21st Annual MIS Conference

TABLE OF CONTENTS

AGENDA WITH SESSION DESCRIPTIONS

Agenda With Session Descriptions

San Francisco, California
February 27 – 29, 2008

National Center for Education Statistics
California Department of Education

7:30 – 5:00	**Registration**	Conference Registration Counter

7:30 – 8:30	**Morning Break**	Salon E

7:30 – 5:00	**Cyber Café and Demonstrations Open**	Salon E

(This room will be closed during the Opening Session.)

8:30 – 10:00	**Opening Session**	Salons F-J

California Welcome
Keric Ashley, California Department of Education

NCES Welcome
Mark Schneider, Commissioner
National Center for Education Statistics

Introduction of State Superintendent of Public Instruction
Warren Williams, President
California Educational Technology Professionals Association

Keynote Address
Jack O'Connell, State Superintendent of Public Instruction
California Department of Education

Roll Call of the States
Lee Hoffman, Program Director
National Center for Education Statistics

Announcements

10:00 – 10:15	**Break**	

10:15 – 11:15   **Concurrent Session I Presentations**

I-A   **Implementing the Pennsylvania Information**   **Salon A-B**
Management System (PIMS) Help Desk

Judith Barnett and Michael Derman
Central Susquehanna Intermediate Unit, Pennsylvania

10:15 – 11:15

The Pennsylvania Department of Education has implemented a state-level Help Desk to support end users of PIMS, the new longitudinal data system implemented this school year. The help desk, provided by the Central Susquehanna Intermediate Unit, began as a strictly web- and e-mail-based system, but has evolved to provide phone support as well. This session will describe the process of designing and developing the system, and will discuss the successes, pitfalls, and lessons learned during and after implementation.

I-B   **Federated Access Management and Statewide Identity**   **Salon C-D**
Management Systems: Status and Future

Randell Stout, Kansas State Higher Education Authority
Shaun Abshere, WiscNet
Ann West, Michigan Technology University

10:15 – 11:15

Identity Management Schema (IdM) and Middleware use case scenarios are discussed within the following framework of (1) content, (2) services, and (3) collaborative tools. Particular attention is given to questions about enterprise level concerns, a sample of IdM models, peer to peer trust models, and discussion of lessons learned from large scale deployments of federated access management practices. Special attention is also given to developing a description of the supports needed to adequately facilitate a framework for large scale deployment of IdM.

I-D   **Merging Two Large Data Collections: Lessons Learned**   **Bayside I**
from the CCD-EDEN Merger

Charlotte Ross, Kansas Department of Education
Craig Pilkenton, Oregon Department of Education
Gary Waugh, Ohio Department of Education
Beth Young, Quality Information Partners

10:15 – 11:15

In early 2006, work began to collect the Common Core of Data (CCD) through the Education Data Exchange Network (EDEN) data collection. This session will review the original goals of the CCD-EDEN merger versus where we are today. This includes reviewing the original assumptions of what the challenges would be and what the challenges (and major accomplishments) actually were. The CCD-EDEN merger was not just a movement at the federal level but at the state level as well. Best practices related to file preparation, submission, and communications used by state participants will also be discussed.

I-E   **How Do You Leverage Longitudinal Data to Inform**   **Bayside II-III**
Stakeholders?

Jeff Sellers and Andre Smith, Florida Department of Education

10:15 – 11:15

This session will provide a brief update on the progress and current status of the PK-20 Teacher Preparedness Data Mart design and development efforts in Florida. Join us as we attempt to answer questions about teachers in the classroom, production efficiency, and classroom performance from a longitudinal perspective.

I-F　　　　**Impacting Data Quality Through Systemic Changes**　　　　Anaheim

Kathleen Gosa and Ted Carter, Kansas State Department of Education

10:15 – 11:15

The Kansas State Department of Education has implemented a number of initiatives that address data quality, and has plans for more. Efforts include improving the quality of agency-wide data through the use of quality assurance and quality evaluation procedures, data audits related to finance and accountability, implementation of data quality metrics as part of the enterprise data system metadata, school and district staff data quality certification programs, and an internal data governance structure including a governance board, data stewards workgroup, and a data request review board. The discussion will include ways in which the Kansas State Department of Education has worked to create a culture of quality data both within the state agency itself and also within each of the schools and districts they serve.

I-G　　　　**Who, When, and How?　Defining Policies to Guide**　　　　Irvine
Data Collection and Use

Sandra Hyslop and Michael Schwartz
New Hampshire Department of Education

10:15 – 11:15

Student data must be kept confidential. Education agencies must develop policies and procedures for collecting, maintaining, using, and disposing of student data that are appropriate for local and state needs. New Hampshire began this process recently and has just published a Policy and Procedures Manual for "i4see", the new individual student records collection system.

I-H   **SIF—Meeting your Interoperability Needs**   **Newport Beach**

Larry Fruth and Laurie Collins
Schools Interoperability Framework Association

10:15 – 11:15

Interoperability in data today is more important than ever as we strive to improve the learning environment for our stakeholders, the students, and the teachers who serve them. This data interoperability can be achieved through and with the use of standards, common definitions, and agreed upon data movement. Join us as we look at the current status and exciting future directions of the SIF Specifications, Certification Programs, and our joint work with our partners to support interoperability in education today into the future.

11:15 – 11:30   **Break**

11:30 – 12:30   **Concurrent Session II Presentations**

II-A   **NCES Handbooks Online: State Customization Tool**   **Salon A-B**

Ghedam Bairu, National Center for Education Statistics
Beth Young, Quality Information Partners
Deborah Newby, Council of Chief State School Officers
Duc Ta, Kforce Government Solutions

11:30 – 12:30

The National Center for Education Statistics (NCES) Handbooks Online provide guidance on consistency in data definitions and maintenance of education data, so that such data can be accurately aggregated and analyzed. Version 5.0 of the Handbooks Online is currently available and development of version 6.0 is underway. In an effort to encourage more states to use the handbooks, NCES has developed a state customization tool. State personnel will be able to use the customization tool to build a data dictionary by adding to, deleting from, and editing the NCES data elements and option sets. The tool offers the advantages of a built-in foundation of data elements and option sets; state control of the content update schedule; and a well-defined database hierarchy. This session will provide a brief update on version 6.0 content development and focus on the features and functionality of the customization tool.

II-B   **Understanding Longitudinal Data: Data Quality, Growth,**   Salon C-D
             and Reports in the Age of NCLB

Sean Mulvenon and Denise Airola, University of Arkansas

11:30 – 12:30

The U.S. Department of Education's Pilot Growth Model Program has created significant interest in the use of growth models in No Child Left Behind. Additionally, the national Data Quality Campaign has generated interest on what data quality means. The goal of this session is to present an overview of how longitudinal data, growth models, data quality, and reporting can be intersected to provide useful information to teachers, administrators, and parents. Furthermore, this session will demonstrate some wonderful and simple techniques for ensuring your data reports are reliable and will help improve instruction and student achievement.

II-C   **TechSETS: Using Statewide Data to Provide a Snapshot**   Salon G-H
             of School Technology

Ric Barline, TechSETS
Patricia MacIntyre, San Diego County Office of Education

11:30 – 12:30

This session will describe a methodology and findings related to using the annual California School Technology Survey (CSTS) to determine how instructional technology is being supported in schools, as well as what types of human resources are providing that support. The survey collects data on a variety of technical support questions, including the average time to repair hardware, and the level of technical support in each of seven human resource categories: certificated staff, classified staff, contracted vendors, students, etc. TechSETS conducted an analysis of this data in an effort to better understand the sources of technology support in schools.

II-D   **The Consolidated State Performance Report and**   **Bayside I**
                     ED*Facts* Transformation Continues

Abigail Potts and Bobbi Stettner-Eaton, U.S. Department of Education
Levette Williams, Georgia Department of Education
Nancy Walker, West Virginia Department of Education

11:30 – 12:30

This session will review the accomplishments and future plans for providing federal elementary and secondary education program managers and analysts with all of the numeric data collected in the Consolidated State Performance Report (CSPR) through ED*Facts*.   There will also be a discussion of current and future uses of these data, a study which compared data submitted to both CSPR and EDEN Submission System (ESS), and lessons learned from pre-population of data from ESS.   There will be opportunity for the audience to provide suggestions concerning the CSPR online collection process.

II-E   **Demonstrating Value in Information Systems Using Metrics**   **Bayside II-III**

Ken Thompson, North Carolina Department of Public Instruction
Brian Taylor, Institute of Education Sciences

11:30 – 12:30

Information systems should contribute in many ways to the businesses that create them. Demonstrating that contribution or value is often difficult, but it is critical if we are to know which systems add value to our enterprise, which are candidates for enhancement, and which should be decommissioned. The creative use of metrics can simplify these activities while simultaneously providing a wealth of information about our systems and the people that use them.   This presentation from North Carolina will identify various classes of information system metrics and provide recommendations for high value metrics in a range of scenarios.

