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20th Annual MTS Conference



Agenda With Session Descriptions

Atlanta, Georgia
February 28 - March 2, 2007

*National Center for Education Statistics
Georgia Department of Education*



Wednesday, February 28, 2007

7:30 – 5:00	Registration	Ballroom Foyer
7:30 – 8:30	Morning Break	Salons E-G
7:30 – 5:00	Cyber Café and Demonstrations Open (This room will be closed during the Opening Session.)	Salons E-G
8:30 – 10:00	Opening Session	
	Georgia Welcome <i>Levette Williams, Director of Data Collections and Reporting</i> <i>Georgia Department of Education</i>	Salons A-D
	NCES Welcome <i>Lee Hoffman, Project Manager</i> <i>National Center for Education Statistics</i>	
	Introduction of State Superintendent of Schools <i>Travis Willard, Deputy Superintendent of Technology</i> <i>Georgia Department of Education</i>	
	Keynote Address Using Data to Raise Expectations <i>Kathy Cox, State Superintendent of Schools</i> <i>Georgia Department of Education</i>	
	State Superintendent of Schools Kathy Cox, will discuss how the state of Georgia raised academic expectations for all students by making data-driven decisions and relying on data-driven accountability systems.	
	Roll Call of the States <i>Lee Hoffman, Project Manager</i> <i>National Center for Education Statistics</i>	
	Announcements <i>Levette Williams, Director of Data Collections and Reporting</i> <i>Georgia Department of Education</i>	
10:00 – 10:15	Break	





Wednesday, February 28, 2007

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

- I-A **Teacher Compensation Survey** Dunwoody A
Frank Johnson, National Center for Education Statistics
10:15 – 11:15

The National Center for Education Statistics (NCES) is starting a new survey, the Teacher Compensation Survey. This survey will be a part of the Common Core of Data survey of administrative records. The survey will collect a few data items on every public school teacher. A pilot data collection, with participation from nine states, will take place this spring, and we will ask for data from all states next year. This presentation will cover a description of the pilot Teacher Survey and the data items and definitions. We will also discuss why NCES is collecting these data, confidentiality issues, and data products.

- I-B **Delaware's Statewide Data System: From LEA to EDEN** Dunwoody B
Bruce Dacey, Delaware Department of Education
10:15 – 11:15

The Delaware Department of Education's statewide Delaware Student Information System (DELSIS), is composed of many parts, including a pupil accounting system, web page collection forms, data quality processes, a data warehouse, and state databases. This presentation will review the various parts of the current statewide data system and will include a roadmap for the future of the system. The goal of the Delaware Department of Education is to be a model for other states in designing data systems.

- I-C **IES State Grantee Report: Data Quality** Dunwoody C
Neal Gibson, Arkansas Department of Education
Richard Rozzelle, Tennessee Department of Education
10:15 – 11:15

Staff from two states that received 2005 Institute of Education Sciences Statewide Longitudinal Data Systems grants—Arkansas and Tennessee—will discuss how they are addressing the issue of data quality in their state education data systems.

- I-D **DC STARS** Oakwood
Seju Shastry, District of Columbia Public Schools
10:15 – 11:15

District of Columbia Public Schools implemented a new student information system—eSIS—and realized significant benefits. The implementation reduced dual enrollment by utilizing a single point of entry; achieved greater visibility for intervention processes to increase attendance and reduce truancy; secured data entry for schedules, marks, and credits with audit trails; and eliminated manual generation of report cards and transcripts.





Wednesday, February 28, 2007

- I-E **Alternative Graphical Representations for Data:
Making Interpretation Intuitive for Stakeholders** Maplewood
Denise Airola and Sean Mulvenon
University of Arkansas
10:15 – 11:15

Have school improvement and accountability efforts reduced achievement gaps for students in your state? Similar questions are asked by education stakeholders on a daily basis. As data collection increases, so do demands for publication of the data. However, these data may not be in an appropriate form for reporting in an interpretable manner. The National Office for Research, Measurements, and Evaluation Systems (NORMES) piloted alternative graphical representations of statewide data that address this problem. Reducing achievement gaps is a primary focus of accountability legislation. This session will provide examples of how NORMES used alternative representations of data to address this question and others related to hot-button accountability issues.

- I-F **Destination? Quality Data: A Process, Not a Place** Conference Theater
Wanda Jones, Georgia Department of Education
10:15 – 11:15

Organizations and agencies often find it difficult to rely on the information provided through internal data collection and reporting processes. Yet, it is this information that serves as the foundation for internal decisionmaking processes. This session provides an overview of the importance of ensuring data quality and gives examples of the process used in Georgia to ensure data quality in its state reporting efforts. Also included is an overview of the data standards used in Georgia for collecting student and staff data from Georgia's public school systems.

- I-G **Architecting Data for Flexibility** Azalea
Vincent Kelso and Laura Robinson
Fairfax County Public Schools, Virginia
10:15 – 11:15

With state and federal reporting requirements increasing, internal reporting constantly changing, and the consumers of the data becoming savvier, the use of data warehousing in education has expanded. There is a need for an intermediate place for data reporting needs that leverages warehouse technology. It is not an operational system, but an Operational Data Store (ODS). Architecting an ODS into your organization's data "processing" can help you create a better, more efficient method for your organization to respond to these types of changes with minimal impact to your On Line Transaction Process (OLTP) or your data warehouse.

11:15 – 11:30 **Break**





11:30 – 12:30 Concurrent Session II Presentations

- II–A Exercises That Gave Education Data Their Definition and Muscle** Dunwoody A
Lee Hoffman, National Center for Education Statistics
Patrick Sherrill, U.S. Department of Education
Barbara Clements and Glynn Ligon, ESP Solutions Group
11:30 – 12:30

Do you know why the Education Data Exchange Network (EDEN) defines data elements the way it does? Ever wonder how 72 U.S. Department of Education definitions of a school became one? Can you place EDEN, Performance Based Data Management Initiative, EDFacts, U.S. Department of Education Information Collection System, Periodicity, Integrated Performance and Benchmarking System, SPEEDE/ExPRESS, National Center for Education Statistics Handbooks, DataSpecs, Schools Interoperability Framework, Common Core of Data, and the Hula Hoop in historical sequence? This session swaps stories about how today's standard data definitions evolved. Can this be fun and educational? The goal is to appreciate the many people and projects that since the eighties have driven much of the redundancy out of ED's data collection data.

- II–B Colorado Education Data Analysis and Reporting System (CEDAR)** Dunwoody B
Daniel Domagala, Colorado Department of Education
11:30 – 12:30

Colorado Education Data Analysis and Reporting (CEDAR) is a web-based, state-level information portal developed and administered by the Colorado Department of Education. Recently rolled out to all Colorado school districts, CEDAR utilizes Cognos reporting tools to provide a "window" into the state data warehouse. Assessment, accountability, accreditation, Adequate Yearly Progress, longitudinal, and other information are made available to authorized users for self-service reporting, analysis, and data mining. This presentation will discuss the system architecture, underlying data models, and data security structure of CEDAR. A live demonstration of the system will also be provided.

- II–C IES State Grantee Report: Stakeholder Involvement in Designing and Developing Statewide Longitudinal Data Systems** Dunwoody C
John Calderone, Wisconsin Department of Public Instruction
Leslie Wilson, Maryland State Department of Education
11:30 – 12:30

States that have received the Institute of Education Sciences Statewide Longitudinal Student Data System Grants have found that a key component to making these systems work is engaging and involving the various stakeholders. This session will focus on two states—Wisconsin and Maryland—and the work they've done with their internal and external stakeholders throughout the process of building their longitudinal data systems.





