STATS-DC 2008

July 30 - August 1, 2008
Bethesda, Maryland

MyPlace for Data

NCES Summer Forum and Data Conference

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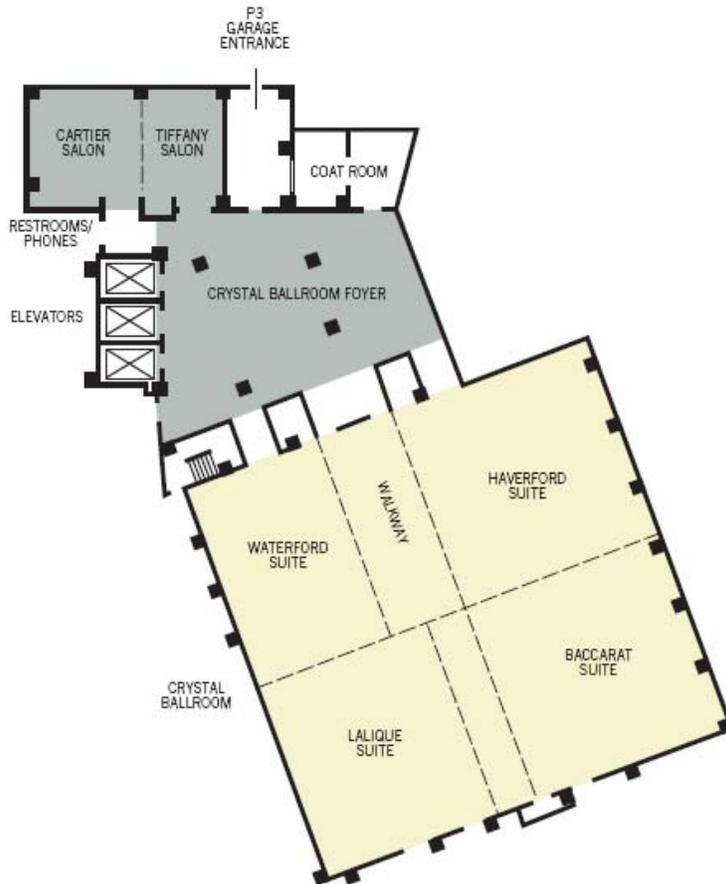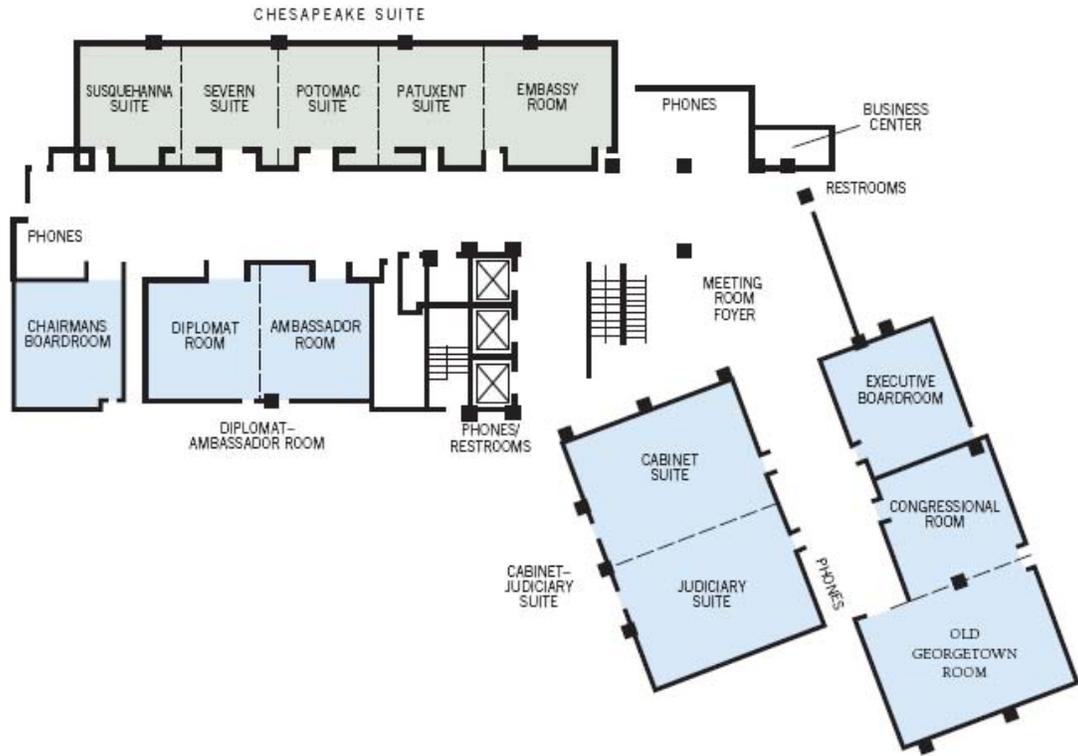2008

July 30 - August 1, 2008
Bethesda, Maryland

MyPlace
for Data

AGENDA AT-A-GLANCE

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

Room Name	Susquehanna/Severn/ Potomac/Patuxent	Diplomat/Ambassador	Cabinet	Judiciary
Session	A	B	C	D

WEDNESDAY, JULY 30, 2008

CCD Fiscal Coordinator Training (For ALL Coordinators) — 8:00 - 12:00 — Congressional

Opening Plenary Session — 1:15 - 2:15 — Crystal Ballroom

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Concurrent Session I 2:30 - 3:20	Data Exchanges: Best Practices Across Industries Canada, McGowan	Designing With the Ends in Mind: Data Systems and Their Users Edwards, Levesque, Hall	Institutionalizing EDFacts—Accomplishments and Milestones Santy	CCD Non-Fiscal Coordinators Training NCES, Census Bureau, ESSI
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THURSDAY, JULY 31, 2008

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Concurrent Session V 9:45 - 10:45	You Have Longitudinal Data—Now What? Smith, Bergner	Rhode Island Department of Education (RIDE) Data Warehouse, SIF, and Portal Project Completion Case Study Giroux, Landry, Stefanakos, Nadeau	Expanding Access to EDFacts Data and Reports on www.ed.gov/edfacts: Interactive Session Thompson-Hoffman, Chatis	And How Do You Define "School"? Hoffman, Alston
Concurrent Session VI 11:00 - 12:00	Using the Education Data Model in Longitudinal Data Systems Paredes, Wrage, Kubzdela	Making a Statewide Data System Work for Teachers Walker, Hervey Degarmo	2008 Civil Rights Data Collection Banwart, Fitch, Parsons, Bogner	Graduates and Dropouts on the CCD Stillwell, Hoffman, Gaviola

Lunch on Your Own

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Concurrent Session VIII 2:45 - 3:45	P-12 Data Systems: New Developments and Lessons Learned Gosa, Rodriguez, Schwartz	Maryland-Johns Hopkins University Metadata Partnership Rabenstine, Smetheram, Stefanakos, Clements	Organizing for Improved Data Governance Timm	Implementing a Statewide Dropout Early Warning System Franklin, Madden
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Congressional	Old Georgetown	Waterford	Lalique	Baccarat
E	F	G	H	I
WEDNESDAY, JULY 30, 2008				
CCD Fiscal Coordinator Training (For ALL Coordinators) — 8:00 - 12:00 — Congressional				
Opening Plenary Session — 1:15 - 2:15 — Crystal Ballroom				
Teacher Compensation Survey Coordinators Training NCES, Census Bureau, ESSI	Exploring Education Data Through a Geographic Lens Dailey, Geringer			
	Deeper Into Data and Geographic Scope: National, State, and Local Insights—Part 1 Geverdt, Dailey, Geringer	Race/Ethnicity: It's All in the Codes or Is It? Canada, Barnett, Wrage, Anderpont, Collins	Metadata System Guidance for State and Local Education Agencies Ogle, Bairu, Szuba	The Forum Curriculum for Improving Education Data Goes Online Derman, Abbott
	Deeper Into Data and Geographic Scope: National, State, and Local Insights—Part 2 Hogrebe, Carlisle	"Digital Citizen" Fruth	Implementing the 1997 Race and Ethnicity Data Standards Canada, Cheung	Collecting and Maintaining Data on Displaced Students: Before, During, and After a Crisis Rocks, Watkins, Bairu, Young
THURSDAY, JULY 31, 2008				
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Seeing Is Believing: Using a Data Mining Technique on NCES' B&B Dataset to "See" What Motivates Public School Teachers to Stay in Teaching Mittapalli	You Might Be Able to Find It on the CCD Sietsema, Sable	Data Quality in Real Time—How the SIF Standard Can Improve Your Data Nadeau, Fawcett, Elia, Collins	The Complexity of Virginia's Discipline, Crime, and Violence Data Collection and the Innovations in the Data Reporting Mallory, Martin, Woten	An Introduction to the National AYP and Identification (NAYPI) Database Taylor, Yoon, Zhang
Lunch on Your Own				
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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

JUDICIARY SUITE

CABINET–JUDICIARY SUITE

PHONES

CONGRESSIONAL ROOM

OLD GEORGETOWN ROOM

P3 GARAGE ENTRANCE

CARTIER SALON | TIFFANY SALON

COAT ROOM

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ELEVATORS

CRYSTAL BALLROOM FOYER

WATERFORD SUITE

WALKWAY

HAVERFORD SUITE

BACCARAT SUITE

CRYSTAL BALLROOM

LALIQUE SUITE

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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.

Registration and Demonstration Area
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   **Crystal Ballroom Foyer**
Meeting Room Foyer

Common Core of Data (CCD) Fiscal Coordinator Training	
8:00 – 12:00	**Congressional**

NCES, Census Bureau, and ESSI

This training is for CCD Fiscal Coordinators who report data for the Local Education Agency Finance Survey (F-33) and the National Public Education Financial Survey (NPEFS). NCES, the Census Bureau, and ESSI will cover changes in the survey data items and submission procedures and provide a review of where to find public education finance data.

Lunch On Your Own
12:00 – 1:15

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

Welcome

Mark Schneider, Commissioner of Education Statistics, U.S. Department of Education

Keynote Speech

Mark Schneider, Commissioner of Education Statistics (Introductions)
Constance F. Citro, Director, Committee on National Statistics
Chrys Dougherty, Senior Research Scientist, National Center for Educational Achievement

Policy, Practice, and Privacy in Using Student Data to Improve Education
The student data systems that state and local education agencies are developing offer a rich resource for improving education - but their use must be balanced by the protection of student confidentiality. The two panelists will discuss the research and policy uses of student data and the concomitant need to protect confidentiality, and how institutions can make these data available for research while meeting privacy requirements.

