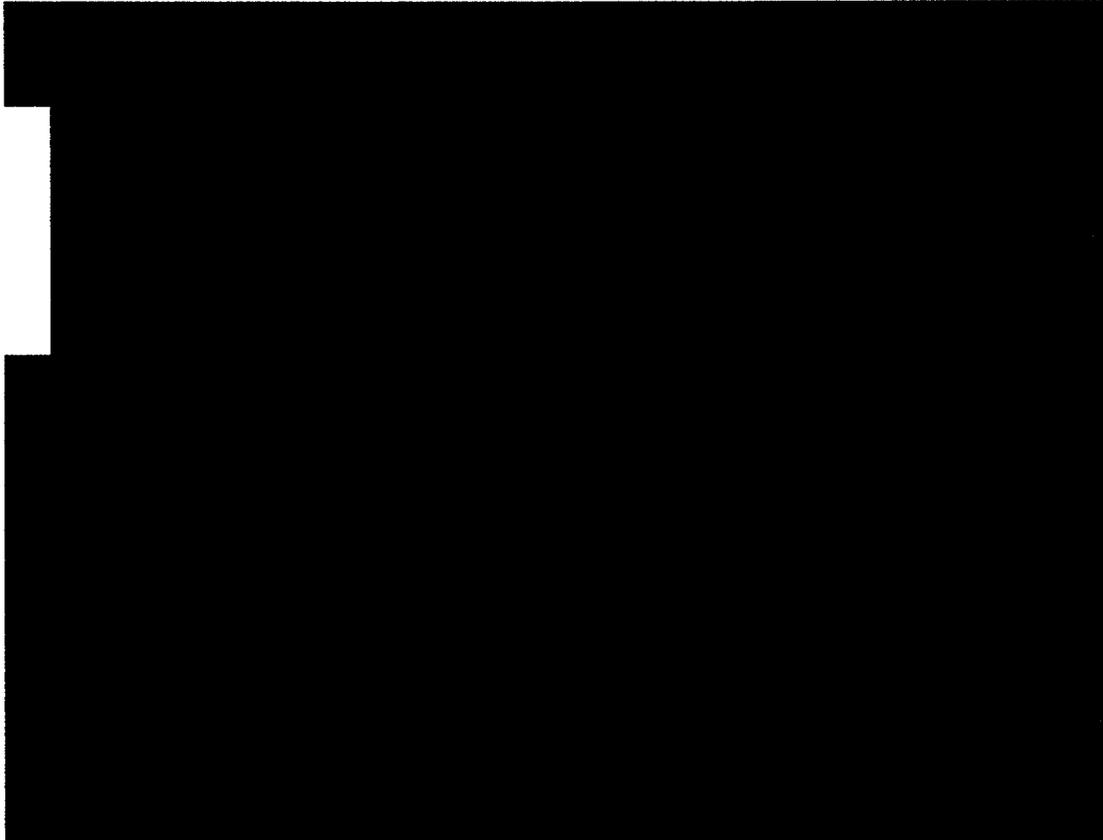


ODI Product Architecture

Oracle Data Integrator is organized around a modular repository in client/server or thin client mode by components entirely written in Java: the graphical interface modules and execution agents.

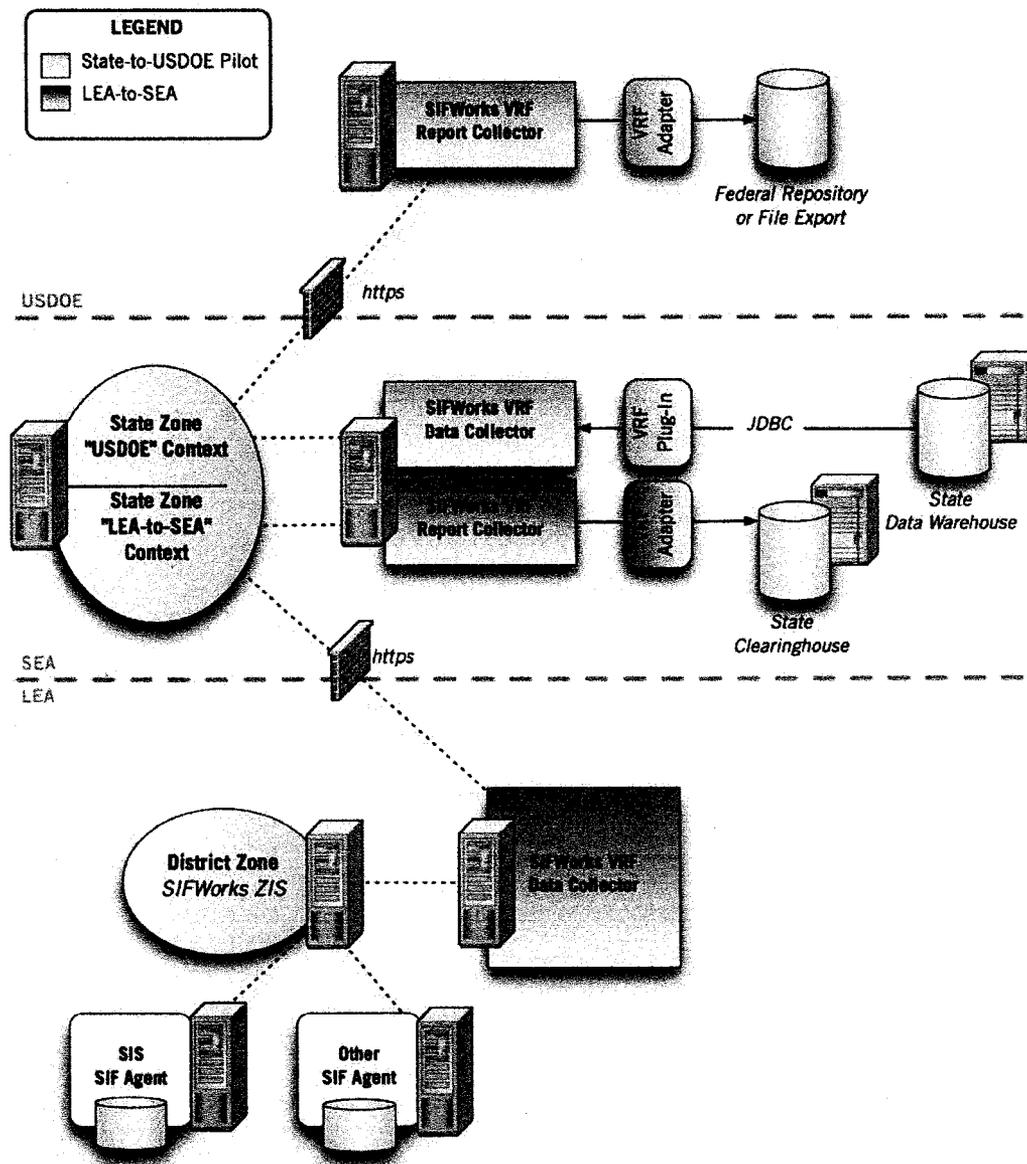
The Repository is a comprehensive, open and shared metadata repository. It stores the metadata for the accessed applications involved in the transformation and integration processing, the developed project versions and all of the information required for their use (planning, scheduling and executing of reports).

The Topology Manager is the graphical interface module used to manage the data describing the information system's physical and logical architecture. The site, machine, and data server descriptions will enable Oracle Data Integrator to execute the same interfaces in different environments.



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Appendix 13: Optional SIF Framework Solution

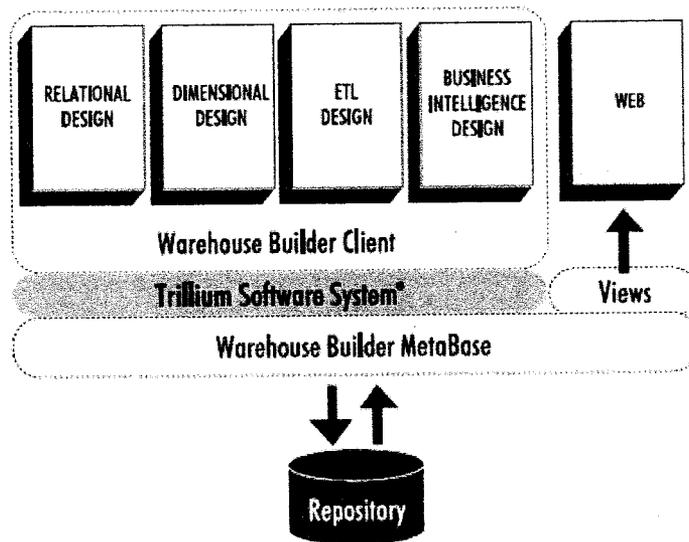


SIFWorks® Vertical Reporting Framework® (VRF) -- The proposed vertical reporting solution is built around the Edustructures SIFWorks® Vertical Reporting Framework® (VRF), a highly configurable and extensible system for deploying statewide vertical reporting services atop the industry-standard SIF infrastructure. VRF employs SIF for both the collection of data from disparate data sources at the LEA or school site level, and for the end-to-end management of the overall reporting process between OSSE and the LEA/school Site.

- **VRF Data Collector** -- Responsible for collecting data from local SIF-based data sources and for managing the reporting process at the LEA/School Site. Data Collector's embedded SIF Agent connects to both local and state SIF zones. A Web-based administration console lets regional site users control the collection and submission of reports.
- **District SIF Zones & ZIS** -- District zones serve to partition data along district boundaries and supply data to the Data Collector. Zones at a LEA/School Site are managed by an instance of the SIFWorks Enterprise ZIS.
- **SIF Agents** -- SIF Agents connect to the district zones to respond to SIF Requests (queries) from the Data Collector.
- **VRF Report Collector** -- Responsible for orchestration of the overall reporting process across DC. Report Collector publishes report manifests to LEA/School Sites, collects reports when submitted by LEA/School Sites and interfaces with the Oracle Data Warehouse.
- **VRF Adapter** -- VRF's modular architecture uses adapters to configure select areas of the system. An Oracle Adapter will be developed to interface the Report Collector sub-system with the Oracle Data Warehouse.
- **OSSE Zone and ZIS** -- Both the Report Collector and the Data Collector applications running at each LEA/School will be connected to OSSE/OCTO Zone. Report Manifests are broadcast to LEA/School sites over the zone, and submitted report data is collected over this zone via a compressed HTTPS channel. An instance of the SIFWorks Enterprise ZIS located at the OSSE/OCTO manages the zone.

Appendix 14: OWB and Trillium Integration

The Trillium Software™ Data Quality Connector for Oracle Warehouse Builder -- Customer data cleansing and other data quality processes present unique challenges in the construction of an accurate data warehouse. Oracle Warehouse Builder (OWB) provides a connectivity layer with the world's leading data quality product, the Trillium Software System®, to enable fully integrated ETL, data warehousing, name/address cleansing and house holding in a single product. The Trillium Software Data Quality Connector for OWB provides consistent data quality processing through all stages of design, extraction, deployment and management, operating as a fully integrated component.



Oracle Warehouse Builder's consistent, GUI-driven approach, integrated with the Trillium Software System provides enormous advantage over stand-alone ETL provider products. In Oracle Warehouse Builder, name and address cleansing is a designed and built-in transformation. This eliminates the need to learn and maintain multiple tools for data warehouse construction and management.

The following are key **features** of the Trillium Software Data Quality Connector for OWB:

- The Trillium Software System has dozens of tools to improve data quality across your entire organization, both for real-time processing of records and in batch processing.
- Matches households and businesses, deduplicates data with Trillium Software's best-of-breed matching engine.

- Creates an accurate and consistent single view of customers from data inside or outside of the Oracle environment
- Improves relationship management and customer service at every interaction.
- Improves the accuracy of business intelligence (BI) applications.
- Increases the return on investment (ROI) of existing Oracle software and other company applications

The following are key **benefits** of the Trillium Software Data Quality Connector for OWB:

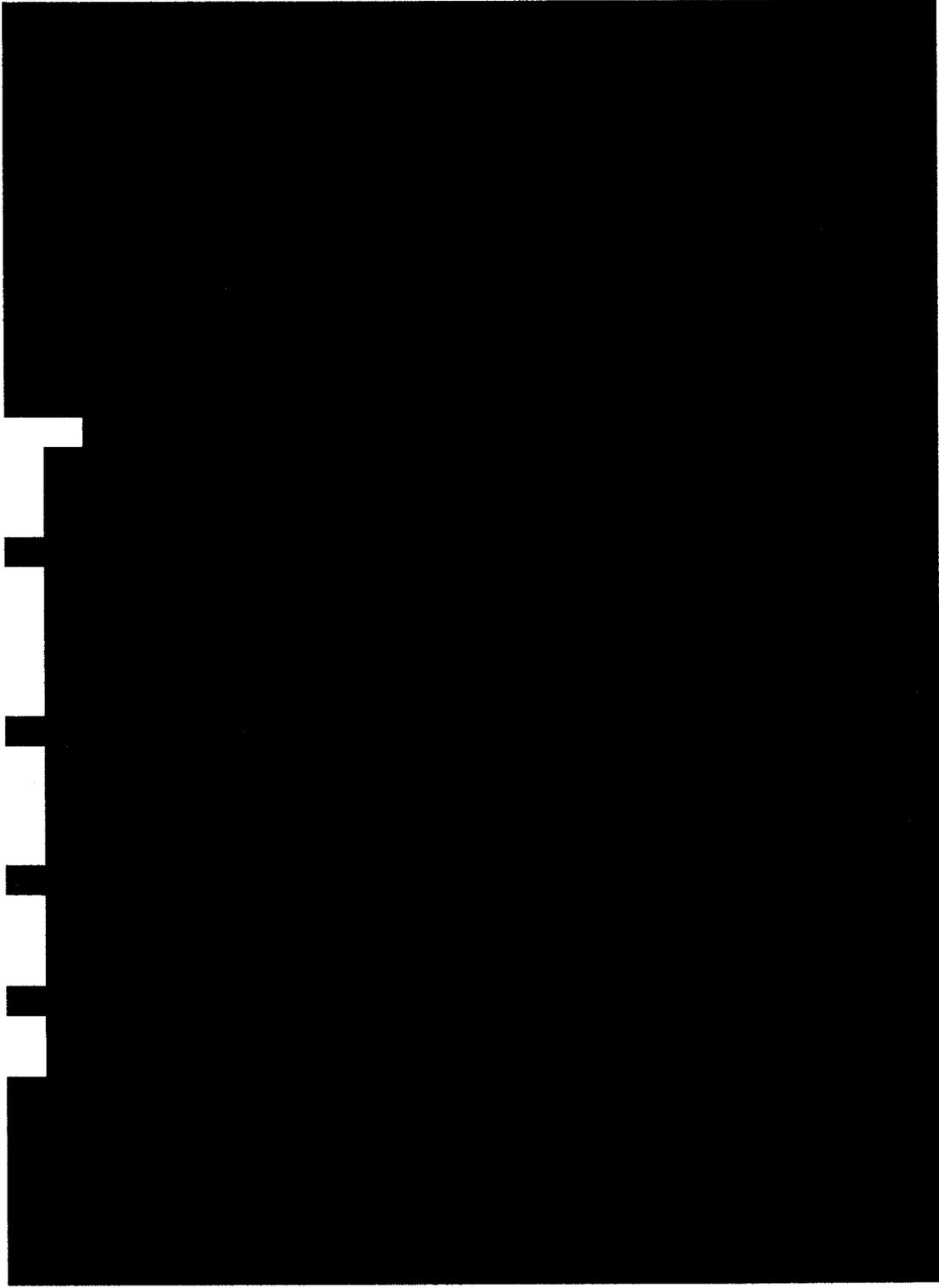
- A new and improved Trillium Software Connector for Oracle Warehouse Builder helps you implement the data quality process quickly and easily.
- A new Trillium Software User Interface that lets you develop business rules and tweak the process
- Trillium Software Data Analytics is included. Determine what's wrong with the data before you fix it
- Proven methodology with best practices built into the data quality process
- Sub-second real-time data cleansing via an OWB connector
- Intelligent standardization and postal enhancement of transaction and customer records
- A unique country data router and comprehensive global business rules help you sort out the differences in the data of many countries throughout the world, even if the origin of the global data is mixed.
- The Trillium Software System is the only Unicode-enabled solution to recognize and process multiple forms of Asia/Pacific character sets.
- Ensure accuracy down to the house number and let you take advantage of postal discounts on marketing campaigns and in billing situations
- Backed by a 24-hour award-winning support team using the latest technologies to support you.

For more information, please visit

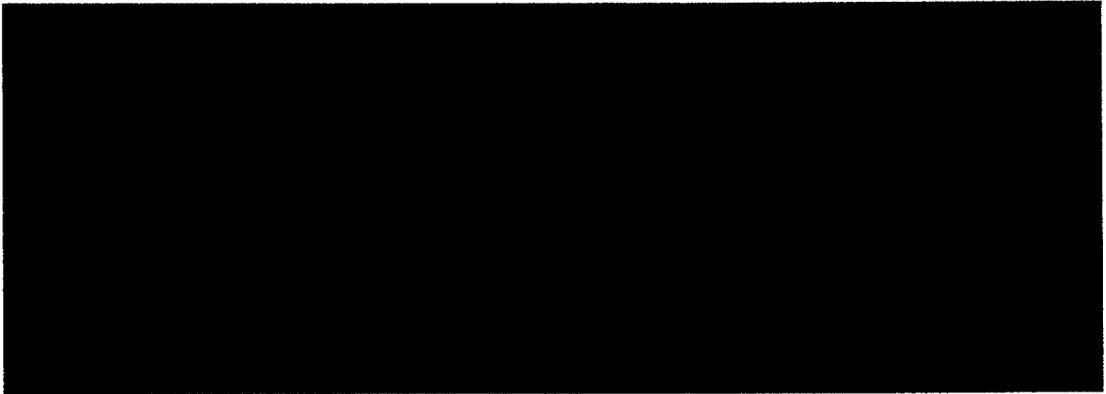
<http://www.oracle.com/technology/products/warehouse/pdf/TrilliumOracleDataSheet.pdf>

<http://www.trilliumsoftware.com/home/products/enterprise-integration/oracle-connectors.aspx>

Appendix 15: SIFWorks Agent Development Kit and File Import Module of the Student Locator Framework



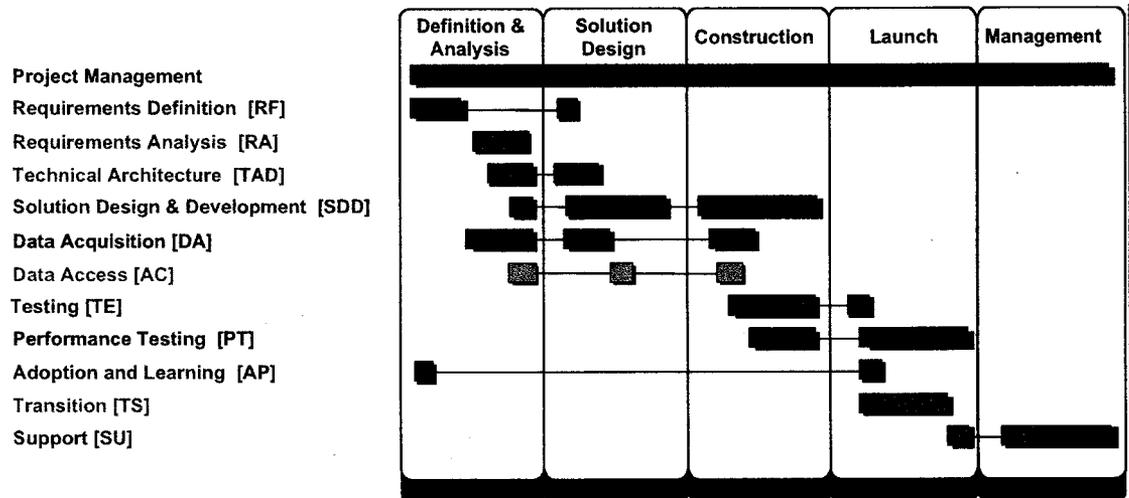
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Appendix 16:

Oracle's Consulting Data Warehouse engagements are delivered using Oracle's Data Warehouse Fast Track Methodology (DWM-FT), a structured, full life-cycle, complete solution framework and approach, which is based on Oracle's Custom Development Method (CDM) and Oracle Application Integration Method (AIM). Our Data Warehouse Method provides proven practices and repeatable processes implementing a Data Warehouse or Business Intelligence solution. It provides a framework to help deploy the CDW Shutdown Project solution to solve your business challenges.