Wednesday, February 28, 2007

- II-D Three Tiers of Data Validation: School, District, and State** Oakwood
Bethany Heslam, Charlotte County Public Schools, Florida
James Lair, The Center for Data Quality
11:30 – 12:30

Florida's Charlotte County Public Schools has rolled out a districtwide process for automated data validation. An integral component of the district's School Administrative Student Information (SASI) system data collection cycle, this validation process provides each school with online, self-service data-quality report cards. The initiative is working to improve data at the point of origin, while ensuring that data reported to the state are of consistently high quality. This presentation will track the flow of student data from the school to the district to the state, with an emphasis on time savings and improvements in funding flow at each level of the reporting chain.

- II-E Lessons Learned From New Mexico's Statewide Data System Implementation** Maplewood
Daryl Landavazo, New Mexico Public Education Department
David Gross, Deloitte Consulting
11:30 – 12:30

The New Mexico Public Education Department has implemented the Student and Teacher Accountability and Reporting System (STARS). STARS is a data warehouse that collects and reports student, staff, and course information. This presentation will discuss some of the lessons learned with the implementation of a state accountability system. The presentation will discuss the challenges and lessons learned during the pilot and initial implementation, and how those lessons learned impacted the full project and the direction it has set for future phases.

- II-F Implementing a Unique Student Identifier** Conference Theater
Katharine Aspy, Georgia Department of Education
11:30 – 12:30

The Georgia Department of Education implemented a unique student identifier system during the 2005–06 school year (SY) and made those IDs integral to data collections for SY 2006–07. This presentation will share the lessons learned in the first year of issuing and using a unique student identifier application.





II-G Adequacy and Accountability: A Study of Resource Sufficiency and the NLS in NYC High Schools

Azalea

Tyrone Bynoe, University of the Cumberland

11:30 – 12:30

This study asked how one might operationalize a working definition of adequacy based on actual student outcomes, such as the percentage of students receiving a Regents Diploma. The study sought to operationalize a notion of adequacy, and asked several carefully crafted questions. Perhaps the most important of these questions was the following: when comparing high-performing/high-need schools to low-performing/high-need schools, which institutional and organizational variables distinguish high-performing high schools from low-performing high schools? This paper shall report the salient findings of seeking to operationalize a definition of adequacy confined to answering these two specific research questions. The dissertation study's research design was an exploratory quantitative study featuring descriptive statistics, correlation analysis, and regression analysis.

12:30 – 1:45

Lunch on your own



1:45 – 2:45

Concurrent Session III Presentations

III-A Tools, Techniques, and Resources for Quality Federal Education Data Reporting

Dunwoody A

Quansheng Shen, National Center for Education Statistics

1:45 – 2:45

The U.S. Department of Education has specific requirements and specifications for the states and jurisdictions in how they collect and report their education data to the Common Core of Data. Therefore, the quality of the data largely depends on the ability of state data reporters to conform to these requirements and specifications. The conformity in turn relies, among other things, on the data reporting tools, techniques, and resources that are used. This presentation will discuss (1) some of the data processing tools (2) simple techniques for data processing and preparation and (3) resources that may be used for verifying data.





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- III-B Projecting the Demand for Teachers From Your Staffing Data** Dunwoody B
Peter Prowda, Connecticut State Department of Education
1:45 – 2:45

The Connecticut State Department of Education annually collects individually identifiable data on the people serving in the public schools in positions requiring certification. In conjunction with the state's certification file, the data are used to ensure that people are properly certified for the positions they hold and that they meet the highly qualified teacher provisions of No Child Left Behind. These data are also the backbone for periodic studies of the demand for teachers.

This session will introduce Connecticut's approach to projecting the demand for teachers. It will show how annual staff files can be manipulated to provide information on the characteristics of teachers entering and leaving the profession and transferring from one position to another, and illustrate how this information can be integrated with enrollment information to produce a projection of the number of teachers needed annually for the next ten years.

- III-C Boston Public Schools' Unique Approach to Using Data to Improve Student Achievement** Dunwoody C
Maryellen Donahue, Boston Public Schools, Massachusetts
1:45 – 2:45

What do school leaders need to know and do to ensure that student data are used effectively to improve instruction? Representatives from Boston Public Schools will discuss their unique approach in making student data available to teachers, and show how measurable improvement has been made in student learning.

- III-D Transition From Transactional to Enterprise Data System Architecture** Oakwood
Baron Rodriguez, Oregon Department of Education
Mojo Nwokoma, Enterprise Data Systems Architecture
1:45 – 2:45

Oregon is undergoing a major transition with Student Information System (SIS) data. Now that the student ID systems are maturing, there is a need for thorough analysis and reporting of these data. This presentation will focus on Oregon's efforts to move from transactional to enterprise data architecture.





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- III-E Highly Qualifying Your Teachers** Maplewood
Patti High, Oklahoma State Department of Education
Dean Hupp, Hupp Information Technologies
1:45 – 2:45

Oklahoma has implemented a new Highly Qualified Teacher System that completely automates how teachers are highly qualified in Oklahoma. This system has greatly improved the reliability of the data being submitted and, subsequently, the reporting that is based on that data all while reducing the workload for the districts, school sites, and state staff.

- III-F Reporting and Analysis in the** Conference Theater
Georgia Department of Education
Darryl James, Georgia Department of Education
1:45 – 2:45

This presentation will show the Georgia Department of Education's vision for integrating its public and internal reports with its data sources so that users can drill through to the underlying lists of schools, students, and teachers that make up the numerators and denominators within the report calculations. We will drill down to profiles of the individual schools, teachers, and students that are on the lists. The tools for ad hoc analysis, ad hoc query, school comparison, and data dictionary will also be demonstrated.

- III-G Technology Asset Management at the LEA and SEA Levels** Azalea
Leo Brehm, Sharon Public Schools, Massachusetts
Roger Young, Association of School Business Officials International
1:45 – 2:45

Local Education Agencies (LEAs) and State Education Agencies (SEAs) are streamlining all aspects of IT asset administration from monitoring and reporting to planning and life cycle costing. This presentation will feature the value and implementation of the Information Technology Asset Management System (ITAMDirect) provided by SchoolDude.com at both the school district and state department of education levels. This software solution gathers and reports information about networked hardware and software, manages all computer assets across multiple platforms, tracks software licenses, and enables proactive asset management and maintenance.

2:45 – 3:00 **Break**





Wednesday, February 28, 2007

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

- IV–A NCES Handbooks Online: State Customization Tool** Dunwoody A
Nzinga Damali-Cathie, Council of Chief State School Officers
Benjamin Shapiro, KForce Government Solutions
Beth Young, Quality Information Partners, Inc.
3:00 – 4:00

Version 4.0 of the National Center for Education Statistics (NCES) Handbooks Online is currently available and development of version 5.0 is underway. The Handbooks Online provide guidance on consistency in data definitions and maintenance of education data, so that such data can be accurately aggregated and analyzed. In an effort to encourage more states to use the handbooks, NCES has developed a state customization tool. State personnel will be able to use the customization tool to build a data dictionary by adding to, deleting from, and editing the NCES data elements and option sets. The tool offers the advantages of a built-in foundation of data elements and options sets, state control of the content update schedule, and a well-defined database hierarchy. This session will provide a brief update on version 5.0 content development, and focus on the features and functionality of the customization tool.

- IV–B Journey Into Developing an LDS System:
Ten Challenges That Keep Us Awake at Night** Dunwoody B
Robert London, Wisconsin Department of Public Instruction
3:00 – 4:00

Three basic questions that kept the Wisconsin development team up at night while designing the Wisconsin Longitudinal Data Systems (LDS) were (1) What should this system really do? (2) Who are the real stakeholders? and (3) How does one deal with data chaos? This case study discusses the functional, technical, and software development frameworks that are being used by the Wisconsin LDS project team for designing and developing its system. Proper conceptualization and visioning of the LDS is critical for dealing with organizational and technical barriers that commonly plague new IT projects in highly charged political environments.