WEDNESDAY, JULY 30, 2008

Break
2:15 – 2:30

Common Core of Data (CCD) Non-Fiscal Coordinators Training	
2:30 – 5:20	Judiciary

NCES, Census Bureau, and ESSI

How good are the state data that are reported through the CCD? This session discusses the role of the State CCD Coordinator as the content expert for questions about universe coverage, staff data, and counts of dropouts and high school completers, and in post-ED*Facts* data review. Coordinators will be asked to describe and help resolve issues in how their states follow the CCD coverage and categories in reporting schools and local education agencies and in reporting staff FTE.

Teacher Compensation Survey (TCS) Coordinators Training	
2:30 – 5:20	Congressional

NCES, Census Bureau, and ESSI

The Teacher Compensation Survey (TCS) is an administrative records survey to collect a "little bit of data" on each public school teacher. For the first time, compensation and personal characteristic data are being collected on individual teachers. In 2007, NCES and the Census Bureau launched a pilot data collection, and seven states submitted data, totaling 509,225 records, representing 497,927 teachers. Twenty states have volunteered to participate in the TCS in 2008, totaling 1.5 million records. This training session is for all data providers for the TCS coordinators, although all participants interested in learning about the survey are also encouraged to attend. The session will cover all aspects of data submission including an overview of the data items, survey website, file format, as well as guidelines for preparing files. The session will also describe the data editing process, along with a timetable for data release. The training session will cover the importance of collecting these valuable data on teachers and teacher compensation.

Concurrent Session I		
2:30 – 3:20		

I-A   **Data Exchanges: Best Practices Across Industries**   Susquehanna/Severn
                                                                                                                Potomac/Patuxent

Bethann Canada, Virginia Department of Education
Paul McGowan, Center for Innovative Technology

2:30 – 3:20

Data exchanges may be new to education, but other industries have been exchanging data for years. The Virginia Department of Education asked Virginia's Center for Innovative Technology to study data exchanges in other industries to identify best practices and lessons learned. Learn about what we discovered and how we plan to align our work with the recommendations in the report.

I-B   **Designing With the Ends in Mind: Data Systems**   Diplomat/Ambassador
          and Their Users

Sonya Edwards, California Department of Education
Leslie Hall and Karen Levesque, MPR Associates, Inc.

2:30 – 3:20

At their best, longitudinal student data systems benefit a variety of audiences, from educators to policymakers. Analyses of student data can inform decisions about state policy, district priorities, and teacher practice. But the ultimate usefulness of these systems requires that designers at the state level engage their users from the beginning, to solicit input, cultivate support, and to begin to educate users about how to best use the system. Presenters will describe the efforts seven states have made to involve end-users in system development, with a particular focus on California.

I-C   **Institutionalizing ED***Facts***—Accomplishments and Milestones**   **Cabinet**

Ross Santy, U. S. Department of Education, EDFacts

2:30 – 3:20

A consolidated federal collection of elementary and secondary education data from the States is now established. This session will discuss the impact of the Department's regulations for the mandatory collection of specific elementary and secondary education data, enforceable under the grant making authority of the Secretary, and other data policy issues of interest. The presenter will summarize the ED*Facts* accomplishments and lessons learned during 2007-08 from working with the states to transmit quality education data between the states and ED. This overview will also describe upcoming milestones in 2008 to fully establish ED*Facts* as the primary federal source of elementary and secondary education data. In closing, the presenter will provide a quick overview of several ED*Facts* sessions.

I-F   **Exploring Education Data Through a Geographic Lens**   **Old Georgetown**

George Dailey and Former Governor Jim Geringer, ESRI

2:30 – 3:20

This is the opening session of a four-part strand on the application of GIS in educational research and policy analysis. The strand will examine national, state, and local education data sets through their geographic underpinnings pointing to various insights that such visualization and analysis offer. The opening segment will set the stage by exploring education data maps and the questions they invoke, discussing policy implications of geographic analysis through the eyes of the former Governor of Wyoming, and providing an overview on the continuum of geographic tools available for simple to sophisticated visualization and analysis.

Break
3:20 – 3:30

Concurrent Session II
3:30 – 4:20

II-A   **New Grants for Evaluation of State and Local**   Susquehanna/Severn
         Education Programs; Case Study: Effects of Teacher   Potomac/Patuxent
         Policies on Student Achievement

Allen Ruby, National Center for Education Research
Jim Wyckoff, CALDER and University of Virginia

3:30 – 4:20

Jim Wyckoff will walk presentation participants through a policy evaluation case study in which he used New York City longitudinal administrative records to measure how assessment-based accountability policies and new routes into teaching affected teacher labor market, the distribution of teacher qualifications, and student achievement. The analyses show that policy changes in New York dramatically affected teacher qualifications and resulted in improved student achievement. Perhaps most intriguing, they also show that much larger gains could result if teachers with strong teacher qualifications could be recruited. Allen Ruby of the National Center on Education Research (NCER) will then discuss a new competitive grants program to evaluate state and local education policies and programs. This program could supply the funds for your states and districts to do evaluations similar to the one presented by Jim Wyckoff.

II-B   **Data Audits for Impacting Data Quality**   Diplomat/Ambassador

Ted Carter and Kathy Gosa, Kansas State Department of Education

3:30 – 4:20

This presentation will include information on the processes and results of the Kansas State Department of Education's (KSDE) automated data audit initiative. Presenters will discuss how the audits were selected and implemented and will include preliminary results based on student-level data for all students in Kansas. The presentation will also include discussion of how KSDE intends to move forward with the initiative and how the results of these audits will be used to inform schools and districts and to drive the improvement of data quality.

II-C   **ED*Facts* and the State Education Data Center**   **Cabinet**

Ross Santy and Deborah Newby, U. S. Department of Education, EDFacts
Alyssa Alston, Council of Chief State School Officers

3:30 – 4:20

As ED*Facts* becomes institutionalized within ED, the repository of information at its core has become more complete. States have been rising to the challenge of meeting the ED*Facts* collection requirements. At the same time, numerous independent organizations (research and policy groups, non-profits, and parent sites) are requesting data from state education offices as well. The State Education Data Center (SEDC) was created by the Council of Chief State School Officers to help states meet the challenges of these many, and often, disparate information requests. This session will provide an overview of the current status of ED*Facts* and the SEDC, and explain how the two efforts are working together to ease the data reporting burden for state education agencies.

II-F   **Deeper Into Data and Geographic Scope:**   **Old Georgetown**
             National, State, and Local Insights—Part 1

Doug Geverdt, U.S. Census Bureau
George Dailey and Former Governor Jim Geringer, ESRI

3:30 – 4:20

Common Core of Data (CCD) School and District Geographic Information, the opening portion of this session reviews school and school district geographic information available from the CCD. These data include identifiers that show spatial relationships with counties, Congressional Districts, and metropolitan/micropolitan areas, as well as indicators of geographic locale that are used to determine eligibility for many federal education programs. The presentation will also discuss additional resources that supplement the standard CCD geographic indicators for school districts, and it explains how to combine the CCD indicators with free spatial data for analysis in a geographic information system (GIS).

Building from the CCD geographic overview, the remaining portion of the session will use GIS software to explore some of the fiscal and non-fiscal data directly available from the CCD for states, districts, and schools. The discussion also will review some of the latest mapping resources and analyses by the Research Center at Editorial Projects in Education.

II-G   **Race/Ethnicity: It's All in the Codes or Is It?**   **Waterford**

Bethann Canada, Virginia Department of Education
Judi Barnett, Central Susquehanna Intermediate Unit (Pennsylvania)
Jason Wrage, Integrity Technology Solutions
Barbara Anderpont, ESP Solutions Group
Moderator: Laurie Collins, Schools Interoperability Framework Association

3:30 – 4:20

With the upcoming need to switch to the new method of collecting and reporting race and ethnicity data, the SIF Association has been working with LEAs, SEAs and the vendor community to understand and determine how to support the new codes along with the old codes, and how the transition between the two can be handled in the SIF Specification and the various software applications. As SEAs work with their LEAs to make the change we also realize that the change brings many questions and additional SEA needs. Join us as we discuss our work and seek your additional thoughts and comments on this very important topic.

II-H   **Metadata System Guidance for State and Local Education Agencies**   **Lalique**

Tom Ogle, Missouri Department of Elementary and Secondary Education
Ghedam Bairu, National Center for Education Statistics
Tom Szuba, Quality Information Partners

3:30 – 4:20

Metadata are "data about data." But what does that really mean to an education organization? Given the different perspectives from which people view data—as something to be stored (the database manager), something to be catalogued and searched (the librarian), something to be maintained (the data steward), or something to be used and reported (the program manager)—it is not surprising that multiple definitions have arisen for the term. The National Forum on Education Statistics is developing a resource that explains what metadata are, why they are a critical component of sound education data systems, what value they bring to data analysis, and how to implement a metadata system in a state or local education agency. Please join us for an update on the progress of this effort.

II-I   **The Forum Curriculum for Improving Education Data Goes Online**   **Baccarat**

Michael Derman, Central Susquehanna Intermediate Unit (Pennsylvania)
Jill Abbott, Schools Interoperability Framework Association

3:30 – 4:20

An overview of the online version of the Forum Curriculum for Improving Education Data. Two courses, one for all stakeholders and one for data stewards and coordinators, are available on the School Interoperability Framework Association University (SIFA U) website. This presentation will discuss how to access and participate in the course.

Break
4:20 – 4:30

Concurrent Session III
4:30 – 5:20

III-A   **Next Generation Data Conversations: From Building**   Susquehanna/Severn
to Using Data to Improve Student Achievement   Potomac/Patuxent

Eric Osberg, Fordham Institute
Nancy Smith, Data Quality Campaign

4:30 – 5:20

Presenters from the Fordham Institute and Nancy Smith of the Data Quality Campaign will discuss challenges and new ideas in developing education data systems for the 21st century. They will summarize national trends, discuss the next steps, and outline the road into the future.

