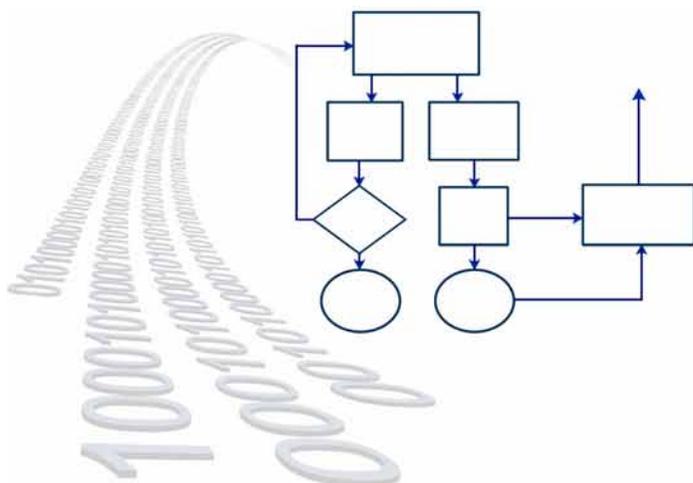STATS-DC
2009

July 29 - 31, 2009
*Hyatt Regency Bethesda
Bethesda, Maryland*

Decisions
Begin with Good Data

NCES Summer Data Conference

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NCES Summer Data Conference

STATS-DC
2009

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Bethesda, Maryland

Decisions
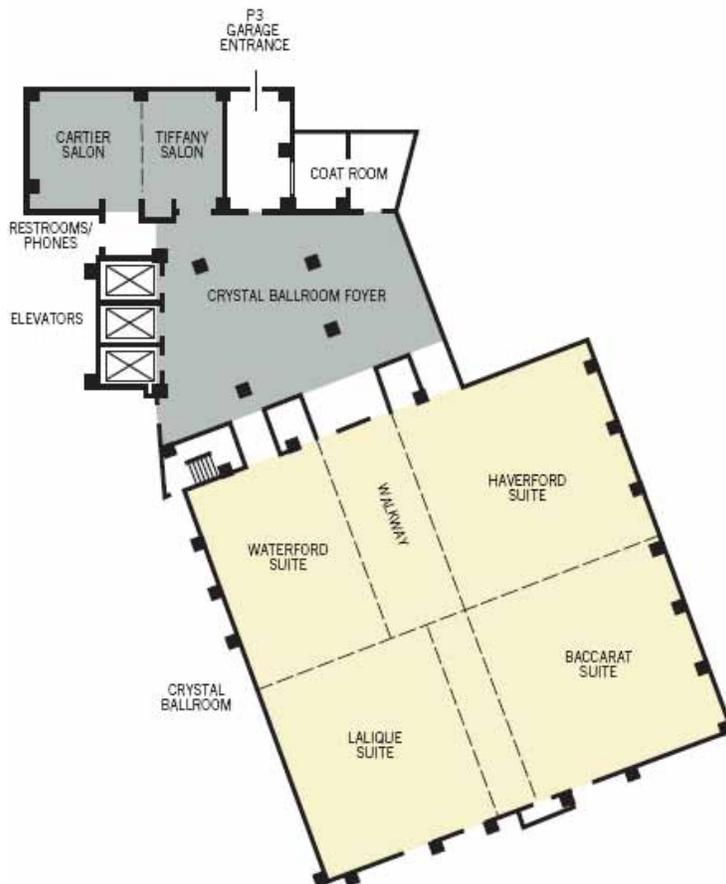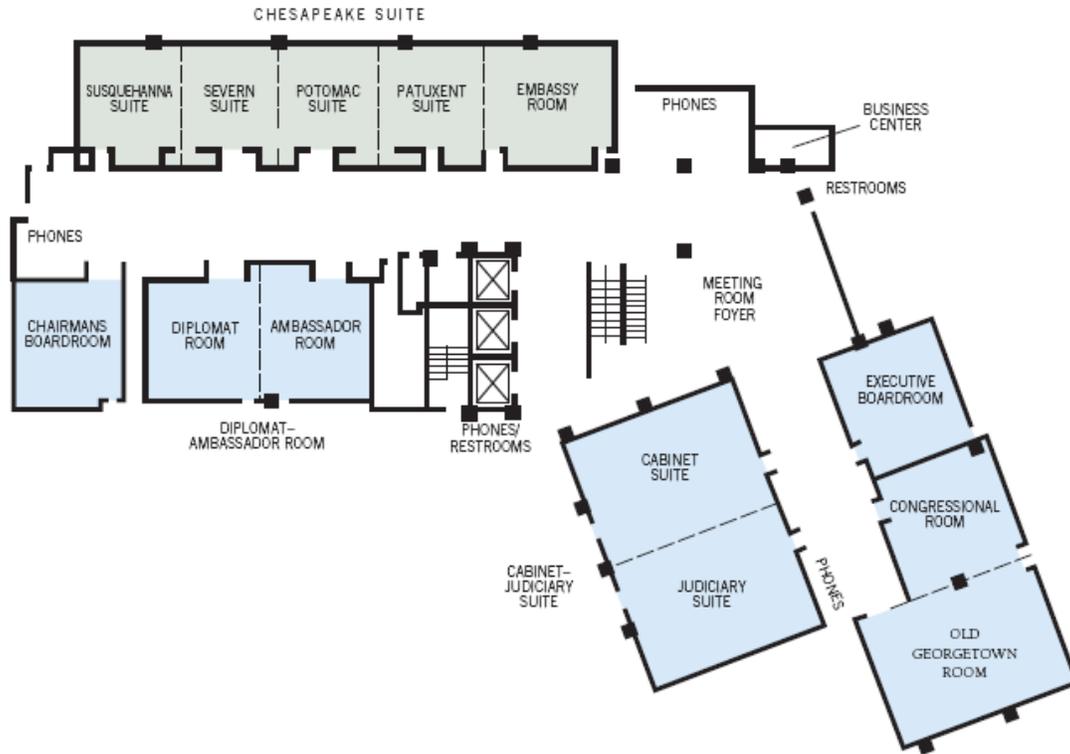Begin with Good Data

AGENDA
AT-A-GLANCE

National Center for Education Statistics
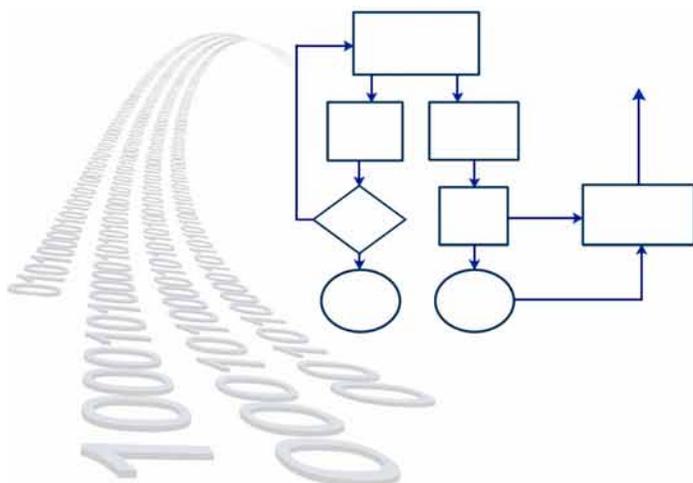**Institute of Education Sciences**
U.S. Department of Education

NCES Summer Data Conference ▪ July 29–31, 2009 ▪ Sessions At-A-Glance				
Room Name	**Susquehanna/Severn**	**Potomac/Patuxent**	**Diplomat/Ambassador**	**Cabinet**
Session	**A**	**B**	**C**	**D**
WEDNESDAY, JULY 29, 2009				
Opening Plenary Session — 1:15 - 2:15 — (Crystal Ballroom)				
Concurrent Session I 2:30 - 3:20	**Building a Standards-Based Data Warehouse** Nadeau, Fawcett, Elia	CCD Non-Fiscal Coordinators' Training	**SLDS Grantees' Business Meeting**	**CCD Fiscal Coordinators' Training** **Teacher Compensation Survey Training**
Concurrent Session II 3:30 - 4:20	**Real Time Data Management to Improve Your Data Quality** Nadeau, Fawcett, Starr, Collins, Elia			
Concurrent Session III 4:30 - 5:20	**On-line Educator Credentialing in Oklahoma** High, J. Smith, Hupp			
THURSDAY, JULY 30, 2009				
Concurrent Session IV 8:30 - 9:30	**The Oregon Story: Increasing Learning for ALL Students** Rodriguez, Garrison	**Good Data Gone Bad! Common Mistakes in the Development and Use of Longitudinal Data** Airola, Mulvenon	**EDFacts Data and the Four Assurances for the ARRA** Santy	**The Impact of Title I Funding on School Spending and Student Achievement** Schwartz, Weinstein
Concurrent Session V 9:45 - 10:45	**Data Use in Ohio's Schools: Research, Action and Overall School Improvement Strategy** Woolard, DeAngelo, Storandt	**Data Driven Decision Making Begins With Good Data! Understanding What Constitutes Good Data** Mulvenon, Airola	**Demands for More and Better Data and EDFacts** Santy, Case	**Teacher-Designed Incentive Pay in Texas** L. Taylor, Springer
Concurrent Session VI 11:00 - 12:00	**Interactive Data Visualization With Social Networking** Gibson	**Data Analysis: ROI That Drives Student Performance** Partch	**Determining Factors in Title I Allocations** Sonnenberg, Dalzell, Basel, Abel, P. Ream	**Education Finance Distribution Formulas and Poverty Index Models** Wood, Escue
Lunch on Your Own				
Concurrent Session VII 1:30 - 2:30	**Workshop: A District Approach to Longitudinal Data Systems** Kitchens, McLaughlin, Mwavita, Steffens	**Improving Data to Boost Special Education Funding and Accountability** Weinberger	**Civil Rights Data Collection (CRDC) Data Speak for Themselves** Banwart, Fitch, Schifferli, Burgess, Thompson	**The New Texas Two-Step: An Empirical Analysis of Horizontal and Vertical Equity Among the Public Schools of Texas 1998-2007** Rolle, Torres
Concurrent Session VIII 2:45 - 3:45		**Data Governance to Improve Data Quality** Hislop, Donald	**MSIX and Quality Data—A Case Study** Hedlund, Dozier	**How to Facilitate Consistent/Comparable Reporting of Federal ARRA Fund Usage** Rader, Altemus, McCurdy, Norman
Concurrent Session IX 4:00 - 5:00	**Leveraging Mandated Indicator Data for Student Learning in Ontario** Knight, Kostuch	**Breaking Into the Principal's Office: The Use of a Professional Development Program for Administrators to Strengthen Data Quality in Kansas** Gosa, Carter	**Charter Schools—What is Happening?** Kern, Sathya, Timm, Flaherty	**Calculating Maintenance of Effort and Indirect Cost Rates** Rader, Altemus, McCurdy, Norman
FRIDAY, JULY 31, 2009				
Concurrent Session X 8:30 - 9:30	**NCES School District Demographic System (SDDS) Update** Phan, Lippmann, Roberts	**Education Information Systems: Where to Look and Who to Ask for Information** Sherrill, Meyers	**EDFacts Directory Data** Hinman, Hoffman	**Supplemental Educational Services and Student Achievement: Evidence From a Large, Urban School District** Springer
Concurrent Session XI 9:45 - 10:45	**Geographic Analysis of Data With National Geographic FieldScope** Phan, Schwille, Russell	**Fusion—Wyoming's Answer to a Statewide Portal Solution** Schutte, Jackl	**The Condition of Education Project** Planty, Hussar, Kena	**SEA Process Improvement Initiatives for Mandatory EDFacts Reporting** Newby, Eickman, Edwards, Ihlenfeldt
Concurrent Session XII 11:00 - 12:00		**Indian River School District Data Integration Practices** Starr, Elia		**Transforming EDFacts Submission Plans in EMAPS for Core of Common Data** Clark, Little
Key to Topics	Data Delivery/Use	Data Standards	Data Systems	Federal