Every website can benefit from the collection and analysis of website usage data.   By using various techniques, the National Center for Education Statistics website can be continually updated to promote new content, improve navigation, and better serve the needs of its users. The Director of Technology for the Institute of Education Sciences will discuss these techniques.

II-F   **Building Innovative Tools for Reporting Data from**   Anaheim
                 the Nation's Report Card

Julie McGuire, Robert Finnegan, and Phillip Leung
Educational Testing Service

11:30 – 12:30

In this demonstration, we will present several tools developed for National Assessment of Educational Progress (NAEP) data analysis and reporting. We will showcase how we have utilized the NAEP data infrastructure to produce a state ranking tool and customized reports for state and school district representatives. We will display innovations for disaggregating data at the student level on individual items, giving users the ability to visualize item level performance. In addition, we will show how we have created innovative systems for creating SVG graphics directly for the NAEP database, increasing the number, quality, and reliability of data displays on the NAEP website.

II-G   **Methodology for Developing a Database for No Child**   Irvine
                 Left Behind and Open Enrollment Transfers

Isaac Mitchell, Albuquerque Public Schools, New Mexico

11:30 – 12:30

Filemaker Pro provides the education IT community with robust tools for rapid development and implementation of challenging IT-based database solutions and applications. The No Child Left Behind Act (NCLB) and open enrollment transfer policies present an educational organization with complex data requirements and business rules that can be difficult and time consuming to integrate using traditional database solutions. Albuquerque Public Schools is the 27th largest public school district in the United States with about 90,000 students. Some 12,000 students are on NCLB or open enrollment transfers each year. This paper describes how Filemaker Pro was used to develop an NCLB and Open Enrollment system to support the district.

II-H   **SIF—Student Record Exchange Pilot with Naperville**   **Newport Beach**

Tracy Oliver, Naperville School District 203, Illinois
Jason Wrage, Integrity Technology Solutions
Lee Purvis, Docufide
Laurie Collins, Schools Interoperability Framework Association

11:30 – 12:30

Can a student's record be exchanged in a secure automated electronic Schools Interoperability Framework format? The answer is yes! Join us as we present the work being done to pilot this exciting activity with Naperville Illinois School District 203. We will present our work and findings to date, the architecture behind the pilot, and the data requirements needed as we move forward expanding the possibilities.

12:30 – 1:45   **Lunch on your own**

1:45 – 2:45   **Concurrent Session III Presentations**

III-A   **New School District Demographics Systems Website**   **Salon A-B**

Tai Phan, National Center for Education Statistics

1:45 -2:45

The National Center for Education Statistics School District Demographics System website has been redesigned to accommodate the annual American Community Survey (ACS) data and the coming 2010 Decennial Census. The improvements include fewer steps to get reports, current mapping technology, and ArcGIS map viewer integrated with ACS data.

III-B   **Life After an LDS Implementation**   Salon C-D

> *Daryl Landavazo, New Mexico Public Education Department*

> *1:45 – 2:45*

The New Mexico Public Education Department has implemented the Student and Teacher Accountability and Reporting System, a Longitudinal Data System (LDS) that collects and reports student, staff, and course information. The theme of this presentation will be "Life After an LDS implementation." The notion that an LDS is never really complete will be presented along with reasons why. The presentation will also provide insight into how New Mexico views and has prioritized potential next steps, such as Schools Interoperability Framework, a portal, and an Instructional Management System (connecting data with content).

III-C   **Electronic Learning Assessment Resources: Student Data   Salon G-H
Analysis Tools**

> *Brian Bridges, California Learning Resource Network*

> *1:45 – 2:45*

Is your assessment data CD still a mystery to you? Are you looking for an assessment program to assist teachers and administrators with analyzing assessment data? Do you have the FREE assessment Data Extractor? The California Learning Resource Network, which has reviewed more than 38 data management systems, will discuss the complexities of selecting a data system and demonstrate CLRN's Electronic Learning Assessment Resource reviews. We'll also demonstrate the free Data Extractor and online tutorials to extract and analyze performance data from your assessment data CD.

III-D   **ED*Facts* and the Schools Interoperability Framework   Bayside I

> *Ross Santy, U.S. Department of Education*
> *Laurie Collins, Schools Interoperability Framework Association*
> *Tom Olson, South Carolina Department of Education*
> *Paul Cumberworth, South Carolina Department of Education*

> *1:45 – 2:45*

This session will be a discussion about the recent work by the U.S. Department of Education (ED) to enable collection of ED*Facts* data based on the Schools Interoperability Framework Association's (SIFA) 2.0 schema. The discussion will focus on the ways some states are implementing SIFA and ED's next steps for implementing a long-term SIFA solution.

III-E   **Data for Student Success: Michigan's Model for**   **Bayside II-III**
           State and Local Collaboration

> *Meg Ropp*
>   *Michigan Center for Educational Performance and Information*
> *Andrew Henry, Red Cedar Solutions Group*
>
> ***1:45 – 2:45***

Data for Student Success is a project started in 2006–07 that provides a tightly integrated program of web-based inquiries sitting on data collected by Michigan's Center for Educational Performance and Information, and rich, sustained professional development. In this session, we will describe how the dynamic inquiries and professional development originated from the expressed needs and local programs at participating local education agencies and are now, in year two of the project, being refined through State best practices in anticipation of a year three scale-up.

We will also describe the technical and operational practices that allow the project to deliver actionable data to the desktops of principals and teachers, demonstrate the dynamic inquiries, and review the professional development.

III-F   **National Public Education Financial Survey: New**   **Anaheim**
           Internet-Based Web Application

> *Frank Johnson, National Center for Education Statistics*
> *Mary Church, Eunice Ave, and Ilene Dranoff, U.S. Census Bureau*
>
> ***1:45 – 2:45***

The National Center for Education Statistics and the U.S. Census Bureau have replaced the client-based Crosswalk Software with a new Internet-based feature that has been incorporated into the National Public Education Financial Survey (NPEFS) Web application. This feature eliminates the state respondents' problems with conflicting desktop platforms and third party software. The interface was developed with the same user friendly functionality as the current Web application. Installation has been streamlined; files no longer have to be downloaded. All other major processes of the current software are now resident in the new web feature.

The demonstration will also provide a walk through of the "Crosswalk User Guide" which will be incorporated into the NPEFS Instruction Booklet.

III-G   **Building an Online Formative Assessment Tracking System**   Irvine

Kyle Underwood and Robert Rodosky
Jefferson County Public Schools, Kentucky

1:45 – 2:45

The school district of Jefferson County in Louisville, Kentucky has created an online formative assessment tracking system complete with an item bank, distributed in-school test scanning, a custom scoring rubric based on state standards, and an integrated school goal tracking system. The animated graphical dashboard provides instant assessment feedback to teachers and administrators, as well as academic, attendance, and discipline information to after school community partners.

III-H   **Current Status of Interoperability—Challenges**   Newport Beach
            and Successes

Moderator:
Larry Fruth, Schools Interoperability Framework Association

Panelists:
Shadd Schutte, Wyoming Department of Education
Peter Coleman, Virginia Department of Education
Corey Chatis and Rick Rozzelle, Tennessee Department of Education
John Brandt, Utah Department of Education

1:45 – 2:45

In part one of this session, we will be looking at the current status of interoperability for the LEAs and SEAs participating on the panel; what successes, lessons learned, or greatest challenges there have been or are in putting data interoperability in place; along with a Q&A time.

In part two of this session, we will be asking our vendor panel members to join with us to learn from their perspectives on what successes, lessons learned, or greatest challenges they have had in putting interoperability in place while working with their customers, and continue Q&A time.

2:45 – 3:00   **Break**

3:00 – 4:00   **Concurrent Session IV Presentations**

IV-A   **State Performance Plans: The Critical Role of a**   Salon A-B
Robust Case Management and Data Analysis System

> *Quentin Parker and Kelley Steen*
> *North Carolina Department of Public Instruction*
>
> ***3:00 – 4:00***

Join the Exceptional Children Division (EC) of North Carolina's Department of Public Instruction as we discuss how the state's authoritative source for EC data—the Comprehensive Exceptional Children Accountability System (CECAS)—assists North Carolina in meeting the criteria of its State Performance Plan (SPP), required under Part B of the 2004 IDEA Reauthorization Act. An overview of the original application, as well as newly released and impending features will be highlighted. Offered to local education agencies (LEAs), charter schools, and state-operated programs, this web-based system allows EC personnel to complete the entire Individual Education Program process using online forms, eliminating paper files completely in some LEAs.

IV-B   **Early Learning Quality Rating Improvement: Data**   Salon C-D
Collections and K-12 Linkage Systems

> *Joseph Egan, Washington State Department of Early Learning*
>
> ***3:00 – 4:00***

This presentation focuses on establishing a Quality Rating Improvement System for child care in the state of Washington, the challenges in creating an Early Learning Information System, and the efforts in Washington State to map all data around children. The presentation will also discuss creating links from Early Learning environments into K12.

