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IMPORTANT INFORMATION

**NATIONAL CENTER FOR EDUCATION STATISTICS
TEXAS EDUCATION AGENCY**

IMPORTANT INFORMATION

Welcome to the 24th Annual Management Information Systems (MIS) Conference, co-sponsored by the Texas Education Agency (TEA) and the U.S. Department of Education's National Center for Education Statistics (NCES). The MIS Conference, from February 23-25, 2011, at the Hilton Austin Hotel, brings together the people who work with information collection, management, transmittal, and reporting in school districts and state education agencies.

Over the past 24 years, a state education agency has partnered annually with NCES to bring local, state, and national data professionals together to learn from one another in an informal setting. This year, the MIS Conference will offer approximately 125 presentations, demonstrations, and workshops conducted by practitioners from K-12 information systems.

Following is important information to help ensure you have the best possible experience at the MIS Conference. Should you have any questions or concerns, please contact Coffey Consulting, LLC, (Coffey) staff at the registration desk.

Conference Venue

All plenary and concurrent sessions will be held on the 4th and 6th floors of the

Hilton Austin Hotel
500 East 4th Street
Austin, TX 78701
Phone: 512-482-8000
Fax: 512-469-0078
www.austin.hilton.com

Conference Materials and Registration

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

Registration Hours:

- Wednesday, February 23
7:30 a.m. – 5:00 p.m.
- Thursday, February 24
7:30 a.m. – 5:00 p.m.
- Friday, February 25
7:30 a.m. – 11:00 a.m.

Staff will be available to assist you throughout the conference.

Meeting Etiquette

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

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

Concurrent Session Presenters

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

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

Conference Evaluations

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

IMPORTANT INFORMATION

Cyber Café

The Cyber Café provides participants with convenient, free access to e-mail and the Internet. It is located in Salon G on the 6th floor.

Cyber Café Hours:

- Wednesday, February 23
7:30 a.m. – 5:00 p.m.
- Thursday, February 24
7:30 a.m. – 5:00 p.m.
- Friday, February 25
7:30 a.m. – 10:00 a.m.

Please note: this room will be closed during the Opening and General Sessions.

Internet Access

Complimentary guestroom wireless and high-speed Internet connections are available for conference attendees. Wireless access is also available on the 4th and 6th floors.

Contact Information

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

Lost and Found

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

Message Board

The message board is located adjacent to the registration desk outside of Salon H on the 6th floor of the hotel. Please check there for information or to post a message.

Name Badges

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



AGENDA AT-A-GLANCE & HOTEL FLOOR PLANS

**NATIONAL CENTER FOR EDUCATION STATISTICS
TEXAS EDUCATION AGENCY**

**24th Annual Management Information Systems Conference
February 23 - 25, 2011 - Agenda At-a-Glance**

| Room Name | Meeting Room 406 | Meeting Room 408 | Meeting Room 410 | Meeting Room 412 | Salon D |
|-----------|------------------|------------------|------------------|------------------|---------|
| Session | A | B | C | D | E |

Wednesday, February 23, 2011

Opening Session, 8:30 - 10:00, Salon H

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|--|---|---|--|--|--|
| Concurrent Session I 10:15 - 11:15 | Massachusetts' Approach to the Student/Teacher Connection <i>Bettencourt, Curtin, Donie</i> | Texas School Finance Reports <i>Dyer, McKenzie, Cohen</i> | The Power of PreK—the Power of PreK Data <i>Weinberger, Kristian</i> | Bridging the P-20 Divide Through Colocation <i>Klein, Baird</i> | Building a Comprehensive Data Set on Every Teacher: The NCES Teacher Compensation Survey <i>Cornman, Kennerly</i> |
| Concurrent Session II 11:30 - 12:30 | Common Education Data Standards (CEDS) Technical Working Group Update—Version 1 and 2 of the Standards <i>Kerachsky, Eiland, Weinberger, Young</i> | Texas Public Education Information Resource (TPEIR) and LoneStar Web Reports <i>Taylor</i> | Taming the SIS Beast: Seven States Define "Universal" <i>Campbell</i> | Automating Oklahoma Teacher Licensure <i>High, Smith, Hupp</i> | School District Demographics System Map Viewer Update 2011 <i>Phan, Collins</i> |