III-B   **Wisconsin LDS: Building Internal Capacity to Increase Equity**   **Diplomat/Ambassador**

Denise Airola, University of Arkansas
Rodney Packard, Wisconsin Department of Public Instruction
Sean Mulvenon, U.S. Department of Education

4:30 – 5:20

The Wisconsin Department of Public Instruction (WDPI) employed cross-agency efforts to create a LDS while simultaneously building the department's internal capacity to develop, maintain and disseminate information gained from multiple agency sources. WDPI built infrastructure and acquired tools to build a portal for role-based access to data, analytic reports and evidence-based resources. The system will provide a rich resource for improving student achievement. By building internal capacity, WDPI will be able to focus effort where it believes the greatest need exists, for example, providing rural and small schools access to data and analytics that are normally cost prohibitive. This session will focus on lessons learned in this endeavor.

III-C   **ED*Facts* and the Consolidated State Performance**   **Cabinet**
              Report (CSPR) Continued Relationship

Bobbi Stettner-Eaton and Lily Clark, U. S. Department of Education, EDFacts

4:30 – 5:20

This session will focus on the accomplishments of SY 2006-07 and plans for the SY 2007-08 (and beyond) CSPR. Topics will include the use of these data, the involvement of ED program offices, and lessons learned from the SY 2006-07 pre-population of ESS data. Participants will have the opportunity to provide comment on the proposed SY 2007-08 CSPR package and provide suggestions to improve the CSPR online collection process.

III-F   **Deeper Into Data and Geographic Scope:**   **Old Georgetown**
              National, State, and Local Insights—Part 2

Dr. Mark Hogrebe, Washington University—St Louis
Bryan Carlisle, Forsyth County Schools (Georgia)

4:30 – 5:20

This segment more deeply examines education data using geographic visualization and analysis by tightening the geographic scale and beginning to make ties to other kinds of community data. Dr. Hogrebe will lead the audience into research he and colleagues are conducting in the St. Louis region utilizing CCD and the Missouri Department of Elementary and Secondary Education's school, teacher, and student variables in the St. Louis region. Mr. Carlisle, GIS Manager for Forsyth County Schools in Georgia, will take us to the student location level and demonstrate ways of maintaining confidentiality while using GIS to perform better resource planning based on student attributes and educational needs. He also will place this use of GIS into a broader context of the operations of the district.

III-G   **"Digital Citizen"**   **Waterford**

Larry L. Fruth II, Ph.D., Schools Interoperability Framework Association

4:30 – 5:20

Educators and policy makers who are charged with developing state visions for educational data systems need to consider the short-term and long-term impact of students as "digital citizens." While the current focus is on the operational management and accountability of student data, learners are already in multiple other "data systems" before they even enter these systems being developed by schools and states. This session will bring together best practices and representatives from Health and Human Services, Criminal Justice, Higher Education, Children Services, Labor Departments, etc. for a conversation around looking at learners as digital citizens and how we might collectively develop systems that address these larger data needs.

III-H   **Implementing the 1997 Race and Ethnicity Data Standards**   **Lalique**

Bethann Canada, Virginia Department of Education
Oona Cheung, National Center for Education Statistics

4:30 – 5:20

This session gives an overview of the Forum on Education Statistics' guide to implementing the 1997 race and ethnicity standards in data collection, individual records, and federal reporting. The Guide is intended as a resource for schools and school districts.

III-I   **Collecting and Maintaining Data on Displaced Students:**   **Baccarat**
             Before, During, and After a Crisis

Linda Rocks, Bossier Parish Schools (Louisiana)
Earl Watkins, Jackson Public School District (Mississippi)
Ghedam Bairu, National Center on Education Statistics
Beth Young, Quality Information Partners

4:30 – 5:20

The Forum's Crisis Data Management Task Force is finalizing a resource to assist educational agencies in providing educational instruction and services to displaced students. Hurricane Katrina showed the education community that it was not fully prepared to follow displaced students during a crisis. Education agencies can take what was learned from past crises to prepare, at least in the data sense, for another crisis. The Task Force has been developing a resource on managing data on displaced students before, during, and after a crisis. Please join us for an update on the progress of this Task Force resource and find out how you can provide input.

Registration and Demonstration Area
7:30 – 5:00   **Crystal Ballroom Foyer**

Cyber Café
7:30 – 5:00   **Cartier/Tiffany**

Morning Break
7:30 – 8:30   **Crystal Ballroom Foyer**
Meeting Room Foyer

Concurrent Session IV
8:30 – 9:30

IV-A   **Data Sharing Across the Educational Pipeline**   **Susquehanna/Severn**
Potomac/Patuxent

Nancy Smith, Data Quality Campaign

8:30 – 9:30

The focus and energy around data sharing activities between SEAs and postsecondary institutions continue to grow. The DQC is hosting a series of regional meetings on this topic and working with its partners to build awareness and political will to increase data linkages. In this session, the presenter will share what is being learned from key stakeholders across the country, and you will hear from your peers in a few states what their experiences, hurdles, and successful strategies have been.

IV-B   **New Developments in the NAEP High School**   **Diplomat/Ambassador**
Transcript Study

Janis Brown, U.S. Department of Education
Jennifer Laird, MPR Associates, Inc.

8:30 – 9:30

Many states are considering whether and how to incorporate transcripts into their longitudinal student data systems. New developments in the NAEP High School Transcript Study (HSTS) may help states think through considerations such as how to structure, organize, access, and analyze transcript data. Presenters will describe new developments in the HSTS, including 1) a pilot state sample in 2009 which will collect transcript data from one state, and 2) the newly-available NAEP Data Explorer for the HSTS, an online data tool for accessing and analyzing the HSTS data.

IV-C	**SEAs, LEAs and Schools—What are they?**	**Cabinet**

Barbara Timm, U. S. Department of Education, EDFacts
Lee Hoffman, National Center for Education Statistics

8:30 – 9:30

Education data are reported by education units. This session looks at how education units are defined and how data are reported to ED for the Common Core of Data and program performance reporting. The session will describe the recent work done by the U.S. Department of Education's data governance team to produce better understanding about when a "school" is a school and a "school district" is a school district. Providing clarity to these kinds of questions about education units, and gaining a consensus about what other education words and terms mean, remain an ongoing challenge of managing any large information system.

IV-D	**Encouraging Data Use for Instructional Improvement**	**Judiciary**

Tim Magner and Hugh Walkup
U.S. Department of Education, Office of Educational Technology

8:30 – 9:30

The online School 2.0 eToolkit (www.school2-0.org) is designed to help schools, districts, and communities develop a common education vision and explore how that vision can be supported by technology.

IV-E	**Using an Interactive Decision Support System to**	**Congressional**
	Analyze Educational Results and Make Data Driven Decisions

Sam Pernici, Louisiana Department of Education
Mark Mossavat, MMCS Consulting

8:30 – 9:30

Louisiana and its partner will provide participants with a demonstration of the state's comprehensive educational decision support software that is currently being piloted in the state. This software is an interactive, browser-based system that provides three levels of functionalities for its users:

1. As a large data warehouse, it provides up to six years of longitudinal educational data and reports containing close to 4,000,000 unique pieces of data items.
2. As an interactive reporting facility, its makes all educational results and data items selectable. All results can then be displayed in both graphical and table format with comparisons to related information for proper context.
3. As a powerful analysis tool, it provides an interactive, intuitive, point and click forum for multi-level analysis and examination of the data.

IV-F   **Deeper Into Data and Geographic Scope:**   **Old Georgetown**
         National, State, and Local Insights—Part 3

Tai Phan, National Center for Education Statistics
Mike Lippman, Blue Raster LLC
George Dailey and Former Governor Jim Geringer, ESRI

8:30 – 9:30

The New School District Demographics Website—the opening portion of this session—will explore the changes coming to the School District Demographics System (SDDS). The SDDS website of the National Center for Education Statistics has added 2005 and 2006 ACS single-year school district data and 2006 ACS school district special tabulations. The new map viewer software is the ESRI's ArcGIS 9.2; it is an upgrade from the previous ArcIMS version 4.x. The new software allows us to add more options to the map viewer and reduce the processing time at NCES servers; therefore, more data users can access to map viewer without any lag.

The final 20-25 minutes of this session will include an overall wrap-up to the territory covered across the entire multi-hour GIS strand. All presenters in the three GIS sessions will take part in the discussion. Questions, issues, and thoughts on next steps will be covered.

IV-G   **The Pieces and Parts of Our LDS System and**   **Waterford**
         How SIF Interoperability Plays an Important Part

Peter Coleman, Virginia Department of Education

8:30 – 9:30

As we begin the second phase of our SLDS grant project, it is important to look at how all the various pieces and parts come together to make up a comprehensive interoperable longitudinal data system. Join us as we discuss the various components, how we determined the phases of the project, timeline and how we are working with the divisions and our vendors in implementing our vision.

IV-H   **A Code of Ethics for Data People—Roundtable by Data Ethics Taskforce**   **Lalique**

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

8:30 – 9:30

Management information staff work under laws that safeguard the confidentiality of student data and technical standards that govern the quality of data and the data systems that produce them. But what about data ethics? There are many day-to-day decisions about data collection, access, and use that require a different kind of judgment. This session is an update on the work of the National Forum on Education Statistics to develop a simple set of ethical canons to help data managers in this area. The Data Code of Ethics will complement applicable federal and state statutes and regulations, and provide examples to facilitate understanding of legal and ethical issues. Task force members will share an overview of the guidebook under development, including a draft of the Code of Ethics, and request feedback on the direction of this effort.

IV-I   **What More to Say About Metadata? A Multi-State Panel Discussion**   **Baccarat**

Tom Ogle, Missouri Department of Elementary and Secondary Education
Edward Giroux, Rhode Island Department of Education
Joe Rabenstine, Maryland State Department of Education
Helen Smetheram, Johns Hopkins University

8:30 – 9:30

Missouri will lead a multi-state panel discussion about best practices and collaboration opportunities associated with data inventory, mapping, and dictionary maintenance. Examples of each state's metadata repositories will be compared and contrasted.

