



NCES Summer Data Conference

TABLE OF CONTENTS

Data Conference Agenda At-a-Glance	4
Data Conference Agenda with Session Descriptions	
Wednesday	9
Thursday	17
Friday.....	39
Keynote Speakers' Biographies.....	51
Demonstration Descriptions	57
Topical Index to Sessions	63
Participant List (Alphabetical).....	69
Participant List (by State).....	135



NCES Summer Data Conference

AGENDA

AT-A-GLANCE

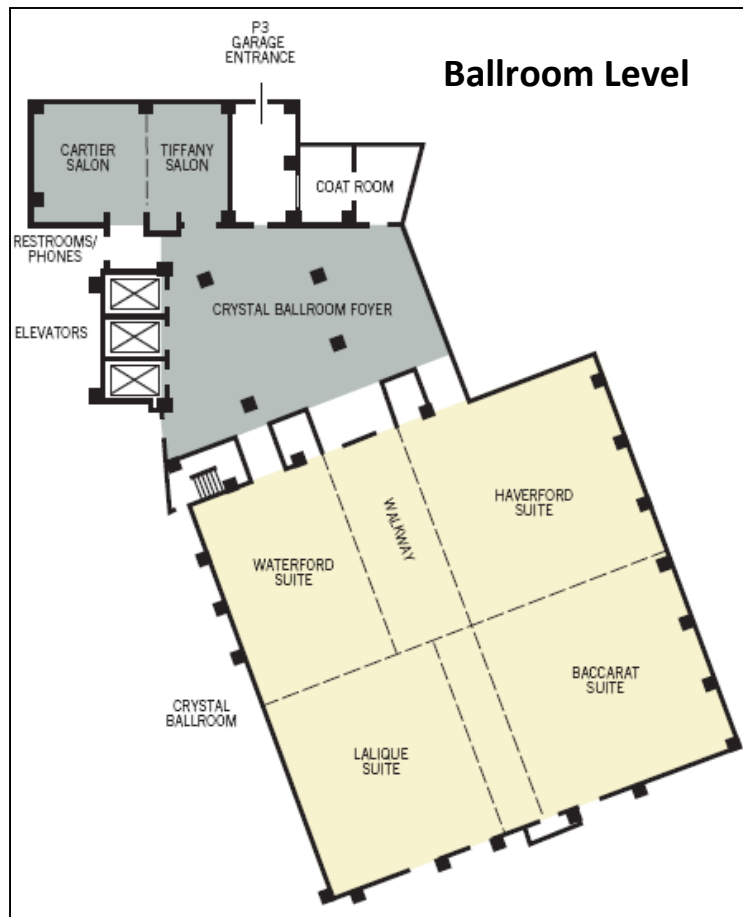
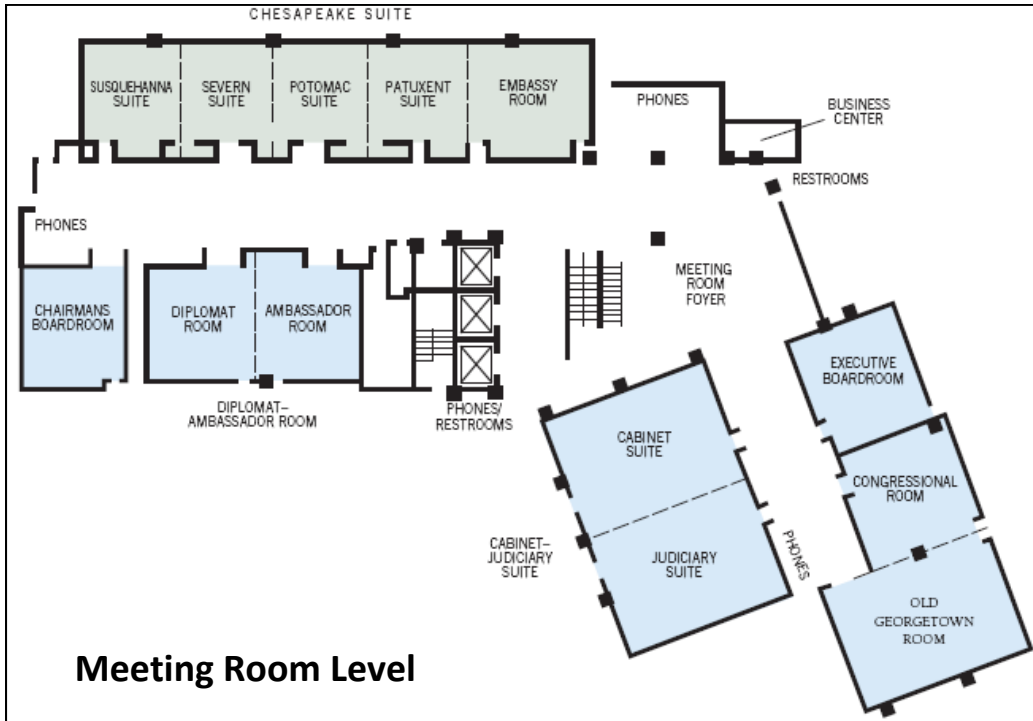
**National Center for Education Statistics
Institute of Education Sciences
U.S. Department of Education**

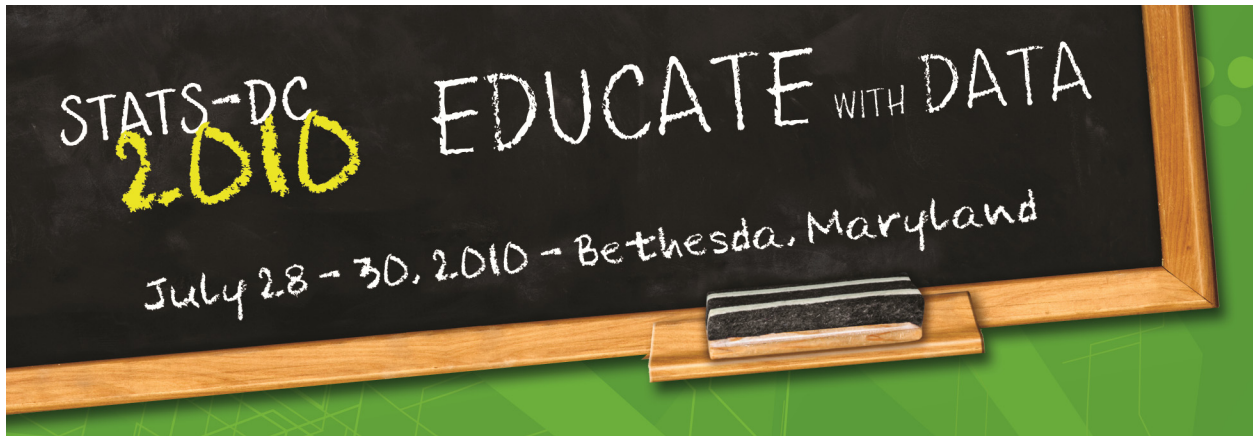
NCES STATS-DC 2010 Data Conference • July 28-30, 2010 • Agenda At-a-Glance

Room Name	Susquehanna/Severn/Potomac	Patuxent/Embassy	Diplomat/Ambassador	Cabinet
Session	A	B	C	D
WEDNESDAY, JULY 28, 2010				
Opening Plenary Session — 1:15 - 2:15 — Crystal Ballroom				
Concurrent Session I 2:30 - 3:20	Data-Based Decision Making: A Portal to Achievement Helmers, Moravec	Oh, the Lessons We've Learned: A Three-Year Examination of Kansas' Data Quality Certification Program Grillot	CCD Fiscal Coordinators' Training Teacher Compensation Survey Training	SLDS Updates and Roundtable Discussions
Concurrent Session II 3:30 - 4:20	Linking Teachers and Students—Update on Five State Pilot Projects Gibson, Rocks, Rodriguez, Rozelle	SLDS Futures—How Three States Are Looking to Educate With Data Addy, Gosa, Ogle, Bay		
Concurrent Session III 4:30 - 5:20	Defining the Future: The Importance of Capturing Stakeholder Needs Rawson, Echols, Driscoll, Fey	National Education Data Model (NEDM): What Is New? Walkup, Schutte, B. Young, Jackl		
THURSDAY, JULY 29, 2010				
Concurrent Session IV 8:30 - 9:30	Efficiency Comparisons of the 100 Largest U.S. Public School Districts W. Garrett, M. Garrett	Colorado Growth Model: Changing Conversations About School Performance Domagala	Identification, Distribution, and School-Level Allocation: Providing a Poverty Index Model Recognizing Distinctive Needs of Schools Poston Escue, Wood	The Final Frontier: Tracking High School Graduates in College Setzer, Moore
Concurrent Session V 9:45 - 10:45	Using SLDS Data to Improve Student Achievement—The Maine Growth Model and At-Risk Students Data Marts Hurwitch, Stefanakos	Traveling Through Time: The Forum Guide to Longitudinal Data Systems Dacey, Garofano	Closing the Gaps for English Language Learners: Measurement and Cost Taylor, Jansen, Gronberg	Embedding Cultural Change Into Your Project—Appreciative Inquiry and the Executive Workshop Gunnip, Thomas, Ullman
Concurrent Session VI 11:00 - 12:00	Privacy and Confidentiality: Issues and Possible Solutions Seastrom	Metadata for the Common Mandate Ogle, Nesmith, B. Young, Ligon	Study of School-Level Expenditures Stullich	Carve Your Path—Beta Testing Nudi, Oizumi
Lunch on Your Own				
Concurrent Session VII 1:30 - 2:30	Title I Allocations Sonnenberg	School District Demographics System Map Viewer Update 2010 Phan, Lippmann	Longitudinal Analysis of Teacher Retirement Behavior in Arkansas Costrell, McGee	Research Use of the Statewide Longitudinal Data Systems Mandinach, Karr, Dougherty, Jonas
Concurrent Session VIII 2:45 - 3:45	Evaluating Teachers by Student Growth Gibson	Workshop: Who is MOE? Using the American Community Survey for Education Data Broch	Advanced High School Courses and Demographic Disparities in Educational Outcomes Conger	Using Data to Improve Decision Making at the Central Office: Examples From a New District and University Partnership Cohodes, Baxter
Concurrent Session IX 4:00 - 5:00	Program and Project Management and Governance—Keys to Successful SLDS Delivery Holland, Cribben		Lies, Damned Lies, and Distorted Financial Statistics Altemus, O'Guin	Getting It Together: Researcher Access to Linked Statewide Data in Texas O'Brien, Parsons
FRIDAY, JULY 30, 2010				
Concurrent Session X 8:30 - 9:30	Data, Data, Data: What Questions Do You Ask? What Decisions Do You Make? Woodard	Designing a School-wide Process for Thoughtful Discussions About Student Learning Using Data Evan, Pardo, Safran	School Food, School Performance, and the Price of School Food Leos-Urbel, Schwartz, Weinstein	Public Domain Education Data Warehouse, Unique ID System, and Other Public Domain Resources Sharma, Gibson, Goodell
Concurrent Session XI 9:45 - 10:45	From Data to Information: If You Build It, Document It, Advertise It, and Make It Accessible, They Might Come Carter	Navigating the Race to the Top: Moving Achievement Forward With "Datatudinal" Direction Keaveny, Rege	Connecting the Dots: Structuring Datasets That Can Be Linked Together and Updated Over Time Dickey, Cremata	PIMS—Pennsylvania's Plans for Empowering Educators With Longitudinal Data Ream
Concurrent Session XII 11:00 - 12:00	Triangulating State and Federal Data on School Accountability: Lessons for Both Scholars and Practitioners Abrams, Hedberg	Mississippi Surplus Textbooks System Redesign for Today's Economy Henry, Walker	Teaching Teachers to Use Data Mann, Simon, Sherrill	
Key to Tracks	Data Collection/Use	Data Use	School Finance	Statewide LDS