Lunch (on Your Own)

| | | | | | |
|---------------------------------------|--|--|---|---|---|
| Concurrent Session III 1:45 - 2:45 | Engaging Your Postsecondary Colleagues in the Common Education Data Standards Initiative <i>Blegen, L'Orange, Houde</i> | Educator Accountability and Effectiveness <i>Booker, Lopez, Aquino-Garza</i> | The Family Educational Rights and Privacy Act (FERPA) Officer vs. the Data Governor <i>Ogle, Ballard, Corazzo, Ligon</i> | Making Data Part of the Infrastructure <i>West</i> | Data Exchange on National Assessment of Educational Progress (NAEP) Computer-Based Assessments <i>Struense, Ferguson</i> |
| Concurrent Session IV 3:00 - 4:00 | Adoption and Implementation of the Common Education Data Standards (CEDS) <i>Blegen, Fruth, Jackl, Sessa, Cameron</i> | Texas Pathways Project <i>Stoever</i> | Using Compliance Data for Information and Research to Inform Decisionmaking <i>Keesler, Howell, Schneider</i> | Real-Time Data Use: An Online Diagnostic Assessment and Reporting System Designed to Help Teachers Improve Current Instruction in Grades 3-8 <i>Larson</i> | Prospective New School-Level Finance Collection for Common Core of Data (CCD) <i>Cornman, Kennerly</i> |
| Concurrent Session V 4:15 - 5:15 | Building a Comprehensive Data System: From Classroom to Nation <i>Ballard, Bickell, Jackl</i> | Using the Longitudinal Databases for State and Federal Reporting: A Texas Model <i>Borcoman</i> | Jumping From the Legacy Aggregate Collection Frying Pan to the Monthly Unit Record Collection Fire <i>Popp, King</i> | Unburdening the Local Education Agency (LEA): Comprehensive Statewide Data Collection and Management <i>Addy</i> | Data Quality Challenges When Implementing Classroom Value-Added Models <i>Thorn, Kraemer, Watson</i> |

Thursday, February 24, 2011

General Session, 8:30 - 9:45, Salon H

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|---|---|---|---|---|---|
| Concurrent Session VI 10:00 - 11:00 | Teacher-Student Data Link in Data Models From Transactional Systems to the Data Warehouse <i>Sonn, Decker, Goodell</i> | Texas Student Data System: A New Era for Data Management and Use <i>Rawson, Parrish, Waak, Gaston</i> | Leveraging Technology Toward EDEN Compliance <i>DeSalvatore, Kaczmarek, Morris</i> | No Child Left Behind (NCLB) Report Card Automated Production and Verification <i>Thomas, Richardson, Schutte</i> | Production and Application of Common Core of Data (CCD) School Locale Assignments <i>Geverdt</i> |
| Concurrent Session VII 11:15 - 12:15 | Finding the Right Shoes to Race to the Top <i>Harper, Gunther</i> | "Texas School Ready:" Building a Statewide Quality Preschool Program Through Systematic Change <i>Landry</i> | Ohio's American Recovery and Reinvestment Act (ARRA) 1512 Reporting <i>Danzuso, Farfan</i> | Statewide Implementations for Student Success <i>Dacey, Springs, Gladfelter</i> | The NCES American Community Survey (ACS) School District Tabulation: The Beginning of Comprehensive Annually-Updated Demographic Data <i>Nixon</i> |

Lunch (on Your Own)

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|--|---|--|---|---|--|
| Concurrent Session VIII 1:30 - 2:30 | The Student Academic Indicators for Learning (SAIL) Early Warning System in the Milwaukee Public Schools <i>Carl, Carr, Breithaupt</i> | Texas School Readiness Certification System <i>Elizondo-Limas, Waxley</i> | Nebraska Data Reporting System: Sharing the Foundation <i>Cassel, Luddy, Brougham</i> | Creating Reports Using Longitudinal Data: How States Can Present Information to Support Student Learning and School System Improvement <i>Shah, Dougherty, Janas, Holcombe</i> | What Do You Need for Your Student-Teacher Linkages? <i>Fruth</i> |
| Concurrent Session IX 2:45 - 3:45 | District Data Dashboards—Best Practices, Solutions, and Works in Progress <i>Plant, Gunnip, Glazer, Ullman</i> | Challenges to Measuring College Readiness in Texas <i>Shim, Stoever, Murphy</i> | University-District Partnership for Data-Informed Decisionmaking <i>Farley-Ripple, Archbald, Weinles</i> | Utah eTranscript and Record Exchange (UTREx) and the Utah Data Alliance (UDA) <i>Brandt</i> | Real-Time Data Collection—Timely Access to Accurate SLDS Data <i>Hypolite, Elia</i> |
| Concurrent Session X 4:00 - 5:00 | Statewide Interim Assessment Data Use <i>McCommon, Sumrall, Robb</i> | The Texas Assessment Management System <i>Kirchner, Matzen</i> | Mining for Relationships <i>Keaveny, Rege</i> | Design, Cost, and Implementation of Effective Educational Data Systems <i>Mulvenon</i> | The Standards Landscape: How Did We Get Here? <i>Jackl, Fruth, Cameron</i> |