IV-C   **EdTech Profile: Reporting Teacher and Student Technology   Salon G-H
Proficiency Data Using Pre and Post Assessment, Item Banks,
and Tools for Aggregating Data**

*Gregg Legutki, California Technology Assistance Project
Brian Dunsmore, Education Technology Profile*

3:00 – 4:00

The goal of this session is to demonstrate how teacher and student technology proficiency data can be collected and compared over time comparing pre and post dates; how assessments can be customized to the needs of districts; how EdTechProfile can facilitate the convergence of data from various sources (California School Technology Survey, EDEN, Voucher Program, 8th Grade Technology Literacy) into aggregated easy-to-read reports. These reports can be used for technology planning and to track proficiency levels over time.

IV-D   **Discussion of the Implementation of the Final   Bayside I
Guidance on Collecting and Reporting Racial and Ethnic Data**

*Patrick Sherrill, U.S. Department of Education
Robert Curtin, Massachusetts Department of Education
Sonya Edwards, California Department of Education
Bethann Canada, Virginia Department of Education*

3:00 – 4:00

Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education was published on October 19, 2007. The guidance provides for the collection and reporting of racial and ethnic data on students, teachers, and education staff. These changes are necessary in order to implement the Office of Management and Budget's 1997 Standards for Maintaining, Collecting, and Presenting Federal Data on Race and Ethnicity. The final guidance applies to the collection of individual-level data and to the reporting of aggregate racial and ethnic data to the U.S. Department of Education by educational institutions and other recipients of grants and contracts. This presentation will focus on how some states are proceeding to implement this guidance in their education information systems.

IV-E   **Implementing Data Governance as the Foundation**   Bayside II-III
             of a Longitudinal Data System

Corey Chatis and Rick Rozzelle, Tennessee Department of Education

3:00 – 4:00

This session will cover how states (or districts) can implement data governance. The first phase of the Tennessee Department of Education's (TNDOE) Longitudinal Data System grant focused on creating a data management process. Discussion of TNDOE's experience will include successful strategies, benefits to TNDOE, and lessons learned. The session will focus particularly on the roles of data management (chief information officer, data quality director, data stewards, database administrators, business analysts, data management committee, data policy committee, IT advisory board, etc.). Role descriptions and a role matrix table will be provided to attendees.

IV-F   **State-Level Limited English Proficiency Estimates**   Anaheim
             From the American Community Survey

Laura Nixon, U.S. Census Bureau

3:00 – 4:00

The American Community Survey (ACS) provides an important source of limited English proficient (LEP) data for educational research. Early research based on 2003–04 ACS data suggested that annual state-level LEP estimates were volatile, and therefore cautioned education administrators about using them for programs like Title III. However, the ACS sample was not fully implemented until 2005, so early research based on 2003–04 data may not be representative of current ACS state-level LEP estimates. This presentation discusses ACS state-level LEP estimates based on fully implemented samples from 2005–06 and compares the volatility and reliability of these estimates relative to 2003–04.

IV-G   **CCSSO's State Education Data Center and**   **Irvine**
            SchoolDataDirect.org

            Deborah Newby and Paige Kowalski
            Council of Chief State School Officers

            3:00 – 4:00

            The Council of Chief State School Officers launched the State Education
            Data Center (SEDC) in October 2007 with support from the Bill & Melinda
            Gates Foundation. Through the SEDC, state education data are available at
            the school, district, and state levels on a public access website—
            SchoolDataDirect.org. In addition, a download feature provides free access
            to the data by education administrators and researchers. Presenters will
            provide an update on the work of the SEDC, and engage participants in a
            discussion on how the SEDC can better serve state and local education
            agencies.

IV-H   **SIF—Oklahoma SIF Profile Proof of Concept**   **Newport Beach**

            Jim Campbell, Oklahoma State Department of Education
            Mark Reichert, Schools Interoperability Framework Association
            Laurie Collins, Schools Interoperability Framework Association
            Jason Wrage, Integrity Technology Solutions

            3:00 – 4:00

            Working with the vendors and districts in designing and implementing an
            interoperable solution is critical to success. Join us as we explore the work
            done by the Oklahoma State Department of Education's Wave project team
            to be proactive, by partnering with the Schools Interoperability Framework
            (SIF) Association to pilot the Oklahoma SIF Profile. We will be sharing the
            methodology developed to design, communicate, test and certify SIF agents
            to meet the State's needs for vertical reporting using SIF and how other
            states can to.

4:00 – 4:15   **Break**

4:15 – 5:15   **Concurrent Session V Presentations**

V-A   **Using a Web-Based Application to Integrate**   Salon A-B
Student Data Surrounding Accountability

Dolores Chavez de Daigle, Albuquerque Public Schools, New Mexico

4:15 – 5:15

With No Child Left Behind (NCLB) and its focus on increasing student performance for all children, a need to have high quality, accurate, reliable information has ensued. A web-based application has been developed to review the end status of students at any point in time throughout the school year. The Student Information/Instructional Accountability Team at the Albuquerque Public Schools, Research Development and Accountability, has been working closely with school and district staff to understand their needs surrounding these data. Using this application, school and district staff can easily access information surrounding dropouts, enrollments, and withdrawals (DEW). Staff may choose the location of analysis or any standard grouping to view the details of the students in question. Schools are particularly interested in the graduates, transfers, and dropouts. The accuracy of these data is important for the adequate yearly progress cohort graduation rate formula used for NCLB. The presenter will discuss ideas for maintaining the accuracy of these data and keeping up with changing requirements.

V-B   **The Navajo Nation Educational Information System:**   Salon C-D
A Systemic Reform Initiative to Improve the Quality
of Education on the Navajo Nation

Kalvin White and Evelina Woody, Navajo Nation

4:15 – 5:15

This session will describe the Navajo Nation's effort to develop an information system that will house student-level data for schools serving Navajo students. The Navajo Nation Educational Information System is an essential component to improve the quality of education on the Navajo Nation.

V-C   **California's K-12 High Speed Network: Connectivity**   Salon G-H
            and Beyond!

Todd Finnell, California K-12 High Speed Network

4:15 – 5:15

The K12HSN is a state program funded by the California Department of Education to provide the California K-12 community with high-speed network connectivity, Internet access, teaching and learning application coordination, and videoconferencing and distance learning support. The mission of the California K-12 High Speed Network is to enable educators, students and staff across the state to have access to a reliable high speed network that has the capacity to deliver high quality online resources to support teaching and learning and promote academic achievement. Come discover how CA is addressing the needs of schools throughout the state through a variety of innovative strategies.

V-D   **Mapping Other Data Collections to the ED*Facts***   Bayside I
            Data Collection Files

Barbara Timm, U.S. Department of Education
Doris Tonneson, North Dakota Department of Education
Ted Vernon, Minnesota Department of Education
Charlotte Ellis, Maine Department of Education
Sean Millard, Florida Department of Education
Tom Ogle, Missouri Department of Education

4:15 – 5:15

A panel of State Education Agency data managers will discuss how and where states find the data they need to submit to the ED*Facts* collection to support other data collections from the education data files in their states. Since the annual ED*Facts* collection became mandatory for the current 2006–07 school year data, these "lessons learned" should prove very useful to those attending this session.

V-E   **Creating High-Impact Information From Longitudinal Data**   **Bayside II-III**

Meg Ropp, Center for Educational Performance and Information
Kathleen Gosa, Kansas State Department of Education
Barbara Schneider and Sarah-Kathryn McDonald
*   NORC at University of Chicago*
Matt Dawson, REL Midwest

4:15 – 5:15

How can states and local districts make decisions about which longitudinal reports will provide the biggest impact for the investment in resources? Kansas and Michigan will present a stakeholder analysis tool that has been used in Florida and Michigan to develop longitudinal reports that make a difference. Participants will be provided with a copy of the tool and will experience a step-by-step example of the tool in action, at work in a data environment that has both limitations and opportunities. This framework was designed to be customized and can be used by any state or local education agency to identify and prioritize information delivery that meets the needs of various stakeholders.

V-F   **CCD Geography: Current Components and New Additions**   **Anaheim**

Doug Geverdt, U.S. Census Bureau

4:15 – 5:15

The Common Core of Data (CCD) provides geocodes that identify spatial relationships between schools, local education agencies (LEAs), and other types of geographic areas (e.g., metropolitan areas). The first portion of this presentation reviews the current set of CCD geocodes, discusses how those associations are created, and explains their limitations. The second portion introduces a new set of supplemental research files that significantly expands the LEA geocodes provided in the CCD. This presentation may be particularly helpful for geographic information systems analysts; CCD users puzzled by terms like metropolitan, micropolitan, and urban; and anyone interested in integrating CCD with data available for other geographic areas.

V-G	**Using Data to Drive Decisions About Academic and Behavioral Interventions**	Irvine

Pam Hill, Anne Arundel County Public Schools, Maryland

4:15 – 5:15

Today's educators are inundated with student data but often do not have a systematic approach to analyze or design interventions. This session will provide practical, user friendly strategies that can be used by school teams, individual teachers, or administrators. Applicable for K-12, with special emphasis on secondary interventions for common problems that interfere with learning, this is a must-have session for anyone struggling to help students to become more successful!

