



23RD ANNUAL MIS CONFERENCE
DESERTech
DATA & EDUCATION SYSTEMS
ENABLED BY RELIABLE TECHNOLOGIES
PHOENIX, ARIZONA ~ MARCH 3-5, 2010

TABLE OF CONTENTS

MIS CONFERENCE AGENDA AT-A-GLANCE..... 4

MIS CONFERENCE AGENDA WITH SESSION DESCRIPTIONS

WEDNESDAY..... 9

THURSDAY..... 27

FRIDAY 45

KEYNOTE SPEAKERS’ BIOGRAPHIES 53

DEMONSTRATION DESCRIPTIONS 57

TOPICAL INDEX TO SESSIONS 63

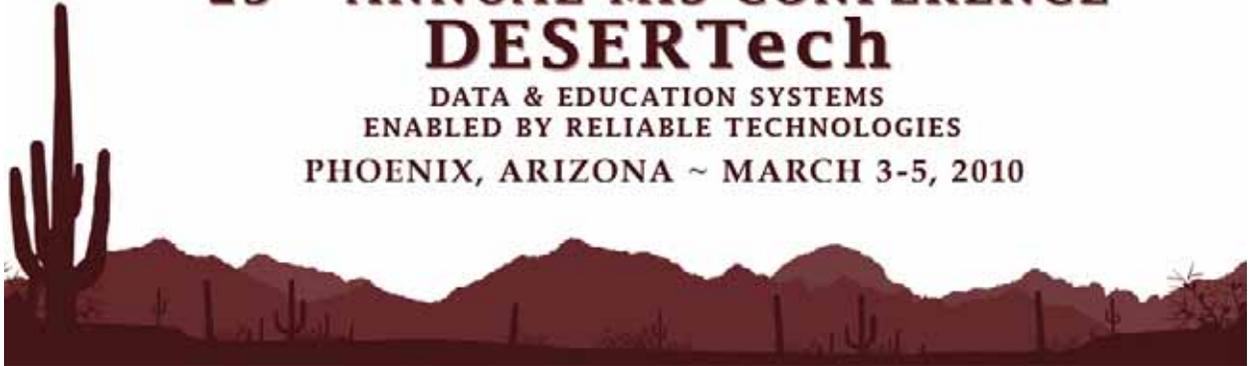
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PARTICIPANT LIST (BY STATE)..... 125

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AGENDA AT-A-GLANCE

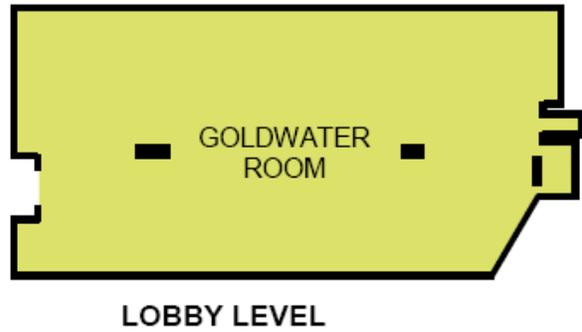
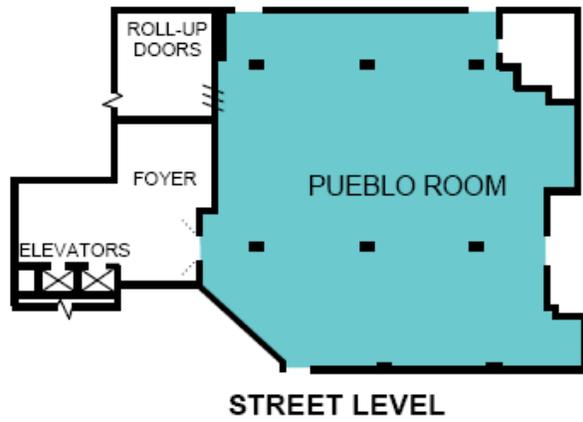
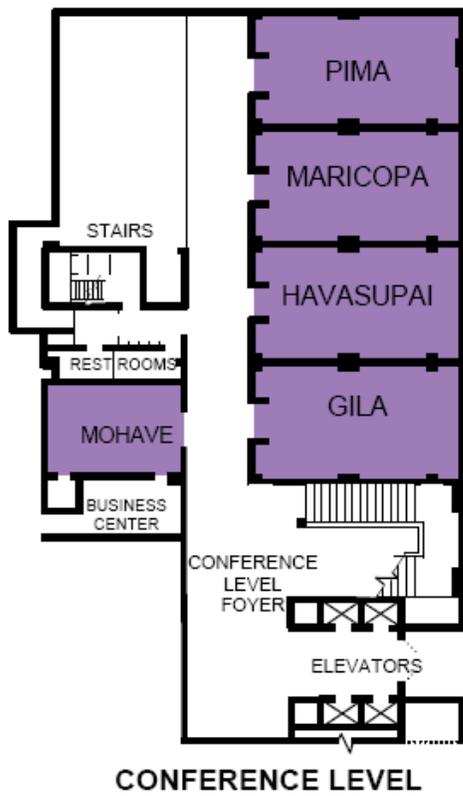
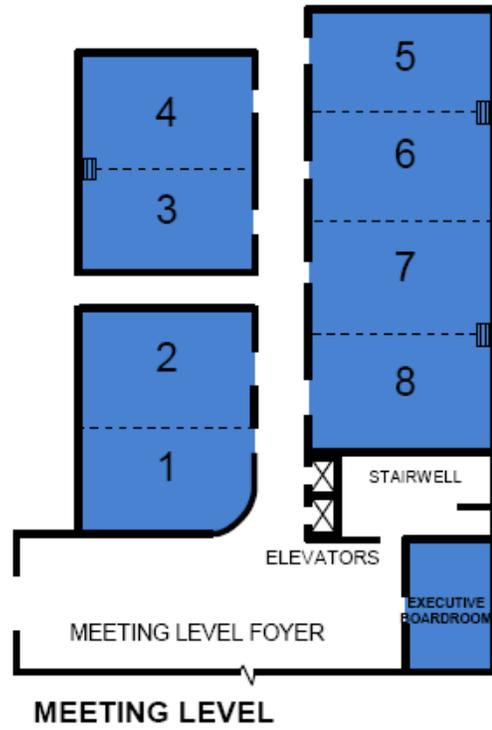
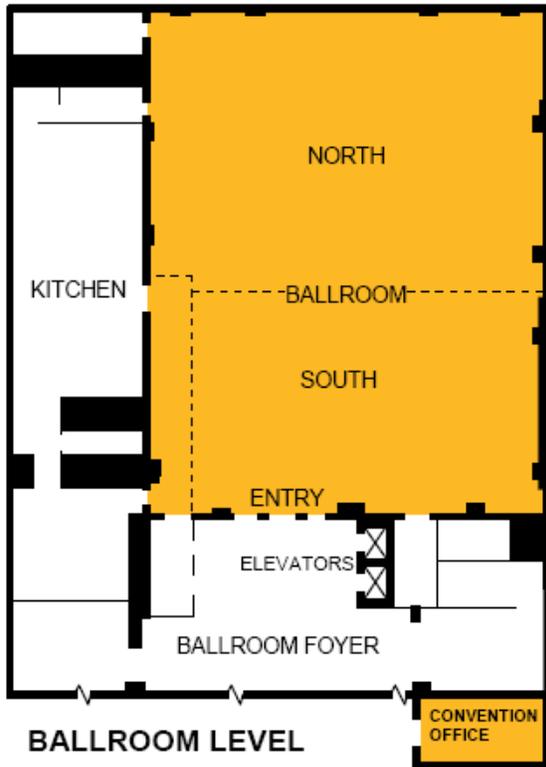
NATIONAL CENTER FOR EDUCATION STATISTICS
ARIZONA DEPARTMENT OF EDUCATION

**23rd Annual Management Information Systems Conference
March 3-5, 2010 - Agenda At-A-Glance
Meeting Level**

Room Name	Salon 2	Salon 5	Salon 6	Salon 7	Salon 8
Session	A	B	C	D	E
Wednesday, March 3, 2010					
Opening Session, 8:30 - 10:00, North Ballroom					
Concurrent Session I 10:15 - 11:15	Using EDFACTS in ESEA Reauthorization Discussions <i>Santý</i>	Arizona Education Data Warehouse—Overview, Technology, and Architecture <i>Licht, Vipparthý</i>	The Forum Guide to Section 508 Accessibility <i>Rabbit, Bairu, Szuba</i>	Data 4 Student Success—Turning Data Into Information <i>Martin</i>	We've Linked Our Teacher and Student Data—Now What? <i>M. Garrison, Kowalski</i>
Concurrent Session II 11:30 - 12:30	It's a Juggling Act: EDFACTS Project Management in SEAs <i>Newby, Breithaupt, Williams</i>	Arizona Education Data Warehouse—Content Development Methodology <i>Gebremedhin, Mowzoon, M. Smith</i>	Integrating Logic Models and Longitudinal Data Sets of Agency Performance <i>Zwillingler</i>	Hearing From Districts—How State Data Systems Can Support Local Data Use <i>E. Laird, Kitchens, Gorman</i>	New Hampshire Department of Education—Leading the Way for a Public Domain Education Data Warehouse <i>Koffink, Schwartz, Goodell</i>
Lunch (on your own)					
Concurrent Session III 1:45 - 2:45	Using State Elementary and Secondary Education Data for Leadership, Accountability/Monitoring, Program Analysis, Reporting and Evaluation <i>Thompson-Hoffman, Stevenson, Jr., Clark</i>	Arizona Education Data Warehouse—A Live Demonstration of the Data Warehouse <i>Quinn</i>	How to Use the National Education Data Model Version 2.0 <i>Walkup, Jackl, Young</i>	Student Identification—Solidifying the Critical Link <i>Goso, Beecham, Piro</i>	A FERPA Compliant Dual Database Architecture for Interagency Data Sharing <i>Gibson, Holland</i>
Concurrent Session IV 3:00 - 4:00	What's Next for the State Education Data Center's Link With EDFACTS <i>Santý, Jackl</i>	Arizona Education Data Warehouse—Governance, Internal and External User Management, Evolution Control <i>Rachkofski, Cruz, Eckman</i>	User Documentation 101: Demystifying Data Systems for the Not-So-Tech-Savvy <i>Edwards</i>	Better Data Faster: Annually Accrediting Oklahoma Schools <i>Hugh, Hupp</i>	Visualizing Student Performance <i>Domagala</i>
Concurrent Session V 4:15 - 5:15	Using EMAPS for Discretionary Grant Reporting <i>Souls, Carson</i>	Developing a Standard Data Collection Framework <i>Lindain, Martherus</i>	System for Education Enterprise in Kansas (SEEK): Delivering Enterprise Data From the Warehouse to Kansas Districts and Schools <i>Goso, Wilson</i>	Web-Based Educator Credentialing System <i>Hugh, J. Smith, Hupp</i>	A Single Unique Pool Strategy for P-20 Student and Staff Identifiers <i>J. Johnson, Butter, Pathak</i>
Thursday, March 4, 2010					
General Session, 8:30 - 9:45, North Ballroom					
Concurrent Session VI 10:00 - 11:00	Improving U.S. Department of Education Program Monitoring Process <i>Santý, Kelleher</i>	Adjusting the SDLC Methodologies During the Project—Highly Qualified Teachers Project <i>Kurkowski, Whelan</i>	Workshop: Data Use—Helping LEAs and SEAs Understand Their Data Needs <i>Mandinach, Helms, van der Ploeg, Jackson, Gummer</i>	The Next Generation State System: Enabling Powerful Data Use at Scale <i>Knoggs, Rawson, Fey</i>	The Maine SLDs Data Quality Training and Certification System <i>Chuhta, Hurwitch</i>
Concurrent Session VII 11:15 - 12:15	Improving the EDFACTS Data Quality Process <i>Timm</i>	Az SAFE—Arizona Safety Accountability for Education <i>Ajamele</i>		Reality Check: How Data Standards Save Time and Money <i>D. Johnson, Byrne</i>	Replicating Data Quality: A Look at the Individualization and Cooperation of State Data Quality Initiatives <i>McCrary, Goso, Grilat, M. Garrison, Campbell</i>
Lunch (on your own)					
Concurrent Session VIII 1:30 - 2:30	Why "Timely" Data Matters <i>Stettner-Eaton, Worthington, Miceil, Clark</i>	School Attendance Data: The Good, the Bad, the Ugly <i>Heikkilä</i>	State Postsecondary Data Systems: Characteristics and Ability to Link to K-12, Labor, and Other Sectors <i>T. Garcia, L'Orange</i>	Mobility and Identification—Solving the Interstate Problem <i>Addy, Goso, Ogil, Beecham, Boy</i>	District's Approach to a Teacher Value-Added, Cohort-Based Longitudinal Data System: Multiple Criteria Model <i>Kitchens, Mwawita</i>
Concurrent Session IX 2:45 - 3:45	U.S. Department of Education's ED Data Express Website—"EDFACTS Inside" <i>Santý, Clark</i>	AZ Certification—Partnership Between the Client and IT <i>Amator, Kurkowski</i>	Cambridge YARDs (Youth And Resource Development System)—Socializing a Longitudinal Data System <i>S. Smith, Egan, Velozo</i>	Calculating Adequate Yearly Progress (AYP) for Transparency and Auditability <i>Cleary, Scollard</i>	Massachusetts Student Teacher Connection and More! <i>Bettencourt</i>
Concurrent Session X 4:00 - 5:00	Statistical Approaches to EDFACTS Data <i>Kehr, Mulvenon</i>	EduAccess—Complete Identity Management for Education <i>Holden</i>	Creating and Operationalizing an "Early Warning" System in the Milwaukee Public Schools <i>Corl, Carr, Restle</i>	Data Speak: Documenting the Academic Achievement of the Navajo Nation <i>White</i>	Longitudinal Data Systems Focus Groups (This session will be held in Salons 3 and 4.)
Friday, March 5, 2010					
Concurrent Session XI 8:30 - 9:30	Implementing Education Information Systems <i>Sherrill</i>	EduAccess—The Technologies Behind EduAccess <i>Holden, Martherus</i>	The Use of Statewide Data Systems to Evaluate School-Based Programs <i>Waxman, Stillsiano, Lee</i>	Using MD IDEA Scorecard to Monitor Progress and Make Data-Driven Decisions for Students With Disabilities <i>Heath, Tracey, Nunn, Stein</i>	Availability and Use of Education Data: A Researcher Perspective <i>Hoffman, Yesilyurt, Blankenship</i>
Concurrent Session XII 9:45 - 10:45	States Successfully Met the SY 2008-09 CSPP Challenge <i>Stettner-Eaton, Clark</i>	Information Security Management <i>Holden</i>	Improving School Operations Through Integrated Data Systems <i>Fritsche, Viramontes</i>		
COLOR KEY TO TOPICAL TRACKS:	EDFACTS	ARIZONA STATE	DATA USE/ DATA STANDARDS	DATA QUALITY	LONGITUDINAL DATA SYSTEMS (LDS)