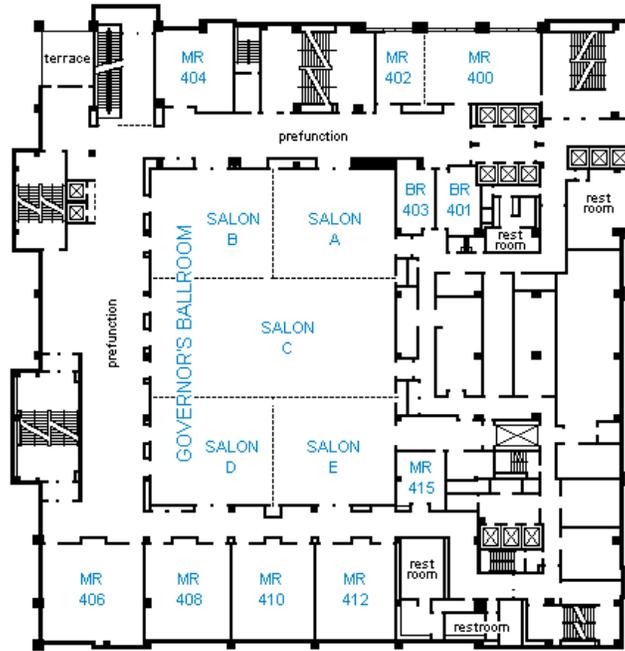
| Room Name | Meeting Room 400 | Meeting Room 402 | Meeting Room 404 | Meeting Room 408 | Meeting Room 412 |
|-----------|------------------|------------------|------------------|------------------|------------------|
| Session | A | B | C | D | E |

Friday, February 25, 2011

| | | | | | |
|--|--|--|--|---|---|
| Concurrent Session XI 8:30 - 9:30 | Value Added Assessments for Teachers and Principals in Race to the Top Applications: Implications for the Profession <i>Kelly-Hodge</i> | Enhancing Program Evaluation With Program Monitoring: An Application of Moodle and SAS Business Intelligence <i>Yan, Slagle</i> | Diné Education Is Our Strength: Using Data to Empower the Navajo Nation <i>White</i> | Data Fellows Program: Turning Education Data Into Gold for Policy Leaders and Practitioners <i>Hargrove, Cox, Mead, Hanson</i> | CUPID: Using a Central Unique Person ID to Link Data Systems <i>Domagala</i> |
| Concurrent Session XII 9:45 - 10:45 | The Powerful Combination of a Single, District, and Statewide Student Information System (SIS) at Jefferson County Public Schools (JCPS) in Kentucky <i>Garrison, Carollo</i> | SIF 101: What is "SIF" Really? <i>Campbell</i> | Efficiently Collecting, Monitoring, and Processing South Dakota and Bureau of Indian Education (BIE) Data for Adequate Yearly Progress (AYP) <i>Merriman, Salyers, Behm</i> | Statewide Tools for Teaching Excellence: Linking Data to Action <i>Jacobs, Desrosiers, Barfield, Ballato</i> | Teacher and Administrator Use of Data to Inform Instruction—A Statewide Solution <i>Schwartz, Clifford</i> |