Judiciary	Old Georgetown	Congressional	Waterford	Lalique
E	F	G	H	I
WEDNESDAY, JULY 28, 2010				
Opening Plenary Session — 1:15 - 2:15 — Crystal Ballroom				
CCD Non-Fiscal Coordinators' Training	Initiatives at ED to Make EDFacts Data Available Santy, Goniprow, Fitch, Muenzer, Solomon	SIF Implementation Success—A How-To Guide McCormick, King		
	Using Business Process Management Software to Power an Online Survey Fitch, Santy, Sauls	Using NEDM and CDS to Build a Great SLDS Data Dictionary Erichson, G. Nadeau, Chiarello	Workshop: Identifying the Data We Need to Inform Instruction Glidden	Like a Fine Wine, Data Gets Better With Age R. Nadeau, Fawcett, Elia
	Data Quality Assessments—Models Timm	Chronic Absence: Education's Most Education Important KPI McKay, Hirsch, G. Nadeau, Fothergill		Promoting a Culture of Inquiry Using the Massachusetts District Data Team Toolkit Condit, MacIntire
THURSDAY, JULY 29, 2010				
Workshop: A District's Approach to Using Data to Improve Educational Outcomes Mwavita, Kitchens, McLaughlin	It Does Take a Village to Submit Data to EDFacts Stettner-Eaton, Miceli, Pond, Steen, Watson	Recognizing Excellence—A Look at States That Are Leading the Way in Student-Level Data Collection Roewe, Coleman, Bickell, Campbell	The Common Data Standards (CDS) Initiative: A Local, State, and Higher Education Perspective Rocks, Eiland, Sauer, Chatis	The Road Less Traveled: Using Data-Driven Decision Making in Your SLDS Project? Airola, Mulvenon, Dunn, Garrison
	EDFacts Data Quality Improvement Program—Data Quality Assessment and Metadata Repository Timm, Sauls	More for Less! Two States' Efforts to Reduce Human and Financial Resource Burdens Roewe, Bettencourt, Campbell, Elia	Common Data Standards (CDS): How to Access the Standards and Provide Feedback N. Smith, B. Young, Blevins, Tello	High Data Quality and Bad Statistics: A User's Perspective of LDS Systems Mulvenon, Airola, Sutcliffe
Opening Doors to New Realities? Secured Convergence of Warehouse, Reporting, Data Collections, Web Apps, and Collaboration Addy, Gallant, G. Johnson, R. Young	EDFacts Data Quality Improvement Program—Data Quality Improvement Process and Data Governance Timm	The Death of the Export—Using Data Standards and Advanced Technology to Eliminate the Endless Export/Import Process Yap	Common Data Standards—Beyond the K-12 Sector L'Orange	The Privacy Imperative: Ensuring Student Success While Maintaining Privacy Pinkus, Winnick, Neiditz
Lunch on Your Own				
Electronic Student Record and Transcript Exchange Project Addy, Buyse	Submission Edits in the EDEN Submission System (ESS) Hinman	I Saved Money, and You Can Too! R. Nadeau, Helmers, Yap, Campbell	Adopting the Common Data Standards—The Road to Interoperability Blegen, Jackl	Linking and Learning: Shedding Light on Early Childhood and Postsecondary Data Systems Laird, L'Orange
Electronic Transcript Exchange—A Vision for the Future DiPirro, Domagala, Addy	Identifying and Using Key Data to Drive Student Improvement and Preparation for College Sherrill, Krueger, Weast	Achieving Successful Business Operations and Reporting Through PESC Standards and Services Sessa, Alderson, Moldoff	Making Postsecondary Data Useful to K-12 Educators: Lessons From the National Student Clearinghouse Pilot Williams, S. Smith, Tanner, Hall	Taking Control of Data Quality: Herding the Cats and Riding the Bulls Hislop
Delivering Access for ELL® Data for WIDA Research: Methodology and Artifacts Joshi, Stewart, Cook	How to Use ED Data Express and Data Reports in the EDFacts Reporting System Thompson, Goniprow, Clark, Lucado	District-Level Use of Data Mandinach, Jackson	Constructing the State Data Fortress: The Realities of Multi-State Collaboration Bickel, Ballard, Piro, M. Johnson	eTranscripts and SREx Adoption in Kansas Rinehart
FRIDAY, JULY 30, 2010				
Workshop: Using International Assessment Data—What's New? Provasnik, Xie, Kelly	Content and Structural Changes to the 2009-2010 Civil Rights Data Collection Fitch, Santy	Electronic Student Record Exchange Pilot—Lessons Learned Coleman, Seigler	You've Merged and Split...Now What? Encouraging the Use of the MSIX Consolidated Student Record Hedlund, Dozier, Meyertholen	Managing People, Places, and Things: Why the Complexities of Education Master Data Results in Significant Challenges to Adopting National Data Standards Houde
	The Next EDFacts Collection Timm, Stettner-Eaton	Data to Improve Instruction Abbott	Successful Student-Centered Leadership, Learning, and Data Models for Elementary Schools McCarty, Israelsen, Sherrill, Hatch	South Carolina eTranscript and SREx Projects Deployed—Lessons Learned Olson, O'Connell
How Can We Help You? Let Me Count the Ways... Williams	Implementing the Next EDFacts Collection Timm, Stettner-Eaton	Putting the "Pre" in the PreK-12 Conversations—What Opportunities Exist for Digital Citizens? Fruth	Workforce Outcomes of Educational Pursuits Mullin	Indiana eTranscript: Driving Usage of Data Standards Sauer, O'Connell
Data Quality	EDFacts	Common Data Standards		

Hyatt Regency Bethesda Hotel





NCES Summer Data Conference

AGENDA WITH SESSION DESCRIPTIONS

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

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

WEDNESDAY, JULY 28, 2010

Registration

7:30 – 5:00

Crystal Ballroom Foyer

Cyber Café

7:30 – 5:00

Cartier/Tiffany

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

Morning Break

7:30 – 8:30

Haverford
Meeting Room Foyer

Lunch on Your Own

12:00 – 1:15

Opening Plenary Session

1:15 – 2:15

Crystal Ballroom

Welcome and Introductions

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

Keynote Speeches

Data: The Truth Teller in Education Reform

Arne Duncan, U.S. Secretary of Education

The Secretary's speech will focus on the Department's commitment to using robust data systems to inform education reform. This will include the role of data and evidence in evaluating Race to the Top and Investing in Innovation Fund proposals—before, during, and after the money is spent. This also will include a call for more states to build comprehensive longitudinal systems that track students from pre-K through college and the workforce.

Helping States and Districts Swim in an Ocean of New Data

*John Q. Easton, Director
Institute of Education Sciences, U.S. Department of Education*

Dr. Easton's talk will focus on how IES can support states and districts as they strive to productively use their increasingly robust and rich longitudinal data systems. The Institute has awarded \$500 million in grants in the past two years to support State Longitudinal Data Systems. But IES also can play a big role in developing partnerships with district and state data experts that support efforts to provide timely descriptive and analytic feedback to their schools. Educators in these systems have an abundance of questions that can be answered with descriptive data, and will have even more with the expansion of these longitudinal data systems.

WEDNESDAY, JULY 28, 2010

Break
2:15 – 2:30

Common Core of Data (CCD) Fiscal Coordinators' and Teacher Compensation Survey (TCS) Training

2:30 – 5:20

Diplomat/Ambassador

NCES, Census Bureau, and ESSl

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

This session will cover new developments in the Common Core of Data (CCD) Finance data collections, including: changes in the data submission website, updates to the crosswalk software, and clarification of business and editing rules. We will also provide guidance on reporting the federal stimulus (ARRA) funds on the state-level NPEFS and district-level F-33 surveys.

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

This session will cover new developments in the Teacher Compensation Survey (TCS), including changes to survey business and editing rules. We will discuss highlights and follow-up to the TCS Workshop on May 14, 2010, and publication and data releases. This session is for state staff who are already participating in the TCS, and for the staff of any state that is considering joining the TCS.

SLDS Updates and Roundtable Discussions

2:30 – 5:20

Cabinet

NCES

SLDS Grant Program Officers will begin this session with updates. The remaining time will consist of roundtable discussions—a chance to talk with your colleagues about a variety of issues surrounding the development, maintenance, and use of longitudinal data systems. Join a table with a particular topic for the entire session, or join several different discussions that interest you.

Common Core of Data (CCD) Non-Fiscal Coordinators' Training

2:30 – 5:20

Judiciary

NCES, Census Bureau, ESSl, and EDFacts

This session will be a business and training meeting for all Common Core of Data (CCD) Non-Fiscal Coordinators, involving input from CCD program staff and CCD state coordinators. There will be discussion and clarification of CCD business and 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 I
2:30 – 3:20

I-A Data-Based Decision Making: A Portal to Achievement.....Susquehanna/Severn/Potomac

Cindy Helmers, Bloomington School District 87 (Illinois)
Dave Moravec, Integrity Schools

2:30 – 3:20

The idea of putting data in the hands of teachers can be a reality. Who can better affect learning in the classroom than the person interacting with the students daily? This session will focus on how two school districts have been able to affect learning by giving their staff virtually unlimited access to student information, assessment results, and classroom-level reporting solutions.

I-B Oh, the Lessons We've Learned: A Three-Year Examination of Kansas' Data Quality Certification Program..... Patuxent/Embassy

Kateri Grillot, Kansas State Department of Education

2:30 – 3:20

Kansas received task order funding from NCES in 2007 to develop a data quality professional development program for school and district staff. This investment into data quality has yielded three years of interesting results as several role-based training programs were piloted and implemented. The Kansas State Department of Education (KSDE) will share what caught fire and what fizzled, as well as the program growth models from the last three years. Kansas' Data Quality Certification (DQC) Program faced a diverse set of challenges, including geography, sustainability, and retention. This session will give other states a candid look inside this successful program to see what methods KSDE adopted to meet the demands of a rapidly growing program. A brief history, the valuable lessons learned over the past three years, and a look forward at the future direction of the DQC program will be shared, along with pragmatic tips and techniques for other states making similar investments into data quality professional development initiatives.

I-F Initiatives at ED to Make EDFacts Data Available..... Old Georgetown

Ross Santy, Alex Goniprow, Rebecca Fitch, Melanie Muenzer, and Cathy Solomon
U.S. Department of Education

2:30 – 3:20

In recent years, the EDFacts Initiative at the U.S. Department of Education (ED) has focused primarily on centralizing the collection of data across all K–12 formula grant programs administered through the state education agencies. With the collection of data on the 2008-2009 school year, the transition to EDFacts reporting is over, and a greater share of the attention within ED is focusing on how to better use, report and share the data made available through EDFacts. This session will discuss and demonstrate recent efforts (most notably ED

Data Express), and pending work to place the data in appropriate environments where it can be freely accessed by the public and put to use in a greater number of ways.

I-G SIF Implementation Success—A How-To GuideCongressional

Erik McCormick, Alaska Department of Education
Steve King, ESP Solutions Group

2:30 – 3:20

This session will look at the tried-and-true processes and methodologies that are necessary to ensure successful implementation of Schools Interoperability Framework Solutions. Like a practical how-to guide, this session will walk participants through everything from planning and mapping data needs to managing vendor relationships.

Break
3:20 – 3:30

Concurrent Session II
3:30 – 4:20

II-A Linking Teachers and Students—Update on Five State Pilot ProjectsSusquehanna/Severn/Potomac

Neal Gibson, Arkansas Department of Education
Linda Rocks, Bossier Parish Schools (Louisiana)
Baron Rodriguez, Data Quality Campaign
Rick Rozelle, Center for Educational Leadership and Technology (CELTE) Corporation

3:30 – 4:20

Linking teachers to students is a critical component of Race to the Top and state longitudinal data systems. This session will give an overview of the Teacher Student Data Link project and how it ties to the work that states are already doing. The panel will provide an update from the technical lead organization, Center for Educational Leadership and Technology (CELTE) Corporation, and include pilot state perspectives on promising practices, barriers, and what you need to know to make this aspect of your data systems successful.

II-B SLDS Futures—How Three States Are Looking to Educate With Data..... Patuxent/Embassy

Jim Addy, Iowa Department of Education
Kathy Gosa, Kansas State Department of Education
Tom Ogle, Missouri Department of Elementary and Secondary Education
Moderator: Shawn Bay, eScholar LLC

3:30 – 4:20

Join a panel discussion on the future of statewide longitudinal data systems (SLDS) through the eyes of three state education agencies. Representatives from Iowa, Kansas, and Missouri will share their vision on where they are taking their SLDS, the steps they need to get there, and how SLDS may transform education in their state. A key focus will be on the efforts as well as challenges in providing real-time data to support teachers and student learning in the classroom. Other topics will include e-transcripts, standardized data, real-time student record exchange, and tracking data within and across states.

II-F Using Business Process Management Software to Power an Online SurveyOld Georgetown

Rebecca Fitch, Ross Santy, and Kevin Sauls, U.S. Department of Education

3:30 – 4:20

Before launching the 2009-2010 Civil Rights Data Collection (CRDC), the Office for Civil Rights collected substantial input on how to make the online tools more user friendly for the 7,000 local education agencies (LEAs) that must respond to the survey. When weighing the feedback on desired functionality and flexibility, the best option for the survey turned out to be a reprogramming built on a business process management suite (Appian Enterprise) rather than a traditional survey tool. Input from a working group of experienced responders and others was used to map the entire process flow needed for an LEA to start, complete, and certify their 2009-2010 CRDC. This session will discuss the methods available to LEAs in responding to this year's collection, the various sources of input used to guide the reprogramming, and the decision to not host the survey on ED's network but rather in a distributed (cloud) computing environment.