The Oracle Data Warehouse Method is made up of the following phases and processes:

- Definition and Analysis phase
- Solution Design
- Construction
- Launch
- Management

Definition and Analysis Phase

The Definition and Analysis phase is used to kick off a solution development engagement, review the strategic direction of the client's business, and confirm, document, and prioritize the high-level business requirements for the implementation. It is also the time to begin assembling and integrating the project team, to scope the entire engagement, and develop the initial project plan.

Solution Design Phase

The goal of the Solution Design phase is to move development of the data warehouse solution from the scoping and high level requirements done during the Definition and Analysis phase to development of detailed requirements models, partitioning of the

solution, user interface prototype, and architectural prototype. The Solution Design phase is used to verifying the development team's understanding of the client's business requirements and reducing development risk.

Construction Phase

The Construction phase takes the solution from detailed requirements, through development and testing of the data loads, implementation of the data content provider data, implementation of the extraction, transformation, and loading engine, development and testing of any custom modules and integration of the system.

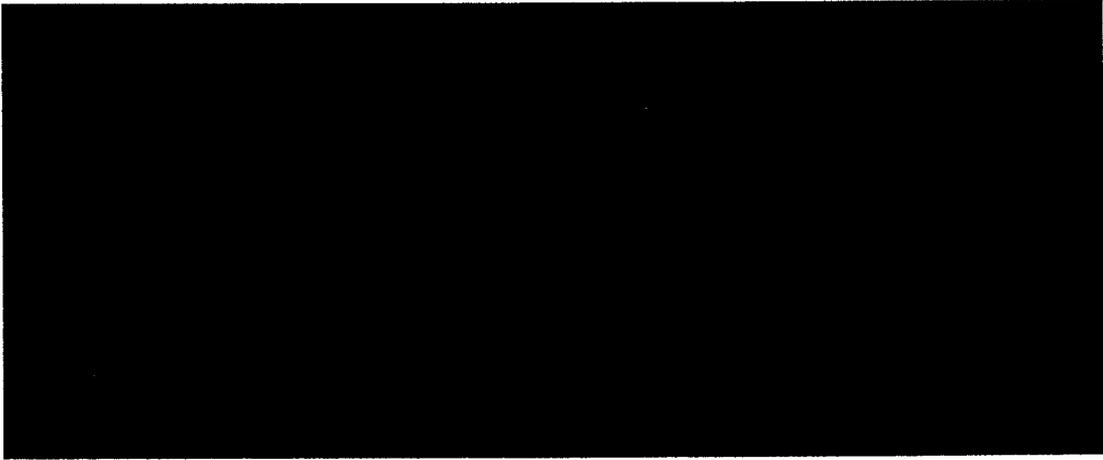
Launch Phase

The Launch phase takes the completed solution from installation onto the production system through Pre-Launch Validation to launch of the solution open and ready for business.

Management Phase

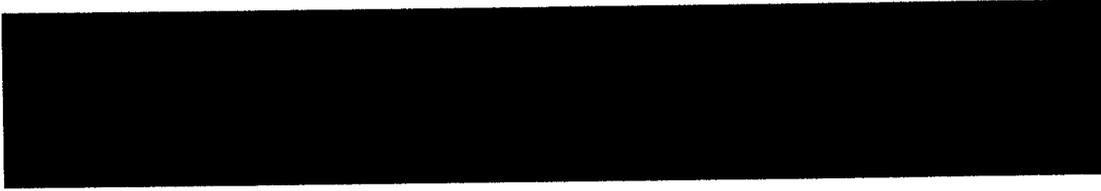
The Management phase takes the Data Warehouse Solution and analyzes system problems, measures the system performance, assesses the success of the system, and puts a plan into place for future enhancements to the system.

Appendix 17: Resumes of Personnel and Key Staff

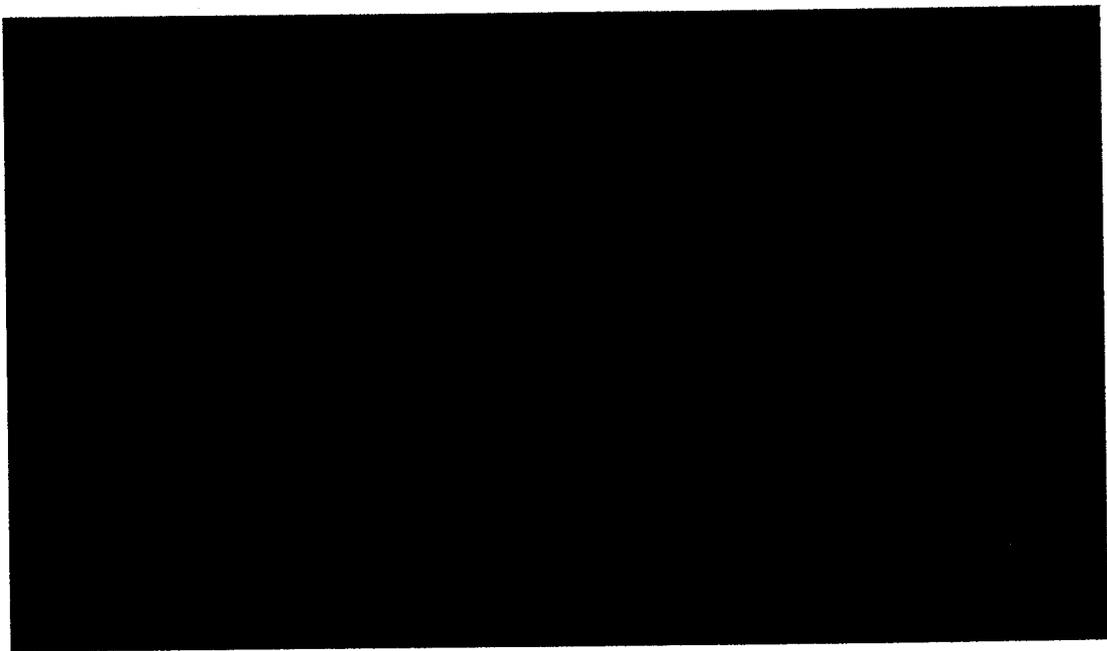


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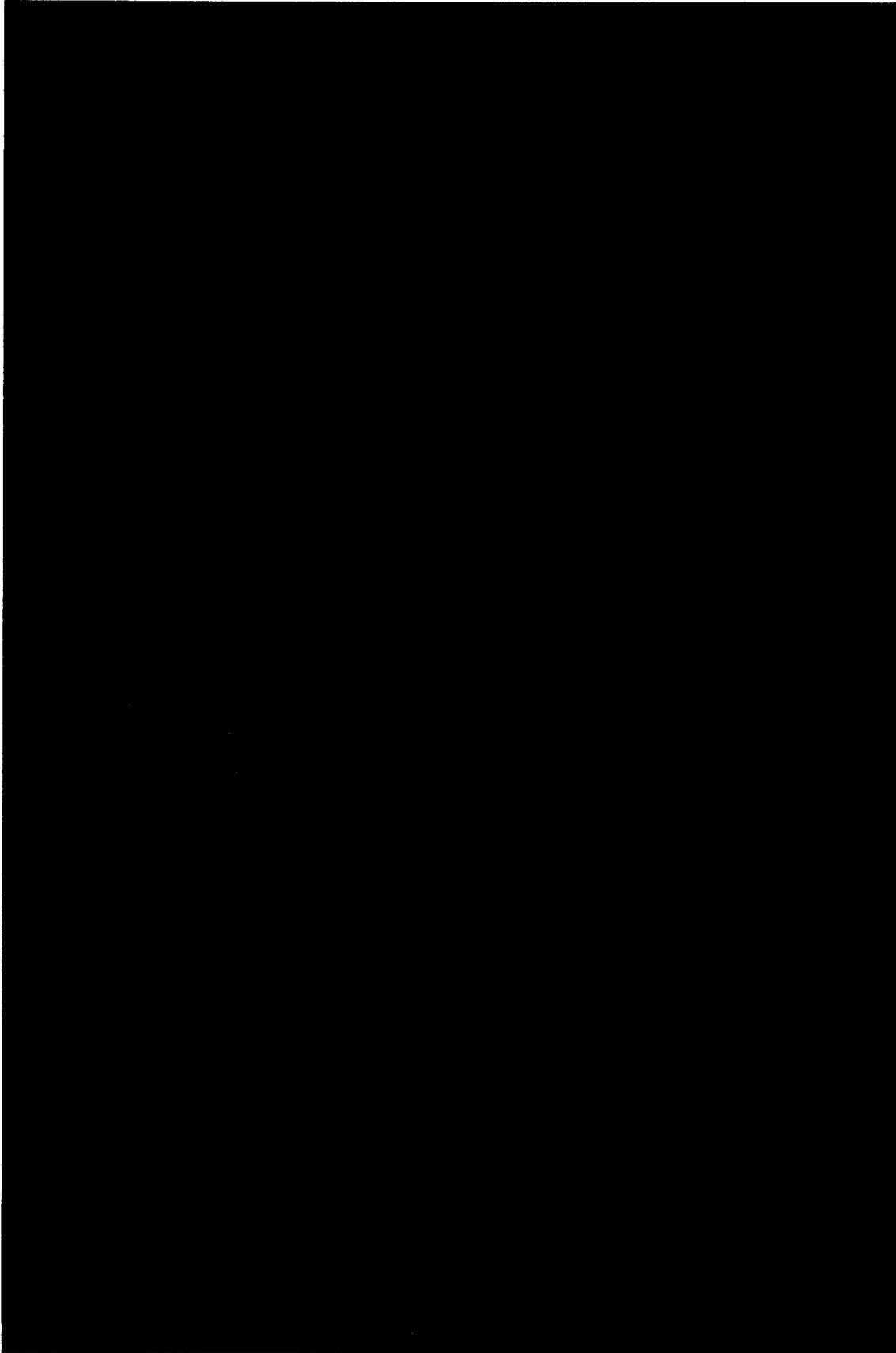
Appendix 18: LSDBE Certification Information for Team Members



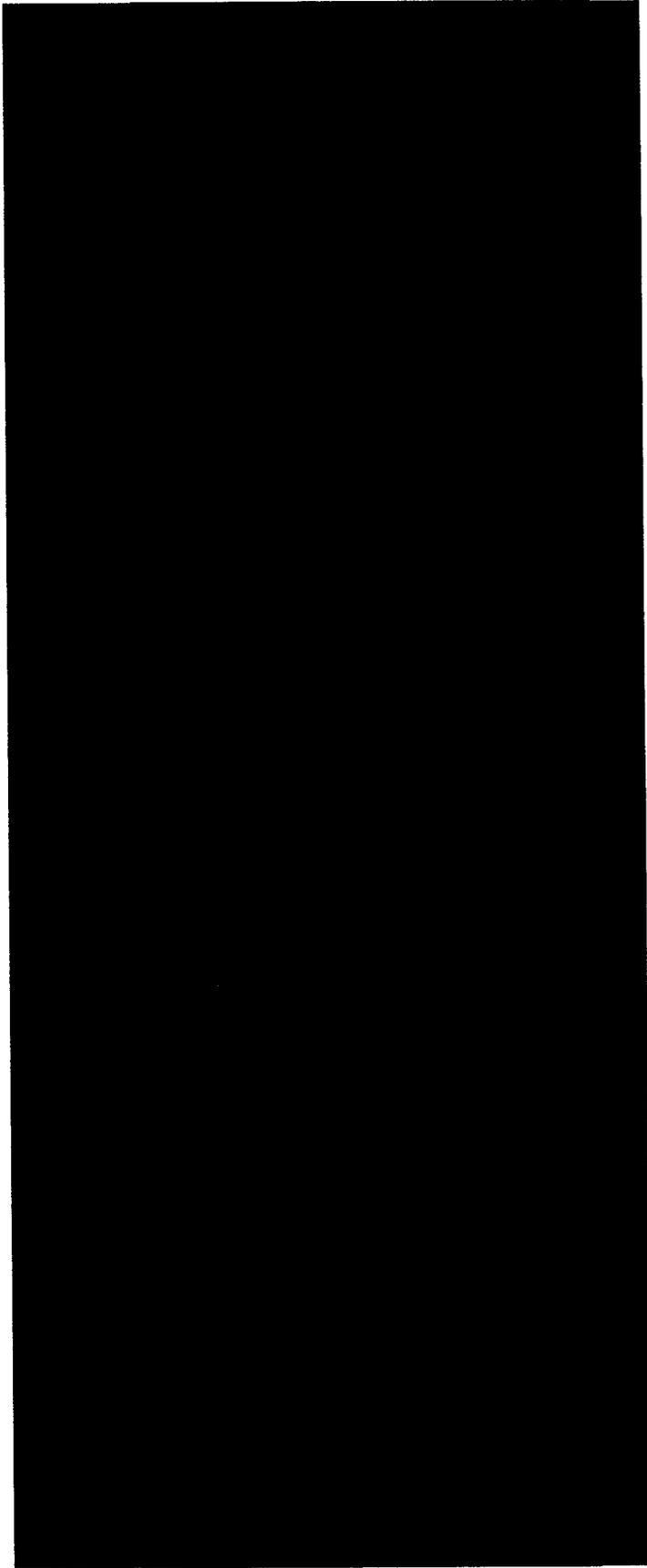
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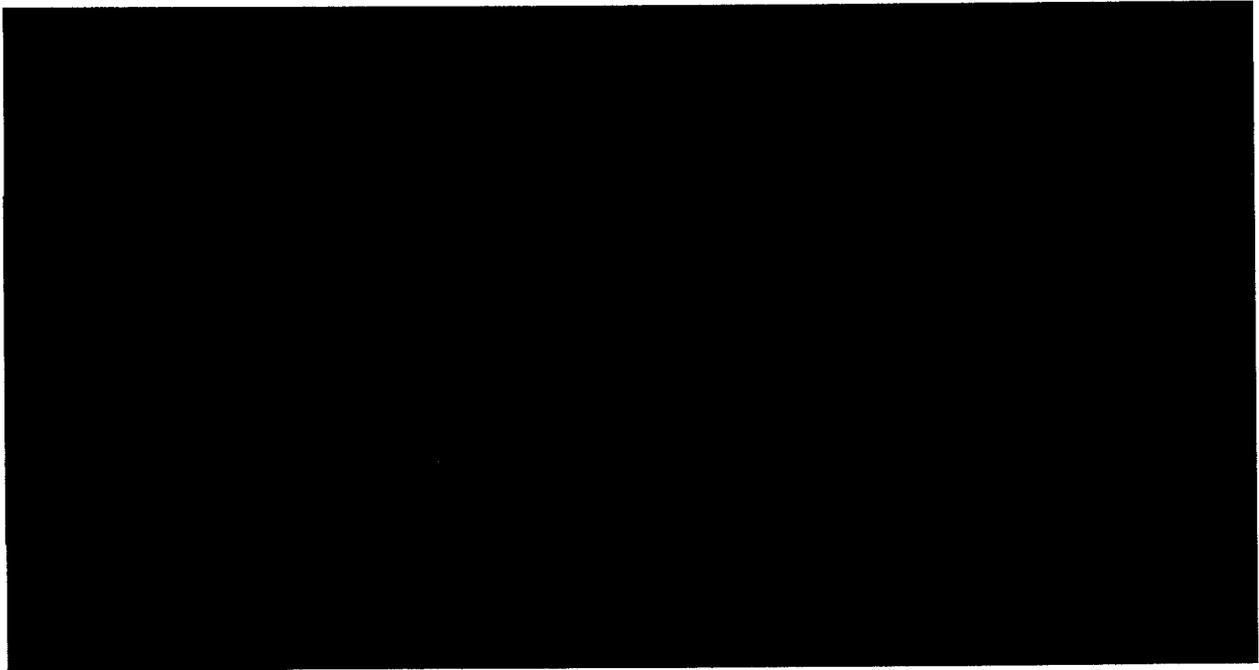
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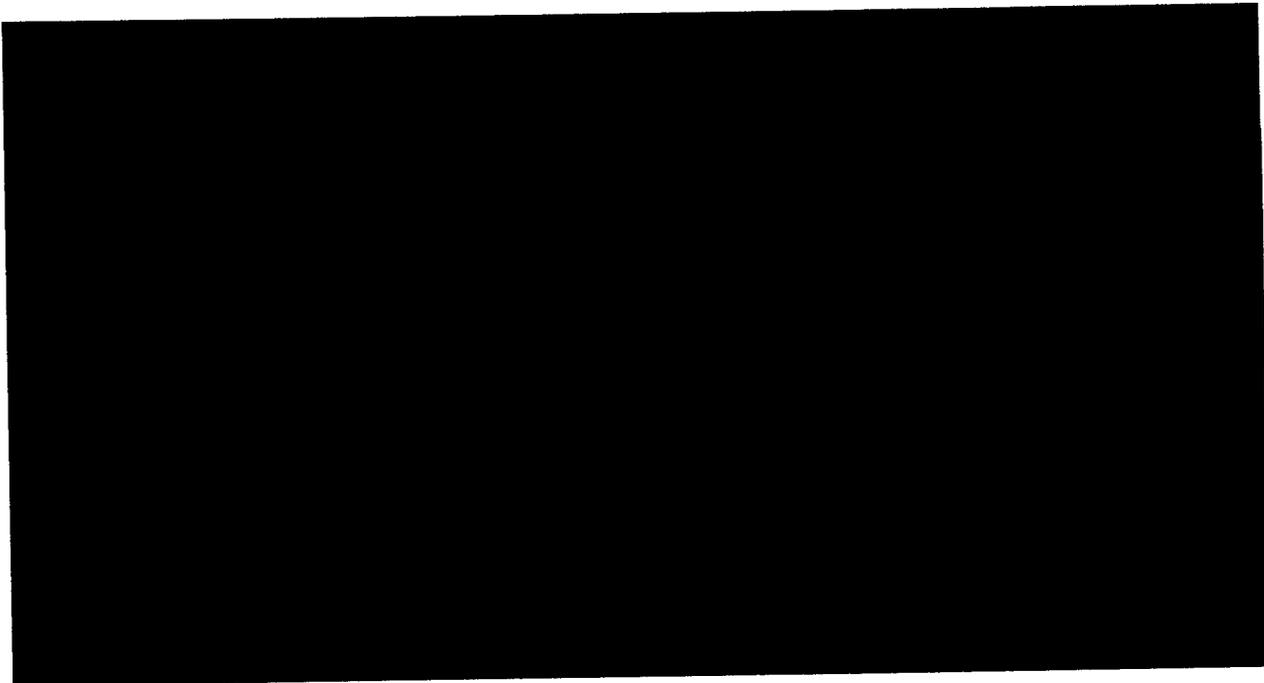
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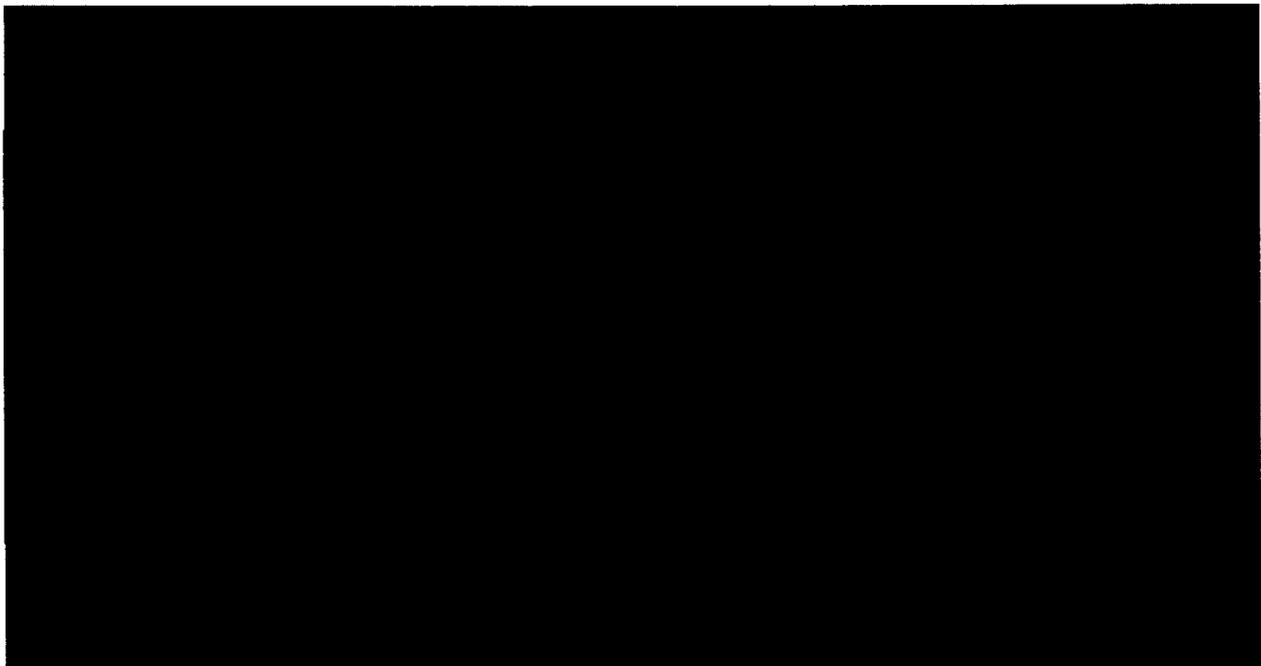
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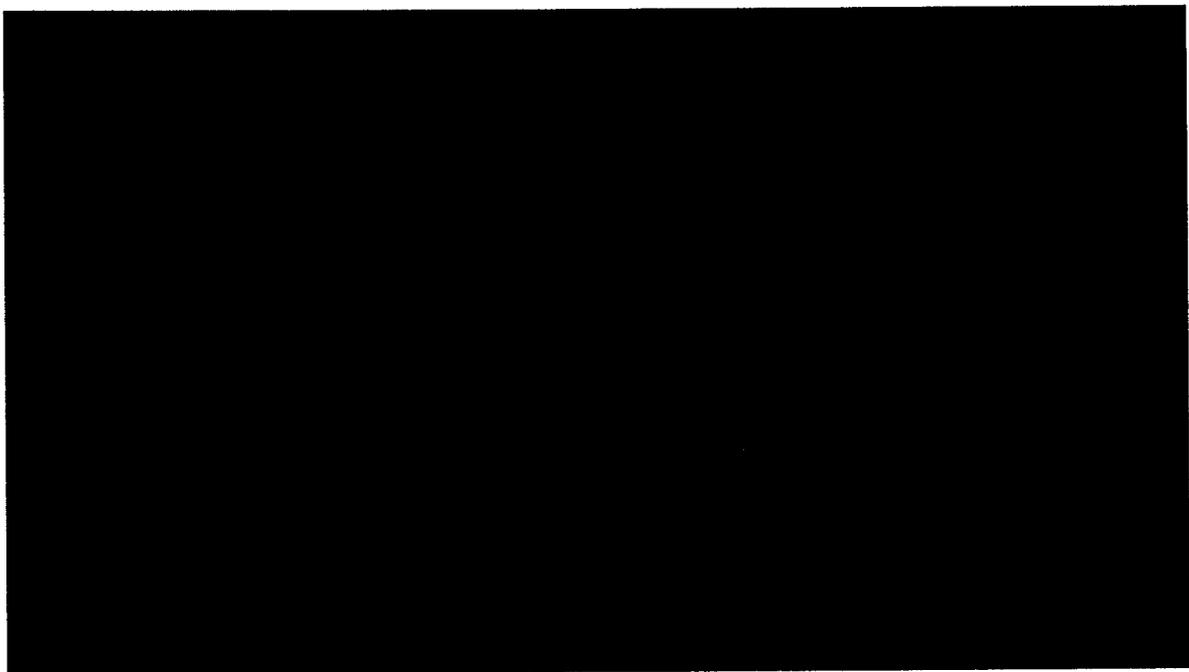
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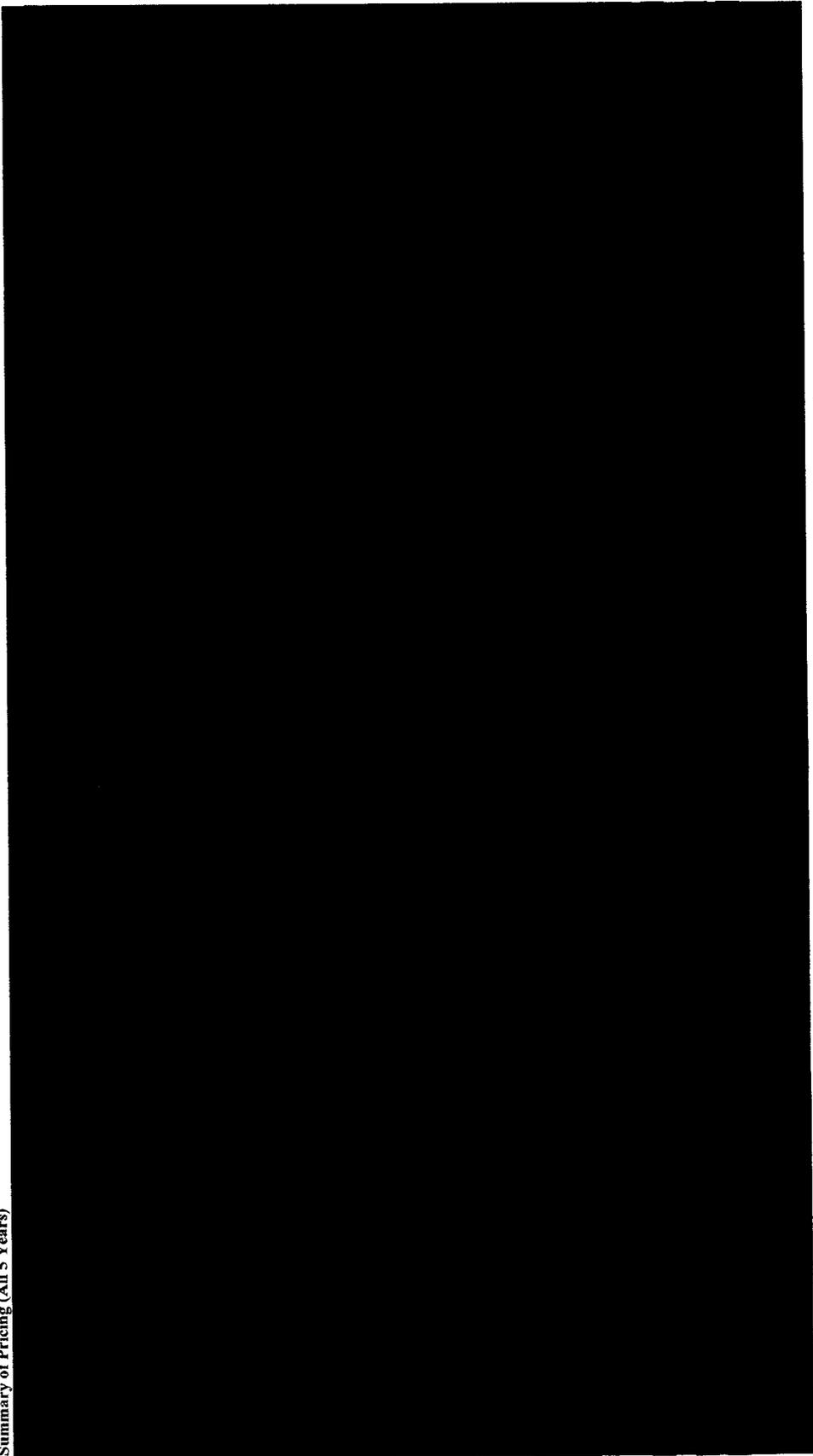