Break
9:30 – 9:45

<table>
<tr><td colspan="2" align="center">**Concurrent Session V**
9:45 – 10:45</td></tr>
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V-A   **You Have Longitudinal Data—Now What?**   **Susquehanna/Severn**
                                                                         Potomac/Patuxent

Nancy Smith, Data Quality Campaign
Terry Bergner, Consultant, Data Quality Campaign

9:45 – 10:45

So you collect data—lots and lots of data—enrollment, assessment, college readiness, graduation— now what? The Data Quality Campaign has been interviewing states about data usage and sharing, specifically around college readiness data and its work with outside organizations to analyze the data. In this session, presenters will discuss what they found and listen to participants' thoughts and experiences around data use.

V-B   **Rhode Island Department of Education** (**RIDE) Data**   **Diplomat/Ambassador**
            Warehouse, SIF and Portal Project Completion Case Study

Edward Giroux and Betty Landry, Rhode Island Department of Education
Manos Stefanakos and Greg Nadeau, ESP Solutions Group

9:45 – 10:45

Data warehousing, SIF, and statewide portals are ambitious multi-year efforts for states to tackle. This spring, the Rhode Island Department of Education completed its initial 24-month contract to: (a) update its vertical reporting systems to enable SIF and CSV uploaded and validated data from LEAs, (b) establish an authoritative central relational data repository and dimensional analytic repository; and (c) provide a platform for data driven collaboration.

V-C   **Expanding Access to ED*Facts* Data and Reports**   **Cabinet**
            on www.ed.gov/edfacts: Interactive Session

Susan Thompson-Hoffman, U. S. Department of Education, EDFacts
Corey Chatis, Tennessee Department of Education

9:45 – 10:45

With the increase in requests for ED*Facts* data and reports, the U. S. Department of Education is placing critical ED*Facts* data on the status and progress of No Child Left Behind and associated data on www.ed.gov/edfacts for expanded access by U. S. Department of Education staff and states. No licenses are required to access these data. Since this is a new effort, part of this session will encourage meeting participants to provide input on the types of ED*Facts* data and reports states would welcome on this site.

V-D   **And How Do You Define "School"?**   **Judiciary**

Lee Hoffman, National Center for Education Statistics
Alyssa Alston, Council of Chief State School Officers

9:45 – 10:45

"School" is a short word with a long list of possible definitions. This session reports on work to collect and analyze definitions of "school" used in state and federal programs and to organize the criteria used in these definitions into a set of key characteristics.

V-E   **Findings From the Pilot Teacher Compensation Survey:**   **Congressional**
          School Year 2005-06 First Look

Frank Johnson and Stephen Q. Cornman, National Center for Education Statistics

9:45 – 10:45

This seminar presents an overview of the new Common Core Data, Teacher Compensation Survey (TCS), and key findings. The Pilot Teacher Compensation Survey: School Year 2005-06, collected individual teacher data from the administrative records of seven volunteer states: Arizona, Arkansas, Colorado, Florida, Iowa, Missouri, and Oklahoma.

In 2007, NCES launched the pilot data collection, and it received data from the seven states, totaling 509,225 records and representing 497,927 teachers. We will present median base salaries and counts of teachers by highest level of education achieved, years of teaching experience, age, race/ethnicity, gender, and geographic location. In addition to the overview, we will present findings on the relationship between teacher salaries and high-poverty schools, contrasted with the relationship between teacher salaries and low-poverty schools. We also examine the relationship between teacher attributes and high poverty schools, as well as the relationship between teacher attributes and low poverty schools.

Twenty states have volunteered to participate in the TCS in 2008, totaling 1.4 million records. The Teachers Compensation Survey: School Year 2006-07 will collect data from the seven states in the pilot study, plus Alabama, Idaho, Kansas, Kentucky, Louisiana, Maine, Minnesota, Mississippi, Nebraska, New York, South Carolina, Tennessee, and Texas.

V-F   **Determining the Factors in Title I Allocations**   **Old Georgetown**

William Sonnenberg, National Center for Education Statistics
Lucinda Dalzell, Patricia Ream, and Ian Millett, U.S. Census Bureau

9:45 – 10:45

More than $13 billion are allocated to local education agencies under Title I of the No Child Left Behind Act. In this three-part presentation, we will present details on the 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 a comprehensive overview of the processes for the biennial update of school district boundaries.

V-G   **Implementation Forum: District Level Models**   **Waterford**

Judi Barnett, Central Susquehanna Intermediate Unit (Pennsylvania)
Richard Nadeau, Horry County Schools (South Carolina)
Peter Coleman, Virginia Department of Education
Jason Wrage, Integrity Technology Solutions
Aziz Elia, CPSI, Ltd.
Chad Humphress, MAS
Moderator: Larry L. Fruth II, Ph.D., Schools Interoperability Framework Association

9:45 – 10:45

State departments benefit as districts become more data aware and capable. The Schools Interoperability Framework specification enables seamless data integration among disparate applications at the school and district level. This session will discuss a variety of implementation models at the district level including the use of SIF in vertical reporting to the state.

V-H   **Bringing Data Quality Into the Large K-12 Enterprise**   **Lalique**

Roland Moore and Robert Curran, Orange County Public Schools (Florida)

9:45 – 10:45

Orange County Public Schools (OCPS), the 11th largest school district in the nation, has embarked on a district-wide initiative to engage schools in the pro-active, year-round review and correction of student data errors. OCPS' goal is multifold: eliminate the labor-intensive, months-long cycles of data amendment following each state submission; ease the costs and time pressures associated with data validation; ensure timely receipt of state funding; and accurately demonstrate district compliance with state and federal mandates. This session will highlight OCPS' efforts to automate and streamline key processes associated with the certification and monitoring of data in 175 schools.

V-I **NCES Handbooks Online: Linking to Other Data Standards** **Baccarat**

Ghedam Bairu, National Center for Education Statistics
Beth Young, Quality Information Partners

9:45 – 10:45

The National Center for Education Statistics (NCES) Handbooks Online provides guidance on consistency in data definitions and maintenance of education data so that such data can be accurately aggregated and analyzed. Handbooks Online provides a comprehensive 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. This session will provide an overview of the Handbooks Online project and website, and the recent work to stay integrated in other national standardization projects such as Schools Interoperability Framework Association and the Forum's Education Data Model.

Break
10:45 – 11:00

Concurrent Session VI
11:00 – 12:00

VI-A **Using the Education Data Model in Longitudinal Data Systems** **Susquehanna/Severn**
Potomac/Patuxent

Vicente Paredes, Schools Interoperability Framework Association
Jason Wrage, Integrity Technology Solutions
Kashka Kubzdela, National Center for Education Statistics

11:00 – 12:00

The Data Model Task Force of the National Forum on Education Statistics has created a pk-12 data model for education. The Education Data Model (Version I) represents the information that schools, LEAs, and states would want to collect and manage to meet the education needs of their students and to maintain effective organizations in the service of those needs. A single, comprehensive model of education data is a prerequisite to establishing automated systems with the right, accurate data that are comparable across time and systems. In this session, the Education Data Model and its application will be presented, leading to a discussion by session participants on how to use the Education Data Model to develop and improve longitudinal data systems.

VI-B   **Making a Statewide Data System Work for Teachers**   **Diplomat/Ambassador**

Nancy Walker, West Virginia Department of Education
Mary K. Hervey Degarmo, Brooke County Schools (West Virginia)

11:00 – 12:00

Teachers are the focus of the West Virginia Board of Education goal of improving instruction and learning through the use of technology and data. The state is rolling out an information solution to help teachers toward that goal. This presentation will illustrate how the West Virginia Education Information System, designed for all schools in the state, is becoming more open to allow teacher access to student information that has previously been inaccessible.

VI-C   **2008 Civil Rights Data Collection**   **Cabinet**

Clare Banwart and Rebecca Fitch, U. S. Department of Education, EDFacts
Jim Parsons, Humble Independent School District (Texas)
Charlotte Bogner, Kansas Department of Education

11:00 – 12:00

Since 1968, the U.S. Department of Education has implemented the Civil Rights Data Collection (CRDC) to collect school- and district-level data on key education and civil rights issues in our nation's public schools. This session will focus on the upcoming 2008 CRDC, which will collect data from school years 2007-08 and 2008-09 from a sample of approximately 6,000 school districts and will be the third CRDC to be conducted using the ED*Facts* Survey Tool. The session will provide information about the sample, the data items that will be collected, timelines, and the collection tool. It will also discuss steps that the Office for Civil Rights and the Office of Planning, Evaluation and Policy Development have taken to make the data from the 2006 CRDC, including full survey results, state and national projections, and a time series, available earlier and in ways that more effectively meet the needs of researchers and other data users. The session will also provide an update on the activities of the recently established CRDC workgroup, which includes state and local representatives. The CRDC collects information about students in public schools, including enrollment, special education, discipline, promotion and graduation testing, high school completers, GED, and interscholastic athletics. Student data are disaggregated by race/ethnicity, sex, limited English proficiency and disability. Data are also collected on school characteristics, including grades offered, number of Advanced Placement courses offered, number of certified teachers and whether the school is a charter school, magnet school, alternative school, or serves only special education students.

VI-D   **Graduates and Dropouts on the CCD**   **Judiciary**

Robert Stillwell, Lee Hoffman, and Nick Gaviola, National Center for Education Statistics

11:00 – 12:00

This session describes the components of the Common Core of Data (CCD) dropout rate and averaged freshman graduation rate (AFGR). In addition to the rates themselves, the discussion will describe what constitutes a dropout and an on-time graduate, what enrollment base is used as denominator, and how we avoid disclosing students who dropout or fail to receive diplomas.

VI-E   **Seeing Is Believing: Using a Data Mining Technique on**   **Congressional**
          NCES' B&B Dataset to "See" What Motivates Public
          School Teachers to Stay in Teaching

Kavita Mittapalli
College of Education and Human Development, George Mason University

11:00 – 12:00

In this paper, the presenter demonstrates the use of a data mining technique, decision tree model, to illustrate the various thought-processes of teachers who decide to stay in teaching. This graphical technique is used on NCES's B&B (93/03) dataset which provides a unique opportunity to combine personal characteristics of teachers with their teaching beliefs and perceptions; including classroom characteristics and practices. Decision tree models are easy to interpret, and they allow for logical representation of thought processes to understand particular behaviors (here, staying decisions of teachers). The findings have teacher retention implications at the national level.