- IV–C IES State Grantee Report: Ohio's D3A2 Initiative** Dunwoody C
Beth Juillerat and Eric James
Ohio Department of Education
3:00 – 4:00

Ohio was one of 14 states to receive a Statewide Longitudinal Data System grant from the Institute of Education Science (IES) in 2005. The grant funds helped the Ohio Department of Education expand its work with stakeholders. In this session, the presenters will discuss progress to date on their Data-Driven Decisions for Academic Achievement (D3A2) Initiative, through which data, reports, and analyses are provided to stakeholders.





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IV–D Using Geospatial Technologies to Understand Student Population Dynamics in Detroit Public Schools

Oakwood

*Randall Raymond and Jovon Boyer
Detroit Public Schools, Michigan
3:00 – 4:00*

Understanding student population dynamics in large urban school systems presents many significant challenges. However, using geospatial tools and technologies makes it possible to visualize the daily changes in student data through maps and web-based information systems. Detroit Public Schools Office of Student Transportation, and the Institute of Geospatial Research and Education at Eastern Michigan University collaborated to create a Comprehensive Student Transportation Management System that daily tracks all changes in the entire 125,000+ student database. A presentation of the data model and the customization of Environmental Systems Research Institute's ArcGIS software will enable participants to leave with a better understanding of the important role geospatial tools and technologies play in student population analyses.

IV–E Lessons Learned From Implementing Key Features of Statewide Data Systems

Maplewood

*Nancy Smith, Terry Bergner, Cherry Kugle, and Elizabeth Laird
Data Quality Campaign
3:00 – 4:00*

This session will highlight lessons learned from various states about designing and implementing key components of longitudinal data systems. The primary topics will address data warehouses and analysis and reporting tools, but other topics will be addressed as well, with the help of audience members.

IV–F Teacher Shortage Integrated Monitoring Systems

Conference Theater

*Winifred Nweke, Comfort Afolabi, Gerald Eads,
Cynthia Stephens, Vernon Andrews, and Giali Chu
Georgia Professional Standards Commission
3:00 – 4:00*

This paper presents how Georgia operationalized and monitors teacher shortage/vacancies. Teacher shortage is often masked by out-of-field teaching, substitute teaching, and temporary certifications. The need for accurate teacher demand projections, identification of critical shortage areas, and compliance with No Child Left Behind (NCLB) requirements led to the development of the Georgia Professional Standards Commission's (PSC's) integrated systems for monitoring shortage. One system uses the PSC's Certification Information System and the Department of Education's Certified/Classified Personnel Information to determine shortage. The second system, the Vacancy Reporting System, involves local education agencies uploading their vacancy counts to the PSC on the 30th, 90th, and 180th day of school.





Wednesday, February 28, 2007

**IV-G Institutionalizing EDEN as EDFacts:
Accomplishments and Milestones**

Azalea

*Ross Santy, U.S. Department of Education
3:00 – 4:00*

The establishment of a consolidated federal collection of elementary and secondary education data from the states through the Education Data Exchange Network (EDEN) is now established in the Performance Information Management Service (PIMS) within the Office for Planning, Evaluation, and Policy Development at the U.S. Department of Education (ED). ED published a Notice of Proposed Rule Making in April 2006 to enable the Secretary of Education to require the mandatory collection of specific Office of Management and Budget (OMB) approved data collections and make that data collection enforceable under the grantmaking authority of the Secretary. This session will discuss these regulations. In August 2006, ED published proposed agency guidance on the collection, maintenance, and reporting of data on the race and ethnicity of students, teachers, and education staff. This session will cover the current status of this guidance. It will also address any other data policy issues of interest. The newly appointed Director of PIMS will summarize the accomplishments and lessons learned during 2006 working with the states to transmit quality education data between the states. This overview will also describe upcoming milestones in 2007 to fully establish EDFacts as the primary federal source of elementary and secondary education data. In closing, the presenter will provide a quick overview of each EDFacts session to follow.

4:00 – 4:15 **Break**

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

V-A How to Access and Use the Rich CCD Databases

Dunwoody A

*John Sietsema, National Center for Education Statistics
4:15 – 5:15*

This session is designed to introduce potential users to the rich Common Core of Data (CCD) databases on public schools and school districts, and to provide helpful tips on how to access and use these large files most efficiently and effectively. In addition, a business case will be made to encourage state and local officials to provide complete and timely data to the Common Core of Data/Education Data Exchange Network (CCD/EDEN) collection so that their schools and school districts will enjoy the benefits of having a National Center for Education Statistics (NCES) ID number.





- V-B Using Workflow to Integrate LDS Data and Best Practices Into Educational Decisionmaking** Dunwoody B
Robert London, Wisconsin Department of Public Instruction
4:15 – 5:15

Education data can help identify student achievement gaps or indicate trends that show that remedial educational strategies and programs are addressing a gap. However, education data itself cannot provide guidance to an end-user trying to find gap solution or make educational intervention decisions. A workflow user interface for longitudinal data systems (LDS) is one strategy that is being explored by the Wisconsin LDS Project Team that allows the integration of LDS data, best practices, and solution/decision process frameworks to help guide end-users in generating evidence-based educational solutions and action plans to facilitate closing education gaps.

- V-C IES State Grantee Report: Effective Governance Models for Managing Data Systems** Dunwoody C
Richard Rozzelle, Tennessee Department of Education
Trina Anderson, Michigan Department of Education
Brian Wilmot, Wisconsin Department of Public Instruction
4:15 – 5:15

Three states that received 2005 Institute of Education Science Statewide Longitudinal Data Systems grants—Tennessee, Michigan, and Wisconsin—will report on the governance structures that have helped them succeed in implementing changes required in developing a longitudinal data system.

- V-D Website Accessibility: Tips and Tools** Oakwood
Rachael Traub, Massachusetts Department of Education
4:15 – 5:15

Nearly 53 million people—one-fifth of all Americans—have some type of disability, according to the 2000 Census. State and federal regulations may require websites to be accessible to the public in the same manner as buildings equipped with curb-cut sidewalks or braille-enhanced elevator buttons. Massachusetts has made web and application accessibility a top priority for its state agencies, one of the few states to undertake this task.

In this session, you will experience the Web as a disabled user. You will learn the common pitfalls facing these users and learn how technology can be used to overcome these limitations.





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- V-E Longitudinal Data System Evaluation** Maplewood
Neal Gibson, Arkansas Department of Education
Alan Simon, Metis Associates
4:15 – 5:15

With support from the Institute of Education Sciences (IES), the Arkansas Department of Education (ADE) is developing a comprehensive statewide longitudinal data system. ADE has contracted with Metis Associates to conduct an independent evaluation of the implementation of the system, as well as the impact of the system on classroom instruction and student learning. This presentation will report on the specific evaluation questions, methods, measures, timeline, and progress of this ongoing evaluation.

- V-F The Equity “Calculus” of Teacher Hiring:
A P/R Problem With Many Variables** Conference Theater
Tom Hall, Georgia Professional Standards Commission
4:15 – 5:15

Policies and practices of teacher placement/replacement contribute to instructional capacities of schools. This presentation summarizes teacher hiring for Georgia and shows personnel differences in experience, age, routes of certification, highest degree attainment, and certification test performance for schools varying in minority student enrollment, poverty status, and school performance as measured by No Child Left Behind Adequate Yearly Progress. Interpretation of the differences in these variables may help measure instructional equity for all students in Georgia public schools.

- V-G Next Steps for the Consolidated State Report and ED*Facts*** Azalea
Bobbi Stettner-Eaton, Jeanette Lim, and Abigail Potts
U.S. Department of Education
4:15 – 5:15

This session will review the accomplishments and future plans for providing federal elementary and secondary education program managers and analysts with all of the data in the Consolidated State Performance Report (CSPR) through ED*Facts*. This session will provide an opportunity for participants to review the details of the plans for the Office of Management and Budget (OMB) paperwork clearance of the 2006-07 school year CSPR data elements. There will be opportunities for audience participation and suggestions concerning these milestones and objectives.





