

# STATS-DC 2011: YOU WANT IT WHEN?

Balancing Timeliness and Quality

July 27-29, 2011 | Hyatt Regency Bethesda Hotel | Bethesda, Maryland



NCES SUMMER DATA CONFERENCE

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# **IMPORTANT INFORMATION**

**NATIONAL CENTER FOR EDUCATION STATISTICS  
INSTITUTE OF EDUCATION SCIENCES  
U.S. DEPARTMENT OF EDUCATION**



## IMPORTANT INFORMATION

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Welcome to the U.S. Department of Education's National Center for Education Statistics' (NCES) STATS-DC 2011 Data Conference. The Data Conference, from July 27–29, 2011, at the Hyatt Regency Bethesda Hotel, is designed for education researchers, policymakers, and data system managers from all levels of government who want to share innovations in the design and implementation of education data collections and information systems and to provide insight and comment on technical and policy issues related to the collection, maintenance, and use of education data.

This two-and-a-half-day conference offers opportunities for professional networking, updates on federal and national activities affecting data collection and reporting, and information about the best new approaches in collecting, reporting, and using education statistics. This Data Conference offers more than 100 presentations and demonstrations conducted by practitioners from K–12 information systems. Topic areas include data collection, management, and/or data privacy; data dissemination; data linking beyond K–12; data standards and quality; data usage; and school finance research, as well as information about changes in how the U.S. Department of Education collects and uses data.

The following important information will help to help ensure that you have the best possible experience at the Data Conference. Should you have any questions or concerns, please contact the staff of Coffey Consulting, LLC, at the registration desk.

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### ***Conference Venue***

All plenary and concurrent sessions will be held on the ballroom and meeting room levels at the following location:

Hyatt Regency Bethesda Hotel  
One Bethesda Metro Center  
7400 Wisconsin Avenue  
Bethesda, Maryland 20814  
Phone: 301-657-1234  
Fax: 301-357-6453  
[www.bethesda.hyatt.com](http://www.bethesda.hyatt.com)

### ***Conference Materials and Registration***

On-site registration is available during regular registration hours and provides access to all conference activities.

Registration Hours:

- Wednesday, July 27  
7:30 AM – 5:00 PM
- Thursday, July 28  
7:30 AM – 5:00 PM
- Friday, July 29  
7:30 AM – 12:00 PM

Staff will be available to assist you throughout the conference.

### ***Meeting Etiquette***

As a courtesy to presenters and other conference participants, please observe the following rules:

- Silence your electronic devices prior to entering sessions.
- Arrive a few minutes before session start time.

### ***Concurrent Session Presenters***

Please use the laptop provided in your breakout room and do not use your own laptop. Do not tamper with or disconnect the computer or data projector connections.

If you would like your PowerPoint presentation reviewed for possible uploading to the NCES website, please leave an electronic copy with staff at the conference registration desk.

## IMPORTANT INFORMATION

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### **Conference Evaluations**

Your feedback is welcomed; conference evaluation forms are in your tote bags. The first 200 attendees who return a completed evaluation form to the registration desk will receive a thank you incentive.

### **Cyber Café**

The Cyber Café provides participants with convenient, free access to e-mail and the Internet. It also offers participants the opportunity to view demonstrations of and visit with a variety of associations, businesses, and organizations that service the education arena. The café is located in the Chesapeake Suite on the meeting room level.

Cyber Café Hours:

- Wednesday, July 27  
7:30 AM – 5:00 PM
- Thursday, July 28  
7:30 AM – 5:00 PM
- Friday, July 29  
7:30 AM – 10:00 AM

*Please note: the Cyber Café will be closed during the Opening Session.*

### **Internet Access**

Complimentary guestroom wireless and high-speed Internet connections are available for conference attendees. Wireless access is also available in the hotel lobby lounge.

### **Contact Information**

If you need to make changes to your contact information, please see staff at the registration desk.

### **Lost and Found**

Please remember to take all of your belongings from the session rooms. If you find or lose an item, go to the conference registration desk.

### **Message Board**

The message board is located adjacent to the registration desk in the foyer of the ballroom level. Please check there for information or to post a message.

### **Name Badges**

Please wear your badge at all times. At the end of the conference, please recycle your badge holder at the registration desk.

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# **AGENDA AT-A-GLANCE AND HOTEL FLOOR PLANS**

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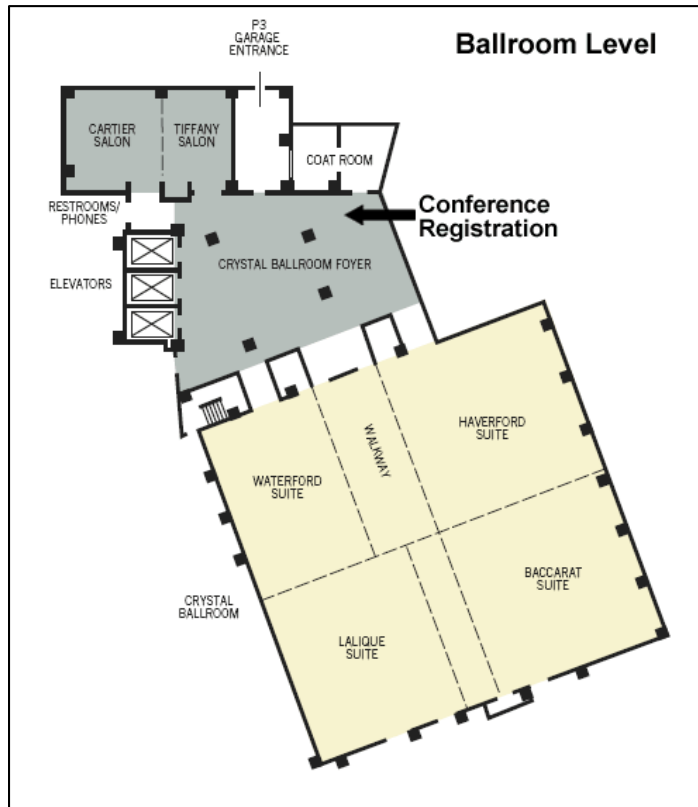
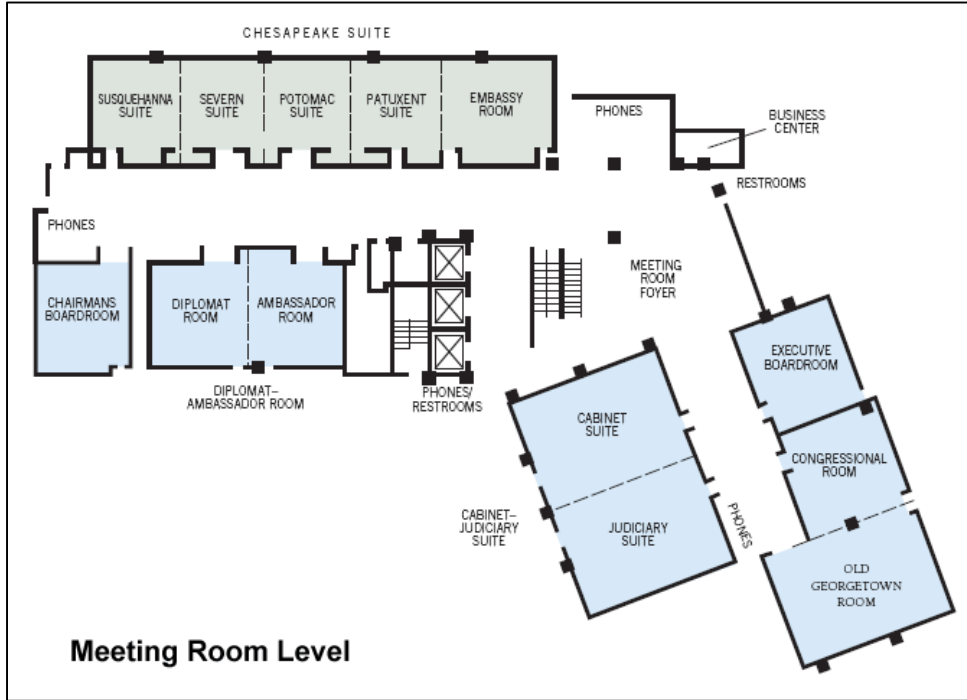
**STATS-DC 2011 Data Conference  
July 27 - 29, 2011 — Agenda At-a-Glance**

Room Name	Waterford	Lalique	Baccarat	Haverford
Session	A	B	C	D
<b>Wednesday, July 27, 2011</b>				
<b>Opening Plenary Session — 1:15 - 2:15 p.m. — Crystal Ballroom</b>				
Concurrent Session I 2:30 - 3:20	<b>SLDS Roundtable Discussions (Concours Terrace)</b> <i>To access the Concours Terrace, take the stairs behind the hotel's concierge desk to the terrace. Or, take the guest elevators to the first floor, turn left and walk around to the terrace.</i>			
Concurrent Session II 3:30 - 4:20	<b>Looking at Data Management and Return on Investment (ROI) Through a State Lens</b> <i>Bickell, Canada</i>	<b>Navigating the Data Standards Landscape</b> <i>Buckley, Fey</i>	<b>Are Data-Based Decisions Promoted Through State Longitudinal Data Systems (SLDS) Happening at the Teacher Level?</b> <i>Airola, Garrison, Dunn</i>	<b>Free Help: An Overview of State Education Information Management Capacities and Free Federal SST Assistance</b> <i>Sherrill, Gould, Lemke, Cohen, Chatis, Rozzelle</i>
Concurrent Session III 4:30 - 5:20	<b>Privacy Technical Assistance Center (PTAC)—Threats to Your Data</b> <i>Rodriguez, M. Hall</i>	<b>Longitudinal Data Analysis—Time Travel for Education Data Fans</b> <i>Ogle, Dukes, Stowe, Weinberger, Sherrill, Clements, Ligon</i>	<b>Partnership Enhancement Program: Teachers and Institutes for Higher Education (IHE) Faculty Using Data to Plan Professional Development</b> <i>Shoemaker, McCardle, Kegebein</i>	<b>If You Build It, Will They Come?</b> <i>Sargent, Tracey, Stein, Mawdsley</i>
<b>Thursday, July 28, 2011</b>				
Concurrent Session IV 8:30 - 9:30	<b>RTL (Response to Lunacy): Strategies to Create, Verify, and Submit Assessment Data</b> <i>Weinberger, Collins</i>	<b>Interstate Mobility</b> <i>Cassel, Gosa, Ogle, Pennington, Hartman</i>	<b>101: Introduction to Principles of Test Design</b> <i>Broch</i>	<b>101: Intro to the Privacy Technical Assistance Center (PTAC) Toolkit</b> <i>Anthony, Rodriguez, Henning</i>
Concurrent Session V 9:45 - 10:45	<b>Statewide Longitudinal Data Systems (SLDS) and Adult Education: What's the Connection?</b> <i>Wilson, Pfeiffer, Rasmussen</i>	<b>Statewide Data Collection System</b> <i>M. Schwartz, Cote</i>	<b>Maine Statewide Longitudinal Data System (SLDS) Data Warehouse Phase 2</b> <i>Hurwitch, Stefanakos</i>	<b>Teacher-Student Linkages: A New York State Data Model Approach for Teacher/Leader Evaluation and Instructional Improvement</b> <i>Wagner, Redgate</i>
Concurrent Session VI 11:00 - 12:00	<b>Leveraging the Idaho System for Educational Excellence to Provide for a Statewide Instructional Improvement System</b> <i>Wheeler, Cary, Carter</i>	<b>From Chaos to Control: The Data Governance Maturation Process at the Pennsylvania Department of Education</b> <i>Bunis, Ream, Rodrigues</i>	<b>101: Public Domain Clearinghouse</b> <i>Anthony, Sellers</i>	<b>Assessment Resource Tool (ART)—Impacting Wyoming Education</b> <i>Bickell, Lallak, Stefanakos</i>
<b>Lunch on Your Own</b>				
Concurrent Session VII 1:30 - 2:30	<b>Education Reform Initiatives: A Case for Secondary and Postsecondary Data Collection, Data Analysis, Interpretation, and Decisionmaking</b> <i>Ubadigbo</i>	<b>Saving Time and Gaining Accuracy—DC Office of the State Superintendent of Education Implements Unique SIS</b> <i>Guffy, Fontenot, Kullback, Hartman</i>	<b>Best Practices in Linking PK–12 and Higher Education</b> <i>Sessa, Moldoff, Alderson</i>	<b>Common Education Standards (CEDs) 101: Why Adoption?</b> <i>Gould, Giang, West, L'Orange</i>
Concurrent Session VIII 2:45 - 3:45	<b>Written—Taught—Tested: How Kansas Is Completing the Cycle of Instruction</b> <i>Gosa, Foster</i>	<b>District's Longitudinal Data System (Growth Model): Impact on Instruction and Learning in Classrooms</b> <i>Mwavita, Kitchens</i>	<b>Utilizing Statewide Longitudinal Data System (SLDS) Data Beyond Accountability</b> <i>Bunis, Ream</i>	<b>State Visits Under the State Education Information Support Services (SEISS) Contract</b> <i>Sherrill, Lemke</i>
Concurrent Session IX 4:00 - 5:00	<b>Examining Local Education Agency Assessment Data for Students With Disabilities</b> <i>Stettner-Eaton, Worthington, Miceli, Clark</i>	<b>Bringing Educational Clouds Down to Earth</b> <i>Woodard</i>	<b>AP–20 Longitudinal Data System Without Personally Identifiable Information or Software Costs</b> <i>Gibson, Goodell</i>	<b>Version 2 of the Common Education Data Standards (CEDs)</b> <i>Gould, Miller, Anthony, Young</i>
<b>Friday, July 29, 2011</b>				
Concurrent Session X 8:30 - 9:30	<b>You Want It Again? Considerations for Data Collection and Management of Longitudinal Data</b> <i>Valdes</i>	<b>Time to Pay Up: Distribution Patterns and Perceived Effects of Financial Awards in a Teacher Incentive Fund (TIF) Program</b> <i>Hoyer, Jackson, Hyde, Rice</i>	<b>When and Where and By Whom: University Preparation of Educators to Use Data</b> <i>Sherrill, Gummer, Mandinach</i>	<b>The Condition of Education 2011</b> <i>Aud</i>
Concurrent Session XI 9:45 - 10:45	<b>Data-Informed Professional Development</b> <i>Brooks, Killion, Kennedy</i>	<b>The Challenges of Implementing an On-Line Teacher Credentialing System and Moving it to Real-Time</b> <i>Addington</i>	<b>Dropout Prevention, College Readiness, and Teacher Matching: Using Existing State Data</b> <i>Cratty</i>	<b>Standardizing the Standards</b> <i>Sessa, Bay, Skeel</i>
Concurrent Session XII 11:00 - 12:00	<b>SIF and SOA: The SIF Zone Embraces Web Service Technology</b> <i>Kleinman</i>	<b>What's in a Name? Linking Achievement Data From a Large-Scale Database With the Common Core of Data</b> <i>Cummings, Kennedy, Otterstedt</i>	<b>The School Attendance Boundary Information System (SABINS)</b> <i>Saporito</i>	<b>Postsecondary Data for a K–12 Audience: Reports From the National Student Clearinghouse Pilot</b> <i>Simon, L. Hall, Dadashova</i>