VI-F   **You Might Be Able to Find It on the CCD**   **Old Georgetown**

John Sietsema and Jennifer Sable, National Center for Education Statistics

11:00 – 12:00

A wealth of statistics—some going back 20 years—is easily accessible through the Common Core of Data's (CCD) online Build a Table and Locator applications. This session demonstrates how you can use these resources for fast and authoritative answers to common education questions.

VI-G   Data Quality in Real Time—How the SIF Standard Can Improve Your Data   Waterford

Richard Nadeau and Jerri Fawcett, Horry County Schools (South Carolina)
Aziz Elia, CPSI, Ltd.
Laurie Collins, Schools Interoperability Framework Association

11:00 – 12:00

This presentation is a discussion of how SIF enhances and changes the district business process and will show the data cleansing and cost savings that can be achieved on both the district and state level. A live demonstration of the data extraction and data cleansing process will illustrate how data can be modified in real time for more accurate state and district reporting.

VI-H   The Complexity of Virginia's Discipline, Crime, and   Lalique
Violence Data Collection and the Innovations in the Data Reporting

Mona Mallory, Joyce Martin, and Ray Woten, Virginia Department of Education

11:00 – 12:00

The complexity of Virginia's Discipline, Crime, and Violence (DCV) data collection will be discussed as well as the enhancements that have improved the reporting process for the school districts in the state. The usage of DCV data has also improved with tools such as the Safe Schools Information Resource (SSIR) that provides transparency and allows schools, parents, and communities easy access to DCV data. A demonstration of the SSIR tool will be presented.

VI-I   **An Introduction to the National AYP and Identification (NAYPI) Database**   **Baccarat**

James Taylor, Kwang Yoon, and Yu Zhang, American Institute for Research

11:00 – 12:00

The presenters will describe the National Adequate Yearly Progress (AYP) and Identification (NAYPI) database and discuss the potential uses of these data. Funded by the U.S. Department of Education, data were collected from state education agency officials and consolidated state performance reports, and the data were then put into a common standardized format enabling analyses across states and the nation. The database contains nearly 90,000 public schools in 15,000 districts across 50 states. The NAYPI database contains detailed information on whether each school met each of its 37 potential AYP targets including reading proficiency, math proficiency, reading test participation, math test participation, and the other academic indicator for the "all students" group and each of eight student subgroups in the years 2003-04, 2004-05, 2005-06 and three years of identification for improvement status under NCLB. AYP and identification data have been merged with the Common Core of Data (CCD) to provide a variety of demographic variables. To display how the data can be used to address policy issues of interest, we will briefly present analyses of the reasons that schools missed AYP, the percentage of students whose test scores were used in the accountability system, and the estimated number of schools affected by existing proposals for differentiated accountability. The session will summarize the accomplishments and lessons learned over the last four years creating and analyzing the database. This overview will also describe upcoming releases and how the NAYPI can be merged with AYP data elements from ED*Facts* to conduct more complex longitudinal analyses.

Lunch On Your Own
12:00 – 1:30

Concurrent Session VII
1:30 – 2:30

VII-A   **Benefiting from Data**   **Susquehanna/Severn**
Potomac/Patuxent

Robin Taylor, Delaware Department of Education

1:30 – 2:30

Delaware will discuss how it utilizes longitudinal data for research; improving student achievement and instruction; and for data driven decision making. During this session, Delaware will also share detailed examples of the reporting systems the state uses at the school level to support data driven decisions.

VII-B   **"Where Oh Where Did My Students Go…Oh Where**   **Diplomat/Ambassador**
           Oh Where Could They Be?" Considerations for Calculating
           Graduation and Dropout Rates

Meredith Babcock, Michelle Magyar, and Karl Scheff
California Department of Education

1:30 – 2:30

Following the first year of data collection on student-level enrollment and exit data, the California Department of Education (CDE) is now faced with many challenges that directly impact the calculation of graduation and dropout rates. This session will include an overview on these issues (e.g., lost-transfers, re-enrolled dropouts, summer dropouts/no shows, on-time graduation, adult/alternative education) and review the findings from the CDE's exploratory research efforts that investigated graduation and dropout policy and procedures from other SEAs. Presenters will also initiate a discussion that will further our understanding of the difficulty of calculating these rates at the state and local levels, and they will propose possible solutions that may inform policy decision making.

VII-C   **ED*Facts*, K-12 Models, and SIF**   **Cabinet**

Ross Santy, U. S. Department of Education, EDFacts
Laurie Collins, School Interoperability Framework Association

1:30 – 2:30

Over the past two years, the data model for federal collection of K-12 performance and enrollment data has stabilized with the ED*Facts* data collection. Over the same time period, NCES has led the development of a comprehensive K-12 data model which organizes and catalogs all the information maintained by schools and districts in the course of conducting their daily business. This session will provide a brief overview of these data models, and it will share updates on work being done to utilize the schema of the Schools Interoperability Framework Association to connect the two models to ensure more efficient aggregation and collection in the years to come.

VII-D   **Reporting the On-Time Graduation Rate to ED**   **Judiciary**

Zollie Stevenson, Patrick Rooney, and Chris Chapman, U.S. Department of Education

1:30 – 2:30

The U.S. Department of Education has defined a standard on-time high school graduation rate for its reports from states. This session discusses the components of the rate, with a focus on the collection and reporting requirements that state and district data managers will address. The session also gives an overview of the averaged freshman graduation rate (AFGR) that states may use as an interim estimate while they develop the data needed for the on-time rate.

VII-E   **Which Data for What Purpose and When?**   **Congressional**
A Cycle That Works for Improving Instruction

Diana Nunnaley, TERC
Ellen Mandinach, CNA

1:30 – 2:30

 "One consequence of the standards and accountability movement is that district and school administrators are being asked to think very differently about educational decision making and the use data to inform everything from resource allocation to instructional practice" (Mandinach & Honey, 2008). Better data systems and data tools are an intended consequence of the shift in emphasis. And at many levels of educational purpose, the systems and the tools are informing the planning process as they capture impact of activities. At the classroom level, however, data can still be viewed as punitive and irrelevant to the day-to-day process of deciding what and how to teach. This session will explore the kinds of relevant data and processes that enable teachers to change practice and content focus in the classroom.

VII-F   **Approaches to Implementing the Two Percent Cap for**   **Old Georgetown**
Adequate Yearly Progress (AYP)

Nancy Stevens and Li-Chin Wu, Texas Education Agency

1:30 – 2:30

In 2008, two new state alternate assessments for students with disabilities were administered in Texas. The Texas Education Agency evaluated different approaches to implementing U.S. Department of Education rules regarding use of proficient results from alternate assessments in Adequate Yearly Progress. This session will look at advantages and disadvantages of the different approaches in relation to statutory compliance, promoting instructional improvement, equity, potential unintended consequences, and data processing resources. The calculations to be used for Texas AYP will be described.

VII-G   **WISE and WISER, How Wyoming Is Moving Forward**   **Waterford**
With Interoperability

Shadd Schutte, Wyoming Department of Education

1:30 – 2:30

You may have heard about the various projects that Wyoming is working on as we strive to achieve total interoperability with our State Report Collection, Student State ID number assignment and Wyoming Transcript Center. In this session we will show you how all of these projects are combining to create an interoperable system that strives to ease reporting burdens for the LEAs, enhance data quality and serve us not only today but also into the future.

VII-H   Becoming a Data-Based Decision Making District   **Lalique**

Jim Johnson, Iron County School District (Utah)

1:30 – 2:30

To achieve its promise, data-based decision making requires that 1) data be of high quality and readily accessible in real time to those who need it to make effective instructional decisions, and 2) that teachers and principals be trained on how to use data to improve learning and teaching. Iron County School District (Utah) is in the second full year of implementing a data-based decision making approach. Key components include a student achievement management system which provides the ability to gather information about individual students from multiple data sources and present that information to teachers and principals and the development of data teams within each school. In addition, the management system creates digital student packets or digital cumulative folders for each student. Superintendent Johnson will demonstrate the depth of information within the system, the quickness with which the data are retrieved and compiled, and the clarity in how it is presented on the screen. All this will be done using live data and interacting over the internet with the Iron County School System in Cedar City, Utah.

VII-I   Building an Online Unified Data Dictionary   **Baccarat**

Neal Gibson and Carmen Jordan, Arkansas Department of Education
Dennis Cribben, Metis Associates

1:30 – 2:30

The Arkansas Department of Education is building a data dictionary that will unify the descriptions, business rules, and data stewardship for all data elements from its source and reporting systems and includes the same information cross-reference to ED*Facts*, NCES Handbooks Online, and SIF. This project uses the participatory nature of Web 2.0 to distribute the workload online. The dictionary illuminates hidden details about data collection and illustrates how unit-level source data becomes aggregated data for reports. This presentation will show why the dictionary is central to ADE's data quality initiatives, demonstrate the system and work done to date, and explain how it was created.

Break
2:30 – 2:45

Concurrent Session VIII
2:45 – 3:45

VIII-A **P-12 Data Systems: New Developments and Lessons Learned**   Susquehanna/Severn
Potomac/Patuxent

Kathy Gosa, Kansas State Department of Education
Baron Rodriguez, Oregon Department of Education
Mike Schwartz, New Hampshire Department of Education

2:45 – 3:45

A panel of recipients of the Statewide Longitudinal Data Systems grants will discuss their approaches to including formative assessments in their data systems, improving data quality, and providing training to users. The panel will share the lessons learned and plans for the future.

VIII-B **Maryland-Johns Hopkins University Metadata Partnership**   Diplomat/Ambassador

Joe Rabenstine, Maryland State Department of Education
Helen Smetheram, Johns Hopkins University
Manos Stefanakos and Barbara Clements, ESP Solutions Group, Inc.

2:45 – 3:45

When the Maryland Department of Education turned to Johns Hopkins University (JHU) to assist in planning and overseeing its longitudinal data management system efforts, JHU selected ESP Solutions Group's DataSpec tool to manage the metadata and build a data dictionary. This session will provide a hands-on exploration of the resulting on-line metadata management site.

VIII-C **Organizing for Improved Data Governance**   Cabinet

Barbara Timm, U. S. Department of Education, EDFacts

2:45 – 3:45

Large information systems, by definition, collect data from many different sources and provide those data to many different individuals for many different uses. With so many diverse data perspectives, the information system management team must devote considerable time and energy to establishing and maintaining communication and agreement on valid data definitions and use. This session will describe the ED*Facts* team's processes to establish data stewards and agency-wide collaboration.