Thursday, March 1, 2007

7:30 – 5:00	Registration	Ballroom Foyer
7:30 – 8:30	Morning Break	Salons E-G
7:30 – 5:00	Cyber Café and Demonstrations Open (This room will be closed during the General Session)	
8:30 – 9:45	General Session	Salons A-D



Georgia Welcome and Introduction of Keynote Speaker
Levette Williams, Director of Data Collections and Reporting
Georgia Department of Education

Keynote Address
 Cassandra Herring, Director of Policy
Georgia Department of Education

Announcements
Levette Williams, Director of Data Collections and Reporting
Georgia Department of Education

9:45 – 10:00 **Break**

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

VI-A	NCES School and School District Geodemographic Data (Part I) <i>Douglas Geverdt and Laura Nixon, U.S. Census Bureau</i> <i>Tai Phan, National Center for Education Statistics</i> 10:00 – 11:00	Dunwoody A
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Federal, state, and local administrators have long recognized the need for high quality geographic and demographic data for educational planning and research. The National Center for Education Statistics (NCES) partners with the U.S. Census Bureau to produce a variety of geodemographic data products for schools and school districts to help researchers and decisionmakers understand the conditions of education in the United States. This workshop provides a brief overview of some of these resources and demonstrates tools provided by NCES to help access and analyze these data.





Thursday, March 1, 2007

- VI-B Using Oracle Tools to Build an LDS** Dunwoody B
John Calderone, Wisconsin Department of Public Instruction
Jeff Sellers, Florida Department of Education
Raymond Woten, Virginia Department of Education
10:00 – 11:00

Several states are using Oracle software as an important part of their longitudinal data systems (LDS) projects. This panel will discuss LDS development and the part Oracle tools are playing in some LDS projects. The panel will also provide an opportunity to share best practices. There will be a preliminary discussion of creating a State Education Agency (SEA) Oracle LDS Special Interest Group (SIG) that would meet at future MIS conferences.

- VI-C Writing RFPs for State Data Systems: Lessons Learned** Dunwoody C
Joe Egan, Washington Department of Education
Meg Ropp, Michigan Department of Education
Beth Juillerat, Ohio Department of Education
10:00 – 11:00

States are in various stages of developing statewide data systems, and most states need to write requests for proposals (RFPs) for various components of their systems. During this session, states will have an opportunity to learn from peers about lessons learned while writing RFPs for data systems. Staff from Ohio, Michigan, and Washington will provide first-hand do's and don'ts from their RFPs.

- VI-D Creating Flexible Data Systems for Evolving Data Needs** Oakwood
Cindy Lou Cantu and John Pirone
Los Angeles Unified School District
10:00 – 11:00

When the Los Angeles Unified School District's Decision Support System (DSS) was launched over 4 years ago, its goal was to give district and school site decisionmakers access to data to guide instruction. Over time, however, other systems have emerged to better reflect the needs of their users and the exigencies of No Child Left Behind. Increasingly, people want visually friendly data that reflect students' performance and trends over time. They also want to identify students who are likely to succeed and those who are likely to fail. In this presentation, we'll describe the district's dashboard known as Stats at a Glance, and the Alert system, which identifies students whose performance drops on one or more key performance indicators.





Thursday, March 1, 2007

VI-E SIF: The Next Generation

Maplewood

*Larry Fruth, Mark Reichert, and Vicente Paredes
Schools Interoperability Framework Association
10:00 – 11:00*

To meet the requirements and the increasing demands to support interoperability between systems enabling accurate data exchanges and ease of integration, the Association released the Schools Interoperability Framework (SIF) Implementation Specification version 2.0 and the SIF Reporting Web Services Specification.

This session will present the exciting changes and added functionality that are included in these newest versions of the Specifications. In addition, the presenters will explain where the SIF Association is headed beyond 2.0 in the expansive education data space, as we engage the education community and leverage partnerships with existing standards bodies. A preview of other SIF sessions at the conference will be provided.

VI-F Georgia's HiQ Inventory Tool for Monitoring NCLB Compliance

Conference Theater

*Chuck McCampbell and Giali Chu
Georgia Professional Standards Commission
10:00 – 11:00*

Georgia's "HiQ" inventory tool combines educator assignment data from the Department of Education's Certified/Classified Personnel Index (CPI) with credentialing information from the Professional Standards Commission's Certification Information System (CIS) to reveal educators' "highly qualified" status for each teaching assignment. LEA staff may update assignment data, assert pertinent qualifications not stored in CIS (such as High, Objective, Uniform, State Standard of Evaluation), and declare how nonhighly qualified assignments will be remedied before the next academic year. HiQ is updated in near real-time, informs decisions regarding staff development and teaching assignment, and has driven changes in both CPI and CIS.

VI-G Transformation of Special Education Information Into EDFacts

Azalea

*Bobbi Stettner-Eaton, Alexa Posny, Louis Danielson
U.S. Department of Education
10:00 – 11:00*

This session will review the accomplishments and future plans for providing federal special education program managers and analysts with all of their data through EDFacts. It will provide an opportunity for participants to review the details of the plans for the Office of Management and Budget paperwork clearance of the 2007-08 school year data elements. There will be opportunities for audience participation and suggestions concerning these milestones and objectives.

11:00 – 11:15 **Break**





11:15 – 12:15 Concurrent Session VII Presentations

- VII-A NCES School and School District Geodemographic Data (Part II)** Dunwoody A
Douglas Geverdt and Laura Nixon, U.S. Census Bureau
Tai Phan, National Center for Education Statistics
11:15 – 12:15

Federal, state, and local administrators have long recognized the need for high quality geographic and demographic data for educational planning and research. The National Center for Education Statistics (NCES) partners with the U.S. Census Bureau to produce a variety of geodemographic data products for schools and school districts to help researchers and decisionmakers understand the conditions of education in the United States. This workshop provides a brief overview of some of these resources and demonstrates tools provided by NCES to help access and analyze these data.

- VII-B Building for Enterprise Data Management:
The Kansas Approach** Dunwoody B
Kathleen Gosa, Kansas State Department of Education
11:15 – 12:15

The Kansas State Department of Education (KSDE) is beginning a 3-year Enterprise Data System (EDS) project to build and implement a state, longitudinal, enterprise information system. The major components of the KSDE EDS are Source Operational Systems, Extract Transform Load (ETL) procedures, Metadata System, Enterprise Data Warehouse, and Data Marts for delivery of Business Intelligence. This session highlights topics related to the development and implementation of the EDS, including why and how KSDE is building and implementing an EDS. The “why” includes what is to be gained by stakeholders. The “how” includes strategies and methodologies planned for this effort. Unlike most states, Kansas is not implementing a prebuilt product, but is instead building internal capacity. KSDE is doing most of the work itself to take advantage of its “business” knowledge and best-of-breed products.

- VII-C IES State Grantee Report: Linkages Between Education
Data Systems and Other Administrative Databases** Dunwoody C
Jay Pfeiffer, Florida Department of Education
11:15 – 12:15

Florida maintains data exchange agreements with state agencies and organizations that maintain data of use in education communities, including state public assistance databases, state employment databases, state occupational licensure databases, and others. Agreements are maintained with the U.S. Department of Defense, the U.S. Postal Service, the U.S. Office of Personnel Management, and the National Student Clearinghouse. The presenter will discuss the characteristics of these linkages as well as the value added to education data, including how resulting information is used.





Thursday, March 1, 2007

- VII-D Web-Based Assessment Data Collection, Management, and Reporting Using User-Centered Design (UCD) and Agile Programming Methodologies** Oakwood
Shayne Kendall, Mark Leo-Russell, and Terri Christiansen
Albuquerque Public Schools, New Mexico
11:15 – 12:15

Albuquerque Public Schools (APS) is in the top 40 U.S. school districts in terms of size and ethnic diversity. This presents many challenges in data processing. This presentation will identify those challenges and how APS manages them through custom-built web-based assessment tools using ColdFusion, SQL Server, User-Centered Design (UCD), and Agile programming methodologies. Specific web applications will be presented showing the use of data entry forms that reduce or eliminate paper forms; analysis and reporting with interactive graphical drill-downs; and how data integrity and security are enforced. The presenters will also discuss how, as a small technology department, they apply UCD to gather and use customer feedback to improve design and implementation of their applications.