23rd Annual Management Information Systems Conference March 3-5, 2010 - Agenda At-A-Glance Conference Level				
Pima	Maricopa	Havasupai	Gila	Room Name
F	G	H	I	Session
Wednesday, March 3, 2010				
Opening Session, 8:30 - 10:00, North Ballroom				
CSI Sacramento—A Statewide Longitudinal Data System Service Management System Implementation Postmortem <i>S. Smith, Cota</i>	NAEP Operationalizes Computer-Based Assessments <i>Struense, Harder</i>	Common Data Standards and P-20 Update <i>N. Smith, Gasa, McGrew</i>	It's a Hit! A Look at the Results of Real-Time Data Collection <i>Roewe, Brown, Finch</i>	Concurrent Session I 10:15 - 11:15
Twenty Years With a Statewide Data System <i>Pattan, Ramesan, Shanklin</i>	Is This Analysis Correct? Understanding the Link Between Data Quality and Analysis <i>Mulvenon, Airola</i>	Data Governance: What, Why, Who, and How—Examples From New Mexico and Arkansas <i>Carson, Vuong, Winograd, Boardman</i>	Services: How the SIF Association is Increasing Your Opportunities for Data Interoperability <i>Fruth, Campbell</i>	Concurrent Session II 11:30 - 12:30
Lunch (on your own)				
Statewide Data Collection, Analysis and Reporting—A Case for Career and Technical Education and Perkins Accountability <i>Ubadigbo</i>	Data Exposition and Exploration: Lessons Learned From the NAEP Website Redesign <i>Struense, Finnegan, Wong</i>	A SMART Tool for Accessing Data From Statewide Longitudinal Data Systems for Local Improvement <i>Harowitz, Ashley, Steenhausen, McKinney</i>	Real-Time Data Management to Improve Your Data Quality <i>Fawcett, Nadeau, Elio, Campbell</i>	Concurrent Session III 1:45 - 2:45
Effective Data Use and Systems Through Collaboration <i>Perry, Tanner, Reeves, Pfeiffer</i>	Dynamic Web Tools: The NAEP Questions Tool and State Snapshots <i>Struense, McGuire, Leung</i>	Coming Late to the Game: Strategies for Catching Up With State Data Reporting <i>D. Laird, H. Laird</i>	Real-Time Data Collection for LEA to SEA via SIF and Creating a Dynamic LDS <i>Roewe, Elio, Campbell</i>	Concurrent Session IV 3:00 - 4:00
Bridging the Gap Between Secondary and Postsecondary: Iowa Transcript Center <i>Addy, Buysse</i>	Aspiring Teachers and Leaders—Linchpins in a Comprehensive Approach to Education Reform for P-20 <i>Airola, Mulvenon</i>	Data in Action: Linking and Using Education and Workforce Data <i>Vuong, Sauer, Nudi</i>	Moving Data Electronically With SIF <i>Coleman, Seigler</i>	Concurrent Session V 4:15 - 5:15
Thursday, March 4, 2010				
General Session, 8:30 - 9:45, North Ballroom				
Carve Your Path—New Mexico Implementation <i>Nudi, Olum, Reagan</i>	Workshop: NCES School District Demographic System (SDDS) Update <i>Phan, Lippmann, Woods</i>	Data Tools: The State Education Indicators (SEI) Application <i>W. Garrison</i>	What is the Kansas Statewide Electronic Transcript System Implementation Project? <i>Rinehart, Stamm</i>	Concurrent Session VI 10:00 - 11:00
When Worlds Collide—Data Quality and Program Evaluation PK-20 <i>Thorn, Kraemer, Watson</i>		Performance Management: Measuring, Managing, and Monitoring What Matters <i>Hines, Dougherty, Barfield, Knight</i>	Building a Standards-Based Data Warehouse <i>Nadeau Fawcett, Elio</i>	Concurrent Session VII 11:15 - 12:15
Lunch (on your own)				
Fusion: Wyoming's Shopping Mall of Resources <i>Schutte, Jackl</i>	An Overview of NCES and Rural Education Achievement Program (REAP) Locale Assignments <i>Geverdt</i>	Get Ready, Get Set and Go...to College in Michigan <i>Howell, Johnson-Faith, O'Connell</i>	Educational Information Systems: Where to Go and Whom to Ask <i>Meyers, Richardson, Sherrill</i>	Concurrent Session VIII 1:30 - 2:30
Data-Based Decision Making: Implications for Principal Preparation Programs and Professional Development <i>Randall, McCarty, Larsen</i>	An Overview of the NCES ACS School District Custom Tabulations <i>Nixon</i>	Regional Information Centers Launch Data Validation Service for LEAs: A Case Study <i>Fitzgerald</i>	A Systems Approach to Qualitative and Quantitative Data Quality <i>J. Johnson, Butter, Pathak</i>	Concurrent Session IX 2:45 - 3:45
Student Achievement With Data in the Right Hands <i>Helmers, Moravec</i>	School District Title I Estimates: Boundary Updates and Methodology From the U.S. Census Bureau <i>Datzell, Bosei, Joyce, Abel</i>	The LEARN Prototype: Playing Well With Others <i>Bickell, M. Johnson</i>	Federal Reporting Business Process Automation Through Efficient and Accurate Data Collection <i>J. Johnson, Nambiar, Pathak</i>	Concurrent Session X 4:00 - 5:00
Friday, March 5, 2010				
I'm Using Data, So Why Are My Students Still Not Succeeding? <i>Byrd, Walden, O'Dell, Coxon</i>	Rise of the Phoenix—Retooling to Meet the Challenge of a Dynamic Problem <i>Fong, Friedrich</i>	Community Data-Driven Decision Making <i>Windom, Roberts</i>	State of the State: Linking and Using Longitudinal Data Systems <i>Vuong</i>	Concurrent Session XI 8:30 - 9:30
Making Connections: Linking Education and Workforce Data <i>R. Garcia, Hall, Pfeiffer</i>	Linking Early Childhood and K-12 Data: Where, Why, and How <i>E. Laird, Stedron</i>	NC-Trust—North Carolina's Education Goes FIM (Federated Identity Management) <i>Veckenstedt</i>		Concurrent Session XII 9:45 - 10:45
OTHER	STATEWIDE DATA SYSTEMS (SDS)			

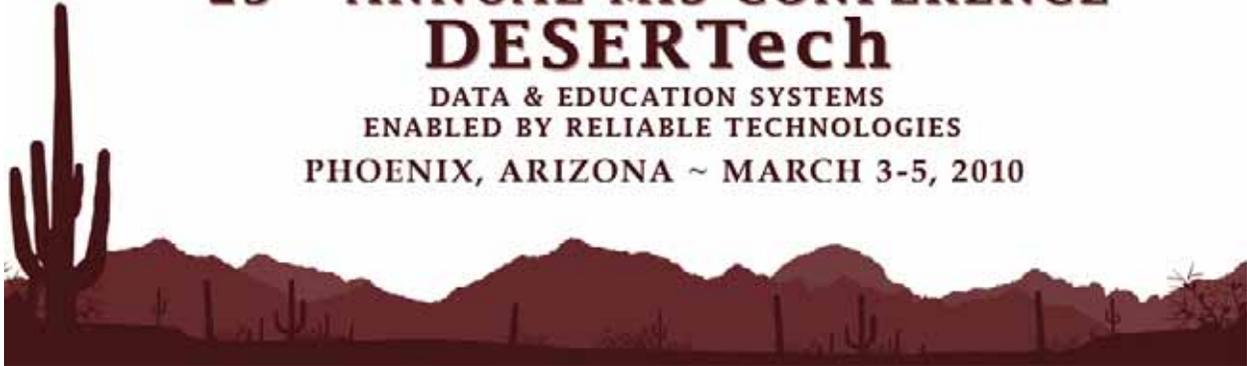
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AGENDA WITH SESSION DESCRIPTIONS

NATIONAL CENTER FOR EDUCATION STATISTICS
ARIZONA DEPARTMENT OF EDUCATION

WEDNESDAY, MARCH 3, 2010

7:30 – 5:00 Registration Ballroom Foyer
7:30 – 8:30 Morning Break.....South Ballroom
7:30 – 5:00 Cyber Café and Demonstrations Open South Ballroom
(This room will be closed during the Opening Session.)

8:30 – 10:00 Opening Session..... North Ballroom

Arizona State Welcome

Donald Houde, Chief Information Officer and Deputy Associate Superintendent of Information Technology, Arizona Department of Education

NCES Welcome

Stuart Kerachsky, Deputy Commissioner, National Center for Education Statistics

Introduction of Keynote Speaker

Donald Houde, Chief Information Officer and Deputy Associate Superintendent of Information Technology, Arizona Department of Education

Keynote Address

David R. Garcia, Assistant Professor, Mary Lou Fulton Institute and Graduate School of Education, Arizona State University

Roll Call of States

Lee Hoffman, Program Director, National Center for Education Statistics

Announcements

10:00 – 10:15 Break

10:15 – 11:15 Concurrent Session I Presentations

I-A Using ED*Facts* in ESEA Reauthorization Discussions..... Salon 2

Ross Santy, U.S. Department of Education

10:15 – 11:15

While it's unclear when the Elementary and Secondary Education Act (ESEA) will be reauthorized, what is clear is that school performance data will play a role in all stages of the discussions. The increased availability of school-level data on student program participation and content standards assessments has delivered to policymakers a wealth of new tools. This session will highlight the process that has been used to develop policy positions within the U.S. Department of Education as well as in one state education agency.

I-B Arizona Education Data Warehouse—Overview, Technology, and Architecture Salon 5

Ilana Licht and Surya Vipparthy, Arizona Department of Education

10:15 – 11:15

This session will present the dynamics of public education and impact on data, the Arizona Education Data Warehouse (AEDW) project plan and range of longitudinal data, foundational concepts, user constituency, technology, infrastructure architecture, data architecture, and lessons learned.

I-C The Forum Guide to Section 508 Accessibility Salon 6

Lee Rabbitt, Newport Public Schools (Rhode Island)
Ghedam Bairu, National Center for Education Statistics
Tom Szuba, Quality Information Partners

10:15 – 11:15

Can all users who visit your website access all of the information that's there? Is your organization aware of Federal Section 508 regulations for public organizations that receive federal funds (including state education agencies, local education agencies, and schools)—which require that all electronic information be accessible to people with disabilities? In addition to being the law, ensuring that people with disabilities can access information on education websites and online applications is the right thing to do. The Section 508 Working Group of the National Forum on Education Statistics is preparing advice to education organizations with respect to these responsibilities, as well as detailed recommendations to design (and revise) websites to improve accessibility. Please join the presenters to learn about this document and your responsibilities related to adhering to Section 508 laws.

I-D Data 4 Student Success—Turning Data Into Information Salon 7

Kristina Martin, Macomb Intermediate School District (Michigan)

10:15 – 11:15

The Data 4 Student Success project is funded by a Federal Title II, Part D grant through Michigan's Center for Educational Performance and Information (CEPI) and the Michigan Department of Education. This session will discuss creating and supporting the culture of data-driven decision making in Michigan's schools by providing a professional development model and online dynamic inquiry tool. Data 4 Student Success is about using data already provided to the state as a starting point. Next trainers and data coaches work with the local district leaders to dig and drill into the data to help identify areas of focus for students as well as curricular alignment. Local data warehousing initiatives will also be discussed.

I-E We've Linked Our Teacher and Student Data—Now What?..... Salon 8

*Mickey Garrison, Oregon Department of Education
Paige Kowalski, Data Quality Campaign*

10:15 – 11:15

Last year, Data Quality Campaign (DQC) launched its second phase to change the culture around data and outlined ten state actions to ensure effective data use for continuous improvement. In this session, the presenters will discuss DQC State Action 9 (building capacity for educators to access, analyze, and use data) in terms of what DQC has discovered in the past year around implementation, the results of this section of the 2009 DQC survey, and related national initiatives. Oregon continues to shed light on the tremendous opportunities and the real challenges that states face in implementing State Action 9 and is setting a benchmark for excellence through their Oregon DATA Project. Participants will learn what they have accomplished and how other states might adapt their successful model.

