

STATS-DC

2007

NCES Data Conference

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July 25-27, 2007
Washington, DC

STATS-DC

2007

Making It Count

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 25, 2007

Registration

7:30 – 5:00

State

Cyber Café and Demonstrations Open

7:30 – 5:00

State

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

Morning Break

7:30 – 8:30

State/Georgia

Common Core of Data (CCD) Fiscal Coordinator Training Session

9:00 - 12:00

East

This training is for CCD Fiscal Coordinators who report data for the F-33 and NPEFS surveys. We will cover changes in the survey data items and submission procedures, and a review of where to find public education finance data. There will also be presentations by two state coordinators regarding the collection and editing of data for reports to NCES.

Lunch On Your Own

12:00 - 1:15

Opening Plenary Session

1:15 - 2:15

Ballroom

Welcome

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

Keynote Speech

The CCD Turns 21 and Leaves Home

The panel will review the evolution of administrative record systems in education from the 1986 establishment of the Common Core of Data through today's proliferation of state student information systems with the capacity for longitudinal data and classroom delivery of information.

Panelists:

Bethann Canada, *Virginia Department of Education*

Barbara Clements, *ESP Solutions Group*

Lavan Dukes, *Florida Department of Education*

Mary Frances Gilmore-Dunn, *Mississippi Department of Education*

Tom Ogle, *Missouri Department of Elementary and Secondary Education*

Dennis Powell, *Quality Data Management Solutions*

Lee Tack, *ESP Solutions Group*

Suzanne Triplett, *National Center for Education Statistics*

WEDNESDAY, JULY 25, 2007

Break
2:15 - 2:30

Common Core of Data (CCD) Nonfiscal Coordinator Training Session
2:30 - 5:00 East

This training session for all CCD Nonfiscal Coordinators will focus primarily on all aspects of data content, rather than on both content and means of data submission, as in the past. In addition to clarifying and reinforcing certain definitions and business rules in the CCD collection, attention will be given to the rationale and history behind many of the CCD items. This training will also remind coordinators of the important role played by many of these statistics in the public's understanding of the extent of which their state education system is accomplishing the state's educational goals.

Concurrent Session I
2:30 - 3:20

I-B Institutionalizing EDEN as ED*FACTS*: Accomplishments and Milestones Ballroom
Ross Santy, *U.S. Department of Education*
2:30 - 3:20

A consolidated federal collection of elementary and secondary education data from the states through the Education Data Exchange Network (EDEN) is now established and collecting elementary and secondary education data from the state education agencies. The U.S. Department of Education (ED) published Final Regulations on January 25, 2007 that enable the Secretary of Education to require the mandatory collection of specific data and make the data collection enforceable under the grantmaking authority of the Secretary. This session will discuss the impact of these regulations. It will address other data policy issues of interest and will summarize the accomplishments and lessons learned during 2006-07 working with the states to transmit quality education data between the states and ED. This overview will also describe upcoming milestones in 2007 to fully establish ED*FACTS* as the primary federal source of elementary and secondary education data. In closing, the presenter will provide a quick overview of the ED*FACTS* sessions for the conference.

I-C Lessons Learned From Building a State Longitudinal Data Warehouse Chinese
Kathy Long and Sidney Fadaoff
Alaska Department of Education and Early Development
2:30 - 3:20

Are you ready to build a State Longitudinal Data Warehouse? The Alaska Department of Education and Early Development received a Longitudinal Data Grant in November of 2005. This session will share with you the challenges your state may face as you build a data warehouse. Building a data warehouse is analogous to remodeling a local grocery store—the project never goes as planned: adjustments to the project plan and budget are constant; the quality of data items is scrutinized; the questioning of data quality and moving of data items frustrates data consumers and they leave the store; and the structure of the data store changes and it takes longer to shop. Come to this session to learn what challenges you may face when you remodel your data store and how you might be able to avoid some of the pitfalls.

- I-D What's New With SIF and SIFA:** Senate
Sharing the Exciting Work of the Association
Larry Fruth, Mark Reichert, and Vicente Paredes
Schools Interoperability Framework Association
2:30 - 3:20

As the Schools Interoperability Framework Association (SIFA) responds to the needs of the educational community, we have engaged in more rapid release cycles of the specifications. Join us as we discuss the new development processes, additions to the SIF Specifications, and the direction SIFA is taking to meet the needs of the community in expanding not only the traditional industry verticals but also the movement of teaching and learning data. We will highlight SIFA's support work, outreach activities, expansion of international partnerships, and the SIFA UK Proof of Concepts.

- I-E NCES Online Handbooks and the State Customization Tool** Rhode Island
Ghedam Bairu, *National Center for Education Statistics*
Beth Young, *Quality Information Partners*
Nzinga Damali-Cathie, *Council of Chief State School Officers*
Ben Shapiro, *Kforce Government Solutions*
2:30 - 3:20

The National Center for Education Statistics (NCES) Data Handbooks are a source of consistency in data definitions and maintenance for education data, so that such data can be accurately aggregated and analyzed. The online Handbook database provides the Nonfiscal Handbooks in a searchable web tool. This database includes data elements for students, staff, and education institutions. To encourage more states to use the handbooks, NCES has developed a state customization tool. States are able to use this tool to build a data dictionary by adding to, deleting from, and editing the NCES data elements and option sets. The tool offers the advantages of a built-in foundation of data elements and option sets, state control of the content update schedule, and a well-defined database hierarchy. This session will provide a brief overview of the NCES Handbooks and a presentation of the features and functionality of the customization tool.

- I-F Optimizing Educational Resources** Pennsylvania
James Phelps, *Formerly with Michigan Department of Education*
2:30 - 3:20

The never-ending organizational challenge is to allocate available resources to best achieve the organization's goals. Out of this fundamental question several models have evolved. One is a conceptual model: a way to think about how organizations operate—the production function. A second is a statistical model estimating the magnitude of relationships among elements and goals of the organization—regression analysis. This paper presents a third model, an optimization model based on the principles of mathematical programming. This third model builds upon the other two in order to analyze various policy options by simulating “what if” situations arising in organizations. The model explicitly states and tests the assumptions regarding the operation of the organization as they relate to possible funding decisions.

WEDNESDAY, JULY 25, 2007

- I-G Using Data to Transform Education** Virginia
Irene Spero, *Consortium for School Networking*
David Edwards, *North Carolina Virtual Public School*
Diana Nunnaley, *TERC*
Jane Lockett, *SchoolNet*
2:30 - 3:20

Data-driven decision making is an evolving process—moving from the collection of the data, to the reporting and analysis, and finally to data use for targeted interventions. Research from the Consortium for School Networking’s Data-driven Decision Making Initiative, www.3d2know.org, indicates that most districts are making progress in the collection, reporting, and analysis of the data, but are lagging behind in its use for targeted interventions. The presentation will focus on best practices in the use of data for improving student performance. Examples of the powerful uses of data for targeted interventions will be highlighted.

- I-H P-20 Data Systems Bridges and Barriers:
Who, What, How, and Why** South Carolina
Nancy Smith, *Data Quality Campaign - National Center for Educational Accountability*
2:30 - 3:20

One of the Data Quality Campaign’s 10 Essential Elements for the past 4 years has been the sharing of data between P-12 and postsecondary data systems. Many states have established P-16 or P-20 councils. Postsecondary groups have meetings to discuss the issue. P-12 organizations have meetings to discuss the issue. How do we better coordinate these various discussions? The Data Quality Campaign is hosting a meeting of key P-12 and postsecondary groups in August to identify key issues to tackle and strategies to take as we all work toward making high quality and efficient connections between the data systems. In this session, we will share perceptions that the Data Quality Campaign has heard from various postsecondary groups and solicit feedback from the audience members about their experiences in sharing data with postsecondary institutions. The discussion from this session will help focus the meeting in August.

Break
3:20 - 3:30

Concurrent Session II
3:30 - 4:20

- II-B Using SIF Within EDFacts** Ballroom
Ross Santy and Barbara Timm, *U.S. Department of Education*
Laurie Collins, *Schools Interoperability Framework Association*
3:30 - 4:20

This session will report on recent work by the U.S Department of Education to use the Schools Interoperability Framework Association’s 2.0 schema to clarify the aggregated definitions used within the EDFacts data model. Discussion will focus on data that make up the National Center for Education Statistics’ Common Core of Data and on performance measures within No Child Left Behind.