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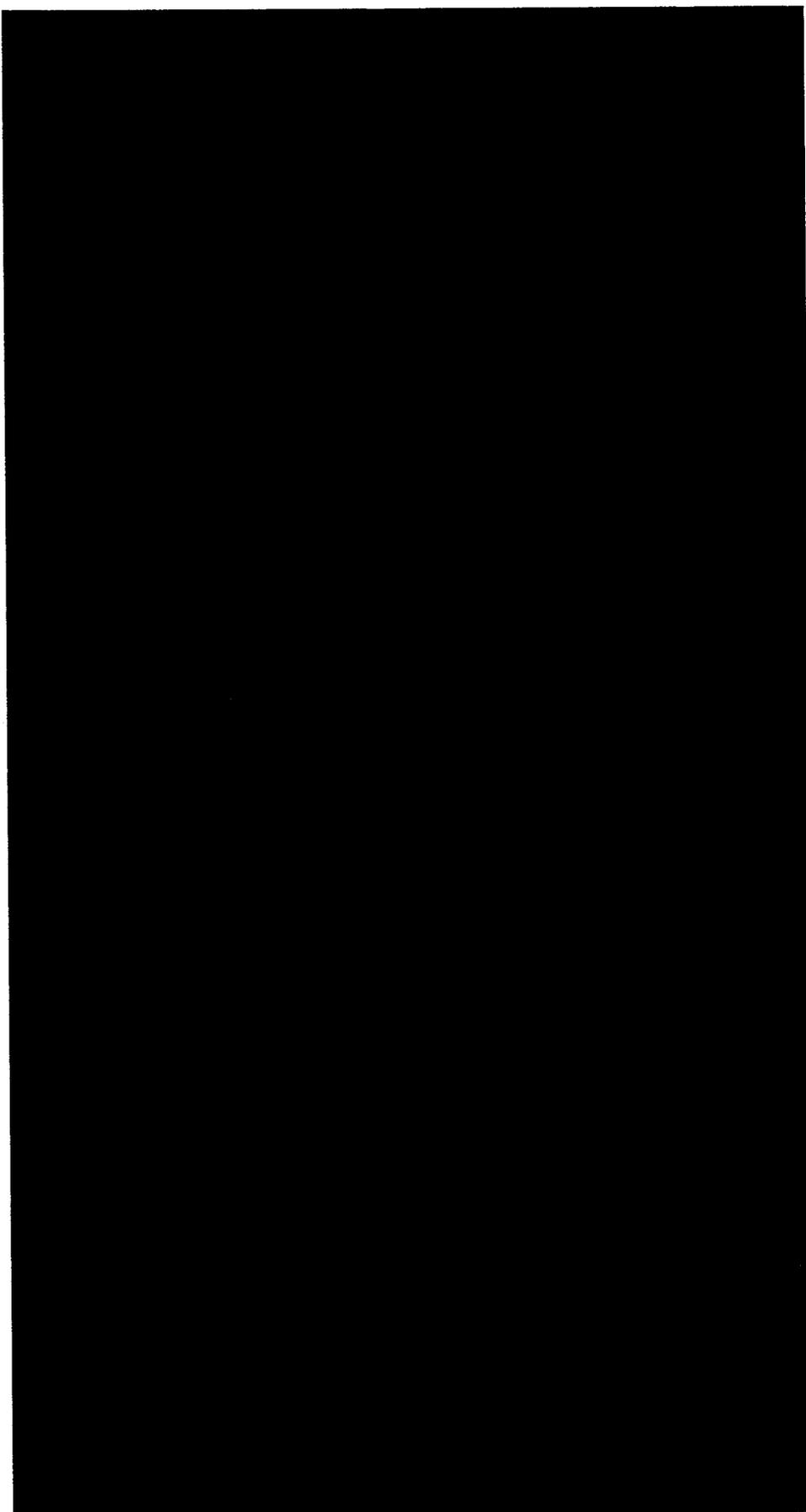


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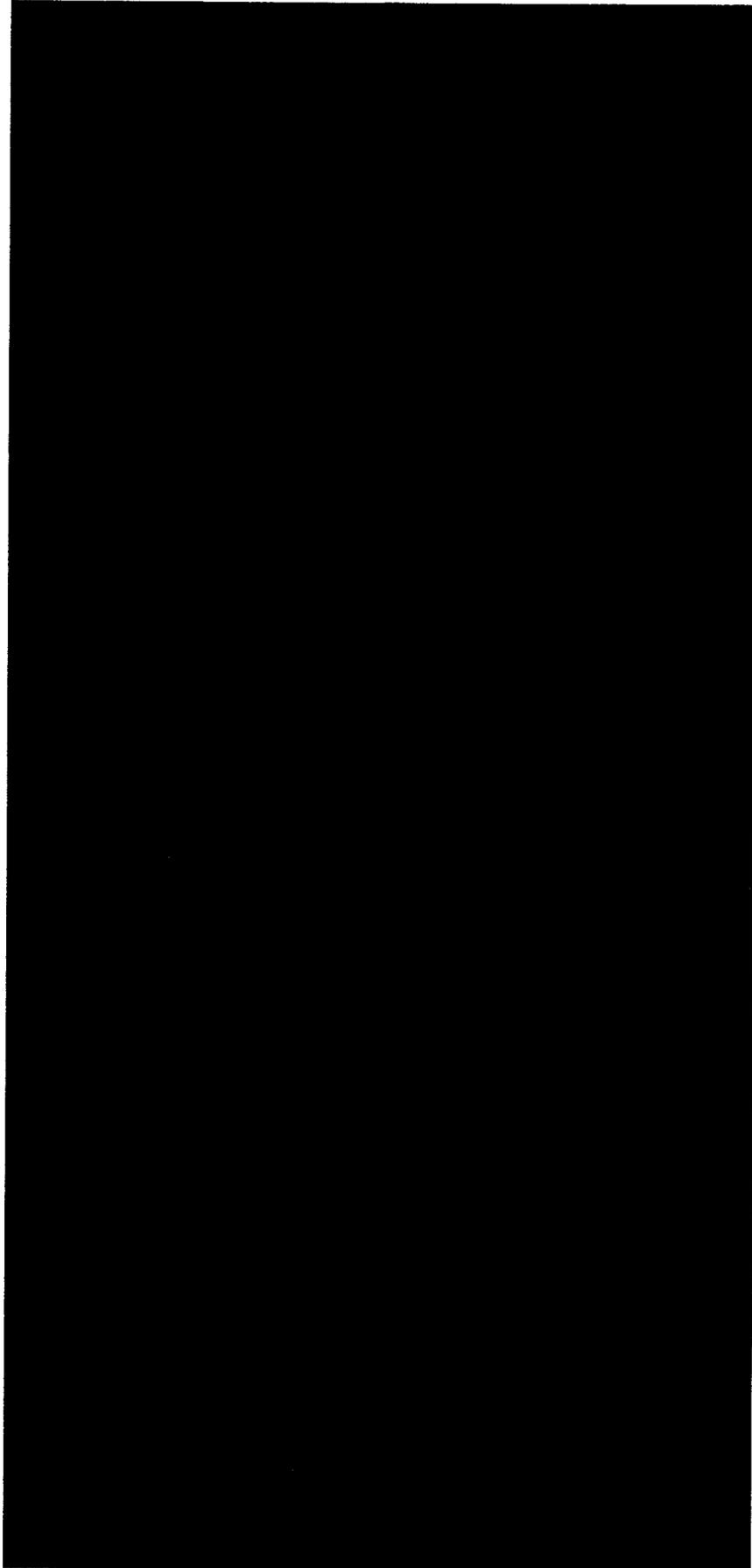
Team Oracle
DC SLED RFP - DCTO 2008-R-0019
Summary of Pricing (All 5 Years)



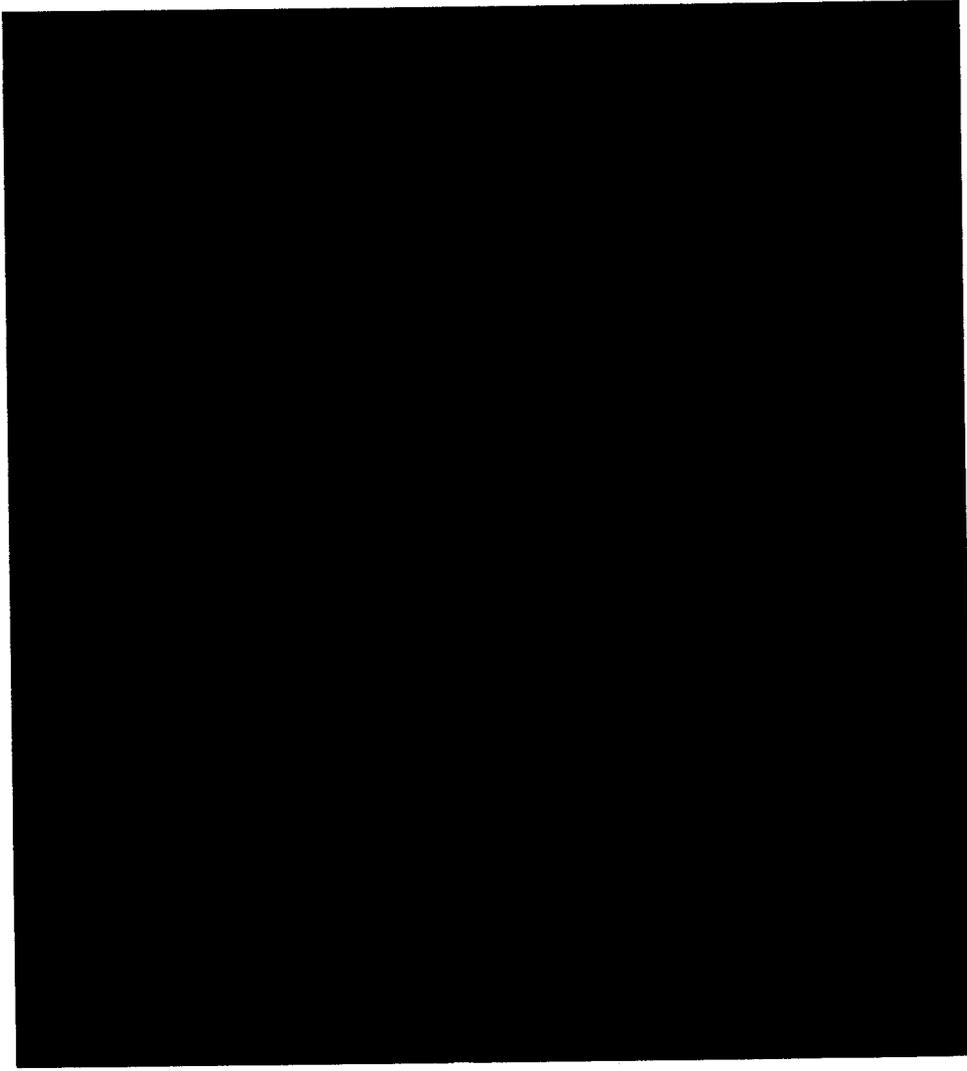
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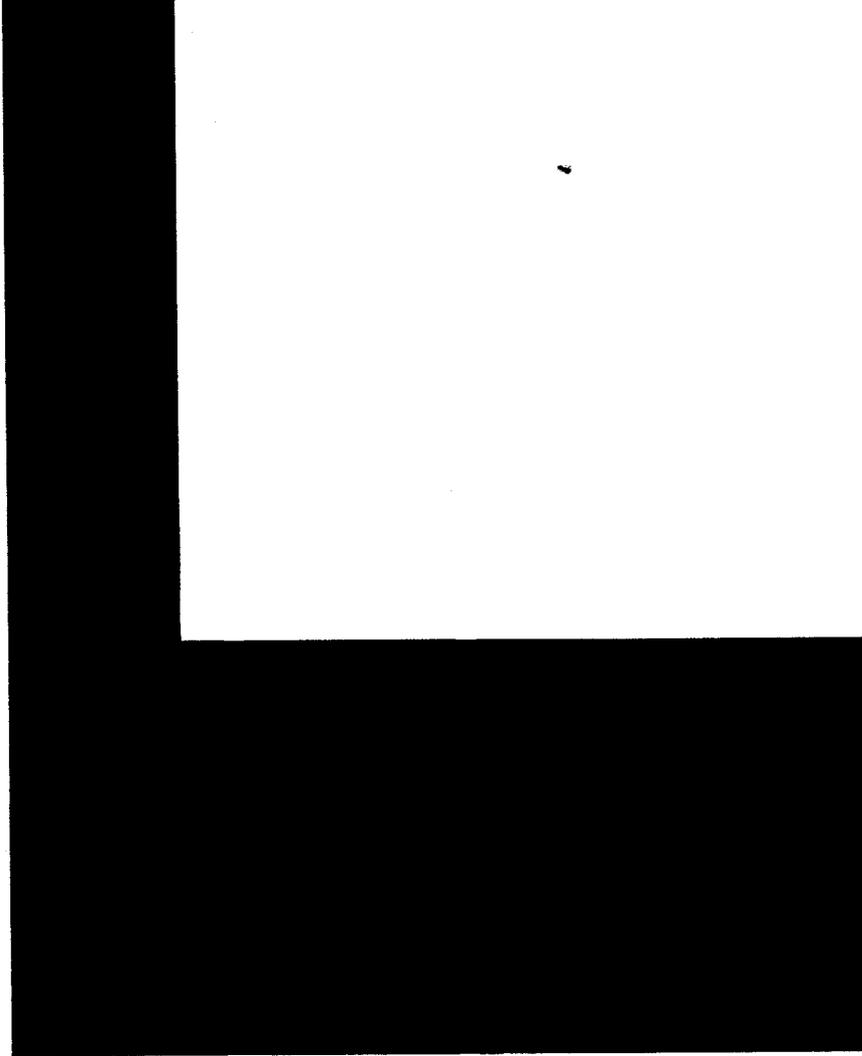
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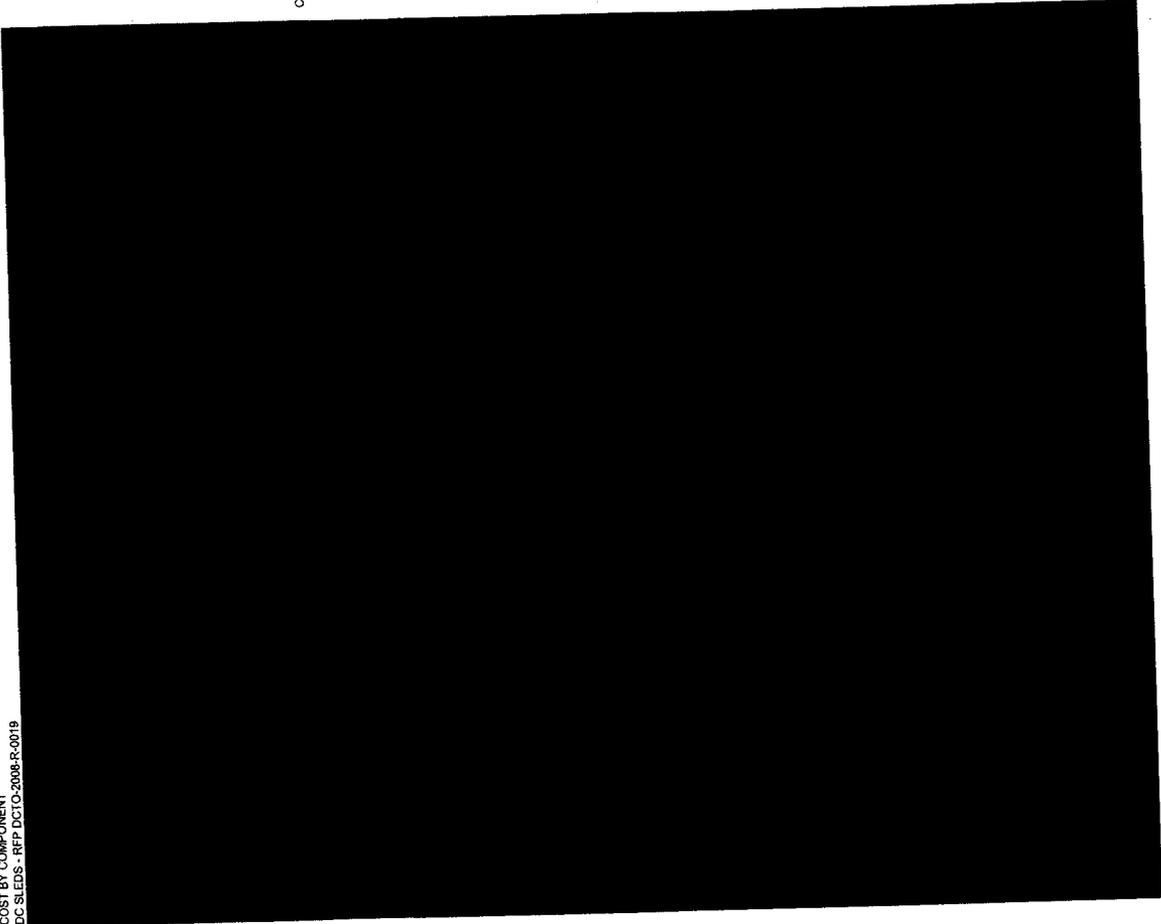