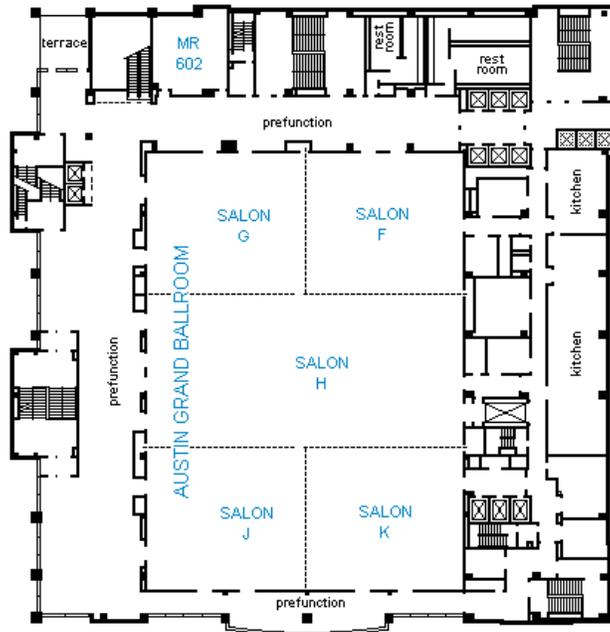
| COLOR KEY TO TOPICS | | TEXAS | DATA USE/ DATA STANDARDS | DATA QUALITY | LONGITUDINAL DATA SYSTEMS (LDS) | STATEWIDE LONGITUDINAL DATA SYSTEMS (SLDS) | EDFacts | OTHER |
|--|--|--|---|---|---------------------------------------|---|---------|-------|
| Salon E | Meeting Room 602 | Salon F | Salon J | Room Name | | | | |
| F | G | H | I | Session | | | | |
| Wednesday, February 23, 2011 | | | | | | | | |
| Opening Session, 8:30 - 10:00, Salon H | | | | | | | | |
| Mobility and Identification—Solving the Interstate Problem <i>Gosa, Ogle, Addy, Cassel</i> | Weaving Innovative Instructional Strategies and Data Into Mathematics and Science (WIISDMS) <i>Ronacher, Johnstone</i> | EDFacts and ED Updates for State Education Agency Data Leaders <i>Santy</i> | National Education Data Model (NEDM) 3.0 Walkup | Concurrent Session I 10:15 - 11:15 | | | | |
| Data-Based Decisionmaking: A Portal to Achievement <i>Helmers, Moravec</i> | The Evolution of Data Governance in Washington State <i>Huennekens, Miedema</i> | Overview of State Education Information Management Capacities <i>Sherrill, Lemke</i> | Introducing the Privacy Technical Assistance Center (PTAC) <i>Anthony, Rodriguez, Bargar, Szuba</i> | Concurrent Session II 11:30 - 12:30 | | | | |
| Lunch (on Your Own) | | | | | | | | |
| Building an Effective Workforce Using a P-20/W SLDS <i>Addy, Bunis, Cassel, Bay</i> | Beyond Snapshots: What's New in Online Data Dissemination to Teachers? <i>Martin, Vocca, Marla</i> | EDFacts Quality Improvement Project (EQIP) Update <i>Hinman, Marburger, Rabenstine</i> | A Drive Through the Georgia Tunnel <i>Swiggum, Holdren</i> | Concurrent Session III 1:45 - 2:45 | | | | |
| Workshop: Effectively Linking Teacher and Student Data: It's About Governance (Part I) <i>Kowalski, Gosa, Curtin, Rozzelle, N. Wilson</i> | Higher Education and K-12 Data Sharing: Results From a SHEEO Study on State Postsecondary Data Systems <i>T. Garcia, L'Orange</i> | Aligning Performance Measurement and Data Collection <i>Case, Clark, Pencikowski</i> | Privacy Technical Assistance Center (PTAC)—Frequently Asked Questions <i>Anthony, Rodriguez, Szuba</i> | Concurrent Session IV 3:00 - 4:00 | | | | |
| Workshop: Effectively Linking Teacher and Student Data: It's About Governance (Part II) <i>Kowalski, Gosa, Curtin, Rozzelle, N. Wilson</i> | Puerto Rico EDFacts Publications: Building the New Analytics Platform for the Puerto Rico Department of Education <i>De Jesus-Cancel, Fuentes-Burgos, Perez-Hernandez</i> | Expanding Access to Federally Reported Data <i>Muenzer, Santy</i> | Across State Lines—Accelerating Statewide Longitudinal Data Systems (SLDS) Progress by Working Together <i>Fey, Domagala, J. Wilson</i> | Concurrent Session V 4:15 - 5:15 | | | | |
| Thursday, February 24, 2011 | | | | | | | | |
| General Session, 8:30 - 9:45, Salon H | | | | | | | | |
| REALWORLD Kansas: Where Pre-Service School and District Administrators Get Real About Managing and Using Education Data <i>Grillot, Gosa</i> | Best Practices in Research and Stakeholder Collaboration <i>Jonas, McGowan</i> | Improving EDFacts Reporting Systems and Processes Within State Education Agencies <i>Newby, Huff, Corazza</i> | Longitudinal Data Systems Focus Groups | Concurrent Session VI 10:00 - 11:00 | | | | |
| Washington State Student Record Exchange <i>Beck, Munson</i> | Montana Uses Integrated System to Collect Student and Special Education Data Statewide <i>Loewen</i> | Techniques for Data Profiling <i>Hinman, Marburger, Rabenstine</i> | Civil Rights Data: Meeting the Data Needs of Stakeholders While Analyzing Process to Improve Data Value and Reduce Respondent Burden <i>Fitch, Blevins</i> | Concurrent Session VII 11:15 - 12:15 | | | | |
| Lunch (on Your Own) | | | | | | | | |
| Riding the Data Quality Snowball: Kansas' Use of Annual Re-certification Professional Development to Sustain Data Quality Momentum <i>Grillot</i> | The District of Columbia's Longitudinal Data System: Challenges Faced and Lessons Learned <i>Guffy, Sharkey, Fontenot</i> | Data Governance Behind the Scenes: What's Under the Hood? <i>Stettner-Eaton</i> | Public Domain Clearinghouse Update <i>Anthony, Sellers</i> | Concurrent Session VIII 1:30 - 2:30 | | | | |
| Delivering Personalized Learning: Scalability of an i3 Grant Project <i>Mitchell, Brahier</i> | Texas Workforce Evaluation System <i>R. Garcia</i> | Data Usage—Got Tools? <i>Thompson-Hoffman, Rabenstine</i> | Best Practices for Data Protection and Cyber Security <i>Barger, Rodriguez, Szuba</i> | Concurrent Session IX 2:45 - 3:45 | | | | |
| Innovations in Data Access and Sharing <i>Christian, Malerba, Hummel</i> | The Role of Data in the Virginia College Readiness Initiative <i>Jonas, Garland, Ware, Dougherty</i> | Avoiding Common CCD Reporting Errors in EDFacts <i>Pierson</i> | School District Title I Estimates: Boundary Updates and Methodology From the U.S. Census Bureau <i>Abel, Basel</i> | Concurrent Session X 4:00 - 5:00 | | | | |
| Meeting Room 602 | Salon F | Salon J | Room Name | | | | | |
| F | G | H | Session | | | | | |
| Friday, February 25, 2011 | | | | | | | | |
| From Frustration to Fantastic: A Decade in the Making <i>Baethke, Dorenkamp</i> | The Right People for the Task of Data Governance: It Makes a Difference <i>Stettner-Eaton</i> | The Student Growth Paradox <i>Gibson</i> | | Concurrent Session XI 8:30 - 9:30 | | | | |
| ELL, NCLB, and AMA Objectives: The WIDA Consortium's Approach to Interpreting Federal Policy and Providing Guidance <i>Stewart, Joshi, Cook</i> | Standardizing the EDFacts Datasets for Policy Analysis <i>Case, Pierson</i> | Implementation and Use of Data Systems in "The Data-Informed District" <i>Wayman, Spikes, Cho, Jimerson</i> | | Concurrent Session XII 9:45 - 10:45 | | | | |