Judiciary	Congressional	Old Georgetown	Waterford	Lalique
E	F	G	H	I
WEDNESDAY, JULY 29, 2009				
Opening Plenary Session — 1:15 - 2:15 — (Crystal Ballroom)				
	Crisis Data Management: A Forum Guide to Collecting and Managing Data About Displaced Students Rocks, Bairu, Young	**EDFacts Coordinators' Training** **EDFacts and ED Updates for SEA Data Leaders** Santy **SY 2008-09 CSPR: Is Your State Ready?** Stettner-Eaton, Marshall **Supplemental State Surveys in EMAPS** Sauls, Clark		
South Carolina's eTranscript Initiative Gains Momentum Olson, O'Connell	**NCES' Handbooks Online and the National Education Data Model: Working Together for National Standards** Bairu, Walkup, Young, Mapp		**Facilities Management and Student Outcomes: There is a Connection!** Bennett, Lowe, Hackworth	**LDS Implementations—What Happens After the System Goes Live** D. Ream
New Mexico Carve Your Path/Electronic Student Management System Nudi, Oizumi	**Wyoming's Statewide SIF Project** Schutte, Jackl		**Illinois State Board of Education (ISBE) Student Information System (SIS)—Five Years of Transformation** Wise, Chamberlain, Hammel	**Expanding PIMS to Support Postsecondary** Tandberg, D. Ream
THURSDAY, JULY 30, 2009				
Good Decisions Depend on Good Data: Announcing a Data Pool of State-Level Test Results Under NCLB Campbell, Becker, Hoffman	**Model Code of Data Ethics** Purwin, Cornman, Szuba	**The Role of State Data Systems in Developing the Next Generation of Accountability Systems** Vuong, Kowalski	**The "P," the "20," and Everything in Between** Laird, McGrew	**Moving Toward a Statewide P-20 Longitudinal Data System** Lowe, Pennington, D. Ream, Rooney, Bay
Arizona—School Safety Accountability for Education (Az SAFE) Ajamie, Osborn	**Overview of Forum Product: "Guide to Building a Longitudinal Data System"** Dacey, Gould, N. Smith, Collins	**Data Quality Campaign's Ten State Actions to Ensure Effective Data Use** Kowalski	**A Knowledge Base Approach to Linking Data Between Multiple Agencies** Holland, Gibson	**A Balanced Scorecard Model for Longitudinal Data Systems** Mandinach, Fauntleroy
UTREx—Utah eTranscript and Record Exchange Brandt, Phillips, Perkins	**A Student-Centered Data and Learning Model for the 21st Century** McCarty, Meyer, Israelsen	**Why Collect so Much Data? Uses of Data at the State, District, and School Levels** Edwards, Crosby, Thompson-Hoffman, Santy	**Identity Management Architecture in the Enterprise** Houde	**Longitudinal Data Leads to Longitudinal Statistics Leads to Useful Information** N. Smith, Kowalski
Lunch on Your Own				
The Colorado Transcript Center: PK-16 eTranscripts and Student Records Exchange J. Taylor, Dudley	**Workshop: Taking the Sting Out of Stat—Introduction to Statistical Inference** Broch	**European Education Data and Technology Practices** Lohse, Giang, Miller	**So, You Think You're Ready for an LDS? Surprises and Pitfalls in Achieving Organizational Readiness** Jones, McPartland, Rozzelle	**Enhancing the Usability of Longitudinal Data: The University of Texas-Dallas ERC Model** Parsons, O'Brien
Analyzing High School Transcripts to Improve College Access Hillmon, Levesque		**Coming Together Around the Data to Improve Student Attendance** Germano, Oberdorf, Hensley	**Data! Data! Who's Got the Data?** Gosa, Carter	**EdInsight: Release 1.0 and Beyond** Pennington, Addy
Forging Data Partnerships to Support Student Learning Randall	**Teacher Turnover and Mobility: Evidence From the 2003-04 SASS and the 2004-05 TFS** Roy, Mishel	**Strategic Planning for Education System (PK to Workforce)** Korsmo, Snow, Addy, Koffink, Grattan	**SOA, Integration, and SIF for the LDS** Franklin, McClure	**Education Information Systems: People, Communication, and Planning Considerations** Sherrill
FRIDAY, JULY 31, 2009				
Moving Beyond the Technology: Data Use and the Massachusetts Education Data Warehouse Goree, MacIntire	**CCSSO's State Education Data Center and SchoolDataDirect.org** Giang, Lohse, Mapp	**Data Governance—Experience at the U.S. Department of Education** Timm, Kesner, Worthington, Methfessel		
National Dropout Prevention Center Predictive Analytic Dashboard Smink	**Learning Exchange and Resource Network (LEARN)** Lohse, Matthews, Mapp, Jackl	**Education Information Systems: Technology and Project Management Considerations** Sherrill		
Statistical Approaches to EDFacts Data Kehr, Case	**HBCUs in an Era of Accountability** Mittapalli, Nagle	**KIDS—Enhancing Efforts to Improve Schools** Hackworth		
Forum	Mixed	School Finance		

CHESAPEAKE SUITE

SUSQUEHANNA SUITE

SEVERN SUITE

POTOMAC SUITE

PATUXENT SUITE

EMBASSY ROOM

PHONES

BUSINESS CENTER

RESTROOMS

PHONES

CHAIRMANS BOARDROOM

DIPLOMAT ROOM

AMBASSADOR ROOM

DIPLOMAT–AMBASSADOR ROOM

PHONES/RESTROOMS

MEETING ROOM FOYER

EXECUTIVE BOARDROOM

CABINET SUITE

CONGRESSIONAL ROOM

CABINET–JUDICIARY SUITE

JUDICIARY SUITE

PHONES

OLD GEORGETOWN ROOM

P3 GARAGE ENTRANCE

CARTIER SALON

TIFFANY SALON

COAT ROOM

RESTROOMS/PHONES

CRYSTAL BALLROOM FOYER

ELEVATORS

HAVERFORD SUITE

WATERFORD SUITE

WALKWAY

BACCARAT SUITE

CRYSTAL BALLROOM

LALIQUE SUITE

(Agenda with Session Descriptions Tab)

NCES Summer Data Conference

AGENDA WITH SESSION DESCRIPTIONS

National Center for Education Statistics
Institute of Education Sciences
U.S. Department of Education

This conference is intended to provide an opportunity for state and local educators, members of associations and government agencies, and others to share information about developments and issues in the collection, reporting, and use of education data. The information and opinions expressed in this conference do not necessarily represent the policy or views of the U.S. Department of Education or the National Center for Education Statistics.

(Wednesday Tab)

Registration
7:30 – 5:00 **Crystal Ballroom Foyer**

Cyber Café
7:30 – 5:00 **Cartier/Tiffany**
(This room will be closed during the Data Conference Opening Session.)

Morning Break
7:30 – 8:30 **Haverford Meeting Room Foyer**

Lunch on Your Own
12:00 – 1:15

Opening Plenary Session	
1:15 – 2:15	Crystal Ballroom

Welcome

Stuart Kerachsky, Acting Commissioner
National Center for Education Statistics, U.S. Department of Education

Keynote Speech

Stuart Kerachsky, Acting Commissioner (Introductions)
John Q. Easton, Director, Institute of Education Sciences

The Importance of State and District Data Systems in Improving Education From Classroom Practice to National Policy: Two Perspectives, One Vision

John Q. Easton was appointed by President Obama to a six-year term as Director of the Institute of Education Sciences. Before coming to IES, Dr. Easton was the Executive Director of the Consortium on Chicago School Research at the University of Chicago. With this background, he has seen how data can be used by schools and districts to support better outcomes for students, and to support national goals for education improvement.

Break
2:15 – 2:30

<table>
<tr><td>

Common Core of Data (CCD) Non-Fiscal Coordinators' Training
2:30 – 5:20   **Potomac/Patuxent**

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NCES, Census Bureau, and ESSI

This session will be a business and training meeting for all Common Core of Data (CCD) Non-Fiscal Coordinators, involving input from CCD program staff and CCD state coordinators. There will be discussion and clarification of CCD business and edit rules so that state coordinators may be assured that their files will be processed and released as quickly as possible. Efficiency in this process is especially critical since many programs providing support and assistance to public school systems now require the NCES school and district ID numbers on all applications.

<table>
<tr><td>

SLDS Grantees' Business Meeting
2:30 – 5:20   **Diplomat/Ambassador**

</td></tr>
</table>

What to Expect When You're Expecting Great Results for Your LDS Implementation

NCES

Grantees of the IES Statewide Longitudinal Data Systems (SLDS) grant program will discuss the implementation of their recently awarded SLDS grant. This grantee training will emphasize successful strategies, technical assistance available, and best-practice sharing on implementing their SLDS grant.

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**Common Core of Data (CCD) Fiscal Coordinators' and
Teacher Compensation Survey (TCS) Training**
2:30 – 5:20   **Cabinet**

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</table>

NCES, Census Bureau, and ESSI

2:30 – 4:20   Common Core of Data (CCD) Fiscal Coordinators' Training

This session will cover new developments in the Common Core of Data (CCD) Finance data collections, including: changes in the data submission website, updates to the crosswalk software, business rules and editing. We will review changes in the new finance handbook: *Financial Accounting for State and Local School Systems: 2009 Edition*. We will also provide guidance on tracking federal stimulus funds.

4:30 – 5:20   Teacher Compensation Survey (TCS) Training

This session will cover new developments in the Teacher Compensation Survey (TCS), including changes to survey business and editing rules. We will discuss highlights and follow-up to the TCS Workshop on June 4, 2009, and publication and data releases. Steps for new states volunteering to participate in the TCS Survey will be reviewed.

WEDNESDAY, JULY 29, 2009

2:30 – 3:20   ED*Facts* and ED Updates for State Education Agency Data Leaders

Ross Santy, U.S. Department of Education

This session will discuss the status of the consolidation of the federal collections of elementary and secondary education data from the states, the impact of the U.S. Department of Education's (ED) regulations for the mandatory collection of specific elementary and secondary education data, and the accomplishments and lessons learned by the ED*Facts* team during 2008-09 while working with the states to transmit quality education data between the states and ED. This overview will also describe the status of the guidance for obtaining funds through the American Recovery and Reinvestment Act (ARRA) and the use of ED*Facts* as the primary federal source of elementary and secondary education data.

3:30 – 4:20   SY 2008-09 Consolidated State Performance Report (CSPR): Is Your State Ready?

Bobbi Stettner-Eaton and Enid Marshall, U.S. Department of Education

This presentation will review the process of maximizing the ED*Facts* data as responses to Consolidated State Performance Report (CSPR) questions. Participants will receive a copy of the preliminary SY 2008-09 CSPR-ED*Facts* crosswalk that identifies each of the ED*Facts* file specifications, data groups, and category sets that will be used to provide responses in the CSPR. Time permitting, a review of updated SY 2007-08 data quality reports that compare the data states submitted to the CSPR in December 2008 and March 2009, as well as to ED*Facts* in March 2009 will also be included.

4:30 – 5:20   Supplemental State Surveys in E*MAPS*

Kevin Sauls and Lily Clark, U.S. Department of Education

There are several E*MAPS* projects that are in various stages of development. In this session, participants will get exposure to the U.S. Department of Education's (ED) approach to metadata collection and sneak-peeks at processes that have yet to be released to states. Discussion topics will include the Academic Achievement Levels process which supports the Consolidated State Performance Report requirements and a process to collect and maintain simple information regarding your state's education policies. There will be an opportunity for participants to provide feedback to ED on the questions, process design, and communication related to these E*MAPS* processes.

<table>
<tr><td align="center">**Concurrent Session I**
2:30 – 3:20</td></tr>
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I-A **Building a Standards-Based Data Warehouse**..Susquehanna/Severn

Richard Nadeau and Jeri Fawcett, Horry County Schools (South Carolina)
Aziz Elia, CPSI, Ltd.