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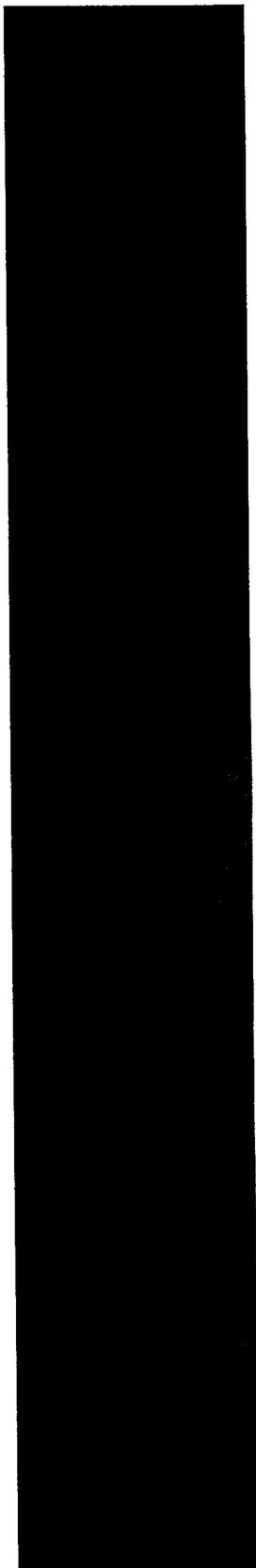
Team One
COST COMPONENT
DCSLEDS - REF DCTO-2008-R-0019

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Diff

Check
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TEAM

ORACLE®

Best and Final Offer
2nd Submission

Due Date: April 30, 2008 Time 11:00AM

Deliver to:

District of Columbia Government
Office of Contracting & Procurement
441 4th St, N.W. Suite 730S Washington, DC. 20001
Attention: Bid Counter

POC: Ms. Annie R. Watkins, Contracting Officer / Alternate POC: Mr. Surinder Sharma

Points of Contact:

M. Mickey Williams, Director Business Development, Williams Adley & Company LLP
1250 H. St NW Washington, D.C. 20005 Office: (202) 371-1397 Fax: (202) 371-9161
Email: mwilliams@dcwacllp.com Mobile (202) 285-6212

Sohil Patel, Solution Architect, **Oracle USA**
North America Technology Consulting Office (617) 620-0313
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Kola Isiaq, CISA, CPA, Managing Partner, Williams Adley & Company LLP
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Email: kisiaq@dcwacllp.com Mobile Phone: 202 297-0909

Gerry K. Anderson, Technology Sales Manager, **Oracle USA**
State and Local Government
11102 Glenn Brooke Court, Glenn Dale, MD
Email: gerry.anderson@oracle.com



TEAM

ORACLE®

BEST AND FINAL OFFER

2ND SUBMISSION

IN RESPONSE TO SOLICITATION NO

DCTO-2008-R-0019

STATEWIDE LONGITUDINAL EDUCATIONAL
DATA (SLED) WAREHOUSE SYSTEM

DUE DATE

APRIL 30, 2008

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Williams, Adley & Company, LLP

IT Management Consultants
1250 H. St NW Suite 1150 Washington D.C. 20005
Office 202.371-1397 Fax 202 371-9161

April 30, 2008

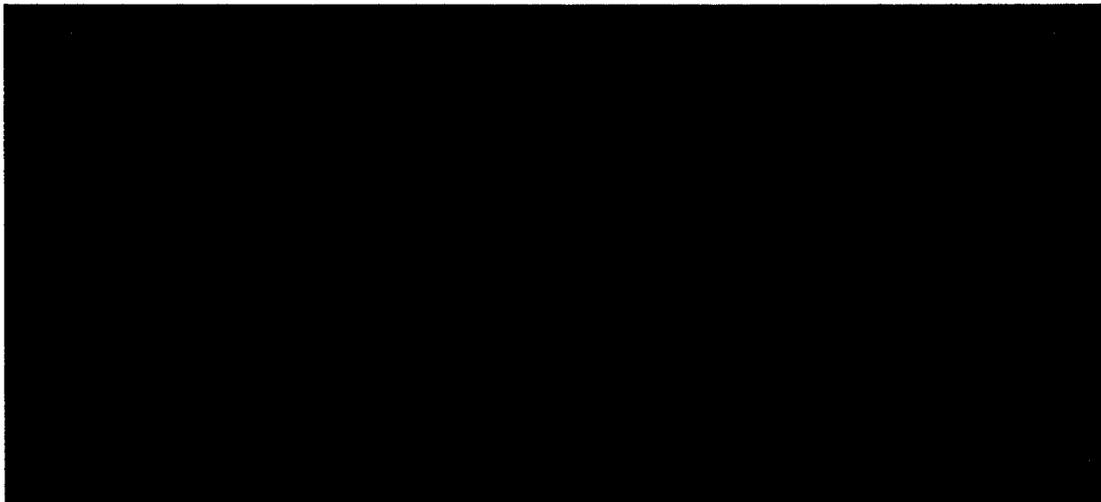
Government of the District of Columbia
Office of Contracting and Procurement
441 4th Street, NW, Suite 703S Washington, DC 20001
Attention: Bid Counter

RE: Team Oracle's Best and Final Offer (2nd Submission)
In Response to Solicitation No DCTO-2008-R-0019 - Statewide Longitudinal
Educational Data (SLED) Warehouse System
Due Date: April 30, 2008 11:00am - Qty 1 Original plus 4 copies and 1 CD ROM

Dear Ms. Watkins:

Enclose you will find Team Oracle's Best and Final Offer (BAFO) in response to the above solicitation. On the pages that follow we provide our response to the relevant questions provided in your letter dated Friday, April 25, 2008.

We certainly hope that our response provides more clarity, granularity, and a clearer picture of our proposed SLED Warehouse system.



Enclosures

Redacted Team Oracle DC SLED Best and Final Offer dated April 30.doc

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Appendix 1

- > Resource Utilization Plan**
- > Resumes of Additional Personnel**

Section I

Why Team Oracle

As we come closer to the realization of this SLED effort being deployed within the District of Columbia, Team Oracle would like to reiterate our steadfast **commitment, and desire** to provide a data warehouse system that improves the overall education performances of our students, teachers, principals, and school administrators. .

Our ***commitment*** starts with the fact that Team Oracle will not be satisfied for simply meeting our stated deliverable(s) for this effort. We want to take it a step further, and would like to see the District of Columbia become one of the "thought leaders" in this SLED arena, and are committed to that goal.

That's the ultimate challenge, so how do we get there?

For starters, we have already committed our most experience data warehouse personnel to this project, and each of the key personnel proposed for this effort have successfully implemented data warehouse SLED solutions at other State Education Offices and school districts.

Our commitment is further supported by the fact that our CEO along with Oracle's K-12 Industry Director as well as the CEO's of our LSDBE partners will be directly involved in this project and will commit all of the necessary resources to meet the demands of this task.

Due to that kind of unwavering commitment, Team Oracle is very confident that we will deliver our SLED ***solution on time, within budget, and with very high performance levels***. This is what you expect from us, and we understand that clearly.

Secondly, we have already engaged some of the best local IT solution providers (LSDBE's) to have a seat at the table from day one and actively participate with us on this effort.

[REDACTED]

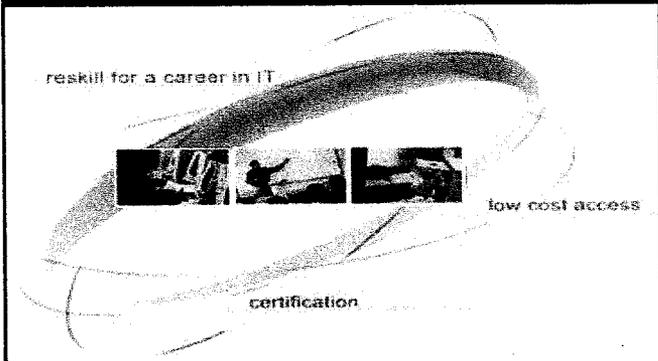
Thirdly, you can be assured that throughout this effort Team Oracle will:

1. keep you informed of our progress on a regular basis
2. be innovative and forward thinking at times while simultaneously leveraging lessons learned from other SLED data warehouse system deployments,
3. strive to keep all of the stakeholders, including parents, engaged throughout the duration of this project through our ***change management, training, and help desk support efforts***

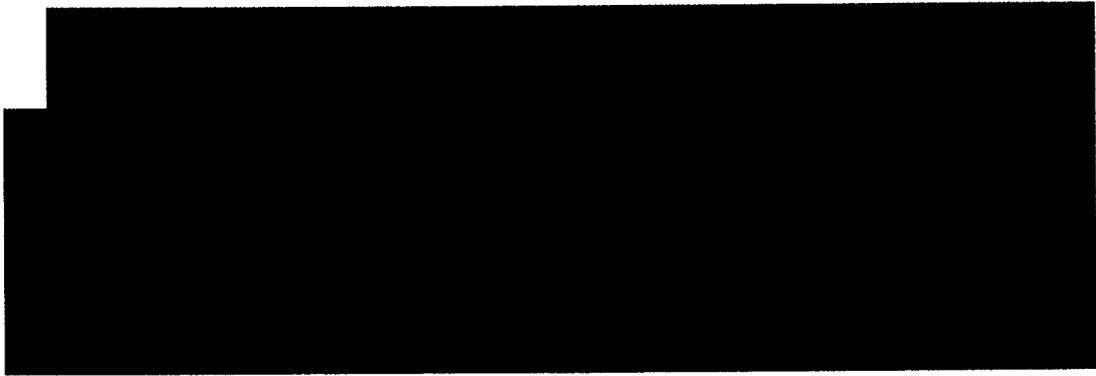
We have all known that most of the time actions do indeed speak louder than words, and to date, Team Oracle's actions include some of the following:

[REDACTED]

If selected for this effort, Team Oracle will work with OSSE and the appropriate regulatory district agency to develop the appropriate venue that will allow future generations of IT professionals to the exciting field of technology.



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Section II

Response to 2nd BAFO Questions

[Redacted]

i. [Redacted]

Answer: Yes, it goes away

b. Hosting-LC

i. [Redacted]
ii. [Redacted]

**Data Center 1
22810 International Dr. Sterling, VA 20166**

**Data Center 2
7990 Science Applications Ct, Vienna, VA 22182-3925 US**

iii. How far apart are the Accelera data centers?

[Redacted]

c. Change Management

i. [Redacted]
ii. [Redacted]

[Redacted]

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d. USI

- i. Page 8 of the BAFO response states that Team Oracle will have the USI component of the SLED system up and running for the first set of Student Information Systems. What is the first set of Student Information Systems?



e. Direct Meal Certification

- i. Page 9 of the BAFO response states USDA Direct Certification completion date of 10/31/08 while on page 10 #13 it states 9/30/08. Which is accurate?



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[Redacted]

f. Page 37 of the BAFO response states that Virtual Data Federation has an impact on the performance of the source systems that it draws from.

i. Why does Virtual Federation have an impact on source systems?

[Redacted]

ii. What impacts does Virtual Federation have on source systems?

[Redacted]

[Redacted] delivers mission-critical performance, scalability, and reliability. With the business and presentation layers, intelligent caching services, and a multidimensional calculation and integration engine, the Oracle Business Intelligence Server Enterprise Edition delivers intelligent request generation and optimized data access services

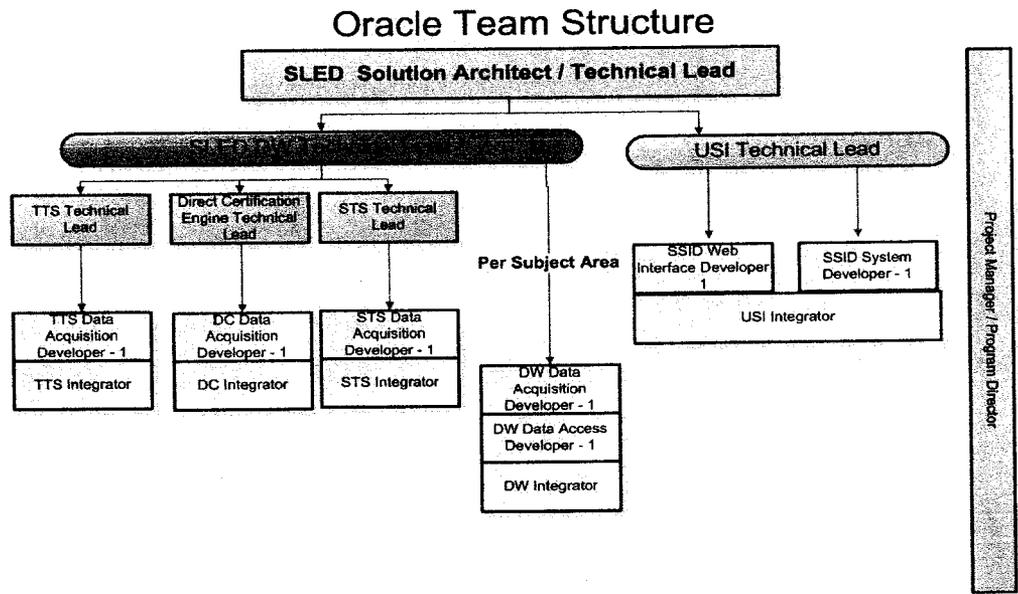
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Section L.23 of the RFP states that costs must be all inclusive to include contractor travel and other incidental costs.

[Redacted]

h. Resource

i. What are the roles and responsibilities of Sohil Patel in regards to this project?



[Redacted]

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i. What percentage of the time will [REDACTED]

[REDACTED]

ii. Provide a resource utilization plan.

[REDACTED]

i. List all of the items that OSSE should provide you to help you start the project efficiently and effectively to meet the requirements and your proposal.

[REDACTED]

1. [REDACTED]

- [REDACTED]
- [REDACTED]
- [REDACTED]

[REDACTED]

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2. [Redacted]

3. [Redacted]

4. [Redacted]

5. [Redacted]

6. [Redacted]

7. [Redacted]

8. [Redacted]

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[Redacted]

9.

[Redacted]

- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]

10.

[Redacted]

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j.