	Color Key to Topics	Data Collection, Management, and/or Privacy	Data Dissemination	Data Linking Beyond K-12	Data Standards and Quality	Data Usage	Research and/or Finance
Cartier/Tiffany	Diplomat/Ambassador	Cabinet		Judiciary	Old Georgetown		
E	F	G		H	I		
<b>Wednesday, July 27, 2011</b>							
<b>Opening Plenary Session — 1:15 - 2:15 p.m. — Crystal Ballroom</b>							
A GPS to All Your Data <i>Domagala, Bunis, Popp, Ligon</i>	Accessing and Exploring NCES K–12 Data: CCD, SASS, NHES, ECLS-K, ELS:2002, and ACS (Part I) <i>Comman, Gruber, Phan, Hastedt, Christopher</i>	Utilizing State Fiscal Stabilization Fund Data for High School Feedback Reports <i>Holder, Carter</i>	Thrifty Education Intelligence (EI) on a Budget <i>Philpot, Gaines, Hurley, Lee</i>	EDFacts and Reducing Burden of Federal Reporting Requirements <i>Santy, Forte</i>			
Using Data to Drive Change: Research That Supports the Virginia College Readiness Initiative <i>Jonas</i>	Accessing and Exploring NCES K–12 Data: National Assessment of Educational Progress (NAEP) and International Assessments (Part II) <i>Sikali, Kelly</i>	Leveraging the Power of Statewide Longitudinal Data Systems (SLDS): Building Capacity to Turn Data Into Useful Information <i>Shah, Smith, Barfield, Gibson</i>	Texas Student Data System—Positioned to Change the Face of Data Management and Use in Texas <i>Rawson</i>	Using Growth Models With Formative Assessment: Statistics, Graphs, and Presentation of Results <i>Mulvenon, Khojasteh</i>			
Linking Secondary and Postsecondary Data to Measure College Enrollment and Persistence <i>Holian, Mokher, Jonas</i>	Data Standards I: Making Sense of SIF, CEDS, State Core, and EDFacts <i>Santy, Gould, Fruth, Jackl</i>	How Can NCES Common Core of Data (CCD) Be Used? Live Online Training Session <i>Comman, Keaton, Schmitt</i>	Remembering the Importance of Student Effort in Determining Levels of Efficacy in Education Finance Models <i>Rolle</i>	A Secured, Free Web-Based Portal for Student Data Confidentiality <i>Hernandez-Agosto, Disdier, Pagan-Budet</i>			
<b>Thursday, July 28, 2011</b>							
Uses of a Statewide Longitudinal Data System to Evaluate and Inform Programs, Policies, and Resource Allocations <i>Carran, Otto, Nunn, Dammann</i>	Common Core of Data (CCD) Fiscal Coordinators' Training	Using National Databases for Research on Career and Technical Education <i>Aliaga</i>	Common Core of Data (CCD) Non-Fiscal Coordinators' Training	55,000 More College Degrees—Assessing the Barriers to Postsecondary Education to Close the Gap on Educational Attainment <i>Rodosky, Herbig</i>			
Now That We Have the Teacher-Student Data Link, How Do We Use It? <i>Sullivan, Clements</i>		How Technical Standards Are Really YOUR Responsibility! <i>Gould, Fruth, Sessa</i>		Using Six-Sigma Principles to Improve Data Quality <i>W. Garrett, M. Garrett</i>			
Data Mapping: Step One in Common Education Data Standards (CEDS) Adoption <i>Giang, Cameron, Nadeau, Paredes</i>		Using Statewide Longitudinal Data Systems (SLDS) Data to Gain Insight on Individual Education Outcomes <i>Parisi, Bay</i>		Early Childhood Data Mart Built Into Maryland Statewide Longitudinal Data System (SLDS) <i>London, Johnson</i>			
<b>Lunch on Your Own</b>							
Improvement of Data Usage Through a Better Data Warehouse <i>de Jesus, Perez</i>	Supporting Data Quality Through Data Management <i>Timm, Case, Hinman</i>	Study of School-Level Expenditures—Update <i>Stullich</i>	Data Governance in a Federated System <i>Bryant, Canada</i>	Kansas' Antidote for Data Quality Growing Pains <i>Grillot</i>			
Four-Year Adjusted Cohort Calculation: Considerations and Decisions <i>Carter, Holder</i>	Estimating Causal Effects With Large Scale Longitudinal Data <i>Barber, Frazelle, Ehlert</i>	Comparing Apples to Apples: Identifying Heterogeneity in Schools <i>Lambert, Campbell</i>	Making School-Level Expenditure Data Meaningful <i>O'Guin, Altemus, Comman</i>	Data.ED.Gov <i>Santy, Hoekstra</i>			
Resource Allocation: Production and Efficiencies or Practices? <i>Zavadsky, Kuhne</i>	School District Title I Estimates: Boundary Updates and Methodology From the U.S. Census Bureau <i>Abel, Basel</i>	Predictors of Success of Students' First Attempt Taking State Teaching Certification Tests <i>Curts</i>	The Critical Role of Transcripts in State Longitudinal Data Systems (SLDS) <i>Brown, Hillmon, Laird</i>	Leveraging Shared IP: Lessons From State Implementations <i>Wilson, Fey</i>			
<b>Friday, July 29, 2011</b>							
Obtaining Grant Funding From the Institute of Education Sciences (IES) to Analyze Your State or District Data <i>Ruby</i>	Defining the Digital Identity of the Learner—Supporting Learning Through Assessment, Content, and Learner Profile Data <i>Yap, Fruth</i>	Toward a Better Model for Reporting: Getting It Right, Getting It Right Now <i>Hislop</i>	Identity Management—Real World Usage at the Local Level <i>Plant, Elmhurst</i>	Maximizing the Gains of Best Practices in the Classroom Via Research Data <i>Nwocha</i>			
School District Demographics System Map Viewer Update 2011 <i>Phan, Collins</i>	P–20 Information Systems: Challenges and Possibilities <i>Bickell, Solvang, Jackl</i>	Navigating Multiple Databases for Research <i>Frazelle, Ehlert</i>	Economic Hardships: Exploring Alternative Funding Sources <i>Poston Escue</i>	Foundations of Success: A Longitudinal Study of New York City Public School Students From Grades 1–12 <i>Cordes, A. Schwartz, Stiefel, Weinstein</i>			
New Tools to Access Civil Rights Data <i>Fitch, Potts</i>	An Experimental Evaluation of Monetary & Non-Monetary Incentives on Supplemental Educational Services (SES) Attendance Rates <i>Pepper</i>	What News Can You Use? Information Within Data Quality Assessments <i>Hinman, Rabenstine, Marburger</i>	Linking P–20/W Data Systems to Meet Policy Goals: Where Are We, and How Do We Get There? <i>Cochenour, Wat, Wood</i>	Data Innovations in Public-Private Partnerships <i>Parrish, Byrne</i>			

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# AGENDA WITH SESSION DESCRIPTIONS

**NATIONAL CENTER FOR EDUCATION STATISTICS  
INSTITUTE OF EDUCATION SCIENCES  
U.S. DEPARTMENT OF EDUCATION**

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



## WEDNESDAY, JULY 27, 2011

7:30 – 5:00	Registration.....	Ballroom Level Foyer
7:30 – 5:00	Cyber Café..... (This room will be closed during the Opening Session.)	Chesapeake Suite (Meeting Room Level)
7:30 – 8:30	Morning Break .....	Chesapeake Suite (Meeting Room Level) and Ballroom Level Foyer
12:00 – 1:15	Lunch on Your Own	

### Opening Plenary Session

1:15 – 2:15 ..... Crystal Ballroom

#### Welcome and Introductions

*Jack Buckley, Commissioner  
National Center for Education Statistics*

#### Keynote Speech

##### Privacy Considerations in Educational Databases: What's the Big Deal?

*Kathleen Styles, Chief Privacy Officer  
U.S. Department of Education*

Most states have taken up the opportunity to use statewide longitudinal data systems (SLDS) funding to establish state-level longitudinal databases. These databases should enable us to do great things, to answer questions using facts, to find out what works and what doesn't, and to provide non-partisan answers to thorny questions of education policy. But some stakeholders in the privacy community object to this initiative. Come understand what they're concerned about and what we in the education community can and should do to respond.

#### Break

2:15 – 2:30

### SLDS Roundtable Discussions

2:30 – 3:20 ..... Concour's Terrace

*(To access the Concour's Terrace, take the stairs behind the hotel's concierge desk to the terrace, or take the guest elevators to the first floor, turn left and walk around to the terrace.)*

This session gives you an opportunity to talk with colleagues about a variety of issues surrounding the development, maintenance, and use of longitudinal data systems. Join a table discussing a particular topic, or suggest your own.

**Concurrent Session I**  
**2:30 – 3:20**

**I-E     A GPS to All Your Data ..... Cartier/Tiffany**

*Daniel Domagala, Colorado Department of Education*  
*Shara Bunis, Pennsylvania Department of Education*  
*Joyce Popp, Idaho State Department of Education*  
*Glynn Ligon, ESP Solutions Group*

**2:30 – 3:20**

We have created diagrams to trace the journey of our data from hundreds of collections, through almost as many repositories, and to even more reports. Before these data flow diagrams, our documentation had missed the complexity of our information ecosystems. We gained a better understanding of the interdependencies—or the opportunities for sharing data. During the process of documentation, almost everyone “discovered” more data sources and reporting responsibilities than they thought they would. Program offices are now clearer about the responsibility for their data. Now we know how new collections, repositories, and applications will exchange data throughout our agencies.

**I-F     Accessing and Exploring NCES K–12 Data: Common Core of Data (CCD), Schools and Staffing Survey (SASS), National Household Education Surveys Program (NHES), Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), Education Longitudinal Study of 2002 (ELS:2002), and American Community Survey (ACS) (Part I) .....Diplomat/Ambassador**

*Stephen Cornman, Kerry Gruber, Tai Phan, Sarah Hastedt, and Elise Christopher*  
*National Center for Education Statistics*

**2:30 – 3:20**

The National Center for Education Statistics (NCES) has recently unveiled several state-of-the-art data tools to easily access and use data. The first half of this session provides guidance and advice on using these tools to navigate several NCES data sets. The Common Core of Data (CCD) is the primary annual database on public elementary and secondary education and can be accessed by Build-a-Table (BAT) or the Elementary/Secondary Information System (ELSI). The session covers the Educational Data Analysis Tool featuring the Schools and Staffing Survey (SASS), National Household Education Surveys Program (NHES), the Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K), and the Education Longitudinal Study of 2002 (ELS: 2002). The Education Data Analysis Tool (EDAT) facilitates the download of NCES survey datasets to your computer. Currently, the EDAT application contains SASS, ECLS-K, ELS: 2002, NELS (National Education Longitudinal Study of 1988), and NHES datasets. This session will also introduce American Community Survey (ACS) data on the School District Demographics System (SDDS).

**I-G Utilizing State Fiscal Stabilization Fund Data for High School Feedback Reports ..... Cabinet**

*Kelly Holder and Ted Carter, Kansas State Department of Education*

**2:30 – 3:20**

In order to meet the American Recovery and Reinvestment Act (ARRA) reporting requirements of the State Fiscal Stabilization Fund (SFSF) grant, the Kansas State Department of Education (KSDE) and the Kansas Board of Regents (KBOR) have collaborated to create a longitudinal P–20 Data Store which includes data from the National Student Clearinghouse (NSC). The purpose of the Data Store is to integrate K–12 data with postsecondary enrollment and completion data from both KBOR and NSC for research, analysis, and reporting. This presentation examines how the information contained in the Data Store will be shared with stakeholders via High School Feedback Reports delivered through the System for Education Enterprise in Kansas (SEEK).