V-H	**VA—Expanding Interoperability Using SIF**	Newport Beach

Peter Coleman, Virginia State Department of Education
Sean Palmer, Pearson Educational Measurement
Steve Curtis, Edustructures

4:15 – 5:15

Putting the Schools Interoperability Framework (SIF) backbone in place to enable Student Locator Framework (SLF) was just a piece of the puzzle. Join us as we review our current status and what interesting things we have uncovered so far working through the process of putting SLF in place with the divisions. We will also highlight our expansion covered by the Longitudinal Data System Grant into vertical reporting, e-transcripts, and student record exchange using SIF to fit all the pieces together.

| 7:30 – 5:00 | **Registration** | **Conference Registration Center** |

| 7:30 – 8:30 | **Morning Break** | **Salon E** |

| 7:30 – 5:00 | **Cyber Café and Demonstrations Open**
(This room will be closed during the General Session) | **Salon E** |

| 8:30 – 9:45 | **Networking Session** | **Salons G-J** |

This hour has been left unscheduled to encourage participant conversations about common interests, visits to the Demonstration Room, ad hoc meetings over breakfast, and other professional networking activities. You are the best resource here!

| 9:45 – 10:00 | **Break** | |

| 10:00 – 11:00 | **Concurrent Session VI Presentations** | |

| **VI-A** | **Lessons Learned From Teacher Incentive Fund Proposals: The Social and Technical Demands of Pay for Performance Systems** | **Salon A-B** |

Christopher Thorn and Sara Kraemer, University of Wisconsin -Madison
Allison Henderson, Westat

10:00 – 11:00

The panel will present an analysis of the analytical and technical challenges and successes encountered by the Center for Educator Compensation Reform team as it provides technical assistance to Teacher Incentive Fund grant recipients. Many districts have encountered substantial information quality problems, as well as core architectural problems, in existing IT systems. The panel will discuss some lessons that can be applied to current system development work, as well as workarounds that seem to be cost effective.

VI-B   **NCLB Without a Single State Assessment: The Nebraska**   Salon C-D
             Challenge

Robert Beecham, Nebraska Department of Education
Timothy Garrison, eScholar

10:00 – 11:00

State or even locally developed standards are the basis for Nebraska's one of a kind assessment collection and reporting system. This presentation will focus on why Nebraska has no single statewide assessment, how Nebraska's collection and reporting system is designed, and how Nebraska copes with this unique challenge.

VI-C   **Improving Local Data Management Practices in California**   Salon G-H

Nancy Sullivan, California Information Services

10:00 – 11:00

Come to this session to learn about the CSIS Best Practices Cohort Project - the project being conducted to help nearly 1,000 local education agencies in California improve their local data management practices. The session will include a review of project requirements, an overview of the four required professional development sessions, and a review of the assessments and resources used by project participants during the project. The SharePoint site used by CSIS staff and participants to manage the project, collect assessment data, and share resources will be demonstrated.

VI-D   **Integrating State Education Business Experts Into ED***Facts*   Bayside I

Ross Santy, Kelly Worthington, and Abigail Potts
  U.S. Department of Education
Priscilla Baker, Louisiana State Department of Education
Meg Ropp, Michigan Department of Education

10:00 – 11:00

Building centralized data systems that are useful to a variety of program offices requires a proper integration of the business needs of those offices. The challenges to making that integration effective are often both technical and cultural. At this session, representatives from both federal and state program offices and information offices will speak to some of the challenges that have arisen as disparate data usage needs have been addressed from one centralized data system.

VI-E   **Kansas Data Quality Certification Programs**   **Bayside II-III**

Kathleen Gosa and Ted Carter, Kansas State Department of Education

10:00 – 11:00

In an effort to increase the quality of data submitted to its statewide student data collection system, the Kansas State Department of Education (KSDE) unveiled data certification programs in June 2007. Now that the pilot programs have concluded, KSDE project directors will share lessons learned from the initial year including their strategies for gaining leadership support for the project, aligning data certification efforts with larger agency data objectives, and ensuring that program participants remain current with state and federal data reporting requirements. In addition they will share plans for evaluating the program. Session participants will also preview the plans for expanded certification curricula, which will debut in June 2008.

VI-F   **School District Title I Estimates: An Overview From the   Anaheim
U.S. Census Bureau**

Lucinda Dalzell and Wesley Basel, U.S. Census Bureau

10:00 – 11:00

As directed under the No Child Left Behind Act, the U.S. Census Bureau produces model-based estimates of poverty and population for use in allocating education funds. The multifaceted production process includes production of estimates at the state, county, and school district levels. This presentation will provide an overview on how the model-based estimates that are used in Title I allocations are developed, focusing on recent improvements using the American Community Survey and aggregate tax information geocoded to the school district level.

VI-G   **Data Intervention Strategy with Navajo Nation Schools**   Irvine

Dorthea Litson, Evelina Woody, and Kalvin White, Navajo Nation

10:00 – 11:00

The Office of Dine' Science, Math, and Technology under the Department of Dine' Education are currently working with 17 Grant Schools located throughout the Navajo Nation. The office staff is providing direct service to each school regarding the use of data process as a means to examine data to help staff of the schools make decisions about improving teaching and learning for all students in mathematics, science, and reading. The use of collaborative inquiry process as mentioned in *Data Coach's Guide to Improving Learning for All Students* by Nancy Love, Katherine E. Stile, Susan Mundry, and Kathryn DiRanna of TERC and WestED, is critical when staff come together in looking at their data.

VI-H   **South Carolina—Moving Data Into the Sunshine**   Newport Beach

Susan Bell and Tom Olson, South Carolina Department of Education

10:00 – 11:00

The South Carolina Department of Education has partnered with several Schools Interoperability Framework (SIF) Association vendors to develop and put in place the ability to assign unique identification numbers to all students in South Carolina public schools. The Student Unique Numbering System (SUNS) project joins together sophisticated software for assigning identification numbers with the nationally adopted standards of SIF to automate assignment through a centralized database tied to all public schools. SIF has opened a whole new range of possibilities for transfer of student data between schools, districts, and across the country. This presentation will highlight South Carolina's ongoing development projects and the role that SIF plays in these projects.

11:00 – 11:15   **Break**

11:15 – 12:15   **Concurrent Session VII Presentations**

VII-A   **Data Integrity and Quality**   **Salon A-B**

Terri Christiansen and Patricia McGrath
Albuquerque Public Schools, New Mexico

11:15 - 12:15

Albuquerque Public Schools (APS) decided to replace its legacy mainframe Student Information System with SchoolMax. The entire district, 150 schools, went live with SchoolMax for the 2006–07 school year. APS also purchased SchoolNet which will be implemented in early 2008. The mass conversion from the legacy system, and the subsequent retrieval of data for SchoolNet, has required a double check to ensure data integrity and quality. The challenge was to use SchoolMax and SchoolNet correctly. Flexibility and freedom within the systems sometimes cause problems relating to data integrity and quality. Learn the strategies APS used to enforce data integrity and data quality as we moved from legacy mainframe to SchoolMax.

VII-B   **Planning for the Next Mission: An Update on the   Salon C-D**
Pennsylvania Information Management System (PIMS) Project

Dave Ream and Sharon Clark, Pennsylvania Department of Education

11:15 – 12:15

The Pennsylvania Department of Education's longitudinal data system project is now in production and the PIMS Executive Steering Committee and project team are looking forward and planning for the next several iterations of PIMS. This includes the potential expansion of PIMS to include Early Learning and Higher Education. This presentation will provide an update on the PIMS project and discuss the role of the Executive Steering Committee and the planning process being used to identify future PIMS phases.

VII-C   **Quality Student Identifier Data—Finding and Fixing**   Salon G-H
             Imperfections

Amy Fong, Martha Friedrich, John DiPirro, and Greg Scull
California Information Services

11:15 – 12:15

Assigning a unique statewide student identifier (SSID) to every student in the state is the start of a process that requires ongoing maintenance activities. This session is a presentation of a technical solution that checks for students with multiple SSIDs, concurrent enrollments and exit reason discrepancies. In Part 2 of this presentation, learn about the underlying technology and design strategies used in implementing California's online, dynamic anomaly detection and resolution software. We will also share state level tools for monitoring the quality of SSIDs and lessons learned.

VII-D   **Using ED*Facts* as Part of a Data Validation Process**   Bayside I

Ross Santy, U.S. Department of Education
Daniel Domagala, Colorado Department of Education

11:15 – 12:15

Recent improvements to state information systems have resulted in more diverse data being maintained within centralized data systems. In order to ensure that these systems are meeting the needs of business users across state departments of education and within local education agencies, information offices are putting into place systems of data audits and validation checks. These often utilize both periodic validation and use of the annual reporting to the U.S. Department of Education's ED*Facts* systems. In this session, representatives from both state and federal agencies will discuss ways of ensuring data quality through data audits and external validation.