II-G Using NEDM and CDS to Build a Great SLDS Data DictionaryCongressional

Bari Erlichson, New Jersey Department of Education
Greg Nadeau and Andrea Chiarello, Public Consulting Group

3:30 – 4:20

This session will review the steps New Jersey has taken using the National Education Data Model (NEDM) and Common Data Standards (CDS) to develop a statewide longitudinal data system (SLDS) data dictionary and roadmap. A clear data roadmap begins with a comprehensive data dictionary; this presentation will help guide your state or district through the steps to creating a detailed plan for upcoming years of data warehouse implementation.

II-H Workshop: Identifying the Data We Need to Inform Instruction (Part I) Waterford

Heidi Glidden, American Federation of Teachers

3:30 – 4:20

“Create a culture of data use.” “Use data to inform instruction.” These phrases are commonplace in education today. But how do we know if we are using the right data? Are state and district test results being used appropriately? And what role do teacher-developed assessments play in data-driven decision making? The American Federation of Teachers has developed a research-based training to help educators across the country answer these questions. Participants will leave this workshop with a variety of tips and strategies to take back to their states, districts, schools, and classrooms to ensure that they are using the best data for informing programmatic and instructional decisions.

II-I Like a Fine Wine, Data Gets Better With Age..... Laliq

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

3:30 – 4:20

This session is a district-level case study of how the growth of a school’s interoperability framework (SIF) specification has resulted in the use of new and improved data tools. Horry County Schools uses the SIF standard to cleanse and move data between applications. In addition, the schools use the same tools to populate data marts and ultimately a data warehouse for dashboards, reporting, and data analysis.

**Break
4:20 – 4:30**

Concurrent Session III
4:30 – 5:20

III-A Defining the Future: The Importance of Capturing Stakeholder NeedsSusquehanna/Severn/Potomac

Brian Rawson, Texas Education Agency
Buddy Echols, Region 10 Education Service Center (Texas)
Terry Driscoll, Lubbock Independent School District (Texas)
Lori Fey, Michael and Susan Dell Foundation

4:30 – 5:20

State education data systems serve the needs of a wide range of stakeholders. In this session, participants will learn about the powerful insights of more than 2,000 Texas educators into their local information needs. Hear how the efforts of the state education agency, regional education service centers, and private philanthropy combined to gather user input and establish a robust, comprehensive process for informing the state’s next generation data system.

III-B National Education Data Model (NEDM): What Is New?..... Patuxent/Embassy

Hugh Walkup, U.S. Department of Education
Shadd Schutte, Choice Solutions, Inc.
Beth Young, Quality Information Partners, Inc.
Alex Jackl, Council of Chief State School Officers

4:30 – 5:20

The National Education Data Model (NEDM) is a conceptual representation of the education information domain. NEDM can be used by educators, vendors, and researchers to understand the information required for teaching, learning, and administrative systems. Version 2 of NEDM was released during the 2010 MIS Conference. This session will give an overview of NEDM, describe some of the upcoming changes for Version 3, and provide an opportunity for feedback on what you need from NEDM. Discussion topics will include the use of NEDM in answering policy questions, the use of NEDM’s common attributes, and the expansion of NEDM views.

III-F Data Quality Assessments—Models.....Old Georgetown

Barbara Timm, U.S. Department of Education

4:30 – 5:20

We all know that data quality is important. But how do we determine if the data we are using is accurate and complete? How do we determine if our processes and systems ensure data quality? During this presentation, we will review models that can be used to assess data quality in information systems. We will also review best practices for data quality.

III-G Chronic Absence: Education’s Most Education Important KPI.....Congressional

Vince McKay, Somerville Public Schools (Massachusetts)
Stephanie Hirsch, City of Somerville (Massachusetts)
Greg Nadeau, Public Consulting Group
Sue Fothergill, educationRISING LLC

4:30 – 5:20

Students who are absent more than 10 percent are chronically absent. No other education data is: (1) already collected daily; (2) correlates so strongly with outcomes that we care about such as dropout and assessment; and (3) can be immediately affected by positive, tiered interventions as chronic absence. Representatives from Somerville, Massachusetts and Baltimore, Maryland, will facilitate a conversation with session participants about using attendance data as a powerful lever to drive systemic school reform.

III-H Workshop: Identifying the Data We Need to Inform Instruction (Part II) Waterford

Heidi Glidden, American Federation of Teachers

4:30 – 5:20

“Create a culture of data use.” “Use data to inform instruction.” These phrases are commonplace in education today. But how do we know if we are using the right data? Are state and district test results being used appropriately? And what role do teacher-developed assessments play in data-driven decision making? The American Federation of Teachers has developed a research-based training to help educators across the country answer these questions. Participants will leave this workshop with a variety of tips and strategies to take back to their states, districts, schools, and classrooms to ensure that they are using the best data for informing programmatic and instructional decisions.

III-I Promoting a Culture of Inquiry Using the Massachusetts District Data Team Toolkit..... Laliq

Andrea Condit, Massachusetts Department of Elementary and Secondary Education
Erin MacIntire, Public Consulting Group, Inc.

4:30 – 5:20

Learn how the District Data Team Toolkit designed by the Massachusetts Department of Elementary and Secondary Education is used to help districts establish, grow, and maintain a culture of inquiry and data use to inform decisions that impact teaching and learning. The Toolkit is a practical resource for district data teams to use as they work with district staff and schools to craft questions about accountability, equity, and continuous improvement; coordinate the collection, analysis, and dissemination of the data displays necessary to address these essential questions; build action plans; and monitor the progress of improvement initiatives.

THURSDAY, JULY 29, 2010

Registration

7:30 – 5:00

Crystal Ballroom Foyer

Cyber Café

7:30 – 5:00

Cartier/Tiffany

Morning Break

7:30 – 8:30

**Haverford
Meeting Room Foyer**

Concurrent Session IV

8:30 – 9:30

IV-A Efficiency Comparisons of the 100 Largest U.S.

Public School Districts.....Susquehanna/Severn/Potomac

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

8:30 – 9:30

The presenters of this session will compare the relative efficiencies of the 100 largest U.S. public school districts and suggest conclusions to be drawn from that comparison. Data from the National Center for Education Statistics' Core of Common Data report of largest-district characteristics were analyzed using Data Envelopment Analysis (DEA)—a mathematical technique that identifies the most efficient districts and calculates improvement possibilities for less-efficient districts. This presentation includes a simple tutorial on how to use and interpret DEA, and describes how any local district could use this method to benchmark its own performance characteristics.

IV-B Colorado Growth Model: Changing Conversations

About School Performance Patuxent/Embassy

Daniel Domagala, Colorado Department of Education

8:30 – 9:30

The question of how to measure a year's worth of student growth is what launched Colorado into years of research and refinement that produced a percentile-based methodology called the Colorado Growth Model. Visualization tools soon followed to showcase student growth and change conversations regarding academic performance. This presentation will trace the history of the Colorado Growth Model, demonstrate Colorado's current SchoolView visualization tool, and chart a course for the future.

**IV-C Identification, Distribution, and School-Level Allocation:
Providing a Poverty Index Model Recognizing Distinctive
Needs of SchoolsDiplomat/Ambassador**

*Carlee Poston Escue, University of Cincinnati
R. Craig Wood, University of Florida, College of Education*

8:30 – 9:30

This presentation will feature a research study that was designed to expand upon identifying possible poverty indicators using readily available Adequate Yearly Progress reports and discuss applications of values and weights when incorporating these indicators into a Poverty Index Model. This Poverty Index Model would address vertical equity funding for the educational needs of children living in poverty. The funding for this model will be distributed at the school level. This would allow the school to allocate the funding based on the unique characteristics, values, and needs specific to the particular school. This study recognizes that each school has a distinctive need that merits recognition when determining funding uses. The possible poverty indicators also demonstrate alternative perspectives and measuring devices confronting the status quo identification of children living in poverty.

IV-D The Final Frontier: Tracking High School Graduates in College..... Cabinet

*Andrew Setzer and Ellen Moore
Eastern Suffolk Board of Cooperative Education Services Regional Information Center (New York)*

8:30 – 9:30

This presentation will explain a process that supports the expectation for districts to evaluate how their high school graduates do in college. Facilitators will demonstrate how 46 Suffolk districts participated in a project to gather data, create reports, and assemble questions that focus on the issues. Highlighted will be how the data was gathered quickly, inexpensively, and comprehensively. Shares will include report suggestions and a list of questions that might be asked by districts around this data.

**IV-E Workshop: A District’s Approach to Using Data to
Improve Educational Outcomes (Part I)Judiciary**

*Mwarumba Mwavita, Joe Kitchens, and Lisa McLaughlin
Western Heights Public Schools (Oklahoma)*

8:30 – 9:30

Educators at all levels—from local classrooms to district offices to state and federal education agencies—must recognize that true school improvement, the type that is lasting and meaningful, will occur only when school systems and agencies are simultaneously supported via interdependent, classroom-driven, longitudinal data systems that provide near real-time, appropriately aggregated/disaggregated data to students, teachers, parents, and other stakeholders, including state and federal agencies. This workshop will demonstrate how a school

district's longitudinal data system (LDS) has impacted student learning, instruction, and school culture toward a focused agenda—that of learning.

IV-F It Does Take a Village to Submit Data to ED FactsOld Georgetown

*Bobbi Stettner-Eaton and Meredith Miceli, U.S. Department of Education
Karl Pond, Kelley Steen, and Mary Watson, North Carolina Department of Public Instruction*

8:30 – 9:30

This session will review how state staff worked through the trials and tribulations of data submission and problem-solving resolutions, to gain mutual benefits from their partnership as a team. State staff will provide real-life examples and strategies for how they have struggled and continue to struggle with their coordination efforts to reconcile data submissions to ED Facts. Both federal and state program staff will present their perspectives.

IV-G Recognizing Excellence—A Look at States That Are Leading the Way in Student-Level Data CollectionCongressional

*Barbara Roewe, Oklahoma Department of Education
Peter Coleman, Virginia Department of Education
Meredith Bickell, Wyoming Department of Education
Jim Campbell, SIF Association*

8:30 – 9:30

In 2010, the SIF Excellence Awards recognized three states that are true leaders in student-level data collection. The SIF Excellence Awards Finalists include Oklahoma, Virginia, and Wyoming. This panel will share insights into their extraordinary work in student-level data collection, discuss lessons learned, reveal their next steps, and provide an opportunity for audience dialogue. Come see why these states were nominated and recognized as SIF Excellence Awards Finalists!

IV-H The Common Data Standards (CDS) Initiative: A Local, State, and Higher Education Perspective Waterford

*Linda Rocks, Bossier Parish Schools (Louisiana)
Patsy Eiland, Alabama Department of Education
Ken Sauer, Indiana Commission for Higher Education
Corey Chatis, Bill & Melinda Gates Foundation*

8:30 – 9:30

The Common Data Standards (CDS) Initiative is a national, collaborative effort to develop voluntary, common data standards for a key subset of K–12 (e.g., demographics, program participation, course information) and K–12-to-postsecondary education transition variables. Participants in the initiative include representatives from states, districts, higher education organizations, and key non-profit organizations. These standards will increase data interoperability, portability, and comparability across states, districts, and higher education

organizations. Hear from members of the CDS Technical Working Group on why your organization should be interested and how you can provide input into the process.

IV-I The Road Less Traveled: Using Data-Driven Decision Making in Your SLDS Project!? Lalique

*Denise Airola, Sean Mulvenon, and Karee Dunn, University of Arkansas
Mickey Garrison, Oregon Department of Education*

8:30 – 9:30

A three- to four-year window of time to accomplish what you set out to do with your statewide longitudinal data system (SLDS) grant goes by in the blink of an eye, often leaving evaluation of the project out of the equation. The Oregon Direct Access to Achievement (DATA) Project started with evaluation in mind. How has this plan worked for Oregon's SLDS? Presenters will share early findings from the evaluation of the Oregon DATA Project to provide professional development (1) to school and district leaders in the use of data to inform school improvement decisions and (2) to teachers in the use of data to inform instructional decisions. Do professional development in assessment literacy and job-embedded support for data use impact teachers' and leaders' practices in the classroom, school, and district? How has this effort impacted the development of Oregon's LDS and next steps? This session will address these questions.

Break
9:30 – 9:45

Concurrent Session V
9:45 – 10:45

**V-A Using SLDS Data to Improve Student Achievement—
The Maine Growth Model and At-Risk Students Data MartsSusquehanna/Severn/Potomac**

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

9:45 – 10:45

Maine will demonstrate how two key data marts from its statewide longitudinal data system (SLDS) data warehouse provide data to address the questions and concerns of parents, teachers, administrators, and researchers. In this session, the Maine Growth Model will be used to examine student and school achievement and growth over time utilizing state assessment data. The At-Risk Students data mart will use data analytics to examine dropout factors to augment intervention.