**I-H Thrifty Education Intelligence (EI) on a Budget.....Judiciary**

*Vicki Philpot, Al Gaines, Bobby Hurley, and Jennifer Lee  
Metropolitan Nashville Public Schools (Tennessee)*

**2:30 – 3:20**

Metropolitan Nashville Public Schools’ Longitudinal Education Analysis and Decision Support (LEADS) System is a student-centric education intelligence system for local and state education agencies. It is crafted to collect and present operational, financial, performance, and human resource data on schools, teachers, and students. The system is highly customizable based on an extensible and flexible data framework, which allows districts or states to locally own, grow, and sustain a student longitudinal data system. The system’s primary purpose is informing instructional practice and continuous improvement throughout the district by enabling data conversations among educational stakeholders at the classroom, school, and district levels.

**I-I EDFacts and Reducing Burden of Federal Reporting Requirements .....Old Georgetown**

*Ross Santy and Denise Forte, U.S. Department of Education*

**2:30 – 3:20**

This session will provide an overview of the status of the EDFacts data collection for 2010–11 data, the preparations to collect 2011–12 data, and the continuing efforts to reduce the burden of federal reporting, and will provide participants with an opportunity to offer feedback. The U.S. Department of Education is actively seeking input from state, local, and tribal officials to solicit ideas and solutions for how public funds can be used more cost-effectively to accomplish better results by eliminating requirements that are duplicative, unnecessary, or of minimal value. This effort is aligned with the President’s memorandum to federal agencies on February 28, 2011, entitled “Administrative Flexibility, Lower Costs, and Better Results for State, Local, and Tribal Governments.”

**Break**  
**3:20 – 3:30**

**Concurrent Session II**  
**3:30 – 4:20**

**II-A    Looking at Data Management and Return on Investment (ROI)  
Through a State Lens ..... Waterford**

*Meredith Bickell, Wyoming Department of Education*  
*Bethann Canada, Virginia Department of Education*

**3:30 – 4:20**

This state education agency panel discussion will focus on specific state vertical data systems implementations and the WHY and HOW they see Schools Interoperability Framework (SIF) working into this for them and HOW the feds are backing it. The group will discuss why this makes their choice to use SIF pay off long term, etc.

**II-B    Navigating the Data Standards Landscape ..... Laliq**

*Jack Buckley, Commissioner, National Center for Education Statistics*  
*Lori Fey, Michael & Susan Dell Foundation*

**3:30 – 4:20**

The critical need to standardize education data is increasingly clear. Stakeholders across the education sector are working together to productively move toward more consistent, better quality data for decisionmaking and improvement purposes. And yet, it can be difficult to navigate the various efforts and chart a course for coherent implementation in a state. This session will discuss the vision and key elements of success from three perspectives—state, federal, and private philanthropy stakeholder. Key topics include: alignment across efforts, the value proposition for various stakeholders, opportunities for input, and implementation steps.



**II-C Are Data-Based Decisions Promoted Through State Longitudinal Data Systems (SLDS) Happening at the Teacher Level? ..... Baccarat**

*Denise Airola, Arkansas Leadership Academy, University of Arkansas*  
*Mickey Garrison, Douglas Education Service District (Oregon)*  
*Karee Dunn, University of Arkansas*

**3:30 – 4:20**

Do State Longitudinal Data Systems' (SLDS) efforts that promote educators' use of data have an impact on teachers' knowledge and use of data? Results for the second year of Oregon's statewide implementation of job-embedded Data Driven Decision-Making (DDDM) training will be presented. Teacher DDDM knowledge, DDDM efficacy, and concerns related to DDDM were collected for over 2,000 Oregon Direct Access to Achievement (DATA) Project participants. These three variables form the Teacher Change Model Assessment Framework (TCM). This concept was adopted from the medical literature in order to identify teacher status in the adoption process related to engaging in DDDM. Change in student academic outcomes was also examined and associated with the teacher variables.

**II-D Free Help: An Overview of State Education Information Management Capacities and Free Federal SST Assistance ..... Haverford**

*Patrick Sherrill, U.S. Department of Education*  
*Tate Gould, National Center for Education Statistics*  
*Ross Lemke, AEM Corporation*  
*Lana Cohen, Kforce Government Solutions*  
*Corey Chatis, Chatis Consulting*  
*Richard Rozzelle, CELT Corporation*

**3:30 – 4:20**

The Performance Information Management Service (PIMS) is working with NCES to compile a growing wealth of information about the management of education data systems in the states and the impact on federal data reporting. The Statewide Longitudinal Data System (SLDS) Team at NCES and the ED*Facts* Team are reaching out to state education agencies to provide consultation and technical assistance. This project is working towards building comprehensive documentation on state education information systems. The PIMS Team has analyzed these current existing sources of information and has developed a framework about what is known and what is not known about the capacity of State Education Information systems. The SLDS Team will provide an overview of free technical assistance resources for states to build, implement, and use SLDSs based on gathered best practices and lessons learned from the field. Join us to discuss developing a clearer picture about states' abilities to collect and use high quality education information.

**II-E Using Data to Drive Change: Research That Supports the Virginia College Readiness Initiative ..... Cartier/Tiffany**

*Deborah Jonas, Virginia Department of Education*

**3:30 – 4:20**

The Virginia Department of Education has been engaged in a research program focused on understanding the factors that predict enrollment and success in the first year of college. Consistent with national research, Virginia’s analysis suggests that certain coursework is predictive of enrollment in credit-bearing courses in college. As well, the research has identified achievement levels on state-specific tests associated with enrollment and success in students’ first year of college. This presentation will provide an update of Virginia’s progress in this research and discuss how the Department is sharing the results to influence policy and program decisions at the state and local level.

**II-F Accessing and Exploring NCES K–12 Data: National Assessment of Educational Progress (NAEP) and International Assessments (Part II) ..... Diplomat/Ambassador**

*Emmanuel Sikali and Dana Kelly, National Center for Education Statistics*

**3:30 – 4:20**

The second half of this session will provide an overview of the National Assessment of Educational Progress Data Explorer (NDE) and the International Data Explorer (IDE). The data explorers are online tools that allow users to create custom statistical tables and graphics. The NDE is a rich and dynamic database of all NAEP data. The IDE includes data from the Program for International Student Assessment (PISA); Progress in International Reading Literacy Study (PIRLS); and Trends in Mathematics and Science Study (TIMSS).

**II-G Leveraging the Power of Statewide Longitudinal Data Systems (SLDS): Building Capacity to Turn Data Into Useful Information ..... Cabinet**

*Rebecca Shah, Data Quality Campaign  
Nancy Smith, DataSmith Solutions, LLC  
Kathleen Barfield, Edvance Research, Inc.  
Neal Gibson, Arkansas Research Center*

**3:30 – 4:20**

Transforming the robust data housed in current state longitudinal data systems (SLDS) into useful information requires very different skill sets from those that have been employed to build the data systems over the past few years. To effectively use the data in the SLDS, state education agencies face three key human capacity challenges. Hear Data Quality Campaign and DataSmith Solutions discuss ways to overcome these challenges and from Edvance Research and Arkansas on their collaboration—providing research capacity for the state and working with districts in Arkansas to maximize these efforts.

**II-H Texas Student Data System—Positioned to Change the Face of Data Management and Use in Texas .....Judiciary**

*Brian Rawson, Texas Education Agency*

**3:30 – 4:20**

The Texas Education Agency (TEA) will discuss how they are “balancing data timeliness and quality” through the implementation of the Texas Student Data System (TSDS), specifically focusing on two key components, the Statewide Student Information System (SSIS) and the District Connections Database (DCD), an educator-facing data warehouse. Performance dashboards, a component of the DCD, will be discussed, along with an innovative strategy for implementation through a set of District-oriented Limited Production Releases. Various stakeholders, including early adopters, will be available to discuss their unique perspectives.

**II-I Using Growth Models With Formative Assessment: Statistics, Graphs, and Presentation of Results .....Old Georgetown**

*Sean Mulvenon and Jam Khojasteh, University of Arkansas*

**3:30 – 4:20**

Formative assessments are one of the most effective methods available to educators to help facilitate increased student achievement. The evaluation of “change” in student performance is essential in identifying those content areas where students need additional instruction. The purpose of this session is to present an overview of the methods and practices to assist educators in using growth or value-added models in the classroom. It will also be demonstrated how to scale the techniques to the grade, school, and district levels for use in professional development.

**Break  
4:20 – 4:30**

**Concurrent Session III**

**4:30 – 5:20**

**III-A Privacy Technical Assistance Center (PTAC)—Threats to your Data ..... Waterford**

*Baron Rodriguez, AEM Corporation  
Mark Hall, ESS*

**4:30 – 5:20**

This session focuses on best practices around securing your data systems through examples from the healthcare, financial, and defense industries. This presentation will raise awareness of the latest threats to data systems and what you can do to prevent data breaches through policies, processes, and technical measures.

**III-B Longitudinal Date Analysis—Time Travel for Education Data Fans ..... Lalique**

*Tom Ogle, Missouri Department of Elementary and Secondary Education  
Lavan Dukes, Florida Department of Education  
Jeff Stowe, Arizona Department of Education  
David Weinberger, Yonkers Public Schools (New York)  
Patrick Sherrill, U.S. Department of Education  
Barbara Clements and Glynn Ligon, ESP Solutions Group*

**4:30 – 5:20**

Join us for a longitudinal date analysis of significant events in the history of education data. From the establishment of the U.S. Department of Education in 1867 to the 2011 Summer Data Conference, this session will place in time those happenings that shaped how we manage our data. The panelists will not only discuss their personal experiences, but also predict what past and current trends might predict will happen in the future. The dates of over 50 key events will be provided as context for how we have reached this point in time. Are we accelerating? Improving?

**III-C Partnership Enhancement Program: Teachers and Institutes for Higher Education (IHE) Faculty Using Data to Plan Professional Development.....Baccarat**

*Barbara Shoemaker, Pam McCardle, and Robert Kegebein; University of Kentucky*

**4:30 – 5:20**

This session discusses the evolution of an engaged K–12/Institutes for Higher Education (IHE) partnership program and the ability to adapt the program to accommodate community and industry needs. The foundation of the Partnership Engagement Project, the collaboration between K–12 teachers and IHE faculty, begins with the acknowledgment that both parties have an insight and knowledge of math and science educational needs with different perspectives due to their different expertise. The focus of the collaboration is the improvement of student

outcomes for all K–12 students. This goal is reached based on diverse activities based on the local stakeholders.

**III-D If You Build It, Will They Come? ..... Haverford**

*Amy Sargent, Dianne Tracey, Sue Stein, and Helena Mawdsley  
Center for Technology in Education, Johns Hopkins University*

**4:30 – 5:20**

The presenters will discuss the challenges encountered in promoting the use of longitudinal data by state-, district- and school-level decisionmakers, as well as strategies for overcoming those challenges. The focus of the strategies will revolve around the use of a practical, needs-based alert protocol incorporating the use of data acquired from Maryland’s Individuals with Disabilities Education Act (IDEA) Scorecard longitudinal data system. The protocol is currently being used in the training of Maryland’s K–12 general and special education administrators. It is designed to assist decisionmakers in identifying students (groups of students and individual students) at risk for school failure and to develop evidence-based intervention plans.

**III-E Linking Secondary and Postsecondary Data to Measure College Enrollment and Persistence ..... Cartier/Tiffany**

*Laura Holian and Christine Mokher, CNA Education  
Deborah Jonas, Virginia Department of Education*

**4:30 – 5:20**

This session will address the collaboration between a non-profit research company and the Virginia Department of Education to estimate college enrollment rates. Presenters will discuss limitations of postsecondary data. Specifically, the data sets that are used for matching across secondary and postsecondary institutions may not be complete. For example, matching algorithms are not perfect and may miss true matches. Further, not all institutions are included in data collections. We will also describe our methods for estimating the undercount of college enrollment rates and how the data have been used in Virginia.

**III-F Data Standards I: Making Sense of Schools Interoperability Framework (SIF), Common Education Data Standards (CEDS), State Core, and EDFacts ..... Diplomat/Ambassador**

*Ross Santy, U.S. Department of Education  
Tate Gould, National Center for Education Statistics  
Larry Fruth, SIF Association  
Alex Jackl, Council of Chief State School Officers*

**4:30 – 5:20**

During this presentation, presenters will review the recent efforts of standard development organizations and their relationships to each other. What these efforts might mean to state and local education agencies will also be discussed.

**III-G How Can NCES Common Core of Data (CCD) Be Used?  
Live Online Training Session..... Cabinet**

*Stephen Cornman, Patrick Keaton, and Carl Schmitt; National Center for Education Statistics*

**4:30 – 5:20**

Education data provide powerful information for decisionmaking, policymaking, and research within and across education systems. The Common Core of Data (CCD) is the primary annual database on public elementary and secondary education in the United States.