[Redacted]

[Redacted]

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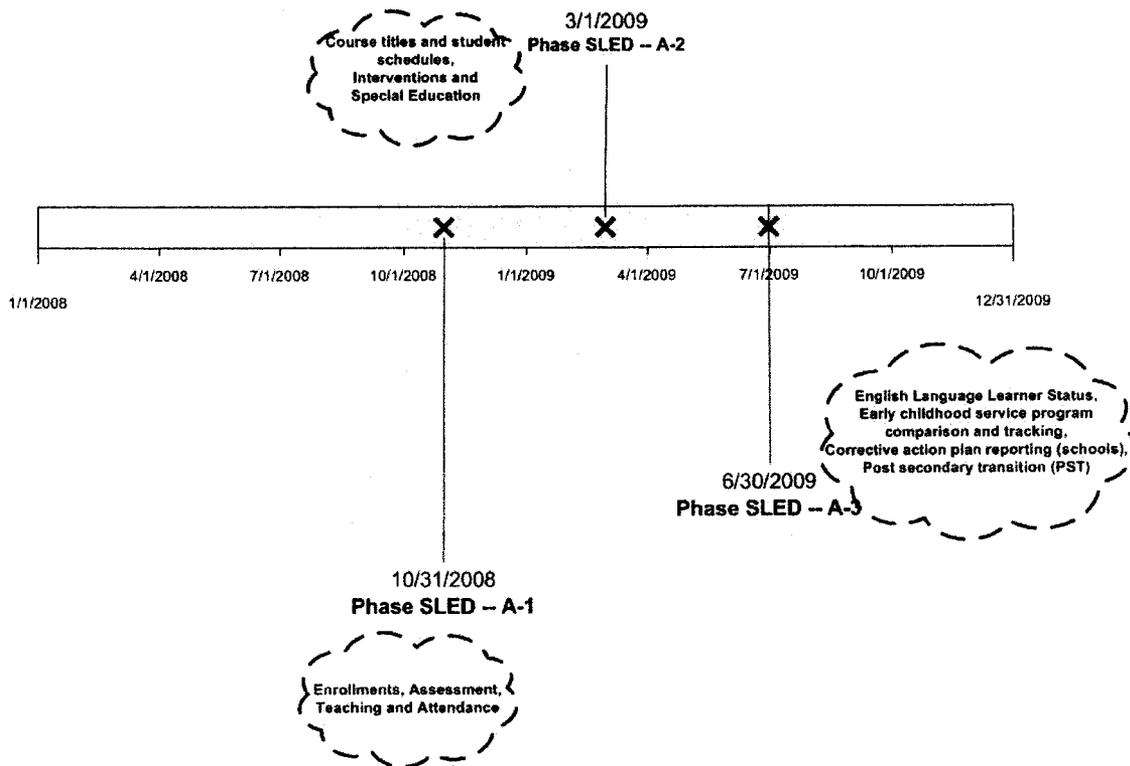
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Priority A	Functional Area	Sub-Function Area	Approach	Timelines
1	Student Enrollments, including			
1	Assessment			
1	Teachers/Highly Qualified Teachers			
1	Student Attendance			
1	Course titles and student schedules			
1	Interventions			
1	Special Education			
1	English Language Learner Status			
1	Early childhood service program comparison and tracking			
1	Corrective action plan reporting (schools)			
1	Post secondary transition (PST)			

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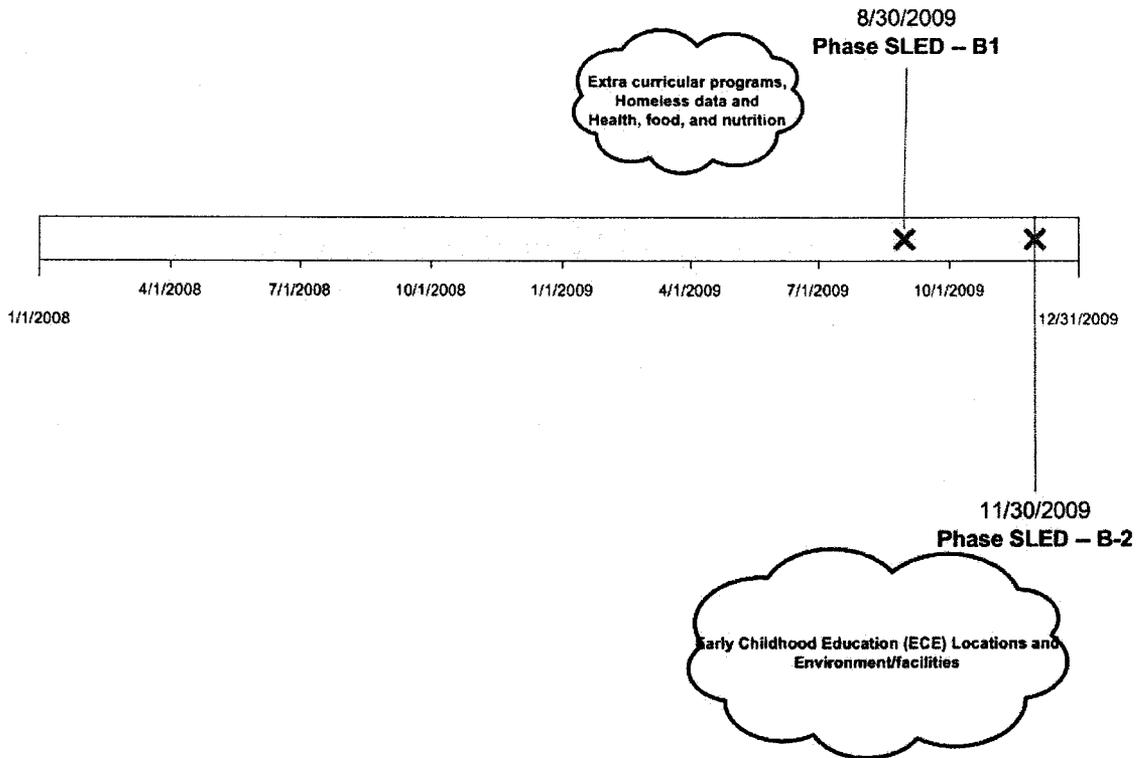
DC Schools – Subject Area Timelines – “PRIORITY A”



The following "Priority B" functional areas are provided as the priority for which OSSE would like to have the functional areas deployed to the production environment after all of the "Priority A" functional areas are deployed. In the "Priority B" column they are listed in order of preference (1 is the highest) to be implemented on the production environment. Provide a timeline and approach for accomplishing the delivery of these functional areas to the production environment:

Priority B	Functional Area	Approach	Timelines
1	Extra curricular programs		
2	Homeless data		
3	Health, food, and nutrition		
4	Early Childhood Education (ECE) Locations		
5	Environment/facilities		

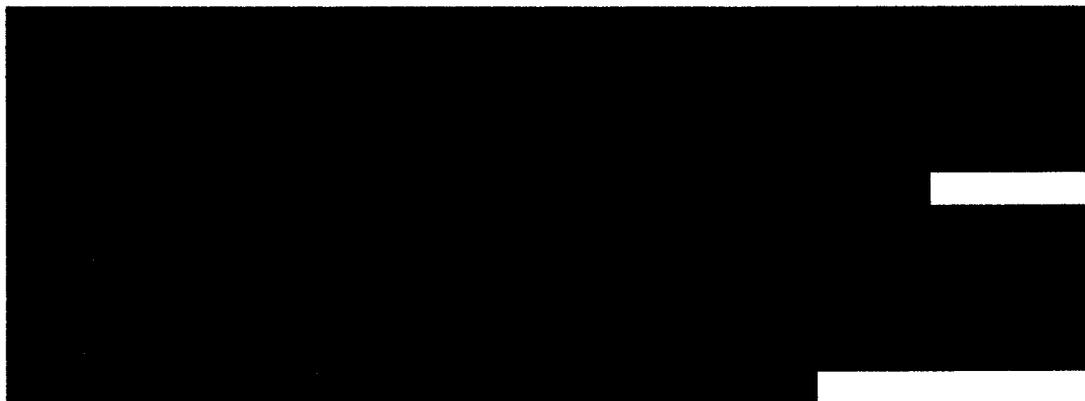
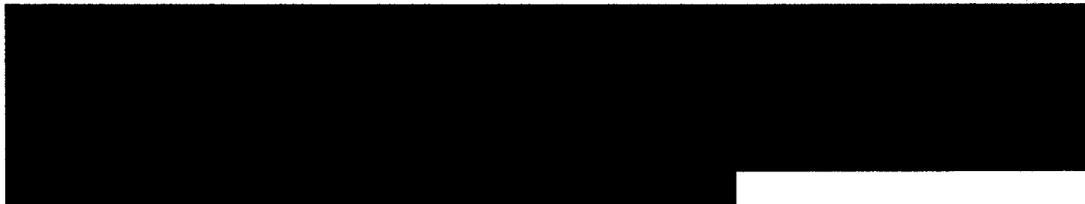
DC Schools – Subject Area Timelines – "PRIORITY B"



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Appendix 1

Resource Utilization Plan



[Redacted]
[Redacted]
[Redacted]



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Quantify the Resources Required

The completed detailed list of the resources needed to undertake the project will initiate the processes required to quantify the amount of each type of resources needed, as follows:

Labor

Using the following table, we will list all the roles required to undertake the project. Identify the number of people required to fill each role. Describe the responsibilities and skills needed to undertake each role successfully. Also specify the timeframe during which the role will exist.

Role	No.	Responsibilities	Skill-Set	Start Date	End Date
Project Manager	1	Deliver the approved solution which meets the requirements of the customer within budget	Time Management Cost Management Quality Management People Management	xx/yy/zz	xx/yy/zz

Note:

- All roles within the project should be listed here
- The No. represents the number of full-time equivalent people required for the role
- Only a summary of the Responsibilities and Skill-Sets is required. When appropriate, include a Job Description within the Appendix
- The Start-Date and End-Date outline the timeframes for which the role is required.

Equipment

List all of the items of equipment required to undertake the project, including computers, furniture, building facilities, machinery and vehicles. Each item of equipment should be defined by outlining its purpose, specification and period required by completing the following table.

Item	No.	Purpose	Specification	Start Date	End Date
Computer	15	To enable the project team to plan, monitor and control the project	High processing speed 60 gig disk space 19 inch monitor	xx/yy/zz	xx/yy/zz

Note:

- All major equipment Items within the project should be listed here
- The No. represents the number of equipment items required to undertake the project
- The Start-Date and End-Date provides the timeframe for which the equipment is required by the project.

Materials

List all of the generic materials required to undertake the project, including stationery, computer consumables, etc. Each material item should be defined by outlining its components and period of required use. Complete the following table.

Item	Components	Amount	Start Date	End Date
Computer Consumables	Printer cartridges Printer paper Disks for backup	No.	xx/yy/zz	xx/yy/zz

Note:

- All Items of materials required by the project should be listed here
- The Amount is the approximate quantity of each item listed to undertake the project
- The Start-Date and End-Date provides the timeframe for which the materials will be required by the project.

Resource Utilization Plan

With the resource types listed, we will identify when each of these resources will be required for the project. A detailed Resource Utilization Plan will list the specific resources required for every day of the project. For simplicity, the following example lists the resources required on a monthly basis.

Resource	Month												
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec	Total
Labor													
• Project Manager	No.												
• Labor Type													
Equipment													
• Computer													
• Equipment Type													
Materials													
• Printer Cartridges													
• Material Type													
Total													

Once the number of resources has been allocated to the project by month, we will then verify the total number of each type of resource allocated to the project for its entire duration as well as per month.

Usage

We will then identify which activities the resources will be allocated against during the project. A detailed Resource Plan will define the activities which each resource will undertake for each 'day' on the project. For simplicity, the following example provides a listing of the activities which each resource will undertake, on a 'monthly' basis.

Activity	Month											
	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sept	Oct	Nov	Dec
Initiation												
<ul style="list-style-type: none"> • Appoint Project Team • <i>Activity</i> 												
Planning												
<ul style="list-style-type: none"> • Develop Quality Plan • <i>Activity</i> 												
Execution												
<ul style="list-style-type: none"> • Build Deliverables • <i>Activity</i> 												
Closure												
<ul style="list-style-type: none"> • Customer Sign-off • <i>Activity</i> 												

Assumptions

We will list any assumptions made during this Resource Planning exercise. For example, it is assumed that the:

- Project delivery dates will not change during this project
- Resource requirements will not change during this project
- Resources identified will be available as required.

Risks

List any risks identified during this Resource Planning exercise. For example, Key staff resign during the project

- That further training is required to complete the tasks allocated
- That budget constraints lead to inferior resources being allocated.

Appendix

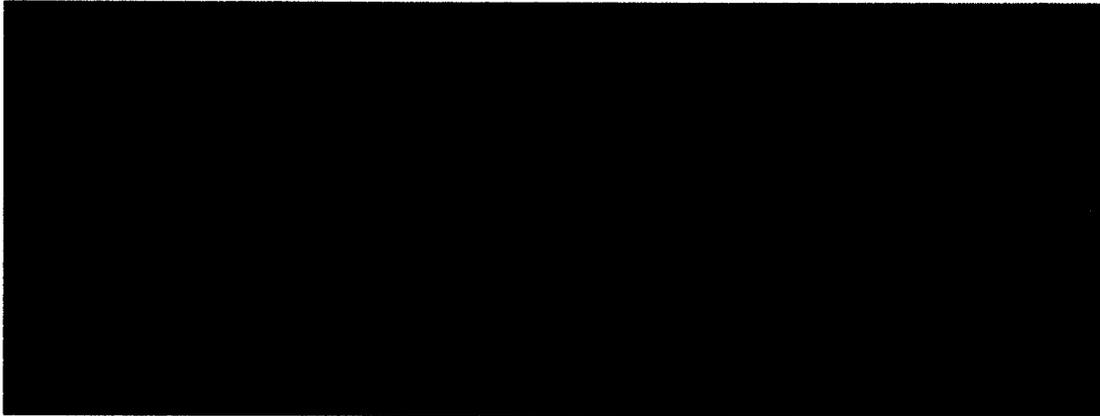
We will attach any documentation that is relevant to the Project Plan. This may include, but not be limited to:

- Other project documentation (Business Case, Feasibility Study, Terms of Reference, Project Plan)
- Organizational HR policies, guidelines and procedures
- Job descriptions for project roles
- Resume for project staff
- Other relevant information or correspondence.

**Resumes of Additional
Personnel Supporting and Reporting to**

Note: In order to protect the identity and confidentiality of our proposed staff all personnel resumes and bios have been redacted under this FOIA Request





- Clarity of roles and responsibilities relative to the SEA, LEA and the charters.
- The collection of requirements and agreement on common definitions
- Gaining consensus on application specifications
- Acceptance of system
- Rollout and training
- Governance of system management policies and practices
- Implementation of change

Decentralized organizational structures sometimes lack ability to set and deploy change effectively that can compromise the development and rollout of educational programs and systems.

Decentralized organizational structures also makes getting consensus on requirements and business rules a challenge. Something as seemingly simple as calculation of a GPA becomes more difficult if there are different business rules across the organization. It is common for the local rules within groups of schools to be different for factors like classes that are retaken, weighting for advanced placement courses, how courses taken outside the school (Prior schools, Community College Courses) and a host of other factors. Coming to agreement on these types of business rules and defining labels to clearly identify the different measures can get time consuming and requires the groups to compromise somewhat.

We recognize that the implementation project will require a governance structure, and an organizational change management strategy, to design, develop and rollout the project that ensures stakeholders participate in the project and become system owners. With the structure of the SEA and LEA being so new, there are still roles and responsibilities that remain to be finalized. These roles must be clear to ensure that the design of the data structures and security schemas will properly serve all of the respective organizations. We plan on including active participation from the SEA, LEA charter schools in this project. The charter schools will be encouraged to assign a representative to participate in this process. The DC Public Charter School Board's role is to facilitate the Charter School Law, allowing charter schools that have passed a rigorous application process, to operate with a certain amount of autonomy. The "Center of Excellence" concept that is

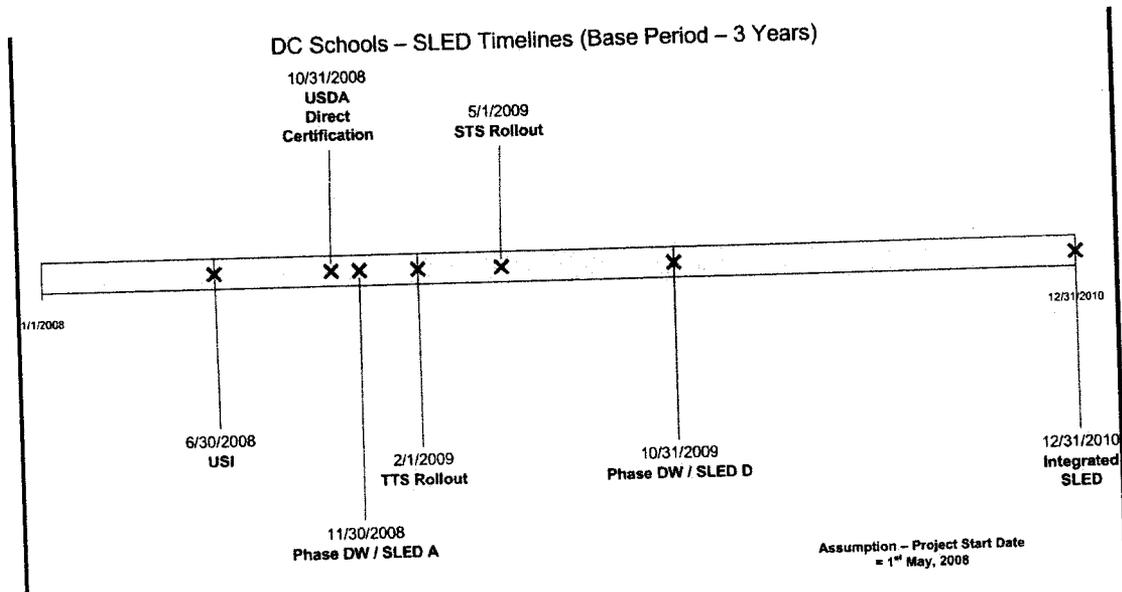
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popular now with ERP projects may be a good model here. This governance model requires that each interested department/ organization contribute a person to represent them during the implementation phase. They will also need to dedicate some percentage of that representative's time to continue to work with this team after the implementation to ensure continuity and buy-in from all of the organizations. The members of this Center for Excellence should be fully dedicated to this project during the implementation process – requiring the LEA and schools to contribute headcount to the project. This may require increased participation, but without this we risk the SLED implementation becoming an “IT project” with no buy-in or support from the user community.

2. How soon can our schools expect to be able to access and update student information in real time? What are the obstacles that might slow the real-time data access and what strategies have you used to anticipate and get around those obstacles?



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Schools will be able to access different pieces of information at different points of time. By the end of month 7, reporting and ad hoc querying will be possible for the Enrollments, Assessment, Teaching and Attendance subject matter areas. If, during the project inception and planning, Team Oracle learns that a different set of subject matter areas is of higher priority, we will re-prioritize accordingly. Additional subject matter areas will come on-line over the course of the project.

The obstacles that we could possibly encounter would be project management related. Team Oracle is comprised of specialists that have successfully delivered LDS systems in a timely manner and we hope to leverage their considerable skills and experience to mitigate these challenges.

b) Data Load Frequency – The frequency with which the SLED system will be refreshed from the source systems would depend on the component of the SLED, the subject area, the availability of data in the source systems and the business requirements. This load frequency could range from ‘near-real time’ to hourly to daily to weekly to monthly. We would like to clarify here that schools would not update student information in the SLED system, but continue to do so in their Student Information Systems. The data from the SIS will be periodically and frequently loaded into the SLED system to provide a quick view of the most recent data.

Some of the obstacles that are typically faces in this aspect are as under:

- Non-availability of source systems
- Network and latency issues
- Participation of source system administrators
- Availability of Subject Matter experts
- Inadequate Technical Hardware configuration
- No common buy-in of data load frequency

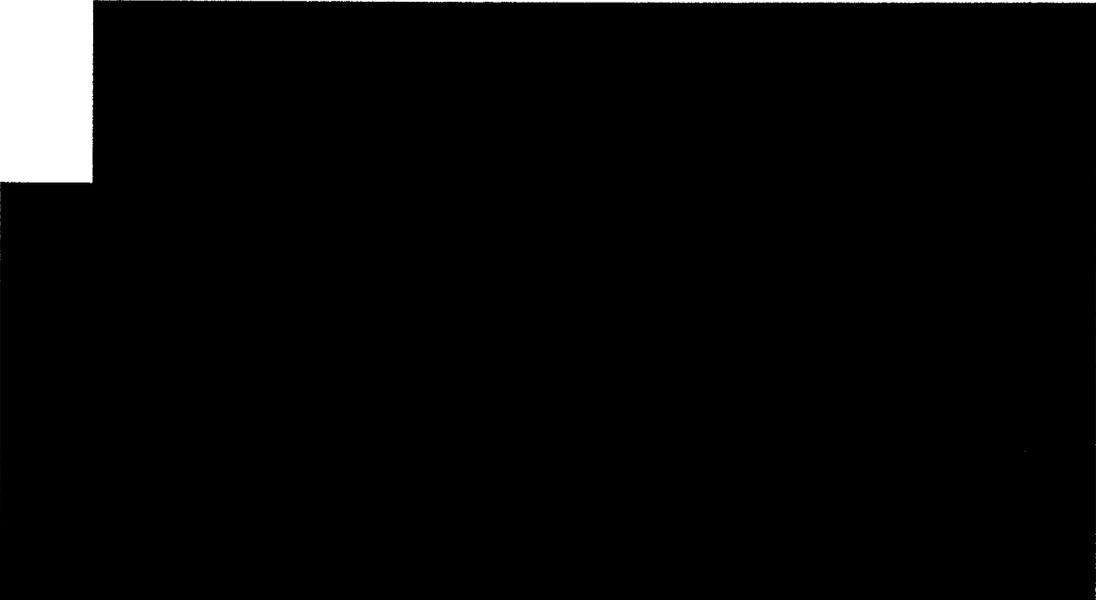
- Short Data Load Window

Team Oracle has considerable experience in implementing similar systems in the Education space and other industries. Our detailed responses in the RFP detail our methodologies in getting around these and other obstacles.