V-B Traveling Through Time: The Forum Guide to Longitudinal Data Systems..... Patuxent/Embassy

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

9:45 – 10:45

By facilitating the collection and use of detailed, high-quality student- and staff-level data linked over time, longitudinal data systems (LDSs) hold the promise of revolutionizing the way we educate our students. *Traveling Through Time: The Forum Guide to Longitudinal Data Systems* is intended to help state and local education agencies meet the many challenges involved in building robust LDSs. This session will use the guide to answer key questions ranging from “What is an LDS and what does an ideal one look like?” to “Why are data governance and system planning so critical?”

**V-C Closing the Gaps for English Language Learners:
Measurement and CostDiplomat/Ambassador**

Lori Taylor, Dennis Jansen, and Timothy Gronberg, Texas A&M University

9:45 – 10:45

This session will report on a research project that has two interrelated parts. First, the researchers use existing data on individual student performance in Texas to develop more accurate measures of academic progress and performance for Limited English Proficiency (LEP) students. The current measures of LEP student performance are inadequate to the task, because students who pass the English reading/English Language Arts TAKS test are, by definition, no longer LEP students. Therefore, any student who succeeds academically (at least in this dimension) is removed from the category of LEP students, and any measure of student performance that is based on the student’s current LEP status is biased downward. Second, the researchers use those newly developed performance measures to estimate the cost of closing the achievement gap between LEP and non-LEP students. This cost-function based analysis generally follows previous work on the cost of education in Texas (Gronberg et al. 2004, 2005). The primary innovation of this analysis is the incorporation of the refined student performance measures developed in Part 1 of the project. This analysis provides the first estimates of the marginal cost of serving LEP populations that are based specifically on separate performance estimates for LEP students.

V-D Embedding Cultural Change Into Your Project—Appreciative Inquiry and the Executive Workshop..... Cabinet

Janice Gunnip, Greenwich Public Schools (Connecticut)
Randolph Thomas, U.S. Virgin Islands Department of Education
Nona Ullman, Improve, LLC

9:45 – 10:45

Learn how the U.S. Virgin Islands and Greenwich Public Schools used one-day Executive Workshops based on the principles of Appreciative Inquiry (a modern theory of change management) to kick off their longitudinal data warehousing projects to engage, inspire, and energize all participants. Using Appreciative Inquiry at project onset is a proven, positive, collaborative approach to developing a project’s shared vision, goals, values, design, and to prioritizing action. Appreciative Inquiry is a way of building on the core competencies and prior successes of people in the organization to create the cultural change required to achieve project goals.

V-E Workshop: A District’s Approach to Using Data to Improve Educational Outcomes (Part II)Judiciary

Mwarumba Mwavita, Joe Kitchens, and Lisa McLaughlin
Western Heights Public Schools (Oklahoma)

9:45 – 10:45

Educators at all levels—from local classrooms to district offices to state and federal education agencies—must recognize that true school improvement, the type that is lasting and meaningful, will occur only when school systems and agencies are simultaneously supported via interdependent, classroom-driven, longitudinal data systems that provide near real-time, appropriately aggregated/disaggregated data to students, teachers, parents, and other stakeholders, including state and federal agencies. This workshop will demonstrate how a school district’s longitudinal data system (LDS) has impacted student learning, instruction, and school culture toward a focused agenda—that of learning.

V-F EDFacts Data Quality Improvement Program—Data Quality Assessment and Metadata RepositoryOld Georgetown

Barbara Timm and Kevin Sauls, U.S. Department of Education

9:45 – 10:45

EDFacts provides data on K–12 for public reporting and decision-making. In January 2010, the U.S. Department of Education embarked on a project to improve data quality entitled EDFacts Quality Improvement Program (EQuIP). This project provides a comprehensive look at data quality based on four cornerstones of data quality assessment, data quality improvement process, metadata repository, and data governance. At this session, we will discuss two of those cornerstones—the data quality assessment and metadata repository. The discussion of the data quality assessment cornerstone will include a discussion of data profiling.

V-G More for Less! Two States' Efforts to Reduce Human and Financial Resource Burdens While Increasing Effectiveness and Data Quality Through the Use of Real-Time Data CollectionsCongressional

Barbara Roewe, Oklahoma Department of Education
Hellene Bettencourt, Massachusetts Department of Elementary and Secondary Education
Jim Campbell, SIF Association
Aziz Elia, CPSI, Ltd.

9:45 – 10:45

This session will look at the real-time data collection efforts of the Oklahoma and Massachusetts education departments. Come hear how these two very different states are using a common data collection model to dramatically improve the level of data quality and the timeliness of data collection while realizing substantial cost and resource savings for their local education agencies.

V-H Common Data Standards (CDS): How to Access the Standards and Provide Feedback Waterford

Nancy Smith, National Center for Education Statistics
Beth Young, Quality Information Partners, Inc.
Mark Blevins and Hector Tello, AEM Corporation

9:45 – 10:45

NCES is working with key stakeholders to develop standards for a core set of data elements to ensure that data shared across institutions are consistent and comparable. The Common Data Standards (CDS) Initiative's goal is to identify a list of key K–12 and K–12-to-postsecondary transition variables (expansion into PreK and the workforce will be considered in the future) and agree upon standard definitions, code sets, and technical specifications for those variables. The CDS Initiative's Technical Working Group includes participants from state education agencies (SEAs), local education agencies (LEAs), higher education, associations, and the U.S. Department of Education. This session will provide a detailed overview of where to find the standards as well as overviews of the CDS website, use cases, data elements, and technical specifications. A national, collaborative effort, CDS includes participants from SEAs, LEAs, higher education organizations, key non-profit organizations, and the U.S. Department of Education.

V-I High Data Quality and Bad Statistics: A User's Perspective of LDS Systems..... Laliq

Sean Mulvenon, Denise Airola, and Rachel Sutcliffe
University of Arkansas, College of Education and Health Professions

9:45 – 10:45

The development of statewide longitudinal data systems (LDS) has dramatically improved what we can do in education. Many of these systems are receiving awards for "data quality." However, many problems remain with analyses completed using LDS data. The goal of this session is to outline some of the data quality issues with these systems, present procedures to

assess and improve data quality, and ultimately contribute to improved use of LDS systems by educators and researchers.

Break
10:45 – 11:00

Concurrent Session VI
11:00 – 12:00

VI-A Privacy and Confidentiality: Issues and Possible SolutionsSusquehanna/Severn/Potomac

Marilyn Seastrom, Ph.D., Chief Statistician, National Center for Education Statistics

11:00 – 12:00

In the Spring of 2010, the Department announced plans to issue several nonregulatory guidance documents in support of the Statewide Longitudinal Data Systems effort to assist states, districts, and schools in meeting the multiple legal requirements imposed by FERPA, ESEA, and ARRA. The objective of the guidance is to guide users in appropriately balancing the tension between the need to protect personally identifiable information in education records, and the need to meet reporting requirements and expanded education-improvement uses of the information in education records.

The guidance will address matters affecting data protections over the full data “lifecycle” of collection, storage and processing, and access, dissemination and archiving, with special emphasis on the Access and Dissemination stage. The guidance will address three levels of activity that states will need to address—policies, procedures, and tools. The guidance will focus on data stewardship policies, electronic data security statistical methods to protect personally identifiable information from disclosure in aggregate analysis and reporting, a template for the terms of written agreements, consistent with FERPA, for permitting access to personally identifiable information from education records in conducting studies consistent with 20 U.S. C. 1232g(b)(1)(F), and training on data security, protections from unauthorized disclosures, and permissible mechanisms for facilitating data access.

VI-B Metadata for the Common Mandate Patuxent/Embassy

Tom Ogle, Missouri Department of Elementary and Secondary Education
Kim Nesmith, Louisiana Department of Education
Beth Young, Quality Information Partners, Inc.
Glynn Ligon, ESP Solutions Group, Inc.

11:00 – 12:00

Who’s creating all these data definitions? Who’s in charge? A decade to revise race/ethnicity—a century to define teacher-of-record? During this session, two state education agency (SEA) experts will describe how they establish and manage metadata standards for their states for

data collections, repositories, and outputs/reports. Two national experts will provide historical and future perspectives on how data standards (such as NCES Handbooks, SIF, ED*Facts*, and others) have evolved as the foundation for longitudinal data system data models. The full panel will debate the roles of LEAs, SEAs, U.S. Department of Education, vendors, and foundations in influencing and creating data standards.

VI-C Study of School-Level Expenditures Diplomat/Ambassador

Stephanie Stullich, U.S. Department of Education

11:00 – 12:00

This session will provide an update on the collection and analysis of school-by-school expenditure data required under the American Recovery and Reinvestment Act.

VI-D Carve Your Path—Beta Testing Cabinet

Joel Nudi and Steve Oizumi, New Mexico Public Education Department

11:00 – 12:00

The New Mexico Public Education Department, Higher Education Department, and Department of Workforce Solutions have joined forces to create the “Electronic Student Management System—Carve Your Path.” This session will explain how this project provides a free, one stop shop resource of college and career exploration information to students and parents by providing a Web-based solution that is interoperable and enables students as early as sixth grade to plan their future in higher education and the workforce.

VI-E Opening Doors to New Realities? Secured Convergence of Warehouse, Reporting, Data Collections, Web Apps, and CollaborationJudiciary

Jim Addy, Iowa Department of Education
Scott Gallant, Choice Solutions, Inc.
Gary Johnson, Edustructures
Richard Young, Microsoft Corporation

11:00 – 12:00

The Iowa Department of Education is revolutionizing information access, productivity, and student performance with an enterprise education portal. Secure and robust decentralized access management to over 60 Web-based applications big and small will be offered through a common framework, catering to everyone from student to state leader. This presentation will explain how we are addressing enterprise interoperability, identity management, and content management challenges—reducing costs, gaining efficiencies, and improving the user experience within the state education ecosystem.

VI-F ED Facts Data Quality Improvement Program—Data Quality Improvement Process and Data GovernanceOld Georgetown

Barbara Timm, U.S. Department of Education

11:00 – 12:00

EDFacts provides data on K–12 for public reporting and decision-making. In January 2010, the U.S. Department of Education embarked on a project to improve data quality entitled EDFacts Quality Improvement Program (EQulP). This project provides a comprehensive look at data quality based on four cornerstones of data quality assessment, data quality improvement process, metadata repository, and data governance. At this session, we will discuss two of those cornerstones—the data quality improvement process and the data governance. The discussion of the data quality improvement process will include a discussion of data monitoring. The discussion of data governance will include discussions of data stewardship and education.

VI-G The Death of the Export—Using Data Standards and Advanced Technology to Eliminate the Endless Export/Import Process.....Congressional

James Yap, Ramapo Central School District (New York)

11:00 – 12:00

Ramapo Central School District has harnessed the power of data standards and advanced interoperability technology to virtually eliminate the data export/import process. This has resulted in a dramatic improvement in the accuracy of data, a reduction in technology support requests, and a simplification of the state reporting process. Come hear how the seamless integration of 11 district applications has laid to rest the archaic export/import process.

VI-H Common Data Standards—Beyond the K–12 Sector..... Waterford

Hans L'Orange, State Higher Education Executive Officers

11:00 – 12:00

The Common Data Standards (CDS) Initiative is a national, collaborative effort to eventually develop a model of voluntary, common data standards for P–20 and beyond. Participants in the initiative include representatives from states, districts, higher education organizations, and key non-profit organizations. The first release of these standards is expected in September of this year. This session will focus on the value and impact of these standards for postsecondary education and workforce data, as well as on anticipated improvements in the information feedback between all of the multiple interconnected sectors of the education enterprise.

VI-I The Privacy Imperative: Ensuring Student Success While Maintaining Privacy..... Lalique

Lyndsay Pinkus, Data Quality Campaign
Steve Winnick, Education Counsel, LLC
Jon Neiditz, Nelson Mullins Riley & Scarborough, LLP

11:00 – 12:00

Student privacy is an important value that is protected by federal and state laws. As the Family Educational Rights and Privacy Act (FERPA) is being revised, it is imperative that the privacy discussion addresses the broader vision of the purpose of collecting, maintaining, and using student data, which is to answer the critical policy question, “What leads to improved student achievement?” To accomplish this vision, information must be accessible to decision makers.

The Data Quality Campaign will host this session in partnership with privacy experts and leading states in the privacy field. The discussion will emphasize the continuing need and demand to answer critical policy questions through linked data systems; the ability to link systems while protecting privacy and anonymizing data; current confusions and clarifications around FERPA; preliminary analysis of federal privacy laws (including FERPA, HIPAA, COPPA, and others); and promising practices from states in sharing data while protecting student privacy. Session attendees will hear from leading states on using privacy policies, from a privacy expert from another field, and from the Data Quality Campaign. Attendees will also receive an update on the status of the federal policy revisions.