This session covers the CCD School, Agency and State files; Agency and State Dropout and Completer files, which are datasets at the state and agency level that provide valuable counts of completers and dropouts. This session also presents an overview of CCD Fiscal Surveys including the Local Education Agency Finance Survey (F-33), National Public Education Financial Survey (NPFES), and the Teacher Compensation Survey (TCS).

Finally, this session offers training on powerful web-based data tools, including the Public School and District locators, the new Elementary/Secondary Information System (ELSI), and Build-a-Table (BAT). They are tools that allow the data user to create user-specific tables of CCD public school data by selecting data elements, years, districts, and schools, among other parameters. This session will also provide an illustration of how to use large volumes of CCD data to conduct research.

**III-H Remembering the Importance of Student Effort in Determining  
Levels of Efficacy in Education Finance Models .....Judiciary**

*R. Anthony Rolle, University of South Florida – College of Education*

**4:30 – 5:20**

Despite seemingly positive research results, educational production functions may be predisposed to show weak statistical relationships in at least two ways because:

- There is a casualness that surrounds the construction of statistical models used to estimate student learning outcomes (i.e., multiple statistical models are used), but no universally accepted pedagogical or curricular—and therefore no mathematical—structure exists for the educational production process.
- There is educational policy research that refers to the significant influences of community, household, and peer characteristics but no universally accepted definitions for the accurate measurement of these characteristics.

More importantly, there is one assumption that typically is ignored but has profound ramifications for any research involving student learning outcomes and educational productivity: All students are performing optimally (i.e., students give maximum effort in their pursuit of learning), but no universally accepted determination of this optimality—or definition of its measurement—exists. As such, the purpose of this presentation is to reinforce the importance of understanding the influence of student effort in determining educational achievement. Specifically, the statistical evidence suggests different levels of student effort—

when incorporating simulated data into educational production functions—are associated with different levels of student outcomes. Moreover, evidence also suggests that student effort can be more important than educational expenditures.

**III-I A Secured, Free Web-Based Portal for Student Data Confidentiality .....Old Georgetown**

*Jonathan Hernandez-Agosto, Puerto Rico Department of Education*

*Orville Disdier and Rodolfo Pagan-Budet, Puerto Rico Institute of Statistics*

**4:30 – 5:20**

The Puerto Rico Department of Education (PRDE) is already engaging with the student’s data privacy and confidentiality assurances. To fulfill the requirements of this challenge, a collaborative agreement was established between the PRDE and the Puerto Rico Institute of Statistics (PRIS). As a result of this agreement, two goals were accomplished: 1) a student data confidentiality policy, and 2) a secured, free web-based portal, provided by PRIS and accessible only for the PRDE statisticians, to put in place better practices for student data privacy. These accomplishments allow the agencies to avoid unauthorized access and distribution of information.





**THURSDAY, JULY 28, 2011**

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<b>7:30 – 5:00</b>	<b>Registration.....</b>	<b>Ballroom Level Foyer</b>
<b>7:30 – 5:00</b>	<b>Cyber Café.....</b>	<b>Chesapeake Suite (Meeting Room Level)</b>
<b>7:30 – 8:30</b>	<b>Morning Break .....</b>	<b>Chesapeake Suite (Meeting Room Level) and Ballroom Level Foyer</b>

**Common Core of Data (CCD) Fiscal Coordinators' Training**  
**8:30 – 12:00 ..... Diplomat/Ambassador**

*National Center for Education Statistics and U. S. Census Bureau*

This session covers developments in the Common Core of Data (CCD) state-level National Public Education Financial Survey (NPEFS) and district-level F-33 surveys, including: changes in the data submission website, updates to the crosswalk software, and clarification of business and editing rules. This session will also cover special topics including guidance on reporting Direct Program Support data elements in other areas of the NPEFS data collection, indirect costs, maintenance of effort issues, Government Accounting Standards Board (GASB) updates, and reporting federal stimulus (ARRA) funds on the NPEFS and F-33 surveys.

**Common Core of Data (CCD) Non-Fiscal Coordinators' Training**  
**8:30 – 12:00 ..... Judiciary**

*National Center for Education Statistics, U.S. Census Bureau, and EDFacts*

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

**Concurrent Session IV**  
**8:30 – 9:30**

**IV-A RTL (Response to Lunacy): Strategies to Create, Verify, and Submit Assessment Data..... Waterford**

*David Weinberger and Carla Collins, Yonkers Public Schools (New York)*

**8:30 – 9:30**

Accountability data, especially high stakes assessment file submissions, are a preeminent illustration of the tension between quality and timeliness. Data quality has consequences for accountability status, reputation, funding, compensation and even employment status. The

Yonkers Public Schools will describe challenges and responses, looking at procedures, quality edits and constructed response scoring process, all of which must advance each testing/reporting cycle to meet changing and increasing demands. Advantages and disadvantages will be explored. Session attendees will be asked to design a solution for group discussion.

**IV-B Interstate Mobility ..... Lalique**

*Chris Cassel, Nebraska Department of Education*  
*Kathy Gosa, Kansas State Department of Education*  
*Tom Ogle, Missouri Department of Elementary and Secondary Education*  
*Jay Pennington, Iowa Department of Education*  
*Moderator: Andrea Hartman, eScholar*

**8:30 – 9:30**

The eScholar Interstate ID eXchange pilot participants talk about their challenges, progress in creating Memoranda of Understanding (MOUs) and policies around interstate exchanges and what their vision is for the interstate capability. Each state has different challenges including access to data and frequency of updates of data so they will review their specific challenges in this process. An update on the development progress of the tool will also be provided.

**IV-C 101: Introduction to Principles of Test Design ..... Baccarat**

*Elana Broch, Princeton University*

**8:30 – 9:30**

This session is intended for users of test data. It is designed to give you a broad framework for understanding test construction and the interpretation of test results based on terminology you hear frequently. The focus of the session will be on the hallmarks of quality test construction: reliability and validity. In addition, we will discuss the challenges of measuring “improvement” and issues regarding item and test bias.

**IV-D 101: Intro to the Privacy Technical Assistance Center (PTAC) Toolkit..... Haverford**

*Emily Anthony, National Center for Education Statistics*  
*Baron Rodriguez, AEM Corporation*  
*Alexandra Henning, Quality Information Partners, Inc.*

**8:30 – 9:30**

The Privacy Technical Assistance Center (PTAC) is NCES and the U.S. Department of Education’s “one stop” resource for education stakeholders to learn about data privacy, confidentiality, and security practices related to student-level longitudinal data systems. In an effort to share reliable best practice recommendations, PTAC has produced a “Toolkit” that provides stakeholders with a wide range of resources for use in schools, school districts, state education agencies, and institutions of higher education. Join us to learn about the issue briefs, checklists, FAQs, glossary, webinars, templates, and other tools available in the PTAC Toolkit.

**IV-E Uses of a Statewide Longitudinal Data System to Evaluate and Inform Programs, Policies, and Resource Allocations ..... Cartier/Tiffany**

*Deborah Carran, Tamara Otto, and Jacqueline Nunn; Johns Hopkins University  
Stacey Dammann, York College of Pennsylvania*

**8:30 – 9:30**

Maryland has been actively working toward the implementation of its Statewide Longitudinal Data System (SLDS) for 15 years. Recently the SLDS had been used to evaluate policy and other issues informing educational reform. This panel will present four papers: 1) describing SLDS, 2) using SLDS to evaluate impact of early childhood intervention services on fall Kindergarten assessment scores, 3) using SLDS to track student performance on fall Kindergarten assessment to evaluate Grade 3 academic performance, and 4) using SLDS to identify students with disabilities at age three and prospectively track students to Grade 3 to evaluate impact of early childhood services.

**IV-G Using National Databases for Research on Career and Technical Education ..... Cabinet**

*Oscar Aliaga  
National Research Center for Career and Technical Education  
University of Louisville*

**8:30 – 9:30**

National databases are useful, rich sources of information for education in general, but since they use comprehensive samples, they do not necessarily address the specific complexity of Career and Technical Education (CTE). At the National Research Center for Career and Technical Education (Center), we have been using NCES databases to build a new CTE taxonomy that relates CTE secondary course taking to occupational areas. The new taxonomy allows the Center to report more effectively on the engagement, achievement, and transition of CTE students.

**IV-I 55,000 More College Degrees—Assessing the Barriers to Postsecondary Education to Close the Gap on Educational Attainment.....Old Georgetown**

*Robert Rodosky, Jefferson County Public Schools (Kentucky)  
Shawn Herbig, IQS Research*

**8:30 – 9:30**

Understanding the barriers that impede student transition from high school to college is a challenge for all districts. This session discusses a research study performed in Louisville, Kentucky that assessed several attitudinal barriers as well as the perceptions of difficulty and the importance and their role in educational attainment. The research is based on interviews with 1,000 adults and 300 children (grades 7–12) and provides insights into the non-academic factors that are keeping communities from reaching their educational goals. Research conclusions as well as lessons learned and next steps for assessment will be discussed.

**Break**  
**9:30 – 9:45**

**Concurrent Session V**  
**9:45 – 10:45**

**V-A Statewide Longitudinal Data Systems (SLDS) and Adult Education:  
What’s the Connection? ..... Waterford**

*Brian Wilson, Washington State Workforce and Education Coordinating Board  
Jay Pfeiffer and Laura Rasmussen, MPR Associates, Inc.*

**9:45 – 10:45**

Two million adults participate in adult education (AE) annually. They go on to work, college, and further training and are a major source of employees for occupations with labor shortages. Yet AE data systems often are separate from those for K–12, employment, and postsecondary education, even though AE is provided through those systems. As states implement statewide longitudinal data systems (SLDS), AE generally is omitted, even though it is an essential part of the education trajectory from PK–20. With Washington State’s Workforce and Education Coordinating Board, MPR will discuss progress, challenges, and compelling reasons to integrate AE data into SLDS.

**V-B Statewide Data Collection System ..... Laliq**

*Michael Schwartz and Mike Cote, New Hampshire Department of Education*

**9:45 – 10:45**

New Hampshire has posted its data collection system to the Public Domain Clearinghouse. Learn more about this web-based .NET system that has been in place for about seven years (expanded and improved each year). The system is available to other states that would like to replace their current student-level data collection system. The i4see (Initiative for School Empowerment and Excellence) system allows schools to submit, validate and correct their data—while also accessing a plethora of real-time reports that help schools verify their information. New Hampshire believes its system results in extremely high quality data that accounts for every individual student.

**V-C Maine Statewide Longitudinal Data System (SLDS) Data Warehouse Phase 2.....Baccarat**

*William Hurwitch, Maine Department of Education  
Manos Stefanakos, Choice Solutions, Inc.*

**9:45 – 10:45**

The Maine Education Data Warehouse/Decision Support System went live in early 2011. This presentation focuses on the next steps for enhancements based on stakeholder recommendations and departmental goals. Phase 2 includes: expansion of the Growth Model to include formative and high school assessments; supporting districts piloting teacher effectiveness and performance pay programs; utilizing the At-Risk Model for predicting college readiness; linkage with early childhood programs; and workforce research and reports on student outcomes.

**V-D Teacher-Student Linkages: A New York State Data Model Approach for Teacher/Leader Evaluation and Instructional Improvement ..... Haverford**

*Ken Wagner, New York State Education Department  
Russ Redgate, eScholar LLC*

**9:45 – 10:45**

Join the New York State Education Department and eScholar for a discussion of the data model enhancements that were implemented to support New York's teacher/leader evaluation and instructional improvement initiatives. Policy considerations drove the need to represent granular and changing relationships among students, their teachers, and courses. Approaches to representing relationships among courses, assessments, and academic standards will be reviewed. Collaboration with external stakeholders, internal program offices, as well as management system vendors, will be emphasized. The audience will have an opportunity to share experiences in these areas.

**V-E Now That We Have the Teacher-Student Data Link, How Do We Use It? ..... Cartier/Tiffany**

*Patricia Sullivan, Texas Education Agency  
Barbara Clements, ESP Solutions Group*

**9:45 – 10:45**

States are all racing to link teacher data to student data because of the requirements of Race to the Top (RTTT), State Fiscal Stabilization Fund (SFSF), and American Recovery and Reinvestment Act (ARRA). States are exploring ways to use student data in teacher evaluations. Some states are holding teacher training programs accountable for the performance of their graduates. But a search of state websites has not revealed many other useful ways to look at all that linked data. The Texas Education Agency conducted a project to look at what states are doing and to come up with some new ideas for using existing linkable data to identify ways to promote better instruction.

**V-G    How Technical Standards Are Really YOUR Responsibility! ..... Cabinet**

*Tate Gould, National Center for Education Statistics*  
*Larry Fruth, SIF Association*  
*Michael Sessa, Postsecondary Electronic Standards Council (PESC)*

**9:45 – 10:45**

Openly built and community developed technical standards for interoperability require one major input point—you! This session will outline how technical standards are developed for software developers to adhere to, how you can insert your needs in the process and get your demands met for their usage by developers at the local education agency, state education agency, and federal levels. The focus of this session will be on Common Educational Data Standards (CEDS), Postsecondary Electronic Standards Council (PESC), and Schools Interoperability Framework (SIF) standards.