2:30 – 3:20

This presentation is a discussion of how SIF standards enhance district business processes and data quality. Horry County (South Carolina) Schools will present its ongoing data warehouse project. The data warehouse utilizes an XML-based ETL tool that extracts data from the student information system and assessment stores. The data undergo a real-time cleansing process that allows data to be corrected and modified in real time for more accurate district and state reporting.

I-F **Crisis Data Management: A Forum Guide to Collecting and**
Managing Data About Displaced Students ....Congressional

Linda Rocks, Bossier Parish Schools (Louisiana)
Ghedam Bairu, National Center for Education Statistics
Beth Young, Quality Information Partners, Inc.

2:30 – 3:20

In August 2005, Hurricane Katrina struck land in Louisiana and Mississippi. Approximately 700 schools were damaged or destroyed and over 370,000 students were displaced. By late September, every state had received at least one displaced student and twelve states had received more than one thousand. The education community was unprepared for additional data demands involving displaced students. Data no longer are merely helpful during periods of educational upheaval—high quality education data that are available in a timely manner serve as the foundation for responsible disaster recovery activities. The National Forum on Education Statistics has developed a resource that provides recommendations for collecting, maintaining, and sharing data about students displaced by a crisis, whether they are moving in or out of your agency. This resource is not a comprehensive disaster recovery planning tool. As such, it does not address all aspects of crisis response. Rather, it is limited in focus to data system planning activities intended to minimize the impact of a crisis and preserve or restore business continuity such as providing educational services to students during and following a crisis.

<table>
<tr><td align="center">**Break**
3:20 – 3:30</td></tr>
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II-A   **Real Time Data Management to Improve Your Data Quality** .... Susquehanna/Severn

Richard Nadeau and Jeri Fawcett, Horry County Schools (South Carolina)
Ralph Starr, School District of Indian River County (Florida)
Laurie Collins, Schools Interoperability Framework Association
Aziz Elia, CPSI, Ltd.

3:30 – 4:20

Using Schools Interoperability Framework (SIF) can enhance and change the district business processes as well as show real time data interoperability, data cleansing, and cost savings at both the district and state levels. A demonstration of the data extraction and data cleansing process will show how data can be modified in real time for more accurate state and district reporting.

II-E   **South Carolina's eTranscript Initiative Gains Momentum** ....Judiciary

Tom Olson, South Carolina Department of Education
John O'Connell, Docufide, Inc.

3:30 – 4:20

The South Carolina Department of Education, Office of Accountability is working with Docufide on the implementation of an Institute of Education Sciences (IES) Statewide Longitudinal Data System (SLDS) grant-funded eTranscript and K-12 record exchange project. Project work began in the summer of 2008 that included creating a standardized transcript to be deployed statewide and the development of PK-12 record exchange services to all schools. Join us to learn about the history of the project, steps required to create and implement data standards across all districts, lessons learned and next steps that will complete the rollout of services to nearly all South Carolina students by end of 2009.

II-F   **NCES' Handbooks Online and the National Education Data Model:**
Working Together for National Standards ....Congressional

Ghedam Bairu, National Center for Education Statistics
Hugh Walkup, U.S. Department of Education
Beth Young, Quality Information Partners, Inc.
Ty Mapp, Council of Chief State School Officers

3:30 – 4:20

There are two U.S. Department of Education projects that work to provide guidance on consistency in data definitions; maintenance for education data, so that such data can be accurately aggregated and analyzed; and guidance regarding how data are represented, organized, and accessed in an information system. NCES' Handbooks Online provides a listing of all data elements that might be needed for decision making related to managing an education system, reporting to state and federal education agencies, and computing indicators of school effectiveness. Over the past few years, the Forum and NCES have led the development of the National Education Data Model (NEDM) a comprehensive PK-20 data model which organizes and catalogs information required by schools and districts in the course of conducting their daily business and responding to initiatives. The NEDM includes the Handbooks data elements. This session will provide an overview of both of these projects including plans for further integration of this work.

II-H   **Facilities Management and Student Outcomes: There is a Connection!**......................Waterford

L. Rodney Bennett, Mary Lowe, and Robert Hackworth, Kentucky Department of Education

3:30 – 4:20

Discover how Kentucky is maximizing the relationship between student academic performance and investments in school facilities by leveraging the Statewide Longitudinal Data System (SLDS). A comprehensive system is in place to support school districts through a planning process that identifies, prioritizes, and targets schools most in need of replacement or renovation. With the American Recovery and Reinvestment Act (ARRA) requirement for wise investments in infrastructure as a backdrop, L. Rodney Bennett of the Kentucky Department of Education shares his experience using data to improve the cost of delivering building services.

II-I   **LDS Implementations—What Happens After the System Goes Live**................................ Lalique

Dave Ream, Pennsylvania Department of Education

3:30 – 4:20

The Pennsylvania Department of Education's longitudinal data system (PIMS) project has collected two years of data for PK-12 education. This presentation will discuss what happens after the system goes live. We will discuss the post-implementation support requirements at the state education agency (SEA) level, the organizational impact on the SEA and local education agencies (LEAs), and moving beyond compliance to adding value with the longitudinal data system.

Break
4:20 – 4:30

Concurrent Session III
4:30 – 5:20

III-A   **On-line Educator Credentialing in Oklahoma** .... Susquehanna/Severn

Patricia High and Jeff Smith, Oklahoma State Department of Education
Dean Hupp, Hupp Information Technologies

4:30 – 5:20

In May 2009, Oklahoma teacher certification made a giant leap—from a paper and mainframe-based teacher certification system to a Web-based Oklahoma Educator Credentialing System (OECS) developed by Hupp Information Technologies. Join us to view the numerous automated features of this .Net system, including on-line renewals and applications, credit-card payments, scanning of documents, recommendations from colleges of education, verification of required tests, felony checks, and more. Oklahoma Professional Standards personnel will share their journey from application backlogs of weeks, multiple sets of standards, uncleansed data, business rule challenges and phones that never stopped ringing, to the efficiency they enjoy with OECS.

III-E   **New Mexico Carve Your Path/Electronic Student Management System** .... Judiciary

Joel Nudi and Steve Oizumi, New Mexico Public Education Department

4:30 – 5:20

The New Mexico Public Education Department, Higher Education Department, and Department of Workforce Solutions have joined forces to create "Carve Your Path/Electronic Student Management System." This project will provide a free one stop resource of college and career exploration information to students and parents by providing a web-based solution that is interoperable and enables students as early as sixth grade to plan their future in higher education and the workforce. This jointly managed project of three New Mexico State agencies aims to increase the attainment of educational services to prepare our students for greater success in the workforce.

III-F   **Wyoming's Statewide Schools Interoperability Framework (SIF) Project** .... Congressional

Shadd Schutte, Wyoming Department of Education
Alex Jackl, ESP Solutions Group

4:30 – 5:20

Wyoming has implemented a statewide schools interoperability framework (SIF) project and is in its fourth year of a five-year contract. Wyoming has included vertical reporting for discipline, special education, ADM/ADA, teacher course student, graduate, and student completer data. The state has assigned Student ID's to every student and staff person in the state. Wyoming is helping our districts with horizontal SIF for transportation, library, directory, nutrition, and teaching and learning applications. The state is now also considering our options for phase two of the project upon contract completion. Come hear how you can learn from what Wyoming has done to implement SIF in your state.

III-H   Illinois State Board of Education (ISBE) Student Information System
(SIS)—Five Years of Transformation .... Waterford

Connie Wise, Terry Chamberlain, and Howard Hammel, Illinois State Board of Education

4:30 – 5:20

Illinois has over 800 school districts and two million students in the public school system. Before 2005, student tracking and reporting were at an aggregate level. The Illinois State Board of Education (ISBE) Student Information System (SIS) project was a transformation project that moved ISBE from aggregate record level data collection and reporting to student record level data collection and reporting. ISBE SIS is a student information system that provides the state education agency, state and federal entities, the education community, and the public with timely and accurate data collection and reporting for students, schools, school districts, and the state. This information system provides secure and appropriate access to applications such as student record inquiry, retrieval, transfer, and many other student-related functions. This system serves as the vehicle to collect all student-related information electronically from school districts.

III-I   **Expanding PIMS to Support Postsecondary** .... Lalique

David Tandberg and David Ream, Pennsylvania Department of Education

4:30 – 5:20

The Pennsylvania Department of Education's longitudinal data system (PIMS) project has collected two years of data for PK-12 education. PIMS will begin collecting postsecondary data in Fall 2009. This presentation describes the plans for integrating PK-12 and postsecondary data including a review of the postsecondary pilot that was completed in the Spring 2009 term. The level of integration of the data and the use of a single unique student identifier will be discussed.

(Thursday Tab)

Registration	
7:30 – 5:00	**Crystal Ballroom Foyer**
Cyber Café	
7:30 – 5:00	**Cartier/Tiffany**
Morning Break	
7:30 – 8:30	**Haverford**
	Meeting Room Foyer

Concurrent Session IV
8:30 – 9:30

IV-A   The Oregon Story: Increasing Learning for ALL Students .... Susquehanna/Severn

Baron Rodriguez, Oregon Department of Education
Mickey Garrison, Oregon Education Enterprise Steering Committee

8:30 – 9:30

The Oregon DATA Project ("Direct Access to Achievement") structured its program around data needs identified by professionals in the field. This grassroots approach has resonated with the many educators who have participated in the professional development opportunities offered in all regions of the state. As a result of the popular data trainings, teachers and administrators say they are seeing the purpose of data for the first time. Data warehouses are getting increased demand, and interest in continued training is intense. This presentation will share evaluation information and talk about next steps for the Oregon project.

IV-B   Good Data Gone Bad! Common Mistakes in the Development and
Use of Longitudinal Data ....Potomac/Patuxent

Denise Airola and Sean Mulvenon, University of Arkansas

8:30 – 9:30

Education has seen a transformation in the last decade from reliance on cross-sectional data to a demand for longitudinal data. While championing this move toward greater use of longitudinal data in education, there has been a growing concern over how these data are used for decisions. As with any educational data modeling, the quality of the data structure provides incredible opportunities for advanced analyses, concurrent with some interesting misinformation from poorly developed data systems. The goal of this presentation is to outline some do's and don'ts in longitudinal data modeling and a quick overview of some methods to protect the integrity and quality of your analyses.

IV-C   ED*Facts* Data and the Four Assurances for the ARRA.............................Diplomat/Ambassador

Ross Santy, U.S. Department of Education

8:30 – 9:30

This session will explore how the U.S. Department of Education plans to use the elementary and secondary education data in ED*Facts* to monitor the success of the states in meeting four assurances required for the states to receive federal funding under the American Recovery and Reinvestment Act (ARRA).

IV-D   The Impact of Title I Funding on School Spending and Student Achievement .... Cabinet

Amy Ellen Schwartz and Meryle Weinstein
New York University, Institute for Education and Social Policy

8:30 – 9:30

Since its inception in 1965, Title I has provided the largest amount of federal funding for improving performance of U.S. poor children. While there have been numerous evaluations of the effectiveness of Title I, many suffer from potential biases due to the possibility of unobserved differences between Title I and comparison schools. This paper improves on these earlier studies using a regression discontinuity design and school fixed effects to estimate the impact of Title I eligibility and state compensatory education funds on school spending and outcomes for both elementary/middle and high schools in New York City.

IV-E   Good Decisions Depend on Good Data: Announcing a Data Pool of
State-Level Test Results Under NCLB ....Judiciary

Hilary Campbell and Sunny Becker, Human Resources Research Organization (HumRRO)
Lee Hoffman, National Center for Education Statistics

8:30 – 9:30

This session will introduce researchers to a new, freely available data source. The Center on Education Policy sponsored the creation of an extensive data pool to support data-driven analyses of student achievement at the state level on assessments in all 50 states. The session will describe data collection methods and extensive verification processes undertaken to ensure high-quality data and resulting analyses. Several years of NCLB test results are disaggregated by race/ethnicity, sex, SES, ELL and SWD. The presenters will briefly describe analyses already conducted with these data and potential additional studies that could be conducted using the data pool.