- II-C Don't Get Lost in Translation—LDS and the Data Divas, Geeks, and Duffers (i.e., the Stakeholders): Strategies for Success** Chinese
 Ellen Still, *Education Builders*
3:30 - 4:20

Longitudinal Data Systems (LDS) are about making data meaningful and useful to everyone involved in education. However, to a surprising degree, the various user “communities” within and around education do not speak the same language. To be successful, an LDS project must find ways to articulate its goals to, and decipher the needs of, the various stakeholder groups, so that all users are involved and on board. Share ideas as South Carolina's former Deputy Superintendent for Policy, Research, and Technology describes the state’s current approach to engaging stakeholders and translating their messages for optimizing outcomes.

- II-D The Evolution of SIF Certification: Making the Certification Program Stronger to Serve the Education Community** Senate
 Laurie Collins and Mark Reichert
Schools Interoperability Framework Association
 Gay Sherman, *Computer Power Solutions of Illinois*
 Jim Campbell, *Oklahoma State Department of Education*
3:30 - 4:20

Recognizing that the Schools Interoperability Framework (SIF) certification program is good but needs to be stronger for the education community, the SIF Association has been working with The Open Group to redesign our certification program for SIF 2 certification. In this session, we will explain the changes to the program and processes, what they mean for the community, and the new useful information and tools that will be available. We will also provide the status and lessons learned from the ongoing Proof of Concept Profile Project, how these will be incorporated into the SIF 2 process, and the new ZIS certification program.

- II-E Metadata System Guidance for State and Local Education Agencies** Rhode Island
 Tom Ogle, *Missouri Department of Elementary and Secondary Education*
 Ghedam Bairu, *National Center for Education Statistics*
 Tom Szuba, *Quality Information Partners*
3:30 - 4:20

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

WEDNESDAY, JULY 25, 2007

II-F Key Strategies and Challenges in Creating an Innovative Statewide Financial Data Management and Reporting System Pennsylvania

Suzan Beaudoin and Bill Hurwitch, *Maine Department of Education*
Shekhar Iyer, *Enterprises Computing Services*
3:30 - 4:20

The presenters will discuss the critical issues leading to the development and implementation of the Maine Education Data Management System (MEDMS) Financial System, the agency's fundamental statewide operational and longitudinal financial data management and reporting toolset. Vendor selection, significant stages of the design process, and a complete system overview will be addressed, as well as key lessons learned throughout its conception.

II-G Strong Variables and Double Determination: Taking Care With the NAEP Data Tool Virginia

Tom Munk, *Westat*
3:30 - 4:20

Many researchers and practitioners are interested in the relationships of various practices to National Assessment of Educational Progress (NAEP) mathematics scale scores. When such relationships are found, it may indicate that the practice is effective, that students with the potential for good scores are more likely to receive the practice, or both. A simple study, using only the online NAEP Data Tool, suggests that the strongest relationships result when both are true. All but one of the 22 resources most strongly related to NAEP scores in the dataset were found to be (1) significantly related to mathematics scores regardless of level of parental education and (2) more available to students whose parents were more highly educated.

II-H Data Quality Campaign: Findings and Discussion About FERPA and Teacher/Student Connection South Carolina

Nancy Smith and Terry Bergner
Data Quality Campaign - National Center for Educational Accountability
Susan Hanes, *Hanes Education Consulting*
3:30 - 4:20

The Data Quality Campaign has been conducting research and interviewing people across the country about Family Educational Rights and Privacy Act issues and about connecting teacher data to student data, as part of a grant funded by the Michael and Susan Dell Foundation. In this session, we will share our findings and provide an opportunity for the audience to share their experiences and concerns about these issues with us and each other. Beyond sharing what we've learned, we want to learn from you and have the Foundation hear from the states.

Break
4:20 - 4:30

WEDNESDAY, JULY 25, 2007

Concurrent Session III
4:30 - 5:20

- III-B Organizing for Improved Data Management and Policy** Ballroom
Ross Santy and Lee Eiden, *U.S. Department of Education*
4:30 - 5:20

While the development of data systems has always been an information technology investment, when they are implemented, these systems are changing the way leaders and program offices interact with data. This often has an impact on office organization, structure, and culture. In this session, representatives from across the U.S. Department of Education will discuss recent changes to both existing processes and to organizational structure. Discussion will focus on the interaction between technical staff and policy staff.

- III-C 3...2...1...PIMS!** Chinese
Pennsylvania's Liftoff to a Longitudinal Data System
Sharon Clark and Dave Ream, *Pennsylvania Department of Education*
4:30 - 5:20

PIMS, or the Pennsylvania Information Management System, is an initiative designed to make the collection and use of longitudinal student data in Pennsylvania a reality. Learn about Pennsylvania's process and approach as it prepares for the liftoff of PIMS this school year. Topics will include overall vision, early successes, challenges encountered, importance of governance, lessons learned on how to be better prepared to undertake such an initiative, and PIMS' plans for this school year and beyond.

- III-D SIF: Assessment Proof of Concept Results** Senate
Jill Abbott, *Schools Interoperability Framework Association*
Peter Coleman, *Virginia Department of Education*
Steve Curtis, *Edustructures*
Kris Herakovich, *Pearson Educational Measurement*
4:30 - 5:20

As the Schools Interoperability Framework (SIF) Implementation Specification further enables teaching and learning, it becomes vital to demonstrate viability through proof of concepts. The Schools Interoperability Framework Association, Virginia Department of Education, Pearson Educational Measurement, and Edustructures have completed a proof of concept of the SIF 2.0 Assessment Objects. The project's stated objective was to test the viability of the new SIF 2.0 Assessment Objects in transporting student assessment data from a testing vendor (Pearson Educational Measurement) to another educational entity (Virginia Department of Education) via the SIF framework (provided by Edustructures). Come hear what objects were specifically utilized, the results of the proof of concept, and how this work will inform future development of the assessment objects and benefit future SIF Implementations.

- III-E Forum Curriculum for Improving Education Data: Online Version** Rhode Island
Michael Derman and Roy Herrold
Central Susquehanna Intermediate Unit, Pennsylvania
Ghedam Bairu, *National Center for Education Statistics*
4:30 - 5:20

The Forum Data Quality Task Force is developing additional multimedia materials, incorporating graphics, sound, and animation, to support effective online instruction that can be either instructor-led or self-paced by participants. Computer slide shows and scripts to convey content material will be created. Narration of the scripts will be recorded and synchronized with the slide shows. Instructional materials in support of lesson activities developed for the published version of the curriculum will be incorporated where appropriate. All materials developed will be Sharable Content Object Reference Model (SCORM) compliant, so that they can be used with any standard learning-management system.

- III-F The School Resources—Student Outcomes Link** Pennsylvania
William Hartman, Gary Shaffer, and Eric Zelanko
Pennsylvania State University
4:30 - 5:20

This project has developed a school-level managerial accounting system that links together four separate data collection and reporting systems available in school information systems—expenditures, staffing, student demographics, and student standardized test scores—in a seamless and cost-effective manner. The project is funded through a 3-year grant from the Institute of Education Sciences. The key components are (1) school-level expenditure and staffing reports by instructional and support programs and by types of students; (2) linkages with student data on performance; (3) separate models for elementary, middle, and high schools; (4) productivity analyses; and (5) data inputs from existing education information systems.

- III-G Show Me the Data: Growing Quality Data in Missouri** Virginia
Leigh Ann Grant-Engle and Tom Ogle
Missouri Department of Elementary and Secondary Education
Jason Young, *ESP Solutions Group*
4:30 - 5:20

It can be a challenge for state education agencies (SEAs) and local education agencies (LEAs) to manage metadata across many different systems. Additionally, SEAs and LEAs need to work closely together in order to gain alignment and document the data elements that can and should be provided to the state. The Missouri Department of Elementary and Secondary Education is currently in the process of building a metadata repository using ESP Solutions Group's DataSpecs™ Metadata Inventory tool to achieve these needs. DataSpecs™ houses a centralized inventory of data collections, the elements, and business rules that pertain to those collections, along with the repository and report information tied to those collections.

III-H CCSSO's Decision Support Architecture
Consortium Phase II: LEA Focus

South Carolina

Deborah Newby, *Council of Chief State School Officers*
Corey Chatis, *Tennessee Department of Education*
Rick Rozzelle, *Tech-Knowledge Consulting/CELT Corporation*
4:30 - 5:20

The Decision Support Architecture Consortium (DSAC) phase II of the Council of Chief State School Officers provides a model for assessing the district-level processes and systems that most affect student achievement and the sharing of quality data with the state. This model can be adapted and implemented by state and local education agencies. The model will be piloted in 8 states and 24 districts before the end of the year, and the final model and accompanying train-the-evaluator materials will be available for use by all state education agencies (SEAs) and local education agencies (LEAs). This session will provide an opportunity for SEA and LEA representatives to preview the model and related materials. DSAC is a service of the Council's National Education Data Partnership, funded by the Bill and Melinda Gates Foundation.