- VII-E Student Record Exchange: Proof of Concept Project** Maplewood
Laurie Collins, School Interoperability Framework Association
Meredith Bickell, Wyoming Department of Education
Barbara Clements, ESP Solutions Group
11:15 – 12:15

Exchanging student records between educational environments is one of the key issues of the 21st Century. We believe that data standards are a key component in solving this problem. Automating the current manual process of moving a student's record from environment to environment allows the student to seamlessly enroll in his or her new class without delay. The Student Record Exchange Proof of Concept Project will demonstrate how the State of Wyoming is using this new innovative technology.

This session presents the Schools Interoperability Framework 2.0 solution for Student Record Exchange. The focus will be on the movement of data between entities and the extensive data required to gain a complete picture of a student's academic history.

- VII-F The Use of Data for Principals to Help Drive Instruction and Support the Academic Programs at Atlanta Public Schools** Conference Theater
Jerome Oberlton, Atlanta Public Schools
11:15 – 12:15

This session will highlight the advantages Atlanta Public Schools has achieved due to the use of its Instructional Management Solutions called INsight. The session will demonstrate how INsight helps the district quickly highlight areas requiring critical focus as well as show how INsight provides timely feedback to schools on their students' progress. Principals can view student performance data at a school level, by grade, by teacher/section, and at the individual student level. District administrators may also view this information at the SRT and district levels.





Thursday, March 1, 2007

VII-G Introduction to the Use of EDFacts Data

Azalea

Ross Santy, Jeanette Lim, and Alexa Posny
U.S. Department of Education
11:15 – 12:15

A growing number of data analysis and presentation tools continue to be developed for the Performance Information Management Service (PIMS) team and U.S. Department of Education program managers. In this session a panel of federal presenters will discuss how the Education Data Exchange Network data and data analysis tools will support the work of federal elementary and secondary education program managers and analysts. The presentation will also discuss how state education managers and analysts can access EDFacts data and use these data analysis and reporting tools.

12:15 – 1:30 **Lunch on your own**



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

**VIII-A School District Estimates and Boundary Review:
An Overview From the U.S. Census Bureau (Part I)**

Dunwoody A

Craig Cruse, Anita Molina, Ian Millett, Patricia Ream, and Wes Flack
U.S. Census Bureau
1:30 – 2:30

As directed under the No Child Left Behind Act, the U.S. Census Bureau produces model-based estimates of poverty and population for use in allocating education funds. The multifaceted production process includes production of estimates at the state, county, and school district levels as well as a biennial update of district boundaries. This two-part presentation will provide an overview on how the model-based estimates that are used in Title I allocations are developed, and how the geographic updates are made. The second hour of this session will be devoted to assisting participants with district-specific questions about the estimates and boundaries updates.

**VIII-B Kansas Individual Data on Students (KIDS):
The Ongoing Story**

Dunwoody B

Erin Perry and Kathleen Gosa
Kansas State Department of Education
1:30 – 2:30

Kansas Individual Data on Students (KIDS) is a student-level data system that was implemented statewide in 2005. KIDS includes mechanisms for assigning unique state IDs to students and for collecting student data to fulfill state and federal reporting requirements.





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This session will highlight the following topics related to the development and implementation of KIDS: student data collection processes; KIDS project website, which is the focus for communication and training with schools and districts; State Information System Vendor Certification; challenges that were encountered and addressed; and future plans and changes.

**VIII-C IES State Grantee Report: Individual Learning Plans
and SLDS Update: New Data Systems in Kentucky**

Dunwoody C

*Robert Hackworth and Mary Lowe
Kentucky Department of Education
1:30 – 2:30*

Beginning with the 2006-07 school year, middle and high school students in Kentucky have a new online education planning tool at their fingertips. The new web-enabled Individual Learning Plan (ILP) will help secondary students (i.e., grades 6-12) better focus their coursework on individual goals as they prepare for postsecondary studies and careers. Kentucky will outline lessons learned thus far from the continuing procurement process for the Kentucky Instructional Data System project.

VIII-D The Illinois Educator Certification System (ECS)

Oakwood

*Candy Taylor, Illinois State Board of Education
Dean Hupp, Hupp Information Technologies
1:30 – 2:30*

ECS was developed to merge the functionality of the online certification system with the online professional development system. Illinois now has one online system to manage all aspects of their educator's certification. The system has surpassed all expectations with tens of millions of hits and hundreds of thousands of users.





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VIII-E You Want Your Data When?

Maplewood

The Impact of Change on Data Collections

Moderator:

Laurie Collins, Schools Interoperability Framework Association

Panelists:

Judith Barnett, Central Susquehanna Intermediate Unit, Pennsylvania

Meredith Bickell, Wyoming Department of Education

Bethann Canada, Virginia Department of Education

Steve Curtis, Edustructures

Aziz Elia, Computer Power Solutions of Illinois

Alex Jackl, ESP Solutions Group

1:30 – 2:30

The trend to automate record-level data collections has produced profound improvements with data quality and validity, but also presents challenges for vendors and local education agencies (LEAs). As the data collection and reporting requirements change, these changes can have a major impact on LEA's data policies and management, state education agency's (SEA's) requirements, and vendor's product road maps.

We will host an in-depth panel discussion about the frank appraisal of how the current state of affairs impacts LEAs, SEAs, and vendors.

VIII-F Georgia's Single Statewide Accountability System (SSAS)

Conference Theater

Joanna Vahlsing and Nancy Haight

Governor's Office of Student Achievement

1:30 – 2:30

The purpose of Georgia's K-12 Single Statewide Accountability System (SSAS) includes, but is not limited to, providing valid, reliable accountability determinations at the school, local education agency, and state levels that can help promote continuous improvement in raising student achievement and closing achievement gaps. This session will provide an overview of the SSAS and information on the three components of the Accountability Profile: Adequate Yearly Progress, the School Performance Index, and Performance Highlights.

Also, an overview of Georgia's Annual Education Accountability Report Cards will be provided to demonstrate how Georgia publicly reports Pre-K through Postsecondary data.





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**VIII–G Keeping Data in the Minds of Your Administrators:
Seeing the Forest and the Trees**

Azalea

*Susan Thompson-Hoffman and Adriana de Kanter
U.S. Department of Education
Sean Mulvenon, University of Arkansas
1:30 – 2:30*

The ED*Facts* family of data sources provides a wealth of state, district, and school-level information that will help states and local entities meet the requirements of federal legislation, as well as assist state, district, and school administrators in driving decisionmaking, planning, budget formulation, and the management of education programs using quality education information. In this session, state data coordinators will learn how to help administrators see the forest as well as the trees, by highlighting high priority ED*Facts* data in administrator-friendly formats—in print copy as well as electronic versions.

2:30 - 2:45 **Break**

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

**IX–A School District Estimates and Boundary Review:
An Overview From the U.S. Census Bureau (Part II)**

Dunwoody A

*Craig Cruse, Anita Molina, Ian Millett, Patricia Ream, and Wes Flack
U.S. Census Bureau
1:30 – 3:45*

The second hour of this two-part session will be devoted to assisting participants with district-specific questions about the estimates and boundaries updates.

IX–B EDEN Reporting: A Systemic Approach

Dunwoody B

*Charlotte Bogner and Kathleen Gosa
Kansas State Department of Education
2:45 – 3:45*

In the past year, Kansas has gone from no Education Data Exchange Network (EDEN) files submitted to an organized process with regular submissions via Extensible Markup Language (XML).

The EDEN Coordinators from Kansas will discuss how they are managing the EDEN project and what internal changes have been implemented as a result of EDEN.

Items that will be discussed include: systemic issues that were encountered and addressed; work flow and data flow processes that were initiated; data governance and stewardship programs that were implemented; and plans for the future that will build on successes.