IV-F   **Model Code of Data Ethics**...Congressional

Tom Purwin, Jersey City Public Schools (New Jersey)
Stephen Q. Cornman, National Center for Education Statistics
Tom Szuba, Quality Information Partners, Inc.

8:30 – 9:30

The increasing demand for education data has brought with it a sudden, and perhaps unexpected, imperative to open a dialogue with data personnel about their ethical responsibilities—especially regarding how they appropriately use technology to access, use, share, and manage education data. A web search of the phrase "data ethics" yields 39,400,000 entries; "education data ethics" produces 885,000 responses. This abundance of resources is unwieldy for people looking to find practical guidance about ethics in the education data community. The Forum Code of Data Ethics is written to help make core ethical principles understandable and actionable for staff as they work with data in their education organizations. The document presents summary text, vignettes, recommended policies, and training points for each of nine "best practice" canons of ethical conduct. Join task force members to discuss the document and learn how an education organization can establish ethics guidelines and training initiatives for data handlers in this age of technology.

IV-G   **The Role of State Data Systems in Developing the Next Generation**
of Accountability Systems ....Old Georgetown

Bi Vuong and Paige Kowalski, Data Quality Campaign

8:30 – 9:30

The Data Quality Campaign (DQC) is one of five national partners advising eight states through the College- and Career-Ready Policy Institute (CCRPI). CCRPI, launched in the fall of 2008, is designed to assist states put in place K-12 assessment and accountability systems to ensure all students graduate high school college- and career-ready. The DQC has identified several common challenges faced by state policymakers and state data managers as they work together toward achieving this important objective. In this session, the presenters will provide an overview of CCRPI and the specific role that statewide data systems play in its work.

IV-H   **The "P," the "20," and Everything in Between** ....Waterford

Elizabeth Laird and Charles McGrew, Data Quality Campaign

8:30 – 9:30

This session will focus on one of three imperatives the Data Quality Campaign has identified for changing the culture around data use and maximizing states' investments in longitudinal data systems: expand the ability of state longitudinal data systems to link across the P–20 education pipeline and across state agencies. Session attendees will learn the current status of connecting K-12 with early childhood, postsecondary education, workforce, social services, and other state agencies to ensure that the policy conversations about improving student achievement can be informed by accurate and timely information throughout the knowledge supply chain.

IV-I   **Moving Toward a Statewide P-20 Longitudinal Data System** ....Lalique

Mary Lowe, Kentucky Department of Education
Jay Pennington, Iowa Department of Education
David Ream, Pennsylvania Department of Education
Peter Rooney, New York State Education Department
Shawn Bay, eScholar

8:30 – 9:30

Since the 1980's, state education agencies have been building statewide student information systems and longitudinal data systems (LDS) for students in Kindergarten through grade 12. Recently, groups such as the Data Quality Campaign have recommended that states move toward developing LDS that follow students from preschool through higher education (P-20). This panel will explore some of the challenges and issues to be faced in implementing a P-20 LDS, such as data security, data sharing across agencies, data integration and data quality.

Break **9:30 – 9:45**

V-A   **Data Use in Ohio's Schools: Research, Action and**
Overall School Improvement Strategy ....Susquehanna/Severn

J. Christopher Woolard and Aly DeAngelo, Ohio Department of Education
Barb Storandt, Hezel Associates

9:45 – 10:45

As part of Ohio's Longitudinal Data System work, an independent evaluation analyzed teachers' and administrators' data use in schools statewide. This panel will present the results of that research and Ohio's subsequent strategies for improving data use. Educators reported a lack of awareness about data tools and confusion about how they are integrated. In response, the Ohio Department of Education created the Data Tools Catalog to provide a descriptive and conceptual framework for state-sponsored data tools. Additionally, the panel will discuss how these lessons and tools are being integrated in the state's school improvement framework—the Ohio Improvement Process (OIP).

V-B   **Data Driven Decision Making Begins With Good Data!**
Understanding What Constitutes Good Data ....Potomac/Patuxent

Sean Mulvenon and Denise Airola, University of Arkansas

9:45 – 10:45

Too often people complete analyses under the assumption that their data are right. In reality, especially within education, the data are incomplete and may not be "perfect." The goal of this session is to outline some exploratory data analytic methods to assess the quality of your data, help you to identify the limitations of your data, and guide you in the selection of appropriate statistical methods to analyze your data. The ability to complete a statistics program does not ensure the analyses are correct or meaningful, only that the statistical software was able to produce a result. This session focuses on appropriate statistical methods to ensure greater data quality and use of analyses that are meaningful and effective in education.

V-C   **Demands for More and Better Data and ED*Facts*** ....Diplomat/Ambassador

Ross Santy and Matthew Case, U.S. Department of Education

9:45 – 10:45

This presentation will address customer service and how user demands are affecting changes in ED*Facts* and the integration of U.S. Department of Education (ED) data collections and the ED data architecture, and how "steady state" is allowing ED to focus on data quality and services to data users. It will also discuss possible effects of changing technology on ED*Facts* and the services it provides, the possible effects of future legal changes, and the ED*Facts* security/privacy considerations in going public with data.

V-D   **Teacher-Designed Incentive Pay in Texas** .... Cabinet

Lori Taylor, Texas A&M University, Bush School of Government and Public Service
Matthew G. Springer, Peabody College of Vanderbilt University

9:45 – 10:45

This study exploits a recent natural experiment in Texas—the Governor's Educational Excellence Grants (GEEG) program. Under GEEG, each of 99 high-performing, high-poverty Texas schools designed its own incentive pay plan. By rule, teachers played a significant role in the design process. Thus, GEEG represents a unique opportunity to explore incentive pay from the teacher perspective. We find that when given the opportunity, teachers design relatively weak incentive plans for themselves. In turn, those relatively weak incentives do not appear to have induced any significant changes in teacher productivity, although they had a significant impact on teacher turnover.

V-E   **Arizona—School Safety Accountabilty for Education (Az SAFE)** ....Judiciary

Jean Ajamie and Catherine Osborn, Arizona Department of Education

9:45 – 10:45

The purpose of this presentation is to describe the design, development and implementation of Arizona Safety Accountability for Education (Az SAFE). Az SAFE is funded by the U.S. Department of Education Grants to States to Improve Management of Drug and Violence Prevention Programs and was designed to generate accurate, reliable and timely safety and discipline incident data needed to:

- Standardize data collection;
- Meet federal USED-ED*Facts* reporting requirements;
- Support evidence-based education decision-making that affects school climate, safety, and academic achievement ; and
- Increase the efficiency of transferring student incident and disciplinary action data among schools and districts.

V-F   **Overview of Forum Product: "Guide to Building a Longitudinal Data System"**.......Congressional

Bruce Dacey, Delaware Department of Education
Tate Gould, National Center for Education Statistics
Nancy Smith, InfoSynthesis and Organization
Laurie Collins, Schools Interoperability Framework Association (SIFA)

9:45 – 10:45

This session presents ongoing work on the Forum's current product, "A Guide to Building an LDS." The first three chapters will be presented as well as a preview of the final two chapters. Committee members will be on hand to answer questions and solicit feedback about this unique effort.

V-G   **Data Quality Campaign's Ten State Actions to Ensure Effective Data Use**..........Old Georgetown

Paige Kowalski, Data Quality Campaign

9:45 – 10:45

Over the past three years, the Data Quality Campaign (DQC) has worked with national and state partners to develop robust statewide longitudinal data systems based on ten essential elements. As of 2008, 46 states had at least six elements and six states have all ten. In 2009, DQC launched its second phase to change the culture around data and outlined ten state actions to ensure effective data use for continuous improvement. In this session, the presenter will discuss the new actions in detail and provide an update on how they will be presented in DQC's 2009 annual survey of states.

V-H   **A Knowledge Base Approach to Linking Data Between Multiple Agencies**.................Waterford

Greg Holland and Neal Gibson, Arkansas Department of Education

9:45 – 10:45

When linking data between multiple state agencies, the traditional merge-purge approach can be problematic for both regulatory and logistical reasons. The Arkansas Department of Education is implementing a knowledge base driven approach to entity resolution in an open-source platform, reducing the amount of overhead costs and promoting the sharing of the resulting methodology to other organizations. This plan addresses the existing rules and regulations for sharing data between agencies by using a trusted broker implementation. Historical data already available enables a longitudinal study across state agencies to begin and to have an impact immediately.

V-I   **A Balanced Scorecard Model for Longitudinal Data Systems** ....Lalique

Ellen Mandinach and Corbin Fauntleroy, CNA Education

9:45 – 10:45

This presentation discusses a possible framework for using the longitudinal data systems to support performance measures that take into account the needs of the users at various levels in the education system, from the classroom, school, and district, to the state education agency. It will describe the balanced scorecard model that has been used in many fields and can inform systems in education.

Break
10:45 – 11:00

Concurrent Session VI
11:00 – 12:00

VI-A   **Interactive Data Visualization With Social Networking**............................Susquehanna/Severn

Neal Gibson, Arkansas Department of Education

11:00 – 12:00

Arkansas has created a data visualization tool that allows parents and educators to view data in unique and interactive ways and engage in online discussions concerning what these visualizations show. It also allows schools to upload their own more frequent local data and combine these data with other state data for visualizations. This session will be a demonstration of this project which is open-source and freely distributed.

VI-B   **Data Analysis: ROI that Drives Student Performance** ....Potomac/Patuxent

Greg Partch, Hudson Falls Central Schools (New York)

11:00 – 12:00

Given time and budget limitations, few administrators have the resources or technical capacity for any type of comprehensive review of software use and to relate that use to student learning. Hudson Falls School District is undertaking an ambitious project to better assess the learning return on its technology investment.

The investment in instructional technology has proven a considerable expense of time, resource and money for many school districts. However, very little is known of the effect or correlation of access and use of specific software applications to student achievement. The connection of technology tools and resources to their impact on students is not always clearly understood in schools and the connection is even less clear outside of school. Results of this study are intended to be used in a multiple of ways, including guiding the decision-making of the school staff.

The format of this presentation will be interactive and collaborative, allowing attendees to share their experiences, ask questions and view a live demo of how Hudson Falls Central Schools tracks software and website use in its district. Participants who attend this session will learn:

- How to make informed technology purchasing decisions;
- How to track software and website use at their district; and
- How to easily implement such a tracking system in their own district.

VI-C   **Determining Factors in Title I Allocations** ....Diplomat/Ambassador

William Sonnenberg, National Center for Education Statistics
Lucinda Dalzell, Wes Basel, Lyndsey Abel, and Pat Ream, U.S. Census Bureau

11:00 – 12:00

Nearly $15 billion are allocated to local education agencies under Title I of the No Child Left Behind Act. This presentation will discuss rules and regulations that determine how the allocations are made, details of the multifaceted process for producing the poverty and population estimates that are a primary determinant of the allocations, and an overview of the processes for the biennial update of school district boundaries.

VI-D **Education Finance Distribution Formulas and Poverty Index Models** .... Cabinet

R. Craig Wood and Carlee Escue, University of Florida

11:00 – 12:00

Every state legislature has an education finance distribution formula in existence that can be enhanced by a variety of factors. The purpose of this research would be to examine the various poverty models that states are utilizing to address the public policy of adequacy in terms of a poverty index to assist in the distribution of state and local dollars in funding public education. A poverty index measures the amount and severity of poverty in every public school within a state and determines how much money should be allocated to each school beyond the base student allocation. This research will address the weaknesses and strengths of existing poverty measures and explore improvements toward developing better measureable predictors and a model that is potentially applicable to a variety of education finance distribution formulas. This poverty index would address the funding of the educational needs of children who come from low socioeconomic families.

VI-E **UTREx—Utah eTranscript and Record Exchange**..Judiciary

John Brandt, Utah State Office of Education
Marcus Phillips and Jack Perkins, DigitalBridge

11:00 – 12:00

Utah public education is embarking on an ambitious and far reaching education information initiative. For this initiative to succeed, every local education agency (LEA) and its leadership must be fully committed to its success. The initiative has two project components, one optional and the other mandatory. First, each LEA may choose to implement DigitalSAMS, a LEA and school-level student achievement management system. Second, each LEA must participate in the Utah eTranscript and Records Exchange system, UTREx. UTREx will allow individual, detailed student records to be exchanged electronically between any two Utah public schools and between LEAs and the USOE, and it will allow electronic transcripts to be sent to any participating postsecondary institution.