THURSDAY, JULY 26, 2007

Registration

7:30 – 5:00

State

Cyber Café and Demonstrations Open

7:30 – 5:00

State

Morning Break

7:30 – 8:30

State/Georgia

Concurrent Session IV

8:30 - 9:30

- IV-A Findings From *The Condition of Education 2007*** East
Michael Planty and William Hussar
National Center for Education Statistics
Grace Kena, *American Institutes for Research*
8:30 - 9:30

The Condition of Education was recently released. The report summarizes important trends and developments in education using the latest available data from many National Center for Education Statistics surveys and other sources. The report includes a special analysis on High School Coursetaking. It also includes 48 indicators on (1) participation in education, (2) learner outcomes, (3) student effort and academic progress, (4) contexts of elementary and secondary education, and (5) contexts of postsecondary education. This session will highlight key findings and issues.

- IV-B Transformation of Special Education Information Into *EDFacts*** Ballroom
Bobbi Stettner-Eaton, Ruth Ryder, Lou Danielson, and Lisa Holden-Pitt
U.S. Department of Education
8:30 - 9:30

This session will review the accomplishments and future plans for providing federal special education program managers and analysts with their Individuals with Disabilities Education Act 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 school year (SY) 2007-08 data elements. There will be opportunities for audience participation and suggestions concerning these milestones and objectives.

IV-C Using Formative Assessments and Longitudinal Growth Measures to Improve Student Learning Chinese

Ray Wilson, *Poway Unified School District, California*
 Raymond Yeagley, *Northwest Evaluation Association*
8:30 - 9:30

Student academic growth is recognized increasingly as an important measure of school effectiveness. What are some of the differences and similarities in growth and value added measures and how can they extend beyond accountability to support the improvement of curriculum and instruction and, ultimately, result in increased student learning? The Executive Director of Assessment and Accountability of the Poway Unified School District will show how the district and its schools developed a strategic plan and used formative assessment and longitudinal student data, including growth analyses, to effectively improve student outcomes. He will discuss how data became a powerful tool in the hands of teachers, administrators, and especially students, toward improving achievement at all performance levels.

IV-D From SUNS to Sunshine: Lessons Learned and Lessons Applied Implementing SIF Statewide Senate

Tom Olson, *South Carolina Department of Education*
 Laurie Collins, *Schools Interoperability Framework Association*
 Aziz Elia, *Computer Power Solutions of Illinois*
8:30 - 9:30

Implementing the Student Unique Numbering System (SUNS) and Locator Project provided valuable lessons for South Carolina and the Schools Interoperability Framework (SIF) Association in regard to rapid statewide SIF rollouts. Trying to implement in all districts at one time within a very short time frame presented challenges for all parties—state department, districts, and vendors. We all learned from the experience and have modified our approach for implementations as we move forward with the newest phase of our project.

Join us as we share our lessons learned, how we are taking those lessons and applying them moving forward with a more gradual phased implementation. In addition, we will share our plans to expand vertical and horizontal SIF within South Carolina and the exciting directions and opportunities this is taking South Carolina districts and the state department of education.

IV-E Using Forum Products to Develop In-District Certification Programs Rhode Island

Thomas Purwin, *Jersey City Public Schools, New Jersey*
8:30 - 9:30

The National Center for Education Statistics and the Forum develop timely handbooks and other resources that are of value to various stakeholders in school districts. This presentation will identify a process for using their products, such as the *Forum Guide to Decision Support Systems: A Resource for Educators* and the *Forum Guide to the Privacy of Student Information: A Resource for Schools*, to create an In-District Certification Program on relevant topics. This process was tested in a medium-sized school district (32,000 students). Participants will learn how to take existing resources, supplement them with free Forum products, and create learning development programs that can be duplicated on a large scale.

- IV-F Teacher Labor Market Issues: Longitudinal Research (Part I)** Pennsylvania
 Li Feng, *State University of New York at Fredonia*
 William Fowler and Kavita Mittapalli, *George Mason University*
 Tony Fong, *WestEd*
8:30 - 9:30

We will present three distinct papers utilizing the same national longitudinal dataset—the Baccalaureate and Beyond (B&B: 93/03) to answer important policy questions regarding the teacher labor market. The first paper examines the determinants of teacher mobility and attrition by linking the Common Core of Data with B&B data and finds that leavers care more about the salary while movers respond more to working conditions at the local school level. The second paper examines the related issue of occupational choice and compensation for teachers once a teacher moves into a non-teaching position or leaves. The third paper uses propensity score matching to compare teacher salaries with salaries of similarly skilled non-teachers. In combination, these studies provide a fuller understanding of the teacher labor market as compared to earlier cross-sectional research.

- IV-G Navajo Nation Adequate Yearly Progress Study Quality Assurance Strategies** Virginia
 Calvin White and Evelina Woody, *Navajo Nation*
8:30 - 9:30

This presentation will address the Navajo Nation’s research and progress in developing an alternative Adequate Yearly Progress (AYP) formula to state AYP formulas. The Navajo Nation offers a holistic conceptual and analytical framework to assessing student achievement. The Navajo Nation AYP formula includes assessing the statistical relationship between traditional academic predictors such as standardized test results, grades, attendance, and non-traditional academic factors like family attitude toward school, school climate, cultural identity, and mental health.

- IV-H Implementation of a Statewide ASP Application in Arkansas to Create a Longitudinal Data System, Improve Data Quality, and Expand Data Use for Instruction** South Carolina
 Jim Boardman, *Arkansas Department of Education*
 Linda Griffith, *University of Central Arkansas*
 Dan Hansen, *Triand*
8:30 - 9:30

Over the last year, the Arkansas Department of Education has connected all 257 districts’ Student Information Systems (SIS) using an ASP platform with the following results: (1) delivered 5-year longitudinal state assessment records to each teacher in real time with a unique identifier for all students and educators, (2) administered 200,000 target assessments by Regional Co-ops in 134 districts, (3) moved thousands of student records between districts and colleges, and (4) allowed 70,000 active educators to update their records with the online Educator Licensure System. Implementation of the ASP platform has saved districts money; increased the transfer of information; improved the matching of multiyear student records; allowed sharing between districts; implemented the Elements of the Data Quality Campaign; and strengthened the partnership among the Arkansas Department of Education, the Regional Co-ops, and the districts to improve student performance. This session will highlight implementation and future enhancements.

THURSDAY, JULY 26, 2007

- IV-I Developing, Connecting, and Improving Early Childhood Data Systems** Massachusetts
Jana Martella, *National Association of Early Childhood Specialists in State Departments of Education*
Thomas Schultz, *The Pew Charitable Trusts*
Deborah Newby, *Council of Chief State School Officers*
8:30 - 9:30

The science of the last several years tells us high quality early childhood education (ECE) yields measurable results in the later years. Enhancing data systems can help chart progress for young children and programs by measuring the performance of the early childhood education system in achieving outcomes, and by measuring and monitoring the quantity and quality of programs by participant age and subgroups over time. However, this weighty potential comes with cautions, complications, and disconnects relative to K-12 and other data systems. How can we best develop, connect, and improve ECE data and put them to work for our youngest learners?

Break
9:30 - 9:45

Concurrent Session V
9:45 - 10:45

- V-A Determining Factors in Title I Allocations** East
William Sonnenberg, *National Center for Education Statistics*
Craig Cruse, Patricia Ream, and Ian Millett, *U.S. Census Bureau*
9:45 - 10:45

Nearly \$13 billion are allocated to local education agencies under Title I of the No Child Left Behind Act. In this three-part presentation, we will present details on the rules and regulations that determine how the allocations are made, details of the multifaceted process for producing the poverty and population estimates that are a primary determinant of the allocations, and a comprehensive overview of the processes for the biennial update of school district boundaries.

- V-B A Model for Developing State ED Facts Data Portals:
Interactive Session** Ballroom
Susan Thompson-Hoffman, *U.S. Department of Education*
Lavan Dukes, *Florida Department of Education*
9:45 - 10:45

The U.S. Department of Education is redesigning the ED Facts Reporting System Portal, which promises more transparent access to ED Facts data and reports, a drill-down capacity from national to state to district and school-level data, various new search functions, and much more. Provide your input on this redesign to ensure your needs are met in the Department's model, and benefit from lessons learned in developing this ED Facts data portal, as well as Florida's portal for state data—a model for making state data public for improved outcomes.