I-F CSI Sacramento—A Statewide Longitudinal Data System Service Management System Implementation Postmortem Pima

Steve Smith and Heather Cota, California Department of Education

10:15 – 11:15

Why develop an integrated service management system to control changes to your statewide longitudinal data system? What are the key components to planning, designing, developing, and implementing an integrated service desk system? How are user requests for help related to system changes, issues, problems and defects? How can an integrated IT solution and linked business processes reduce critical items from falling through the cracks? What are the time and resource requirements? Come learn from California's experience, and walk away with lab notes on planning and implementation techniques.

I-G NAEP Operationalizes Computer-Based Assessments..... Maricopa

*Richard Struense, National Center for Education Statistics
Paul Harder, Fulcrum IT Services Company*

10:15 – 11:15

After several years of conducting studies, the National Assessment of Educational Progress (NAEP) is beginning to make computer-based assessments an operational part of the program. Among the most important lessons learned is the need to approach development very differently than with paper-and-pencil assessments. A more integrative approach, which leverages the creative synergy of different types of expertise (e.g., content specialists, programmers, cognitive scientists, and interface designers), appears most likely to result in high-quality assessments and successful administrations.

The presenters in this session have been part of the development and administration of new computer-based NAEP assessments in science and writing, and are beginning to plan for the development of computer-based assessments in technological literacy. The focus of their presentation will be on the development and administrative challenges that were faced—and how meeting those challenges led to important lessons that could be of value to states and districts.

I-H Common Data Standards and P-20 Update Havasupai

*Nancy J. Smith, National Center for Education Statistics
Kathy Gosa, Kansas State Department of Education
Charles McGrew, Data Quality Campaign*

10:15 – 11:15

This panel will begin with an update of the current efforts to develop common data standards followed by a discussion about the process and how it will impact the various local education agency, state education agency, and postsecondary sectors. Panelists will be available to answer questions about the processes, progress, and next steps for common data standard development.

I-I It's a Hit! A Look at the Results of Real-Time Data Collection.....Gila

Barbara Roewe, Duane Brown, and Thomas Finch, Oklahoma State Department of Education

10:15 – 11:15

The Wave, Oklahoma's Statewide Student Information System, continues to reap the rewards of real-time data collection. This session will look at some of the ways the Wave is seeing the results of a statewide schools interoperability framework implementation. The Wave is rounding the bases and coming on home in how data are being used to benefit both the state education agency and the local education agency in tangible ways.

11:15 – 11:30 Break

11:30 – 12:30 Concurrent Session II Presentations

II-A It's a Juggling Act: ED Facts Project Management in SEAs Salon 2

*Deborah Newby, U.S. Department of Education
Challis Breithaupt, Maryland State Department of Education
Levette Williams, Georgia Department of Education*

11:30 – 12:30

How do ED Facts Coordinators juggle their multiple responsibilities? How do they coordinate communications with program offices, organize processes for creating and submitting almost 100 files of various sizes (small to huge) and complexities, and keep track of all activities? This session will highlight management and communication strategies in three state education agencies.

II-B Arizona Education Data Warehouse—Content Development Methodology Salon 5

Orion Gebremedhin, Sina Mowzoon, and Matt Smith, Arizona Department of Education

11:30 – 12:30

This session will present Arizona Education Data Warehouse (AEDW) methodology for: transformation of Arizona student source data, building derived facts and measures from source facts, Cube development, QA processes, user guide and data dictionary, and lessons learned.

II-C Integrating Logic Models and Longitudinal Data Sets of Agency Performance Salon 6

Steven Zwillinger, U.S. Department of Education

11:30 – 12:30

This session is designed for managers and program leaders (or those who support them) who are not mathematicians and do not have a statistics background. The session will provide systematic strategies to parse and examine a program's data by using the logic model as a framework by which to examine agency, trend and comparison data. The examples used to illustrate this process will be vocational rehabilitation data, but the techniques can be applied to virtually any educational program.

II-D Hearing From Districts—How State Data Systems Can Support Local Data Use Salon 7

Elizabeth Laird, Data Quality Campaign
Joe Kitchens, Western Heights Public Schools (Oklahoma)
Pete Gorman, Charlotte-Mecklenburg Schools (North Carolina)

11:30 – 12:30

The momentum behind building high-quality data systems to harvest better information about student, school and district performance has never been stronger. Quality data are the foundation of any district’s ability to develop strategies aimed at improving student success, and understanding how the state can support these efforts will help realize the potential of investments in longitudinal data systems at all levels. Attendees will hear from leading districts about their data-driven efforts and how state longitudinal data systems could better support their work.

II-E New Hampshire Department of Education—Leading the Way for a Public Domain Education Data Warehouse—including Student-Teacher Connections That Inform Instructional Change Salon 8

Irene Koffink and Michael Schwartz, New Hampshire Department of Education
Jim Goodell, Center for Educational Leadership and Technology (CELT) Corporation

11:30 – 12:30

New Hampshire Department of Education (NHDOE) is developing its statewide longitudinal data system (SLDS) to fully meet its needs and also to benefit other state education agencies and school districts across the country. The New Hampshire SLDS, aligned with NCES and other national standards, will be released into the public domain.

The data warehouse is fed by a publicly available student data collection, along with a new Educator Information System and other proprietary source systems. The model was developed with P-20 in mind and will be further developed to support early childhood through workforce. The data warehouse also feeds Performance Plus, a system used by local education agency educators to inform instruction.

II-F Twenty Years With a Statewide Data System Pima

Marshall Patton, Sara Ramesan, and Malinda Shanklin, West Virginia Department of Education

11:30 – 12:30

West Virginia began a mandated statewide data system at the beginning of 1991. The core databases have remained the same but data elements, standards, peripheral programs and collections continue to evolve. The presenters will discuss West Virginia’s history and how a centralized system improves data integrity and quality, provide some insights and discuss the state’s future.

II-G Is This Analysis Correct? Understanding the Link Between Data Quality and Analysis..... Maricopa

Sean Mulvenon and Denise Airola, University of Arkansas

11:30 – 12:30

Data quality and use within and between educational systems is consistently identified as problematic. The automation of interactive or transactional systems to enter data has been shown to improve data quality, but many issues still persist regarding use. The purpose of this session is to demonstrate that data quality should be examined based on the intended analysis and use of the data. Several examples associated with No Child Left Behind (NCLB), school improvement, and re-rostering of data are provided.

II-H Data Governance: What, Why, Who, and How—Examples From New Mexico and Arkansas.....Havasupai

*Rebecca Carson and Bi Vuong, Data Quality Campaign
Peter Winograd, New Mexico Public Education Department
Jim Boardman, Arkansas Department of Education*

11:30 – 12:30

What is data governance? Why should you care? Who should be involved? How do you develop a plan? The Data Quality Campaign (DQC) will provide an overview of the concept of data governance and the state of the nation based on 2009 survey results. Accompanying the overview will be on-the-ground examples from New Mexico and Arkansas. New Mexico will describe the development of its interagency Data Warehouse Council, and Arkansas will present the challenges and successes in developing its intra-agency governance structure within the Arkansas Department of Education.

II-I Services: How the SIF Association is Increasing Your Opportunities for Data InteroperabilityGila

Larry Fruth and Jim Campbell, SIF Association

11:30 – 12:30

This session will look at ways the SIF Association is proactively embracing web services technology to provide more opportunities for interoperability in the K-12 space.

12:30-1:45 Lunch (on your own)

1:45 – 2:45 Concurrent Session III Presentations

III-A Using State Elementary and Secondary Education Data for Leadership, Accountability/Monitoring, Program Analysis, Reporting and Evaluation..... Salon 2

Susan Thompson-Hoffman, Zollie Stevenson, Jr., and Jane Clark, U.S. Department of Education

1:45 – 2:45

This session will describe how the U.S. Department of Education and the Office of Elementary and Secondary Education use data submitted by the states for leadership, accountability/monitoring, program analysis, reporting and evaluation. State participants, particularly those responsible for collecting and using data relating to the Elementary and Secondary Education Act (ESEA), can see how state data are put into action at the federal level, with ideas for state use of data.

III-B Arizona Education Data Warehouse—A Live Demonstration of the Data Warehouse Salon 5

Nancy Quinn, Arizona Department of Education

1:45 – 2:45

This session will consist of a live demonstration of the Arizona Educational Data Warehouse (AEDW). The first 15 minutes will explore the External User Interface which includes the Data Dictionary, E-Learning Training, a Reference/Support area and the Analysis section. During the next 35 minutes, a sampling of reports will be shown demonstrating the actual use of AEDW measures and the Excel 2007 end user tool. The final 10 minutes will be open for questions.

III-C How to Use the National Education Data Model Version 2.0 Salon 6

*Hugh Walkup, U.S. Department of Education
Alex Jackl, Choice-Solutions, Inc.
Beth Young, Quality Information Partners*

1:45 – 2:45

The new version of the National Education Data Model has just been released. It is a tool designed to help state and district data managers and developers as well as those writing RFPs for data services and statewide data systems. The presenters will walk through real examples to show participants how resources can be used to improve their work.

III-D Student Identification—Solidifying the Critical Link..... Salon 7

*Kathy Gosa, Kansas State Department of Education
Bob Beecham, Nebraska Department of Education
Robert Piro, New Mexico Public Education Department*

1:45 – 2:45

Unique identification of students throughout their academic life is critical to effective longitudinal data systems (LDS). A significant challenge facing state education agencies (SEAs) is how to bring the wide variety of locally managed student data systems that often exist across a state into one common system for unique identification of the students. Although states are moving towards establishment of statewide student identification systems, the reality is that local districts manage a wide variety of data sources for student data. This panel will discuss the practical implications associated with various methods for submitting student identification information including: schools interoperability framework, web services, automatic file processing and batch upload. The panel will also discuss directions SEAs and vendors should consider as LDS expand beyond K-12 to P-20 and workforce.

III-E A FERPA Compliant Dual Database Architecture for Interagency Data Sharing Salon 8

Neal Gibson and Greg Holland, Arkansas Department of Education

1:45 – 2:45

In a harsh assessment of statewide longitudinal data systems (SLDS) programs, a policy review from Fordham Law School led the director of the research to conclude that “states are trampling the privacy interests of students.” The study recommends a dual database architecture to protect student privacy. As states move to include data from other agencies in their SLDS programs, privacy concerns will increase dramatically and Family Educational Rights and Privacy Act (FERPA) compliance becomes even more difficult. This presentation will demonstrate a dual database approach along with a unique matching algorithm for longitudinal data developed by the Arkansas Department of Education and the University of Arkansas at Little Rock.

III-F Statewide Data Collection, Analysis and Reporting—A Case for Career and Technical Education and Perkins Accountability Pima

Fidelis Ubadigbo, Iowa Department of Education

1:45 – 2:45

Federal and state funding requires data for accountability to determine the achievement of career and technical students. In Iowa, different data sources are used for secondary and postsecondary to meet these requirements. In the postsecondary, Iowa uses the community college management information system, unemployment insurance data, and the National Clearinghouse’s data to determine student progress. The secondary data utilizes the Project EASIER and CTE-Plus data to assess student achievement. Due to the diversity of data sources in

most states, attendees will focus on collection of valid and reliable data, the analysis, the interpretation and reporting.

**III-G Data Exposition and Exploration: Lessons Learned
From the NAEP Website Redesign Maricopa**

*Richard Struense, National Center for Education Statistics
Robert Finnegan and Fred Wong, Educational Testing Service*

1:45 – 2:45

The National Assessment of Educational Progress (NAEP) is charged with providing accurate and engaging information on the health of the nation’s students, and the website was recently re-designed to report NAEP data to meet a variety of differing demands. This session will cover lessons learned from designing spaces for data exposition as well as exploration. In particular, the discussion will focus on using Flash charts, interactive features, and third-party Application Programmer's Interfaces to display complex data for use by the general public. Potential avenues for further developments will also be covered.

**III-H A SMART Tool for Accessing Data From Statewide
Longitudinal Data Systems for Local Improvement.....Havasupai**

*Jordan Horowitz, California Partnership for Achieving Student Success (Cal-PASS)
Keric Ashley, California Department of Education
Paul Steenhausen, California Legislative Analyst's Office
Anne McKinney, California Office of the Secretary of Education*

1:45 – 2:45

With states across the country under mandates to build better longitudinal data systems, the SMART Tool ensures that data do not just sit on servers and fill accountability reports. With familiar point-and-click and drag-and-drop commands, the SMART Tool disaggregates years of transcript-level data, instantly disaggregated by a host of other student and institutional variables. It can do this for entire student cohorts or just those on certain tracks or in particular courses and without jeopardizing the privacy of student records. This presentation will include a demonstration of the tool and panel discussion of its value.

III-I Real-Time Data Management to Improve Your Data QualityGila

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

1:45 – 2:45

Using schools interoperability framework can enhance and change the district business processes as well as show real-time data interoperability, data cleansing, and cost savings at both the district and state levels. A demonstration of the data extraction and data cleansing

process will show how data can be modified in real time for more accurate state and district reporting.