3. Vendors have made contradictory predictions regarding the feasibility of meeting our fast start-up timelines, especially in regard to the USI and direct meal certification components. What assurances can you give us that these two components can be in place early in the start-up process, as requested in the RFP and what implementation risks threaten our intent to meet those timeline goals?



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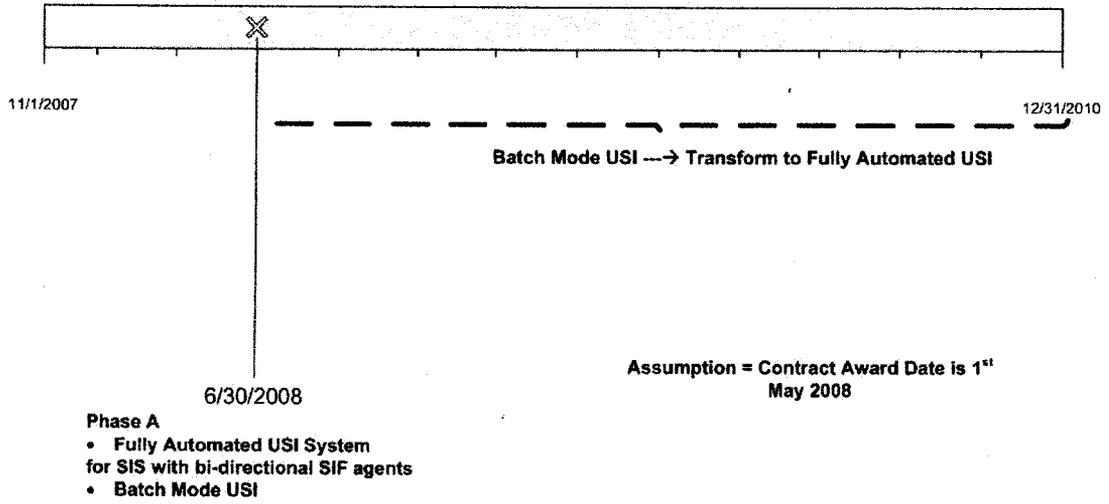
Option 2. The expectation in the RFP is that the Unique Student Identifier (USI) be implemented within 60 days of project start date. In this option, Team Oracle proposes using the Student Locator Framework *File-Import Module* for all SISs except those with pre-existing bi-directional SIF agents. What this means in practice is that those Student Information Systems using the *File Import Module* would need to manually make an extract from the SIS and "upload" it into the Student Locator Framework. The framework would encapsulate it into SIF and send it to the SSID system (unique student identifier repository in the SLED Database) and return it via SIF back down to the LEA. However, at that point the school would need to manually batch it back into the SIS (because the SIF agent is not available to do this). So, for these schools, the extract and import would be manual but everything else would be SIF.

The caveat here is that not all schools will be using an automated flow immediately. As the SIS vendors create SIF agents for their SIS systems, schools could move to using the fully automated approach. We will work with the vendors of those applications that have uni-directional agents and encourage/assist them in making their agents bi-directional as we have done for several other states. Additionally, we will work with the vendors of those applications that currently do not have SIF agents and provide them (at no cost) our Agent Development Kit (ADK).

The primary advantage of option 2 includes an accelerated schedule with buy-in *over time* by the SIS vendor community. The disadvantage includes front-loaded costs as opposed to phased (as shown in option 1), AND increased, incremental costs because the File Import Module costs an additional \$1,000/school for the custom set-up of each environment.

The Implementation Timelines for Option 2 is shown below.

DC Schools -- USI Implementation Roadmap -- Option 2



Option 3 -- In this third option, Team Oracle proposes using the Student Locator Framework *File-Import Module* for all SISs except those with pre-existing bi-directional SIF agents AND eSIS (i.e. DC STARS).

DC STARS is DC School's name for the eSIS software, a modern, web-based student information system that was developed by Administrative Assistants, Ltd. (AAL) of Canada. Of all of the SISs it is clear that DC Stars handles the most students and is in effect the mission-critical SIS. In this scenario we would work with AAL or directly build a bi-directional SIF agent that would allow DC Stars to work, fully automated, with USI.

Therefore, **Part 1 of Phase A** (which will be the first release of the USI solution) will be available within 60 days of the project start date. Phase A will include:

- Fully automated USI systems for ALL schools in Category 1 (i.e. those with pre-existing, bi-directional agents)
- Batch Upload USI systems into the SIF framework for all other schools

Part 2 of Phase A will be available before the end of the year 2008 will additionally include:

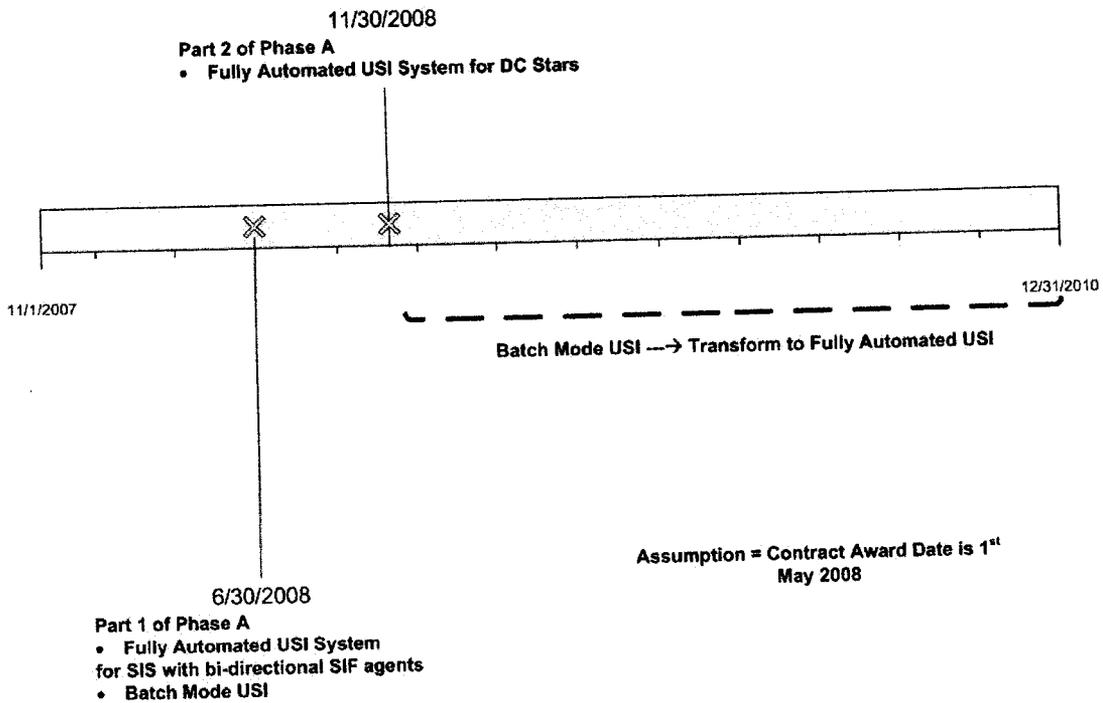
- Fully automated USI systems for DC Stars

With this approach, the DC School system will have a fully integrated USI system up and running for all the schools within 60 days using an integrated technology stack. **Also, DC Stars will be included within the fully automated SIF/USI system before the end of 2008.** The caveat here is that not all schools will be using an automated flow immediately. As the SIS vendors create SIF agents for their SIS systems, schools could move to using the fully automated approach. We will work with the vendors of those applications that have uni-directional agents and encourage/assist them in making their agents bi-directional as we have done for several other states. Additionally, we will work with the vendors of those applications that currently do not have SIF agents and provide them (at no cost) our Agent Development Kit (ADK).

The primary advantage of option 3 includes an accelerated schedule, which includes DC Stars with buy-in *over time* by the SIS vendor community.

The disadvantage includes front-loaded costs as opposed to phased (as shown in option 1), and increased, incremental costs of developing the SIF agent.

DC Schools -- USI Implementation Roadmap -- Option 3



Direct Meal Certification – Team Oracle understand the implementation of Direct Meal Certification systems in SLED environments. Creating the schema, data structures and the program code is a straightforward process. The most risk in this process is associated with importing of the student data from the existing Student Information Systems. The key to the Direct Meal Certification process is a “match/merge” process that refers to the comparison and integration of student data from the DC DHS IMA and student data from the Student Information Systems. The DC DHS IMA data feed is one data source, but the Student Information Systems are many, heterogeneous data sources. To mitigate this risk, we must plan for early outreach to the Student Information System administrators by the Team Oracle Direct Certification technical lead.

4. Our data system should be designed to capture the educational experience of students from their early childhood years through high school and into and out of college, including GED, community college, and four-year college programs. Tell us how you have integrated such systems in other states and what are some of the policy challenges we face as we put such an extensive system in place?

Team Oracle has the necessary skills not just to implement K-12 systems, but also P-16 Longitudinal Data Systems (from pre-K through college). The Student Tracking System (STS) will be one of the components contained in the SLED system and will source data about a student's higher education from various systems such as UDC and other public universities' SIS and National Student Clearinghouse. The STS will contain critical information spanning a student's lifelong public education experience in DC, from early childhood through grades K to 12, college and other post-secondary education, and into adult education and initial years of employment.

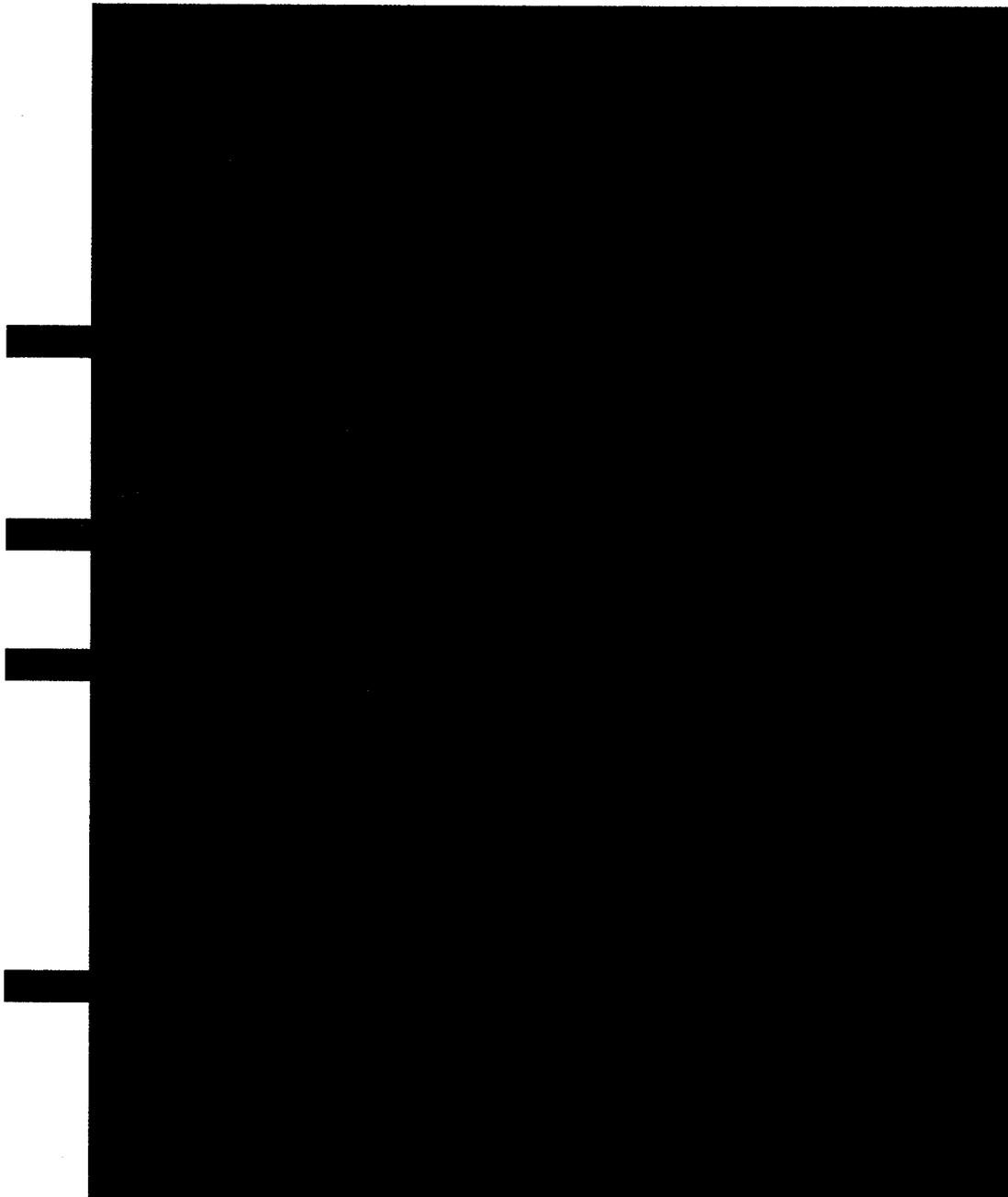
The SLED will include a Subject Area (Post Secondary Transition) that will provide a system that tracks College placement data (AccuPlacer at UDC). Initially, this data will be limited to certain Universities such as UDC. It is anticipated that DC will create partnerships with surrounding public universities in surrounding States as well as private institutions, which will increase the source systems for this data. Our solution will provide the functionality within the data warehouse for the system to be capable of accommodating data from post-secondary students. The system will also provide tools to match K-12 records to their respective post-secondary record. The expectation is to bring in data for students beyond Grade 12 i.e. from college and other post-secondary educations and employment related data. Some of the source systems that will feed the relevant subject area in SLED are the OneApp, the Educator License Information System, the Candidate Performance Assessment System, the UDC SIS, and the National Student Clearinghouse. We may also get this data from other systems that contain relevant data for post secondary students.

The State of Indiana has started working towards a P-20 educational experience Longitudinal Data System and has been successful in getting agreement from all Universities, in the state except Notre Dame, to track students using the State Student ID (STN). They don't use SSN for privacy reasons, so linking to college level data is currently a challenge.

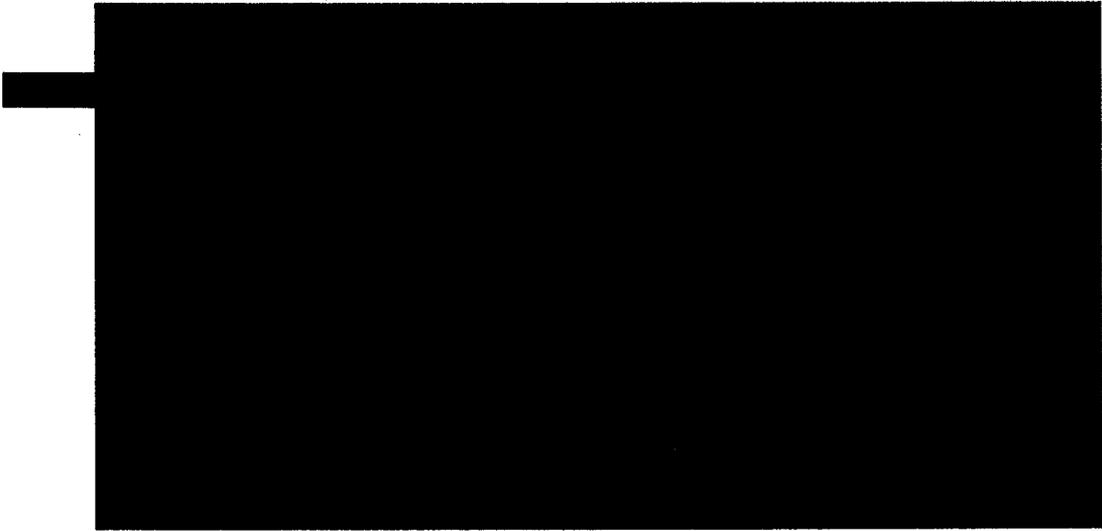
We recognize that the biggest challenges that we will face in implementing an effective P-16 system will not be technical, but rather those around policy and acceptance. One of the most important best practices in ensuring success is to create a P20 Governance Structure that would consist of the stakeholders for this. This should be established for managing the data and be responsible for receiving and integrating data; facilitating data analysis, reporting and transfer; ensuring data quality and security; and providing access.

Colorado's governor, Bill Ritter's new P-20 Education Coordinating Council is a good example and is tackling one of Colorado's greatest challenges: ensuring that a seamless education system from pre-school to grad-school is preparing students for the demands of the 21st Century.

Some other examples of similar governance structures (source: <http://www.nga.org/Files/pdf/0511HONORSTATESSUMM2.PDF>) are listed below:



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Training and Support

5. What training and support strategies will you use to engage and motivate LEA and school staff rather than simply inform them of their data responsibilities and our system's demands?

Team Oracle's vision seeks to share knowledge and develop understanding of what can be done with SLED and SLED data. We consider the transmission of the system basics such as logins, navigation, and accessing reports as a training floor, not a ceiling. Substantial product development by Oracle and Edustructures has already created an easy to use interface that allows us to focus training on how to get valuable, actionable information from the system and not just on nuts and bolts.

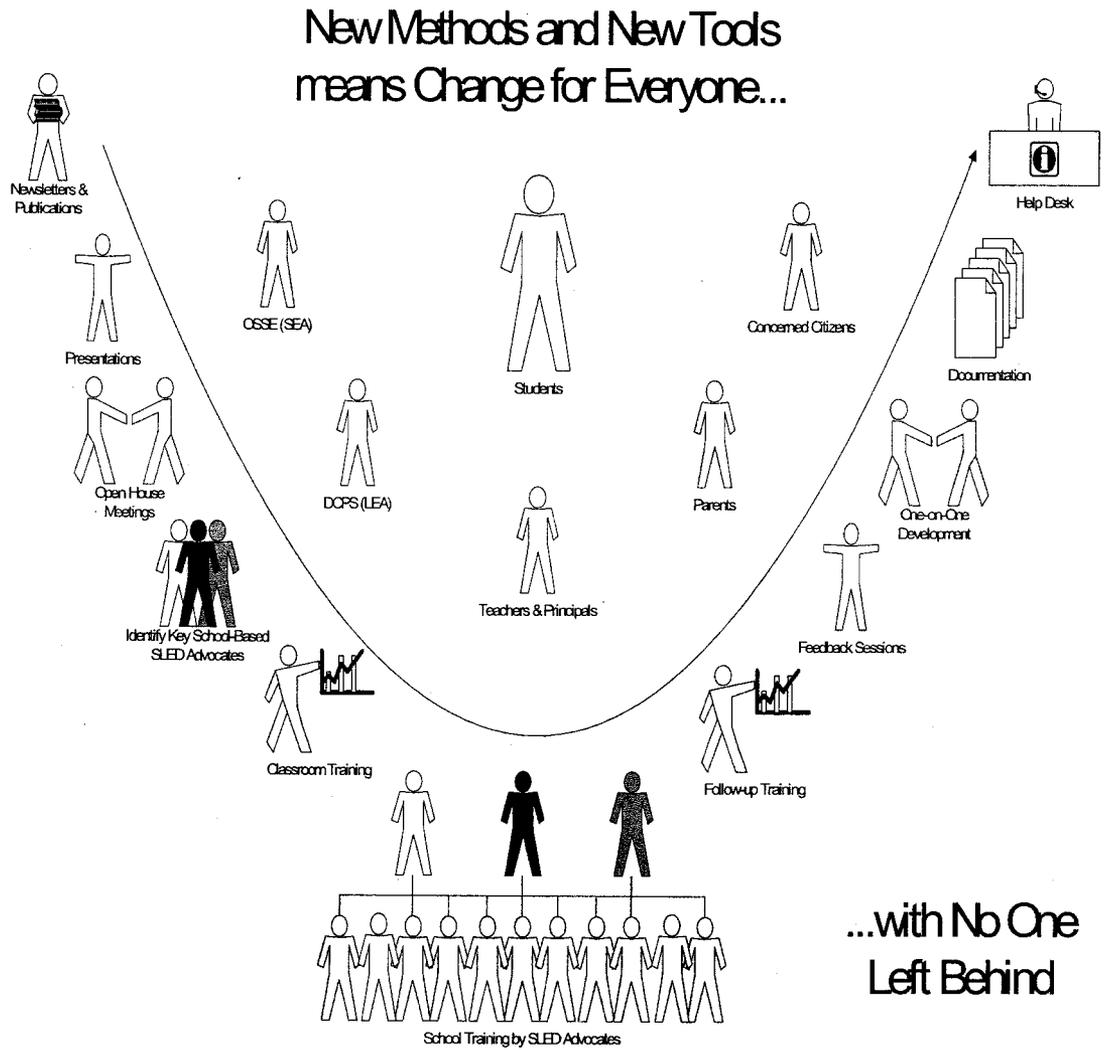
Our primary objective in developing training materials and presentations is to ensure that the available data can be used to improve educational decision making. We are already aware of many of the general benefits that other jurisdictions have realized. As we work closely with DC resources at all levels, we will develop key benefits that bear meaning for the target audiences here. Benefits come from making new uses of new information that impact educational goals and objectives.