V-C South Carolina’s Multi-Agency Integrated Data Warehouse and Its Role in Support of Education Chinese

David Patterson, *South Carolina Office of Research and Statistics*
9:45 - 10:45

This presentation focuses on the role of integrated data systems in support of education in terms of operational needs and research/business intelligence. An overview of South Carolina’s multi-agency data warehouse housed at the Office of Research and Statistics (ORS) will be provided. This will be followed by a more specific discussion of the partnership between the South Carolina Department of Education and ORS in the creation of a longitudinal data system designed to make education data available to users ranging from teachers to education researchers and decision makers.

V-D Mixing SIF and CSV: A Realistic Approach to Automated Data Collection Senate

Shadd Schutte and Shannon Cranmore
Wyoming Department of Education
 Alex Jackl, *ESP Solutions Group*
9:45 - 10:45

Some states and districts shy away from implementing Schools Interoperability Framework (SIF) data collections because there is an impression that it is “all SIF or nothing.” This is far from the truth. A realistic, successful approach includes a phased integration of SIF and parallel systems. Technology and the development of the SIF Specification have advanced enough in recent years that this does not have to be prohibitively expensive and can even save work and money in the second year of the project.

The Wyoming Integrated Statewide Education data system team will share their experience, victories, and pitfalls in building a fully SIF-enabled system. There will be an extended Q&A session at the end.

V-E A Comprehensive Data Model for Education Rhode Island

Glenn McClain, *Platte Valley School District, Weld RE-7, Colorado*
 Jeff Stowe, *Arizona Department of Education*
 Vicente Paredes, *Schools Interoperability Framework Association*
9:45 - 10:45

The Forum’s Comprehensive PK-12 Data Model Task Force is an effort 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. This session is designed to get input and reactions from participants. An overview of the data model effort and draft components of the data model will be presented.

V-F Teacher Labor Market Issues: Longitudinal Research (Part II) Pennsylvania

Li Feng, *State University of New York at Fredonia*
 William Fowler and Kavita Mittapalli, *George Mason University*
 Tony Fong, *WestEd*
9:45 - 10:45

See Session IV-F for description.

THURSDAY, JULY 26, 2007

**V-G A Critical Review of the National Indian Study Part I and Part II:
A Tribal Perspective** Virginia

Kalvin White, Evelina Woody, and Elvira Emerson, *Navajo Nation*
Patrick Galvin, *Salt Lake City School District, Utah*
9:45 - 10:45

In 2005, the National Center for Education Statistics (NCES) completed the National Indian Education Study Part I, which assessed the test performance of American Indian and Alaskan Native 4th and 8th grade students on National Assessment of Educational Progress reading and math assessments. In 2005, NCES completed the National Indian Education Study Part II, which addressed the educational experiences of 4th and 8th grade American Indian and Alaskan Native students. This presentation will provide a critical review of the National American Indian Study Part I and Part II from a tribal perspective.

**V-H Raising the Level of Accuracy and Completeness in
Texas District Data Reporting** South Carolina

Sue Pike, Jan Roop, and Lisa Lambright
Deer Park Independent School District, Texas
9:45 - 10:45

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

V-I Will the Real Graduation Rate Please Stand Up (to Criticism)? Massachusetts

Deinya Phenix, *Annenberg Institute for School Reform*
Brown University
9:45 - 10:45

Recent national debates about the best way to measure graduation and dropout rates and ongoing discrepancies between national, state, and district valuations of these outcomes demonstrate how challenging graduation and dropout statistics are to calculate and use for policy and instructional improvement. This discussion concerns problems and best practices in assessing these outcomes. We will also discuss stratification between high schools and patterns of movement within and across these strata as students progress toward graduation, dropping out, or alternative recuperative options. Finally, we will discuss local policies that, despite federal and state accountability initiatives, may allow an imbalance in types of exit from high schools, especially by students who may be considered vulnerable and difficult to educate.

Break
10:45 - 11:00

THURSDAY, JULY 26, 2007

Concurrent Session VI
11:00 - 12:00

- VI-A Oh the Surprises That Await You at the Suite of IES Websites** East
(NCES, NCER, NCSER, NCEE)
Jerry Malitz, *U.S. Department of Education*
11:00 - 12:00

You may be familiar with the National Center for Education Statistics website and what it has to offer, but know little or nothing about the rest of the Institute of Education Sciences (IES) website. Of course even veteran users might have little familiarity with some of our hot-off-the-presses newer website applications that are second to none and which will be demonstrated for the first time at this conference. It might also come as news to many that it has now been 14 months since IES unveiled its comprehensive website to include a tremendous amount of resources, including easily searchable grant funding information, news from the Regional Educational Laboratory Program, and of course information from all four of its Centers. This session, which by the way will be my last Data Conference as a Department of Education employee, will explore the best of what is available throughout ies.ed.gov and will contain surprises for even the most experienced of our web users.

- VI-B Introduction to the Use of ED*Facts* Data** Ballroom
Ross Santy, Jeanette Lim, and Ruth Ryder
U.S. Department of Education
11:00 - 12:00

A growing number of data analysis and presentation tools continue to be developed for the Performance Information Management Service 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 panel will also discuss how state education managers and analysts can access ED*Facts* data and use these data analysis and reporting tools.

- VI-C Developing an Integrated Data System—Options: Their Pros and Cons** Chinese
Jay Pfeiffer, Jeff Sellers, and Andre Smith
Florida Department of Education
11:00 - 12:00

This session will present options to the development of an integrated data system. Several models will be presented along with the benefits and limitations of each. These would include subjects related to cost, functionality, and supportability. The integration of data will include several kinds related to education, but will also include data related to employment, public assistance, foster care, military, and corrections. If your state is considering the development of an integrated data system, or you have an established system and want ideas to enhance or increase its current capabilities, this session is for you.

- VI-D SIF: Content and Metadata—What Is Important to Tag and Who Cares?** Senate
 Jill Abbott and Vicente Paredes
Schools Interoperability Framework Association
 Alex Jackl, *ESP Solutions Group*
 Tom Ogle, *Missouri Department of Elementary and Secondary Education*
 Jason Wrage, *Integrity Technology Solutions*
11:00 - 12:00

Everyone talks about making content available to educators. The question is how do you define it and how do you establish semantic relevancy? This presentation will be an exploration of how the Schools Interoperability Framework (SIF) is starting to build out its capacity to do pK-12 metadata tagging relevant in the SIF Implementation Specification and exploring the use cases driving it. As a participatory session, we will be asking for feedback and having discussion.

- VI-E The Migrant Student Information Exchange (MSIX): How Will It Work?** Rhode Island
 Victor Cairo and Jennifer Dozier, *U.S. Department of Education*
 Derick Masengale and Charlie Inman, *Deloitte Consulting*
11:00 - 12:00

What is the Migrant Student Information Exchange (MSIX)? What purpose does it serve and what information will it provide? From a technical perspective, how will it interact with my state's systems? The purpose of this session is to answer such questions and more. We will discuss the overall MSIX design, how states will exchange information using MSIX, and the information that MSIX will return to the states.

- VI-F Breaking News on the CCD Teacher Compensation Survey** Pennsylvania
 Frank Johnson, *National Center for Education Statistics*
11:00 - 12:00

This session will cover the latest developments and data from the Common Core of Data Teacher Compensation Survey. Some preliminary draft findings from the pilot data collection, which began last month, will be presented. NCES plans to make this a permanent nationwide collection starting next year. In addition to the preliminary findings from the pilot collection, we will discuss how NCES will collect teacher data next year.

- VI-G It's Geometry, Not Data** Virginia
 Martha Ann Garrett
Special School District of St. Louis County, Missouri
11:00 - 12:00

Teachers like to help students, but they don't want to be "boxed in" by reports, numbers, predictions, and charts. A simple model, the Holland Hexagon, helps explain why. It's all about the differing personalities of teachers and data advocates (researchers, policymakers, and administrators). Understanding the Hexagon will help data people communicate better with teachers because it provides insight into what good teachers value and why they "are like they are."