Thursday, March 1, 2007

IX-C Sharing Data Across States

Dunwoody C

Lavan Dukes, Florida Department of Education
Roth Aymond, Louisiana Department of Education
2:45 – 3:45

When Hurricane Katrina hit the Gulf Coast in 2005, many families were displaced from Louisiana and Mississippi. Students from those states entered schools in numerous other districts in the country, with a significant percentage of those students enrolled in Florida schools. Hear how Florida and Louisiana were able to share information from their data systems across state lines, to track where these students enrolled and to send necessary transcripts, and learn what state education agencies must do to acquire the capacity to share data across states.

IX-D Lessons Learned From Implementation of a State Longitudinal Data System

Oakwood

Shawn Franklin, Nevada Department of Education
David Lamitina, Otis Educational Systems
2:45 – 3:45

This presentation will provide lessons learned from the implementation of the System of Accountability Information for Nevada. Supported by a 3-year project, this system includes a state data warehouse that integrates student demographics, summative assessment results, enrollment and attendance events, course grades, and discipline data. End-user dashboard reporting and ad-hoc reporting tools are provided to users of the system. The system also supports the automation of accountability and fiscal reporting to help schools, districts, and the State Department meet reporting requirements. Participants will be provided with suggestions for the design, development, and implementation of similar state or district systems.

IX-E Innovation in 3D: Data-Driven Decisions

Maplewood

Michael Golden, Pennsylvania Department of Education
Michael Jay, Ohio Department of Education
Jill Abbott, Schools Interoperability Framework Association
2:45 – 3:45

The future of data and its use in driving the 3Ds, Data Driven Decisions, to make informed choices in education will be explored. We will highlight how the Ohio Department of Education and Pennsylvania Department of Education is progressing with their longitudinal data systems project to use assessment, curriculum, and other instructional data to inform instruction at the classroom level. We will also highlight what is possible using the Schools Interoperability Framework Implementation Specification now and the expansion of the specifications into the teaching and learning space.





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- IX-F Using Data for Decisionmaking** Conference Theater
Howard Woodard, Georgia Department of Education
John Swinton and Benjamin Scafidi
Georgia College and State University
2:45 – 3:45

This presentation reports on a study that utilizes newly available testing and demographic data from all Georgia high school students over the past three years to assess the success of the Georgia Council on Economic Education's workshops by examining the performance of high school students on high stakes end-of-course economics exams. This study is an example of the type of research which can be accomplished using statewide data systems for decisionmaking.

- IX-G Navigating the EDEN Portal (Part I)** Azalea
Lily Clark, U.S. Department of Education
Lee Hoffman, National Center for Education Statistics
Beth Young, Quality Information Partners
2:45 – 3:45

This first half of a two-hour session for hard core data folks will focus on navigating the Education Data Exchange Network portal and frequently asked questions on file validation errors. There will be opportunities for audience participation and suggestions.

3:45 – 4:00 **Break**





Thursday, March 1, 2007

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

- X–A Data Used for Title III Funding Distribution** Dunwoody A
Nagla'a El-Hodiri, U.S. Government Accountability Office
4:00 – 5:00

Currently, the U.S. Department of Education (ED) uses the U.S. Census Bureau's American Community Survey (ACS) data to distribute Title III funds for students with limited English proficiency. No Child Left Behind (NCLB) specifies that ED can use either ACS data or certain state-reported data. This presentation looks at the two data sources, their strengths and limitations, as well as the implications for funding of using one data source or the other. We include a simulation of funding distribution across 12 states that represent about 75 percent of the population of students with limited English proficiency.

- X–B Statewide Longitudinal Data System Growth and Automation** Dunwoody B
Joseph Egan and Lance Calisch
Washington Office of Superintendent of Public Instruction
4:00 – 5:00

If there is one thing that is constant, it is change. Informed decisions are based upon analysis of established and trusted data. When data to make an informed decision are not at hand, a flexible solution for obtaining and validating data is required. The next version of the Core Student Record System (CSRS) is focused upon increasing the flexibility and, at the same time, reducing the reporting burden for school districts by automating data extraction from the source system of record, data retrieval, and data population into the state data warehouse. When new data collection requirements arise, the impacts are minimized by streamlining the path to the source data.

- X–C Open Discussion on the Current IES SLDS Grant Competition** Dunwoody C
Kashka Kubzdela and Lee Hoffman
National Center for Education Statistics
4:00 – 5:00

This discussion will serve as an opportunity for state education agency staff to ask questions about the proposal process and requirements for the current Institute of Education Sciences' Statewide Longitudinal Data System Grant Competition. Representatives from the 2005 grantee states will participate in the discussion.





Thursday, March 1, 2007

- X-D** **Sending Transcripts to Colleges Using Low Cost,
Easily Deployed, Zero Footprint, SIF Vertical Report** Oakwood
Neal Gibson, Arkansas Department of Education
Dan Hansen, Triand
4:00 – 5:00

Today's zero footprint Vertical Reporting Schools Interoperability Framework Agents are automatically loading data warehouses sending transcripts to colleges. They require no Zone Integrated Server (ZIS) hardware or software purchases, providing quick remote installation; and are easily implemented by small, medium, and large school districts. A revolution in technology, zero footprint Vertical Reporting SIF Agents drastically reduce data collection costs by an order of magnitude while significantly increasing data quality. Find out how schools in Arkansas are now using SIF Certified zero footprint Vertical Reporting Agents to (1) automatically load their data warehouse (2) move student records from district to district, and (3) send transcripts to colleges.

- X-E** **This is SIF-ardy!** Maplewood
Host:
Alex "Trebek" Jackl, ESP Solutions Group
Judges:
Judith Barnett, Central Susquehanna Intermediate Unit, Pennsylvania
Aziz Elia, Computer Power Solutions of Illinois
Steve Curtis, Edustructures
Laurie Collins, Schools Interoperability Framework Association
4:00 – 5:00

So you consider yourself to be a Schools Interoperability Framework (SIF) expert? Join your peers in an interactive game show where you will be able to exhibit your SIF prowess! Teams will be created from volunteers from the audience. Prizes will be awarded.

- X-G** **Navigating the EDEN Portal (Part II)** Azalea
Lily Clark, U.S. Department of Education
Lee Hoffman, National Center for Education Statistics
Beth Young, Quality Information Partners
4:00 – 5:00

The second half of a two-hour session for hard core data folks will focus on all of the edit reports for all program area edits. There will be opportunities for audience participation and suggestions.





7:30 – 10:45 **Registration** Ballroom Foyer

7:30 – 8:30 **Morning Break** Salons E-G

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

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

XI-B Keys to a Successful Statewide IDEA Compliance Management and Reporting System Dunwoody B
Malcolm Alexander and Valencia Davis
North Carolina Department of Public Instruction
Dennis Wallace and Dave Peeples
Enterprises Computing Services
8:30 – 9:30

North Carolina Department of Public Instruction (NC DPI) staff will discuss the key elements necessary for a successful creation and launch of a statewide Individuals with Disabilities Education Act (IDEA) compliance and reporting system. The NC DPI success story was achieved with the cooperation and success in the creation and implementation of the state’s Comprehensive Exceptional Children Accountability System (CECAS) IDEA compliance software. Both the successes and pitfalls will be covered.

XI-C LDS Roundtable Discussions Dunwoody C
Facilitated by staff from IES grantee states
8:30 – 9:30

This participant-directed, interactive session of simultaneous roundtable discussions will touch on the topics that have been emerging in states’ efforts to build and maintain longitudinal student data systems. Topics may include Family Educational Rights and Privacy Act (FERPA), data warehouses, data quality, Request for Proposals (RFPs)/vendors, effective data use, and system sustainability.