VIII-D   **Implementing a Statewide Dropout Early Warning System**   **Judiciary**

Bobby Franklin, Louisiana Department of Education
James Madden, Louisiana State University

2:45 – 3:45

American high schools have been characterized as dropout factories. It is common knowledge that dropouts are more likely to have a lower quality of life. In situations where students begin to deviate toward dropping out, schools must intervene in productive ways that will redirect these students toward success. One safety net is an information system designed to identify potential dropouts so that intervention strategies can be put into action to make this option less desirable for the student. This paper will discuss the efforts associated with the implementation of a state-wide Dropout Early Warning System.

VIII-E   **CCD Edits—Beyond EDEN**   **Congressional**

Quansheng Shen, National Center for Education Statistics

2:45 – 3:45

The Education Data Exchange Network (EDEN) system has incorporated many of the Common Core of Data's (CCD) edit rules. This session describes some of the additional checks the U.S. Census Bureau and NCES carry out on the CCD data. Participants are encouraged to ask questions about data anomalies they have encountered in reporting CCD data.

VIII-F   **What Does the Livelihood of Former Public School**   **Old Georgetown**
Teachers Tell Us About the Teaching Profession?

Bill Fowler, George Mason University, Graduate School of Education
Stephanie O'Neill, George Mason University, School of Public Policy

2:45 – 3:45

Presenters observe the livelihoods of former public school teachers after they leave teaching to better understand the teaching profession. They draw evidence from a nationally-representative data set of college graduates in 1993 a decade after they graduated (Baccalaureate and Beyond, 93/03). Unlike earlier work (Henke, 2007), presenters examine only former public school teachers who are employed full time in 2003, examining their description of their actual work, rather than using broad occupational categories. Additionally, presenters observe how various career paths and personal characteristics impact the wages of former teachers. A key finding is that those few who leave the public school teaching profession do so because of a lack of career opportunities within public school teaching. Generally, former public school teachers use their current skill sets in their new livelihoods, rather than obtaining extensive retraining for employment in vastly different occupations.

VIII-G   **Mapping SIF to ED*Facts*, Can It Be Done?**   **Waterford**

Ross Santy, U.S. Department of Education, EDFacts
Laurie Collins, Schools Interoperability Framework Association

2:45 – 3:45

Many questions have come about as SEAs and LEAs work to fulfill the ED*Facts* reporting requirements. Are we capturing the right data elements at the LEA level? Will we be able to automate the collections top to bottom? What are the impacts at the various levels? The SIF Association as well as the ED*Facts* team has been addressing these questions as we work on mapping the file specifications to SIF and understand the gaps that exist and the ability to automate the collections. Join us as we explore the current work being done to answer the questions in a comprehensive and meaningful way.

VIII-H   **CORE—Updating Ohio's Credentialing Database**   **Lalique**

Matthew Danzuso, Ohio Department of Education

2:45 – 3:45

The Ohio credentialing system for educators known as Connected Ohio Records for Educators, or CORE, was re-architected to bring it into the 21st century. What was once a flat file system was converted into a Oracle relational database. This has brought significant structure, validity and access upgrades to the data contained in the system. The presentation will focus on those changes as well as the various tolls and reporting features of the new CORE.

VIII-I   **Windows on the Warehouse: Using Our Data Warehouse**   **Baccarat**
          More Than Ever Thought Possible

Andrew Setzer, Easter Suffolk BOCES (New York)

2:45 – 3:45

The Suffolk Regional Information Center (RIC) offers several web-based tools that help districts analyze the K-12 student achievement information contained in the data warehouse. These tools allow district administrators and teachers to generate timely and relevant disaggregated reports of student performance on Reading First early skills assessments, elementary/middle level state assessments, and secondary Regents exams. There are over 300,000 active student records in our data warehouse and millions of test records.

Break
3:45 – 4:00

IX-A   **P-20 Longitudinal Data Systems: Getting Started,**   Susquehanna/Severn
       the Future, and Lessons Learned   Potomac/Patuxent

Jeff Sellers, Florida Department of Education
Anne Brinson, Indiana Department of Education
Robin Taylor, Delaware Department of Education

4:00 – 5:00

Panelists will discuss the issues and lessons learned related to developing and maintaining their respective P-20 and P-labor data systems. They will share suggestions for how to get started and what plans they have for the future.

IX-B   **Infomatic—The Amazing Alaska Information Portal Data**   Diplomat/Ambassador
       Slice and Dice Tool

Sidney Fadaoff, Alaska Department of Education and Early Development
Steven King, ESP Solutions Group, Inc.

4:00 – 5:00

Alaska is building an education information reporting portal in the current phase of their Unity Longitudinal data system grant project. As part of the portal, the state is getting a flexible web interface to its data warehouse. The tool reads Analysis Services cubes and allows a user with any web browser to slice and dice the data in a vast number of ways.

IX-C   **Electronic Application System for Indian Education (EASIE)**   **Cabinet**

Clare Banwart, U. S. Department of Education, EDFacts
Cathy Carothers, U. S. Department of Education, Office of Indian Education

4:00 – 5:00

The U.S. Department of Education's Office of Indian Education (OIE) administers a formula grant program that provides funding to local education agencies that serve Indian children in helping them reach high standards of achievement. For many years, more than 1,000 grant awards have been made each year under this program. Through school year (SY) 2006-07, applicants submitted an initial paper application based on an estimated allocation and, after OIE's initial review, submitted an amended paper application based on the actual allocation. It took OIE 12 months from the application due date to process most applications, and a few applicants did not receive final approval for up to two years. It was clear to OIE that this was an area that would benefit from an overhaul! Beginning with SY 2007-08, OIE partnered with ED*Facts* to create an online system for this application process. Called EASIE, for **E**lectronic **A**pplication **S**ystem for **I**ndian **E**ducation, the new system dramatically simplifies the application process for both applicants and OIE. In the first year implementation of EASIE, OIE processed 1,231 applications and all were approved within 7 weeks of the application due date! Additionally, an electronic database containing all of the data has replaced hundreds of boxes of paper applications, enabling OIE staff to conduct cross-year and cross-grantee analysis from their desktop computers. This session will describe the success factors and challenges of this project and its possible application to other grant projects.

IX-D   **Using Current Data to Identify Dropouts and Electronically**   **Judiciary**
             Track Interventions

Harry Kyle, Jeff Davis Parish School Board (Louisiana)
Dr. Bobby Franklin, Louisiana Department of Education

4:00 – 5:00

Louisiana principals and other stakeholders from the State Superintendent to district level personnel are receiving automatic emails listing potential dropouts using current student performance data. In a statewide pilot program, building level administrators and staff are taking action immediately and are tracking dropout interventions electronically. This session is a story from the district's side of this equation—how current student data on attendance, discipline, GPA, and age are used to make early identification of at-risk students and how effective interventions are being tracked electronically.

IX-F   **The WY FUSION: Creating an Integrated State Portal—**   **Old Georgetown**
What Works and Doesn't Work

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

4:00 – 5:00

Wyoming has partnered with ESP Solutions Group to provide a single sign-on solution to address D3M Data Driven Decision Making. Presenters will discuss what has and has not worked and what the state is doing in providing data back to the districts to directly influence the success of students in Wyoming.

IX-G   **The Evolution of the SIF Standard—Where We Are and**   **Waterford**
Where We Are Going

Jim Campbell, Oklahoma State Department of Education
Laurie Collins, Schools Interoperability Framework Association
Aziz Elia, CPSI, Ltd.
Jason Wrage, Integrity Technology Solutions
Chad Humphress, MAS

4:00 – 5:00

The Schools Interoperability Framework Association (SIFA) has currently identified two types of certification profiles, the SIF Functionality Profiles and SIF Organization Profiles. In this session we will be presenting the concepts of the two profile types along with the conclusions of the Proof of Concept projects conducted to correctly identify the objectives and processes of these new certification programs. An understanding of how this will not only help "Out of the Box Interoperability" but also greatly enhance SIFA certification program will be shared. We welcome discussions on the best use of the profiles for districts and states.

IX-H   **Update on Postsecondary Electronic Standards Council (PESC)**   **Lalique**

Michael Sessa, Postsecondary Electronic Standards Council

4:00 – 5:00

Many states, colleges, universities and organizations are currently using the PESC's high school and college XML transcripts, while many others are programming for them. By the end of 2008, XML standards for test score reporting, the admission application, and IPEDS will be approved and released by PESC. This session will provide an in-depth overview of the resources and standards available, along with a look into the future on upcoming development and interoperability initiatives.

IX-I   **Making the Case for Using Longitudinal Data for Evaluating**   **Baccarat**
            Effectiveness of Teacher Professional Development Programs

Nina de las Alas, Council of Chief State School Officers
Chris Thorn, Wisconsin Center for Education Research, University of Wisconsin

4:00 – 5:00

Council of Chief State School Officers (CCSSO) has completed a cross-state review of 25 professional development (PD) initiatives in 14 states that identified high-quality PD programs and the effects of the programs on improving teaching and learning in math and science. Drawing from the findings and recommendations from the two-year study and field experiences with states and their longitudinal data systems, this presentation will engage participants in a discussion of what issues to consider when drawing upon the growing robustness of longitudinal data systems when designing studies for evaluative and policy-making decisions.

Registration and Demonstration Area
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   **Crystal Ballroom Foyer**
Meeting Room Foyer

Concurrent Session X
8:30 – 9:30

X-A   **Longitudinal Data Systems Roundtable Discussions**   **Susquehanna/Severn**
Potomac/Patuxent

Nancy Smith, Data Quality Campaign
Terry Bergner, Consultant, Data Quality Campaign
Eboni Walker, Kforce Government Solutions
Amanda Miller and Yosef Seddiq, Council of Chief State School Officers

8:30 – 9:30

By popular demand, this session is a chance to talk with your colleagues about a variety of issues surrounding the development, maintenance, and use of longitudinal data systems. Join a table with a particular topic, or suggest your own.