**V-I    Using Six-Sigma Principles to Improve Data Quality .....Old Georgetown**

*Walter Garrett, Saint Louis University*  
*Martha Ann Garrett, Special School District of St. Louis County (Missouri)*

**9:45 – 10:45**

“High-quality decisions need high-quality data” is a maxim of data-driven decisions. Yet high-quality data remain an elusive goal for many education decisions, and especially for research and improvement programs. We briefly review the success (and sometime failure) of the six-sigma quality improvement movement in business and government and describe parallels to education data. Then we present a data-management model based on six-sigma principles which addresses improved data collection, management, and decisions. The model is illustrated using examples from the Common Core of Data.

**Break**  
**10:45 – 11:00**

**Concurrent Session VI**  
**11:00 – 12:00**

**VI-A Leveraging the Idaho System for Educational Excellence to Provide for a Statewide Instructional Improvement System ..... Waterford**

*Troy Wheeler, Idaho State Department of Education  
Andrew Cary and Woodrow Carter, Schoolnet, Inc.*

**11:00 – 12:00**

The Idaho State Department of Education’s (ISDE) vision is to provide “actionable data and resources to the classroom teacher, statewide.” Along with so many other states, ISDE applied for Race to the Top, Institute of Education Sciences’ Statewide Longitudinal Data Systems and additional funding but was unsuccessful in receiving these awards to date. Nonetheless, under the direction of State Superintendent Tom Luna and a strong leadership team, ISDE pressed forward and is considered a national leader by implementing a state longitudinal data system to deploy an instructional improvement system statewide. Idaho has a student enrollment of approximately 276,000 students, distributed across more than 150 school districts and charters, ranging from single building to large city districts. This presentation will highlight the people, policies, processes, and programs that have brought this system to the classroom teachers of Idaho.

**VI-B From Chaos to Control: The Data Governance Maturation Process at the Pennsylvania Department of Education..... Laliqie**

*Shara Bunis, David Ream, and Deb Rodrigues; Pennsylvania Department of Education*

**11:00 – 12:00**

Even if you have already implemented your statewide longitudinal data system (SLDS), it’s not too late to implement or improve your data governance practices. The Pennsylvania Department of Education (PDE) has been collecting data through its SLDS for four years; however, it is only in the past year that PDE has focused on improving its policies and procedures governing SLDS and other critical enterprise data. Come hear how PDE is formalizing data governance to help ensure that high quality data are available for PDE and local education agency staff in a timely and secure manner.

**VI-C 101: Public Domain Clearinghouse ..... Baccarat**

*Emily Anthony, National Center for Education Statistics  
Jeff Sellers, NCES State Support Team*

**11:00 – 12:00**

Open source sharing for education agencies has arrived! NCES’s Public Domain Clearinghouse (PDC) provides a platform for states (and eventually districts) to share, learn about, and adopt non-proprietary solutions to common data system-related challenges (portals, growth models,

professional development programs, etc.). By leveraging and building upon proven products from the field, PDC users can conserve scarce resources necessary to build solutions from scratch. The site hosts the products and allows users to post comments and modified versions of others' solutions. This session will include a tour of the PDC, which is currently available via the Statewide Longitudinal Data Systems (SLDS) Program's GRADS360.

**VI-D Assessment Resource Tool (ART)—Impacting Wyoming Education ..... Haverford**

*Meredith Bickell and Cassie Lallak, Wyoming Department of Education  
Manos Stefanakos, Choice Solutions, Inc.*

**11:00 – 12:00**

The Assessment Resource Tool (ART) provides educators and building administrators with a single solution for their assessment reporting needs that is fully integrated with the Wyoming Education Fusion portal. It provides a tool educators and instructional leaders can rely on to provide applicable information based on student assessment performance in an easy to access, easy to use, and understandable manner. What is ART?

- Advanced analysis and visualization tools for educational data
- District, school, and class specific comparisons
- Easy year-over-year comparisons
- Secure longitudinal and reporting data storage
- Optimal storage and reporting capabilities

**VI-E Data Mapping: Step One in Common Education Data Standards (CEDs) Adoption..... Cartier/Tiffany**

*Marci Giang, Council of Chief State School Officers  
Tim Cameron, Postsecondary Electronic Standards Council  
Greg Nadeau, Public Consulting Group  
Vince Paredes, SIF Association*

**11:00 – 12:00**

The Common Education Data Standards (CEDs) Initiative has created the Adoption and Implementation Task Force (AITF) to guide the CEDs Consortium's efforts to promote the adoption and implementation of CEDs. This session will begin with an overview of the AITF and the levels of adoption. The Council of Chief State School Officers' State Core Model team will hold a workshop for participants walking through the step-by-step process used to map state and district systems to CEDs and the State Core Model through the Data Mapping Workbook. Data mapping is the first step towards adoption of the Common Education Data Standards. In addition, the presentation will include a synthesis of state maps that have been completed, identifying common trends and gaps.



**VI-G Using Statewide Longitudinal Data Systems (SLDS) Data to Gain Insight on Individual Education Outcomes ..... Cabinet**

*Domenico Parisi, National Strategic Planning & Analysis Research Center,  
Mississippi State University  
Shawn Bay, eScholar LLC*

**11:00 – 12:00**

State longitudinal data systems (SLDS) are constructed to help drive policy aimed at improving education outcomes for PK–20. The National Strategic Planning & Analysis Research Center (nSPARC) at Mississippi State, in partnership with eScholar, will present strategies on how to use SLDS data for the purpose of conducting research. Dr. Mimmo Parisi is a professor and the executive director of nSPARC, and his center has gained a national reputation for the development, implementation, and use of SLDS data. Dr. Parisi will outline what he has learned over the last ten years in regard to using data to improve individual education outcomes.

**VI-I Early Childhood Data Mart Built Into Maryland Statewide Longitudinal Data System (SLDS) .....Old Georgetown**

*Robert London and Janice Johnson, Maryland State Department of Education*

**11:00 – 12:00**

This presentation will: 1) describe the proof-of-concept process used to incorporate early childhood data from disparate systems into the Maryland PK–12 Statewide Longitudinal Data System (SLDS), and 2) describe the resulting production early childhood data mart including the data structures; extraction, transformation, and load (ETLs); and business intelligence data reports.

**Lunch on Your Own  
12:00 – 1:30**

**Concurrent Session VII  
1:30 – 2:30**

**VII-A Education Reform Initiatives: A Case for Secondary and Postsecondary Data Collection, Data Analysis, Interpretation, and Decisionmaking ..... Waterford**

*Fidelis Ubadigbo, Iowa Department of Education*

**1:30 – 2:30**

In pursuit of education reform, different federal administrations proposed educational initiatives (i.e., No Child Left Behind, Perkins IV, etc.), demanding more accountability. The initiatives require more data. States responded with the collection of more data from both secondary and postsecondary levels. In Perkins IV, more valid and reliable data were required to meet the

performance measures for career and technical education programs. With budget cuts across the educational spectrum, new initiatives for data collection, analysis, interpretation, and decisionmaking for educational reform will be affected. Participants will review data from NCES, tools for better results, and appropriate decisionmaking.

**VII-B Saving Time and Gaining Accuracy—District of Columbia Office of the State Superintendent of Education Implements Unique Student Identifier System (SIS) ..... Lalique**

*Gretchen Guffy, Thomas Fontenot, and Carl Kullback;  
District of Columbia Office of the State Superintendent of Education  
Andrea Hartman, eScholar LLC*

**1:30 – 2:30**

The District of Columbia Office of the State Superintendent of Education representatives will talk about the benefit of moving from a relatively manual process of assigning unique student identifiers (USIs) and without an interface to an automated Commercial Off the Shelf (COTS) unique identification management system developed by eScholar that can interface with the constituent local education agencies.

**VII-C Best Practices in Linking PK–12 and Higher Education ..... Baccarat**

*Michael Sessa, Postsecondary Electronic Standards Council (PESC)  
David Moldoff, AcademyOne, Inc.  
Jeffrey Alderson, ConnectEDU*

**1:30 – 2:30**

With the current needs to link systems and data across the education landscape, the Postsecondary Electronic Standards Council (PESC) will present a number of recent best practices that highlight how a number of states have used PESC-Approved Standards and various technologies to achieve their missions.

**VII-D Common Education Data Standards (CEDS) 101: Why Adoption? ..... Haverford**

*Tate Gould, National Center for Education Statistics  
Marci Giang and Gary West, Council of Chief State School Officers  
Hans L’Orange, State Higher Education Executive Officers*

**1:30 – 2:30**

The Common Education Data Standards (CEDS) Initiative is a national collaborative effort to develop voluntary, common data standards for a key set of K–12 and postsecondary variables and to communicate and promote its adoption and implementation. This will increase data interoperability, portability, and comparability across states, districts, and higher education organizations. This session will provide an overview and the history of CEDS. Additionally, the State Higher Education Executive Officers (SHEEO), Council of Chief State School Officers (CCSSO), and NCES will discuss the importance of CEDS adoption and implementation from their

perspective. Why do postsecondary organizations need CEDS? Why will state education agencies (SEAs) benefit from adopting and implementing the CEDS? There will also be a discussion on the plans for Version 2 of the standards and how you can get involved.

**VII-E Improvement of Data Usage Through a Better Data Warehouse ..... Cartier/Tiffany**

*Janet de Jesus, Puerto Rico Department of Education  
Gilbert Perez, Intelutions*

**1:30 – 2:30**

The Puerto Rico Department of Education (PRDE) is working on a project to migrate their current Business Intelligence (BI) solution into a more agile solution. During the migration process, PRDE identified several important elements that were not implemented in the original solution and are very important on any BI implementation. They will make the solution faster, efficient, more integrated data structures, easier to maintain, and provide more data analysis capabilities and a lot of data mining options. In our presentation, the audience will have the opportunity to explore those new elements and lessons learned to assist them with their BI solutions.

**VII-F Supporting Data Quality Through Data Management.....Diplomat/Ambassador**

*Barbara Timm, Matthew Case, and Pam Hinman; U.S. Department of Education*

**1:30 – 2:30**

During this session, we will discuss how data management—especially master data management—can support data quality efforts. We will also look at how data quality assessment can be used in a data management environment.

**VII-G Study of School-Level Expenditures—Update ..... Cabinet**

*Stephanie Stulich, U.S. Department of Education*

**1:30 – 2:30**

The Study of School-Level Expenditures examined patterns in the distribution of state and local education funds among schools within districts, based on school-by-school data for 2008–09 reported by school districts and states in response to a requirement under the American Recovery and Reinvestment Act (ARRA) of 2009. This session will provide information on data quality and consistency issues, status of analysis and reporting on the data, and plans for future data collections.

**VII-H Data Governance in a Federated System.....Judiciary**

*Matthew Bryant and Bethann Canada, Virginia Department of Education*

**1:30 – 2:30**

This session will examine best practices for the design and implementation of a data governance program for usage and publication of K–12, higher education, and workforce data. Of particular focus will be governance in the context of a federated data system, as contrasted with governance of a centralized data warehouse.

**VII-I Kansas’ Antidote for Data Quality Growing Pains.....Old Georgetown**

*Kateri Grillot, Kansas State Department of Education*

**1:30 – 2:30**

It is a wonderful problem to have. Kansas’ Data Quality Certification (DQC) Program has grown exponentially since it began in 2007 causing quite a few growing pains. Kansas has developed an antidote to ease the pain of rapid growth in offering data quality professional development. To meet demand and to help streamline the certification process for participants, Kansas has developed an online resource center. In this session, Kansas will discuss its growing pains and offer a tour of the DQC Program online resource center to allow other states to view Kansas’ data quality curriculum.

**Break  
2:30 – 2:45**

**Concurrent Session VIII  
2:45 – 3:45**

**VIII-A Written—Taught—Tested: How Kansas Is Completing the Cycle of Instruction ..... Waterford**

*Kathy Gosa and Tom Foster, Kansas State Department of Education*

**2:45 – 3:45**

This presentation will provide an overview of a project that demonstrates how to bridge the gap in utilization between information systems and instructional practice. The Unified Standards Multiple Resource System (USMRS) is a tool that will dynamically link the Kansas Common Core Standards and other standards with applications that include student achievement data, student demographics, and student program participation data. Kansas State Department of Education’s (KSDE) libraries of instructional resources will then be linked to the USMRS to allow real-time programmatic suggestion of resources based upon student performance data. By creating an opportunity for field-based educators to interact with written, taught, and tested components of our data systems, we encourage the focus on data-based instructional decisions. We hope to

create additional depth of support to users that will promote continual development and sharing of high-quality instructional resources through the educator interaction facilitated by the USMRS tool.

**VIII-B District’s Longitudinal Data System (Growth Model):  
Impact on Instruction and Learning in Classrooms ..... Laliq**

*Mwarumba Mwavita, Western Heights School District (Oklahoma)/Oklahoma State University  
Joe Kitchens, Western Heights School District (Oklahoma)*

**2:45 – 3:45**

This session will present the Western Heights School District’s growth model that tracks individual students’ and cohorts of students’ academic growth by teacher using a district-adopted standardized formative assessment administered three times within a school year. Findings on the impact of the growth model on district’s stakeholders—administrators, teachers, students, and parents will be discussed. Lessons learned and future use of the growth model in predicting students’ performance on state, norm-referenced, and postsecondary assessments will be shared.

