

April 2015 Service Consolidation Plan Update Report For the Eastern Upper Peninsula ISD

Reporting for 2014-2015

1 - Status Overview

1. Status of key milestones and deliverables, and whether the individual milestones and overall project is on schedule.

The Financial information System has been fully implemented in all 18 districts and all districts are in full operation on the new system. Cooperative joint training continues as needed as well as regional planning on implementing solutions to issues such as the Affordable Care Act in terms of how to track and report the needed information.

The Student information system is also in full use at the vast majority of districts and we are preparing for the largest district to go live for the Fall of 2015.

Special Education is full steam ahead, the Data System is now active and in place. The old Data Director system has been discontinued.

Finally the Teacher Evaluation Program is on hold for the most part. We need the State to decide on which standard we are to use. Two of our districts are piloting the 5-D system.

This past we also did a regional bid for a single Audit Firm for district annual audits and 14 of 18 districts are participating with the new firm this Summer.

All 18 districts are currently covered by a regional contract for Munetrix for 14-15.

Lastly we conducted a regional competitive bid for contracted substitute services and have locked in a 5 year contract open to all EUP school districts.

2. Are there any proposed changes to the approved project schedule, budget, or scope? Describe the impact of the proposed changes.

The schedules and budgets for the sub-projects have been reviewed and monitored monthly and any changes or items of interest are reported to the area superintendents monthly at the Tri-County Superintendents meeting. The budgets are substantially still intact and the schedules are evolving. Superintendents were apprised of current and projected charges in February that included the next 10 years.

3. Are the expenditures to date by project within budget? Yes we are in budget. The superintendents are updated annually with current and projected charges for each system. The update presented in February listed actual costs for 14-15 as well as projected district costs for the next 10 years.

4. List the major accomplishments during the past year.

- **Student Information System** – Continued in full production & use in the majority of districts.
- **Finance System** – All 18 are continuing live. Our business users are starting to see efficiencies and time savings from some of the modules.
- **Longitudinal Student Achievement Data System** – The new system is active and in use by all 18 districts. Common assessments were developed over the summer of 2014 and are in use.
- **Special Education Data System** – Implemented Illuminate Ed as a replacement of the State system MICIS which was defunded by the State. In full use in all districts – no issues.
- **Teacher Evaluation Program** – The old system was implemented live in September 2012 and made available for all 18 districts. The biggest issue has been around what was supposed to have been mandated by MDE – there are still questions. We need a final decision by the State.

5. List any current major issues and actions taken, and/or actions to be taken to address and resolve such issues.

Time – Schools have cut and cut and cut staff. Going through a conversion of a system is a lot of extra work. We have worked with staff from around the region to assure them that the systems will be better and save them time in the long run. We have called on their professionalism to step up and help. Key staff from across the region have stepped up and helped lead the various sub-projects; this is what has made the difference. Plus as an added bonus, we will have shared ownership and leadership across our district in a true Region Systems approach.

6. List any major risks (with mitigation strategy).

The next risk we are facing is buy-in by the districts. We are aiming for 100% buy-in from all 18 entities. Our strategies include financial analysis to show future savings, and improved operations as our new systems will be more enhanced than the old systems.

FIS – all in and implemented

Spec Ed – all in and implemented

SIS – 80% in and in current implementation

Teacher Eval – 50% in, waiting on direction from the State

Student Achievement Data – all in and implemented

The biggest resistance is that district staff can only take so much change at one time and we need the SIS and Data systems to settle in a bit before we add any new major change =>

2 – Deliverables and Milestones

2.1. Systems: Describe the implementation and operational status for the following five systems:

- **Special Education Data System** – This was the first system to go live due to the State eliminating the old system. The system went operational in April 2012.

- **Student Information System** – once implemented will be fully integrated with the Special Education System. 14 districts went live on July 1, 2013.
- **Finance System** – All 18 districts are live and fully functioning in the new system as of 13-14.
- **Longitudinal Student Achievement Data System** – All 18 districts are live and fully functioning in the new system as of 14-15.
- **Teacher Evaluation Program** – Full implementation will come with direction from MDE.

2.2 Integration of the five systems: Describe the status of system integration.

- **Special Education Data System** – This was the first system to go live due to the State eliminating the old system.
- **Student Information System** – Our largest district will go live next Fall. Student have registered in the new system for the Fall.
- **Finance System** – For the most part is a separate system, but we are fully implemented in all districts and are working on expanding the integration to supplemental systems such as Substitute Calling and Document Imaging.
- **Longitudinal Student Achievement Data System** – This is fully implemented and is completely integrated with the Special Education System and the Student Information System for those that have implemented the SIS.
- **Teacher Evaluation Program** – Waiting on MDE.

2.3 Training on Systems and for Districts: Describe the status of training for the systems and the status of training within the districts.