HILTON AUSTIN CONVENTION CENTER - FOURTH FLOOR



MR = Meeting Room
BR = Board Room

HILTON AUSTIN CONVENTION CENTER - SIXTH FLOOR





AGENDA WITH SESSION DESCRIPTIONS

**NATIONAL CENTER FOR EDUCATION STATISTICS
TEXAS EDUCATION AGENCY**

WEDNESDAY, FEBRUARY 23, 2011

7:30 – 5:00 **Registration**..... **Salon H Foyer**

7:30 – 8:30 **Morning Break** **Salon G**

7:30 – 5:00 **Cyber Café and Demonstrations Open** **Salon G**
(This room will be closed during the Opening Session.)

8:30 – 10:00 **Opening Session**..... **Salon H**

Texas State Welcome

Brian Rawson, Director of Statewide Data Initiatives, Texas Education Agency

Introduction of Commissioner of the National Center for Education Statistics

Marie Stetser, Program Director, National Center for Education Statistics

NCES Welcome

Jack Buckley, Commissioner, National Center for Education Statistics

Introduction of Keynote Speakers

Brian Rawson, Director of Statewide Data Initiatives, Texas Education Agency

Greetings from Texas Commissioner of Education

Robert Scott, Commissioner of Education, Texas Education Agency

Treading Carefully, Taking Risks: The World of the “Push-Button” Stakeholder

Adam Jones, Deputy Commissioner for Finance and Administration, Texas Education Agency

We live in a world of “push-button” stakeholders. They ask public agencies to produce all kinds of data at a moment’s notice: “Can’t you just push a button and produce that?” This is both a blessing and a curse of modern technology (with a sometimes unhelpful push from the promulgation of open records laws). In public education, getting actionable student data into the hands of classroom teachers, followed by relevant and informed reporting to parents and community decision-makers, is a desired and laudable goal—and a very attainable one. But we won’t get there by pushing a button. Success requires careful engagement and outreach, building consensus, implementing the right governance framework. . .and the willingness to take a few risks along the way. Balancing care and risk is one of the greatest challenges in the development of the next generation of longitudinal data systems. We hope you enjoy this interactive discussion of avoiding the “push-button” pitfalls. State departments of education are doing their best to create great solutions for schools. But the stakes are increasing and margins for error are getting smaller.

Announcements

Marie Stetser, Program Director, National Center for Education Statistics

10:00 – 10:15 Break

10:15 – 11:15 Concurrent Session I Presentations

I-A Massachusetts’ Approach to the Student/Teacher ConnectionMeeting Room 406

*Helene Bettencourt, Robert Curtin, and Maryann Donie
Massachusetts Department of Elementary and Secondary Education*

10:15 – 11:15

In October 2010, Massachusetts launched a new system to collect the information required to connect existing student and educator information. This session will review the collection process, data quality points, and lessons learned, along with a series of new data warehouse reports available for local education agencies.