Lunch on Your Own
12:00 – 1:30

Concurrent Session VII
1:30 – 2:30

VII-A Title I Allocations Susquehanna/Severn/Potomac

William Sonnenberg, National Center for Education Statistics

1:30 – 2:30

Over \$14 billion are allocated to local education agencies under Title I of the No Child Left Behind Act. The presenter will discuss details on the rules and regulations that determine how the allocations are made, details on the multifaceted production process for producing the poverty and population estimates that are a primary determinant of the allocations, and an overview of the processes for the biennial update of school district boundaries.

VII-B School District Demographics System Map Viewer Update 2010..... Patuxent/Embassy

*Tai Phan, National Center for Education Statistics
Michael Lippmann, Blue Raster*

1:30 – 2:30

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 School District Demographics System Interactive Map Viewer. The session will also briefly discuss some of the technology used in constructing the website, including ESRI ArcGIS Server Flex API.

VII-C Longitudinal Analysis of Teacher Retirement Behavior in Arkansas.....Diplomat/Ambassador

Bob Costrell and Josh McGee, University of Arkansas

1:30 – 2:30

In this session, the presenters analyze the Arkansas teacher pension plan and empirically gauge the behavioral response to incentives embedded in that plan, as well as to possible reforms. The pattern of pension wealth accrual creates sharp incentives for teachers to work until they become eligible for early or normal retirement, often in their early fifties, and to separate shortly thereafter. The presenters estimate the effect of pension wealth accrual on teacher separation decisions using a new longitudinal dataset of Arkansas teachers, and the presenters find a significant impact. They then simulate the response to eliminating early retirement and raising the service requirement for normal retirement. They also simulate a shift to a constant accrual retirement plan. The response to both reforms is complex, as some teachers would leave earlier and others stay longer. A constant accrual plan smoothes the pattern of retirement behavior, as individuals tailor decisions to their own preferences instead of those built into the pension formula.

VII-D Research Use of the Statewide Longitudinal Data Systems Cabinet

*Ellen Mandinach, CAN Education
Alan Karr, National Institute of Statistical Sciences
Chrys Dougherty, National Center for Educational Achievement
Deborah Jonas, Virginia Department of Education*

1:30 – 2:30

This session will present the findings from an NCES-sponsored working group on the use of data in statewide longitudinal data systems (SLDS) for research purposes. The group examined four issues: access to the data, privacy and confidentiality, the integration of multiple databases, and resources and incentives that can facilitate appropriate use of the data for research purposes. The session will engage the audience in a discussion of the draft white paper and its recommendations for leveraging expert researchers' access to and increased use of the data to support state and local education goals.

VII-E Electronic Student Record and Transcript Exchange ProjectJudiciary

Jim Addy, Iowa Department of Education
Russell Buyse, Edustructures

1:30 – 2:30

Increasingly, state education agencies (SEAs) need to provide student record and transcript exchange not just for their state PK–20 institutions but also with peer agencies (such as juvenile justice, workforce, etc.), other SEAs (for student mobility purposes), and higher education (both in state and out of state). Using the Iowa Transcript Center (powered by the National Transcript Center) and its transcript archive, Iowa is pioneering an efficient, cost-effective, cloud-based architecture for meeting these needs and also ensuring broad-based adoption and utilization. Attend this presentation to learn how the state is building and deploying this solution and to explore how you can apply its “lessons-learned” to the needs of your constituents.

VII-F Submission Edits in the EDEN Submission System (ESS)Old Georgetown

Pam Hinman, U.S. Department of Education

1:30 – 2:30

This session will address EDEN Submission System (ESS) submission edits: what they are, how they are different from format and validation edits and from warnings, what files they exist for, and where we are going in the short and long term with ESS edits. The presenters will also answer audience questions about edits and data quality issues.

VII-G I Saved Money, and You Can Too!.....Congressional

Richard Nadeau, Horry County Schools (South Carolina)
Cindy Helmers, Bloomington School District 87 (Illinois)
James Yap, Ramapo Central School District (New York)
Jim Campbell, SIF Association

1:30 – 2:30

This panel discussion will look at the very real ways in which data interoperability and standardization have resulted in a cost reduction and/or reallocation of resources at the local education agency level. In these times of economic shortfalls, can standardization and seamless interoperability really cut costs and increase effectiveness? This session will answer that question.

VII-H Adopting the Common Data Standards—The Road to Interoperability Waterford

*John Blegen, State Higher Education Executive Officers
Alex Jackl, Council of Chief State School Officers*

1:30 – 2:30

The Common Data Standards (CDS) Initiative is a national, collaborative effort to develop a model of voluntary, common data standards eventually for P–20 and beyond. Participants in the initiative include representatives from states, districts, higher education organizations, and key non-profit organizations. The first release of these standards is expected in September of this year. This session will discuss the potential impact of these standards on improved technical interoperability. Focus will be on what it means to adopt the standards from the perspective of multiple stakeholders, what the practical steps are toward adoption, and what return on investment the various participants can expect.

VII-I Linking and Learning: Shedding Light on Early Childhood and Postsecondary Data Systems..... Laliq

*Elizabeth Laird, Data Quality Campaign
Hans L’Orange, State Higher Education Executive Officers*

1:30 – 2:30

With growing demand for better information to inform decision making at all levels of education, it is crucial to understand the current capabilities of data systems across the education pipeline, from early childhood through postsecondary and the workforce. In this presentation, the Data Quality Campaign will share a framework for a coordinated early care and education data system, including information about a forthcoming survey of early childhood data systems, administered in partnership with six other national organizations. The State Higher Education Executive Officers will discuss results from the 2009 study on state postsecondary student unit record (SUR) data systems, funded by the National Center for Education Statistics. Attendees will gain a better understanding of states’ progress towards building, linking, and using robust P–20/W data systems to improve individual student outcomes and systems performance.

**Break
2:30 – 2:45**

Concurrent Session VIII
2:45 – 3:45

VIII-A Evaluating Teachers by Student GrowthSusquehanna/Severn/Potomac

Neal Gibson, Arkansas Department of Education

2:45 – 3:45

Both Race to the Top and State Fiscal Stabilization Fund, Part 2, require that at least half of administrator and teacher evaluations be tied to “student growth.” The Arkansas Department of Education (ADE) has tied three years of student growth percentiles to individual teachers, creating visualizations and reports from these data that were then shared with administrators. This presentation will give a brief overview of the difficulties associated with linking teachers and students, along with what we discovered when student growth was tied to individual teachers.

VIII-B Workshop: Who is MOE? Using the American Community Survey for Education Data (Part I) Patuxent/Embassy

Elana Broch, Princeton University, Office of Population Research

2:45 – 3:45

The American Community Survey (ACS) has replaced the long form of the decennial Census. This ongoing survey can be used for state- and district-level data on educational attainment. However, the statistical landscape has changed (fewer people complete this survey than completed the long form) and users need to be aware of these changes. This presentation will address the MOE (Margin of Error) that needs to be incorporated when interpreting ACS data and the issues in comparing data from year to year.

VIII-C Advanced High School Courses and Demographic Disparities in Educational Outcomes: Evidence From Florida’s Education Data WarehouseDiplomat/Ambassador

Dylan Conger, George Washington University

2:45 – 3:45

With data from the Florida Department of Education, this session presents research that examines the role that advanced high school course-taking plays in educational outcome gaps between racial, socioeconomic, and gender groups. Specifically, the study examines the effects of high school courses on postsecondary outcomes; the determinants of demographic gaps in advanced high school course-taking; and the drivers of variation in high school course offerings across Florida’s schools. In addition to providing a summary of the major findings from the research, the presentation will focus on how the data from the Florida Education Data Warehouse were used to conduct the analyses.

**VIII-D Using Data to Improve Decision Making at the Central Office:
Examples From a New District and University Partnership Cabinet**

*Sarah Cohodes, Harvard University, Center for Education Policy Research
Andrew Baxter, Charlotte-Mecklenburg Schools (North Carolina)*

2:45 – 3:45

The Center for Education Policy Research and Charlotte-Mecklenburg Schools (CMS) have embarked on a new partnership that unites university-based researchers with school district staff as part of the Strategic Data Project (SDP). SDP provides district leadership with evidence from their schools that helps them make decisions that improve student achievement. A recent report on strategic use of human capital in CMS is a crucial component of this collaboration. The presenters will describe teachers' recruitment, placement, development, evaluation, and retention in CMS and how they connect to student achievement. The presenters will also discuss how CMS has used this research in district decisions and policies.

VIII-E Electronic Transcript Exchange—A Vision for the FutureJudiciary

*John DiPirro, California Schools Information Services
Dan Domagala, Colorado Department of Education
Jim Addy, Iowa Department of Education*

2:45 – 3:45

This panel discussion will cover best practices for implementing electronic student record and transcript exchange on a statewide level. Panel presenters include longtime eTranscript advocates from California School Information Services (CSIS), the Iowa Department of Education, and the Colorado Department of Education. Each of these states has a broad vision for a statewide system that includes district-to-district student record exchange, higher education transcript exchange, extending that system to other state agencies, and even beyond. Come learn about their vision, the hurdles they have encountered, the benefits and shortcomings of paper versus electronic processes, best practices, and innovative ways of utilizing electronic exchange.

**VIII-F Identifying and Using Key Data to Drive Student
Improvement and Preparation for CollegeOld Georgetown**

*Patrick Sherrill, U.S. Department of Education
Keith Krueger, Consortium for School Networking
Jerry Weast, Montgomery County Public Schools (Maryland)*

2:45 – 3:45

The U.S. Department of Education's *EDFacts* Initiative and the Consortium for School Networking (CoSN) are leaders in promoting the use of data-driven decision making for improved teaching and learning. The use of data at the state, district, and school levels is critical in driving a reform agenda. This session will showcase the work of Dr. Jerry Weast, Superintendent of Schools for Maryland's Montgomery County Public Schools, in using key data

to drive student improvement and preparation for college. Dr. Weast is currently directing an ambitious comprehensive reform effort designed to raise the academic standards and narrow the achievement gap for nearly 140,000 students in the largest and most diverse school system in Maryland and the sixteenth largest district in the nation. Dr. Weast will discuss key factors associated with successful student outcomes and his work in using data on those factors to drive student improvement and improved preparation for college.

VIII-G Achieving Successful Business Operations and Reporting Through PESC Standards and Services.....Congressional

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

2:45 – 3:45

The need for data standards has never been greater. Data standards by themselves though are only part of the overall answer. Combined with political will and unprecedented funding, the moment to institute sustainable overall solutions is before us. This session will focus on how to achieve successful business transactions, that is the identification of needed standardized data elements and the means by which to transport them whether it be from state to state, institution to institution, or country to country. This session will also touch on the evolution of transcripts and how they relate to academic e-portfolios.

VIII-H Making Postsecondary Data Useful to K–12 Educators: Lessons From the National Student Clearinghouse Pilot..... Waterford

Levette Williams and Sheril Smith, Georgia Department of Education
Jeff Tanner, National Student Clearinghouse
Leslie Hall, MPR Associates, Inc.

2:45 – 3:45

The National Student Clearinghouse Pilot: Tracking Postsecondary Outcomes for High Schools project aims to develop high-quality, actionable reports and tools linking K–12 and postsecondary data that can be used by schools, districts, and states to improve the college readiness and success of their students. These tools are being developed in collaboration with state and local partners in Florida, Georgia, and Texas. This session will review lessons learned from the first year of the pilot and provide examples of actionable reports that present postsecondary outcomes for a K–12 audience.

VIII-I Taking Control of Data Quality: Herding the Cats and Riding the Bulls..... Lalique

Bruce Hislop, Prince George’s County Public Schools (Maryland)

2:45 – 3:45

We know that clean, valid data are necessary for appropriate decision making, but ensuring data quality is difficult. The key to this is making people care about the quality of their data, and the

key to that is holding them accountable for their data quality through key performance indicators. This presentation outlines what one local system is doing by working with offices to identify risks to data quality and specific data rules to capture errors, developing processes to correct these errors in sources systems, and eventually creating accountability measures for data quality.

Break
3:45 – 4:00

Concurrent Session IX
4:00 – 5:00

IX-A Program and Project Management and Governance—Keys to Successful SLDS Delivery.....Susquehanna/Severn/Potomac

Greg Holland, Arkansas Department of Education
Dennis Cribben, Metis Associates, Inc.

4:00 – 5:00

In its continuing development of a statewide longitudinal data system (SLDS), the Arkansas Department of Education (ADE) is carrying out work across multiple distinct but interrelated work streams that must be managed individually and collectively in a strategic manner. This presentation will review the basic elements that have gone into establishing an effective governance structure and PMBOK based program and project management processes through which ADE ensures delivery on its SLDS grant commitments. The presentation will also describe project management methods, tools, and the templates ADE uses for planning, scheduling, and tracking and for risk and issue management, and project communication. Finally, ADE’s internal SLDS Project Team SharePoint collaboration site will be presented. This site serves as a critical project knowledge base, storing project artifacts, status information, and other project resources; it also provides ADE SLDS PMO team members with a powerful tool for communication and collaboration.