X-B   **Electronic Record and Transcript Exchange: How Texas**   **Diplomat/Ambassador**
Implemented a PK-20 System for 4.5 Million Students

Mark Gentzel, Texas Education Agency
Russell Buyse and Mark Johnson, National Transcript Center

8:30 – 9:30

With 4.5 million students, the State of Texas needed a faster, cheaper, more secure, and more efficient way to exchange student records and transcripts. In 2007, the Texas Education Agency (TEA) procured an electronic record/transcript system from the National Transcript Center (NTC) who created a state specific version of their web-based application called the Texas student Records Electronic eXchange system (TREx). TREx went live in fall 2007 and delivers both PK-12 records *and* High School transcripts. TREx has already made an enormous positive impact across the state – for students, LEAs, and TEA. This session will describe how Texas approached this project and identify many of the strategic questions an SEA should consider when implementing a PK-20 electronic record/transcript system.

X-C   **Addressing Data Quality in ED***Facts*   **Cabinet**

Barbara Timm and Gerald Kehr, U. S. Department of Education, EDFacts

8:30 – 9:30

This session will explore the challenge faced by the U.S. Department of Education's Performance Information Management Service (PIMS) to evaluate the quality of the data being collected and stored in ED*Facts* and the steps PIMS is taking to provide top quality data for the federal education program offices and others to access ED*Facts*. The presenters will focus on the processes and tools being used to evaluate data quality, the efforts to develop a business rule repository, and other actions and policies supporting data quality.

X-D   **Measure Mania—Part II**   **Judiciary**

Kathleen Barfield, Edvance Research, Inc.
Sue Thompson, Ysleta Independent School District (Texas)

8:30 – 9:30

Presenters will provide an update on the "Statewide Tools for Teaching Excellence" project, funded by the Michael and Susan Dell Foundation, to develop and implement a system of "actionable" indicators for Texas schools that helps them focus on critical outcomes and processes related to student achievement and school improvement.

X-E   **Findings From The Condition of Education 2008**   **Congressional**

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

8:30 – 9:30

The Condition of Education 2008 was recently released. The report summarizes important trends and developments in education using the latest available data from many National Center for Education Statistics surveys and other sources. The report includes 43 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.

X-F   **Building Communities: What Is the State Role?**   **Old Georgetown**

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

8:30 – 9:30

The state has many responsibilities in managing education. One of the most often overlooked roles is the creation, maintenance, and sustaining of multiple communities within the education environment across multiple levels. The state has to be able to work with vendors, accreditation agencies, auditing agencies, post-secondary education, and the K-12 community to provide for the best possible education of a student. The problem is, how do we do this? Presenters will discuss what Wyoming has done to address this issue.

X-G   **Using the 3-D's and Best Practices at the District Level—**   **Waterford**
             Why does It Matter?

Rick Rozzelle, Center for Educational Leadership and Technology
Laurie Collins, Schools Interoperability Framework Association

8:30 – 9:30

When implementing an interoperability solution, the need for well defined and followed data governance, data processes and data quality best practices becomes apparent along with the need to conduct an assessment and put in place measures for success and growth. In this session we will explore the web-based tools that are available to assist and guide you in assessing and planning a growth model plan to achieve success.

X-H   **Longitudinal Data Systems: A Preliminary Look at Issues,**   **Lalique**
             Research, Best Practices, and Resources

Bruce E. Dacey, Delaware Department of Education
Anthony Garofano, Quality Information Partners

8:30 – 9:30

Some of us have already done it, many of us are currently doing it, and most of the rest of us are planning to do it sometime in the near future. With so many of us working to improve or enhance the longitudinal dimension of our education information systems, what are some of the major issues we need to consider up front and along the way?

What resources are currently available to inform the effective planning, implementation and utilization of these systems, and help us make our high profile projects more successful? The Longitudinal Data System (LDS) Task Force has been working on a guide for the past six months and would like to offer some preliminary findings and information. This session will examine some of the important questions and considerations that face those who must design, build, and/or facilitate the use of LDSs.

Break
9:30 – 9:45

Concurrent Session XI
9:45 – 10:45

XI-A   **Longitudinal Data Systems Roundtable Discussions**   Susquehanna/Severn
                                                                                                        Potomac/Patuxent

Nancy Smith, Data Quality Campaign
Terry Bergner, Consultant, Data Quality Campaign
Eboni Walker, Kforce Government Solutions
Amanda Miller and Yosef Seddiq, Council of Chief State School Officers

9:45 – 10:45

By popular demand, this session is a chance to talk with your colleagues about a variety of issues surrounding the development, maintenance, and use of longitudinal data systems. Join a table with a particular topic, or suggest your own.

XI-B   **Workshop: Evaluating Longitudinal Data Systems:**   Diplomat/Ambassador
        A Guide for State-Level Inquiry

Barbara Storandt, Hezel Associates
Deborah Zorn, University of Cincinnati, Evaluation Services Center

9:45 – 10:45

Led by the evaluators of Ohio's D3A2 initiative, workshop participants will consider ways to measure the implementation and impact of their states' longitudinal data systems. Formative, summative and process evaluation techniques will inform the template used to guide the workshop. At the conclusion of the session, participants will have articulated their evaluation needs as research questions, and they will have identified qualitative and/or quantitative research activities that are most appropriate for answering each question. Participants will also consider the strengths and limitations of evaluation data. This workshop is ideal for recipients of IES grant funds and anyone involved in developing a statewide LDS.

XI-C   **Managing the Business Process of Data**   **Cabinet**

Pam Hinman and Kevin Sauls, U. S. Department of Education, EDFacts

9:45 – 10:45

The effective collection, storage, and use of data require that business processes be defined, managed, integrated, and documented. ED*Facts* has acquired a business process management system (BPMS) to help with the management, integration, and documentation of the business processes used by ED*Facts*. This session will use selected business processes to illustrate how the BPMS tool is used to coordinate and integrate ED*Facts* business processes.

XI-D   **Two-Hour Workshop: Writing a Readable Grant Proposal**   **Judiciary**

Lee Hoffman, Kashka Kubzdela, and Tate Gould, National Center for Education Statistics
Kathy Gosa, Kansas State Department of Education
Beth Juillerat, Ohio Department of Education

9:45 – 10:45

IES is issuing requests for applications from states for a third round of Statewide Longitudinal Data Systems (SLDS) grants to state education agencies. Reviewers can only judge the quality of a proposal if it clearly conveys what the state proposes to do. Using excerpts from winning proposals, and their own experience, the panelists point out what to cover, and how to cover it understandably, in the major proposal sections.

XI-E   **What You Should Consider Before Starting to Build**   **Congressional**
                 a Longitudinal Education Information System

Patrick Sherrill, U.S. Department of Education, Office of Planning and Policy Development
Laurie Collins, Schools Interoperability Framework Association

9:45 – 10:45

In the development of a longitudinal data system with numerous participant stakeholders, 80 percent of the work requires insights into education and project management processes, yet only 20 percent of the work requires technological expertise. There are many variables from different areas of expertise that must be carefully considered. This presentation by team members of the Longitudinal Data System Task Force will introduce and discuss a number of concepts, perspectives, and processes that need to be understood and incorporated in any complicated information systems development project. Among other topics, they will discuss the importance of considering the information life cycle, the systems development life cycle, the concepts of enterprise architecture and data governance, and the multiple, different stakeholder perspectives of those who will be involved in developing the system requirements.

XI-G   **PESC and SIFA, Making the Connections for P-20**   **Waterford**

Michael Sessa, Postsecondary Electronic Standards Council
Larry L Fruth II, Ph.D., Schools Interoperability Framework Association

9:45 – 10:45

Many LEAs, SEAs, and Higher Education Institutions are wondering what the connections are between secondary and postsecondary. In this session we will look at the joint work being done between the organizations, what the touching points, opportunities and needs are to exchange data, and how this will improve interoperability for P-20.

Break
10:45 – 11:00

Concurrent Session XII
11:00 – 12:00

XII-C   **ED*Facts* and Special Education Data**   **Cabinet**

Bobbi Stettner-Eaton, U.S. Department of Education, EDFacts
Kelly Worthington, U.S. Department of Education, Office of Special Education Programs

11:00 – 12:00

This session will focus on the accomplishments in the transition of data required under the Individuals with Disabilities Education Act (IDEA) from a legacy system to ED*Facts*. The discussion will include an update on the states that have successfully transitioned their IDEA data collections to ED*Facts*-only submissions; successes and challenges of collaboration of a state ED*Facts* coordinator and IDEA Part B data manager to produce valid and reliably congruent data; technological challenges; the congruency data analysis process; and examples of ED*Facts* data usage by the Office of Special Education Programs (OSEP).

XII-G   **SIF-Enabling Horizontal Integration and Data Warehousing**   **Waterford**
      for Reporting

Richard Nadeau and Jerri Fawcett, Horry County School District (South Carolina)
Aziz Elia, CPSI, Ltd.

11:00 – 12:00

This presentation will show the problems districts face without data integration and how the implementation of a SIF Horizontal solution can resolve those problems. Taking the SIF implementation to the next level by using SIF to create and populate a dynamic data warehouse allows the ability for districts to make business driven decisions for future education needs.

KEYNOTE SPEAKERS' BIOGRAPHIES

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

Mark Schneider
Commissioner
National Center for Education Statistics

Mark Schneider was confirmed by the Senate as the Commissioner of the National Center for Education Statistics (NCES) on October 24, 2005 for the remainder of a term expiring June 20, 2009. NCES is one of the four centers of the Institute of Education Sciences of the U.S. Department of Education. He is on leave from the State University of New York at Stony Brook, where he is Distinguished Professor of political science. He received his PhD from the University of North Carolina in 1974. He has written widely in the areas of urban politics and public policy. His articles have appeared in all the major political science, sociology, and policy journals. His 1989 book, The Competitive City, won special recognition by the American Political Science Association's Urban Politics Section, for its theoretical contribution to the study of urban politics. His current work focuses on education policy and his most recent book, Choosing Schools: Consumer Choice and the Quality of American Schools, won the Aaron Wildavsky best book prize from the Policy Studies Organization. Schneider has also done extensive research connecting school facilities to educational outcomes.

Schneider has been active in his professional organizations, having served as the Vice President of the American Political Science Association 2000-2001; President, American Political Science Association Public Policy Section, 2000-2001; Program Chair, Midwest Political Science Association Annual Meetings, 2001; and on the executives council of the Midwest Political Science Association, the APSA Urban Section, and the APSA Public Policy Section. He has been a Visiting Scholar at the Russell Sage Foundation, New York City, September 1997-July 1998 and at the Workshop in Political Theory and Policy Analysis, Indiana University, August 1990-August 1991. Earlier he held a Fulbright-Hays Senior Fellowship, 1980-1981, at Osmania University, Hyderabad, India.