2:45 – 3:00 Break

3:00 – 4:00 Concurrent Session IV Presentations

IV-A What’s Next for the State Education Data Center’s Link With ED Facts Salon 2

*Ross Santy, U.S. Department of Education
Alex Jackl, Choice-Solutions, Inc.*

3:00 – 4:00

Beginning in 2007, state education agencies have had the option of sharing their ED Facts submissions with the State Education Data Center (SEDC) to be made publicly available through that site. The Council of Chief State School Officers and U.S. Department of Education have been working on a seamless two-way data connection between ED Facts systems and the web servers of the SEDC. This session will focus on the next steps of that connection and how the SEDC is meeting the current needs of a number of research, policy and interest groups. The session will also cover the plans for improving the SEDC.

IV-B Arizona Education Data Warehouse—Governance, Internal and External User Management, Evolution Control Salon 5

Rick Rachkofski, Mardy Cruz, and John Eickman, Arizona Department of Education

3:00 – 4:00

The focus of this interactive session will be on the data governance guidelines related to data confidentiality, data unification, ownership, stewardship, data quality, usage oversight, and the expanding horizons for the Arizona Education Data Warehouse (AEDW). Also, the foot-soldiers implementing these objectives, the data management team, will review data delivery systems, negotiating *ad hoc* data request requirements, the maturation of ED Facts file uploads, and vetting requesters and permission levels.

IV-C User Documentation 101: Demystifying Data Systems for the Not-So-Tech-Savvy..... Salon 6

Sonya Edwards, California Department of Education

3:00 – 4:00

The big, wide world of data systems can be daunting for schools and districts that are tasked with gaining an understanding of “all things data.” How should departments of education build user guides for schools and districts so that this information is not so daunting? This presentation will inform attendees about best practices that have worked for the California Department of Education, with respect to understanding the users’ needs for essential information and being able to meet those needs without overwhelming the non-technical end user.

IV-D Better Data Faster: Annually Accrediting Oklahoma Schools..... Salon 7

*Patti High, Oklahoma State Department of Education
Dean Hupp, Hupp Information Technologies*

3:00 – 4:00

The Oklahoma State Department of Education (OSDE) has completely automated the gathering of multiple data collections into its annual accreditation process. Each school site is accredited annually and by joining multiple data collections OSDE was able to significantly improve the reliability and timeliness of its data.

IV-E Visualizing Student Performance..... Salon 8

Daniel Domagala, Colorado Department of Education

3:00 – 4:00

Robust longitudinal data systems are capturing tremendous volumes of student, educator, school, district, state, and national-level education data. Now, the technical challenge is to provide these data in a format that invites understanding and analysis. How do we create data visualizations that engage our education community and invoke data-informed decisions? This interactive session will explore a few examples of “Visual Business Intelligence,” including recent advancements to Colorado's SchoolView.org information portal.

IV-F Effective Data Use and Systems Through Collaboration..... Pima

*Patrick Perry, Chancellor's Office, California Community College System
Jeff Tanner and Richard Reeves, National Student Clearinghouse
Jay Pfeiffer, MPR Associates, Inc.*

3:00 – 4:00

Challenging economic conditions continue to inhibit efforts to link and analyze education data in a way that will be meaningful for, and available to, educators at all levels. This session will explore how data usage, data systems, data quality, and standards can be achieved in an economical and effective manner through public/private collaboration. The presenters will describe best practices and techniques that have been used within the United States to date.

IV-G Dynamic Web Tools: The NAEP Questions Tool and State Snapshots Maricopa

*Richard Struense, National Center for Education Statistics
Julie McGuire and Phillip Leung, Educational Testing Service*

3:00 – 4:00

This presentation will focus on the dynamic nature of two popular tools on the National Assessment of Educational Progress (NAEP) website: the NAEP Questions Tool and the State Snapshot reports. A new version of the NAEP Questions Tool was recently released and incorporates many new features. The presenters will discuss both the front-end and back-end design of the tool and what they did to meet the needs of the user. The NAEP Snapshot Report is a dynamic tool that allows the user to customize content. It includes rich graphics and gives the user the ability to download customized content to Microsoft Word or PowerPoint.

IV-H Coming Late to the Game: Strategies for Catching Up With State Data Reporting..... Havasupai

David Laird and Heejung Laird, South San Francisco Unified School District (California)

3:00 – 4:00

With the introduction of a mandatory state data collection system called CALPADS, many California districts are scrambling to meet their 2009-10 state reporting deadlines. Districts that opted in the past for the most minimal, voluntary reporting are challenged to get ready for CALPADS, with new data elements, new standards, and more frequent submissions. South San Francisco Unified School District is among the districts coming late to the game. To mitigate the challenge, the district is fostering a cultural shift about the importance of data management and data quality, and is implementing tools to make this new mindset actionable.

IV-I Real-Time Data Collection for LEA to SEA via SIF and Creating a Dynamic LDSGila

*Barbara Roewe, Oklahoma State Department of Education
Aziz Elia, CPSI, Ltd.
Jim Campbell, SIF Association*

3:00 – 4:00

Real-time schools interoperability framework (SIF)-based collections help get better data and reduce the reporting load for local education agencies (LEAs). Come learn how The Wave, Oklahoma State Department of Education’s Student Information System, collects data via SIF as “All the Data – All the Time” for better reporting quality and usability. The Wave has implemented a dynamic longitudinal data system flexible enough to stand the test of time. The Wave is expandable for inter-agency collections, LEA collections, and intra-agency collections. Let us share our success with you in building a standardized, scalable, and secure system.

4:00 – 4:15 Break

4:15 – 5:15 Concurrent Session V Presentations

V-A Using EMAPS for Discretionary Grant Reporting..... Salon 2

Kevin Sauls and Rachel Carson, U.S. Department of Education

4:15 – 5:15

This winter, the U.S. Department of Education’s HEP (Higher Education Program) and CAMP (College Assistance Migrant Program) programs for migrant education began using the *EDFacts* Metadata and Process System to collect the annual performance information from its grantees. This session will touch upon how grantees, including local education agencies, worked with EMAPS, and how EMAPS may be used in the future by other discretionary grant programs.

V-B Developing a Standard Data Collection Framework..... Salon 5

Larry Lindain and Robin Martherus, Arizona Department of Education

4:15 – 5:15

The Arizona Department of Education has developed a standard data collection framework to facilitate the development of secure, reliable, and consistent data collection applications. Learn the architecture and design behind the applications and come discuss the technologies

leveraged by the framework, including Geneva, Internet Information Services (IIS) 7.5, and Windows Workflow Foundation (WF4). The presenters will explore the interesting stuff under the hood!

V-C System for Education Enterprise in Kansas (SEEK): Delivering Enterprise Data From the Warehouse to Kansas Districts and Schools Salon 6

Kathy Gosa and Brenda Wilson, Kansas State Department of Education

4:15 – 5:15

In 2009, the Kansas State Department of Education (KSDE) launched its System for Education Enterprise in Kansas (SEEK), delivering to Kansas districts and schools dashboards containing accountability, achievement and attendance measures across time. Utilizing Microsoft SharePoint technologies, SEEK provides authenticated user, at-a-glance, graphical and visual representation of aggregate and student-level data related to both national and state indicators and targets. This session will offer a demonstration of SEEK’s existing dashboards, as well as discussion of the implementation strategy, planned enhancements and roadblocks encountered.

V-D Web-Based Educator Credentialing System..... Salon 7

*Patti High and Jeff Smith, Oklahoma State Department of Education
Dean Hupp, Hupp Information Technologies*

4:15 – 5:15

In May 2009, Oklahoma teacher certification made a giant leap from a paper and mainframe-based teacher certification system to a web-based Oklahoma Educator Credentialing System (OECS) developed by Hupp Information Technologies. Join us to view the numerous automated features of this .Net system, including online renewals and applications, credit-card payments, scanning of documents, recommendations from colleges of education, verification of required tests, felony checks, and more. Oklahoma Professional Standards personnel will share their journey from application backlogs of weeks, multiple sets of standards, uncleansed data, business rule challenges and phones that never stopped ringing, to the efficiency they enjoy with OECS.

V-E A Single Unique Pool Strategy for P-20 Student and Staff Identifiers..... Salon 8

*Janice Johnson, Maryland State Department of Education
David Butter and Rashmi Pathak, Deloitte Consulting LLP*

4:15 – 5:15

This session will analyze the approach and benefits of integrating unique student and staff identifier systems using a single unique ID pool approach. Looking ahead to post education data sources such as workforce and corrections will be discussed.

V-F Bridging the Gap Between Secondary and Postsecondary: Iowa Transcript Center Pima

*Jim Addy, Iowa Department of Education
Russell Buyse, National Transcript Center*

4:15 – 5:15

The Iowa Department of Education (IDE) is working with the National Transcript Center to implement the Iowa Transcript Center (ITC), Iowa’s statewide, electronic record and transcript exchange system for all PK-12 and higher education public in-state institutions. During this session, IDE will discuss its project’s best practices as they relate to working with school districts, the Iowa 2-year and 4-year colleges and universities, as well as the Student Information System vendors represented in the state to gather information, build consensus and pave the way for a successful statewide deployment of ITC.

V-G Aspiring Teachers and Leaders—Linchpins in a Comprehensive Approach to Education Reform for P-20..... Maricopa

Denise Airola and Sean Mulvenon, University of Arkansas

4:15 – 5:15

States and individuals invest billions of dollars in the preparation of teachers and future school leaders through colleges of education only to continue spending for the professional development of this group when they enter the K-12 workforce, particularly as it pertains to using data and assessment results to improve student achievement. Imagine the savings in time and financial resources if programs at colleges of education infused the latest technology and information for working with data and assessment results directly into teacher and school leader preparation, and if that technology was aligned with the state's longitudinal data system. What would this look like? Why isn't it there already? What will it take to get there? Join this session for a lively debate of the answers!

V-H Data in Action: Linking and Using Education and Workforce DataHavasupai

*Bi Vuong, Data Quality Campaign
Ken Sauer, Indiana Commission for Higher Education
Joel Nudi, New Mexico Public Education Department*

4:15 – 5:15

What is workforce data? What does “linking to workforce data” mean? What can you do with linked data? To help states navigate the “career” part of a “pre-K to college and career” data system, the Data Quality Campaign (DQC) will give a brief overview of the different workforce data systems and information on how many states are working on the education-workforce data connection based on our 2009 DQC Annual Survey results. In addition to the overview, audience members will hear from New Mexico and Indiana about their efforts to use linked education and workforce data.

V-I Moving Data Electronically With SIFGila

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

4:15 – 5:15

This session will provide information on how Virginia is using Schools Interoperability Framework (SIF) to move transcripts, student records and student-teacher schedules.

THURSDAY, MARCH 4, 2010

7:30 – 5:00	Registration	Ballroom Foyer
7:30 – 8:30	Morning Break.....	South Ballroom
7:30 – 5:00	Cyber Café and Demonstrations Open <i>(This room will be closed during the General Session.)</i>	South Ballroom

8:30 – 9:45 General Session North Ballroom

Solving a Rubick's Cube in a Hurricane: Thinking Dynamically About Education Data in Three Dimensions
John Kelly, Principal, TRIADVOCATES, LLC

Mr. Kelly will offer perspectives on meeting multi-layered demands for using data to improve educational outcomes.

9:45 – 10:00 Break

10:00 – 11:00 Concurrent Session VI Presentations

VI-A Improving U.S. Department of Education Program Monitoring Process Salon 2
Ross Santy and Julia Kelleher, U.S. Department of Education

10:00 – 11:00

The ability of ED*Facts* to provide K-12 program leaders with local education agency and school level information in a timely fashion is changing the expectations of U.S. Department of Education program officers as they prepare for state monitoring visits. This session will focus on the data that are of greatest interest to programs within the Student Assessment and School Accountability Office and the changes underway in the program state monitoring process.

VI-B Adjusting the SDLC Methodologies During the Project—Highly Qualified Teachers Project Salon 5

Ken Kurkowski and Jim Whelan, Arizona Department of Education

10:00 – 11:00

There are as many different kinds of Software Development Lifecycles (SDLCs) as there are information technology projects. Some of the more standard SDLCs include Waterfall, ITIL, Rapid Application Development (RAD), Agile, and Scrum...just to name a few. There is, however, one constant between all project management methodologies—most methodologies are customized in some manner to fit the needs of the specific project for a specific project sponsor.

Join the Arizona Department of Education as we explore a case study of a specific project in which multiple project management methodologies were used to navigate the waters resulting in a successful implementation.

VI-C Workshop: Data Use—Helping LEAs and SEAs Understand Their Data Needs (Part 1)..... Salon 6

Ellen Mandinach, CNA Education
Barbara Helms, Education Development Center, Inc.
Arie van der Ploeg, North Central Regional Educational Laboratory
Sharnell Jackson, Data-Driven Innovations Consulting, Inc.
Edith Gummer, Regional Education Laboratory – Northwest

10:00 – 11:00

This session will attempt to bridge the data use and needs gap to help local education agencies (LEAs) and state education agencies (SEAs) understand each other's data use needs and patterns. Both LEAs and SEAs have specific needs which often are competing, from continuous improvement to compliance and accountability. This session will use research and the Institute of Education Statistics practice guide on data-driven decision making to stimulate discussion so the SEAs will better understand the data that LEAs need and will use for continuous improvement, as well as the data SEAs need to address their decision making processes.

VI-D The Next Generation State System: Enabling Powerful Data Use at Scale..... Salon 7

Barbara Knaggs and Brian Rawson, Texas Education Agency
Lori Fey, Michael and Susan Dell Foundation

10:00 – 11:00

State data systems are rapidly evolving to serve user needs. Barbara Knaggs, Associate Commissioner of State Initiatives, and Brian Rawson, Director of Statewide Data Initiatives, for the Texas Education Agency will share the Texas education data system that enables performance management data use across all 1200+ school districts in Texas. The \$60 million, 6-year initiative blends the best of state systems nationwide into a practical, holistic solution that

eases local collection burdens and provides useful, actionable information to local education agencies, policymakers, and community members.