IX-B Workshop: Who is MOE? Using the American Community Survey for Education Data (Part II).....Patuxent/Embassy

Elana Broch, Princeton University, Office of Population Research

4:00 – 5:00

The American Community Survey (ACS) has replaced the long form of the decennial Census. This ongoing survey can be used for state- and district-level data on educational attainment. However, the statistical landscape has changed (fewer people complete this survey than completed the long form) and users need to be aware of these changes. This presentation will address the MOE (Margin of Error) that needs to be incorporated when interpreting ACS data and the issues in comparing data from year to year.

IX-C Lies, Damned Lies, and Distorted Financial Statistics.....Diplomat/Ambassador

*Vaughn Altemus, Vermont Department of Education
Peggy O'Guin, California Department of Education*

4:00 – 5:00

This presentation will be a spirited analysis of the March 2010 Cato Institute report, “They Spend WHAT? The Real Cost of Public Schools.” The presenters will share their recent experiences deconstructing the figures used in this report in order to rebut its apparent presumption that purveyors of education financial figures are out to mislead the public. This irreverent session will consider the valid reasons for differences between measurements, contemplate whether apples are inherently superior to oranges, and reflect on the seemingly direct relationship between complaints about government spending and demands for data that require expensive increases in education administration.

IX-D Getting It Together: Researcher Access to Linked Statewide Data in Texas..... Cabinet

Daniel O’Brien and James Parsons, University of Texas at Dallas, Education Research Center

4:00 – 5:00

Education researchers have their eyes on Texas as the state continues to expand its FERPA-compliant individual linked data system. This session provides an update of progress in Texas by describing the state’s processes, procedures, challenges, and current status. Topics include the addition of data from multiple sources, access from locations within and outside of Texas, allocation of computing capacity, improvements to the research proposal process, procedures used to insure FERPA-compliant work products, and the roles of state agencies, school districts, universities, foundations, and other stakeholders.

IX-E Delivering Access for ELL® Data for WIDA Research: Methodology and ArtifactsJudiciary

*Rahul Joshi, Kristopher Stewart, and Howard Cook
University of Wisconsin-Madison, Wisconsin Center for Education Research*

4:00 – 5:00

The World-Class Instructional Design and Assessment (WIDA) Consortium has designed an English language proficiency assessment called ACCESS for ELLs®, administered in more than 20 states. To deliver reliable data for ongoing research, a high-performance, scalable data warehouse architecture was developed for managing ACCESS for ELLs® information. A longitudinal schematic design uniquely tracks students in this system across successive years. This database is also connected to other national research datasets (e.g., NCES’s Common Core). An intelligent reporting framework is currently being developed for analysis by consortium members. This presentation describes the development of this system and highlights lessons learned and future directions.

IX-F How to Use ED Data Express and Data Reports in the ED Facts Reporting SystemOld Georgetown

*Susan Thompson, Alex Goniprow, and Jane Clark, U.S. Department of Education
Brandon Lucado, 2020 Company*

4:00 – 5:00

ED Data Express, launched this summer by the Office of Elementary and Secondary Education in the U.S. Department of Education (ED), is the largest public access site for ED Facts and Consolidated State Performance Report data. This session will provide an overview of the K–12 education data accessible through this site for use in planning, performance management, and policymaking, among other uses.

State education agency and ED staff can access over 160 reports through the ED Facts Reporting System. Reports on key policy areas developed by the Performance Information Management Service at ED are available using data from the ED Facts State Data Collection, the Non-Fiscal Common Core of Data, the Consolidated State Performance Report, the Individuals With Disabilities Education Act Data Collection, the Civil Rights Data Collection, and some data on Office of Indian Education grants. Data include information on student enrollment, AYP, state assessment performance, HQT, Title I Choice, graduation and dropout rates, and many others. A list of the current reports will be disseminated at this session.

IX-G District-Level Use of Data.....Congressional

*Ellen Mandinach, CNA Education
Sharnell Jackson, Data-Driven Innovations Consulting, Inc.*

4:00 – 5:00

This presentation will describe how districts are using data and reporting on findings in the literature around data-driven decision making at the local level. The primary use of data at the district level is to improve instruction and meet the needs of all students by addressing their learning strengths and weaknesses. Data are also being used to turn around low-performing schools. Finally, data are being used for accountability. This presentation will also discuss the findings of this study and contextualize it against a recently released national survey.

IX-H Constructing the State Data Fortress: The Realities of Multi-State Collaboration Waterford

*Meredith Bickell and Laurel Ballard, Wyoming Department of Education
Robert Piro and Mitchell Johnson, New Mexico Public Education Department*

4:00 – 5:00

Starting to build out the LEARN’s State Data Fortress through a collaborative effort—determining where do we start, what elements belong and in what context, adopting standards (National Education Data Model, Common Data Standards, etc.), etc. What did we LEARN? Were there any surprises? What was most valuable? What states joined the effort? What are we going to do next?

IX-I eTranscripts and SREx Adoption in Kansas Lalique

Catherine Rinehart, Kansas State Department of Education

4:00 – 5:00

With funding from a 2009 IES grant, Kansas partnered with Docufide to implement Electronic Transcripts (eTranscripts) and electronic Student Records Exchange (SREx) to alleviate the burden on schools related to admission and guidance activities, eliminate the security risks associated with manual and paper processes, increase the accuracy and effectiveness of the data, and ensure that students receive the services they need in a timely manner. Without a state mandate for participation, many states have faced challenges in getting K–12 and postsecondary institutions invested in participating in improved data systems. This presentation will focus on how Kansas learned from the experiences of other states, the process and techniques used to promote adoption, and the results so far as Kansas schools, districts, and postsecondary institutions join the Kansas eTranscript and SREx initiative.

FRIDAY, JULY 30, 2010

Registration
7:30 – 12:00

Crystal Ballroom Foyer

Cyber Café
7:30 – 10:00

Cartier/Tiffany

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

Morning Break
7:30 – 8:30

**Haverford
Meeting Room Foyer**

Concurrent Session X
8:30 – 9:30

**X-A Data, Data, Data: What Questions Do You Ask?
What Decisions Do You Make?Susquehanna/Severn/Potomac**

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

8:30 – 9:30

Having data is important. How you use the data and what the data tell you is more important. This presentation will address how you should use data to create the correct information to answer the key questions and, once you have the answers, how that influences your decisions.

**X-B Designing a School-wide Process for Thoughtful Discussions
About Student Learning Using Data Patuxent/Embassy**

*Alexandra Pardo, Thurgood Marshall Academy Public Charter High School (District of Columbia)
Aimee Evan and Stephanie Safran, Quill Research Associates, LLC*

8:30 – 9:30

A gaping hole exists in how to use data to improve instruction. Beginning in 2005-2006, Thurgood Marshall Academy embarked on an ambitious initiative to increase student achievement through data-driven improvements in curriculum, instruction, and student support services and to have the outcomes to show their students' progress from such efforts. This session will fill such void by outlining the process for creating teacher dialogue that focuses on student mastery (including what data have been helpful, when data are helpful, and how data are analyzed); moving beyond anecdotal evidence and observations of student behaviors to discussing student work and the mastery of specific skills, objectives, and standards.

X-C School Food, School Performance, and the Price of School FoodDiplomat/Ambassador

*Jacob Leos-Urbel, Amy Ellen Schwartz, and Meryle Weinstein
New York University, Institute for Education and Social Policy*

8:30 – 9:30

While school meals provide critical nutrition for poor children across the United States, relatively little research has examined how school policies affect the efficacy of school food programs. The presenters examine responsiveness to the prices charged to students and implications for student performance. Using detailed panel data on New York City schools, the presenters examine the impact of changing prices for food, making breakfast free for all while increasing lunch fees for students ineligible for free or reduced-price lunch. The presenters find that universal free school breakfast increased participation in the school food program by students ineligible for free lunch. Impacts on academic performance are assessed.

X-D Public Domain Education Data Warehouse, Unique ID System, and Other Public Domain Resources Cabinet

*Sudha Sharma, New Hampshire Department of Education
Neal Gibson, Arkansas Department of Education
Jim Goodell, Center for Educational Leadership and Technology (CELT) Corporation*

8:30 – 9:30

At the 2010 Management Information Systems Conference, the New Hampshire Department of Education announced its intent to release its standards-based education data warehouse dimensional model and other software assets into the public domain. This session will provide an update on the progress of this initiative and provide additional technical details. The interactive session will then take a look at other initiatives that are developing complimentary public domain longitudinal data system assets. Attendees will participate in a dialogue about resources sharing across states.

X-E Workshop: Using International Assessment Data—What’s New? (Part I)Judiciary

Stephen Provasnik, Holly Xie, and Dana Kelly, National Center for Education Statistics

8:30 – 9:30

The first half of this workshop will provide an overview of what’s up and coming in international assessments (Program for International Student Assessment [PISA]; Progress in International Reading Literacy Study [PIRLS]; Trends in International Mathematics and Science Study [TIMSS]; and the brand-new adult survey of literacy, numeracy, and problem-solving skills, PIAAC). In addition, the first half of this workshop will address the gap between what is technically and statistically possible to conclude from international assessment data and what policy makers often want to use the data to do. The second half of the workshop will offer a demonstration of how to use the new International Data Explorer (IDE), which allows users to analyze the most recent international student assessment data online.

**X-F Content and Structural Changes to the 2009-2010
Civil Rights Data CollectionOld Georgetown**

Rebecca Fitch and Ross Santy, U.S. Department of Education

8:30 – 9:30

For its most recent collection of data from local education agencies, the Office for Civil Rights revisited many aspects of its long-standing Civil Rights Data Collection. The current collection was restructured to allow a two-part survey that would gather data on one school year. In the spring of 2010, during the 2009-2010 school year, data were collected. Surveyed districts will follow up in the late summer and fall to complete the survey with end-of-year data on traditional items as well as on new areas of high policy importance, including bullying/harassment and the use of seclusion or restraint. This session will discuss the process used to restructure the collection, select the new content, and leverage the ED*Facts* collection of data from state education agencies. The session will also address the ways in which the data will be made available once the survey concludes.

X-G Electronic Student Record Exchange Pilot—Lessons LearnedCongressional

*Peter Coleman, Virginia Department of Education
Stephanie Seigler, Pearson*

8:30 – 9:30

The Virginia Department of Education is piloting the exchange of student records using the school interoperability framework (SIF). This session will share what has been done and learned from the project. The session will also outline the state’s plan going forward.

**X-H You’ve Merged and Split...Now What? Encouraging the Use of the
MSIX Consolidated Student Record..... Waterford**

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

8:30 – 9:30

The Migrant Student Information Exchange (MSIX) is operational and contains a consolidated student record for over 85 percent of the national migrant student population. This session will explore the strategies the U.S. Department of Education’s Office of Migrant Education is implementing to encourage the use of the MSIX Consolidated Student Record.

X-I Managing People, Places, and Things: Why the Complexities of Education Master Data Results in Significant Challenges to Adopting National Data Standards..... Lalique

Donald Houde, Arizona Department of Education

8:30 – 9:30

Over the past two years the Arizona Department of Education (ADE) has embarked upon a rigorous set of initiatives to evaluate the way Arizona manages the master data that models the state’s complex relationships among educational entities. This session’s conversation will provide insight into ADE’s findings and proposed solutions and how these may drive adoption of proposed national data standards.

**Break
9:30 – 9:45**

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

XI-A From Data to Information: If You Build It, Document It, Advertise It, and Make It Accessible, They Might ComeSusquehanna/Severn/Potomac

Ted Carter, Kansas State Department of Education

9:45 – 10:45

Although the movies may say, “If you build it, they will come,” it isn’t always true when you talk about enterprise data systems. How can you make sure that the data you are collecting, storing, and reporting on will be used and translated into actual information that meets the needs of educators and other stakeholders in your state? In this session, presenters will talk about some of the experiences and lessons that Kansas learned in building its enterprise data system, data governance structure, dashboards, and data request review process. The focus of the discussion will be on strategies for creating successful relationships among information technology staff, internal data stewards, internal research and evaluation staff, and external stakeholders who have a need for or interest in the data.

**XI-B Navigating the Race to the Top: Moving Achievement
Forward With “Datatudinal” Direction..... Patuxent/Embassy**

*Brandan Keaveny, Rochester City School District (New York)
Manjeet Rege, Rochester Institute of Technology*

9:45 – 10:45

In spite of the rapid development in data acquisition technology resulting in the explosive collection of acquired datasets, techniques for analyzing very large, diverse, heterogeneous datasets have only evolved modestly. School districts are searching for effective utility and better understanding of these acquired, large-scale longitudinal data sets to make strategically focused decisions. This presentation will highlight how the Rochester City School District is collaborating with the Rochester Institute of Technology to develop computationally efficient and accurate tools for knowledge discovery to identify relevant factors that cause changes in student performance.