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- VI-H Official Data Are Not Enough: SEAs Must Help Manage Unofficial Data for Data-Driven Decision Making (D3M)** South Carolina
Scott Gausland, *Rhode Island Department of Education*
Glynn Ligon, Greg Nadeau, and Manos Stefanakos, *ESP Solutions Group*
11:00 - 12:00

When Rhode Island sat down to plan the agency's state data warehouse, the districts were all at the table. They told the Rhode Island Department of Education (RIDE) that they wanted more than the minimum data available for decision support. They worked together with RIDE to draft an RFP and select a solution that meets and exceeds state education agency needs, and provides teachers, administrators, and other stakeholders with dashboards, custom reports, and ad hoc analytic access to both official and unofficial data.

RIDE and its selected vendor, ESP Solutions Group, will provide an interactive demonstration of data movement from both SIF and non-SIF districts, of both certified and uncertified data, into parallel official and unofficial, and central and analytic data stores. The demonstration will focus on delivery of educationally relevant and statistically valid key performance indicators through graphically appealing interactive reports.

- VI-I Going Beyond Teacher Education Data: Using Information From Professional Development Programs** Massachusetts
Nina de las Alas and Rolf Blank
Council of Chief State School Officers
Christopher Woolard, *Ohio Department of Education*
11:00 - 12:00

Initiated through a National Science Foundation grant, the Council of Chief State School Officers (CCSSO) has conducted a cross-state review of 25 professional development (PD) initiatives in 14 states to identify high-quality PD programs and the effects of the programs on improving teaching and learning in math and science. The project is identifying the types of data needed to conduct effective evaluations across programs within a state, and the presentation will highlight current developments in state data systems that can meet these needs. We will discuss one state's efforts to build a comprehensive data system that will be more useful for purposes such as tracking PD and measuring effects on improving instruction.

Lunch On Your Own
12:00 - 1:30

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Concurrent Session VII
1:30 - 2:30

- VII-A Fringe, Distant, or Remote?** East
Examining Rural Education With NCES' New Urban-Centric Locale Codes
Stephen Provasnik, *National Center for Education Statistics*
Angie KewalRamani and Mary McLaughlin Coleman
American Institutes for Research
1:30 - 2:30

The National Center for Education Statistics (NCES) recently adopted an urban-centric typology for classifying the location of schools based on their actual geographic coordinates. The new classification system has 12 locale categories and distinguishes among rural areas that are on the fringe of an urban area, rural areas that are further from urban areas, and rural areas that are remote. This new classification system has been applied for the first time to NCES data and American Community Survey data from 2003-04 to create a series of indicators on the status of education in rural America. This session will feature highlights from this series of indicators on the characteristics of rural students and schools (e.g., poverty status, race/ethnicity, and parental involvement), student achievement, dropout rates, high school completion and college enrollment rates, and resources available to public schools and students.

- VII-B Civil Rights Data Collection:** Ballroom
Leveraging State Data Capability and Submissions
Clare Banwart, Rebecca Fitch, and Mary Schifferli
U.S. Department of Education
1:30 - 2:30

Over the next several years, the U.S. Department of Education plans to transition the Civil Rights Data Collection from direct collection from local districts to submission by states through the Education Data Exchange Network Submission System. This session will provide information on the schedule and data elements and seek feedback from participants on the strategies for facilitating this transition. Both state and local data providers are encouraged to attend.

- VII-C Demystifying the Messy, Messy, Messy World of** Chinese
Longitudinal Analyses of Student Achievement
Test Scores: What to Assume and NOT!
Kristen Lewald and Jim Bohan, *Lancaster-Lebanon Intermediate Unit 13, Pennsylvania*
Dan Long, *Tennessee Department of Education*
June Rivers, *SAS Institute*
1:30 - 2:30

With the advent of No Child Left Behind, all states have sufficient data for longitudinal analyses, following the progress of individual students over time. But the measures available are not always pristine! Lancaster-Lebanon Intermediate Unit 13 will share the business rules it requires SAS to incorporate to ensure that the information the state receives from longitudinal analyses has sufficient reliability to be useful to educators at the state, district, and building level. The session will conclude with a discussion of the basic data elements necessary to deliver longitudinal analyses of teaching effectiveness in Tennessee.

- VII-D SIF: Student Record Exchange—Paperless Transcripts a Reality?** Senate
 Jason Wrage, *Integrity Technology Solutions*
 Lee Purvis, *Docufide*
 Aziz Elia, *Computer Power Solutions of Illinois*
 Laurie Collins, *Schools Interoperability Framework Association*
1:30 - 2:30

Since the Student Record Exchange Objects have been incorporated into the Schools Interoperability Framework (SIF) Implementation Specification 2.0, with a successful proof of concept project realized and the SIFA and Postsecondary Electronic Standards Council (PESC) collaborative partnership announced, the need to demonstrate a real life pilot was essential. Working with partners Docufide, Integrity Technology Solutions, and Computer Power Solutions of Illinois, the Association has been collaborating on the first SIF pilot of e-transcripts from secondary to postsecondary using both SIF and PESC XML. We will be sharing the journey to a true paperless electronic transcript pilot.

- VII-E State of the Nation: How Schools, Districts, and States Are Using Longitudinal Data** Rhode Island
 Elizabeth Laird, *Data Quality Campaign - National Center for Educational Accountability*
1:30 - 2:30

This session will synthesize the Data Quality Campaign’s findings on how schools, districts, and states across the nation are using longitudinal data in conjunction with other types of data, such as formative assessments, to tailor instructional programs, policies, and practices. Session attendees will learn how the same set of longitudinal data can meet the diverse needs of various education stakeholders working toward the same goal: to improve student achievement. In addition, attendees will be encouraged to share and discuss their efforts as they relate to the Data Quality Campaign’s findings, as well as to each other’s experiences.

- VII-F Understanding the State, District, and School-Level Data Needs for “Costing Out” Studies** Pennsylvania
 Lawrence Picus, *University of Southern California*
1:30 - 2:30

More and more states are conducting “costing out” studies in response to growing demands to estimate an adequate level of resources needed to assure all school children have access to an education that will enable them to meet their state's performance standards. This presentation will address the state, district, and school-level data needs for such studies. The use of these data to develop and evaluate adequacy based funding systems will also be discussed.

VII-G Quality Assurance Practices Associated With Producing Cohort Graduation Rates Virginia

Andra Williams, *Council of Chief State School Officers*
 Steve Hebbler, *Mississippi Department of Education*
 Robin Taylor, *Delaware Department of Education*
1:30 - 2:30

This session examines the quality assurance procedures necessary to produce a graduation rate using a cohort method. Unlike graduation rates estimated by using cross-sectional data, a cohort design requires a sophisticated information management system able to collect, store, and retrieve student-level data across multiple years. The commitment to a cohort calculation will require robust quality assurance practices. For newly emerging information management systems, significant fiscal and time resources will be needed to ensure the publicly reported rates are defensible. In exchange for these investments, state officials will be able to better estimate the effectiveness of high school reform and reduce the spillover costs to local communities. This presentation is based on research conducted by members of the Council of Chief State School Officers (CCSSO) Accountability Systems and Reporting State Collaborative. Panelists are members of the collaborative and CCSSO staff.

VII-H Wrestling the Data Tiger: Influencing Federal Data Reporting Requirements South Carolina

Sonya Edwards, *California Department of Education*
1:30 - 2:30

Roughly 70 percent of the data state education agencies collect are required to meet federal reporting requirements. The Education Data Exchange Network (EDEN), Migrant Student Information Exchange (MSIX), and other federal data initiatives are increasing data requirements. This presentation is intended to walk state education agency staff through one state's process for monitoring, accessing, and reviewing proposed federal data collections and equip them with the know-how to influence federal data requirements.

VII-I Educational Intelligence Quotient (EIQ): What Is It and How Can Having a High EIQ Make a Difference in Student Performance? Massachusetts

Denise Airola, Sean Mulvenon, Calli Holaway-Johnson, and Charles Stegman
University of Arkansas
1:30 - 2:30

What is your Educational Intelligence Quotient (EIQ)? The bottom line in education is improving student performance. However, an overload of data on student performance does not translate directly into good "intelligence" or a high EIQ. The strategic collection, analysis, and reporting of data determines the EIQ. Although educational systems have invested heavily in data systems and formative assessment products, relatively little is known about how to turn data into educational intelligence for improving student performance. This session will describe the optimal use of data at the state, district, school, and teacher levels through strategic analytics and role-based reporting.