VI-E The Maine SLDS Data Quality Training and Certification System Salon 8

Daniel Chuhta and Bill Hurwitch, Maine Department of Education

10:00 – 11:00

As part of Maine’s statewide longitudinal data system (SLDS) grant, a data quality training program has been established to help local education agencies develop the capacity for a culture of data quality, including the use of data. To accomplish this, the Maine Department of Education is delivering data-related training and certification courses using webinars and an open source course management system. Join the presenters for a live demonstration and see how these online tools allow the state to facilitate new learning, collaboration, and resource sharing without concern for travel or time.

VI-F Carve Your Path—New Mexico Implementation Pima

Joel Nudi, Steve Oizumi, and Suzan Reagan, New Mexico Public Education Department

10:00 – 11:00

Carve Your Path is being piloted for New Mexico students and citizens. It: allows electronic Next Step Plans, holds assessment scores, projects, certifications, and other documentation of success; a complete portfolio important for employers and colleges to measure comprehensive student success; connects to the Department of Workforce Solutions and Higher Education Department to explore career/college options specific to student interests and strengths; performs gap analysis for students showing courses needed for career and college success; and connects to colleges and universities nationwide to match students to institutions based on their interests and strengths.

VI-G Workshop: NCES School District Demographic System (SDDS) Update (Part 1) Maricopa

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

10:00 – 11:00

NCES has made significant enhancements to its School District Demographic System (SDDS) website in the past year, and this session will present an overview of the latest features and enhancements available. The session will briefly discuss some of the technology used in constructing the website. The system leverages ESRI ArcGIS Server and the Flex API to deliver a powerful mapping experience for users of NCES data. Users with laptops will be able to learn some of the advanced filtering and analytical tools now available.

VI-H Data Tools: The State Education Indicators (SEI) ApplicationHavasupai

Wayne Garrison, National Education Association

10:00 – 11:00

Those who work with education-related data today are at the center of an information explosion. Computerized databases, such as those provided by NCES, offer libraries of information on qualities and outcomes of education systems. While applications exist that permit users to create customized tables of these data, tools with information shaping capabilities for the interactive visualization of datasets are less prevalent. In this session, the presenter will demonstrate a Flex 3.0 application developed by the National Education Association that facilitates the creation of an interactive environment for the visual exploration of data reported at the state level.

VI-I What is the Kansas Statewide Electronic Transcript System Implementation Project?.....Gila

*Catherine Rinehart, Kansas State Department of Education
Rachel Stamm, Docufide, Inc.*

10:00 – 11:00

The Kansas State Department of Education has selected Docufide, Inc. to deliver a records/transcript exchange system to all school districts, colleges and universities throughout the state. The service allows for K-12 student record exchange and student transcripts and other supporting admission documents from their high schools to any college and university nationwide, as well as to third parties. The system will utilize the e-transcript infrastructure to also capture and create a transcript repository across all participating grades, allowing for student performance analysis statewide. Join the presenters to learn more about this comprehensive exchange project funded through Kansas’s statewide longitudinal data system grant.

11:00 -11:15 Break

11:15 – 12:15 Concurrent Session VII Presentations

VII-A Improving the ED*Facts* Data Quality Process Salon 2

Barbara Timm, U.S. Department of Education

11:15 – 12:15

Submission of complete information to ED*Facts* is required for all states starting with data on SY 2008-09. With over 50 sets of complete data reported from states on each ED*Facts* data group, there is now significant data in all areas to study and improve the quality of the data. In the fall and winter of 2009-10, the ED*Facts* office has worked with U.S. Department of Education (ED) program leaders to improve the process by which the program offices review and validate the data submitted to ED*Facts*. This session will cover the work to date and discuss the impact upon state education agencies and local education agencies as they prepare for reporting data and respond to ED data quality study feedback reports.

VII-B Az SAFE—Arizona Safety Accountability for Education Salon 5

Jean Ajamie, Arizona Department of Education

11:15 – 12:15

This session will provide an overview of the lessons learned in the design and development of Az SAFE (Arizona Safety Accountability for Education), a statewide initiative to generate accurate, reliable and timely safety and discipline incident data. Az SAFE is designed to meet federal ED*Facts* reporting requirements and support evidence-based education decision-making that impacts school climate, safety and academic achievement.

Az SAFE includes an online data management system that will be demonstrated during the session. The development documentation for this system is available to local education agencies and state education agencies at no cost.

VII-C Workshop: Data Use—Helping LEAs and SEAs Understand Their Data Needs (Part 2)..... Salon 6

Ellen Mandinach, CNA Education
Barbara Helms, Education Development Center, Inc.
Arie van der Ploeg, North Central Regional Educational Laboratory
Sharnell Jackson, Data-Driven Innovations Consulting, Inc.
Edith Gummer, Regional Education Laboratory – Northwest

11:15 – 12:15

This session will attempt to bridge the data use and needs gap to help local education agencies (LEAs) and state education agencies (SEAs) understand each other's data use needs and patterns. Both LEAs and SEAs have specific needs which often are competing, from continuous improvement to compliance and accountability. This session will use research and the Institute of Education Statistics practice guide on data-driven decision making to stimulate discussion so the SEAs will better understand the data that LEAs need and will use for continuous improvement, as well as the data SEAs need to address their decision making processes.

VII-D Reality Check: How Data Standards Save Time and Money..... Salon 7

Dennis Johnson, Oregon Student Assistance Commission
Kevin Byrne, Michael and Susan Dell Foundation

11:15 – 12:15

Hear Dennis Johnson, Oregon Student Assistance Commission, and Kevin Byrne, Michael and Susan Dell Foundation, discuss how a new data standard, the Scholar Snapp™ solution, helps students reuse redundant application information on multiple applications. The Scholar Snapp solution was developed in cooperation with more than 70 providers with varying requirements, data needs and scholarship software tools. Its development and implementation offer important lessons for states and districts undertaking critical data standard work. Most importantly, the standard is currently allowing students to apply easily for more scholarships and scholarship providers to process applications quickly.

VII-E Replicating Data Quality: A Look at the Individualization and Cooperation of State Data Quality Initiatives Salon 8

Vickie McCrary, Virginia Department of Education
Kathy Gosa and Kateri Grillot, Kansas State Department of Education
Mickey Garrison, Oregon Department of Education
Jim Campbell, SIF Association

11:15 – 12:15

Data quality is an issue all states must address. This session will look at how the states of Kansas, Virginia and Oregon have developed proactive and dynamic data quality initiatives. What makes these efforts unique is the cooperation that fostered successful program development. While

glimpses of each state’s data quality efforts will be provided, the primary objective of this session is to highlight the sharing, cooperation and collaborative work that was involved in making replication possible. Come with questions and leave with practical steps towards replicating a data quality initiative in your state.

VII-F When Worlds Collide—Data Quality and Program Evaluation PK-20..... Pima

Christopher Thorn, Sara Kraemer, and Jeff Watson, Wisconsin Center for Education Research

11:15 – 12:15

The federal policy agenda on education reform and program evaluation has radically increased the requirements for data quality and data exchange between educational organizations. Performance incentive projects and evaluation of teacher preparation programs provide important insights into emerging requirements for data collection, data quality, and inter-operation between state education agency, regional education agency, local education agency, and institutions of higher education actors.

VII-G Workshop: NCES School District Demographic System (SDDS) Update (Part 2) Maricopa

Tai Phan, National Center for Education Statistics

Michael Lippmann, Blue Raster

Bobbi Woods, Kforce

11:15 – 12:15

NCES has made significant enhancements to its School District Demographic System (SDDS) website in the past year, and this session will present an overview of the latest features and enhancements available. The session will briefly discuss some of the technology used in constructing the website. The system leverages ESRI ArcGIS Server and the Flex API to deliver a powerful mapping experience for users of NCES data. Users with laptops will be able to learn some of the advanced filtering and analytical tools now available.

VII-H Performance Management: Measuring, Managing, and Monitoring What MattersHavasupai

Chris Hines, Conroe Independent School District (Texas)

Stacy Daugherty, Kathleen Barfield, and Dixie Knight, Edvance Research

11:15 – 12:15

This session focuses on empowering district leaders to better utilize information and optimize resources for continuous improvement through the use of a performance management model that identifies key leading and lagging indicators, links indicators to interventions, and monitors results. This closed loop, district-wide approach for fact-based diagnosis and intervention enables educators to set measurable goals, report progress toward these goals, and make informed decisions regarding extending or discontinuing certain programs/practices based on

reported outcomes. Participants will learn how one district is using this model to turn data into information, gain insight into student performance and make better informed decisions.

VII-I Building a Standards-Based Data Warehouse.....Gila

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

11:15 – 12:15

This presentation is a discussion of how the school’s interoperability framework standard enhances district business processes and data quality. Horry County Schools will present its ongoing data warehouse project. The data warehouse utilizes an XML-based ETL tool that extracts data from the student information system and assessment stores. The data undergo a real-time cleansing process at the operational data store that allows data to be corrected and modified in real time for more accurate district and state reporting.

12:15 – 1:30 Lunch (on your own)

1:30 – 2:30 Concurrent Session VIII Presentations

VIII-A Why “Timely” Data Matters Salon 2

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

1:30 – 2:30

“Timely and accurate” has become a standard for federal reporting. This session will discuss the impact of timely vs. late data on U.S. Department of Education (ED) program management and policy development, and the use within ED of the ED*Facts* LEAD015 report. The session will also discuss the challenges of timely reporting from the perspective of a state education agency.

VIII-B School Attendance Data: The Good, the Bad, the Ugly..... Salon 5

Arthur Heikkila, Arizona Department of Education

1:30 – 2:30

This presentation will “make your day” by describing, from an auditor’s perspective, Arizona’s approach to addressing school attendance data issues over the past several years. After a nearly

ten-year hiatus, Arizona’s legislature funded attendance auditing positions within the Arizona Department of Education (ADE). Around the same time, Arizona instituted electronic attendance information reporting for all school districts and charters. Because Arizona funds over \$4 billion in state aid to schools based on self-reported attendance data, accurate data are vital to ensuring the appropriate distribution of funds. Utilizing an anecdotal approach, the presentation will discuss the findings and challenges of ensuring accurate data at the classroom, school, district and ADE levels. The presentation will discuss and present methods and experiences regarding implementing proactive and collaborative approaches to ensuring accurate attendance data.

VIII-C State Postsecondary Data Systems: Characteristics and Ability to Link to K-12, Labor, and Other Sectors Salon 6

Tanya Garcia and Hans L'Orange, State Higher Education Executive Officers

1:30 – 2:30

The presenters will discuss results from the 2009 State Higher Education Executive Officers' study on state postsecondary student unit record (SUR) data systems, funded by the National Center for Education Statistics. This presentation will include information on various characteristics of such systems, linkages to K-12 and labor/workforce systems, data elements used in the matching process across sectors, barriers to linking, and mechanisms to increase data quality.

VIII-D Mobility and Identification—Solving the Interstate Problem Salon 7

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

1:30 – 2:30

One of our key challenges as we move towards maintaining more and more information about students in longitudinal data systems is how we uniquely identify individual people throughout their academic life. The reality of our society today is that families move, and with those moves children change schools. There are studies which indicate that close to 30 percent of students move at least twice between first and eighth grade and 10 percent move at least twice between eighth grade and twelfth grade. Moves within a district can be handled relatively easily, but as families move to new districts within their current state or move to new states, the problem becomes increasingly more difficult. This challenge is compounded as students move forward with their postsecondary education and as they take on new career roles. Studies indicate that over 25 percent of high school students attend out-of-state institutions.

This panel will focus on how state education agencies are dealing with these challenges and will specifically explore how the interstate student identification framework they are putting in place will address the issues associated with district-to-district and state-to-state moves and

what the future of student identification should look like. They will discuss the policy issues that need to be resolved before such a capability can be fully put in place.

VIII-E District’s Approach to a Teacher Value-Added, Cohort-Based Longitudinal Data System: Multiple Criteria Model Salon 8

Joe Kitchens and Mwarumba Mwavita, Western Heights School District (Oklahoma)

1:30 – 2:30

This presentation will demonstrate how a district has developed a multiple criteria longitudinal data system that not only addresses federal and state policy growth questions as measured by the Annual Yearly Progress index, but also individual student’s academic growth across multiple academic assessments. This added feature is a useful instructional tool for teachers at the classroom level. In addition, it allows for the modeling of teachers’ impact on students in a cohort-based analysis and for parents to follow their individual child’s academic growth.

VIII-F Fusion: Wyoming's Shopping Mall of Resources Pima

*Shadd Schutte, Wyoming Department of Education
Alex Jackl, Choice-Solutions, Inc.*

1:30 – 2:30

Wyoming Education Fusion portal is a shopping mall of resources. Wyoming has integrated data collections, third party applications, data reporting, and collaborative tools into one location for ease of use and availability. It has integrated its student and staff unique ID system into the portal along with the Wyoming Transcript Center, Grant Management System, NetTrekker, Rosetta Stone, and more. It has also built data reporting and data collection functionality to ease the burden on its districts and built collaboration communities to share information, resources, and guidance for a variety of different programs and projects.