VI-F   **A Student-Centered Data and Learning Model for the 21st Century ....Congressional**

Paul McCarty, Canyons School District (Utah), Board of Education
Ken Meyer and Brent Israelsen, Digital Ecosystems Foundation

11:00 – 12:00

21st Century schools are transforming education by focusing on individual learners to prepare them to participate in the global economy. Teachers are empowered to meet individual student needs. Parents are included in the education process for their children. Administrators have access to individual student and school performance information to help them make better education decisions. Policymakers can view real-time school performance and student achievement information to help them make better policy and funding decisions. A student-centered data and learning model enables this transformation and opens the door to rapid improvement in individual student achievement and school performance.

VI-G   **Why Collect so Much Data? Uses of Data at the State, District,**
          and School Levels ....Old Georgetown

Sonya Edwards, California Department of Education
Ryan Crosby, Chicago Public Schools (Illinois)
Susan Thompson-Hoffman and Ross Santy, U.S. Department of Education

11:00 – 12:00

This session, led by a panel of federal, state, and district users, will discuss why data at the state, district, and school levels are critical for planning, policymaking, and performance management. Presenters will provide examples of scorecards, profiles, and targeted analyses at state, district and school levels whose formats can be readily applied across multiple purposes for increased data use. Participants are encouraged to submit proposed formats for trends scorecards, state profiles, and targeted analyses to the session coordinator before the meeting for distribution at the meeting.

VI-H   **Identity Management Architecture in the Enterprise ....Waterford**

Donald Houde, Arizona Department of Education

11:00 – 12:00

An enterprise class identity management solution is a critical element in an educational institution's ability to ensure access to environments and applications and to ensure that data are limited and provisioned to authorized verifiable entities. This session will discuss the elements of a well architected identity management solution, assist in understanding the difference between single sign-on and identity management, and discuss the Arizona Department of Education's roadmap.

VI-I   **Longitudinal Data Leads to Longitudinal Statistics Leads to Useful Information.............. Lalique**

Nancy Smith, InfoSynthesis and Organization
Paige Kowalski, Data Quality Campaign

11:00 – 12:00

Now that states have spent a few years building longitudinal data systems and collecting longitudinal data, it is time to figure out how to change standard reporting and analysis tools to include longitudinal statistics. In this session, learn about new longitudinal statistics to calculate on a regular basis and how they can be used to inform local, regional and state policy and practices.

Lunch On Your Own
12:00 – 1:30

Concurrent Session VII
1:30 – 2:30

VII-A   **Workshop: A District Approach to Longitudinal Data Systems, Part I........ Susquehanna/Severn**

Joe Kitchens, Lisa McLaughlin, and Mwarumba Mwavita
Western Heights School District (Oklahoma)
John Steffens, University of Oklahoma

1:30 – 2:30

This session will describe the SIFA-based enterprise data management systems being deployed in the Western Heights School District in Oklahoma. Cohort-based information contributes to longitudinal data systems and to analysis. This has been applied to the USDE approved cohort-based Graduation Rate Formula and resulted in ten percent per year reduction in dropout rate and a seven percent increase in graduation rate in each of the last three years. We must establish the linkage of these cohort-based measures to other variables such as academic progress in students over time and consistent uses of highly relevant student data over time (durational cohort).

VII-B **Improving Data to Boost Special Education Funding and Accountability** .... Potomac/Patuxent

David Weinberger, Yonkers Public Schools (New York)

1:30 – 2:30

Like many school districts across the nation, Yonkers Public Schools has been challenged in its ability to report complete and accurate special education data to its state education agency. Earlier this year, Yonkers, with 25,000 students, instituted a rigorous data quality management process which has enabled the district to: more accurately quantify and report special education enrollment; identify special education funding gaps; and improve student service delivery and data collection processes.

VII-C **Civil Rights Data Collection (CRDC) Data Speak for Themselves** .... Diplomat/Ambassador

Clare Banwart, Rebecca Fitch, and Mary Schifferli, U.S. Department of Education
Duke Burgess, Omaha Public Schools (Nebraska)
Arlene Thompson, Boston Public Schools (Massachusetts)

1:30 – 2:30

How many Advanced Placement (AP) courses do high schools offer? What are the variations by state, by local education agency (LEA), by racial and ethnic make-up of the student body? Are there patterns? What is the prevalence of expulsions, suspensions, and corporal punishment in our schools? What are the variations by state, by LEA, by racial and ethnic data, and by gender? What percentages of students are successful on grade-to-grade promotion tests for the elementary grades in which they are required and on high school graduation tests? How does that vary by state, LEA, racial and ethnic data, and gender? What districts offer General Education Development (GED) preparation programs and what portion of participating students receive the GED credential? How does that vary by state, LEA, racial and ethnic data, and gender? Data from the Civil Rights Data Collection (CRDC) housed in ED*Facts* and posted on a public website in privacy-protected format can be used to address these questions from the perspective of 6,000 sampled districts. This session will provide some examples and describe the new CRDC data tool that will soon be available to the public. The session will also provide an update on the status and plans for the next CRDC.

VII-D   **The New Texas Two-Step: An Empirical Analysis of Horizontal and Vertical Equity Among the Public Schools of Texas 1998-2007** .... **Cabinet**

Anthony Rolle and Mario Torres
Texas A&M University, College of Education and Human Development

1:30 – 2:30

Since the late 1980s, the state of Texas has transformed its educational finance landscape through a series of litigation known as Edgewood v. Texas. Yet, to date there exists no systematic evaluation of the efficacy of the changes in the structure of the state's education finance mechanism or the concomitant expenditure distributions generated. As such, the purpose of this presentation is to examine empirically levels of horizontal and vertical equity generated by Texas' Foundation School Program (FSP) from 1998-2007. This study provides strong evidence that contradicts existing research studies that claim education finance equity in Texas has improved.

VII-E   **The Colorado Transcript Center: PK-16 eTranscripts and Student Records Exchange** .....**Judiciary**

Jerry Taylor, Colorado Department of Education
Tish Dudley, National Transcript Center

1:30 – 2:30

The Colorado Department of Education (CDE) was awarded a Longitudinal Data Systems Grant in July 2007. One grant initiative was to enable the electronic transfer of student records and transcripts. To meet this initiative, the National Transcript Center (NTC) was engaged to create a versatile PK-16 Electronic Student Record/Transcript solution. As a result, the Colorado Transcript Center (CTC), based on NTC's web-based records exchange engine was implemented in November 2008. Presenters will summarize the project, present a live demonstration of the system's core functionality, and discuss the successes and challenges encountered along the way.

VII-F   **Workshop: Taking the Sting Out of Stat—Introduction to Statistical Inference, Part I** ....**Congressional**

Elana Broch, Princeton University

1:30 – 2:30

If your brain freezes when you hear the term "statistically significant" or "confidence interval," join us for an overview of statistical sampling and an introduction to these very important concepts. We begin with a brief review of basic statistical ideas (for example, the differences between nominal, ordinal, and interval level data). This workshop is designed for people who use statistics in their work but may need a refresher on the underlying concepts.

VII-G   **European Education Data and Technology Practices** ....Old Georgetown

Chris Lohse, Marci Giang, and Amanda Miller, Council of Chief State School Officers

1:30 – 2:30

Recently the Council of Chief State School Officers' (CCSSO) Data Systems and Research team participated in a knowledge exchange on essential data and technology issues with European leaders. The resulting conversations highlighted potential strategic investments in information systems and technology that can support improved student achievement. This session will provide a summary of the exchange and will discuss the next steps for the team.

VII-H   **So, You Think You're Ready for an LDS? Surprises and Pitfalls**
in Achieving Organizational Readiness ....Waterford

Justin Jones, District of Columbia Office of the State Superintendent of Education
Terence McPartland, Paradyme Management Inc.
Rick Rozzelle, Center for Educational Leadership and Technology

1:30 – 2:30

Getting your organization and the others who will interact with your system ready to use it can pose a greater challenge than the technical side of setting up your longitudinal data system (LDS). The presenters will explore unexpected pitfalls in aligning business processes, data standards, and priorities while getting your LDS off the ground. They will also share "recommended practices" that can help you avoid these pitfalls. The lessons learned and recommended practices are derived from work on the District of Columbia's Statewide Longitudinal Education Data (SLED) system implementation as well as other state education agency LDS efforts.

VII-I   **Enhancing the Usability of Longitudinal Data:**
The University of Texas-Dallas ERC Model ....Lalique

James Parsons and Daniel O'Brien, University of Texas - Dallas

1:30 – 2:30

The University of Texas at Dallas-Education Research Center (UTD ERC) is a state-designated data warehouse linking P-12 data from the Texas Education Agency and college data from the Texas Higher Education Coordinating Board, quarterly earnings, and other individual-level information. This structure enables research using linked longitudinal individual records. The USDE has approved the Texas approach, calling it a "model for the conduct of independent education research in accordance with FERPA requirements. . . . that will become the preferred method for conducting longitudinal educational research with State education data." The UTD ERC enhances the dataset through quality assurance, extensive documentation and on-going researcher support.

Break
2:30 – 2:45

Concurrent Session VIII
2:45 – 3:45

VIII-A   Workshop: A District Approach to Longitudinal Data Systems, Part II....... Susquehanna/Severn

Joe Kitchens, Lisa McLaughlin, and Mwarumba Mwavita
Western Heights School District (Oklahoma)
John Steffens, University of Oklahoma

2:45 – 3:45

This session will describe the SIFA-based enterprise data management systems being deployed in the Western Heights School District in Oklahoma. Cohort-based information contributes to longitudinal data systems and to analysis. This has been applied to the USDE approved cohort-based Graduation Rate Formula and resulted in ten percent per year reduction in dropout rate and a seven percent increase in graduation rate in each of the last three years. We must establish the linkage of these cohort-based measures to other variables such as academic progress in students over time and consistent uses of highly relevant student data over time (durational cohort).

VIII-B   Data Governance to Improve Data Quality ....Potomac/Patuxent

Bruce Hislop and Mitchell Donald, Prince George's County Public Schools (Maryland)

2:45 – 3:45

The American Recovery and Reinvestment Act (ARRA) provides funds to implement longitudinal data systems to improve student achievement. However, having the data available does not necessarily make the data useful. In fact, having invalid or unreliable data can be more dangerous than having no data. This presentation outlines the work being undertaken by a large urban/suburban school district to prepare data for inclusion in a to-be-built data warehouse. We will discuss data stewardship and the processes used to clean and verify data with specific attention paid to what our school system identifies as two levels of data error.

VIII-C   MSIX and Quality Data—A Case Study ....Diplomat/Ambassador

Daryn Hedlund and Jennifer Dozier, U.S. Department of Education

2:45 – 3:45

The U.S. Department of Education is successfully implementing its Migrant Student Information Exchange (MSIX) application through a combination of master data management and data quality initiatives. This web-based, data-driven application provides the timely and accurate transfer of pertinent school records of migratory children ensuring proper school enrollment. MSIX's master data management and data quality initiatives improve overall data quality and consistency through the use of a common set of data elements. Data quality is ensured by using a robust Extract, Transform, Load (ETL) process, which analyzes inbound data, captures errors related to missing/inaccurate data, and then shares results with States. This approach provides an iterative cycle to facilitate the accurate submittal of quality data to MSIX. This session will provide an overview of MSIX, lessons learned through its development, its interaction with and benefit to other Ed data systems, and its contribution to quality data initiatives.

**VIII-D   How to Facilitate Consistent/Comparable Reporting
of Federal ARRA Fund Usage** .... Cabinet

Glenda Rader, Michigan Department of Education
Vaughn Altemus, Vermont Department of Education
Su McCurdy, Iowa Department of Education
Lu Norman, Oklahoma State Department of Education

2:45 – 3:45

Come meet with a panel of veteran state education agency (SEA) representatives to discuss how we can facilitate consistent/comparable data submissions related to the use of American Recovery and Reinvestment Act *(*ARRA) funds.