Break
 2:30 - 2:45

State/Georgia

THURSDAY, JULY 26, 2007

Concurrent Session VIII
2:45 - 3:45

- VIII-A GIS and NCES Geodemographic Data: A Brief Introduction (Part I)** East
Doug Geverdt, *U.S. Census Bureau*
2:45 - 3:45

Geography is one of the fundamental organizing features of public education in the United States, and educational researchers and administrators are making increasing use of geographic information systems (GIS) to examine the spatial dimensions of educational data. This presentation offers a brief introduction to GIS as an analytic and data production tool, and reviews a variety of geodemographic data resources available from the National Center for Education Statistics (NCES). The introduction will offer step-by-step examples of how to download NCES data, incorporate it into a GIS project, analyze spatial relationships, create maps to present and visualize results, and export project data into other applications for additional analysis. This presentation will be particularly useful for new GIS users and those who would like to use NCES geodemographic data in GIS projects, but aren't sure how to start.

- VIII-B Next Steps for the Consolidated State Report and ED*Facts*** Ballroom
Bobbi Stettner-Eaton, Jeanette Lim, and Enid Marshall
U.S. Department of Education
2:45 - 3:45

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 paperwork clearance of the 2006-07 CSPR data elements. There will be opportunities for audience participation and suggestions concerning the milestones and objectives.

- VIII-C Seeing the Forest and the Trees: Using Longitudinal Data Analyses to Achieve Award Winning Results** Chinese
Sharon Kirk, *DuBois Area School District, Pennsylvania*
2:45 - 3:45

This presentation will document the journey of a low-income, rural school district as it used longitudinal data analyses to increase student achievement and become award winning (the DuBois Area School District and its schools have received numerous national and local awards for student outcomes in the last few years). The District's Superintendent will explain how the Pennsylvania Value Added Assessment System was used effectively by teachers as a self-assessment tool, by principals to develop achievement plans, and by administrators to identify district strengths and weaknesses. The presenter will also discuss how, as a result, effective changes were made in curriculum, instruction, and professional development framework and how students benefited most of all.

VIII-D SIF: A Dynamic Data Warehouse—From District to State Senate

Richard Nadeau and Jeri Fawcett, *Horry County Schools, South Carolina*

Aziz Elia, *Computer Power Solutions of Illinois*

2:45 - 3:45

Horry County Schools has created a proof of concept based on the Schools Interoperability Framework (SIF) standard. This project uses a dynamic XML-based ETL tool that extracts data from the district's student information system and assessment stores via SIF. Ultimately, the proof of concept will show how South Carolina districts can create a single sign-on portal, connecting SASIxp, WinSnap, Destiny, Classxp, HealthOffice, PeopleSoft HR, PeopleSoft Financials, and Assessment data (MAP, PCAT, HSAP, SAT, and ACT) via SIF. In addition, the district is working with the South Carolina Department of Education as that agency creates a SIF enabled vertical integration with the state's data warehouse.

VIII-E CCSSO's State Education Data Center Rhode Island

Deborah Newby, *Council of Chief State School Officers*

Nancy Smith, *Data Quality Campaign - National Center for Educational Accountability*

Kim Smith, *Standard and Poor's*

2:45 - 3:45

With support from the Bill and Melinda Gates Foundation, the Council of Chief State School Officers is launching a State Education Data Center (SEDC). Through the SEDC, state education data will be displayed at the school, district, and state levels on a public-access website. In addition, a download feature will provide free access to the data by education administrators and researchers. The SEDC will eventually integrate the work of the Data Quality Campaign. This session will provide an overview of the key functions of the SEDC and anticipated timeline for implementation.

**VIII-F Statistical Model for Assessing the Cost of Conflict:
Implementing Appropriate Training Programs Using
the Chi Square Model as a Decision Tool** Pennsylvania

Mary Carolyn Thies, *University of Maryland*

2:45 - 3:45

Progress in education is affected by how well conflict is resolved throughout the educational system. Administrators, teachers, parents, and students are continually challenged by conflicts that arise on an ongoing, almost daily basis and affect the quality of education. By collecting data on the sources of conflict in our education system, organizations can target training to improve productivity. This presentation examines statistical factors and considerations in developing a mathematical computation for the cost of conflict and using that data collection process to design and implement appropriate training strategies. Participants will learn to identify cost factors and evaluate a simple model to enhance their ability to produce a comprehensive cost of conflict for their organization.

- VIII-G Issues in Measuring Dropout and Graduation Rates: An Analytic Perspective** Virginia
 Thomas Snyder, Mike Planty, and Chris Chapman
National Center for Education Statistics
2:45 - 3:45

This session will feature presentations that compare differences in various graduation and dropout rate metrics. The first presentation will provide an overview of the reasons for apparent differences in graduation and completion rate measurements from the Current Population Survey and Common Core of Data survey. The second presentation will use transcript data to investigate the characteristics of students who obtain diplomas despite not meeting state-level graduation coursework requirements. The third presentation will examine the stability of school district graduation rates over time.

- VIII-H Improving and Managing Wisconsin's EDEN Reporting Program Using Our Longitudinal Data System** South Carolina
 John Calderone, *Wisconsin Department of Public Instruction*
2:45 - 3:45

Throughout the year, the Wisconsin Department of Public Instruction (DPI) collects data from each of Wisconsin's 425 school districts and submits these data to the U.S. Department of Education through the Education Data Exchange Network (EDEN) reporting system. Using our new Longitudinal Data System (LDS), Wisconsin is refining and greatly improving its capability to submit files and to document the life cycle of each data element, from the local education agency submission to us, to our submission to EDEN, and each step along the way. This session will present how Wisconsin is using its LDS to manage and document the process of submitting required EDEN data files.

- VIII-I The Critical Role of Transcripts in State Longitudinal Data Systems** Massachusetts
 Karen Levesque and Jennifer Laird, *MPR Associates*
 Janis Brown, *National Center for Education Statistics*
2:45 - 3:45

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

Break
 3:45 - 4:00

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Concurrent Session IX 4:00 - 5:00

- IX-A GIS and NCES Geodemographic Data: A Brief Introduction (Part II)** East
Doug Geverdt, *U.S. Census Bureau*
4:00 - 5:00

See Session VIII-A for description.

- IX-B Mapping Your State Data to the ED Facts Data Collection Files** Ballroom
Barbara Timm, *U.S. Department of Education*
4:00 - 5:00

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.

- IX-C Managing and Leveraging Research Resources to Improve Student Outcomes** Chinese
Leslie Wilson, *Maryland State Department of Education*
Andre Smith, *Florida Department of Education*
4:00 - 5:00

The University of Maryland’s Department of Measurement Statistics and Evaluation has teamed up with the Maryland State Department of Education to provide research support to the state and local school systems. A variety of models will be shared to help states and local systems expand their capacity to conduct research and collaborate to improve instruction and student learning.

The Florida Department of Education’s Division of Accountability, Research, and Measurement has developed an internal process for managing and leveraging internal and external data requests. This presentation will explain the data request process, how external data requests are handled within it, and how Florida benefits from the results.

- IX-D SIF: Data Collection Challenges and Successes at Wayne-Finger Lakes RIC** Senate
Jeff Decker, *Wayne-Finger Lakes Educational Technology Service*
Aziz Elia, *Computer Power Solutions of Illinois*
4:00 - 5:00

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 XML data store built on the Schools Interoperability Framework specification. We will discuss our challenges and successes surrounding this data collection and how it will improve the quality of data.

- IX-E Safe School Information Resource: Safety in the Numbers—
Encouraging Data Use for Instructional Improvement** Rhode Island
Raymond Woten, Joyce Martin, and Mona Mallory
Virginia Department of Education
4:00 - 5:00

Virginia Department of Education's Safe School Information Resource (SSIR) website has been established to provide user-friendly access to information about crimes and other problem conduct in schools. Virginia has created strategies to ensure data accuracy, tell the story behind the numbers, make information more understandable and transparent, and provide easy access to "discipline, crime, and violence" data. The SSIR website is of interest to parents, educators, and other community members interested in keeping schools safe and conducive to learning. This presentation highlights the design approach used to clearly communicate large amounts of longitudinal data.

- IX-F New Changes to the Education Finance Center Website** Pennsylvania
Frank Johnson, *National Center for Education Statistics*
4:00 - 5:00

This session will cover recent changes to the Education Finance Center website, part of the National Center for Education Statistics website, including changes and demonstrations of the Peer Search tool and Longitudinal Data tool. This session will also include a discussion of the updates to the Comparable Wage Index.

- IX-G Graduation Rates: NGA, NCLB, and MADOE** Virginia
Paula Girouard O'Sullivan, *Massachusetts Department of Education*
4:00 - 5:00

In February 2007, the Massachusetts Department of Education released for the first time graduation rates for all schools and districts in the state based on student-level data. This session will present the nuts and bolts of the graduation rate formula, the policy process to develop the formula, and the devil found in the details.