VII-E   **Key Strategies and Challenges in Creating a Statewide**   Bayside II-III
Longitudinal Financial Data Management and
Reporting System

William Hurwitch, Maine Department of Education

11:15 – 12:15

The Maine Department of Education will discuss the critical issues leading to the development and implementation of the Maine Education Data Management Financial System, its fundamental statewide financial data management and reporting component of the Statewide Longitudinal Data System. Vendor selection and a complete system overview will be addressed, as well as key lessons learned throughout its conception.

VII-F   **The Development of the State of Texas Education**   Anaheim
Research Center at Texas A&M University: Lessons
Learned About Formulating a Research Agenda to
Impact Educational Policy and Practice

Jacqueline Stillisano, Karin Sparks, and Hersh Waxman
Texas A&M University

11:15 – 12:15

The State of Texas Education Research Center (ERC) was established at Texas A&M University in August 2007, one of three such centers created by the state legislature. Six research projects were funded by the ERC, focusing on educator preparation; school finance, facilities, and organization; and curriculum and teaching methods. Most of the studies are utilizing the data warehouse the ERC has developed in collaboration with the Texas Higher Education Coordinating Board and the Texas Education Agency. This session will focus on issues encountered in developing the center's infrastructure and research agenda and on lessons learned in addressing those issues.

VII-G   **Continuous School Improvement: Turning Plans Into**   Irvine
Results Using a Web Application

Tamara Lewis and Dena Dossett
Jefferson County Public Schools, Kentucky

11:15 – 12:15

The Jefferson County Public Schools has developed an on-line school planning application in which schools can enter their goals, associated strategies, and student achievement data as evidence of their progress throughout the school year. Some advantages to the new planning model include built-in tools and benchmarks to monitor their progress towards their goals. This new planning model was designed so that the school improvement plan can be a driving force for schools' continuous improvement. The application streamlines the process between planning (i.e., developing goals and strategies) and accountability (i.e., reporting on the implementation and impact of strategies on student achievement goals).

VII-H   **Interoperability—It's Not Just the Technology**   Newport Beach

Rick Rozzelle and Corey Chatis, Tennessee Department of Education
Laurie Collins, Schools Interoperability Framework Association

11:15 – 12:15

Technology can and will go a long way in helping with data interoperability problems that exist in education, but technology is not the magic silver bullet.   Join us as we discuss and look at the discovery phase, data governance and processes needs, and best practices available to achieve *true interoperability*. In this session we will highlight the work done by Decision Support Architecture Consortium II and the Schools Interoperability Framework Association to provide valuable tools that are available now for you to use in your quest for interoperability. The Tennessee Department of Education will also discuss how it is using these tools to inform decisions and develop plans moving forward to achieve interoperability for Tennessee.

12:15 – 1:30   **Lunch on your own**

1:30 – 2:30   **Concurrent Session VIII Presentations**

VIII-A   **Raising the Level of Accuracy and Completeness**   Salon A-B
in Texas District Data Reporting

Sue Pike, Deer Park Independent School District, Texas

1:30 – 2:30

Deer Park Independent School District, comprising 14 schools, is rolling out a process for automatically validating and certifying student data in their Pearson SASI system. The process detects incomplete, inaccurate, and inconsistent information before the information is reported to the state or is used in district operations. The validations target information contained in the state submission file, but more importantly, they address data in the underlying student information system where it can be corrected by school personnel.

VIII-B   **The Whys and Hows of Implementing a Quality**   Salon C-D
Assurance Program in a Large Public School District

Mark Leo-Russell, Albuquerque Public Schools, New Mexico
Jim Hall, JDH, Inc.

1:30 – 2:30

Ensuring the high quality of instruction and services provided to students is an issue affecting all school systems. In Albuquerque Public Schools (APS), the nation's 34th largest school district with 89,000 students, the Quality Assurance (QA) Program has developed and implemented web-based systems that monitor and report on numerous programs and compliance measures. This presentation will explain why APS created and grew its QA processes, and how it uses the district SIS and other data systems to capture and report to school and district staff, especially in the areas of Indian education, special education, language and cultural equity, and student wellness. The future of the APS QA program will also be discussed, including evolving business processes, compliance issues, and the technologies used to monitor and report.

VIII-C   **Cal-PASS: California Partnership for Achieving Student Success**   Salon G-H

Brad Phillips, Cal-PASS

1:30 – 2:30

Cal-PASS is an initiative that collects, analyzes and shares student data in order to track performance and improve success from elementary school through university. Cal-PASS is a simple and very practical approach that helps educators understand student performance, improve instruction and increase success.

VIII-D   **Data Governance**   Bayside I

Barbara Timm, U.S. Department of Education
Coery Chatis, Tennessee Department of Education
Charlotte Bogner, Kansas Department of Education
Marlene Dorenkamp, Iowa Department of Education

1:30 – 2:30

This session will be a panel discussion by the U.S. Department of Education (ED) and some states on how they established and maintain data governance. States and ED will describe the process they use and will also identify the barriers and opportunities that emerged.

VIII-E   **The Comprehensive pK-12 Data Model for Education: An Update**   Bayside II-III

Vicente Paredes, Schools Interoperability Framework Association
Jeff Stowe, Arizona Department of Education
E. Glenn McClain, Platte Valley School District, Colorado

1:30 – 2:30

The Data Model Task Force of the National Forum on Education Statistics is working to create a comprehensive pk-12 data model for education. The purpose of this session is to inform attendees of this effort and to gather feedback and reaction from participants.

The Comprehensive pk-12 Data Model for Education attempts to answer the question: What data do schools, local education agencies (LEAs), and states need to collect and manage to meet the educational needs of their students and the needs of the organization in order to meet those student educational needs?

A single, comprehensive model of education data is prerequisite to establishing automated systems with the right data, data that are comparable across time and systems, and data accurate enough to answer our questions.

Schools and LEAs could use such a model to communicate to vendors their requirements or to classify vendor offerings by the parts of the data model addressed by a particular product. This would allow schools and LEAs to "certify" education applications with respect to relevant parts of the data model and will enhance clarity in the marketplace for product offerings.

A comprehensive local education data model from an LEA perspective could also provide a national standard for schools to evaluate and improve instructional tools, to enhance the movement of student information from one LEA to another, and to inform instruction.

VIII-F   **Linking School-Level Resources With Student Outcomes: Anaheim
Comparing Individual School Results Within School Districts**

Lance Potter, Gary Shaffer, and Eric Zelanko, Penn State University

1:30 – 2:30

This project developed school-level reports from existing district and state data on expenditures, personnel, student demographics, and student outcomes in a single report. The project then created a tool comparing school-level resource allocation practices and student outcomes across all schools within a district over a period of 3 years. This report allows school and district administrators to compare resources between schools or levels of schools (elementary, middle, or high) and allows comparisons of changes within schools and between schools over time. Disproportionate distributions are readily spotted allowing districts to investigate the root cause and rationale for any anomalies.

VIII-G   **DSACII Strategic Planning and Improvement Framework**   Irvine

Deborah Newby, Council of Chief State School Officers
Rick Rozzelle, CELT Corporation

1:30 – 2:30

To make the most effective use of data and technology, local and state education agencies must engage in strategic planning and improvement efforts on their core processes, such as curriculum and instruction, assessment, data management, and information technology. With support from the Bill & Melinda Gates Foundation, the Council of Chief State School Officers and the CELT Corporation have developed a framework for use by states and districts to assist in strategic planning and improvement. This framework was developed over the past year, with input and assistance from over 8 states and 24 districts through the Council's Decision Support Architecture Consortium. A key component of the framework is a 'best practices' library. This session will provide an opportunity for participants to view the framework and learn about the library.

VIII-H   **SIF—WISE Technical Update**   Newport Beach

Shadd Schutte, Wyoming Department of Education

1:30 – 2:30

This session will discuss the recent successes that the Wyoming Integrated Statewide Education (WISE) Data System has had in Schools Interoperability Framework-enabling districts and thus the automation of data collection, formatting, and reporting of school and district data, the ongoing implementation of additional horizontal SIF district applications, and the future of electronic student record exchange in Wyoming. We will focus on what we have accomplished last year and what we plan to accomplish for this new school year. The ongoing WISE project not only assists districts in meeting the requirements for the collecting, formatting, and reporting of school and district data as required by Wyoming Department of Education's mandated reports, but also provides the automated ability to efficiently share educational data statewide, from district to district, district to school, and school to school. We will also discuss the future of WISE data collections.

2:30 – 2:45   **Break**

2:45 – 3:45   **Concurrent Session IX Presentations**

IX-A   **Attendance, Discipline, and Grades—Oh My!**   Salon A-B
              A Broad Spectrum for Uses of Data at the District
              and School Levels

Priscilla Calcutt, Leslie Johnson, Michael Timko, and Brenda Fleming
Berkeley County School District, South Carolina

2:45 – 3:45

Mountains of data are available to educators today. Are you making the most of the data? This presentation offers a timeline and strategies of how district and high school leaders work together to get the most from school data. Explanations and samples will be given to describe the process of mining the data from both district and school-level perspectives to pinpoint students at risk. This presentation will focus on how attendance, discipline, and performance data are used to target students in need of immediate intervention, students potentially at risk, and students on the road to success.