VIII-E   Analyzing High School Transcripts to Improve College Access ....Judiciary

Reginald Hillmon, University of California
Karen Levesque, MPR Associates

2:45 – 3:45

Research shows that lack of appropriate academic preparation and guidance counseling are barriers to attending college. To address this, the University of California developed the Transcript Evaluation Service (TES), a set of data tools that offer high school students, counselors, and administrators information on whether students are meeting college admissions requirements. Presenters will demonstrate the data tools and describe initial findings from a study funded by the U.S. Department of Education. As states incorporate transcripts into their data systems, TES is an example of how these data can be leveraged to improve student transition to college.

**VIII-F   Workshop: Taking the Sting Out of Stat—Introduction to
Statistical Inference, Part II** ....Congressional

Elana Broch, Princeton University

2:45 – 3:45

If your brain freezes when you hear the term "statistically significant" or "confidence interval,"
join us for an overview of statistical sampling and an introduction to these very important
concepts. We begin with a brief review of basic statistical ideas (for example, the differences
between nominal, ordinal, and interval level data). This workshop is designed for people who
use statistics in their work but may need a refresher on the underlying concepts.

VIII-G   Coming Together Around the Data to Improve Student Attendance ....Old Georgetown

Amy Germano, Fairfield Public Schools (Connecticut)
Christine Oberdorf, Plainfield School District (Connecticut)
Elisabeth Hensley, MPR Associates, Inc.

2:45 – 3:45

The Connecticut Consortium on School Attendance is an association of local school district and
state agency representatives focused on raising school attendance by improving how
attendance data are collected and used. Since originally engaged in 2001, this collaborative has
grown in both size and influence over statewide policy and practices related to attendance. With
its combined purposes of improving attendance, disseminating effective practices related to
attendance and achievement, and helping inform state policy and practices around these issues,
the Consortium serves as a model of how local entities can work together to build effective
statewide strategies for school improvement.

VIII-H   Data! Data! Who's Got the Data?...Waterford

Kathy Gosa and Ted Carter, Kansas State Department of Education

2:45 – 3:45

We've all been facing a mountain of requests for data—even before SLDSs, Data Warehouses,
Data-Driven Decision Making, and Metadata. How can we make sense of it and ensure that
things don't fall through the cracks (like FERPA)? How can we quantify this work to leadership?
And how can we avoid duplication of effort and use our data resources as efficiently as possible?
There are a number of concerns to consider when thinking about how a state education agency
responds to requests for information, including tracking, prioritization, consistency of reporting,
clear request parameters, and the maintenance of a historical record of data released (e.g.,
Recordation!). The Kansas State Department of Education will present the details around their
Data Request Process, including the process for receiving, responding to, and recording data
requests. In addition, they'll discuss challenges encountered along the way and what they've
learned (so far).

VIII-I   **EdInsight: Release 1.0 and Beyond**... **Lalique**

Jay Pennington and Jim Addy, Iowa Department of Education

2:45 – 3:45

The Iowa Department of Education (IDE) has built a wide-ranging statewide longitudinal data system with a multi-year life cycle. This presentation will provide a live demonstration of the eight reports in our first release. This first release provides a foundation and infrastructure for education analytics through multiple levels of the education ecosystem. Education stakeholders will be able to use EdInsight to make data driven decisions in disparate areas such as large scale assessment, suspension and expulsion of special education students as well as meeting district offer and teach requirements per Iowa code.

Break **3:45 – 4:00**

Concurrent Session IX **4:00 – 5:00**

IX-A   **Leveraging Mandated Indicator Data for Student Learning in Ontario** .... **Susquehanna/Severn**

Cec Knight and Lynn Kostuch, Kawartha Pine Ridge District School Board (Ontario)

4:00 – 5:00

The province of Ontario and many local school districts have mandatory collection of student achievement data. Assessment data can be used by districts, schools and teachers to develop programs and to refine instruction in order to improve outcomes for students. Two approaches leveraging data will be discussed in the context of Kindergarten–Grade 8 and Grade 9–12 students.

IX-B   **Breaking Into the Principal's Office: The Use of a Professional Development Program for Administrators to Strengthen Data Quality in Kansas** .... **Potomac/Patuxent**

Kathy Gosa and Ted Carter, Kansas State Department of Education

4:00 – 5:00

We have all been there. The school "signs off" on the data, but when they appear in a report we hear "Where did you get THOSE numbers?" In 2007, the Kansas State Department of Education launched a Data Quality Certification (DQC) program dedicated to increasing the quality of student data submitted by school and district personnel across the state. In 2008, the program expanded to include a specialized track for administrators. The DQC program for administrators offered a combination of online and hands-on training sessions, supplemental homework

exercises, and a final examination culminating in a certification that is required to be maintained annually. After a successful pilot program, administrators were asked to share their feedback and suggestions about the program. This session offers an overview of the administrator program's structure, curriculum, group activities, success stories, evaluation measures, program resource tools, and promotional strategies for creating a successful program tailored for administrators.

IX-C   Charter Schools—What is Happening? ....Diplomat/Ambassador

Dean Kern, Soumya Sathya, and Barbara Timm, U.S. Department of Education
John Flaherty, WestED

4:00 – 5:00

The goal of the Charter School Program (CSP) is to support the creation of a large number of high-quality charter schools across the country. The CSP provides financial support to new charter schools to use for planning, program design, and initial implementation. Merging performance data submitted to ED*Facts* with grantee award information enables the U.S. Department of Education to monitor CSP grant performance and to analyze data related to accountability for academic performance, financial integrity, and program effectiveness. This session will review what has been learned about the state of charter schools.

IX-D   Calculating Maintenance of Effort and Indirect Cost Rates .... Cabinet

Glenda Rader, Michigan Department of Education
Vaughn Altemus, Vermont Department of Education
Su McCurdy, Iowa Department of Education
Lu Norman, Oklahoma State Department of Education

4:00 – 5:00

Come meet with a panel of veteran state education agency (SEA) representatives to discuss how we can facilitate consistent/comparable financial data collections for use in calculating Maintenance of Effort and Indirect Rates.

IX-E   **Forging Data Partnerships to Support Student Learning** ....Judiciary

Vance Randall, Brigham Young University

4:00 – 5:00

The ambitious agenda of educational reform, with its core moral imperative that no child is expendable, requires a capacity we have yet to reach. This capacity to ensure educational success for every child is hampered by the shortage of sophisticated technological, organizational, analytical, and intervention tools and strategies. A key element in increasing our capacity to "stand and deliver" is the formation of strategic data partnerships with organizations critical to our collective success. The purpose of this presentation is to discuss data partnerships among schools, districts, state education agencies, universities, and the private sector and the significant synergy this creates in data-supported learning for all students.

IX-F   **Teacher Turnover and Mobility: Evidence From the 2003-04 SASS**
           and the 2004-05 TFS ....Congressional

Joydeep Roy and Lawrence Mishel, Economic Policy Institute and Georgetown University

4:00 – 5:00

Recent research has highlighted the important role of teachers in the education production function. This has led to increasing attention being paid to the issue of teacher mobility, to ensure that our most disadvantaged kids are not left with the relatively more inexperienced and ineffective teachers. In this paper we analyze different aspects of teacher turnover and mobility, with a focus on the post-NCLB years. Teacher mobility is analyzed from the latest round of the SASS (Schools and Staffing Survey) and TFS (Teacher Follow-up Survey), which were conducted in 2003-04 and 2004-05, respectively. Though the earlier rounds of the SASS and TFS have been studied in the literature, the most recent round has not been analyzed. This is particularly important as the authorization of No Child Left Behind in 2002 might have had significant effects on teacher mobility. The results of this exercise have important policy implications.

IX-G   Strategic Planning for Education System (PK to Workforce) ....Old Georgetown

Tracy Korsmo, North Dakota Information Technology Department
Steve Snow, North Dakota Department of Public Instruction
Jim Addy, Iowa Department of Education
Irene Koffink, New Hampshire Department of Education
David Grattan, Claraview (Moderator)

4:00 – 5:00

State education agencies are now faced with increased amounts of funding available for statewide longitudinal data systems and the requirement to include data that extend beyond K-12 education. This panel will discuss the importance of strategic planning in proposing, implementing, and sustaining education data systems that support serving students from the start of school through pursuing postsecondary education and entering the workforce. Panel members will share their experiences in planning for project success to bring together leaders from multiple programs in defining clear project goals, schedule, and secure funding.

IX-H   Service Oriented Architectures (SOA), Integration, and Schools
Interoperability Framework for the Longitudinal Data System ....Waterford

Dwight Franklin, District of Columbia Office of the State Superintendent of Education
David McClure, Paradyme Management

4:00 – 5:00

The role of integration and Service Oriented Architectures (SOA) is frequently an overlooked and misunderstood aspect of an Enterprise Longitudinal Data System (LDS). During this presentation we will discuss the challenges and benefits of including SOA as part of your LDS architecture. Specific focus will be given to: SOA in the context of schools interoperability framework (SIF) integration, maturity of commercial off-the-shelf (COTS) products in this market, and delivery lessons learned.

IX-I   Education Information Systems: People, Communication,
and Planning Considerations ....Lalique

Patrick Sherrill, U.S. Department of Education

4:00 – 5:00

This presentation will review the basic requirements for communication and planning for those people who are responsible for elementary and secondary education information or developing information systems to manage that data. This will be an introduction session for beginners and a review session for the more experienced.

(Friday Tab)

Registration

7:30 – 12:00 **Crystal Ballroom Foyer**

Cyber Café

7:30 – 10:00 **Cartier/Tiffany**

(This room will close at 10:00 a.m.)

Morning Break

7:30 – 8:30 **Haverford Meeting Room Foyer**

Concurrent Session X
8:30 – 9:30

X-A **NCES School District Demographic System (SDDS) Update** .... Susquehanna/Severn

Tai Phan, National Center for Education Statistics
Michael Lippmann, Blue Raster
Chuck Roberts, ESRI, Inc.

8:30 – 9:30

NCES has made significant enhancements to its School District Demographic System (SDDS) website in the past year, and this session will present an overview of the latest features and enhancements available. The session will also briefly discuss some of the technology used in constructing the website and the interactive mapping system enhancements using ESRI ArcGIS Server 9.3 and the Adobe Flex API.

X-B **Education Information Systems: Where to Look and Who to Ask for Information** .... Potomac/Patuxent

Patrick Sherrill, U.S. Department of Education
Beth Meyers, Southeastern Louisiana University

8:30 – 9:30

This presentation will review the numerous sources of information about technology and systems development issues regarding automated elementary and secondary education information systems. This will be an introduction session for beginners and a review session for the more experienced.

X-C   ED*Facts* Directory Data ....Diplomat/Ambassador

Pam Hinman, U.S. Department of Education
Lee Hoffman, National Center for Education Statistics

8:30 – 9:30

Among the issues discussed in this session will be reportable programs, school of record, student and teacher counts, and recent changes to submitting the directory data reported to EDEN. Who uses this data will also be discussed along with the many edits applied to make sure the school and district universes are accurate.

X-D   **Supplemental Educational Services and Student Achievement:**
Evidence From a Large, Urban School District .... **Cabinet**

Matthew G. Springer, Peabody College of Vanderbilt University

8:30 – 9:30

This study examines the effect of Supplemental Educational Services (SES) on student test score gains and whether particular subgroups of students benefit more from NCLB tutoring services. We find consistently significant and positive average effects of SES on test score gains in mathematics, while results in reading tend to be insignificant. SES tutoring does not appear to disproportionately benefit a particular ethnic group or ability level, while female students and students with disabilities do appear to benefit more from participating in SES. SES appears to have a significant, cumulative effect on students in both mathematics and reading. We also demonstrate that not accounting for SES attendance rate and content area of tutoring can bias downwards estimates of the SES treatment effect. Our findings are qualified on a couple dimensions.