- IX-H Strategies to Implement a Successful Statewide IDEA
Compliance Management and Reporting System** South Carolina
Malcolm Alexander, *North Carolina Department of Public Instruction*
Dennis Wallace, *Enterprises Computing Services*
4:00 - 5:00

The North Carolina Department of Public Instruction will discuss the key elements necessary for the successful development and implementation of an integral statewide Individuals with Disabilities Education Act (IDEA) compliance and reporting system. Both the successes and pitfalls associated with the creation of the state's Comprehensive Exceptional Children Accountability System IDEA compliance system will be addressed.

FRIDAY, JULY 27, 2007

Registration

7:30 – 12:00

State

Cyber Café and Demonstrations Open

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

7:30 – 10:00

State

Morning Break

7:30 – 8:30

State/Georgia

Concurrent Session X

8:30 - 9:30

X-A Accessing the Schools and Staffing Survey Data Online Using the Data Analysis System (Part I) East

Renee Rowland, *National Center for Education Statistics*

Elizabeth Willis and Jayme Pittsonberger, *American Institutes for Research*

8:30 - 9:30

This session will instruct data users on how to access and analyze the 2003-04 Schools and Staffing Survey (SASS) data through the use of the online Data Analysis System (DAS). This online tool allows users to create customized analysis tables and conduct multivariate analyses. This session will provide an overview of SASS, a summary of the capabilities of DAS, and will demonstrate how participants can easily create public school state-level estimate tables. Using examples, participants are walked through the process of producing a data table, including recoding of variables.

X-B Finishing the CCD Match and Edit Reports Through EDFacts Ballroom

Lily Clark, *U.S. Department of Education*

Quansheng Shen, *National Center for Education Statistics*

Beth Young, *Quality Information Partners*

8:30 - 9:30

EDFacts and Common Core of Data (CCD) Coordinators will benefit from this session by learning how to satisfy the CCD data reporting requirements through EDFacts. During the 2006-07 pilot year, the Education Data Exchange Network Submission System posts downloadable CCD Match and Edit Reports as states submit their CCD data. EDFacts and CCD Coordinators are responsible for reviewing the match and edit reports for accuracy and resubmitting data as necessary to resolve errors. To finish the CCD data reporting, coordinators must annotate their reports and submit them to CCD. This session will briefly review concepts covered by previous trainings (how to view the reports, which edits must be corrected, and how to fix some of the most common errors) and emphasize newer material (edit reports and report annotation). This training covers CCD reporting from start to its finish, in September.

- X-D Best Practices in Data-Driven Decision Making: Benchmarking** Senate
 Jack Grayson and Diane Kline
American Productivity and Quality Center
 Larry Fruth, *Schools Interoperability Framework Association*
8:30 - 9:30

In meeting the requirements and the increasing demands for data-driven decision making, too much time can be spent on the data management focus and not enough on data use. As education collectively defines system needs for relevant data identification, management and use, the *end game* of student achievement needs to be at the forefront of institutional planning. Join the American Productivity and Quality Center and the Schools Interoperability Framework Association as we present the rationale, need, and planned components for a national data-driven decision making benchmarking study. The purpose of the study is to identify best practices in data use for student achievement and to identify, quantify, and report on district-level processes that enable effective use of data to increase academic achievement.

- X-E Using NCES Web Tools and Files to Access the Common Core of Data (CCD) Resources** Rhode Island
 John Sietsema, *National Center for Education Statistics*
 Tony Russo, *Kforce Government Solutions*
8:30 - 9:30

This session will provide an overview of items collected via the CCD surveys and available to the public by means of the National Center for Education Statistics website. File downloads and the use of the CCD Build-a-Table tool will be discussed. There will be time for questions and answers, including a discussion of how to make the best use of the data available.

- X-F Teacher Pensions and Labor Market Behavior: A Descriptive Analysis** Pennsylvania
 Michael Podgursky and Mark Ehlert, *University of Missouri-Columbia*
8:30 - 9:30

Policy discussions about teacher recruitment, retention, and quality often focus on young teachers. However, public concern about large unfunded liabilities associated with teacher retirement benefits is shifting attention to late career employment decisions as well. In this paper, we present descriptive data from a new state teacher administrative data file that permits us to track a cohort of mid-career Missouri public school teachers from fall 1991 through the 2005-06 school year. We find clear evidence that the accrual rate of pension benefits has a strong effect on teacher retirement decisions and that the typical Missouri teacher is retiring at ages well below those that qualify for Social Security retirement or Medicare eligibility. The Missouri findings are compared with data from the 2001 and 2005 Schools and Staffing Teacher Follow-Up Surveys (TFS). A limitation of the TFS, however, is that the structure of the survey assumes (reasonably) that teachers who retire stop teaching and those who are teaching are not retired. However, Missouri data suggest that for many teachers, the decision to retire and the decision to stop teaching are different.

FRIDAY, JULY 27, 2007

X-G **MeasureMania: Using Leading and Lagging Indicators for School Improvement** Virginia

Kathleen Barfield, *Edvance Research/Regional Educational Laboratory Southwest*
8:30 - 9:30

The drive toward accountability has produced an ocean of data and a plethora of indicators. In this session we will look at efforts in Texas to identify leading indicators that are actionable and that help educators make differential resource allocations to improve student outcomes. The Statewide Tools and Teaching Excellence Project is funded by the Michael and Susan Dell Foundation and managed by Edvance Research. Eight Texas districts are participating.

X-H **1+1=3: How Wyoming Is Achieving Great Results by Combining eTranscripts and a New State Scholarship Program** South Carolina

Shadd Schutte, *Wyoming Department of Education*
Bob Fulton, *National Transcript Center*
8:30 - 9:30

The Wyoming Department of Education and National Transcript Center (NTC) will demonstrate how the Student Record Exchange Proof of Concept has evolved into a workable and sustainable system that will allow for the electronic transfer of student transcripts from secondary schools to postsecondary institutions. We will discuss the benefits that the Wyoming Transcript Center is providing Wyoming in relation to seamless transfers of student records and the tracking of state scholarship requirements throughout the education venue. We will also discuss the steps taken to create a standard Wyoming transcript for use throughout the state's institutions.

Break
9:30 - 9:45

Concurrent Session XI
9:45 - 10:45

XI-A **Accessing the Schools and Staffing Survey Data Online Using the Data Analysis System (Part II)** East

Renee Rowland, *National Center for Education Statistics*
Elizabeth Willis and Jayme Pittsonberger, *American Institutes for Research*
9:45 - 10:45

See Session X-A for description.

XI-B ED*Facts* System Design Discussion Ballroom
 Lily Clark, Barbara Timm, and Bobbi Stettner-Eaton
U.S. Department of Education
9:45 - 10:45

During the pilot year of the Common Core of Data (CCD) and ED*Facts* merger we experienced some ‘hiccups’ associated with differences in the systems’ designs. Most notably, incorporating a school year snapshot of data (the CCD) into a fluid database file (EDEN) presented some interesting challenges. The U.S. Department of Education (ED) is currently working to fully integrate the CCD into ED*Facts*, which presents an opportunity for process redesign and improvement. In this session, ED staff will present some current developments and proposals for system changes (on topics such as directory, effective dating, education unit profile, and warnings) and solicit feedback from participants. This will be a highly interactive session and we hope to have a constructive dialogue with states about improving ED*Facts* for you.

XI-E What Uses Are Made of CCD Data? Rhode Island
 John Sietsema, *National Center for Education Statistics*
9:45 - 10:45

This session will cite specific uses of Common Core of Data (CCD) and directory information by the U.S. Department of Education and many private organizations, as well as education researchers, the press, and the general public. A business case will be made for full and timely participation by a state in the Education Data Exchange Network (EDEN)/CCD data collection system, including a discussion of how school and district programs may be affected when a state fails to report relevant data to EDEN/CCD at the appropriate time.

XI-F A Plan for Linking School-Level Expenditure Data to Student Performance Pennsylvania
 Nina Oman and John Bowden
Joint Legislative Audit and Review Committee, Washington State
9:45 - 10:45

Attention to student achievement and school accountability has brought with it a greater need to understand school-level expenditures and their effects on student outcomes. A legislative committee in Washington State directed staff to develop a reporting system and identify critical data elements that would enhance both the legislature's and school districts' ability to make informed resource commitments. The resulting study found that the relationship between expenditures and outcomes is complex and requires data in four categories: expenditures, students, teachers and staff, and schools/communities. The gap between existing data and missing, critical data was identified. A plan for collecting missing data was developed, along with ideas for linking the four categories of data.