Constance F. Citro
Director
Committee on National Statistics

Constance F. Citro has been with the Committee on National Statistics for 20 years. She was appointed director of the committee in May 2004. She is a former vice president and deputy director of Mathematica Policy Research, Inc., and was an American Statistical Association/National Science Foundation research fellow at the U.S. Census Bureau. For the committee, she served as study director for numerous projects, including the Panel to Review the 2000 Census, the Panel on Estimates of Poverty for Small Geographic Areas, the Panel on Poverty and Family Assistance, the Panel to Evaluate the Survey of Income and Program Participation, the Panel to Evaluate Microsimulation Models for Social Welfare Programs, and the Panel on Decennial Census Methodology. Her research has focused on the quality and accessibility of large, complex microdata files, as well as analysis related to income and poverty measurement. She is a fellow of the American Statistical Association. She received a B.A. degree from the University of Rochester and M.A. and Ph.D. degrees in political science from Yale University.

Chrys Dougherty
Senior Research Scientist
National Center for Educational Achievement

Chrys Dougherty is a Senior Research Scientist at ACT, Inc. and the National Center for Educational Achievement (NCEA), a subsidiary of ACT that specializes in research and training on effective schools and school improvement. He has written extensively on college readiness, the value of longitudinal student data, and the Ten Essential Elements of statewide student information systems. He oversees procedures for selecting consistently higher performing schools as well as most of the Center's research projects using longitudinal student data. After teaching science in an elementary school in Oakland, California, Dr. Dougherty received his Master of Public Affairs degree from the LBJ School of Public Affairs in 1985 and Ph.D. in economics from Harvard University in 1992. From 1992 to 1998, he taught statistics, economics, econometrics, and education policy courses at the LBJ School of Public Affairs in Austin, Texas, and authored *Asking the Right Questions about Schools: a Parents' Guide*. Dougherty joined Just for the Kids (later NCEA) in 1997 and became a primary designer of NCEA's innovative Just for the Kids School Reports.

STATS-DC
2008

July 30 - August 1, 2008
Bethesda, Maryland

MyPlace
for Data

DEMONSTRATION DESCRIPTIONS

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

Claraview—Solutions for Education Analytics

David Grattan, Darla Marburger, and Deepika Kumar, Claraview, Inc.

Come see Claraview's Education Analytics Maturity Model to support SEAs in building a Strategic Data System Roadmap. Additionally, we will demo our K-12 education reporting solutions—robust analytical reporting that helps educators at every venue make data-based decisions. Claraview is a full-service consulting firm that brings together proven K-20 education expertise and industry experience in data integration, data warehousing, business intelligence, and management methods. States choose Claraview to build their first-in-class education data systems, and to leverage its experience in helping the U.S. Department of Education build ED*Facts* and the Education Data Exchange Network (EDEN).

SchoolDataDirect.org

Amanda Miller, Council of Chief State School Officers

SchoolDataDirect.org, funded by the Bill & Melinda Gates Foundation, provides the public with free high-quality state/district/school level education data.

StepUp: A Tool to View the Whole Child

Faith Connolly and Tony Askew, Naviance, Inc.

Students need to be engaged in their learning. They need to be planning for life after graduation and what will define success for them. That requires schools to work with adolescents in self-exploration and discovery to determine careers, college majors, or other goals which can be used to develop a long-term plan. Teachers, counselors, principals, and parents can use this information to motivate students. StepUp is a tool that acquires and analyzes data to allow districts to act to reduce dropouts, increase rigor, and better prepare students for success in the 21st century.

New Perspectives on Education Data with GIS

George Dailey, Chuck Roberts, and Former Governor Jim Geringer, ESRI
Michael Lippman, Blue Raster LLC
Maggie Daley and Bill Bates, Tele Atlas

This demonstration provides a venue for detailed individual discussions with attendees about the content covered in the "Education Data through a Geographic Lens" and the "Deeper into Data and Geographic Scope: National, State, and Local Insights" presentations. Attendees will especially learn more about the geographic aspects of the many education data sets they utilize and how these data sets can be linked with other information such as community demographics.

The Reality of Statewide Data Collection

Joe Fox, Infinite Campus

The reality of collecting data and making them 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. They need to collect data from disparate systems and adapt to whatever changes may arise in the future. Infinite Campus is the data collection system that four states rely on to collect student data in very unique ways. Stop by this demonstration for an overview and see how it is unlike any other data collection system available on the market today.

Powering Longitudinal Data Systems With SIF

Sandra Richards, Greg Hill, and Steve Curtis, Edustructures

A key success factor for longitudinal data solutions is the ability to get high-quality data from the Local Education Agencies to the State Education Agency, focusing exclusively on the repository-side of the longitudinal data equation while learning the value of the integration-side of the solution.

Edustructures offers the most advanced statewide Vertical Reporting integration infrastructure currently available. Our SIFWorks® Student Locator Framework™ and SIF Works Vertical Reporting Framework deliver solutions that allow SEAs to effectively manage their integration, identification and reporting needs.

Edustructures solutions for state agencies add value to several state initiatives, affecting nearly two million students.

Certica Solutions' K-12 Data Certification Software

Jeff Putnam and Jeff Johnson, Certica Solutions

State and local education agencies use Certica Solutions' software to automatically validate, monitor and certify the quality of education data collections. Certify™ allows education agencies to quickly detect and view the sources of data quality problems, such as missing, incomplete or corrupted data, or misunderstood data requirements. The software provides data quality metrics and an online, detailed data quality report card, so schools, districts and state personnel can easily and pro-actively review and correct their data errors. Examples of in-process K-12 data quality initiatives will be demonstrated.

Accreditation Management System—Teacher Quality Assessment System (TQAS)

Michael Fluharty and Aaron Henderson, QAS, LLC

An Accreditation Management System for Higher Education Institutions will be demonstrated. This web-based application is utilized to collect, manage, and report on performance-based assessment data for Applicants, Candidates, and Alumni at universities and colleges. TQAS-Teacher Quality Assessment System was originally written to manage NCATE accreditation activities at The George Washington University, and is configurable to meet similar outcomes-based accreditation standards for other Units/Programs, as well as Institutional accrediting bodies.

ESP Solutions Group

Anne-Marie Hart, ESP Solutions Group

ESP Solutions Group (www.espsolutionsgroup.com) is a PK-12 data consulting and technology firm specializing in education data systems. Our team is comprised of education experts who pioneered the concept of "Data-Driven Decision Making" (D3M) and now help optimize the management of our clients' state and local education agencies' information. ESP personnel have advised all 52 education agencies as well as the U.S. Department of Education on the practice of PK-12 school data management. We are regarded as leading experts in understanding the data and technology implications of the No Child Left Behind Act (NCLB), Education Data Exchange Network (EDEN/ED*Facts*), and Schools Interoperability Framework (SIF).

eScholar: Expand Knowledge—Improve the Future

Shawn Bay, Wolf Boehme, and Ron Streeter, eScholar

eScholar provides the leading data warehouse for P-20 education used by seven states and the leading statewide student identification system for students and staff used by nine states and by the U.S. Department of Education Office of Migrant Education. Stop by our table and speak with our product managers about eScholar's comprehensive suite of products: eScholar Complete Data Warehouse™, eScholar Uniq-ID™ for Students, eScholar Uniq-ID™ for Staff, eScholar Reporting™, eScholar Data Manager™, and eScholar RADAR™ (Review, Audit, Detect and Report System).

Please contact Andrea Palumbo with any questions at: apalumbo@escholar.com or 914-989-2969.

Making Data Count with Space-Time Research

Karen Cholak, Jack Duncan, and Brian Garrett, Space-Time Research

Space-Time Research (STR) is the global leader in Self-Service Business Intelligence. Our solutions are EASIER, FASTER, and SAFER than traditional statistical analysis. End-users interactively analyze and visualize data in a drag-and-drop environment. By optimizing student-level data, or microdata, our solution supports a "Query-Answer-Query" approach to data exploration. Furthermore, confidentiality routines protect the privacy of the data/individual. Our customers are the most advanced government agencies for statistics, education, transportation, health, and justice. Customers include the U.S. Census Bureau, the Australian Bureau of Statistics, the Australian Department of Education, Employment and Workplace Relations, and the New Zealand Ministry of Education, among others.

Data Integration With CPSI

Aziz Elia, Michelle Elia, and Dennis Wallace, CPSI, Ltd.

This demonstration shows differences and similarities using the SIF specification for both horizontal and vertical data integration. As states begin using SIF as a standard for reporting, school districts are facing a new set of decisions to make regarding data integration. What's the difference between horizontal and vertical integration? When do you need a zone integration server? Where do you put the SIF agents? Examples of horizontal and vertical implementations will be discussed and what you need to do to start your SIF data integration project.

CORE Education and Consulting Solutions: Bringing a World of Knowledge to Your Fingertips

Tiffany Tooley, Bob Ginn, Kevin Hendrix, and Lee Ross
CORE Education and Consulting Solutions

CORE Education and Consulting Solutions specializes in providing innovative software solutions and services, empowering K-12 administrators in making the critical decisions affecting today's educational communities. A trusted advisor to states and school districts since 1993, CORE Education and Consulting Solutions is unsurpassed at building lasting partnerships that support administrators in successfully managing their Assessment, Accountability, Pre-K, Consulting, and Learning Management demands. We've worked with states such as North Carolina, Michigan, Georgia, and Maine, along with Chicago Public Schools and Orange County Public Schools, and invite you to learn more today about how we can help your organization succeed, as well.

CIBER K-12 Practice

Rick Whitehead, CIBER, Inc.

CIBER, Inc. has extensive experience in the education information systems arena and has contracted with numerous clients in conducting feasibility studies and designing, developing, and implementing student information systems. CIBER has assisted government agencies and educational institutions with e-government and portal tools and processes. Development, implementation and support of statewide student information systems, education based web portals, and ERP (SAP, PeopleSoft, and Lawson) solutions; software support, requirements analysis, system design, and help desk services. CIBER has over 25 years working with State Departments of Education, Local Education Agencies, and School Districts and has served over 5 million students. www.ciber.com

TOPICAL INDEX OF SESSIONS

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

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