X-E   **Moving Beyond the Technology: Data Use and the Massachusetts**
Education Data Warehouse ....Judiciary

Jennifer Goree, Massachusetts Department of Elementary and Secondary Education
Erin MacIntire, Public Consulting Group

8:30 – 9:30

In this session, participants will learn about the strategic professional development series designed by the Massachusetts Department of Elementary and Secondary Education to promote widespread and meaningful use of the state's Education Data Warehouse. The curriculum synthesizes technical training and rich content focused on effective data use practices. The session will explore the ways in which technology solutions such as the Education Data Warehouse are most successful when integrated with professional development that supports educators at all levels to effectively use data.

X-F   **CCSSO's State Education Data Center and SchoolDataDirect.org ....Congressional**

Marci Giang, Chris Lohse, and Ty Mapp, Council of Chief State School Officers

8:30 – 9:30

The Council of Chief State School Officers (CCSSO) launched the State Education Data Center (SEDC) in October 2007 to advocate for quality education data collection, use, and standards and to serve as the nation's provider of a free, easy-to-use website featuring education data and analytic tools. Initially funded by the Bill and Melinda Gates Foundation, the SEDC is now jointly supported by the U.S. Department of Education. Through the SEDC, state education data are available at the school, district, and state levels on a publicly accessible website—SchoolDataDirect.org. It offers unique comparison tools, ratios, benchmarks, and performance indicators designed to assist decision makers in planning and developing the most effective school improvement strategies. Presenters will provide an update on the work of the SEDC and engage participants in a discussion on how the SEDC can be used as a business management tool for states, districts, and other audiences.

X-G   **Data Governance—Experience at the U.S. Department of Education ....Old Georgetown**

Barbara Timm, Paul Kesner, Kelly Worthington, and Bucky Methfessel
U.S. Department of Education

8:30 – 9:30

Data governance is a process for making decisions about data. Today both private and public organizations are developing data governance policies and processes. This session summarizes how data governance works at the U.S. Department of Education for ED*Facts*. The session includes a panel discussion by people who work with the federal elementary and secondary education data governance processes.

Break
9:30 – 9:45

Concurrent Session XI
9:45 – 10:45

XI-A **Geographic Analysis of Data With National Geographic FieldScope** .... Susquehanna/Severn

Tai Phan, National Center for Education Statistics
Kathleen Schwille and Eric Russell, National Geographic Society

9:45 – 10:45

National Geographic FieldScope is a web-based tool designed to support geographic investigations of data—through maps, analysis tools, and community collaboration. FieldScope enables users to upload their own data—including quantitative measurements, notes, and photos—and to see them in relation to data from other organizations. This presentation will demonstrate the software with an example of student data collection in a science course, followed by a discussion of how this type of student data might be useful to others, and how the software might be used for additional data analysis applications.

XI-B **Fusion—Wyoming's Answer to a Statewide Portal Solution** .... Potomac/Patuxent

Shadd Schutte, Wyoming Department of Education
Alex Jackl, ESP Solutions Group

9:45 – 10:45

Wyoming has implemented a statewide portal solution that allows for single sign on solution to the primary resources offered by the state agency. It is also the central location for data validations and application access. It provides a centralized hierarchical structure that will simplify and streamline data collections, data validation, and data reporting.

XI-C **The Condition of Education Project** .... Diplomat/Ambassador

Michael Planty and William Hussar, National Center for Education Statistics
Grace Kena, American Institutes for Research

9:45 – 10:45

This presentation will highlight indicators from the recently released Condition of Education, 2009. The Condition summarizes important trends and developments in education using the latest available data from many National Center for Education Statistics surveys and other sources. The Condition includes 46 indicators on: (1) participation in education, (2) learner outcomes, (3) student effort and academic progress, (4) contexts of elementary and secondary education, and (5) contexts of postsecondary education. This session will highlight key findings and issues from the report.

XI-D   **SEA Process Improvement Initiatives for Mandatory ED*Facts* Reporting .... Cabinet**

Deborah Newby, U.S. Department of Education
John Eickman, Arizona Department of Education
Sonya Edwards, California Department of Education
Kay Ihlenfeldt, Wisconsin Department of Public Instruction

9:45 – 10:45

Final regulations published in January 2007 require state education agencies (SEAs) to use the ED*Facts* reporting system for submission of all data collected by ED*Facts* beginning with School Year (SY) 2008-09 data. To assist states in improving the timeliness, completeness, and quality of the data reported through ED*Facts* and avoid potential consequences for late or non-submission of data, the U.S. Department of Education (ED) awarded task orders to most SEAs in July 2008 to upgrade their ED*Facts* reporting processes. This session will highlight initiatives by three states to improve their internal processes for ED*Facts* reporting. These efforts involve (1) establishing an ED*Facts* data mart and user interface through which selected state program offices can review ED*Facts* data submissions and produce reports (Arizona); (2) developing and launching an EDEN issue management process and building a knowledge base to ensure continuity in ED*Facts* reporting (California); and (3) creating data quality reports for use by state program areas (Wisconsin).

XI-E   **National Dropout Prevention Center Predictive Analytic Dashboard ....Judiciary**

Jay Smink, Clemson University, National Dropout Prevention Center

9:45 – 10:45

The National Dropout Prevention Center Predictive Analytic Risk Assessment Dashboard provides for automated, persistent, and non-intrusive monitoring of longitudinal data systems to track the progress of intervention and prevention programming, the degree of success, and the timeframe required for positive change. Through a FERPA compliant and secure web portal, state and local education agency personnel will be able to evaluate, 24/7, the precise impact of interventions on the risk indexes for individual students, cohorts, or schools, thus evaluating the plan's impact on reducing risk, increasing graduation rates, and fostering student success.

XI-F   **Learning Exchange and Resource Network (LEARN)..Congressional**

Christopher Lohse, Maureen Matthews, and Ty Mapp, Council of Chief State School Officers
Alex Jackl, ESP Solutions Group

9:45 – 10:45

States and districts have made great gains toward building longitudinal data systems and using those data to affect student achievement, but too often, U.S. education data serve administrative purposes only, rather than inform classroom instruction. Additionally, data are still not "liquid" enough to be exchanged seamlessly across states, between sectors, or even through the education pipeline.

Previous efforts to address these challenges have been thwarted by technological limitations, a lack of available financial resources, and limited political will. In a time, however, in which there is not only political *will* for large-scale investments to address long-standing challenges, but also a political *demand* for such action, it makes sense to work collectively to craft solutions.

In this session we will explore the Learning Exchange and Resource Network (LEARN) proposal that has emerged from conversations with national and international thought leaders, and the Council of Chief State School Officers' (CCSSO) Education Information Management Advisory Council (EIMAC). The LEARN model seeks to address challenges that limit better information exchange and use through the application of an open-standard platform and a cloud of service provisions.

XI-G   **Education Information Systems: Technology and Project**
Management Considerations ....Old Georgetown

Patrick Sherrill, U.S. Department of Education

9:45 – 10:45

This presentation will review the basic understanding non-technical education managers need about technology and systems development projects in order to effectively manage those people who are responsible for developing automated information systems to manage that data. This will be an introduction session for beginners and a review session for the more experienced.

Break
10:45 – 11:00

Concurrent Session XII
11:00 – 12:00

XII-B   **Indian River School District Data Integration Practices**................................**Potomac/Patuxent**

Ralph Starr, School District of Indian River County (Florida)
Aziz Elia, CPSI, Ltd.

11:00 – 12:00

One key to anytime, anywhere learning is to provide the proper security to the appropriate application and the proper person in real time. This session shows how the Schools Interoperability Framework (SIF) standard has helped the School District of Indian River County (Vero Beach, Florida) create an identity-based system for staff and students for network access, desktop security, and e-mail. Presenters will also discuss other applications they have integrated, lessons learned, and why the SIF standard is important in a school district.

XII-D   **Transforming ED*Facts* Submission Plans in E*MAPS* for Core of Common Data**................ **Cabinet**

Lily Clark, U.S. Department of Education
Jeff Little, U.S. Census Bureau

11:00 – 12:00

The ED*Facts Metadata and Process System* (E*MAPS*) is launching a new process to replace the old method of collecting ED*Facts* data submission plans from states. The pilot process will launch in Summer 2009 with Core of Common Data (CCD) data only—giving states a vehicle to not only indicate if their submission will be on time or not, but also to flag when they have finished submitting the data and are ready for the U.S. Department of Education (ED) to review it. This session will cover the evolution of submission plans from Excel documents to an E*MAPS* process and include conversation about how ED and U.S. Census Bureau (representing CCD) will use the data collected through this process.

XII-E   **Statistical Approaches to ED*Facts* Data** ....**Judiciary**

Gerald Kehr and Matthew Case, U.S. Department of Education

11:00 – 12:00

This presentation will review the requirements for statistical analysis of categorical data found in ED*Facts*. Participants will learn about statistical tools the Performance Information Management Service (PIMS) team is using to analyze examples of categorical state and district data. Following the presentation will be an open forum discussion of the kinds of data configurations the participants might use for more advanced statistical analysis.

XII-F **HBCUs in an Era of Accountability** ....Congressional

Kavita Mittapalli, Independent Research and Evaluation Consultant
Barry Nagle, United Negro College Fund Special Programs Corporation

11:00 – 12:00

Using a mixed methodology approach, this presentation will discuss the preliminary results of an ongoing national needs assessment study of 39 private Historically Black Colleges and Universities (HBCUs). The study findings will culminate in developing an accountability metrics for HBCUs that best identify the unique contributions that these institutions make to higher education and the society at large. The research questions guiding this study are: 1) In an era of accountability, how can the story of HBCUs be told through data? 2) To what extent are HBCUs using their data to impact institutional effectiveness? and 3) What value do the stories of HBCUs add to higher education and society at large? Methods include a web-based survey [using data components required by IPEDS and the Southern Association of Colleges and Schools (SACS)] of the 39 HBCUs' presidents, in-depth interviews with institution representatives, focus groups with students and faculty, and in-depth case studies of select institutions.

XII-G **KIDS—Enhancing Efforts to Improve Schools** ....Old Georgetown

Robert Hackworth, Kentucky Department of Education

11:00 – 12:00

The American Recovery and Reinvestment Act funding requires a focus on success in school improvement—a high priority responsibility shared by many offices within a state education agency. The Kentucky Instructional Data System makes it easier for Kentucky Department of Education offices to monitor school improvement over time through its Scholastic Audit Reports. See how multi-year presentation of structured and unstructured data helps staff target interventions and identify improvement across multiple factors in schools that have been persistently low-performing.

(Keynote Speakers' Biographies Tab)
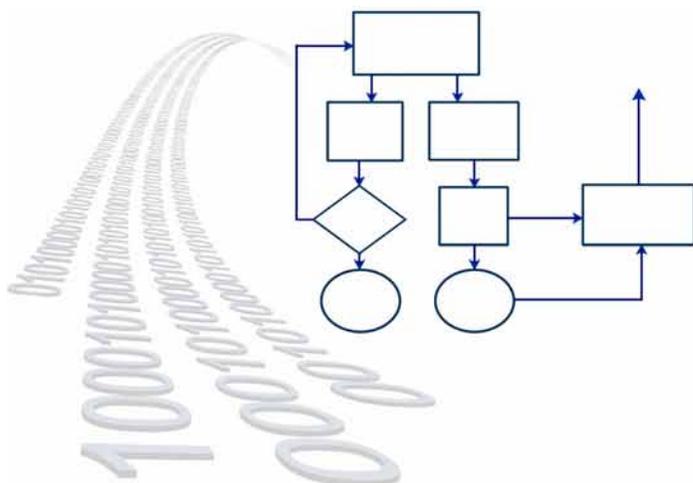
STATS-DC
2009

July 29 - 31, 2009
Hyatt Regency Bethesda
Bethesda, Maryland

Decisions
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NCES Summer Data Conference

KEYNOTE SPEAKERS' BIOGRAPHIES

National Center for Education Statistics
Institute of Education Sciences
U.S. Department of Education

Stuart Kerachsky
Acting Commissioner
National Center for Education Statistics

Stuart Kerachsky became Acting Commissioner of the National Center for Education Statistics (NCES) on October 16, 2008. Dr. Kerachsky previously served as Associate Commissioner for Knowledge Utilization in the National Center for Education Evaluation and Regional Assistance within IES. Prior to joining IES, he was a Senior Vice President at Mathematica Policy Research, Inc. His responsibilities over his long career at Mathematica included being Director of Research and Director of Surveys. He has been involved in research in education, employment, disability, child development, and health. Dr. Kerachsky received his Ph.D. in economics in 1975 from the University of Wisconsin.