Part of our communications and development efforts revolves around assessing, documenting and re-designing business processes that will be affected by the SLED rollout. We will know how, when and in what combinations newly available data and reports will interact with existing operational processes and how they may affect teaching behavior in the classroom and policy behavior by the higher levels of administration.

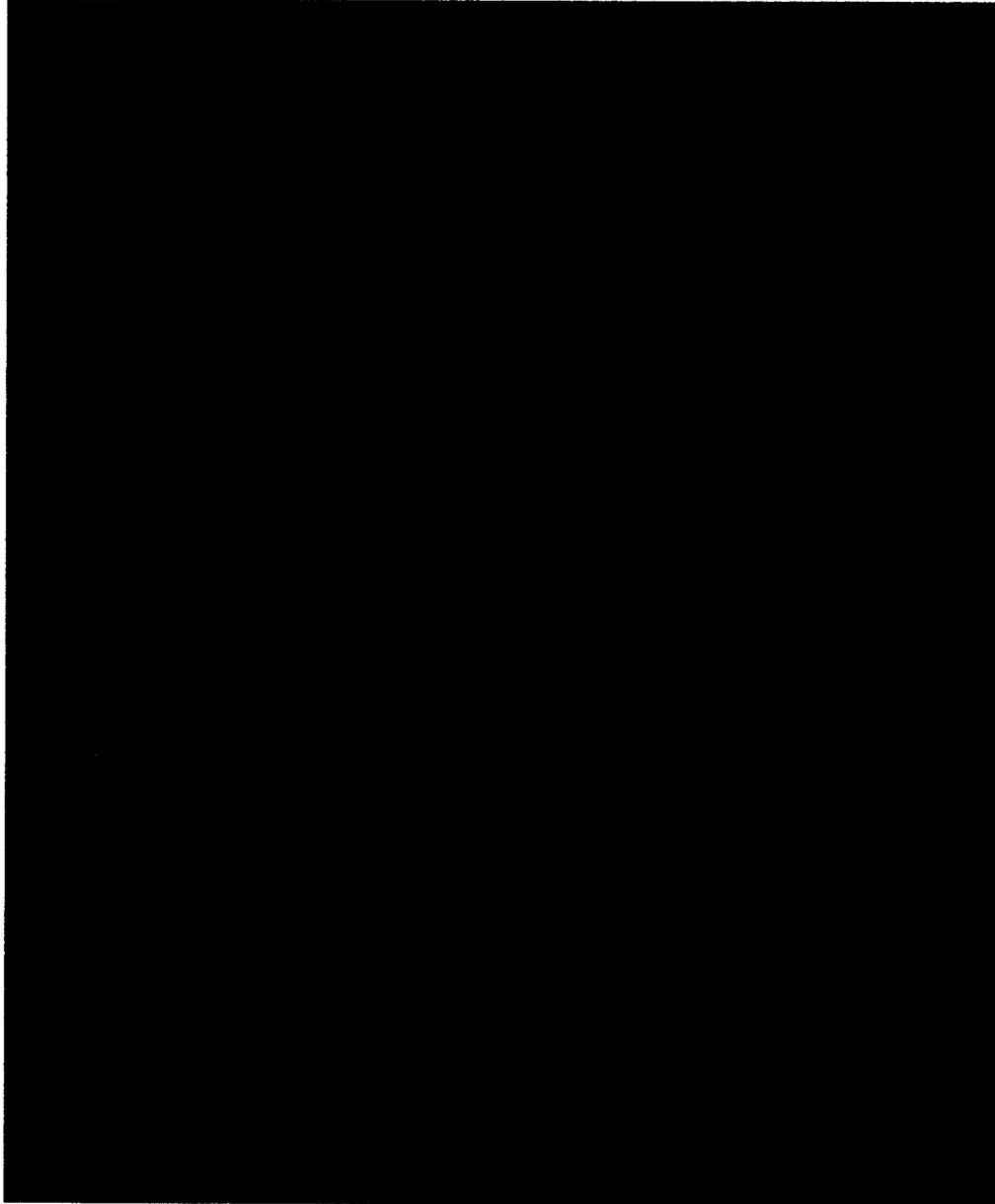
We recognize that, in a group as large and diverse as those served by SLED, some people will be more actively attracted to the possibilities that SLED offers. These "innovators" and "early adopters" represent a key resource both for the District and the SLED project. We think of them as "SLED advocates". We intend to identify them, cultivate their interest in and enthusiasm for the system, and invest heavily in developing their skills and abilities via classroom training, open houses, workshop sessions and, if necessary, one-on-one attention.

Our close association with these SLED advocates will allow us to develop use-cases that reflect the real issues that users in the District face in doing their jobs. These real life scenarios will then become the means of conveying to the larger audience how and why SLED makes a positive impact. Our experience has shown that users find motivation when training connects them to real problems and opportunities that they face in executing their duties.

Our change management efforts plan to guide users through a well defined process of creating awareness, cultivating a desire for benefits, sharing critical knowledge, developing skills & abilities, and then reinforcing what they have learned. Our objective is that, before any formal training begins, trainees would be aware of what the system is and does, would understand the need for a SLED, and would have personal, practical expectations of what they can get out of training. We have seen that this preparation is critical to enabling motivated, capable users at all levels.



6. What strategies do you recommend to encourage data use by varied audiences (e.g., between teacher and counselor, school staff and principal), but not across schools or within research audiences without proper privacy assurances?



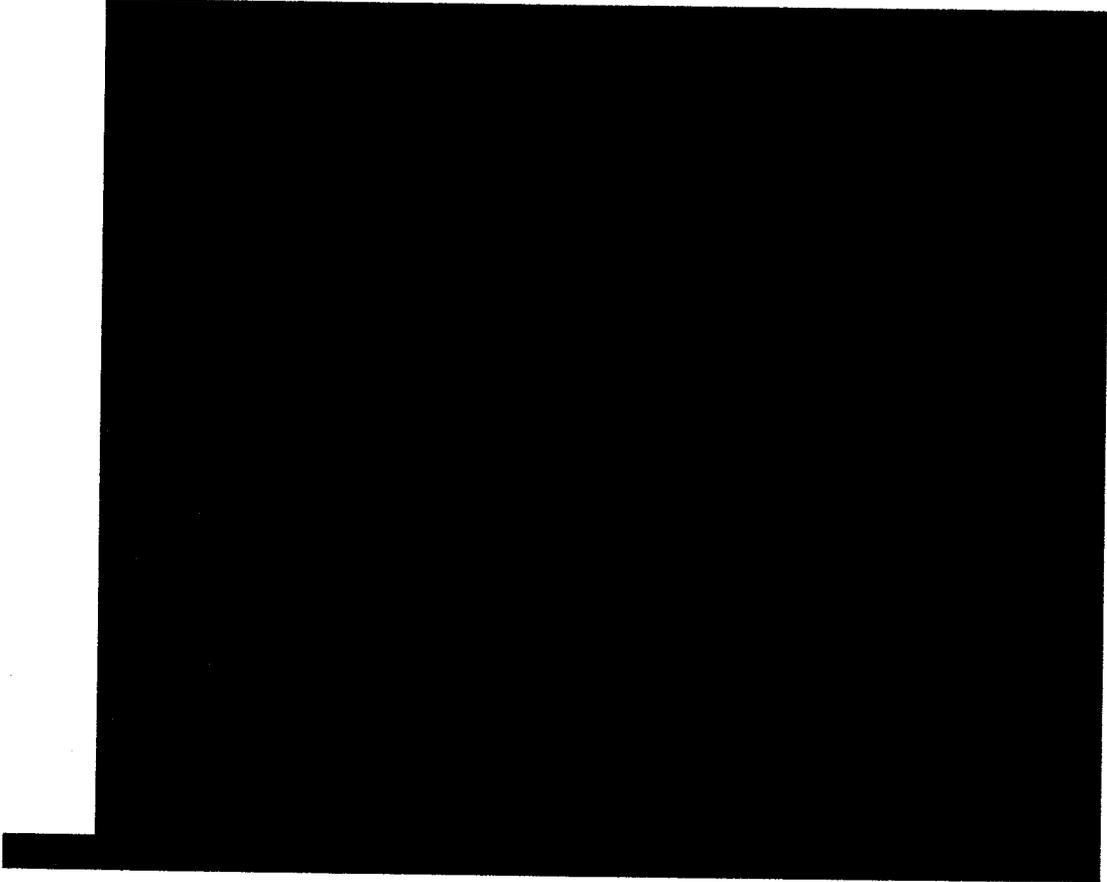
http://www.naco.org/Template.cfm?Section=Achievement_Awards&Template=/cfiles/awards/program.cfm&SEARCHID=2007coun8

Privacy will be maintained by primarily working at the aggregate level focusing on groups of students with specific characteristics, when utilizing the data by

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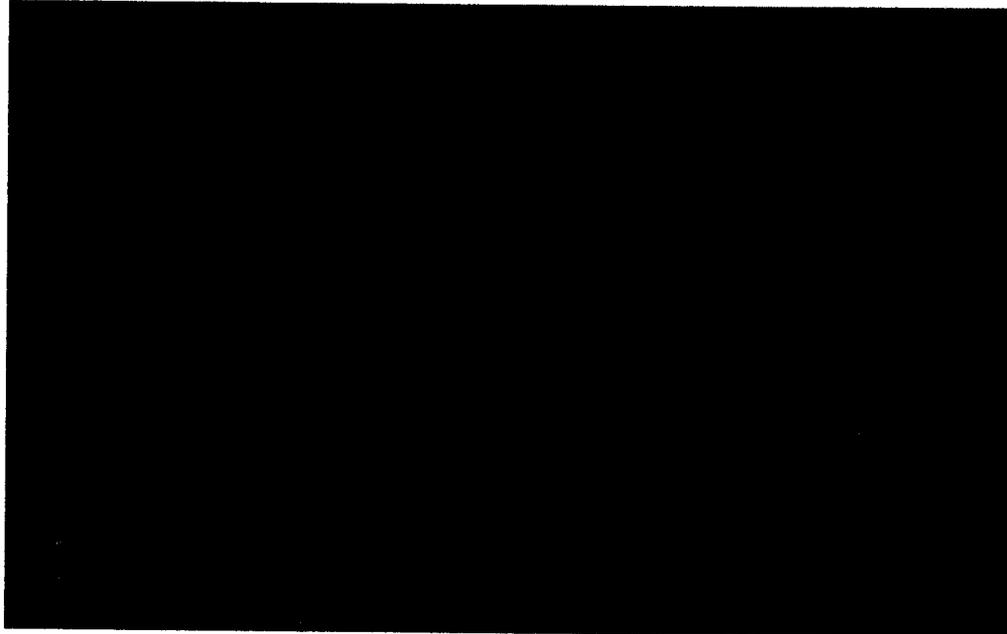
people, like administrators, community groups, who don't have a legitimate educational need to see an individual student's name or identifiers. When the collaboration gets down to the implementation of actions for an individual student by teachers, counselors, school staff and principals who have a legitimate educational need to see the data for their students they would see their student's only and be able to compare and contrast with the results of comparable other student's but they would not be able the individual student's name or identifiers of student's other than their students.

7. Please describe the balance in technical and training assistance that your company will provide compared with the support you expect DC staff to provide, especially in assuring that Phase I of the contract gets implemented on the planned time line?



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8. What school-level safeguards do you recommend that we put in place to protect against improper entry of courses that don't correspond to actual course offerings and/or course sections?

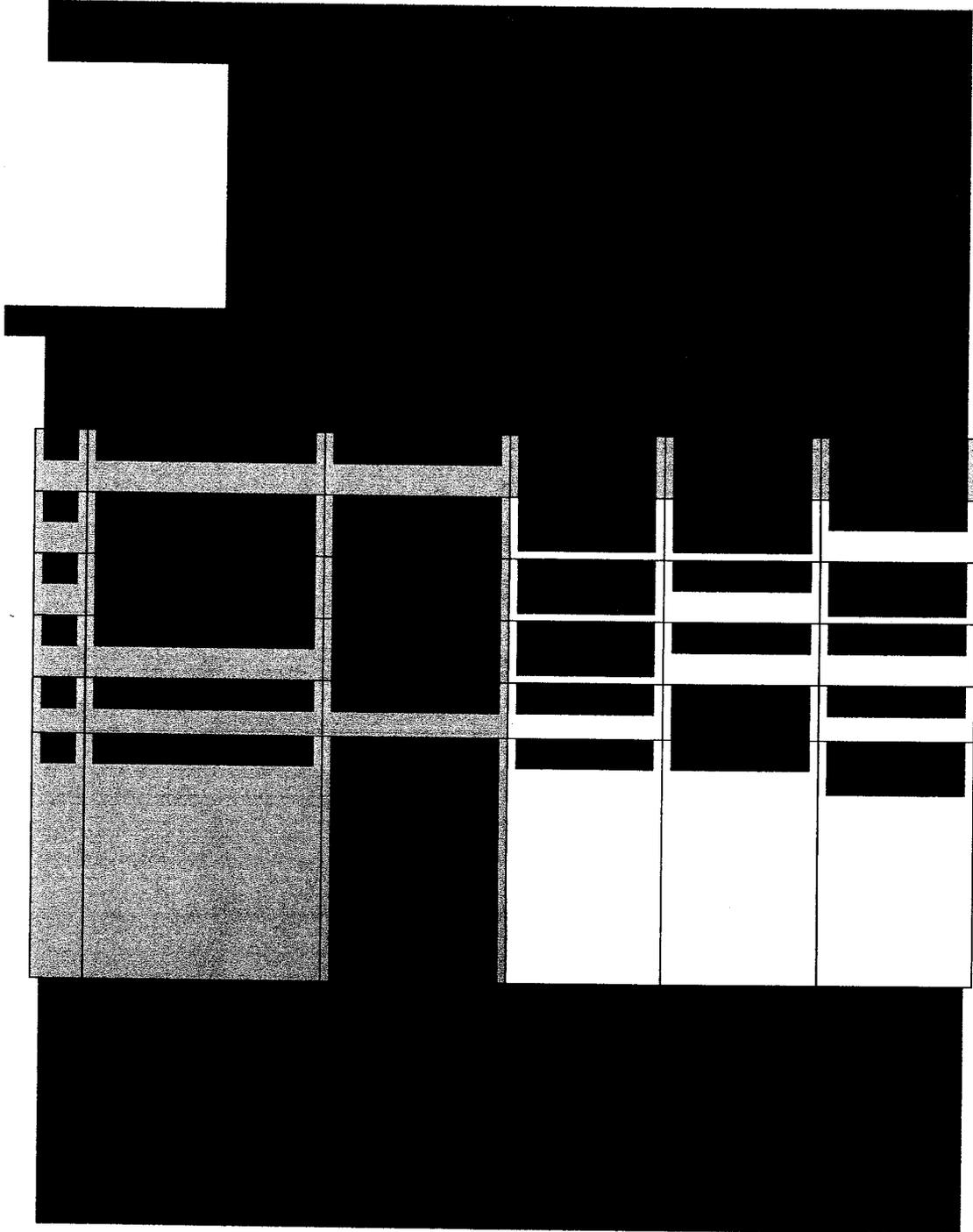


Since the SLED solution connects data and systems at all levels of the District education community, bad data affects everyone. We plan to emphasize that interconnectivity and interdependence in our communications, presentations and trainings.

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Customizing Procedures/Processes

9. Describe for a non-technical audience how you propose to track students in and out of schools, and across LEAs, so that a school that gains a student can quickly find on the data base instructional and personal histories for its new students.

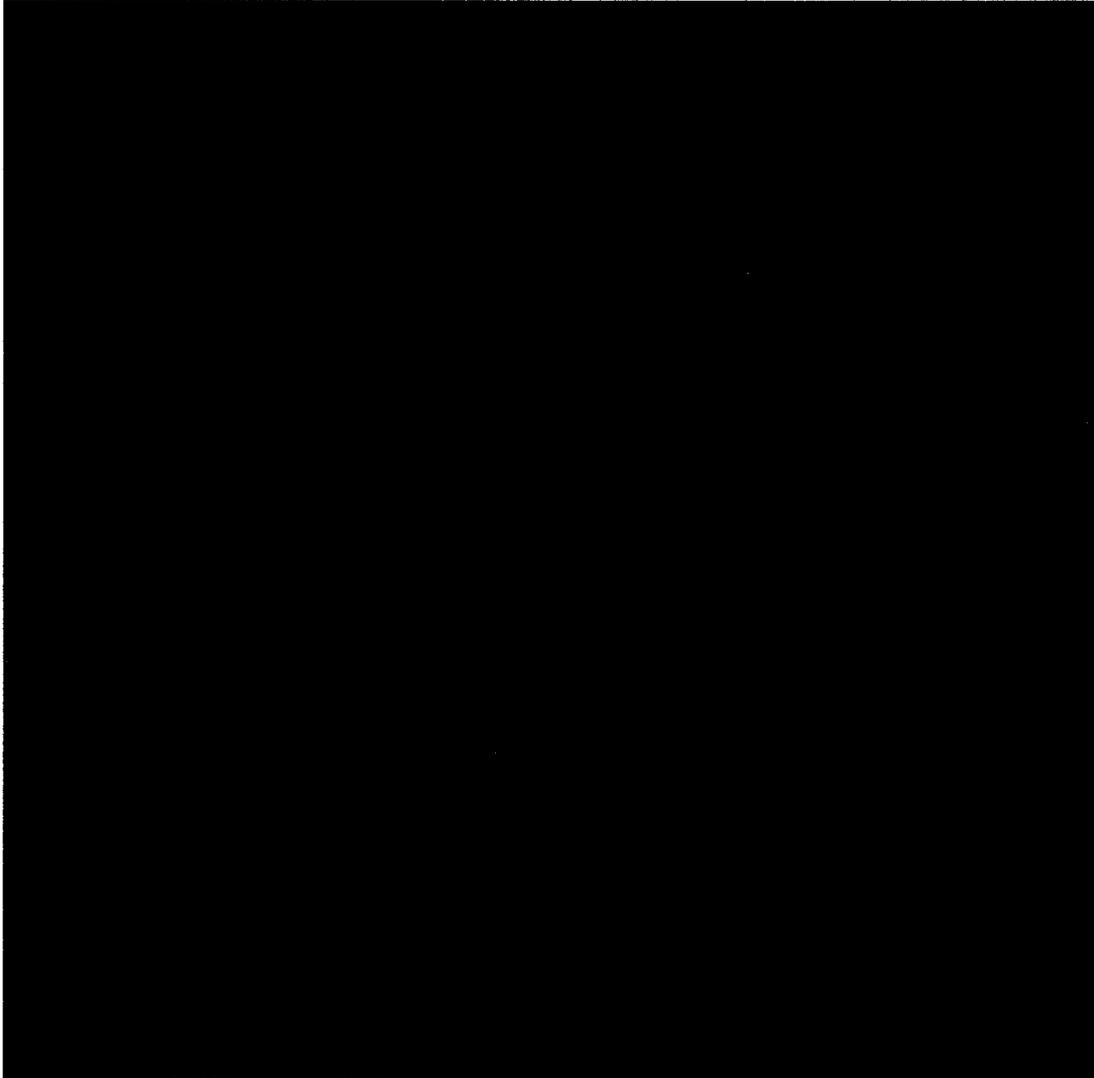


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10. How will data entry, access, and tracking procedures differ, if at all, in preschool, elementary, middle, and high school, after-school programs, and in post-secondary education programs?