IX-B   **Entity Resolution and Student Identifiers: A SIF**   Salon C-D
              Implementation Without District ZISs

Neal Gibson, Arkansas Department of Education
Eric Roe, Triand

2:45 – 3:45

The Arkansas Department of Education has implemented a unique student identifier system that uses a probabilistic neural-net model to resolve conflicting records for the same student because of name or Social Security Number changes. The system is Schools Interoperability Framework certified, but these unique identifiers are automatically populated into the districts' student management systems without the need for a ZIS at the district level. This presentation will be an overview of the system, including the methodology used for entity resolution and statistics on match rates.

IX-C   **CTO Mentor: Chief Technology Officer Training**   Salon G-H

Andrea Bennett
California Education Technology Professionals Association

2:45 – 3:45

Learn more about CETPA's Chief Technology Officer (CTO) Mentor Program. This innovative program provides one on one ratio of student to mentor and offers instruction by some of the top leaders of California's K-12 Technologists. The Chief Technology Official (CTO) training program is targeted to produce qualified California school district CTOs.

IX-D   **All Hands on Deck**   Bayside I

Bethann Canada, Virginia Department of Education
Dianne Kress, Colorado Department of Education
Shadd Schutte, Wyoming Department of Education
Nancy Walker, West Virginia Department of Education
Barbara Clements, ESP Solutions Group - Moderator

2:45 – 3:45

Exchanging electronic transcripts and student records is easy now! Getting all the issues decided and folks involved is a little harder. The participants in this panel are all involved in getting electronic transcript solutions moving in their states. They will discuss what it takes to get all interested parties lined up and ready to sail, including choosing the standard for transcript exchange, planning for implementation, identifying contents of the transcript, and involving all relevant stakeholders, including school district personnel, SIS vendors, higher education, state education agency personnel, and even parents.

IX-E   **Using Multiple Measures of Data Effectively to Improve**   Bayside II-III
Teaching Instruction and Student Learning

Sharnell Jackson, Chicago Public Schools, Illinois

2:45 – 3:45

To meet rising expectations, the Chicago Public Schools has implemented new standards, curricula, accountability systems, and handheld computing devices. These efforts aim to share accountability, improve alignment, and increase efficiency with coordinated goal setting. Instructional improvement is not possible if the technical core of teaching is left to teachers to analyze and change on their own. Teachers need support and opportunities to learn about ways of using multiple measures of student assessment data effectively to improve instruction, individualize learning, increase achievement, and monitor progress. One of the promising responses to this need has been the implementation of the data team process as a vehicle for improving classroom teaching by building confidence and skill in using data.

IX-F   **Using High School Transcript Data to Maximize Student**   Anaheim
**Achievement and Educational Equity: Advice for Data
Managers and School Administrators**

Douglas Archbald, University of Delaware

2:45 – 3:45

Based on a university-school district partnership, this session's main purpose is to demonstrate the decision making value of combining student transcript, achievement, and demographic data. The session demonstrates six reports to guide decision making for improved student achievement and equity: 1) Course placement appropriateness—to what extent are course (track) placement decisions based on academic criteria?; 2)Inter-track mobility—do students change track placements during high school?; 3) Student intervention planning—identifying and helping under-performing students; 4) Value-added analyses—measuring academic effectiveness of course sequences; 5) Grading consistency – do grading expectations/distributions vary amongst teachers?; and 6) Equity analyses—do course placements and outcomes vary by race, income, or other classifications?

IX-G **Assessing K-12 Schooling in Qatar** Irvine

Hatem Ghafir and Samuel Bedinger, National Opinion Research Center

2:45 – 3:45

In 2001, the government in Qatar began a reform effort of the country's K-12 education system, which was at that time highly centralized with little evaluation and monitoring of policies and processes, and an emphasis on rote learning rather than critical thinking. In this paper, we present a description of the coordinated education evaluation and IT systems used to assess their progress, through information derived from longitudinal national studies at the individual level for administrators, teachers, students, and parents, in combination with standardized test results and with school and higher-level aggregated data.

IX-H **SIF—Connecting the Interoperability Bridges** Newport Beach

Larry Fruth, Schools Interoperability Framework Association
Ken Meyers, Digital Bridge

2:45 – 3:45

Students enter schools, districts, and states daily—where have they been, what history follows them, what are their needs, what linkages do they have to other agencies and institutions? These questions are asked thousands of times each day by educators as they strive to help the students achieve their highest potential. Join us as we explore the linkages between the many facets that make up a "total student packet" and how using the Schools Interoperability Framework Specifications along with other defined industry standards can create the interoperability bridges that connect these divides. We will demonstrate how this innovative technology is working in several districts across the nation.

3:45 – 4:00 **Break**

4:00 – 5:00   **Concurrent Session X Presentations**

X-A   **Real Time Data Collection—Lower Hudson RIC**   Salon A-B

Joe Fitzgerald, Lower Hudson Regional Information Center
Aziz Elia, Computer Power Solutions of Illinois

4:00 – 5:00

One of the challenges the New York State Regional Information Centers have is the collection of data from districts to feed the state-level data warehouse. This presentation will show how the Lower Hudson Regional Information Center dramatically increases the time available to correct errors each month by exposing validation rules to data on a real-time basis. The solution collects district data to be fed into an XML data store built on the Schools Interoperability Framework specification.

X-B   **Connecting P-12 and Higher Education Data:**   Salon C-D
Who's Doing What and How?

Nancy Smith, Data Quality Campaign

4:00 – 5:00

According to the 2007 Data Quality Campaign Survey, 22 states have the ability to match student records between P-12 and higher education. In this session, we will discuss which states are sharing data, what the barriers are, and how the data are being used. We also hope to provide a forum for participants to share their experiences, questions, and solutions with each other.

X-C   **DataQuest: California's Web Access to Education Data**   Salon G-H

Karl Scheff and Donna Rothenbaum
California Department of Education

4:00 – 5:00

This session will describe California's education data Internet reporting system. DataQuest is a public Internet system designed to provide easy access to data about California's schools and school districts. It contains a broad range of information including school performance indicators, student and staff demographics, poverty indicators, technology, course taking data, as well as a statewide testing system results. The session will include a brief history of system development, choices made about what data to display and how to display it, a live demo of DataQuest, as well as a brief description of the technical tools used to produce DataQuest.

X-D   **Tracking Teachers of Instruction for Data Accuracy and**   Bayside I
           Improving Educational Outcomes

Laurel Sterling, Robert Smith, and Denis Newman
Empirical Education, Inc.

4:00 – 5:00

Increasingly, elementary teachers specialize, teaching one or two subjects to students from different classrooms. These arrangements can be quite informal with frequent changes in students' teacher of instruction for a subject. Data systems, however, usually only track teacher of registration. The result is that data systems give faulty information, with negative consequences for providing teacher feedback/support, compliance, accountability, evaluation, and research. Our role conducting school-based research under a grant from the U.S. Department of Education is determining the impact of educational programs on outcomes and instructional practices. This work is dependent on our ability to match outcome scores with the appropriate teachers of instruction.

X-E   **Longitudinal Data System Evaluation**   Bayside II-III

Neal Gibson, Arkansas Department of Education
Alan Simon, Metis Associates

4:00 – 5:00

As part of its obligation for the Institute of Education Sciences' grant for the development of a longitudinal data system, the Arkansas Department of Education has contracted with Metis Associates for the independent evaluation of the system and its impact on classroom instruction and student learning (IES Reqs. 19, 21, and 29). This presentation will be an outline of that evaluation, including methods and evaluation questions, to help those that may need to do a similar evaluation in their own state.

X-F   **Professional Development for Data-Driven Decision Making:**   Anaheim
                       Turn Information Into Transformation

> *Betsy Lowry and Jacqueline Nunn, Johns Hopkins University*
> *Lynn Nolan, International Society for Technology in Education*
>
> *4:00 – 5:00*

While data-driven decision making tools and systems may provide a profile of student performance and subgroup trends, teachers must be prepared to interpret and incorporate that information in the context of classroom practice. Toward this end, leaders must inspire a shared vision and ensure that data are leveraged to advance it, facilitating the process and mindset, or culture, surrounding data collection, interpretation, and use. Effective leaders know how to provide authentic, sustained learning opportunities tailored to teachers' immediate needs. This session will share a vision for leadership development to increase education leaders' capacity to turn information into transformation, a key element to ensure the benefits of states' longitudinal data systems.

X-G   **More than Data Management: A School System's D3M**   Irvine
                       System From a Data Flow Perspective

> *Bruce Hislop and Ken Estes*
>   *Prince George's County Public Schools, Maryland*
> *Woody Dillaha, Performance Matters, LLC*
>
> *4:00 – 5:00*

The Prince George's County Public Schools has undertaken three enormous steps to simultaneously provide the best data available to teachers for direct classroom decision making. This presentation will look at in-house and vendor-assisted data collection, management, and reporting initiatives involving data warehousing, student-level data reporting, and student data management system implementation. These initiatives are tied together by data quality assurance procedures from a data flow perspective encompassing input, procedures, systems, and reporting.