I-B Texas School Finance ReportsMeeting Room 408

Belinda Dyer, Al McKenzie, and David Cohen; Texas Education Agency

10:15 – 11:15

This presentation will review the variety of methods used to present Texas school finance data. Texas school finance data is provided to customers as spreadsheets, web reports, business intelligence reports, and data files to meet the needs of a wide range of customers. Customers for Texas school finance data include government agencies, education organizations, legislators, parents, and students.

I-C The Power of PreK—the Power of PreK DataMeeting Room 410

David Weinberger and Linda Kristian, Yonkers Public Schools (New York)

11:30 – 12:30

Students who attend all-day PreK in Yonkers Public Schools have an unambiguous and lasting academic advantage. When compared to students who did not attend all-day PreK, these students’ English and math test scores, as well as high school graduation rates, are significantly higher. This presentation will look at English language arts and math performance data across subgroups for grades 3-8 and annual high school graduation rates. Pre-kindergarten enrollment data sets dating back to 1989-90 are matched with performance and graduation data sets beginning in 1998-99 through 2008-09. Policy implications made possible by these data and analyses will be explored.

I-D Bridging the P-20 Divide Through ColocationMeeting Room 412

Joshua Klein and Dion Baird, Oregon Department of Education

10:15 – 11:15

In August 2010, the Oregon Department of Education moved its data center into a state-of-the-art facility operated by the Oregon State University Open Source Laboratory in Corvallis. The move was funded through a P-20 Statewide Longitudinal Data Systems grant. This colocation puts Oregon K-12 and higher education systems onto the same network and offers a new range of options to facilitate the integration of P-20 data. The director and manager of the project will share their story and provide key insights into large-scale data center relocation, server virtualization, and high-speed networking using Cisco technology.

**I-E Building a Comprehensive Data Set on Every Teacher:
The NCES Teacher Compensation Survey Salon D**

*Stephen Cornman, National Center for Education Statistics
Terri Kennerly, U.S. Census Bureau*

10:15 – 11:15

National data on teachers are limited to periodic sample surveys or to simple counts at the district or school level. In response to the need for individual teacher-level data, NCES developed the Teacher Compensation Survey (TCS), an administrative records survey that collects total compensation, teacher status, and demographic data about individual teachers from multiple states. In 2007, NCES launched the pilot TCS data collection, with seven states volunteering to provide administrative records for school year (SY) 2005-06. The TCS expanded to 17 states reporting SY 2006-07 data, 18 states reporting SY 2007-08 data, and 23 states reporting SY 2008-09 data. It is anticipated that up to 35 states will volunteer to participate in the TCS from 2011 to 2013. This session provides an overview of the TCS data collection; a comparison of state administrative records with other sources of data; data availability; and quality, limitations, and advantages of the TCS. This session also discusses the uses of data, including findings and descriptive statistics. This session is intended for states considering joining the survey, participating states, researchers, and the general public.

I-F Mobility and Identification—Solving the Interstate Problem Salon E

*Kathy Gosa, Kansas Department of Education
Tom Ogle, Missouri Department of Elementary and Secondary Education
Jim Addy, Iowa Department of Education
Chris Cassel, Nebraska Department of Education*

10:15 – 11:15

Last year in Phoenix, Arizona, four states participated in a panel discussion on how state education agencies are dealing with the ability to share data on students and teachers within

and between states across all levels of education. The foundation of this data sharing is the unique identification of each person across time and location. Join us as Iowa, Kansas, Missouri, and Nebraska provide an update on their continued progress in addressing the challenges of identifying and analyzing data on a person across time, location, state, role, and system. These capabilities are essential to accurately understanding important measures, such as drop-outs (and false drop-outs), and, more importantly, to using information to more effectively support the education of students who move both within and across borders.

I-G Weaving Innovative Instructional Strategies and Data Into Mathematics and Science (WIISDMS)Meeting Room 602

Karl Ronacher and Whitcomb Johnstone, Irving Independent School District (Texas)

10:15 – 11:15

Weaving Innovative Instructional Strategies and Data Into Mathematics and Science (WIISDMS) is a stipend and staff development program for district secondary math and science teachers. This evaluation study compared math and science assessment performance of students exposed to WIISDMS stipend teachers with a group of students not exposed to WIISDMS stipend teachers. Students taught by WIISDMS-trained teachers outperformed students taught by non-WIISDMS teachers, although the effect size was not large.