**VIII-C Utilizing Statewide Longitudinal Data System (SLDS) Data Beyond Accountability .....Baccarat**

*Shara Bunis and David Ream, Pennsylvania Department of Education*

**2:45 – 3:45**

Pennsylvania Department of Education’s PK–20 Statewide Longitudinal Data System (SLDS) is a rich data source that is being linked with early childhood data in the Pennsylvania Department of Public Welfare’s Early Learning Network, using common unique student identifiers. In this presentation, the Pennsylvania Department of Education will provide updates on two projects that utilize early learning, PK–12 and postsecondary data with the result of actionable information for education improvement.

**VIII-D State Visits Under the State Education Information  
Support Services (SEISS) Contract ..... Haverford**

*Patrick Sherrill, U.S. Department of Education  
Ross Lemke, AEM Corporation*

**2:45 – 3:45**

The Performance Information Management Service (PIMS) is visiting states to evaluate state systems’ capabilities, to provide high quality data to ED*Facts*, and to provide onsite ED*Facts* technical support to states which request it. The PIMS/AEM Corporation team will talk about the results of visiting the participating states.

**VIII-E Four-Year Adjusted Cohort Calculation: Considerations and Decisions ..... Cartier/Tiffany**

*Ted Carter and Kelly Holder, Kansas State Department of Education*

**2:45 – 3:45**

Currently there are several approved methods for determining graduation rate with regard to the No Child Left Behind accountability requirements. In an effort to standardize the method being used among the states, the U.S. Department of Education has mandated a four-year adjusted cohort calculation method for all states, beginning in the 2010–11 school year. Kansas has implemented this cohort calculation and, in the process, identified numerous requirements for business rules and greater specification. In this presentation, the Kansas State Department of Education staff will share their experiences from operationalizing the calculation while highlighting some of the considerations and decisions established when creating the logic for the software application.

**VIII-F Estimating Causal Effects With Large Scale Longitudinal Data .....Diplomat/Ambassador**

*Carolyn Barber and Sarah Frazelle, Kansas City Area Education Research Consortium  
Mark Ehlert, University of Missouri*

**2:45 – 3:45**

K–12 schools are rich with data collected for a variety of accountability and reporting purposes. Increasingly, districts have been interested in using these data to answer questions about the effectiveness of teachers, initiatives, or specific elements of curriculum. This panel discussion hosted by Kansas City Area Education Research Consortium (KC-AERC) will focus on models used to approximate causation in non-experimental designs highlighting the use of value-added and propensity score matching using two specific cases from their current work with districts. American Education Research Association’s recent publication entitled “Estimating Causal Effects Using Experimental and Observational Design” will serve as a foundation for the discussion.

**VIII-G Comparing Apples to Apples: Identifying Heterogeneity in Schools..... Cabinet**

*Jennifer Lambert and Kristin Campbell, Utah State Office of Education*

**2:45 – 3:45**

No two schools are identical, and comparing outcomes and progress has always been difficult. Schools are mixtures of minorities, income levels, etc. Utah has sought to address this problem using Polytopic Vector Analysis (PVA) which identifies and quantifies school heterogeneity. PVA analyzes school variables and identifies school types (self-training classifier) and percentages of each type for each school. School likeness can then be determined, which can be used to identify schools that are doing well or ones that are failing relative to similar schools.

**VIII-H Making School-Level Expenditure Data Meaningful .....Judiciary**

*Peggy O’Guin, California Department of Education  
Vaughn Altemus, Vermont Department of Education  
Stephen Cornman, National Center for Education Statistics*

**2:45 – 3:45**

There is an escalating interest in collecting school-level revenue and expenditure data, but at the current time there is no standardized protocol for attributing centralized costs to individual schools. This lack of protocol threatens the viability of any school-level financial data collection by compromising consistency in how school-level costs are defined.

Arriving at such a protocol would require careful consideration of a number of important questions, with involvement and input from stakeholders at the school, district, county, state, and federal levels. Further, if school-level finance data collections are instituted in the future, the variable definitions must match or be closely aligned to the standardized protocol.

This session will seek to identify the questions, explore whether meaningful data of value in decisionmaking could result if they were answered, and consider the costs and benefits of producing that data.

**VIII-I Data.ED.Gov .....Old Georgetown**

*Ross Santy and Jason Hoekstra, U.S. Department of Education*

**2:45 – 3:45**

In 2010, the U.S. Department of Education launched a new internet tool to allow public access to federal grant application information. In the year since this tool was made available, these data have been enhanced with significantly more valuable education information. This session will provide an overview to these data and discuss the possible future hosting of ED*Facts* information on this site.

**Break  
3:45 – 4:00**

**Concurrent Session IX**  
**4:00 – 5:00**

**IX-A Examining Local Education Agency Assessment Data for Students With Disabilities..... Waterford**

*Bobbi Stettner-Eaton, Kelly Worthington, Meredith Miceli, and Jane Clark  
U.S. Department of Education*

**4:00 – 5:00**

The Office of Special Education Programs (OSEP) has been reviewing assessment data at the local education agency level. During this session, OSEP will discuss the findings of these reviews.

**IX-B Bringing Educational Clouds Down to Earth ..... Lalique**

*Howard Woodard, J. Whitney Bunting College of Business, Georgia College and State University*

**4:00 – 5:00**

The educational cloud, whether external or internal, offers tremendous scalability, control, and potential savings. But there are also some definite concerns—especially with security and privacy—that can make this a tough decision. This session takes a look at how, and if, cloud computing can be used in data collection systems safely, efficiently, and economically in educational environments.

**IX-C A P–20 Longitudinal Data System Without Personally Identifiable Information or Software Costs ..... Baccarat**

*Neal Gibson, Arkansas Research Center  
Jim Goodell, CELT Corporation*

**4:00 – 5:00**

An open source platform to link and manage data between K–12, early childhood, postsecondary, workforce, health care, and other state agencies will be presented. Arkansas’ TrustEd architecture uses federated integration between data sources across multiple state agencies. The architecture leverages a secure web service trusted broker to establish and maintain identity links between agencies while maintaining privacy. De-identified data from each agency is kept separate from identity information, and a governance system controls legitimate access to create combined (but de-identified) data sets. The architecture is designed to secure privacy while allowing cross-agency research.



**IX-D Version 2 of the Common Education Data Standards (CEDS) ..... Haverford**

*Tate Gould, Elise Miller, and Emily Anthony; National Center for Education Statistics  
Beth Young, Quality Information Partners*

**4:00 – 5:00**

This hands-on session reviews the work being done on the upcoming Version 2 Common Education Data Standards (CEDS) elements. Come join NCES staff and CEDS Stakeholders to discuss the content areas being added to CEDS in the areas of early childhood, K–12, and postsecondary. CEDS elements focus on standard definitions, code sets, and technical specifications of a subset of key data elements. The scope of Version 2, specific draft elements, and user tools will be discussed and your feedback is needed.

**IX-E Resource Allocation: Production and Efficiencies or Practices? ..... Cartier/Tiffany**

*Heather Zavadsky and Kristen Kuhne, Texas High School Project*

**4:00 – 5:00**

As states and districts face deep cuts to their education budgets, the topic of fiscal efficiency becomes a prime concern. This year, districts and schools must closely review their resources and decide what they can reduce while maintaining high quality instructional programs and meeting accountability requirements. This session will compare two approaches to that process: 1) focusing on cost efficiencies (production functions) or 2) focusing on resource allocation practices. This session presents existing research on both approaches and shares resource allocation practices from five award-winning urban districts based on the presenter’s book, *Bringing School Reform to Scale* published through Harvard Education Press.

**IX-F School District Title I Estimates: Boundary Updates and Methodology From the U.S. Census Bureau ..... Diplomat/Ambassador**

*Lyndsey Abel and Wes Basel, U.S. Census Bureau*

**4:00 – 5:00**

The session includes speakers from the U.S. Census Bureau’s Housing and Household Economic Statistics Division who will speak on how poverty estimates for school districts are produced and released. Speakers from the U.S. Census Bureau’s Geography Division will then provide an overview on how they work with state contacts to collect school district boundaries to support the estimate production.

**IX-G Predictors of Success of Students' First Attempt Taking  
State Teaching Certification Tests ..... Cabinet**

*Jaime Curts, College of Education, The University of Texas Pan American*

**4:00 – 5:00**

This study presents a regression diagnostic of a model used to predict students' first attempt taking several Texas Examination of Educator Standards (TExES) tests. Predictors included Texas Higher Education Assessment scores (reading, mathematics, writing), composite GPA, gender, specific certification program, and admission cohort. Identification of influential data and sources of collinearity allowed assessment of the quality and reliability of the regression estimate of model parameters.

**IX-H The Critical Role of Transcripts in State Longitudinal Data Systems (SLDS) .....Judiciary**

*Janis Brown, National Center for Education Statistics  
Reginald Hillmon, University of California, Office of the President  
Jennifer Laird, MPR Associates, Inc.*

**4:00 – 5:00**

Student transcripts and other course-taking records are nearly universal data sources in high schools and school districts across the country used to award high school diplomas and support college applications. Transcript data can also be used to inform education policy and practice. As states consider the purpose and design of their longitudinal student data systems, the use of transcripts should be a key consideration. Presenters will share lessons from the High School Transcript Study associated with the National Assessment of Educational Progress and from work with states and localities to demonstrate the valuable role transcripts can play in these systems.

**IX-I Leveraging Shared IP: Lessons From State Implementations .....Old Georgetown**

*James Wilson, Louisiana Department of Education  
Lori Fey, Michael & Susan Dell Foundation*

**4:00 – 5:00**

State education agencies have recognized the accelerating power of starting with existing models and are learning important implementation lessons as statewide longitudinal data systems and data use projects get underway. Hear how two states are taking advantage of tools originally developed for use in Texas, what is working, and what has been challenging about taking this approach. In addition, states will share vendor reaction to this approach.

**FRIDAY, JULY 29, 2011**

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<b>7:30 – 12:00</b>	<b>Registration.....</b>	<b>Ballroom Level Foyer</b>
<b>7:30 – 10:00</b>	<b>Cyber Café.....</b> <i>(This room will close at 10:00 a.m.)</i>	<b>Chesapeake Suite (Meeting Room Level)</b>
<b>7:30 – 8:30</b>	<b>Morning Break .....</b>	<b>Chesapeake Suite (Meeting Room Level) and Ballroom Level Foyer</b>

**Concurrent Session X**  
**8:30 – 9:30**

**X-A You Want It Again? Considerations for Data Collection and Management of Longitudinal Data..... Waterford**

*Kathryn Valdes, Center for Education and Human Services, SRI International*

**8:30 – 9:30**

Collecting and managing multi-source data for a study can be challenging; doing the same for a longitudinal study introduces even more complexity. From study design to sampling to final database, everything must nestle neatly into the multiple dimensions of a longitudinal database. In the National Longitudinal Transition Study-2 (NLTS2), we collected five waves of data over a nine-year period from multiple sources. Our final database represents different points in time and different points of view, following more than 11,270 students receiving special education services who were ages 13 through 16 in December 2000. This is a tale of lessons learned.

**X-B Time to Pay Up: Distribution Patterns and Perceived Effects of Financial Awards in a Teacher Incentive Fund (TIF) Program ..... Laliq**

*Kathleen Hoyer, Cara Jackson, Laura Hyde, and Jennifer Rice  
University of Maryland, College Park*

**8:30 – 9:30**

Fueled in part by the Federal Teacher Incentive Fund (TIF), compensation reforms have gained prominence among strategies aimed at improving human capital in schools. While the evidence base on the design and implementation of educator incentive programs is growing, little is known about payout processes, educators' responses to these payouts, or the impact of the payouts on a variety of desired outcomes. Drawing on survey, interview, and documentary data, this presentation uses a mixed methods design to examine the distribution patterns of payouts, educators' responses to these payouts, and the perceived effects of payouts in one TIF-supported financial incentive program.

**X-C When and Where and By Whom: University  
Preparation of Educators to Use Data ..... Baccarat**

*Pat Sherrill, U.S. Department of Education  
Edith Gummer, Education Northwest  
Ellen Mandinach, Wested*

**8:30 – 9:30**

This session describes a conference convened to discuss how schools of education can build human capacity around data-driven decisionmaking for all educators at all levels, from pre-service to graduate. Conference attendees clearly indicated that in order to improve educators' abilities to use data, a systemic effort is needed from state departments of education, schools of education, professional accrediting organizations, and school districts. Multiple aspects of data-driven decisionmaking elements must be integrated into longitudinal educational preparation to serve current and future educators. The conference's recommendations and the policy implications around building data literacy among educators will be discussed.

**X-D The Condition of Education 2011 ..... Haverford**

*Susan Aud, National Center for Education Statistics*

**8:30 – 9:30**

This presentation highlights data from the annual report—*The Condition of Education 2011*. This congressionally mandated report disseminates data on the U.S. education system from pre-K to postsecondary. In addition, information on the development of the report and the selection of the indicators will be presented.

**X-E Obtaining Grant Funding From the Institute of Education  
Sciences (IES) to Analyze Your State or District Data ..... Cartier/Tiffany**

*Allen Ruby, Institute of Education Sciences*

**8:30 – 9:30**

The Institute of Education Sciences (IES) contains two Centers that offer grants to support research, development, and evaluation: the National Center for Education Research (NCER) and the National Center for Special Education Research (NSCER). This session will discuss the grant programs available from these two Centers that states, districts, and researchers based in other institutions can use to analyze state and district longitudinal data.