VIII-G An Overview of NCES and Rural Education Achievement Program (REAP) Locale Assignments Maricopa

Doug Geverdt, U.S. Census Bureau

1:30 – 2:30

NCES develops school and school district geographic indicators as part of its fundamental mission to collect and disseminate information about the conditions of education. One of these indicators, the school locale classification, is integrated into a variety of NCES elementary/secondary data products. Locale assignments are also used for the Rural Education Achievement Program (REAP). This presentation provides an overview of the locale framework, the geographic concepts and criteria used for locale classifications, data inputs, and the assignment process. It also discusses key distinctions between the Common Core of Data locale indicators and those used for REAP administration.

VIII-H Get Ready, Get Set and Go...to College in MichiganHavasupai

*Thomas Howell and Brandy Johnson-Faith, Michigan Department of Management and Budget
John O'Connell, Docufide, Inc.*

1:30 – 2:30

Michigan is utilizing a statewide longitudinal data system and state funds to launch several major projects this year to improve students' college readiness and access through efficient use of technology and data. Several state agencies are working collaboratively to ensure maximum benefits for Michigan students and schools. Join the presenters to discuss the project's current stage, rolling out a statewide e-transcript exchange and repository infrastructure through Docufide, Inc., as well as the proposed direction the project is headed, including course normalization, progress reports for each student, and linkage with the Michigan College Access Portal (MiCAP) to provide students with a one-stop-shop to plan, apply, and pay for college.

VIII-I Educational Information Systems: Where to Go and Whom to Ask.....Gila

*Elizabeth Meyers and Michael Richardson, Southeastern Louisiana University
Patrick Sherrill, U.S. Department of Education*

1:30 – 2:30

This presentation will provide an overview of the newly unveiled education management information system clearinghouse sponsored by Southeastern Louisiana University. Multiple sources of information on issues regarding education management information systems have been organized into major topics. These topics include, but are not limited to, data technology infrastructures, systems development, organizational capacity for data and information use, data privacy, access, and security, data standards and interoperability, data collection and analysis, and data-driven decision making.

2:30 – 2:45 Break

2:45 – 3:45 Concurrent Session IX Presentations

IX-A U.S. Department of Education’s ED Data Express Website—“EDFacts Inside” Salon 2

Ross Santy and Jane Clark, U.S. Department of Education

2:45 – 3:45

The efforts over recent years to consolidate the collection of K-12 performance data at U.S. Department of Education (ED) have led to the launch of ED Data Express. ED Data Express is an online resource for educators and interested members of the public to dig into the state-level data that drives K-12 program management. This session will deliver an overview of the site, discuss the plans for further enhancements and new uses of the site, and discuss how the burden on the state to report the data available through ED Data Express is reduced by powering the website with a data linkage from EDFacts.

IX-B AZ Certification—Partnership Between the Client and IT..... Salon 5

Jan Amator and Ken Kurkowski, Arizona Department of Education

2:45 – 3:45

This session will focus on building client relationships. For years, software development and maintenance were handled as separate, siloed functions. In recent times, the Arizona Department of Education has become “IT-centric.” Reorganization of IT disciplines and the evolution of our Development and PMO teams has led to a more vigorous and robust evangelistic communications effort.

Please join the Arizona Department of Education as we explore a case study of the Certification project from both the IT and client perspectives.

IX-C Cambridge YARDs (Youth And Resource Development System)—Socializing a Longitudinal Data System..... Salon 6

*Steve Smith, Cambridge Public Schools (Massachusetts)
Joe Egan and Steven Velozo, Synapticmash*

2:45 – 3:45

Cambridge YARDs (Youth And Resource Development system) combines a very powerful education data warehouse, architected around education data, with social networking technology to develop a longitudinal data system portal that intuitively delivers student performance data to all stakeholders. By leveraging social networking technologies, the delivery of content is easily contextualized to user roles and rights to student data. Social networking also enables all users to collaborate online around student performance. This collaboration and

Cambridge YARDs extends beyond the school walls to include all city services that serve the same population of students, and eventually students and parents.

IX-D Calculating Adequate Yearly Progress (AYP) for Transparency and Auditability..... Salon 7

Kathryn Cleary, New Mexico Public Education Department
Dave Scollard, eScholar, LLC

2:45 – 3:45

Adequate Yearly Progress (AYP) is a diagnostic tool that determines how schools need to improve and where financial resources should be allocated. The New Mexico Public Education Department (NMPED) has collaborated with its Statewide Longitudinal Data System (SLDS) vendor, eScholar, on an AYP solution which enables NMPED to store calculations and business rules and interim results in its SLDS data warehouse resulting in calculations that are precise, auditable, easily replicable across reports and analyses and reportable to the federal government. Over the course of four years, New Mexico has developed a solution that brings transparency and auditability to New Mexico’s AYP calculation.

IX-E Massachusetts Student Teacher Connection and More! Salon 8

Helene Bettencourt, Massachusetts Department of Elementary and Secondary Education

2:45 – 3:45

The Massachusetts data collection system includes student information since 2000 and educator information since 2006. It is now time to link the two worlds together. The state has included the participation of 75 local education agencies and their student information systems vendors in the design and development process. This session will provide an overview of the project and the successes of collaboration with local school districts and vendors.

IX-F Data-Based Decision Making: Implications for Principal Preparation Programs and Professional Development Pima

Vance Randall, Brigham Young University
Paul McCarty, Granite School District (Utah)
Mike Larsen, Nebo School District (Utah)

2:45 – 3:45

Development of sophisticated education data systems at state or district levels will be of little value in improving student achievement if end users are unable to utilize the data. This is particularly true for the ultimate and most important end users—teachers and principals. The purpose of this presentation is to examine what kinds of knowledge, skills, and abilities elementary school principals need to become competent end users of data and the implications data-based decision making has for principal preparation programs and professional development.

IX-G An Overview of the NCES ACS School District Custom Tabulations..... Maricopa

Laura Nixon, U.S. Census Bureau

2:45 – 3:45

The NCES school district custom tabulation from the American Community Survey (ACS) provides a wealth of demographic data for public school systems. The ACS provides annually updated demographic data that were previously only available every ten years from the decennial Census long-form survey. This presentation provides an overview of the NCES ACS custom tabulation content, explains how the custom tabs differ from standard ACS school district data, and discusses how these data might be used for educational research, planning, and decision-making.

IX-H Regional Information Centers Launch Data Validation Service for LEAs: A Case StudyHavasupai

Joseph Fitzgerald, Lower Hudson Regional Information Center

2:45 – 3:45

Beginning in 2008, Lower Hudson Regional Information Center and three sister regional information centers in New York State have offered local education agencies (LEAs) the ability to automatically validate and monitor data in their student information and special education systems. The service is aimed at improving the completeness and accuracy of data reported to the New York State Department of Education by: notifying schools and districts daily of data which violates state standards, giving LEAs more time to remedy data issues and be more efficient in their state reporting, promoting data ownership in districts and schools, and reducing time required for support and training.

IX-I A Systems Approach to Qualitative and Quantitative Data Quality.....Gila

*Janice Johnson, Maryland State Department of Education
David Butter and Rashmi Pathak, Deloitte Consulting LLP*

2:45 – 3:45

Maryland has always used a rigorous qualitative and quantitative data quality methodology in collecting and reporting on data, which has formed the foundation to the Maryland Longitudinal Data System. This session will focus on describing Maryland’s approach to ensuring data quality with a specific focus on incorporating qualitative and quantitative validation at the time of data collection.

3:45 – 4:00 Break

4:00 – 5:00 Concurrent Session X Presentations

X-A Statistical Approaches to EDFacts Data Salon 2

*Gerald Kehr, U.S. Department of Education
Sean Mulvenon, University of Arkansas*

4:00 – 5:00

This presentation will review the requirements for statistical analysis of categorical data found in EDFacts. Participants will learn about statistical tools the Performance Information Management Service team is using to analyze examples of categorical state and district data. Following the presentation will be an open forum discussion of the kinds of data configurations the participants might use for more advanced statistical analysis. The session includes a panel discussion by people who work with the federal elementary and secondary education data governance processes.

X-B EduAccess—Complete Identity Management for Education Salon 5

Jenner Holden, Arizona Department of Education

4:00 – 5:00

The Arizona Department of Education (ADE) has developed a new identity management system called EduAccess. EduAccess is much more than just a single-sign on solution. EduAccess allows ADE to fully manage access to ADE resources and identity information for all educational stakeholders, including parents and students. EduAccess has provided us the ability to manage large numbers of accounts without increasing staff. EduAccess has increased data security by allowing us to more efficiently and accurately manage user permissions, including the ability to delegate management of partner accounts to a designated partner administrator. Partners can leverage EduAccess to provide single-sign to ADE resources, using their own credentials. EduAccess can even be used by partners to manage access to their own internal resources, including allowing other education partners access.

X-C Creating and Operationalizing an "Early Warning" System in the Milwaukee Public Schools Salon 6

*Bradley Carl, University of Wisconsin-Madison
Ron Carr, Milwaukee Public Schools (Wisconsin)
Mike Restle, Versifit*

4:00 – 5:00

This presentation will highlight a major urban district’s progress designing and implementing an “early warning” system to identify students at risk of dropping out and graduating with low college and workforce readiness. The system is based upon rich, student-level data sets dating

back nearly ten years, and features input measures such as academic outcomes (transcripts) and behavioral/engagement measures (attendance, suspensions, etc.). Following an overview of major research findings, the presentation will demonstrate how principals and teachers interact with the system, which is sourced from the district's data warehouse.

X-D Data Speak: Documenting the Academic Achievement of the Navajo Nation Salon 7

Calvin White, Navajo Nation Department of Diné Education

4:00 – 5:00

This presentation will address the 130-year history of Western education operating on the Navajo Nation. The presenter will highlight the progress the Navajo Nation has made using indigenous school improvement strategies and interventions. The Navajo Nation is the largest tribe and is documenting the impact Navajo culture and language has on student achievement to perpetuate the maintenance of indigenous culture and language in the classroom. The Navajo data speak to these issues.

X-E Longitudinal Data Systems Focus GroupsSalons 3 and 4

4:00 – 5:00

This session will give participants a chance to talk with their colleagues about a variety of issues surrounding the development, maintenance, and use of longitudinal data systems. Join a table with a particular topic, or suggest your own.

X-F Student Achievement With Data in the Right Hands..... Pima

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

4:00 – 5:00

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

**X-G School District Title I Estimates: Boundary Updates and Methodology
From the U.S. Census Bureau..... Maricopa**

Lucinda Dalzell, Wesley Basel, Colleen Joyce, and Lyndsey Abel, U.S. Census Bureau

4:00 – 5:00

As directed under the No Child Left Behind Act, the U.S. Census Bureau produces model-based estimates of poverty and population for use in allocating education funds. This presentation will summarize the multi-step production process resulting in poverty estimates at the state, county,

and school district levels. The bi-annual boundary update process, particularly the verification phase of the process, will be covered in some detail, as it provides the official school district geographic definitions used by the Census Bureau and NCES. The discussion will include a demonstration of new web-based tools that will be available to participants for verifying their school districts boundaries.

X-H The LEARN Prototype: Playing Well With Others.....Havasupai

Meredith Bickell, Wyoming Department of Education
Mitch Johnson, Celero Consulting

4:00 – 5:00

The presenters will discuss what they learned in building out the LEARN prototype with New Mexico and Colorado, (in particular): security issues, what they shared and did not share, and future plans.

X-I Federal Reporting Business Process Automation Through Efficient and Accurate Data CollectionGila

Janice Johnson, Maryland State Department of Education
Chandrakant Nambiar and Rashmi Pathak, Deloitte Consulting LLP

4:00 – 5:00

Automated data collection coupled with efficient web-based forms, business rules and workflows has resulted in a streamlined federal reporting cycle for the Maryland Title I and Title III Programs. In Maryland, federal program stakeholders at the state, local, provider, facility and shelter levels participate in efficient data collection and real-time data validation. Automated end-to-end business processes such as the Title I Budget Allocation and Title III Annual Measurable Achievement Objectives (AMAO) Calculation have resulted in more accurate federal reporting and funding allocations, in less time and with less effort.

FRIDAY, MARCH 5, 2010

7:30 – 11:00	Registration	Ballroom Foyer
7:30 – 8:30	Morning Break.....	South Ballroom
7:30 – 10:00	Cyber Café and Demonstrations Open <i>(This room will close at 10:00 a.m.)</i>	South Ballroom

8:30 – 9:30 Concurrent Session XI Presentations

XI-A Implementing Education Information Systems..... Salon 2

Patrick Sherrill, U.S. Department of Education

8:30 – 9:30

This presentation will review the basic considerations that must be addressed when developing and implementing an education information system. We will discuss some of the critical knowledge that information systems developers and managers must have about people, technology, planning, and project management. This will be both an introduction session for beginners and a review session for the more experienced.

XI-B EduAccess—The Technologies Behind EduAccess..... Salon 5

Jenner Holden and Robin Martherus, Arizona Department of Education

8:30 – 9:30

The Arizona Department of Education has developed a new identity management system called EduAccess, and learned many lessons along the way. Learn the basics of modern identity management through the eyes of EduAccess. Come discuss the technologies and functionality including central authentication, federated authentication, automated provisioning, delegated administration, centralized policy management and approval workflows. Learn more about the Microsoft technologies leveraged by EduAccess, including the Windows Identity Foundation, Active Directory Federation Server v2, and Forefront Identity Manager 2010.