**XI-C Connecting the Dots: Structuring Datasets That Can Be Linked
Together and Updated Over Time Diplomat/Ambassador**

Kathleen Dickey and Edward Cremata, Stanford University

9:45 – 10:45

With the current emphasis on accountability, the need for good data has also increased. This presentation will be a discussion of the best practices to collect, clean, store, and aggregate student and school-level data to ensure its accuracy, completeness, and ability to be linked over time and with other data. This will include a consideration of both the mechanical aspects of longitudinal data set creation as well as the important structural and theoretical issues to consider when implementing data-gathering procedures.

XI-D PIMS—Pennsylvania’s Plans for Empowering Educators With Longitudinal Data..... Cabinet

David Ream, Pennsylvania Department of Education

9:45 – 10:45

The Pennsylvania Department of Education’s longitudinal data system, Pennsylvania Information Management System (PIMS), has collected three years of data for PK–12 education. This presentation will describe Pennsylvania’s plans for providing actionable and timely data to educators, including an at-risk student early warning system and knowledge management capabilities through the integration of data with content.

XI-E Workshop: Using International Assessment Data—What’s New? (Part II)Judiciary

Stephen Provasnik, Holly Xie, and Dana Kelly, National Center for Education Statistics

9:45 – 10:45

The first half of this workshop provided an overview of what’s up and coming in international assessments (Program for International Student Assessment [PISA]; Progress in International Reading Literacy Study [PIRLS]; Trends in International Mathematics and Science Study [TIMSS]; and the brand-new adult survey of literacy, numeracy, and problem-solving skills, PIAAC) and addressed the gap between what is technically and statistically possible to conclude from international assessment data and what policy-makers often want to use the data to do. The second half of the workshop will offer a demonstration of how to use the new International Data Explorer (IDE), which allows users to analyze the most recent international student assessment data online.

XI-F The Next ED*Facts* CollectionOld Georgetown

Barbara Timm and Bobbi Stettner-Eaton, U.S. Department of Education

9:45 – 10:45

The ED*Facts* data set for School Year 2010-2011 is in the final stages of clearance by the Office of Management and Budget. The School Year 2010-2011 data set includes new data to support the State Fiscal Stabilization Fund (SFSF). During this session, we will discuss what additions and changes were proposed to the ED*Facts* data set. We will also discuss the comments received from the public during the public comment period.

XI-G Data to Improve Instruction.....Congressional

Jill Abbott, SIF Association

9:45 – 10:45

Now that longitudinal data systems have been implemented, more emphasis is being placed on using data to improve instruction and learning. These data and this information needs to include more than assessment and summative data—it needs to include data that will truly inform the classroom. This session will focus on what data should be made available, what systems provide that kind of data, and what SIF can do to help.

XI-H Successful Student-Centered Leadership, Learning, and Data Models for Elementary Schools Waterford

Paul McCarty, Granite School District (Utah)
Brent Israelsen, Institute for Student Centered Education
Pat Sherrill, U.S. Department of Education
David Hatch

9:45 – 10:45

Fremont Elementary School celebrates cultural diversity with 29 different languages and 50+ cultures and nationalities. Sixty percent of the students receive free or reduced lunch, 51 percent are minorities, and 32 percent are English language learners. Fremont Elementary School prepares students for success in the 21st century with student-centered data and leadership instruction. It has been recognized as a national “lighthouse,” or model school, for the “Leader in Me” world-wide Stephen Covey life-skills program. This presentation will demonstrate how the school teaches the necessary leadership skills that helped its students succeed by utilizing student data to guide instruction and individual student life plans.

XI-I South Carolina eTranscript and SREx Projects Deployed—Lessons Learned Laliq

Tom Olson, South Carolina Department of Education
John O’Connell, Docufide

9:45 – 10:45

The South Carolina Department of Education (SCDE), Office of Data Management and Analysis, working with Docufide, has successfully rolled out the eTranscript and K–12 student records exchange projects. Project work, funded through an IES statewide longitudinal data systems grant, began in 2008 and phase two of the project was launched in April 2010. During this project a standardized transcript format was created and deployed statewide, student records exchange parameters defined, and the state of South Carolina experienced a statewide SIS migration. Join us to learn about the history of the project, steps required to create and implement data standards across all districts, and best practices culled from completing a statewide rollout.

Break
10:45 – 11:00

**XII-A Triangulating State and Federal Data on School
Accountability: Lessons for Both Scholars and Practitioners.....Susquehanna/Severn/Potomac**

*Andrew Abrams, U.S. Department of Education
Eric C. Hedberg, National Opinion Research Center*

11:00 – 12:00

Before the first statistic is calculated, one of the most difficult aspects of policy research can occur: getting the data in order. This is especially true with investigations of education policy that draw on administrative data. The No Child Left Behind Act of 2002, with its focus on the use of standardized testing for school accountability, exponentially increased the production of data by state education agencies for purposes of tracking school progress. These data banks, however, were generally created in formats that conformed to the methods and tools of accountability and not of research. Several lessons were learned in this regard by the National Opinion Research Center’s evaluation of the growth model pilot project. This presentation will showcase the lessons we learned from the project and recommendations to states and EDI that will facilitate the efforts by future researchers.

XII-B Mississippi Surplus Textbooks System Redesign for Today’s Economy Patuxent/Embassy

Roscoe Henry and Catina Walker, Mississippi Department of Education

11:00 – 12:00

The Textbook Inventory Management System (TIMS) is a Web-based reporting system for the Mississippi Department of Education Textbooks Office. TIMS allows schools to report their active and surplus textbook inventory, as well as transfer surplus books to other schools throughout the state. As the state continues to face difficult budget cuts, schools are hard pressed to find ways to save money. The Mississippi Surplus books subsystem as a part of TIMS was designed to aid in this process; it gives schools access to a wealth of surplus books throughout the state providing a source of savings to Mississippi schools. This session will explain how the Mississippi Surplus books subsystem works.

XII-D Teaching Teachers to Use Data Cabinet

*Blair Mann and Trevor Simon, The George Washington University
Patrick Sherrill, U.S. Department of Education*

11:00 – 12:00

In today’s education climate, knowledge of data and how to use it is becoming a key to success. To evaluate how undergraduate academic institutions are teaching prospective teachers to use data in the classroom for the purpose of performing educational interventions, we first surveyed

one major academic institution in each state, as well as the top ten colleges or universities with undergraduate teaching certification programs. Our primary objective was to identify who was making this practice a priority in teacher preparation, and to what extent. Second, we examined the content of that instruction to identify successful procedures and produce a clearer picture of an effective uniform practice to teach teachers to properly use data. At this session, we will present what we discovered.

XII-E How Can We Help You? Let Me Count the WaysJudiciary

Susan Williams, Virginia Department of Education

11:00 – 12:00

Come to an informative session on strengthening relationships between and among local education agencies (LEAs), state education agency (SEA) vendors, and the SEA. Virginia will present several tried-and-true, successful strategies. Several representatives from Virginia LEAs will be on hand to talk about their experiences and how Virginia’s strategies ease the burden of working with the state’s statewide longitudinal data system vendors. Time will be allotted to address questions.

XII-F Implementing the Next EDFacts CollectionOld Georgetown

Barbara Timm and Bobbi Stettner-Eaton, U.S. Department of Education

11:00 – 12:00

The EDFacts data set for School Year 2010-2011 is in the final stages of clearance by the Office of Management and Budget. During this session, we will discuss plans for implementing the additions and changes to the data set. This session will be an interactive session to gather feedback on how these changes can be implemented in the most efficient and effective manner.

**XII-G Putting the “Pre” in the PreK–12 Conversations—
What Opportunities Exist for Digital Citizens?Congressional**

Larry Fruth, SIF Association

11:00 – 12:00

With the amount of focus on the K–12 to higher education linkages, it is critical that we not lose focus of the “quick wins” and the desperate need to track the preschool allocation of resources that ultimately can impact learning. Linking data about early learners and their environments can provide needed information to K–12 teachers, schools, and states. This session will outline some success but more importantly provide an environment for us to dialogue around what should be.

XII-H Workforce Outcomes of Educational Pursuits Waterford

Christopher Mullin, American Association of Community Colleges

11:00 – 12:00

The use of data to make decisions is at the core of an accountability culture. The federal government has encouraged the collection of individual-level data to inform policy decisions about education and workforce preparation. These advancements, in addition to numerous data systems and interstate partnerships, contribute greatly to our ability to understand the link between college and career readiness. But much more needs to be done. If we want to create data systems that inform students, parents, employers, and the community, while improving educational practice, then strong longitudinal data systems must be developed and used in ways consistent with a variety of both programmatic and educational objectives. This session will examine various data systems currently operating, their potential, and their limitations in contributing to a student unit-record data system.

XII-I Indiana eTranscript: Driving Usage of Data Standards Lalique

*Ken Sauer, Indiana Commission for Higher Education
John O'Connell, Docufide, Inc.*

11:00 – 12:00

Indiana is in its fourth full year of an eTranscript initiative that includes statewide participation across all public and non-public secondary schools and postsecondary institutions and that involves extensive collaboration between the Indiana Commission for Higher Education (ICHE) and the Indiana Department of Education. The presenter Ken Sauer, who is with ICHE, has led efforts to adopt and support data standards across Indiana participants. Join this session to learn how a state with over 40 high school SIS vendors and multiple postsecondary systems is using data standards like PESC XML to maximize efficient data exchange and usage.



NCES Summer Data Conference

KEYNOTE SPEAKERS' BIOGRAPHIES

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

KEYNOTE SPEAKERS' BIOGRAPHIES

Stuart Kerachsky

Deputy Commissioner

Delegated the Authority to Perform the Functions and Duties of Commissioner

National Center for Education Statistics

Institute of Education Statistics

U.S. Department of Education

Stuart Kerachsky has acted as Commissioner of Education Statistics since October 2008, overseeing the Center's work in preK–12 and postsecondary statistical data collection, national and international student assessments, and special studies. The National Center of Education Statistics is one of four centers of the Institute of Education Sciences (IES) of the U.S. Department of Education. Previously, he was Associate Commissioner for Knowledge Utilization in IES's National Center for Education Evaluation, responsible for the What Works Clearinghouse, regional laboratories, and the Education Resources Information Center (ERIC). Before joining IES, Dr. Kerachsky spent over 35 years conducting rigorous evaluations and statistical data collection for social policy research, serving, successively, as director of research and director of surveys and information systems for a major research firm. He has published in the fields of education, labor markets, and social welfare. Dr. Kerachsky earned a Ph.D. in economics from the University of Wisconsin.

Arne Duncan

U.S. Secretary of Education

Arne Duncan was nominated to be Secretary of Education by President-elect Barack Obama and was confirmed by the U.S. Senate on Inauguration Day, January 20, 2009.

In his confirmation hearings, Duncan called education "the most pressing issue facing America," adding that "preparing young people for success in life is not just a moral obligation of society" but also an "economic imperative." "Education is also the civil rights issue of our generation," he said, "the only sure path out of poverty and the only way to achieve a more equal and just society." Duncan expressed his commitment to work under the leadership of President Obama and with all those involved in education "to enhance education in America, to lift our children and families out of poverty, to help our students learn to contribute to the civility of our great American democracy, and to strengthen our economy by producing a workforce that can make us as competitive as possible."

Prior to his appointment as Secretary of Education, Duncan served as the Chief Executive Officer of the Chicago Public Schools, a position to which he was appointed by Mayor Richard M. Daley, from June 2001 through December 2008, becoming the longest-serving big-city education superintendent in the country.

As CEO, Duncan's mandate was to raise education standards and performance, improve teacher and principal quality, and increase learning options. In seven and a half years, he united education reformers, teachers, principals and business stakeholders behind an aggressive education reform agenda that included opening over 100 new schools, expanding after-school and summer learning programs, closing down underperforming schools, increasing early childhood and college access, dramatically boosting the caliber of teachers, and building public-private partnerships around a variety of education initiatives.

KEYNOTE SPEAKERS' BIOGRAPHIES

Among his most significant accomplishments during his tenure as CEO, an all-time high of 66.7 percent of the district's elementary school students met or exceeded state reading standards, and their math scores also reached a record high, with 70.6 percent meeting or exceeding the state's standards. At high schools, Chicago Public School (CPS) students posted gains on the ACT at three times the rate of national gains and nearly twice that of the state's. Also, the number of CPS high school students taking Advanced Placement courses tripled and the number of students passing AP classes more than doubled. Duncan has increased graduation rates and boosted the total number of college scholarships secured by CPS students to \$157 million.