**X-F Defining the Digital Identity of the Learner—Supporting Learning Through Assessment, Content, and Learner Profile Data.....Diplomat/Ambassador**

*James Yap, Ramapo Central School District (New York)*  
*Larry Fruth, SIF Association*

**8:30 – 9:30**

Recently there has been a major push in the collection, management, and reporting of teacher information including the need to link it to a specifically assigned student and class. What is needed is to provide interoperability between all education applications across multiple software sources to allow teachers, administrators, and others to more accurately identify the profile of the learner, provide resources that meet the specific needs of the learner, and assess learners using the right tools and in the right context in a timely fashion. This session will be an open discussion of strategies on what “low hanging fruit” activities data systems can first address, and then we will strategize on the more complicated aspects of tracking this information. We are all under tight timelines to deliver this information—now let’s strategize and share some actions!

**X-G Toward a Better Model for Reporting: Getting It Right, Getting It Right Now ..... Cabinet**

*Bruce Hislop, Prince George’s County Public Schools*

**8:30 – 9:30**

Data reports are of little use unless the data presented are correct and the report is timely. If these two conditions are not met, downstream decisionmakers cannot rely on the report to make informed decisions. This presentation outlines what one local system has done to redesign the process for generating, validating, and delivering reports. The first application of this process to a state report resulted in the file being delivered on the first day of the reporting window with a 98 percent reduction of errors over the prior year. The process can be applied to other report recipient entities as well.

**X-H Identity Management—Real World Usage at the Local Level .....Judiciary**

*Patrick Plant, Anoka-Hennepin Independent School District #11 (Minnesota)*  
*Andy Elmhurst, Pearson*

**8:30 – 9:30**

Many applications within the educational enterprise interface directly with learners, parents, and teachers. Each new application requires identities and profile data for operational purposes. In many instances, users end up having to remember numerous usernames and passwords and deal with profile information that is not consistent or up-to-date across the various applications that they log in to. There is an obvious need to provide a standards-based solution for identity management and role-based security within the education industry.

**X-I Maximizing the Gains of Best Practices in the Classroom Via Research Data.....Old Georgetown**

*Kenneth Nwocha, Anne Arundel Community College*

**8:30 – 9:30**

The importance of students’ engagement and achievement cannot be over emphasized. With that said, this session is aimed at providing teachers, educators, school leaders and administrators, and other para-educators with the most up-to-date information on how to improve students’ achievement by presenting teaching materials in such a manner that boost students’ participation and engagement. This session demonstrates how research data and findings can be used to maximize learning in the classroom. Hands-on activity will be used in the process.

**Break  
9:30 – 9:45**

**Concurrent Session XI  
9:45 – 10:45**

**XI-A Data-Informed Professional Development ..... Waterford**

*Eric Brooks, Arizona Department of Education  
Joellen Killion and Jacqueline Kennedy, Learning Forward*

**9:45 – 10:45**

Arizona is committed to supporting school districts to measure the effectiveness of professional development. Using the Standards Assessment Inventory based on the Standards for Staff Development, schools and school districts within Arizona have information to make data-informed decisions to increase the quality and effectiveness of professional development. The newly revised Standards for Professional Development, released in July 2011, define the indicators of quality and recommended practice in the field. Hear how Arizona has used standards for professional development and how they will use the newly updated standards to increase the effectiveness and results of professional development.

**XI-B The Challenges of Implementing an On-Line Teacher Credentialing System and Moving it to Real-Time ..... Lalique**

*Darren Addington, California Commission on Teacher Credentialing*

**9:45 – 10:45**

The California Commission on Teacher Credentialing will share some of the trials it went through when it implemented its on-line Credentialing system, which includes public and private display of Credentials, renewing of Credentials online, Approved Programs (IHEs) recommending people for Credentials, and Direct Applications. The presenter will share the challenges the Commission is currently facing in bringing this online system in house and moving it to real time processing and display.

**XI-C Dropout Prevention, College Readiness, and Teacher Matching: Using Existing State Data ..... Baccarat**

*Dorothyjean Cratty, National Center for Education Statistics*

**9:45 – 10:45**

This session is a demonstration and discussion of the types of policy-relevant research questions that can be addressed using existing state data and a range of techniques that can be employed to turn administrative data files into research-ready datasets. For both, states just beginning to develop linked, longitudinal datasets, and those that have been collecting them for years—there are a few additional steps that can be taken to allow state and local education agencies and their stakeholders to analyze pressing but complex issues. By incorporating available information about the data generation process, states and stakeholders can make significantly greater use of evidence-based solutions to education’s biggest challenges.

**XI-D Standardizing the Standards ..... Haverford**

*Michael Sessa, Postsecondary Electronic Standards Council (PESC)  
Shawn Bay, eScholar LLC  
Rick Skeel, The University of Oklahoma*

**9:45 – 10:45**

For more than a decade, there have been a number of groups working to produce and implement data standards that support the goal of interoperability. These initiatives have come at the problem from various perspectives, PK–12, higher education, data collection, instructional management and more. More recently, as data are being put to work on a large scale, we have all become aware that we are addressing different portions of the same large scale data problem. Our panel will outline the specific action steps that are being taken to converge these standards as we move forward so the constituencies and installed bases of each standard will reap the benefits increasing interoperability as we move forward. We will discuss the work done so far, the plan going forward and the use cases we have currently addressed. We will also discuss the roles and actions that state education agencies, local education agencies, and vendors can take to move this process forward as effectively as possible.

**XI-E School District Demographics System Map Viewer Update 2011..... Cartier/Tiffany**

*Tai Phan, National Center for Education Statistics  
Brendan Collins, Blue Raster*

**9:45 – 10:45**

NCES continues to make significant enhancements to its School District Demographics System (SDDS) website. This session will present an overview of the latest features and data enhancements available for the SDDS Standard and Express Interactive Map Viewers. The session will also briefly discuss some of the technology used in constructing the website, including ESRI ArcGIS Server Flex API.

**XI-F P–20 Information Systems: Challenges and Possibilities.....Diplomat/Ambassador**

*Meredith Bickell and Geir Solvang, Wyoming Department of Education  
Alex Jackl, Choice Solutions, Inc.*

**9:45 – 10:45**

Integration, quality, mobility, ownership, accessibility, scalability, sustainability...the utilization of data is important to everyone: parents, teachers, policymakers, and administrators. The driving factor behind all data collection is the concept that the data are collected and analyzed, reports are produced, and the information is analyzed from which informed decisions are made. The ability for this to impact student learning rests on the back of accurate data and being able to link multiple types and sources of data to create better information to use in making decisions. How can state education agencies create an environment conducive to building a P–20 Information System that will meet stakeholder expectations?

**XI-G Navigating Multiple Databases for Research..... Cabinet**

*Sarah Frazelle, Kansas City Area Education Research Consortium  
Mark Ehlert, University of Missouri*

**9:45 – 10:45**

Quality research increasingly relies on combining data from multiple sources such as local, state and national education databases. Kansas City Area Education Research Consortium (KC-AERC) will facilitate a discussion on creating a common database for merging and storing Family Educational Rights and Privacy Act (FERPA) protected data from multiple databases while working under short-term data sharing agreements. Based on experience, KC-AERC will highlight best practices and common pitfalls with emphasis on documentation and replicable statistical programming.



**XI-H Economic Hardships: Exploring Alternative Funding Sources.....Judiciary**

*Carlee Poston Escue, University of Cincinnati*

**9:45 – 10:45**

As the nation is struggling with economic hardship, it is becoming imperative to investigate alternative funding sources. This study explores largely unknown funding opportunities currently in existence yet not identified as potential funding sources. This study will also address some of the litigation and state reactions to such funding opportunities. It is the intent of the study to encourage innovative approaches to financial solutions for both the states and the nation.

**XI-I Foundations of Success: A Longitudinal Study of New York City Public School Students From Grades 1–12.....Old Georgetown**

*Sarah Cordes, Amy Ellen Schwartz, Leanna Stiefel, and Meryle Weinstein; New York University*

**9:45 – 10:45**

We conduct the first known longitudinal study of multiple cohorts of urban public school students that follows them for their entire academic careers. We look at 30,000+ New York City Public School children in each cohort to examine how those who succeed differ from those who do not. Importantly, we look at the evolution of their progress from first grade through the end of high school, examining their attendance, achievement, background characteristics, etc. In addition, we look at the successes and failures of the over 50,000 students who share their classrooms for some part of their academic journey.

**Break**  
**10:45 – 11:00**

**Concurrent Session XII**  
**11:00 – 12:00**

**XII-A SIF and SOA: The SIF Zone Embraces Web Service Technology ..... Waterford**

*Ron Kleinman, SIF Association*

**11:00 – 12:00**

Having two applications agree on a standard set of objects to describe their data is only half of the interoperability story. There must also be common agreement on the infrastructure they use to exchange data. This presentation will start with a client/service relationship and expand it into the capabilities of the Zone architecture. Attendees will learn how the SIF Standard has embraced technologies like Web Services Description Language/Simple Object Access Protocol (WSDL/SOAP) to make the SIF Zone itself into a web service. Sections will cover incremental web

service migration path for Zones and the benefits of enabling a web service to access SIF student data.

**XII-B What’s in a Name? Linking Achievement Data From a Large-Scale Database With the Common Core of Data ..... Lalique**

*Kelli Cummings, Patrick Kennedy, and Janet Otterstedt  
Center on Teaching and Learning, University of Oregon*

**11:00 – 12:00**

The DIBELS Data System (DDS) is a web-based database owned by the University of Oregon and managed by the University’s Center on Teaching and Learning (CTL). The DDS contains reading and math achievement data from 19,000 schools (K–6), across all U.S. states, from 1998–99 to present. The purpose of this presentation is to describe the process by which we have linked DDS schools to the Common Core of Data from NCES. We will provide information on the comparability of the DDS schools with all U.S. public (K–6) schools and will discuss possibilities for future uses of the matched data.

**XII-C The School Attendance Boundary Information System (SABINS): Collecting, Processing and Disseminating GIS Data for K–12 School Catchment Areas.....Baccarat**

*Salvatore Saporito, College of William and Mary*

**11:00 – 12:00**

The School Attendance Boundary Information System (SABINS) consists of GIS files delineating elementary, middle, and high school catchment areas. GIS files of K–12 school attendance boundaries are linked with the NCES Common Core of Data so that users know the schools that provide educational services to attendance boundaries and Census data so that users know the characteristics of persons who reside within zones. This presentation shows: 1) the scope of data collection, which includes data for roughly 1,200 school districts; 2) the structure of the GIS data; and 3) the interpolation techniques that are used to allocate population characteristics from Census geography to school attendance boundaries.

**XII-D Postsecondary Data for a K–12 Audience: Reports From the National Student Clearinghouse Pilot ..... Haverford**

*Patrick Simon, Citrus County Schools (Florida)  
Leslie Hall, MPR Associates, Inc.  
Afet Dadashova, National Student Clearinghouse*

**11:00 – 12:00**

Almost 1,000 high schools in three states now have access to a powerful online data tool to better understand their students’ high school-to-college transition. This resource links K–12 data from state longitudinal data systems with postsecondary information from the National Student Clearinghouse and state sources, putting actionable information in the hands of educators.

Access to this information may increase the quality learning options in high school and expand postsecondary opportunities for all students. This presentation will discuss report development, use among schools and districts, and lessons for states seeking to link K–12 and postsecondary data in meaningful ways.

**XII-E New Tools to Access Civil Rights Data ..... Cartier/Tiffany**

*Rebecca Fitch and Abby Potts, U.S. Department of Education*

**11:00 – 12:00**

The Office for Civil Rights recently launched a new online interface to allow public access and use of data collected from the Civil Rights Data Collection, a survey of schools in 7,000 school districts. This information is a valuable resource to education researchers and policymakers. Come and learn how you can access and benefit from this opportunity.

**XII-F An Experimental Evaluation of Monetary and Non-Monetary Incentives on Supplemental Educational Services (SES) Attendance Rates ..... Diplomat/Ambassador**

*Matthew Pepper, Metro-Nashville Public Schools (Tennessee)*

**11:00 – 12:00**

Supplemental Educational Services (SES) are free, after-school tutoring services offered by non-profit, for-profit, and community organizations to low-income students in schools that are in their third year of failing adequate yearly progress (AYP). Student enrollment data reveal that on average fewer than 20 percent of eligible students sign up for tutoring services, with many never attending a single session.

In 2009, a large, urban school district tested the effect of monetary and non-monetary student incentives on SES attendance rates. Approximately 340 families were randomly assigned to a control group, or one of two treatment conditions. Students in the first treatment group received two non-pecuniary incentives consisting of certificates. Students in the second treatment group were offered pecuniary incentives worth up to \$100 per year per student. We examine the impact of incentives on patterns of student attendance in after-school tutoring programs, as well as the impact on student academic achievement, student attendance at school, credit accumulation, and other non-traditional outcome measures.

**XII-G What News Can You Use? Information Within Data Quality Assessments ..... Cabinet**

*Pam Hinman, U.S. Department of Education  
Joe Rabenstine and Darla Marburger, Claraview*

**11:00 – 12:00**

During this session, we will focus on what users need from their data quality assessments and why, with plenty of time for audience participation.