John Q. Easton
Director
Institute of Education Sciences

John Q. Easton was the Executive Director of the Consortium on Chicago School Research Chicago at the University of Chicago. Dr. Easton was responsible for both research activities and operational management at the Consortium. Previously, as the Advisor and Director of the Department of Research and Evaluation at the Chicago Public Schools, he was responsible for developing the Department's mission, expanding staff capacity, and building a stronger infrastructure to support instructional improvement in CPS. Dr. Easton serves on several boards and committees. He serves on the American Education Research Association, Relating Research to Practice Award Committee, (2007 – current); National Assessment Governing Board, Member (2003 – 2007), Vice Chair, Committee on Standards, Design and Methodology (2006 – 2007); National Council on Educational Measurement, Brenda Loyd Dissertation Award Committee (2005 – 2008); Center for Child Welfare and Education, Northern Illinois University, Advisory Board Member (2001 – current). Dr. Easton holds a Ph.D. in Measurement, Evaluation, and Statistical Analysis from University of Chicago, M.S. in Psychology from Western Washington University, and a B.A. in Psychology from Hobart College.

(Demonstration Descriptions Tab)
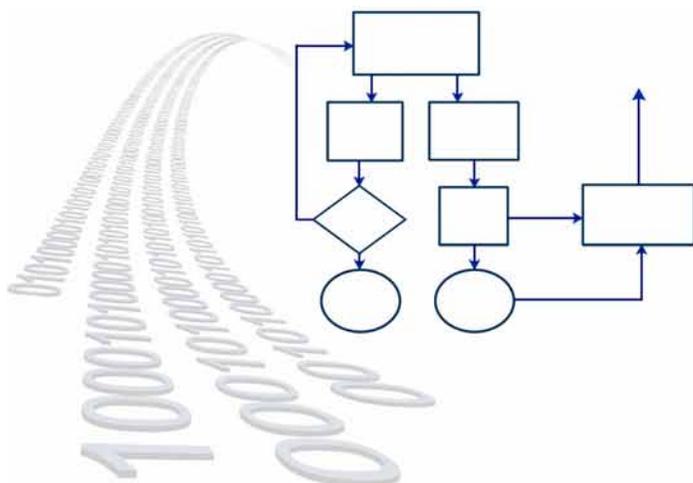
NCES Summer Data Conference

DEMONSTRATION DESCRIPTIONS

National Center for Education Statistics
Institute of Education Sciences
U.S. Department of Education

eScholar—Enabling Education Agencies to Enhance Their Pre-K Through 20 Initiatives

Daysie Kratz and Shawn Bay, eScholar LLC

Collecting, analyzing and publishing data has never been more important to educators, administrators, parents and students. eScholar can assist your organization in implementing a comprehensive longitudinal data system spanning pre-K through 20. Learn why the eScholar Complete Data Warehouse® system is the most widely deployed statewide data warehouse solution that collects and integrates comprehensive data across K-12, higher education/postsecondary as well as career and technical education. See a demonstration of eScholar Uniq-ID®, the most widely-used student and staff identification application implemented statewide in ten states, nationally by U.S. DOE's Migrant Office, and globally by the Department of Defense Schools. Speak with our experts on education data management best practices, EDEN, and AYP. www.escholar.com

ESP Solutions Group—Leaders in Data Quality

Anne Marie Hart, ESP Solutions Group

ESP Solutions Group is solely focused on improving the quality of education data. Our team of education experts pioneered the concept of "data-driven decision making" (D3M) and now help optimize the management of data within education agencies. We have advised school districts, all 52 state-level education agencies, and the U.S. Department of Education on the practice of K-12 school data management. We are nationally recognized experts in implementing the data and technology requirements of state accountability systems, No Child Left Behind (NCLB), ED*Facts*, and Schools Interoperability Framework (SIF). Our collective expertise is represented in our Optimal Reference Guides (downloads are available at www.espsg.com/resources.php). To learn about our products and services, visit www.espsolutionsgroup.com.

Online Record/Transcript Exchange: Linking PK-12 With Postsecondary and Workforce Data

Mark Johnson, Russ Buyse, and Tish Dudley, National Transcript Center

State education agencies (SEAs) are looking for ways to create or improve their longitudinal data system. One of the key goals of many states is to create linkages of PK-12 longitudinal student data (e.g., the data in a student's record or transcript) with data from other state agencies, such as workforce data and postsecondary data. Deploying an electronic student record/transcript exchange system is the essential ingredient to achieve these linkages. Using the National Transcript Center (NTC), some states have enabled bi-directional data flow between the SEA and other data sources, helping to create a true longitudinal data system. We invite you to ask us how NTC can assist in your state's longitudinal efforts.

All the Data—All the Time

Gay Sherman, Michelle Elia and Aziz Elia, CPSI, Ltd.

In longitudinal data collection and analysis, better data means better reporting and making better decisions. Gathering and collecting data in near real-time with extensive data validation gives you confidence in the consistency of your data. The CPSI-Connect State Data Manager and the CPSI-Connect District Data Manager are total solutions that provide a standardized data model for reporting, ETL (Extraction, Transformation, and Load) functions, complete information access, operational and transactional data systems, and complete ad-hoc reporting tools. Why wait for reporting time? Address and resolve data inconsistencies in real time.

Powering Longitudinal Data Systems With Standards-Based Interoperability

Greg Hill, Gary Johnson and Barbara Delbove, Edustructures

A key element of President Obama's education reform plan calls for integrated solutions that increase automation, support progress tracking, and enhance data quality in PK-20 education. Edustructures offers the most advanced SIF-enabled solutions for state level data management and integration—including the SIFWorks® Vertical Reporting Framework®, Student Locator Framework™, and eTranscript Framework®—solutions that provide the foundation for successful longitudinal data systems, allowing states to do more with less. Edustructures will demonstrate the flexibility and functionality of its solution set, describe current statewide project successes, and help you define your state's vision for the future of data interoperability.

Certica Solutions' K-12 Data Certification Software

Jeff Johnson and Mark Rankovic, Certica Solutions

Certify™ software provides online, school-targeted Data Certification Scorecards which allow school districts to review and address data issues well before a state data submission deadline. By providing an alert system to district departments and schools, Certify maximizes the time available to remedy data problems, as well as to improve districts' performance, including alerts on dropout rate, teacher certification, student discipline and AYP.

DEMONSTRATION DESCRIPTIONS

Education Data in GIS

Chuck Roberts, ESRI
Michael Lippman, Blue Raster
Tai Phan, National Center for Education Statistics

This demonstration provides a venue for detailed individual discussions regarding the content covered in the "NCES School District Demographic System Update" presentation. Attendees will have the opportunity to learn more about the geographic aspects of the many education data sets they already utilize, as well as how these data sets can be linked with other forms of data (such as community demographics) to perform a wide range of analytical tasks.

Outcome Measurement Toolkit

Alicia Moffatt and Don Pruitt, nFocus Software

The TraxSolutions Outcome Measurement Toolkit provides a simple intuitive tool for tracking and reporting outcomes. The web-based interface provides a simple, step-by-step guide to developing detailed logic models. Its user-friendly framework captures the inputs, activities, outputs, and outcomes of programs and services. With its easy-to-use interface for data collection, automated reports and charts, it helps providers analyze how/where programs are working by delivering high-level analysis reporting and detailed statistical data.

The Reality of Statewide Data Collection

Joe Fox, Infinite Campus

The reality of collecting data and making it count is the ability to collect data statewide at the source—in the classroom. States need a dependable data collection system to gather current, accurate data. The system should support the collection of data from disparate district-level systems and adapt to whatever changes may arise in the future. Infinite Campus is the data collection system that South Dakota, Montana, Kentucky, Maine and the Bureau of Indian Education use in very different ways to collect accountability data. Stop by this demonstration for an overview of the Infinite Campus State Edition, and see how it is unlike any other data collection system and operational data store available on the market today.

DEMONSTRATION DESCRIPTIONS

Docufide—Education's Trusted Intermediary—Delivery P20 Data Services Nationwide

John O'Connell, Rachel Stamm, and John Reese, Docufide, Inc.

Docufide is the leading provider of educational records management services. Working as educations' trusted intermediary, Docufide has processed educational records from schools across 30 states to over 4,000 unique destinations over the last six years. In addition, Docufide currently works with three states on their IES SLDS grant projects, with four additional 2008 grant recipients launching projects shortly. Please visit our booth to discuss your P-20 initiative plans, and how Docufide can deliver proven, rapidly deployable record/transcript exchange, normalization and analysis, and repository services for all of your state's stakeholders.

Data-Driven, Differentiated Instruction and Parent Involvement Solutions

Carol Wolf and Travis Hamilton, The Grow Network/McGraw-Hill

Best practices in making instructional decisions based on summative and formative data. Best practices in unpacking assessment results for students and their families.

Claraview—Improving Education Through Data Solutions

Glenn Facey, David Grattan, Darla Marburger, and Joseph Rabenstine, Claraview

Learn why education agencies choose Claraview to develop longitudinal data systems for maximizing student achievement and improving organizational efficiencies. Claraview offers a full array of data system strategy, design, and implementation services to put data to work for education stakeholders. Visit our booth for a listing of our services and a demo of our P-12 data solutions that meet the needs of local, state, and federal education agencies. Claraview offers extensive data warehouse and decision support system capabilities, P-20 education expertise, and EDEN/ED*Facts* experience to develop data solutions that boost data usage and result in improved learning for students.

Paradyme Management, Inc.

David McClure, Edward O, Tom Cosgrove, and Terence McPartland
*Paradyme Management, Inc.*

Paradyme Management delivers enterprise-wide solutions that align information technology and business process to drive measurable results for organizational transparency, operational efficiency and business agility.

Paradyme provides business and IT consulting services to public and private sector clients. Governments and large corporations are often composed of many departments that operate independently according to their business function. Paradyme delivers an integrated service methodology for bridging departmental silos and connecting resources directly to enterprise-wide goals.

Our core competency is the strategic application of technology to improve business functions. We leverage information technology to produce meaningful business insights that support process optimization.

The Paradyme Management team has a unique set of skills and experiences relevant to many aspects of SLED implementations. Visit our booth to discuss our specialty areas (PMO, OCM, SOA and BI architectures) while sharing lessons learned from previous SLED experiences (most specifically with the District of Columbia SLED implementation).

(Topical Index to Session Tab)
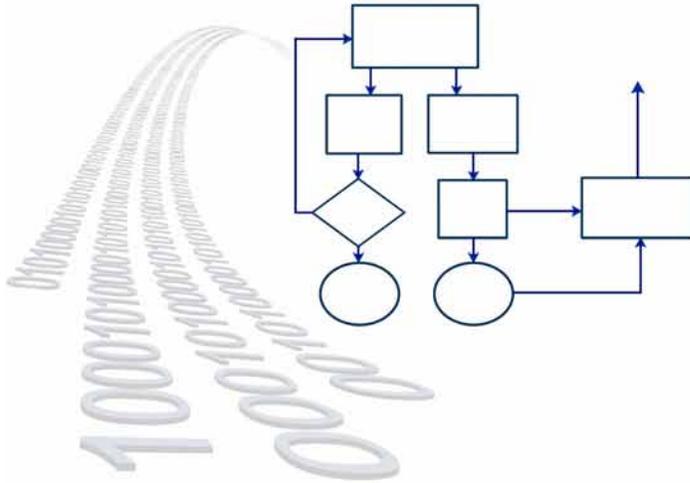
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TOPICAL INDEX TO SESSIONS

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