A study released in June 2008 by the Illinois Education Research Council lauded the Chicago Public Schools for its efforts to bring top teaching talent into the city's classrooms, where the number of teachers applying for positions almost tripled since 2003, from about 8,600 to more than 21,000, or about 10 applicants per teaching position. The number of teachers achieving National Board Certification—the highest education credential available to teachers—increased from 11 in 1999 to 1,191 in 2008, making Chicago the fastest-growing urban district in this area of achievement.

Prior to joining the Chicago Public Schools, Duncan ran the non-profit education foundation Ariel Education Initiative (1992-1998), which helped fund a college education for a class of inner-city children under the I Have A Dream program. He was part of a team that later started a new public elementary school built around a financial literacy curriculum, the Ariel Community Academy, which today ranks among the top elementary schools in Chicago.

Duncan formerly served on the boards of the Ariel Education Initiative, Chicago Cares, the Children's Center, the Golden Apple Foundation, the Illinois Council Against Handgun Violence, Jobs for America's Graduates, Junior Achievement, the Dean's Advisory Board of the Kellogg School of Management, the National Association of Basketball Coaches' Foundation, Renaissance Schools Fund, Scholarship Chicago and the South Side YMCA. He also served on the Board of Overseers for Harvard College and the Visiting Committees for Harvard University's Graduate School of Education and the University of Chicago's School of Social Service Administration.

Last year, he was honored by the Civic Federation of Chicago and the Anti-Defamation League. In 2007, he received the Niagara Foundation's Education Award, the National Foundation for Teaching Entrepreneurship Enterprising Educator Award, and the University High School Distinguished Alumni Award. He also received honorary degrees from the Illinois Institute of Technology, Lake Forest College, and National-Louis University. In 2006, the City Club of Chicago named him Citizen of the Year. He was a member of the Aspen Institute's Henry Crown Fellowship Program, class of 2002, and a fellow in the Leadership Greater Chicago's class of 1995.

From 1987 to 1991, Duncan played professional basketball in Australia, where he also worked with children who were wards of the state.

Duncan graduated magna cum laude from Harvard University in 1987, majoring in sociology. He was co-captain of Harvard's basketball team and was named a first team Academic All-American. He credits basketball with his team-oriented and highly disciplined work ethic.

KEYNOTE SPEAKERS' BIOGRAPHIES

His late father was a professor at the University of Chicago and his mother has run a South Side tutoring program for inner-city children since 1961. As a student in Chicago, Duncan spent afternoons in his mother's tutoring program and also worked there during a year off from college. He credits this experience with shaping his understanding of the challenges of urban education.

Duncan is married to Karen Duncan and has two children, daughter Clare, 7, and son Ryan, 4.

John Q. Easton

Director

Institute of Education Sciences

U.S. Department of Education

John Q. Easton is Director of the Institute of Education Sciences (IES), where he started his six-year term on June 1, 2009. IES is the research arm of the U.S. Department of Education. It encompasses the National Center for Education Statistics, the National Center for Education Evaluation and Regional Assistance, the National Center for Education Research, and the National Center for Special Education Research with a staff of about 180 people.

Easton comes to IES from Chicago, where most recently he was Executive Director of the Consortium on Chicago School Research at the University of Chicago. Easton was affiliated with the Consortium since its inception in 1990, and became its Deputy Director in 1997. He had a long association with the Chicago Public Schools (CPS), serving in several research capacities, including as the Director of the Department of Research, Analysis, and Assessment. He also served as Director of Research for the Chicago Panel on School Policy, where he led a study on the effects of decentralization on CPS.

Easton served a term (2003-2007) on the National Assessment Governing Board, which sets policies for the National Assessment of Educational Progress (NAEP). In 2008, he was awarded a presidential citation from the American Educational Research Association for "research leadership and evaluation studies focused on improving the nature and quality of education in a large urban city."

Easton holds a Ph.D. in measurement, evaluation, and statistical analysis from the University of Chicago; a master's degree from Western Washington University; and a bachelor's degree from Hobart College. He is the author or coauthor of numerous reports and articles, and two books: *Charting Chicago School Reform: Democratic Localism as a Lever for Change* and *Organizing Schools for Improvement: Lessons from Chicago*, published by the University of Chicago Press in 2010.



NCES Summer Data Conference

DEMONSTRATION DESCRIPTIONS

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

DEMONSTRATION DESCRIPTIONS

Choice Solutions, Inc.—edFusion—Using Data Systems to Support Teaching and Learning

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

Providing tools and environments that support data-driven decision making and teaching is the key to a successful learning environment. Selecting an enterprise caliber solution as a foundation for that environment is critical for long-term return on investment and sustainability. Building on the strong foundation of our identity and data-management solutions, Choice Solutions is creating the industry's most complete educational environment, edFusion. Our edFusion solution suite provides secure portals, standards management, classroom tools, enterprise reporting (including growth model), RTI programs and digital libraries. Learn how edFusion can help your organization put the power of data and digital tools at your educator's fingertips.

Claraview—Maximizing Data Usage to Improve Student Performance

Glenn Facey and David Grattan, Claraview

Discover the reasons why education agencies choose Claraview as their trusted partner for delivering and implementing longitudinal data systems to support increased student achievement. Claraview continues to deliver a combination of data management, data warehousing, and decision support system capabilities; P–20 education domain expertise; and a proven track record of delivering successful data solutions that help local, state, and federal education agencies achieve their missions. Claraview's focus is on providing districts, teachers, and administrators with the decision-critical reports required to impact student performance. To learn how Claraview can help accomplish your education data-system goals, visit us at our booth or www.claraview.com/Education.

CPSI, Ltd.—Create a Dynamic Standards-Based Longitudinal Data System (LDS)

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

In longitudinal data collection and analysis, better data 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—National Education Practice

David Butter, Phil Benowitz, and Mark Wiggins, Deloitte Consulting

Deloitte Consulting will provide an overview of its national education practice solutions, capabilities, and services to state and local education agencies.

DEMONSTRATION DESCRIPTIONS

Edustructures—Purpose-Built for Longitudinal Data Systems Success: Standards-Based Interoperability From Edustructures

Greg Hill, Gary Johnson, and Barbara DelBove, Edustructures

States are benefiting from an extraordinary, once-in-a-lifetime opportunity to truly deliver education reform by adopting integrated solutions that increase automation, support progress tracking, and enhance data quality in PK–20 education. As a result of the scope and uniqueness of these projects, it is imperative that states choose partners and solutions that can offer successful sustainability. Already deployed in more than 12 statewide longitudinal data systems (SLDS) projects, Edustructures offers the most advanced SIF-enabled solutions for state-level data management and integration—solutions that provide the foundation for successful longitudinal data systems and allow states to do more with less.

Edustructures will demonstrate the flexibility and functionality of our standards-based solutions, illustrate our success and expertise in a variety of statewide projects, and work with you to define your state’s vision for successful and sustainable data interoperability.

eScholar LLC—Building the SLDS Foundation for the Future

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

The Data Quality Campaign (DQC) reports the vast majority of states have made significant progress in putting in place P–12 statewide longitudinal data systems (SLDS). The real question now is whether these first generation SLDS will be able to expand to meet the more challenging requirements presented by P–20 as well as those introduced by early childhood and the workforce. An SLDS solution to meet these needs requires the ability to manage and track unique IDs across time, agencies, and state(s), as well as the ability to expand into the workforce. The right solution can become the authoritative source of data to track and monitor individuals during their entire learning life-time. Stop by and learn how eScholar has already made the difference in helping state education agencies bridge these critical gaps with software solutions that deliver today and set the foundation for the future. (www.escholar.com)

Infinite Campus—Statewide Continuous Instructional Improvement

Joe Fox, Infinite Campus, Inc.

Need a powerful way for your state to aggregate rich student data to comply with the Race to the Top (RTTT) requirements for “using data to improve instruction?” Meaningful support and actionable data for continuous instructional improvement is possible statewide with the Infinite Campus District Edition, an integrated student data management system. Use the Infinite Campus State Edition for district data aggregation and accountability while using the data at the state level to make data-driven decisions. When these two systems are used together, your state has the formula for RTTT success, with data export capabilities to populate your state’s longitudinal data system. Ready? We are.

DEMONSTRATION DESCRIPTIONS

Mizuni, Inc.—The Mizuni Solution for the State

Ignacio Ybarra and Laurie Collins, Mizuni, Inc.

Mizuni provides enterprise data management software solutions and professional services to PK–20 school districts and state departments of education. The Mizuni Solution is comprised of three core components: Integrate, Centralize, and Deliver. Integrate: To eliminate redundant data entry and improve data quality, districts and states must integrate their disparate data information systems. Centralize: Consolidating critical data into a centralized solution facilitates longitudinal data storage and analysis. Deliver: To truly leverage an integrated data system, districts and states must deliver high-value, accurate data to teachers, parents, and administrators to inform instruction and impact student performance.

National Transcript Center—Enhancing the Capabilities of Longitudinal Data Systems With Bi-directional Data Flow

Jessica Williams, National Transcript Center (NTC)

Linking PK–12 student data with other state agency data, such as postsecondary and workforce data, is a key component of any comprehensive longitudinal data system. Using National Transcript Center (NTC), many states have deployed a robust, secure, electronic student record/transcript solution—powered by a data translation engine that supports a variety of data formats—achieving statewide bi-directional data flow between the state education agency and other data sources. We will demonstrate the unique capabilities and advantages of the NTC solution, describe current statewide project successes, and consult with you to help define how an electronic student record/transcript solution will benefit your state’s longitudinal efforts.

Vangent, Inc.—Linking Elementary/Secondary Education and Post-secondary

Jill Hanson, Robin Jenkins, and Kerry Trahan, Vangent, Inc.

Many statewide longitudinal data systems (SLDS) will soon be connecting elementary/secondary and post-secondary data systems to gain further insight on student outcomes and college readiness. Vangent understands this connection extremely well in that we have successfully linked student records data between K–12 and post-secondary education enabling powerful transcript evaluation services used to determine college eligibility and to aid in career planning. Responsible for the U.S. Department of Education’s Free Application for Financial Student Aid (FAFSA), Vangent has provided award-winning Web services that enable thousands of students to easily apply for aid to attend college. Please stop by to learn more.



NCES Summer Data Conference

TOPICAL INDEX TO SESSIONS

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

TOPICAL INDEX TO SESSIONS

Accountability

IX-G

American Recovery and Reinvestment Act (ARRA)

VI-C

Assessments

X-E

XI-E

Civil Rights Data Collection

IV-F

X-F

Common Data Standards

II-G

IV-H

V-H

VI-H

VII-H

Data Collection

II-I

III-B

IV-C

IV-D

V-C

VI-C

VII-B

VII-D

VII-E

VIII-H

IX-C

X-A

XI-B

XI-I

XII-A

XII-B

XII-I

Data Governance

IX-A

XI-A

Data Model

II-G

III-B

Data Quality

I-B

III-B

III-F

IV-A

V-F

V-I

VI-F

VII-F

VIII-I

XII-E

Data Standards

VIII-G

X-I

XII-I

Data Use

I-A

II-A

II-H

II-I

III-B

III-G

III-I

IV-B

IV-C

IV-D

IV-E

IV-I

V-C

V-D

VI-C

VII-C

VII-D

VII-E

VIII-A

VIII-B

VIII-D

VIII-H

IX-C

IX-E

IX-G

X-A

TOPICAL INDEX TO SESSIONS

Data Use (continued)

X-B
X-C
X-E
X-H
XI-B
XI-H
XI-I
XII-A
XII-B
XII-D
XII-I

Data Warehousing

II-G
V-A
VIII-C
IX-E
X-D

EDFacts

I-F
II-F
III-F
IV-F
V-F
VI-F
VII-F
VIII-F
IX-F
X-F
XI-F
XII-A
XII-F

English Language Learners

V-C
IX-E

eTranscripts/Transcript Data

II-B
VIII-E
XI-I
XII-I
IX-I

FERPA

VI-I
IX-D

Forum

V-B

GIS/Geographic

VII-B

Longitudinal Data Systems (LDS)

IV-E
V-B
V-E

Metadata

V-F
VI-B

No Child Left Behind (NCLB)

VII-A

Other

VI-D
VIII-H

Poverty Model Index

IV-C

School Finance

IV-C
V-C
VI-C
VII-C
VIII-C
IX-C
X-C

Schools Interoperability Framework (SIF)

I-G
II-I
IV-G
V-G
VI-G
VII-G
X-G
XI-G
XII-G

TOPICAL INDEX TO SESSIONS

State Fiscal Stabilization Fund (SFSF)

VIII-A

X-G

XI-F

Statewide Longitudinal Data Systems (SLDS)

II-A

II-B

II-G

III-A

IV-I

V-A

V-D

V-I

VI-E

VI-I

VII-D

VII-I

VIII-G

IX-A

IX-D

IX-H

IX-I

X-D

XI-A

XI-C

XI-D

XI-I

XII-H

Student Achievement/Performance

VII-I

VIII-D

Teacher Pension Plan

X-C

Title I

VII-A