FRIDAY, JULY 27, 2007

Concurrent Session XII
11:00 - 12:00

XII-B Evolving ED*FACTS* Business Process to Ensure ED Data Quality
Representatives from the U.S. Department of Education
11:00 - 12:00

Ballroom

This session will explore work undertaken by the U.S. Department of Education's Performance Information Management Service and the K-12 program offices to re-engineer the process of collecting and validating data from state education agencies, in light of ED*FACTS*. Discussion will cover the implementation of automated business rules, data review procedures, and new data quality tools that are being put into place.

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DEMONSTRATION DESCRIPTIONS

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Institute of Education Sciences
U.S. Department of Education**

DEMONSTRATION DESCRIPTIONS

Claraview's K-12 Reporting Solutions

Kendra Williams, Tarun Jain, and Glenn Facey, *Claraview*

Claraview is excited to showcase two potential K-12 education reporting solutions to meet the needs of state education agencies. These solutions utilize business intelligence (BI) software from Cognos and/or Microsoft to provide robust analytical reporting on statewide educational data. Our demos will allow attendees to see the capabilities of each tool to assess which solution best meets its reporting needs. Claraview is a strategy and technology consultancy that helps government agencies use technology to manage organizational performance. Claraview currently supports the U.S. Department of Education on the Education Data Exchange Network and EDFacts project.

CORE-ECS

Tiffany Tooley, Dennis Wallace, Dave Peebles, and Margie Malone
Enterprises Computing Services

CORE-ECS™ specializes in innovative, web-based Schools Interoperability Framework compliant applications, ad hoc reporting toolsets, and data warehousing solutions for state departments of education and regional school districts, each designed to dynamically increase efficiency and alleviate accountability and compliancy issues, while empowering administrators as they make the critical decisions affecting teachers and students. These include applications to manage financial data collection and education budgets, student assessment test results, special education Part B & C processing and compliancy, student identification, logistics management, and reporting requirements for Adequate Yearly Progress and No Child Left Behind.

Data Quality Campaign: Creating the Will and Understanding to Use a Statewide Longitudinal Data System

Nancy Smith and Elizabeth Laird
Data Quality Campaign - National Center for Educational Accountability

The Data Quality Campaign is a national campaign of 14 managing partners that aims to change the culture surrounding data use in education and encourage all states to have longitudinal data systems in place by 2009. The Campaign generates opportunities for states to learn from one another, advocates for continued investments in state data systems, and creates toolkits and resource briefs for education stakeholders that demonstrate the power of longitudinal data. Please visit this booth for copies of recently published materials, including an analysis of the Family Educational Rights and Privacy Act, issue briefs on interoperability and teacher identifiers, and policy implications of longitudinal data systems.

DEMONSTRATION DESCRIPTIONS



eScholar: Expand Knowledge—Improve the Future

Shawn Bay, Wolf Boehme, and Ron Streeter, *eScholar*

eScholar provides the leading data warehouse for K-12 education used by 5 states and the leading statewide student identification system used by 10 states and by the U.S. Department of Education's Office of Migrant Education. Stop by our table and speak with our product managers about eScholar's comprehensive suite of products: eScholar Complete Data Warehouse™, eScholar Uniq-ID™ System, eScholar VISTA Reporting™, eScholar Data Manager™, eScholar RADAR™ (Review, Audit, Detect and Report System), and eScholar PICS™ (Personnel Information Collection System).



ESP Solutions Group

Anne-Marie Hart and Joshua Goodman

ESP Solutions Group

ESP is solely dedicated to improving data management in PK-12 education. We provide 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. We are regarded as leading experts in understanding the data and technology implications of the No Child Left Behind Act (NCLB), Education Data Exchange Network (EDEN/EDFacts), and the Schools Interoperability Framework (SIF). 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. The Edustructures presentation will demonstrate the methodologies and solutions used by states to enhance the education process.



Hupp Information Technologies

Dean Hupp, *Hupp Information Technologies*

Hupp Information Technologies is a consulting company specializing in teacher certification, highly qualifying teachers, and associated reporting. We will be demonstrating multiple systems designed to automate and simplify the certification and highly qualified teacher processes.

DEMONSTRATION DESCRIPTIONS

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 Schools 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, as well as what you need to do to start your SIF data integration project.

Local Level Tools to Examine Statewide Testing Data

Jacqueline Pezzulo and Ted Smith, *Questar III*

This demonstration will show how New York State schools use data analysis tools to make improvements in curriculum and instruction.

National Transcript Center

Patrick McDonald and Bob Fulton

National Transcript Center

The National Transcript Center was established to improve the efficiency, reliability, cost, and security of academic transcript exchange. Partnering with K-12 schools, state education agencies, colleges and universities, and co-academic organizations, the National Transcript Center network allows member institutions to communicate with the National Transcript Center server using the open standard of its choice. A proprietary data translation engine expands the typical trading partner network to include schools on any major protocol.

NCES Online Handbooks State Customization Tool

Ben Shapiro, *Kforce Government Solutions*

Nzinga Damali-Cathie, *Council of Chief State School Officers*

The National Center for Education Statistics (NCES) Data Handbooks provide guidance on consistency in data definitions and maintenance for education data, so that such data can be accurately aggregated and analyzed. The online Handbook database provides the Nonfiscal Handbooks in a searchable web tool. This database includes data elements for students, staff, and education institutions. In an effort to encourage more states to use the handbooks, NCES has developed a state customization tool. States are able to use this tool to build a data dictionary by adding to, deleting from, and editing the NCES data elements and option sets. The tool offers the advantages of a built-in foundation of data elements and option sets, state control of the content update schedule, and a well-defined database hierarchy. The demonstration will provide a brief overview of the NCES Handbooks and a presentation of the features and functionality of the customization tool.

DEMONSTRATION DESCRIPTIONS

Overview and Demonstration of School Dude's IT Asset Management Solution

Nick Mirisis, *SchoolDude.com*

As schools purchase more and more computers each year, they have done this with little or no staff increase. This session focuses on how to revolutionize the way you manage your technology assets by streamlining all aspects of IT asset administration, from monitoring and reporting to planning and lifecycle costing.

Because SchoolDude's product suite is delivered over the Internet, the technology is affordable for both small and large districts. SchoolDude's technology management suite is designed specifically for educational institutions and includes solutions for incident management and IT asset management. More than 2,500 educational institutions across the nation are already utilizing SchoolDude's web-native solutions.

Predictive Analytics Applications in K-12

Leo Bohman, *SPSS*

Many K-12 entities, districts to state departments of education, have made investments in organizing data into longitudinal data marts or data warehouses. Predictive Analytics extends the value of those investments by integrating the power of statistical tools into the data to address common K-12 analytical applications. The demonstration will show examples of Predictive Analytics applied to K-12 data.

School Performance Management Solutions

Niquelle Cotton, Alvin Crawford, and Andy Brenner
SchoolNet

K-12 public school districts nationwide are partnering with SchoolNet for comprehensive, web-based school performance management solutions that transform data into a powerful tool to improve teaching and learning. Since 1998, SchoolNet has been the leader in data-driven decision making solutions that enable school districts to integrate, access, and analyze student demographic and performance data across their district, school, classroom, as well as individual student. We are passionate about helping districts, educators, and students achieve extraordinary results: AYP goals met, achievement gaps narrowed, teacher proficiency enhanced, and learning accelerated.

State and Local Data Quality Assurance Using Certify Software

Richard Paar and James Lair, *Certica Solutions*

State and local education agencies use Certica Solutions' software to validate and certify the quality of education data collections. Certify™ allows education agencies to automatically detect and view the sources of data quality problems, such as missing data, incomplete data, corrupted data, or misunderstood rules. The software provides data quality metrics and an online, detailed data quality report card, so schools, districts, and state personnel can easily review and correct data errors. Real examples of K-12 data from selected data quality programs will be demonstrated.

DEMONSTRATION DESCRIPTIONS

Statewide Data Systems

Rick Whitehead and Mike Hildreth, *Third Day Solutions/CIBER*

Third Day Solutions, now CIBER, shows it has developed a data tracking and receiving system that is tailored to the specific state/district educational department's needs and objectives. A common theme is that states and districts are working on warehousing using Schools Interoperability Framework (SIF) for vertical reporting. Please stop by our booth for updates.

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