I-H EDFacts and ED Updates for State Education Agency Data Leaders Salon F

Ross Santy, U.S. Department of Education

10:15 – 11:15

This session will discuss the status of the consolidation of the federal collections of elementary and secondary education data from the states, the impact of the U.S. Department of Education’s regulations for the mandatory collection of specific elementary and secondary education data, and the lessons learned by the EDFacts team during the past year while working with the states to transmit quality education data between the states and the U.S. Department of Education. This overview will also describe the use of EDFacts as the primary federal source of elementary and secondary education data.

I-I National Education Data Model (NEDM) 3.0Salon J

Hugh Walkup, U.S. Department of Education

10:15 – 11:15

National Education Data Model (NEDM) 3.0 was released in October 2010. It identifies data needed to answer the original Forum questions that started the NEDM quest. It also contains many new reports and updated tables. State and local education agency representatives will discuss how they are using the NEDM.

11:15 – 11:30 Break

11:30 – 12:30 Concurrent Session II Presentations

II-A Common Education Data Standards (CEDS) Technical Working Group Update—Version 1 and 2 of the Standards.....Meeting Room 406

*Stuart Kerachsky, National Center for Education Statistics
Patsy Eiland, Alabama State Department of Education
David Weinberger, Yonkers Public Schools (New York)
Beth Young, Quality Information Partners, Inc.*

11:30 – 12:30

NCES is working with key stakeholders to develop standards for a core set of data elements to ensure that data shared across institutions are consistent and comparable. The Common Education Data Standards (CEDS) Initiative’s goals to date have focused on identifying a list of key K-12 and postsecondary transition variables, code sets, and technical specifications. The CEDS’s Technical Working Group includes participants from state education agencies, local education agencies, higher education, associations, and the U.S. Department of Education. This session will provide a detailed overview of how the Version 1 standards were developed and of the work currently being done on the Version 2 standards.

II-B Texas Public Education Information Resource (TPEIR) and LoneStar Web ReportsMeeting Room 408

Nina Taylor, Texas Education Agency

11:30 – 12:30

This presentation will showcase the Texas Public Education Information Resource (TPEIR) and LoneStar web reports on the Texas Education Agency’s website. There will also be a discussion of the types of data currently in these systems and new data that are being added as part of the statewide longitudinal data systems grants.

II-C Taming the SIS Beast: Seven States Define “Universal”Meeting Room 410

Jim Campbell, SIF Association

10:15 – 11:15

This session will look at the collective work being done by California, Massachusetts, Ohio, Oklahoma, South Carolina, Virginia, and Wyoming around the definition of a Universal State Data Profile for Student Information Systems (SIS). Building on the Schools Interoperability Framework (SIF) Implementation Specification, these states are working to bring the quality of interoperable SIS applications to a new level not only for their individual state data collections but also for the day-to-day business processes of their local education agencies.

II-D Automating Oklahoma Teacher Licensure.....Meeting Room 412

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

11:30 – 12:30

Oklahoma implemented a new web-based teacher licensing system called the Oklahoma Educator Credentialing System (OECS). The presenters will share their best practices and lessons learned that have enabled Oklahoma’s licensure staff to experience its first summer without required overtime. Join us to view the numerous automated features of this .Net system, including online applications and renewals, recommendations from colleges of education, scanning of documents, credit card payments, verification of required testing, felony checks, and more.

II-E School District Demographics System Map Viewer Update 2011..... Salon D

*Tai Phan, National Center for Education Statistics
Brendan Collins, Blueraster*

11:30 – 12:30

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

II-F Data-Based Decisionmaking: A Portal to Achievement..... Salon E

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

11:30 – 12:30

Data-driven decisionmaking is vital in tracking student achievement, providing the capacity to target and identify individual student needs, and collecting the information needed for resource allocation. The more educators know about each student, the more focused the learning can be to the needs of that student. 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 three school districts have been able to affect achievement by giving their staff virtually unlimited access to student information, assessment results, and classroom-level reporting solutions.

II-G The Evolution of Data Governance in Washington StateMeeting Room 602

Bill Huennekens, Washington State Office of Superintendent of Public Instruction
Allen Miedema, Northshore School District (Washington State)

11:30 – 12:30

The essential notion behind establishing a data governance system is that decisions are only as good as the data on which they are based. As the Washington State Office of Superintendent of Public Instruction transforms data into information to facilitate wise decisionmaking, users and managers of K-12 data need a clear understanding of data definitions, data and process ownership and authority, accountability, security, and reporting needs and requirements, as well as the processes and timelines around each. A well-designed data governance system is essential to gaining these understandings. This session will explore the evolution of data governance in Washington State.