- **Special Education Data System** – Training began in April 2012 and is ongoing with occasional call-ins for continued professional development. Training is now mostly refresher training. We also have staff participating in all of the statewide monthly user groups (ISE, IFSP & behavior).
- **Student Information System** – Training began in April 2013 and will continue collaboratively going forward. Regular periodic trainings are being scheduled throughout the school year.
- **Finance System** – Training began in September 2013 and continues on a monthly basis. Regular periodic trainings are now being scheduled for advanced topics. We have partnered with Monroe/Lenawee ISDs for PD.
- **Longitudinal Student Achievement Data System** – Trainings have been conducted. Our staff are refining the detailed levels for the data they need. Regular periodic trainings are being scheduled throughout the school year.
- **Teacher Evaluation Program** – We hope to kick this in gear for next year.

2.4 Implementation Status for Districts: Describe the implementation status, and the number of districts with full implementation of all five systems.

- **Special Education Data System** – Fully implemented Spring 2012 with the exception of our BIA school JKL Bahweting. They are required to use Infinite Campus as their special education data system per BIE.
- **Student Information System** – First 14 districts are operational July 1, 2013. Our largest district will be live in August 2015.
- **Finance System** – All districts are fully implemented.
- **Longitudinal Student Achievement Data System** – All districts are fully implemented.
- **Teacher Evaluation Program** – Waiting on MDE to choose a system.

3 – Performance / Results: Outputs and Outcomes

Describe the quantitative and qualitative outputs and outcomes to date.

3.1 Quantitative

- Direct Savings: Direct reductions in expenditures – Conversion & implementation is expensive and takes a lot of time & energy. In the area of Special Education Data there has been a direct savings of 7.5% of our Medicaid reimbursement realized by becoming our own Medicaid billing agent. This savings is about \$50,000 per year. With the relatively low cost of the Illuminate special education system, there is a net savings with this conversion. This would not have been possible without the special education data system to support this work. The enhanced reporting features in the new special education software have also lead to greater efficiencies in monitoring compliance with timelines and evaluating appropriate levels of staffing based on regional students needs.
- Cost Reductions or Avoidance – None yet. Conversion & implementation is expensive and takes a lot of time & energy. We have identified a pay back period of 3-7 years for most districts.
- Efficiencies: e.g. reduction in time, errors – The Teacher evaluation program has allowed administrators a way to streamline and manage staff evaluations. With the new requirement to evaluate ever teacher every year and include data analysis on student achievement; we are seeing efficiencies in time & energy needed compared to the old paper systems. This has stalled as districts are hesitant to move to the next level until MDE picks a recommended system. It is still take more time & energy than the old system dis a couple years ago, but that system does not really compare to what we are required to do now. Staff are starting to see efficiencies with the Finance System and that is a great moral boost after all the conversion work.
- Other – We are pushing staff in the districts through a number of system conversions at once and in the smaller districts the same person is responsible for multiple systems. This puts a real large time burden on staff and as time goes on it is taking a toll.
- The regional bid of Audit services will save our region about \$25,000 per year in total. We are also hoping that it streamlines the process and saves us many hours of staff time.

3.2. Qualitative

Service Improvements and / or Upgrades: e.g. Interoperability and scalability of the five systems

Shared / Partnered Solutions and Implementation: Range and type of partner involvement

Transferability: e.g. interest or participations from other ISD's or jurisdictions

Other:

The Special Education system is working and given that the State of Michigan pulled the old system, we have an operational system. As we bring the other systems on-line we will see some interoperability of the systems and benefits.

The Teacher evaluation system is our first electronic system which is allowing us to pull in student achievement data and manage without hiring additional staff. We just need to move to the next level.

Getting all 18 districts converted and up and running on the new Finance Software is Great and extremely positive. The regional staff are starting to get excited by the new options and advanced training is continuing.

We have shared our experiences and progress with other ISDs & Districts.

We have partnered with 2 other ISD's for PD on the new Finance system.

4 - Expenditures to-date: What are the expenditures to date for the following?

- Staff - Some districts have paid staff overtime for the conversions, we have not tracked that amount. At the ISD level we have allocated staff to the conversion process, total expended to date is about \$150,000 in staff time above normal operations this past year.
- Professional / Contractual \$60,000
- Software \$49,000 in startup cost for the Student Achievement Data System this year
- Training Fees \$20,000
- Other \$20,000

5. Estimated ROI

- What is the estimated ROI to date? Zero – still in conversion overall
- What is the estimated ROI for 12 months from now? This will vary by system. For the Finance System, this will give us an overall reduction of annual system costs of 40% in the long run.
- For the Finance system as a region we still project to recover all the conversion costs within five years.

The Special Education Data System used to be free from the State, now we will have to pay for our own system so costs will be higher however we do expect ROI in terms of enhanced reporting and ease of use. We also expect to see savings from an operation stand point as the Student System becomes fully integrated.

The Teacher Evaluation Program used to be basically free as it was a lot simpler, less frequent, and done on paper once every 3 years. The new mandated system is much more involved and will require more time. Given the option of doing the new mandated process on paper, or using the new system, this will be much more effective.

The software we are using was a fraction the cost of the big name systems in each of the areas. Also these systems were not marketed or priced for districts under 1000 students. By doing a regional collaboration & implementation we were able to get the software for a per student price comparable to a larger district and pass that rate on to all our districts. This last part is crucial as 17 of our 18 districts are under 1000 students. Our entire region of 18 districts has less than 7,000 students and we are spread over 4,000 square miles.