XI-D Data Collection Challenge and Success at Wayne Finger Lakes RIC Oakwood
Jeff Decker, Wayne Finger Lakes BOCES
Gay Sherman, and Aziz Elia, Computer Power Solutions of Illinois
8:30 – 9:30

One of the challenges for a New York State regional information center (RIC) is the collection of data from districts to feed into the state-level data warehouse. This presentation will show how Wayne Finger Lakes RIC collects district data to be fed into an Extensible Markup Language (XML) data store built on the Schools Interoperability Framework specification. Challenges and successes surrounding this data collection and how it will improve the quality of data will be discussed.





Friday, March 2, 2007

- XI-E Add Once, Use Many: The Next Generation of Data Usage in the LEA–SEA Data System** Maplewood
Vicente Paredes, Schools Interoperability Framework Association
Richard Higley, South Carolina Department of Education
Scott Gausland, Rhode Island Department of Education
Alex Jackl, ESP Solutions Group
8:30 – 9:30

This session explains how to build a longitudinal data system that serves the needs of the state education agency, local education agency, school, teacher, and student without building a whole new system. The focus for this conversation will be on reusing the data structures that already exist and building an infrastructure that allows you to leverage all of the work that has gone on before. Discover how this is possible utilizing the Schools Interoperability Framework infrastructure and enterprise architecture and design.

- XI-F Dissemination and Utilization of Student-Level Assessment Files in Georgia** Conference Theater
Amanda Ferster, Georgia Department of Education
8:30 – 9:30

This session will review the process Georgia follows for disseminating student level assessment data files to school districts. Focus will be placed on the use of importation and formatting/pivot table macros as well as the Georgia Data Utilization Guide.

- XI-G Mapping Your State Data to the ED Facts Data Collection Files** Azalea
Barbara Timm and Rebecca Kaye, U.S. Department of Education
Levette Williams, Georgia Department of Education
Charlotte Bogner, Kansas State Department of Education
Doris Tonneson, North Dakota Department of Public Instruction
8:30 – 9:30

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

9:30 – 9:45 **Break**





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

- XII-B MICIS: Michigan’s Successful Statewide IDEA Part B and C Compliance System** Dunwoody B
Allan Knapp and Mary Schroder, Michigan Department of Education
Dennis Wallace, Enterprise Computing Services
9:45 – 10:45

The Michigan Compliance Information System (MICIS) program (Individuals with Disabilities Education Act {IDEA} Part B and Part C Compliance system) has been online and paperless for over four years. The presenters will provide a brief overview of the system capabilities and discuss its successes and where it is going.

- XII-C LDS Roundtable Discussions** Dunwoody C
Facilitated by staff from IES grantee states
9:45 – 10:45

This participant-directed, interactive session of simultaneous roundtable discussions will touch on the topics that have been emerging in states’ efforts to build and maintain longitudinal student data systems. Topics may include the Family Educational Rights and Privacy Act, data warehouses, data quality, request for proposals/vendors, effective data use, and system sustainability.

- XII-E Roundtables** Maplewood
Jeff Stowe, Arizona Department of Education
Glenn McClain, Platte Valley School District, Colorado
Vicente Paredes, Schools Interoperability Framework Association
9:45 – 10:45

A. Comprehensive Data Model for Education

The Forum Comprehensive PK-12 Data Model Task Force is an effort by the Forum to create a conceptual and a logical national education data model. The model will take into account data elements, categories of data elements, the education process, definitions and semantics, as well as relationships among data elements. The Task Force will get input from as many educators as possible.

This roundtable is designed to get input from MIS participants. An overview of the data model effort, how you can get involved in the working subgroups and preliminary data model pieces will be ready for your review and reaction.





Friday, March 2, 2007

B. Join the Oklahoma Wave

The Oklahoma Wave project is a state data collection system based on the SIF specification. This presentation will give a status update on the project and the goals for future direction. Included will be the methodology used to keep over 500 districts on track and motivated to assist in the collection of data and assignment of student testing numbers.

C. Data Collection Challenge and Success at Wayne Finger Lakes Rural Information Center

One of the challenges for a New York State regional information center is the collection of data from districts to feed into the state-level data warehouse. This presentation will show how Wayne Finger Lakes collects district data to be fed into an extensible markup language data store built on the SIF specification. Challenges and successes surrounding this data collection and how it will improve the quality of data will be discussed.

D. Data Integration Practices in Park County School District #1

This presentation describes how Park 1 in Powell, Wyoming uses the School Interoperability Framework (SIF) specification to integrate applications at the district and also for vertical reporting to the state. Lessons learned, why the SIF standard is important in a school district, and the district's roadmap for future SIF agents will also be discussed.

XII-G EDEN 2007 Schedule

Azalea

Patrick Sherrill, U.S. Department of Education
9:45 – 10:45

This session will provide an opportunity for participants to review the details the planned activities for the submission 2006-07 school year (SY) data and the completion of the Office of Management and Budget paperwork clearance of the SY 2007-08 data elements. There will be opportunities for audience participation and suggestions concerning these milestones and objectives.



20th Annual MTS Conference



KEYNOTE SPEAKER BIOGRAPHIES

Atlanta, Georgia
February 28 - March 2, 2007

*National Center for Education Statistics
Georgia Department of Education*

Keynote Speaker Biographies

Using Data to Raise Expectations
Kathy Cox, State Superintendent of Schools
Georgia Department of Education



As the State Superintendent of Schools and the Chief Executive Officer of the State Board of Education, Kathy Cox has led Georgia’s 181 public school districts since her election in November of 2002. She has made countless contributions to public education through her 15 years as a classroom teacher and her service for two terms in the Georgia legislature as a State Representative. Improving communication among the state’s leadership, school district superintendents and education stakeholders and cultivating strong partnerships with the Governor and the State Board of Education, Superintendent Cox has successfully rallied Georgia’s education partners around a single unified vision of “leading the nation in improving student achievement.”

Focused on the fundamental belief that all children can learn and deserve a high quality education, Superintendent Cox successfully oversaw the implementation of No Child Left Behind legislation and led the creation and adoption of the Georgia Performance Standards (GPS)—a world-class, standards-based, statewide curriculum that sets high expectations for all of Georgia’s students. She has moved the Georgia Department of Education towards more data driven decision-making, particularly in relation to school improvement and student achievement, and has reorganized the department into a policy driven, service oriented agency that serves local school systems as they prepare all students for success in college and a career in the 21st century workforce.

As the mother of two school-age sons, Superintendent Cox passionately seeks and cultivates policies and programs that support teachers, empower parents, and inspire students. She has dedicated her entire career to the education and welfare of Georgia’s most precious resource—its children.

Keynote Speaker Biographies

Dr. Cassandra P. Herring
Policy Director
Georgia Department of Education

After leaving the corporate sector, Dr. Cassandra Herring has held a distinguished fourteen year career providing leadership in educational policy at all levels. Dr. Herring was appointed Board Chair for a Head Start program in Middle Georgia that serves an economically depressed six county area. She has served as chief policy advisor for two college presidents and as Associate Vice President for Institutional Research, Planning, and Technological Services - providing data and promoting data based decision making at the executive level.

Since being appointed as the Director of Policy for the Georgia Department of Education (GADOE), Dr. Herring has clarified and improved division operations, led the development and implementation of diverse and significant policy changes, guided timely and valuable research efforts, and launched program evaluation and project management initiatives throughout the department.

An astute administrator, Dr. Herring strives to fulfill GADOE's mission of being a policy driven, service-oriented agency that serves local school systems as they prepare all students for college or career in a safe and drug-free environment. Dr. Herring's strategic vision for the Policy Division is to maintain a reputation for expertise and transparency in the development, implementation, and evaluation of policy. Her goal is that GADOE decisions, as well as those of local and state decision-makers and the public, will be guided by the division's high quality research and thoughtful analysis.

Dr. Herring has streamlined the policy making process of GADOE by moving to a fully electronic tracking system, providing brown bag training sessions for new and continuing department staff, and engaging a broad group of education stakeholders as critical partners in the policymaking process. She has led the rule development and implementation processes for many major shifts in state policy, including changes in the areas of: hearing processes for students with disabilities, the enrollment and withdrawal of students, early intervention for students struggling to succeed, common high school graduation requirements for all students, waivers of State Board of Education rules and state law, charter schools, and class size.