We may realize that the source systems that feed these subject areas do not have all the data or it is not captured at the desired granularity. This may prompt the evaluation of enhancing the source system functionality. At such a time, changes may be considered around data entry, access, and tracking procedures.

From a different perspective, all the end users will have a common data access and reporting experience. As part of the implementation we will define various roles (and security policies associated with this role), which will determine the functionality and content that an end user will experience.

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11. What recommendations do you have for calculating high school participation so that we can distinguish between dropouts, out migration, and actual graduation rates?

The Student Tracking System (STS) component of the SLED system will capture all transactions that a student has with the SIS. This will include enrollments, withdrawals, dropouts, transfers in, transfers out, completions, graduations etc. The STS will model the data in such a way that Longitudinal tracking is possible and will contain reasons for leaving as entered in the SIS. The STS will source data from the SIS of the different LEAs. This will include data on when a student first entered 9th grade, the completion type (graduation, regular diploma, special education diploma, certification of completion etc.).

Data from the STS will be moved into the SLED Dimensional Models to allow for intuitive end user reporting which will include Graduation Reports (NGA Graduation Rate Reporting).

As an example, data in the STS will be modeled to allow for the NGA Graduation Rate as shown below:

Exclusion Adjusted Cohort Graduation Indicator =
 Students entering 9th grade for 1st time in Ye and graduating by Yg
 + students transferring into 10th grade by Ye+1 and graduating by Yg
 + students transferring into 11th grade by Ye+2 and graduating by Yg
 + students transferring into 12th grade by Ye+3 and graduating by Yg
 divided by
 Students entering 9th grade for 1st time in Ye - (excl Yc+ excl Yc+1 excl Yc+2 excl Yg)
 + students transferring into 10th grade by Ye+1 - (excl Yc+1 excl Yc+2 excl Yg)
 + students transferring into 11th grade by Ye+2 - (excl Yc+2 excl Yg)
 + students transferring into 10th grade by Ye+3 - (excl Yg)

The STS will source relevant data from the SISs. The STS will provide for the calculation of student graduation. This would include the formula that DC schools is using currently and also using the formula on graduation rates by the NGA.

NGA Graduation Rate = [students graduating within four years and a summer with a regular diploma] ÷ [(first-time entering ninth graders four years earlier) + (transfers in) – (transfers out)]

Our solution more than adequately meets the 11 specific guidelines and 1 Generic guideline provided by the CCSSO Technical Panel in Collaboration with the NGA Center for Best Practices ([http://www.ccsso.org/content/pdfs/NGA Grad Rate](http://www.ccsso.org/content/pdfs/NGA_Grad_Rate))

Implementation Paper FINAL DEC 06.pdf) as described below:

- **Guideline 1** -- Calculate the NGA rate for cross-state comparability, but in addition, consider calculating at least a five-year rate for students who receive a regular or advanced diploma within five years. In other words, determine the appropriate freshman cohort according to the NGA guidelines, and calculate a graduation rate for that group at the end of both four and five years.
- **STS / SLED DW Solution** -- The STS will have the completion details (type, school year and date). It also has the Cohort information. Calculating the NGA Grad Rate at the end of 5 years is possible
- **Guideline 2** -- For the purposes of the NGA graduation rate, the panel recommends defining first-time 9th graders as any student who was enrolled at least one day in grade 9 in the first year of a given cohort.
- **STS / SLED DW Solution** -- The SLED DW will have the Enrollment information from STS. If an enrollment record has been created in STS, we have this recommendation implemented.
- **Guideline 3** -- The panel recommends that the count of transfers in include every student who enters the cohort on grade-level at any point during the four-year period and does not exclude students who arrive late in the 12th grade (or any grade).
- **STS / SLED DW Solution** -- The SLED DW will have all enrollments in STS. As such the timing of the Enrollment is immaterial. The NGA Grad Rate calculated will include all students as per this recommendation.
- **Guideline 4** -- Define, document, and implement a detailed student-level exit data collection process to account for students who leave the public school during or between school years.
- **STS / SLED DW Solution** -- The SLED DW will have all withdrawals captured in
- STS.
- **Guideline 5** -- Establish a process by which the SEA reviews statistical trends of exit data within and across school years to identify potentially erroneous data. Establish a detailed review and validation process for samples of district, school, and/or student data. Establish clearly defined consequences for schools and districts that do not maintain clear and accurate documentation and validation processes that meet the state guidelines and for submitting erroneous data to the state. Clearly communicate each of the processes and consequences to districts and schools.
- **STS / SLED DW Solution** -- The SLED DW will have the data to create a report -- "Exit Status break down by school, district and state trended by

time". This report could be generated from the SLED DW and be used to create the 'accountability' process discussed above.

- **Guideline 6** -- Students who 'vanish' (i.e., cannot be found in another location, no documentation exists for where they went, etc.) should be counted as dropouts, not as transfers out.
- **STS / SLED DW Solution** – The SLED DW sources withdrawal codes from the STS.
- Our solution will put several business rules in place to correct these codes. As such, there will be a more accurate way to determine what a student 'vanished'
- **Guideline 7** -- 4th-year summer graduates should be counted as graduates in the NGA rate.
- **STS / SLED DW Solution** -- The NGA Grad rate will be calculated in October. This will allow for data for summer graduates to be loaded into the SLED DW and be used to calculate the NGA Grad Rate.
- **Guideline 8** -- A student receiving special education services whose IEP allows an extra year to graduate, or a student receiving services for limited English proficiency who is allowed extra time to graduate, should be placed in the cohort with which that student is expected to graduate. Thus, a student who enters 9th grade in 2006-2007 but has documentation showing that he or she is allowed five years to graduate under his or her IEP or special program should be placed in the 2012 graduation cohort.
- **STS / SLED DW Solution** -- The SLED DW will maintain several cohorts – Regular Cohort, Extended Cohort and a Reporting Cohort. The Extended cohort allows for an additional year for Special Ed students and for ELL students. The SLED DW also allows for a situation where such a student graduates in 4 years (instead of the allowed 5 years). Also, the SLED DW ensures that each student is accounted for only once (and at least once). Using the Reporting Cohort does this.
- **Guideline 9** -- Follow existing state policies and practices regarding tracking and accounting for incarcerated students, but be very clear in how those students are included in the calculation of the NGA graduation rate.
- **STS / SLED DW Solution** – Our solution will identify and use existing withdrawal codes. The specific technique for dealing with these withdrawals codes will be documented in the Business Rules document and implemented in the STS.
- **Guideline 10** -- Students retained in grades 9-12 remain in the cohort to which they were originally attributed

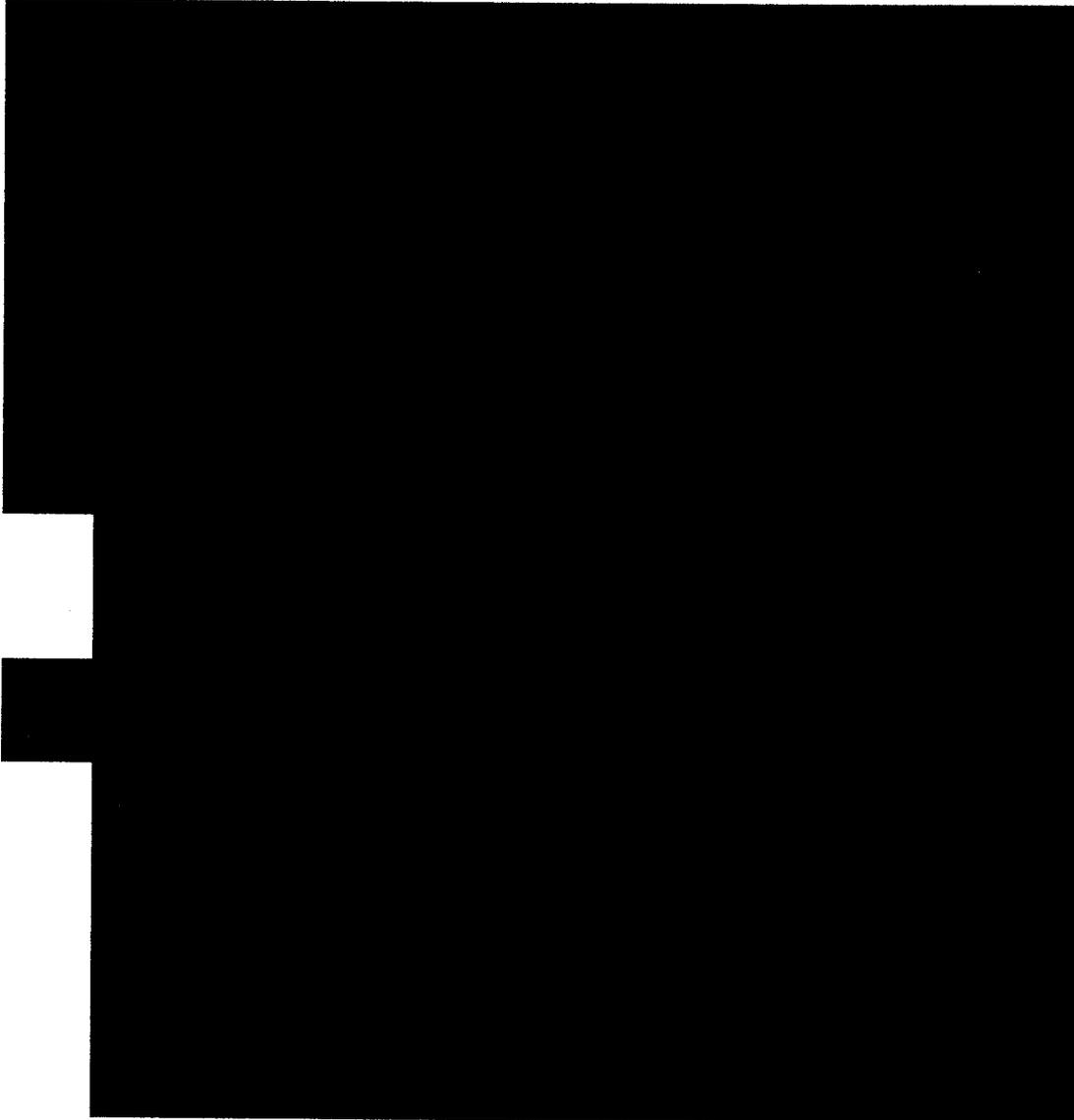
- **STS / SLED DW Solution** – The Cohort for a student is calculated by using the Year entered 9th grade and the Special Ed and ELL flags. Once this cohort is determined, retention of students in a grade does not matter.
- **Guideline 11** -- States should clearly describe by component how they are calculating the rate. A national organization such as CCSSO should consider reviewing state documents that explain how the NGA graduation rate was calculated in each state (or surveying states for that information if documents are not available). In addition, that organization should consider providing a resource document that outlines how states address special populations and circumstances in the calculation of the NGA graduation rate. Also, the Data Quality Campaign and CCSSO should incorporate the NGA rate into the Coordinated Data Ask (a system that coordinates requests for data from a variety of organizations in order to reduce the number of separate data requests made of states).
- **STS / SLED DW Solution** – Our solution will create detailed and validated documents that meet the above guideline. The Business Rules could be incorporated as part of the resource document. The Data Request made can be made by running a simple query against the SLED DW.

Additionally, we have two specific recommendations around distinguishing between dropouts, out migration, etc.



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12. What has been your experience in developing procedures for tracking teacher impact on schools from different programs, e.g., various colleges and universities, different types of programs, e.g., Teach for America and Teaching Fellows programs, etc?

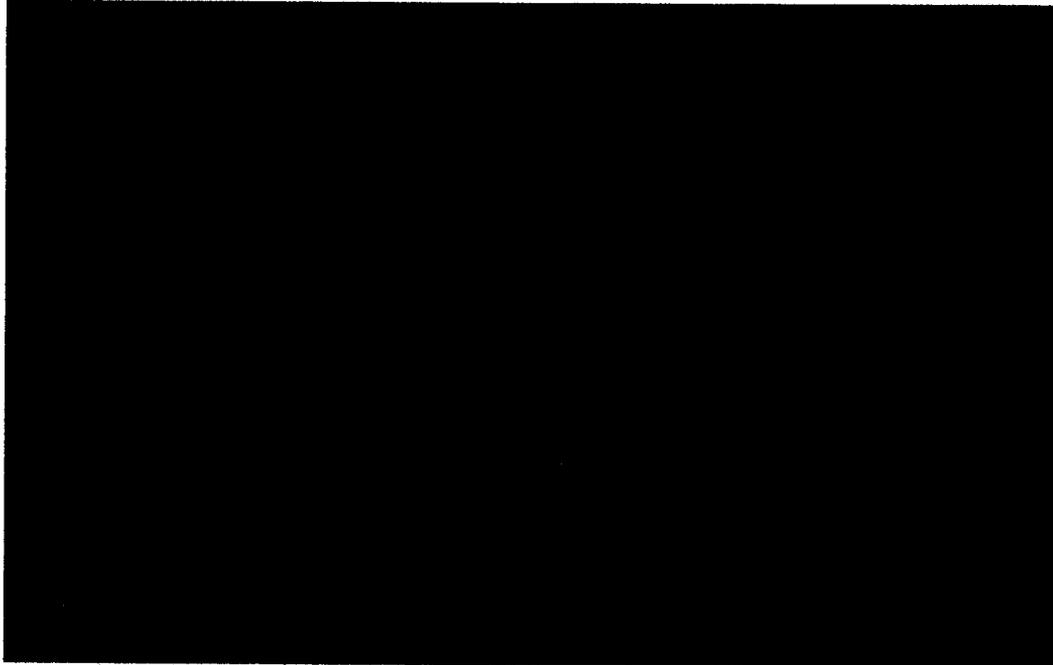


Additionally, our solution will allow tracking assessment scores in the Praxis series of standardized tests. The Praxis Series assessments provide educational tests and other services that states use as part of their teaching licensing certification process. The Praxis I® tests measure basic academic skills, and the Praxis II® tests measure general and subject specific knowledge and teaching skills. The TTS will collect and track data on the Praxis scores of educators in the DC LEAs including their score, test taken, date test taken, and whether the educator passed the test. Data from the TTS Staging Areas will be

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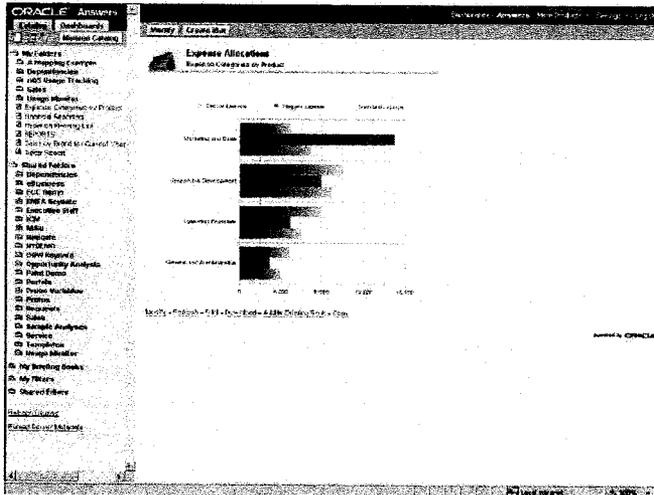
moved into the TTS Dimensional Models to allow for intuitive end user reporting around this requirement.

13. To what extent can the reports you have developed be customized to our purposes? Can reports be customized? To what extent?



Appendix 6a: Oracle Business Intelligence Enterprise Edition (OBIEE)

Screen Shot 1 – User Friendly Interface



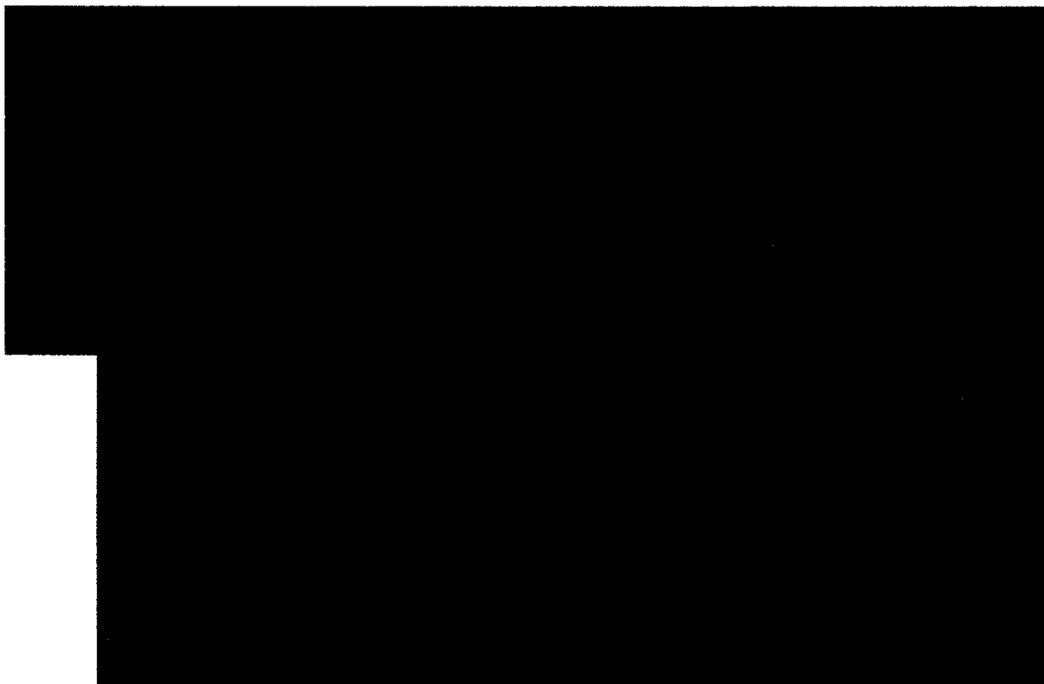
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Screen Shot 2 – Oracle BI Answers

The screenshot displays the Oracle BI Answers interface. On the left is a navigation tree with categories like Columns, Measures, Periods, and Sales Measures. The main area shows a pivot table with the following data:

Market	Measures
CHICAGO	\$1,811,152
MILWAUKEE	\$10,572
CHICAGO DISTRICT Total	\$1,821,724
CHICAGO	\$312,900

14. Tell us about your experience in connecting to data sources from the health and social service agencies to enable direct electronic certification of free and reduced-priced meals. What challenges can we anticipate in seeking this collaboration?



Our solution will allow for the automatic collection of data. Based on detailed analysis, one of the two options will be used:

- **Option 1** – Direct reach through into the IMA database using a Database Link.
- **Option 2** – If for some reason, Option 1 is not feasible, templates describing the data structures needed will be provided to the IMA system administrators. Data will be extracted in these formats and interfaced into the SLED DW.

Based upon the clarification responses provided for the RFP, Option 2 would be used.

The challenges that we expect to face in sourcing data for the direct meal certification are the typical challenges that an organization would face in sourcing data from an external agency.

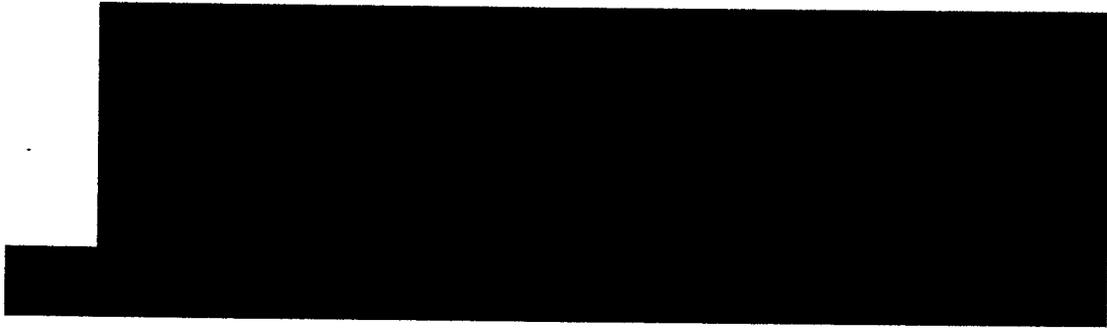
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15. What are your plans for reviewing our Data Dictionaries to ensure that we have put in place well-defined elements, consistent with the state of the art nationally, that our system will yield high quality and nationally comparable data? How much flexibility is there for adapting new data elements added after the initial system is in place?



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16. Do you have procedural manuals already written that can be adapted and modified for our specific purposes?



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