X-H   **Transcript Tools for School and Student Success**   **Newport Beach**

Karen Levesque and Jennifer Laird, MPR Associates
Charles Masten, University of California

4:00 – 5:00

Transcripts are a powerful tool to improve policy, practice, and student outcomes. Analysis of transcripts can provide counselors, students, and families with information on student course taking and show whether students are making progress toward their college and career goals. Transcripts can be used by educators to identify critical patterns, including who attempts and succeeds in rigorous coursework and when students fall off the path to college and career. We will present several tools, including online query tools and useful reports, that have been developed at the national and state levels to leverage transcript data to improve school and student success.

7:30 – 10:45   **Registration**   **Conference Registration Center**

7:30 – 8:30   **Morning Break**   **Salon E**

7:30 – 10:00   **Cyber Café and Demonstrations Open**   **Salon E**
(This room will close at 10:00 a.m.)

8:30 – 9:30   **Concurrent Session XI Presentations**

XI-A   **Operationalizing Ed*Facts***   **Salon A-B**

EDFacts Staff and Partner Support Center Team

8:30 – 10:45

This two-hour session overviews the 2006-07 and 2007-08 ED*Facts* collections and reporting system. ED*Facts* staff will discuss issues that have arisen in reporting, and how they are being resolved, as well as changes state ED*Facts* Coordinators can expect to see in 2007-08. The session is intended as a comprehensive briefing for state ED*Facts* Coordinators; audience participation is welcome and expected!

XI-B   **Wyoming Transcript Center Roadmap From**   **Salon C-D**
e-Transcripts to Student Record Exchange

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

8:30 – 9:30

The Wyoming Department of Education and the National Transcript Center will demonstrate how the student record exchange proof of concept has evolved into a workable and sustainable system that will allow for the electronic transfer of student transcripts from secondary schools to postsecondary institutions. We will discuss the benefits that the Wyoming Transcript Center is providing Wyoming in relation to seamless transfers of student records and the tracking of state scholarship requirements throughout the education venue. We will discuss the steps taken to create a standard Wyoming transcript for use throughout the state's institutions. We will also discuss the next evolutionary step in the process—the move to full student record exchanges within the K-12 environment. We will explain how Schools Interoperability Framework will enable the exchange of full student records between districts in hopes of keeping up with migratory students as well as helping to stabilize students' educational plans regardless of their mobility.

XI-C   **California's Longitudinal Pupil Achievement Data System:**   Salon G-H
Building Blocks for Successful Implementation

Brandi Jauregui, California Department of Education
Michael Brackett, Data Resource Design and Remodeling

8:30 – 9:30

In part one of this session, we will discuss the basics for understanding and resolving disparate data, and developing a high-quality data resource. The attendee will learn basic concepts of the Common Data Architecture (CDA), the general approach to understanding and resolving disparate data, three levels of a CDA, results to expect from the approach, and how to incorporate the results into a purchased application.

In part two of this session, we will discuss how California used the CDA approach in developing the conceptual architecture for its longitudinal student data system. Concepts covered will be process overview, preparing for the vendor, resistance/commitment/staff, lessons learned, and products/accomplishments.

XI-D   **Connecting State and District Data for School Improvement**   Bayside I

Jennifer Goree, Massachusetts Department of Education
Vince Guidotti, Cognos Corporation

8:30 – 9:30

In order to support department policy analysts as well as district and school staff in data-driven decision making, the Massachusetts Department of Education (DOE) has built a unique data warehousing solution that puts together information from both state and district information systems. The service hosts state assessment and student information, as well as district grades, staff, and schedule information. We will describe how district representatives collaborated with DOE staff to develop the pilot data model and reports, and how this affected both process and product. We will discuss the project goals, including delivering reports and ad hoc analysis capabilities to school district staff across Massachusetts, including individual student achievement results delivered to the teacher level, and how districts are using the data warehouse to try to impact student achievement.

XI-E   **Longitudinal Data Systems Roundtable Discussions**   Bayside II-III

Facilitated by Staff from IES Grantee States

8:30 – 9:30

This participant-directed, interactive session of simultaneous roundtable discussions will touch on the topics that have been emerging in states' efforts to build and maintain longitudinal student data systems. Topics may include the Family Educational Rights and Privacy Act, business intelligence tools, data quality, data security, effective data use, and system sustainability. The discussions are open to all participants.

XI-F   **Ontario's Managing Information for**   Anaheim
Student Achievement (MISA)

Don Young and Barry Pervin, Ontario Ministry of Education

8:30 – 9:30

MISA is a series of initiatives that are increasing the capacity for evidence-informed decision making at all levels in the Ontario education sector. This session will outline the approach that the Ontario government has taken over the past 3 years to enhance technology, and improve data management and use by the ministry, school boards, and schools in support of improved school effectiveness and gains in student achievement.

XI-G   **Expected Impact of LDS on Calculating SC Graduation**   Irvine
Rates and High School Report Cards

Tom Olson and April Bolin, South Carolina Department of Education

8:30 – 9:30

Currently, the data used to calculate the graduation rate and other rates for South Carolina high school report cards come from multiple sources. These sources do not have the same data and/or the same format. Merging these data is time consuming and open to the risk of mismatched results. Verification of this merged data file requires multiple rounds of communication with 86 districts and 210 high schools.

Longitudinal Data Systems (LDS) will provide all data needed for the graduation rate calculation in a single source and for multiple years. LDS will have the capability to edit data and allow cross-reference checks on the data as it is collected. This will reduce the likelihood of mismatched data and the burden on schools during summer data verification. This may even eliminate the need for summer data verification.

This presentation will explain how graduation rates are currently calculated and how we envision LDS will impact this process.

| XI-H | **Ensuring the Usefulness of State Longitudinal Data Systems** | Newport Beach |

Karen Levesque and Denise Bradby, MPR Associates
Jay Pfeiffer, Florida Department of Education

8:30 – 9:30

To ensure that state longitudinal data systems are ultimately useful for their intended purposes, it is critical that states address early on, and return frequently to, the following key questions: Who will use the state longitudinal data system's data? What data do these users need and why? What products and functionality do these users need? Based on current research, we will present lessons learned from early implementers, identifying common approaches and promising strategies for ensuring the usefulness of state longitudinal data systems. We will also offer specific examples of targeted audiences, uses, contents, functions, and products.

| 9:30 – 9:45 | **Break** |

| 9:45 – 10:45 | **Concurrent Session XII Presentations** |

| XII-A | **Operationalizing Ed*Facts* (continued)** | Salon A-B |

EDFacts Staff and Partner Support Center Team

8:30 – 10:45

This two-hour session overviews the 2006-07 and 2007-08 ED*Facts* collections and reporting system. ED*Facts* staff will discuss issues that have arisen in reporting, and how they are being resolved, as well as changes state ED*Facts* Coordinators can expect to see in 2007-08. The session is intended as a comprehensive briefing for state ED*Facts* Coordinators; audience participation is welcome and expected!

XII-B **Change Management in the SEA: Handling the** Salon C-D
Waves of Change

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

9:45 – 10:45

There are many types of change that need to be addressed in a state education agency (SEA) data management environment. This includes moving from a legacy system to a new system, changes in how and what data are being collected, new reports, as well as political changes, such as changes in administration or personnel. Because of all of this, there is a lot of change management work required in the first 2 years of any major statewide project. Based on the effects of a new system implementation, there are both political and communication needs that must be met. This includes the difficulty in understanding/managing the impact on different departments within the SEA, at the district level, and within schools. We will discuss dealing with both the expected and unforeseen problems, long-term strategy, and performing systemic change, such as the implementation of SIF or statewide transcripts.

XII-E **Longitudinal Data Systems Roundtable Discussions** Bayside II-III

Facilitated by Staff from IES Grantee States

9:45 – 10:45

This participant-directed, interactive session of simultaneous roundtable discussions will touch on the topics that have been emerging in states' efforts to build and maintain longitudinal student data systems. Topics may include the Family Educational Rights and Privacy Act, business intelligence tools, data quality, data security, effective data use, and system sustainability. The discussions are open to all participants.

XII-H   **The NAEP Data Explorer for the High School**   **Newport Beach**
                Transcript Study

Jennifer Laird and Sharon Anderson, MPR Associates
Janis Brown, National Center for Education Statistics

9:45 – 10:45

As states build and strengthen their longitudinal student data systems, many are considering whether and how to incorporate student transcript and course taking data. In addition to technical considerations such as how to structure and organize those systems and which data elements to include, states should consider how stakeholders may access and analyze transcripts. We will demonstrate the newly available National Assessment of Educational Progress Data Explorer for the High School Transcript Study, exploring features of the online data tool that states may want to consider for their own systems and introducing attendees to national data that can serve as a comparison for their state data.

