

**SLDS Grantee Meeting Agenda and Summary**  
Thursday, March 1, 2007  
Atlanta, GA

**AGENDA**

- 5:30 p.m.                    Room Opens
- 5:45 p.m.                    Welcome, Updates, and Announcements  
*Kashka Kubzdela, NCES & Deborah Newby, CCSSO  
PK-12 Data Model Taskforce, Sonya Edwards*
- 6:00 p.m.                    Developing "Special Interest Groups" to Inform Data Systems  
Development  
*There is an opportunity to share LDS designs, reports, analytics, and end-user support information that enables the LDS teams around the country to avoid "redeveloping the wheel." One approach to achieving this goal of shared knowledge is to develop workgroup SIGs (Special Interest Groups) that would glean LDS best practices and make them available to the SIG members. Potential SIGs include formats for reports, multi-dimensional analysis reports, User Interface (UI) designs to guide decision support, technology and tools, database schemas, and end-user tools. Discussion led by John Calderone (WI) and Rob London (WI).*
- 6:45 p.m.                    Intra- and Inter- State Transcript Systems and Their Uses  
*The Florida Department of Education administers an in-state transcript exchange system and participates in an interstate exchange. Key characteristics, uses and applications of the system and its data will be described. Panel discussion lead by Pete Tanzy, Systems Project Administrator for Transcripts, and Connie Graunke, Director of FACTS.org.*
- 8:00 pm                      Adjourn

**MEETING SUMMARY**

**Welcome and Announcements**

Kashka Kubzdela, the SLDS Grant Program Officer at NCES, welcomed the SLDS grantees and provided an overview of the meeting agenda and folder contents. Dr. Kubzdela then introduced Sonya Edwards, from the California Department of Education and also a member of the National Forum on Education Statistics PK-12 Data Model Task Force, to discuss the Task Force's effort

to create a working data model focused on data at the classroom, school, and district levels. Ms. Edwards explained that the Task Force has already conducted several meetings since February 2006 and has divided the work into six data content subgroups that continue to actively seek members to help develop and review content. Subgroups are working to ensure that the completed data model will encompass the data elements necessary to answer a wide range of questions necessary for decision-making in PK-12 education.

Additional information regarding the PK-12 Data Model Task Force can be found at [http://nces.ed.gov/forum/pk12\\_data\\_model.asp](http://nces.ed.gov/forum/pk12_data_model.asp).

For information about the individual subgroups or to become involved, please contact Vince Paredes ([vparedes@sifinfo.org](mailto:vparedes@sifinfo.org)) or:

*School Formulation and Administration Subgroup*

Kathy Long, [kathy\\_long@eed.state.ak.us](mailto:kathy_long@eed.state.ak.us)

*Course of Study Subgroup*

David Weinberger, [dweinberger@yonkerspublicschools.org](mailto:dweinberger@yonkerspublicschools.org)

*Teaching and Learning Subgroup*

Raymond Yeagley, [Raymond.yeagley@nwea.org](mailto:Raymond.yeagley@nwea.org)

*Alternative and Supplemental Services and Instruction Subgroup*

Bethann Canada, [bethann.canada@doe.virginia.gov](mailto:bethann.canada@doe.virginia.gov)

*Schools Improvement and Quality Management Subgroup*

Sonya Edwards, [sedwards@cde.ca.gov](mailto:sedwards@cde.ca.gov)

*Individual Student Tracking Subgroup*

Bertha Doar, [doarbertha@rockwood.k12.mo.us](mailto:doarbertha@rockwood.k12.mo.us)

## **Presentations**

*Developing "Special Interest Groups" to Inform Data Systems Development*

Rob London and John Calderone, from the Wisconsin Department of Public Instruction, led a discussion regarding the potential creation of "special interest group(s)" in order to facilitate collaborations between states and to further inform the development and implementation of longitudinal data systems. The group(s) would revolve around sharing information and ideas about a range of LDS related topics, outside of the political realm. Discussion topics could include: formats for reports; multi-dimensional analysis reports; User Interface (UI) designs (i.e. portals) to guide decision support; technology and tools; database schemas; end-user tools; and vendor management. London and Calderone contended that a strong collaboration among grantee states would increase the probability for success with the SLDS projects and that creating fourteen systems individually, from scratch, would not yield the best end product. Instead, learning from the mistakes and successes of other states would ensure that each system is built to

the best standards. As the group of grantee states grows, the special interest group(s) could also support any new grantees by having existing grantees serve as mentors to them.

### *Intra- and Inter-State Transcript Systems and Their Uses*

Pete Tanzy and Connie Gruanke, from the Florida Department of Education, explained the origins, processes, lessons learned, and current interface of the transcript system in Florida. The state currently administers both an in-state transcript exchange system and participates in an interstate exchange.

Florida began its work with electronic transcripts in the early 1980s, standardizing, at that time, its statewide data elements and formats. With broad support from the state legislature, Florida was able to pilot its public school data collection, verification, and reporting system in 1985. The community colleges and state universities were brought into the system shortly thereafter. The ease in which Florida was able to move to this system was fostered by its previous experience using a common data communications network, collecting universal unit-record information on both students and courses, and using a Common Course Number System. The Florida Automated System for Transferring Educational Records (FASTER), which was piloted in 1987, covered all three levels of public education and allowed for records to follow students between districts and from secondary to postsecondary institutions. By the 2000-2001 school year, the FASTER system was processing over 1,000,000 transcripts per year.

In 1995, the Florida legislature passed legislation (s. 1007.28 F.S.) that “charged the Board of Regents and the State Board of Community Colleges with the establishment and maintenance of a single, statewide, computer assisted student advising system...” As a result, Florida developed Facts.org, a web portal for students, teachers, and parents, which tracks student achievement and progress toward the Bright Futures Scholarship. The web-based program utilizes transcript information from FASTER to serve as a personal academic counselor available to students 24 hours a day, 7 days a week.

In creating their electronic transcripts system, Florida learned that support from the legislature is critical to the success of the program, especially when it results in centralized funding and broad support. At the same time, the use of standard data elements, a common data communications network, and a standardized course numbering system proved essential to the ease of moving into one statewide system. Having these commonalities allowed districts, community colleges, and state universities to easily communicate with each other and produced the best benefit to the students.

### **Next Meeting**

The next Grantee Meeting will be held during the July 25-27, 2007 Summer Data Conference in Washington, DC. Exact date and time are to be determined.