XI-C The Use of Statewide Data Systems to Evaluate School-Based Programs Salon 6

*Hersh Waxman, Jacqueline Stillisano, and Yuan-Hsuan Lee
Texas Education Research Center at Texas A&M University*

8:30 – 9:30

This session will examine how the Texas P-16 data warehouse can play a valuable role in assisting researchers to conduct evaluations of school-based programs. More specifically, the presenters will share the findings from two recent evaluations that used the statewide data system to assist in the evaluation of (a) international baccalaureate programs in Texas, and (b) exemplary high school programs that encourage college-going cultures and assist students in preparing and planning for college, applying to college, and accessing sources of financial aid.

XI-D Using MD IDEA Scorecard to Monitor Progress and Make Data-Driven Decisions for Students With Disabilities Salon 7

*Dr. Carol Ann Heath, Maryland State Department of Education
Dianne Tracey, Dr. Jacqueline Nunn, and Sue Stein
Johns Hopkins University, Center for Technology in Education*

8:30 – 9:30

The Maryland State Department of Education has developed the MD IDEA Scorecard in partnership with the Center for Technology in Education at Johns Hopkins University to enable state and local school system leaders to meet the challenges of monitoring progress and making data-driven decisions for students with disabilities and their peers. The application of IBM Cognos business intelligence tools to the special education components of the Maryland Longitudinal Data System combine to provide an indepth look at predictors of State Performance Plan Indicator progress, tools to monitor the effects of intervention strategies implemented in schools, and a means for state and local educational leaders to use data to enhance programming for students with disabilities and their peers.

XI-E Availability and Use of Education Data: A Researcher Perspective Salon 8

*Lee Hoffman, National Center for Education Statistics
Suleyman Yesilyurt and Charles Blankenship, American Institute of Research*

8:30 – 9:30

Data pertaining to student demographics, achievement, and other factors are critically important to researchers seeking to answer the many questions raised about education at the national, state and local levels. Examples from existing research projects will be used to highlight how their diverse data demands of studies are often met, including discussion of typically used data sources as well as common problems with respect to data and workarounds. Favorable practices, suggestions for making data more usable for researchers, and advice for those who maintain and provide data at various levels of the educational landscape will be covered.

XI-F I'm Using Data, So Why Are My Students Still Not Succeeding? Pima

Jimmy Byrd, Anna Walden, Carl O'Dell, and Chris Coxon, Communities Foundation of Texas

8:30 – 9:30

Teachers need more than student information systems and flashy dashboards to improve instruction. Teachers also need the right data elements and analytic tools to effectively apply interventions and ensure student success. This session presents findings of a Texas statewide study about how districts use data to impact academic behavioral change. The study focused on the quality of data systems and practices for five data priorities: Student-Teacher Link, College Enrollment Data, Formative Assessments, Longitudinal Completion Data, and Early Warning College Readiness Systems. Join the presenters to discuss what they learned and how the findings can inform local and statewide data systems.

XI-G Rise of the Phoenix—Retooling to Meet the Challenge of a Dynamic Problem Maricopa

Amy Fong and Martha Friedrich, California School Information System

8:30 – 9:30

Variations on the legendary rebirth and rise of the phoenix can be found in the lore of Native American, Greek, Egyptian, and many other cultures. In today's information age, we recognize the need to retool and reinvent our organizations to meet the changing demands of dynamic problem spaces—solving new problems the same old way just won't move us forward. The California School Information Services is preparing to meet the challenge of operating and maintaining a new system, the California Longitudinal Pupil Achievement Data System (CALPADS). Come learn how we are retooling and reinventing ourselves by aligning our standard operating procedures with ITIL best practices, adopting agile software development methodologies, transitioning staff from Java to VB.NET, and using Visual Studio Team System for application lifecycle management.

XI-H Community Data-Driven Decision Making.....Havasupai

John Windom, St. Louis Public Schools (Missouri)

Ananda Roberts, nFocus Software

8:30 – 9:30

Communities recognize that data are essential to supporting student achievement. Collaboration between school districts and community-based organizations, with the ability to aggregate longitudinal data, enables schools and organizations to align resources with need and provide targeted interventions that achieve desired results. For a community data-sharing model to be successful, communities and school districts must develop accountability measures and agree on targeted outcomes. When schools and organizations establish data collection and evaluation as a common foundation, the long-term benefits can result in increased graduation rates, improved test scores, and overall improved decision making.

XI-I State of the State: Linking and Using Longitudinal Data SystemsGila

Bi Vuong, Data Quality Campaign

8:30 – 9:30

The Data Quality Campaign (DQC) conducts an annual survey to assess the current state of educational data systems. This year, DQC also surveyed states regarding the use of these systems. This session will provide a broad overview of the results as well as highlight promising practices in many of the areas. Come learn more about the progress states are making!

9:30 – 9:45 Break

9:45 – 10:45 Concurrent Session XII Presentations

XII-A States Successfully Met the SY 2008-09 CSPR Challenge Salon 2

Bobbi Stettner-Eaton and Jane Clark, U.S. Department of Education

9:45 – 10:45

School Year 2008-09 signaled the first year of mandatory data submission through *EDFacts*. This was also the first year that the U.S. Department of Education maximized the use of *EDFacts* to provide responses in the Consolidated State Performance Report (CSPR). Participants will learn how states planned, submitted timely data to *EDFacts*, and successfully certified their CSPR. This session will also include a discussion of lessons learned to be applied in the SY 2009-10 CSPR.

XII-B Information Security Management..... Salon 5

Jenner Holden, Arizona Department of Education

9:45 – 10:45

Protecting sensitive information, including student records, is not accomplished with firewalls and anti-virus software. Mere compliance with the Family Educational Rights and Privacy Act (FERPA) will not prevent security incidents or data breaches. Information security is not just a technology issue. The Arizona Department of Education has created an Information Security Office for the purpose of developing, enhancing, and implementing strong information security controls throughout the enterprise. We've learned some interesting lessons as we've implemented a formal security governance framework, a complete security awareness program,

and security assessment and incident response processes. Come learn how to implement strong security practices and a full security program.

XII-C Improving School Operations Through Integrated Data Systems..... Salon 6

Leng Fritsche and Arnold Viramontes, Dallas Independent School District (Texas)

9:45 – 10:45

In 2008, the Dallas Independent School District deployed an integrated business intelligence system that pulls together data from sources within and outside of the district into one data warehouse. Currently, eight dashboards for major stakeholder groups—trustees, district leadership team, learning community leadership team, principals, campus leadership team, teachers, parents and students, and department heads—are operational or in the planning stage. Each dashboard reports information relevant to the designated users in four key areas: achievement, finance, personnel and operations. This session will provide an opportunity to explore the design and implementation process from the developer’s and user’s perspective.

XII-F Making Connections: Linking Education and Workforce Data Pima

*Ruben Garcia, Texas Workforce Commission
Leslie Hall and Jay Pfeiffer, MPR Associates, Inc.*

9:45 – 10:45

Connecting education data to labor market outcomes can allow states to measure the long-term success of education initiatives and ensure they are effectively preparing students to meet the demands of the future economy. This presentation will outline successful strategies state education agencies have employed to exchange data with workforce agencies and use that data to inform educational improvement at all levels. It will describe efforts in ten states with a particular focus on Texas. Common challenges will be addressed, including Family Educational Rights and Privacy Act (FERPA) compliance.

XII-G Linking Early Childhood and K-12 Data: Where, Why, and How Maricopa

*Elizabeth Laird, Data Quality Campaign
Jennifer Stedron, National Conference of State Legislatures*

9:45 – 10:45

As part of developing state longitudinal data systems that include the data elements in America COMPETES, the State Fiscal Stabilization Fund requirements state that, “a State will need to provide students enrolled in Federally and State-supported early learning programs with a unique identifier that will follow each student through the pre-K-12 system.” This session will highlight the power of linking early childhood and K-12 data, the current landscape, and examples of leading states that are maximizing the potential of aligned P-20 data systems.

**XII-H NC-Trust—North Carolina’s Education Goes FIM
(Federated Identity Management).....Havasupai**

Mike Veckenstedt, North Carolina Department of Public Instruction

9:45 – 10:45

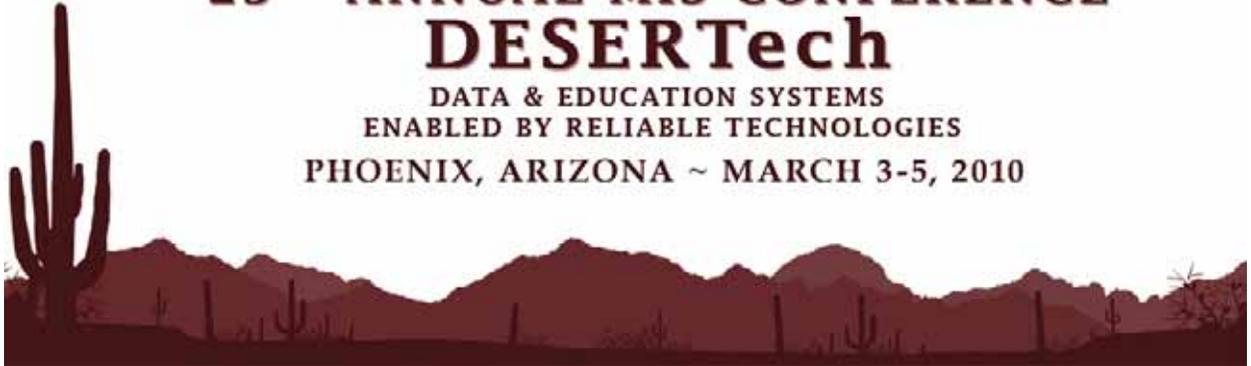
Over 100 school districts, 50 charter schools, 58 community colleges, 21 universities and a number of virtual and non-virtual learning partners and institutions are in the process of building a Federated Identity Management (FIM) System in North Carolina. This federated approach to user-ID management will allow everyone to use their organizational username/password to access systems and data from other organizations within NC-Trust. This presentation will share the concept, architecture, and governance. The presentation will also show some business applications which have been enabled for FIM.

This effort started one year ago with a task force to look at the challenges of teachers, students, parents, administrators, and agency personnel accessing data from other organizations.

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PHOENIX, ARIZONA ~ MARCH 3-5, 2010



KEYNOTE SPEAKERS'

BIOGRAPHIES

NATIONAL CENTER FOR EDUCATION STATISTICS
ARIZONA DEPARTMENT OF EDUCATION

KEYNOTE SPEAKERS' BIOGRAPHIES

Stuart Kerachsky
Deputy Commissioner
National Center for Education Statistics

Stuart Kerachsky has led the National Center for Education Statistics (NCES) as Acting or Deputy Commissioner since October 16, 2008. Dr. Kerachsky previously served as Associate Commissioner for Knowledge Utilization in the National Center for Education Evaluation and Regional Assistance within the Institute of Education Sciences (IES). Prior to joining IES, he was a Senior Vice President at Mathematica Policy Research, Inc. His responsibilities over his long career at Mathematica included being Director of Research and Director of Surveys. He has been involved in research in education, employment, disability, child development, and health. Dr. Kerachsky received his Ph.D. in economics in 1975 from the University of Wisconsin.

David R. Garcia
Assistant Professor, Mary Lou Fulton Institute and Graduate School of Education
Arizona State University

David R. Garcia is an Assistant Professor in the Mary Lou Fulton Institute and Graduate School of Education at Arizona State University (ASU). Dr. Garcia's professional experience includes extensive work in state education policy development and implementation. Prior to his appointment at ASU, he served as the Associate Superintendent of Public Instruction for the state of Arizona and worked for the Arizona state legislature. His research interests include school choice, accountability, and the study of factors which facilitate or distort policy implementation in public education. His research has appeared in numerous journals including *Teachers College Record*, *Educational Policy*, and *Social Science Quarterly*. Dr. Garcia received his doctorate from the University of Chicago in Education Policy, Research and Institutional Studies.

John B. Kelly
Principal
TRIADVOCATES, LLC

John Kelly currently serves as one of six Principal partners in the public affairs firm TRIADVOCATES, based in Phoenix, Arizona. TRIADVOCATES is one of the largest and most respected firms of its kind in Arizona, and represents more diverse clients than any other single firm of its kind in the state. The "Tri" in TRIADVOCATES conveys the fact that the firm's work takes place at the federal, state, and local levels of government. Their scope of business includes policy and advocacy, government marketing and procurement, and economic development support.

Mr. Kelly comes to this role with more than twenty years of government and public policy-related experience. His career includes service as staff for a member of Congress and a state Governor. He has served as the State CIO of Arizona and as a government affairs professional for Intel Corporation. At TRIADVOCATES, Mr. Kelly utilizes his rich and diverse experiences in the areas of technology, science, education, energy, water, and natural resources to advise and support the work of clients doing business in Arizona. Mr. Kelly's focus at TRIADVOCATES is on government marketing, where he serves as co-lead of that business line, but works across all of TRIADVOCATES' business lines. Mr. Kelly is a skilled meeting facilitator and has extensive experience in strategic planning, public outreach, and communications.