Dr. Herring earned both the Bachelor of Arts and the Master of Science degrees in Organizational Communication from the University of Texas at Austin. She went on to earn the Doctor of Philosophy degree in Educational Policy from Georgia State University.

A resident of Fayette County, she and her husband, Theodore, are the proud parents of two sons - Emmanuel and Joshua. The Herrings are members of New Birth South Baptist Church in McDonough, Georgia.

20th Annual MRS Conference



Demonstration Descriptions

Atlanta, Georgia
February 28 - March 2, 2007

*National Center for Education Statistics
Georgia Department of Education*



Demonstration Descriptions

Certifying Education Data Collections

James Marlow and James Lair, The Center for Data Quality

State education agencies and districts use Center for Data Quality (C4DQ) Certify software to analyze, verify, and certify the quality of data collections. C4DQ Certify allows education agencies to pinpoint and view the sources of data quality problems, such as missing data, incomplete data, corrupted data, or misunderstood business rules. The software provides data quality metrics and customizable trend reports, so data owners, data stewards, and data administrators can observe data quality improvements over time. Real examples of K–12 data from selected data quality programs will be demonstrated.

DigitalSAMS: A New Paradigm for Transparent Access to Student Data

Jack Perkins, DigitalBridge

Today's education world places unprecedented demands on our teachers—demands that take precious time away from instructing students. Teachers need real-time access to individual student assessment and achievement information, and to the tools that allow them to act on that information immediately.

Developed in partnership with Iron County School District in southern Utah, DigitalSAMS is an Internet-based tool that brings point and click simplicity to teachers and administrators for real-time, data-driven decisionmaking. DigitalSAMS' unique, XML-based Portable Student Packet™ supports a dynamic student growth model, even when the student is highly mobile.

Enterprises Computing Services (ECS), Inc.

*Dave Peebles, Dennis Wallace, Barbara Milam,
Shekhar Iyer, Tiffany Tooley, and Mike Mann
Enterprises Computing Services, Inc.*

Educational technology solutions available for utilization at state and district levels will be presented. These include Schools Interoperability Framework certified data warehousing, analysis, and ad hoc reporting solutions, as well as several web-based applications used by educational systems in managing student assessment test results, special education Part B and C processing and compliance, student identification, and reporting requirements for adequate yearly progress and No Child Left Behind. Enterprises Computing Services' financial data collection applications, used by states in managing education budgets with increased efficiency, will also be presented and available for discussion.



Demonstration Descriptions

eScholar: Expand Knowledge—Improve the Future

Shawn Bay, Wolf Boehme, and Ron Streeter, eScholar

eScholar provides a data warehouse for K–12 education and a statewide student identification system. Stop by our table and speak with our product managers about the following eScholar products: eScholar Complete Data Warehouse™ licensed to 1,476 school districts nationwide, including four State Education Agencies; eScholar Uniq-ID™ System used to assign unique student record identifiers in nine states and soon to be used by the U.S. Department of Education Office of Migrant Education for the Migrant Student Information Exchange; eScholar VISTA Reporting™, provides easy, Internet-based access to data for district staff; eScholar Data Management System™, is a web-based application that allows users to easily load, manage, and verify data; eScholar RADAR™, a web-based audit system that reviews data being stored in a data warehouse; eScholar PICS™, a web-based application that assigns a unique record identifier to education staff members.

ESP Solutions Group

Anne Marie Hart, ESP Solutions Group

ESP is solely dedicated to improving data management in PK–12 education. It provides products and services for state education agencies in mission-critical areas such as data management, data collection and exchange, data analysis, and data reporting.

ESP personnel have advised all 52 education agencies as well as the U.S. Department of Education on the practice of PK–12 school data management for state and federal reporting. They are regarded as experts in understanding the data and technology implications of the No Child Left Behind Act, Education Data Exchange Network (EDEN/EDFacts), and the Schools Interoperability Framework. Stop by our table to learn about new products and services!

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

Sandra Richards and Greg Hill, Edustructures

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



Demonstration Descriptions

Hupp Information Technologies

Dean Hupp, Hupp Information Technologies

The company that specializes in education solutions will be demonstrating its solutions for certification, highly qualified teachers, and special education due process, mediation, and complaints. These solutions leverage Hupp Information Technologies' 20 years of experience in the education market.

Introduction to the Educational Information Management System (EIMS)

Kris Herakovich and Sean Palmer, Pearson Educational Measurement

This demonstration will show curriculum specialists, principals and teachers a data-driven decisionmaking tool which enables them to quickly assess areas of weakness in their instructional programs, based on assessment data. State-, division-, school-, teacher-, and student-level data will be analyzed to highlight standards in which students are not being successful. Data in this system may also be used to assess adequate yearly progress performance, comparing performance in up to three subgroups. In addition, the EIMS program allows teachers to assess student performance in their classroom, based on reporting categories. We hope you'll find time to stop by and see a user friendly tool that will save time and ensure greater success for teachers, and ultimately students.

Is Your Data Integration Vertical or Horizontal?

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

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



Demonstration Descriptions

NCES Handbooks Online Demostration Table

Nzinga Damali-Cathie, Council of Chief State School Officers

Benjamin Shapiro, KForce Government Solutions

Beth Young, Quality Information Partners

Version 4.0 of the National Center for Education Statistics Handbooks Online is currently available and development of version 5.0 is underway. The Handbooks Online provide guidance on consistency in data definitions and maintenance of education data, so that such data can be accurately aggregated and analyzed. In an effort to encourage more states to use the handbooks, NCES has developed a state customization tool. State personnel will be able to use the customization tool to build a data dictionary by adding to, deleting from, and editing the NCES data elements and option sets. The tool offers the advantages of a built-in foundation of data elements and options sets; state control of the content update schedule; and a well-defined database hierarchy. This demonstration table will be available for meeting participants to come by and get a demonstration of how to use the features of the new customization tool.

Real-Time Student Data Transfer: The End of State Reporting

Charlie Kratsch, Infinite Campus, Inc.

This demonstration will show how states can collect and manage student information in real-time virtually eliminating district-level reporting. The benefits of this innovative approach include automatic unique student ID assignment, district-to-district student record transfer, statewide student data warehousing, real-time data analysis and streamlined No Child Left Behind report card generation.

SchoolDude.com

Roger Young, Association of School Business Officials International

This demonstration will provide additional information about ITAMDirect and how this software solution will enable individual school districts and state departments of education to track Information Technology Assets with ease and little cost.

SchoolNet

Eric Burd, Andy Torgeson, and Alvin Crawford, SchoolNet

The ability to achieve extraordinary results begins with the ability to break down district data silos—and to create a singular, unified, Instructional Data Warehouse that powers data-driven decisionmaking and data-driven instruction.

SchoolNet's data integration capabilities, tools, and services extract data from your existing systems or warehouses and put it at your fingertips. Data are put into an immediately actionable format for quick and effective use in assessing performance and individualizing instruction.



Demonstration Descriptions

Your data are the raw materials of enhanced student and teacher proficiency, reduced achievement gaps, and accelerated success. But extracting and optimizing data is the “heavy hauling” of data-driven decisionmaking.

Statewide Data Systems

Willie McIntosh and Rick Whitehead, Third Day Solutions

Third Day Solutions, with the help of CanDoEDU, shows it has developed a data tracking and receiving system that is tailored to the specific state/district educational departments’ needs and objectives. Not only has this system been developed, but a unique combination of assessment tools have been developed as well to enhance the package. This has also been reinforced with a strong recovery disaster tool for safeguarding all reports and files.

20th Annual MRS Conference



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Atlanta, Georgia
February 28 - March 2, 2007

***National Center for Education Statistics
Georgia Department of Education***

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