KEYNOTE SPEAKER BIOGRAPHIES

San Francisco, California
February 27 – 29, 2008

National Center for Education Statistics
California 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 24 October 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 (Princeton U. Press, 2000, with Paul Teske and Melissa Marschall) 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.

Jack O'Connell
State Superintendent of Public Instruction
California Department of Education

Jack O'Connell was elected to a second four-year term as State Superintendent of Public Instruction on June 6, 2006. He was the only statewide official to be elected in the June primary election, after earning more than half of all votes cast in a field of five candidates. He was first elected to serve as California's 26th State Superintendent on November 5, 2002, earning more votes than any other contested candidate in the country. As chief of California's public school system and leader of the California Department of Education, Superintendent O'Connell has focused on closing the achievement gap and preparing students for a rapidly changing global economy by holding high standards for all students. He is a strong supporter and facilitator of partnerships between schools, businesses, communities, and philanthropies in order to engage students with challenging, real-world education experiences.

He has worked to smooth the transitions between all segments of education, from preschool to college or the workplace. As a former high school teacher and author of the legislation creating the California High School Exit Exam, he has led a comprehensive effort to increase rigor and improve student achievement in California high schools. Superintendent O'Connell is a proven team builder with the ability to forge consensus on contentious issues, especially where challenges are strongest. He has worked to fortify California's world-class academic standards, strengthen California's school accountability and assessment systems and bolster state funding for public school classrooms. He also has been a leader among state school chiefs nationwide in an effort to increase flexibility and fairness in the federal No Child Left Behind school accountability system. He is a long-time advocate for smaller class sizes, improved teacher recruitment and retention, comprehensive testing, and up-to-date school facilities.

Superintendent O'Connell was born in 1951 in Glen Cove, New York. In 1958, his family moved to Southern California, where he attended local public schools. He received a Bachelor of Arts degree in history from California State University (CSU), Fullerton and earned his secondary teaching credential from CSU, Long Beach in 1975. He returned to his high school alma mater to teach for several years and later served on the Santa Barbara County School Board.

He was elected to the 35th State Assembly District in 1982 and was reelected by wide margins thereafter, once garnering both the Republican and the Democratic nominations. In 1994, O'Connell was elected to the 18th State Senate District on California's Central Coast and easily won reelection in 1998.

Throughout his career, Superintendent O'Connell has worked to improve public education in California. As the author of numerous landmark education bills in both the California Assembly and the State Senate, he made quality education his number one priority. This commitment to the children of California earned Superintendent O'Connell the praise and the respect of colleagues and educators statewide.

Superintendent O'Connell and his wife, Doree, have been married for more than 30 years and have a daughter, Jennifer, who is 21.

Demonstration Descriptions

San Francisco, California
February 27 – 29, 2008

National Center for Education Statistics
California Department of Education

CORE-ECS™ at the 21ˢᵗ Annual Management Information Systems (MIS) Conference

Tiffany Tooley, Bob Ginn, Willie McIntosh, and Kevin Hendrix, CORE-ECS

CORE-ECS™ specializes in offering innovative customized solutions and services to empower educational administrators in making the critical decisions affecting today's educational communities. A trusted adviser to states and school districts since 1993, CORE-ECS™ is unsurpassed at building lasting partnerships that support administrators in successfully managing the nine key issues surrounding today's schools: accountability, student assessment, organizational communications, curriculum development, grants and financial management, operations, professional development, safety and security, and student information. We invite you to stop by and learn more about CORE-ECS™ and how we help organizations like yours succeed.

Data Integration with CPSI

Aziz Elia, Michelle Elia, and Gay Sherman, Computer Power Solutions of Illinois

This demonstration shows differences and similarities using the Schools Interoperability Framework (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 is 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, as well as what you need to do to start your SIF data integration project.

Electronic Transcripts

Patrick McDonald and Mark Johnson, National Transcript Center

Electronic student record and transcript systems are key components of a longitudinal data system, and the National Transcript Center's (NTC) product is the tool actively being used to exchange student records throughout many schools, including Texas, Virginia, West Virginia, and Wyoming. NTC improves the efficiency, reliability, cost, and security of student record and transcript exchange. The NTC network allows PK-20 education institutions to communicate with the secure NTC server using the open standard of their choice.

eScholar: Expand Knowledge—Improve the Future

Ronald Streeter, Shawn Bay, Wolf Boehme, and Andrea Palumbo, eScholar

eScholar provides the leading data warehouse for K-12 education used by seven states and the leading statewide student identification system used by nine states and the U.S. Department of Education's Office of Migrant Education. Stop by our table and speak with our product managers about eScholar's comprehensive suite of products.

ESP Solutions Group

Anne-Marie Hart and Glynn Ligon, ESP Solutions Group

ESP Solutions Group is a PK-12 data consulting and technology firm specializing in education data systems and psychometrics. 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, Education Data Exchange Network, and Schools Interoperability Framework.

How to Automate State Data Collection, Unique Student Identification, and Data Warehouse Integration

Sandra Richards and Greg Hill, Edustructures

Increasingly, states and districts thinking about state reporting, unique student identification, and data warehouse integration are relying on the Schools Interoperability Framework (SIF). The SIF vertical reporting, student locator, and application integration frameworks are reliable and cost effective. Several state departments of education, such as South Carolina, Virginia, Ohio, and Wyoming, are successfully employing SIF solutions from Edustructures. Edustructures' demonstration will show the methodologies and solutions used by states to enhance the education process.

Infinite Campus: The Reality of Statewide Data Collection

Joe Fox and Kim Schroeder, Infinite Campus

The reality of collecting data and making it count is the ability to collect data statewide at the source—in the classroom. States need a dependable data collection system to gather current, accurate data. The system should support the collection of data from disparate district-level systems and adapt to whatever changes may arise in the future.

Infinite Campus is the data collection system that five states now rely on to collect student data in very unique ways. Stop by this demonstration for an overview of the Infinite Campus State Edition and see how it is unlike any other data collection system available on the market today.

K-12 Data Certification Using Certify Software

Jeffrey Averick and Mark Rankovic, Certica Solutions

State and local education agencies use Certica Solutions' software to certify the quality of education data collections. Certify™ allows education agencies to automatically detect and view the sources of data quality problems, such as missing data, incomplete data, corrupted data, or misunderstood rules. The software provides data quality metrics and an online, detailed data quality report card, so schools, districts, and state personnel can easily review and correct data errors. Real examples from selected local education agency data quality programs will be demonstrated.

Making NCLB Data Collection and Reporting Easier

Joe Cayen, James Gibson, and Eric Polichuk, Cayen Systems

Supplemental educational services, school choice, and after-school programs require districts and states to collect large volumes of data to determine student participation and program effectiveness, and to generate required reports. Cayen Systems is the industry leader in No Child Left Behind (NCLB) web-based software for data collection. Our systems are being used in 42 states by NCLB programs to reduce the work involved in the collection of crucial data while at the same time increasing accuracy and accountability. Participation data are more accurate with our electronic scanning options, including our new finger scanning system. Let Cayen Systems show you how to simplify NCLB program and data management.

Space-Time Research

Karen Cholak, Space-Time Research

No Child Left Behind has imposed data management, analysis, and reporting requirements on educational organizations. As a leader in Self-Service Business Intelligence, Space-Time Research assists such organizations in combining complex educational data and the power of ad hoc analytics and visualization via interfaces appropriate for administrators, teachers, parents, and students. Specifically, our SuperSTAR software is designed to be easy, fast, secure, and error-free.

For more information, please visit our website at www.spacetimeresearch.com.

StepUp: A Tool to Optimize Student Achievement

Faith Connolly and Tony Askew, Naviance

StepUp proposes to help students in self exploration activities—conversations about who they are, how they learn, what they want to accomplish as adults, and what they need to do to get there. It is a powerful tool that complements student information systems. StepUp is developed to support students, parents, school counselors, principals, and administrators. Some data examples are (1) proactive data on student career interests, learning styles, and progress towards graduation starting as early as Grade 6, and (2) unique data for a data warehouse, such as the percent of seniors who submitted at least one application/scholarship (and dollars) to college.

Streamline IT Asset Management and Incident Management Using the Internet

Nick Mirisis, SchoolDude.com

America's educational administrators are facing one of the most daunting challenges in history— how to provide quality educational facilities and learning environments while facing a tremendous financial crisis. The percentage of U.S. public school classrooms that are connected to the Internet has grown from 27 percent to more than 90 percent. Over $18.64 billion has been spent on computer equipment and peripherals since 1998; however, the staff to maintain this technology has not increased as quickly as the equipment has proliferated. This rapid investment in IT infrastructure now requires educational institutions to master asset management for IT assets without staffing increases. In this demonstration, learn how the Internet can help you streamline your IT asset management and incident management challenges.

21st Annual MIS Conference

TOPICAL INDEX TO SESSIONS

San Francisco, California
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National Center for Education Statistics
California Department of Education

Statewide Data Systems (SDS)