KEYNOTE SPEAKERS' BIOGRAPHIES

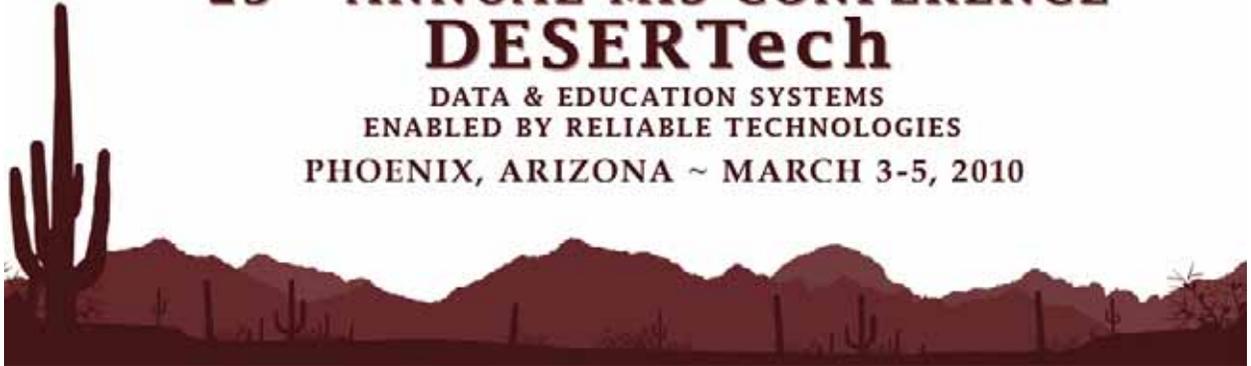
Clients appreciate his creativity, depth of knowledge, and sterling reputation for effective, respectful representation when lobbying state, local, or federal entities.

Outside TRIADVOCATES, Mr. Kelly, his wife (Mary Lynn), and three sons stay busy remodeling their “historic” 1970s-era Phoenix home, gardening, shooting baskets, and practicing the politically relevant art of “herding chickens.”

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PHOENIX, ARIZONA ~ MARCH 3-5, 2010



DEMONSTRATION DESCRIPTIONS

NATIONAL CENTER FOR EDUCATION STATISTICS
ARIZONA DEPARTMENT OF EDUCATION

DEMONSTRATION DESCRIPTIONS

Edustructures—Powering Longitudinal Data Systems With Standards-Based Interoperability

Gary Johnson, Greg Hill, and Barbara DelBove, Edustructures

A key element of President Obama's education reform plan calls for integrated solutions that increase automation, support progress tracking, and enhance data quality in PK-20 education. Edustructures offers the most advanced SIF-enabled solutions for state level data management and integration—including the SIFWorks® Vertical Reporting Framework®, Student Locator Framework™, and eTranscript Framework®—solutions that provide the foundation for successful longitudinal data systems and allow states to do more with less. Edustructures will demonstrate the flexibility and functionality of its solution set, describe current statewide project successes, and help you define your state's vision for the future of data interoperability.

National Transcript Center—Linking PK-12 to Postsecondary and Workforce Data With Records and Transcript Exchange

Russell Buyse and Tish Dudley, National Transcript Center

One of the major goals for state education agencies in establishing or enhancing their longitudinal data system is to create linkages between PK-12 longitudinal data (e.g., the data in a student's record, transcript, etc.) and data from other state agencies such as postsecondary and workforce data. Deploying a robust, secure electronic student record/transcript solution—powered by a data translation engine that supports a variety of data formats—is an essential ingredient in achieving statewide data linkages. Using the National Transcript Center (NTC), states have enabled bi-directional data flow between the state education agency and other data sources, greatly enhancing the capabilities of their longitudinal data system. NTC will demonstrate the unique capabilities and advantages of its solution, describe current statewide project successes, and consult with you to help define how an electronic student record/transcript solution will benefit your state's longitudinal efforts.

Infinite Campus—Got Longitudinal Data Systems Grant Money? Now What?

Joe Fox and Charlie Kratsch, Infinite Campus

If your state received longitudinal data system grant funding, or if you are making plans to apply soon, the most important consideration of the project is how to collect statewide student data. Infinite Campus is the data collection system that South Dakota, Montana, Kentucky, Maine and the Bureau of Indian Education use in very different ways to collect accountability data. Stop by this demonstration for an overview of Infinite Campus and see how it is unlike any other data collection system and operational data store available on the market today.

DEMONSTRATION DESCRIPTIONS

The Children’s Institute—Measuring Program Performance With Web-Based Technology—COMET

David Long, The Children’s Institute

The Children’s Institute was established in 1957 as a not-for-profit research affiliate of the University of Rochester. The Institute introduced the Primary Mental Health Project (PMHP) in 1957 for the identification of children at risk for social and emotional problems. PMHP’s assessment instruments were paper-based, spurring an effort in 2004 to convert instruments to a web-based format (COMET).

COMET was introduced in 2008 and is currently used by over 300 schools in the United States and Canada. COMET has improved program outcomes by instantaneously providing assessment results to child care professionals charged with the social and emotional health of children.

ESP Solutions Group—Providing Education Agencies With Extraordinary Insight

Dr. Glynn D. Ligon, ESP Solutions Group

ESP Solutions Group is solely focused on improving the quality of education data. Our team of education experts pioneered the concept of “data-driven decision making” (D3M) and now helps optimize the management of data within education agencies. We have advised school districts, all 52 state-level education agencies, and the U.S. Department of Education on the practice of K-12 school data management. We are nationally recognized experts in implementing the data and technology requirements of state accountability systems, No Child Left Behind, *EDFacts*, and schools interoperability framework. Our collective education expertise is represented in over 40 Optimal Reference Guide whitepapers (free downloads at www.espsg.com/espweb/library.html). For more information, visit www.espsolutionsgroup.com.

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

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

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

DEMONSTRATION DESCRIPTIONS

Docufide, Inc.—Education’s Trusted Intermediary for P-20 Records Exchange Solutions

John O’Connell, Rachel Stamm, and John Reese, Docufide, Inc.

Docufide is the nation’s leading provider of educational records management services. Its flagship offering, Secure Transcript, manages the ordering, processing, analysis and secure delivery of student transcripts and supporting admissions documents for K-12 and postsecondary institutions nationwide. Docufide is uniquely capable of capturing transcripts out of any student system, mapping to available standards (PESC XML & TS 130 EDI), and delivering information in recipient-defined formats. In addition, Docufide’s data capture, analysis and normalization capabilities allow for several derivative services, including statewide transcript repositories, 9-12 diploma auditing, course normalization to national standards, merit-based scholarship/aid eligibility analysis, and performance-based analysis and outreach services.

Hupp InformationTechnologies—Educator Credentialing System

Dean Hupp, Hupp Information Technologies

Hupp Information Technologies will be demonstrating the Oklahoma Educator Credentialing System along with its other education solutions.

Claraview—Maximizing Enterprise Data Systems to Improve Student Achievement

Glenn Facey and David Grattan, Claraview

Discover why education agencies rely on Claraview to design and implement longitudinal data systems to help drive overall student achievement. Claraview delivers a unique combination of data warehouse and decision support system capabilities, P-20 education industry knowledge, and a proven track record of providing robust and scalable data solutions to education agencies. Visit our booth to speak to an education expert and view a demo of our P-20 data solutions that have helped local, state, and federal agencies succeed in their education efforts. To learn more about how Claraview can help you accomplish your education data system goals, visit www.claraview.com/Education.

eScholar—Enabling Education Agencies to Enhance their P-20 Longitudinal Data Systems

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

Collecting, cleansing, analyzing and publishing data has never been more important to educators, administrators, parents and students. Managing and improving data quality and timeliness is essential to these initiatives. eScholar can assist your organization in implementing a comprehensive P-20 longitudinal data system. Learn why the eScholar Complete Data Warehouse® system is the most widely deployed statewide data warehouse solution that collects and integrates comprehensive data across K-12, higher education/postsecondary, as well as career and technical education. See a demonstration of eScholar Uniq-ID®, the most widely-used student and staff identification application implemented statewide in nine states, nationally by U.S. Department of Education’s Migrant Office, and globally by the U.S. Department of Defense Schools. Speak with our experts on education data management best practices, EDFacts, Integrated Postsecondary Education Data System (IPEDS), and Adequate Yearly Progress (AYP). www.escholar.com

DEMONSTRATION DESCRIPTIONS

nFocus Software—Outcome Measurement Toolkit

Kelly Best, nFocus Software

The TraxSolutions Outcome Measurement Toolkit provides a simple, intuitive tool for tracking and reporting outcomes. The web-based interface provides a simple, step-by-step guide to developing detailed logic models. Its user-friendly framework captures the inputs, activities, outputs, and outcomes of programs and services. With its easy-to-use interface for data collection, automated reports and charts, it helps providers analyze the effectiveness and impact of programs by delivering high-level analysis reporting and detailed statistical data.

Certica Solutions—K-12 Data Certification Software

Sarah Bassett, Certica Solutions

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

Deloitte Consulting LLP—K-20 Public Education Longitudinal Data System (LDS) Solution Framework

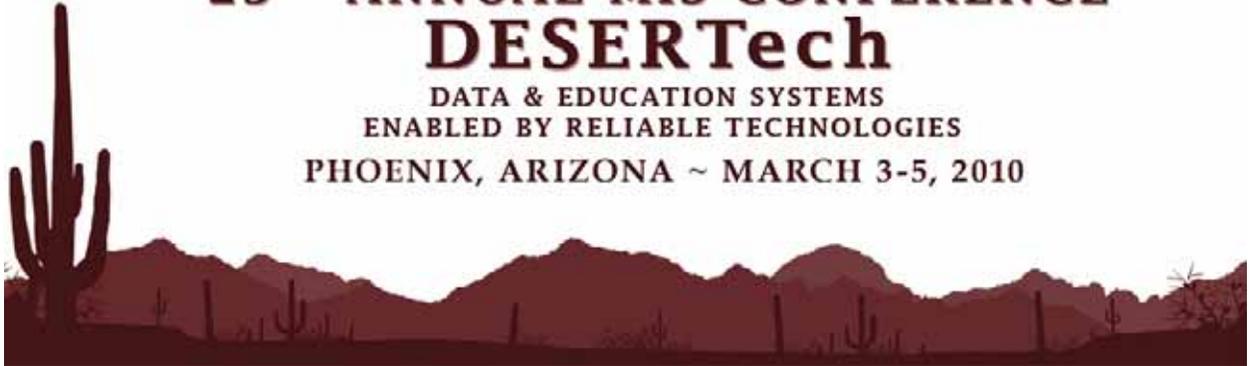
Rashmi Pathak, Deloitte Consulting LLP

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

23RD ANNUAL MIS CONFERENCE
DESERTech

DATA & EDUCATION SYSTEMS
ENABLED BY RELIABLE TECHNOLOGIES

PHOENIX, ARIZONA ~ MARCH 3-5, 2010



TOPICAL INDEX TO SESSIONS

NATIONAL CENTER FOR EDUCATION STATISTICS
ARIZONA DEPARTMENT OF EDUCATION

TOPICAL INDEX TO SESSIONS

Accessibility

I-C

Accountability

III-F

VI-C

VII-C

Adequate Yearly Progress (AYP)

VIII-E

IX-D

Arizona State

I-B

II-B

III-B

IV-B

V-B

VI-B

VII-B

VIII-B

IX-B

X-B

XI-B

XII-B

Assessments

I-G

VIII-E

Consolidated State Performance Report (CSPR)

XII-A

Data Collection

I-I

II-E

IV-D

IV-H

IV-I

VIII-I

IX-E

X-I

Data Governance

II-H

XII-H

Data Management

VI-H

Data Model

II-C

Data Quality

II-D

II-G

III-I

IV-C

IV-H

VI-E

VII-A

VII-E

VII-F

IX-I

IX-H

Data Use/Data Standards

I-C

I-D

I-E

I-H

I-I

II-C

II-D

II-G

II-I

III-C

III-G

IV-E

IV-F

IV-I

VI-C

VI-D

VI-F

VI-I

VII-C

VII-D

VII-H

VIII-G

VIII-I

IX-D

IX-G

X-C

X-D

X-F

TOPICAL INDEX TO SESSIONS

Data Use/Data Standards (continued)

X-G
XI-E
XI-F
XI-H
XII-C

Data Warehousing

I-B
I-D
II-B
II-E
III-B
IV-B
V-C
VI-H
VII-I
IX-C
IX-D
IX-F
X-C
XI-C
XII-C

EDFacts

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

Education Reform

V-G

Educator Credentialing

V-D

Elementary and Secondary Education Act (ESEA)

I-A
III-A

EDFacts Metadata and Process System (EMAPS)

V-A

eTranscripts/Transcript Data

V-F
VI-I
VIII-H

FERPA

III-E
XII-F

Forum

I-C

GIS/Geographic

VI-G
VII-G
VIII-G

Identity Management Architecture

XII-H

Longitudinal Data Systems (LDS)

I-E
II-E
III-D
III-E
IV-E
V-E
VI-E
VII-E
VIII-D
VIII-E
IX-C
IX-E
IX-I
X-E
X-I
XI-D

National Assessment of Educational Progress (NAEP)

III-G
IV-G

TOPICAL INDEX TO SESSIONS

P-20

I-H
II-E
XII-G

Project Management

II-A
VI-B
VII-B
VIII-B
IX-B

Schools Interoperability Framework (SIF)

I-I
II-I
III-I
IV-I
V-I
VII-I

Section 508

I-C

Security

X-B
XI-B
XII-B

Statewide Longitudinal Data Systems (SLDS)

I-F
II-E
II-F
III-D
III-E
III-F
III-H
IV-D
V-C
V-E
V-F
V-H
V-I
VI-D
VI-E
VI-G
VII-G
VII-I
VIII-C
VIII-D
VIII-F
VIII-H
IX-C
IX-D
X-H
X-I
XI-D
XI-G
XI-I
XII-F
XII-G

Title I

X-G
X-I