**XII-H Linking P–20/W Data Systems to Meet Policy Goals:  
Where Are We, and How Do We Get There? .....Judiciary**

*Missy Cochenour, Data Quality Campaign  
Albert Wat, The Pew Charitable Trusts  
Judi Wood, University System of Maryland*

**11:00 – 12:00**

Growing consensus around college and career ready goals places new demands on our education system. Achieving these goals will require alignment of policy and practice across the education spectrum from early childhood through postsecondary and the workforce. Key to accomplishing this alignment is the effective development and use of P–20/W longitudinal data systems. Presenters will discuss findings from Data for Action 2010, including Data Quality Campaign’s *Analysis of State Longitudinal Data Systems* and the *Early Childhood Data Collaborative’s State Analysis of Early Care and Education* to provide the current status of states’ progress toward building and using P–20/W longitudinal data systems. Then Maryland will respond to these findings and discuss how leadership, strong governance structures and policies, engaging other policy groups, and defining clear purposes for the data systems have fueled progress toward building and using P–20/W data systems to improve student achievement.

**XII-I Data Innovations in Public-Private Partnerships.....Old Georgetown**

*Melody Parrish, Texas Education Agency  
Kevin Byrne, Michael & Susan Dell Foundation*

**11:00 – 12:00**

Public-private collaborations are producing breakthrough innovations for education data use. In this session, state education agency leaders will discuss how these types of efforts are improving their ability to deliver timely, actionable, useful information for education decisionmaking.

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# KEYNOTE SPEAKERS' BIOGRAPHIES

**NATIONAL CENTER FOR EDUCATION STATISTICS  
INSTITUTE OF EDUCATION SCIENCES  
U.S. DEPARTMENT OF EDUCATION**



## KEYNOTE SPEAKERS' BIOGRAPHIES

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### **Jack Buckley**

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

Sean P. “Jack” Buckley was confirmed December 2010 by the U.S. Senate as the new Commissioner of the National Center for Education Statistics. He brings a commitment to enhancing the relevance, timeliness, and methodological rigor of NCES’s work in all areas of education.

Commissioner Buckley is currently on leave from New York University, where he is an associate professor of applied statistics. He also served previously as Deputy Commissioner of NCES from 2006 to 2008 under former NCES Commissioner Mark Schneider. He is known for his research on school choice, particularly charter schools, and on statistical methods for public policy. His term runs through June 21, 2015.

Buckley was an affiliated researcher with the National Center for the Study of the Privatization in Education at Teachers College, Columbia University, and in 2007 he published a book with Mark Schneider entitled *Charter Schools: Hope or Hype?* He has taught statistics and education policy as an adjunct assistant professor at Georgetown University, an assistant professor at Boston College, and an instructor at the State University of New York at Stony Brook. Buckley spent five years in the U.S. Navy as a surface warfare officer and nuclear reactor engineer, and he also worked in the intelligence community as an analytic methodologist. He holds an A.B. in Government from Harvard and an M.A. and Ph.D. in Political Science from SUNY Stony Brook.

### **Kathleen Styles**

**Chief Privacy Officer, U.S. Department of Education**

Kathleen Styles is the Department of Education’s first Chief Privacy Officer, a position she has held since April 2011. Previously, she served at the U.S. Census Bureau as the Chief of the Office of Analysis and Executive Support, where she managed a portfolio that included confidentiality, data management, the Freedom of Information Act, data stewardship policy, and coordination for the acquisition and management of data from other agencies.

Styles serves as senior advisor to the Secretary on the Department’s policies and programs related to privacy, confidentiality, and data management. She heads a new division dedicated to advancing data stewardship within the Department of Education. She also will coordinate technical assistance efforts for states, districts, and other education stakeholders, helping them navigate privacy issues.





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# DEMONSTRATION DESCRIPTIONS

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## DEMONSTRATION DESCRIPTIONS

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### **Certica Solutions**

*Jeff Averick, Certica Solutions*

Certify™ software allows local education agencies (LEAs) to validate and monitor student, school and teacher data on a daily basis, at any time during the year to give districts a high level of confidence in their ability to report complete and accurate data to their state education agencies (SEAs); be automatically notified when data violates state standards; provide a detailed inventory of data issues that need to be addressed in district administrative systems; and reduce the time that district and school personnel spend reviewing, reconciling, and correcting data issues.

### **Choice Solutions, Inc.**

*Brennain Delaney, Scott Gallant, Jennifer Lally, and Zachary Tussing; Choice Solutions, Inc.*

edFusion—Using Data Systems to Support Teaching and Learning—the key to a successful data system is providing tools and resources to support data-driven decisionmaking and teaching. Selecting an enterprise-caliber solution as a foundation for that environment is critical for long-term sustainability and return on investment. Choice Solutions continues to develop the industry’s most complete educational environment, edFusion. At edFusion’s core is our enterprise caliber identity and data management framework, which is being utilized in over eleven state education agency clients, as well as with local education agency clients, and higher education. Our edFusion solution suite provides secure portals, enterprise reporting (including growth model and at-risk management), standards management, classroom tools, and digital libraries. Learn how edFusion can help your organization put the power of data and digital tools at your educators’ fingertips.

### **Claraview**

*Glenn Facey and Patrick Quirk, Claraview*

Claraview delivers a combination of data warehousing and decision support system capabilities, P–20 education domain expertise, and a proven client track record of delivering successful data solutions that help local, state, and federal education agencies achieve their missions. Discover why Claraview’s education solutions ensure K–12 and P–20 data systems provide the information educators need to improve instruction. Please stop by our booth to discuss how we can support the entire education agency (from assessment/strategy to deployment/optimization) and why a longitudinal data system should be considered a strategic program and not just another IT project.

## DEMONSTRATION DESCRIPTIONS

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### **CPSI, Ltd.**

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

In longitudinal data collection and analysis, better data collections mean better reporting and making better decisions. Gathering and collecting data in near real time with extensive data validation gives you confidence in the consistency of your data, while standardization is the key to data governance. The CPSI xDStudio Enterprise solution provides a standardized data model for reporting, ETL (extraction, transformation, and load) functions, complete information access, operational and transactional data systems, longitudinal data systems, and complete ad-hoc reporting tools. Why wait for reporting time? Address and resolve data inconsistencies in real time.

### **Deloitte Consulting**

*Philip Benowitz, David Butter, and Alan Hartwig; Deloitte Consulting*

Deloitte has successfully implemented education data systems in six states as well as with the U.S. Department of Education. We will present and demonstrate our education data system point solutions and large-scale implementation capabilities. Based on the needs of our clients, we have developed custom point solutions and have successfully implemented Commercial Off the Shelf (COTS) solutions for early childhood through postsecondary.

### **eScholar**

*Shawn Bay, Wolf Boehme, and Daysie Kratz; eScholar LLC*

As the leading innovator in using data and technology to drive education, eScholar products provide clean integrated data that can be used to drive effective innovations from the underpinning data used to promote individual student achievement to using data systemically to improve education. We also have the experience to deliver capabilities targeted to early childhood through postsecondary education and beyond. Stop by our booth and learn how eScholar can bring its innovation to you. eScholar provides a comprehensive platform for data quality and data integration that is relied on statewide by 12 state education agencies, supporting 3,500 districts with more than 13 million early childhood through postsecondary students. ([www.escholar.com](http://www.escholar.com))

## DEMONSTRATION DESCRIPTIONS

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### **ESP Solutions Group**

*Barbara Clements, Joshua Goodman, Steve King, and Glynn Ligon; ESP Solutions Group*

ESP Solutions Group is solely focused on improving the quality of education data. Our team of education experts pioneered the concept of “data-driven decisionmaking” (D3M) and now partner to optimize the management of data within education agencies. We have advised school districts, all 52 state education agencies, and the U.S. Department of Education on the practice of K–12 school data management. We are nationally recognized experts in implementing the data and technology requirements of state accountability systems, No Child Left Behind (NCLB), EDEN/EDFacts, Schools Interoperability Framework (SIF), and the National Education Data Model (NEDM). Our collective expertise is represented in our Optimal Reference Guides (downloads are available at [www.espsg.com/resources.php](http://www.espsg.com/resources.php)). To learn more, visit [www.espsolutionsgroup.com](http://www.espsolutionsgroup.com).

### **Infinite Campus**

*Joe Fox, Infinite Campus*

Educational improvement depends on timely, accurate, and robust information. Statewide student data systems are needed to create an information infrastructure that is as important as power, water, or facilities. Infinite Campus has everything a state needs to create this system using a single commercial off-the-shelf solution. Infinite Campus manages district-level student administration, data sharing between districts and state, and state-level compliance. As the only vendor who has successfully implemented five statewide system initiatives, we have unique insights into the complexities and subtleties of planning and managing this important project. See what’s possible for your state using Infinite Campus at this demonstration.

### **Mizuni, Inc.**

*Laurie Collins and Ignacio Ybarra, Mizuni, Inc.*

Mizuni offers an unmatched PK–20 Enterprise Information Management Solution to meet states’ rapidly evolving information needs. The Mizuni Solution is the ultimate tool to support student achievement through the collection, linkage, and real-time delivery of accurate, high-value data from sources spanning the PK–20 spectrum. While offering rich functionality directly out-of-the-box, Mizuni’s State Solution allows for extensive customization to meet the diverse requirements of state education agencies and their many stakeholders. States can reach new heights with Mizuni’s innovative, comprehensive, and intuitive technology.

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### **Optimal Solutions Group, LLC**

*Monica Leal-Priddy, Benjamin Locke, Arun Maheshwari, Mark Turner, Tracye Turner, and Erin Twamley; Optimal Solutions Group, LLC*

Using Real-Time Web-Enabled Applications and Dashboards for Timely Analysis and Reporting—in support of the government’s increasing efforts to provide transparency and results to the public, the U.S. Department of Education has adopted an education data dashboard. Building off of this premise, this demonstration provides two examples of real-time applications with performance dashboards that provide efficient and timely analysis of results. One dashboard shows the monitoring of a hypothetical grant program and highlights how the dashboard identifies grantee compliance and performance trends and gaps. A second dashboard and corresponding application were developed to maximize effectiveness and efficiency in conducting systematic reviews for meta-analysis. The application facilitates the coding of literature and reporting of results, reducing burden and bias, and enforcing a coding scheme. The dashboard provides visualization of literature search results, improved quality assurance, status or progress updates, and trends and gaps identification. Together the tools aim to foster collaboration between researchers by allowing more systematic comparisons across vast volumes of research.

### **Parchment**

*John O’Connell, Parchment*

At Parchment, our mission and passion is to unleash education credentials by unlocking the critical data they embody. Our SaaSplatform, Docufide by Parchment is education’s trusted intermediary and the leading provider of academic credential solutions to states, schools, universities, and the individuals they educate.

### **PTD Technology**

*Doug Wiesner, PTD Technology*

Career and Technical Information System (CTEIS) is a web-based data collection system that manages the functions of data collection, validation, approvals, and report preparation supporting the Michigan Office of Career and Technical Education. CTEIS provides program creation, course, student, and enrollment management with bulk imports to improve efficiency. Rules-based data validations ensure high quality data. Building, district, and administration submissions and approvals keep district functions in district control. The longitudinal aspect of the data structure allow for accurate federal report preparation and a rich data set for research.

## DEMONSTRATION DESCRIPTIONS

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### **Pearson**

*Barbara Delbove, Ric Ferrentino, Gary Johnson, and Jessica Williams; Pearson*

Proven Longitudinal Data Systems with Standards-Based Interoperability—state education agencies (SEAs) today want longitudinal data systems that improve processes, increase data accuracy, and reduce cost. These interoperability solutions need to work with existing data systems and be scalable for future expansion. Deployed in more than 12 statewide longitudinal data system (SLDS) projects, Pearson has completed more standards-based SEA implementations than any other provider and has an unquestioned commitment to K–12 education. We invite you to stop by our demonstration area and learn more about our advanced SIF-enabled solutions, our secure electronic student record/transcript solution and our new credential management solution. We'll partner with you and help you create successful PK–20–W longitudinal data systems.

### **Postsecondary Electronic Standards Council (PESC)**

*Jennifer Kim, Postsecondary Electronic Standards Council (PESC)*

With a majority of states implementing Postsecondary Electronic Standards Council's (PESC) XML High School Transcript, PESC will provide information and outreach to support these states and ensure those looking to implement PESC's XML High School Transcript have resources available to them.

### **Schoolnet, Inc.**

*Andrew Cary and Woodrow Carter, Schoolnet, Inc.*

Districts and states across America are partnering with Schoolnet to implement the most comprehensive, tightly integrated data-driven education software in K–12 education, Schoolnet's Instructional Improvement System. This demonstration will highlight how this system links data analysis and reporting, formative assessment, standards-aligned curriculum management, educator development management, and parent portals to help districts achieve extraordinary efficiency, results, and ROI in the process.

### **Vangent Inc.**

*Jill Hanson, Robin Jenkins, and Carlo Uchello; Vangent, Inc.*

Today, statewide longitudinal data systems require links to postsecondary education as well as the workforce to be able to gain further insight on student outcomes and career readiness. Vangent understands these connections because we have successfully linked interagency data. Our solutions have eased the transition from high school to college and beyond. From guiding academic choices through transcript evaluation services to financing a student's college education, Vangent has been there providing student-friendly support systems and services contributing to their success. Please stop by to learn how Vangent can provide you with the systems and services to successfully achieve your goals.





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