II-H Overview of State Education Information Management Capacities..... Salon F

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

11:30 – 12:30

The Performance Information Management Service (PIMS) is working with NCES to compile a growing wealth of information about the management of education data systems in the states and the impact on federal data reporting. This project is working towards building comprehensive documentation on state education information systems, including using outside sources to inform the discussion. As part of this effort, the PIMS/AEM Team has visited several states to collect information on state education information system capacities and to provide technical support for ED*Facts*. Come to this session to learn about best practices and lessons learned thus far.

II-I Introducing the Privacy Technical Assistance Center (PTAC).....Salon J

Emily Anthony, National Center for Education Statistics
Baron Rodriguez, AEM Corporation
Anthony Bargar, Engineering Systems Solutions
Tom Szuba, Quality Information Partners, Inc.

11:30 – 12:30

The U.S. Department of Education has launched its new Privacy Technical Assistance Center (PTAC). PTAC is a “one-stop” resource center for state education agencies, local education agencies, the postsecondary community, and other parties engaged in building and using education databases. Its role is to provide timely and accurate information and guidance about data privacy, confidentiality, and security issues and practices in education and closely related fields; to disseminate this information to the field and the public; and to provide technical assistance to key stakeholders. Come to this session to learn more about how your state can leverage PTAC resources.

12:30 – 1:45 Lunch (on Your Own)

1:45 – 2:45 Concurrent Session III Presentations

III-A Engaging Your Postsecondary Colleagues in the Common Education Data Standards InitiativeMeeting Room 406

John Blegen and Hans L’Orange, State Higher Education Executive Officers (SHEEO)
Donald Houde

1:45 – 2:45

There is often discussion of “cultural differences” and other differences in perspective between K-12 and postsecondary sectors that make collaboration on data issues challenging. This session will attempt to identify the myth and reality of those differences and outline strategies for successful collaborations. This participatory session will define guiding principles, capture group experiences, and identify successful patterns for action. The Common Education Data Standards Initiative is a partnership among the State Higher Education Executive Officers, Council of Chief State School Officers, U.S. Department of Education, the Data Quality Campaign, the Schools Interoperability Framework Association, and the Postsecondary Electronic Standards Council.

III-B Educator Accountability and Effectiveness.....Meeting Room 408

Jerel Booker, Janice Lopez, and Priscilla Aquino-Garza; Texas Education Agency

1:45 – 2:45

The presentation will provide an overview of the recently piloted Accountability System for Education Preparation Programs (ASEP). ASEP is built on four standards: (1) the results of certification examinations; (2) beginning teacher performance based on an appraisal system; (3) achievement, including improvement in achievement of students taught by teachers in their first three years; and (4) compliance with rules regarding the frequency, duration, and quality of field supervision of first-year teachers. The presentation will additionally discuss the educator effectiveness initiative that coincides with the requirements of ASEP.

III-C The Family Educational Rights Privacy Act (FERPA) Officer vs. the Data GovernorMeeting Room 410

*Tom Ogle, Missouri Department of Elementary and Secondary Education
Laurel Ballard, Wyoming Department of Education
Peggy Corazza, Alaska Department of Education and Early Development
Glynn Ligon, ESP Solutions Group*

1:45 – 2:45

Data governance has joined data processing, management, and administration. Yes, data now must be governed. There are rules, processes, procedures, regulations, even laws that data must follow. Whether the “a” in data is long or short, or data is singular or plural is for grammarians. Information systems professionals must deal with the major issues of access and proper usage in longitudinal data systems, provisioning learning management systems, de-identification, and exchange agreements with other governmental agencies while protecting individual privacy. Presenters will discuss how their policies handle these issues and contrast their views and approaches.

III-D Making Data Part of the InfrastructureMeeting Room 412

Gary West, South Carolina Department of Education

1:45 – 2:45

The hardest part of getting teachers to use data is the difficult work of analysis: finding out what those data mean for each student. Take, for example, the mythical and notorious “Johnny,” who can’t read. What if the data analyses were part of the infrastructure? What if the statewide longitudinal data system (SLDS) could tell the teacher what has been successful in improving the performance of students like Johnny? What if the SLDS could provide contact information for other teachers who had been successful in improving the performance of students like Johnny? Would there be more time to teach Johnny? Would the teaching and learning be more effective and efficient if the teacher could teach instead of analyze? Participants in this session will learn

about a system that uses longitudinal data to inform teachers about resources that have worked with other students like Johnny and are, thus, more likely to work for Johnny. The goal of the presentation is to introduce the project and to foster discussion of its potential for changing the way teachers work.

**III-E Data Exchange on National Assessment of Educational Progress (NAEP)
Computer-Based Assessments Salon D**

*Richard Struense, National Center for Education Statistics
Scott Ferguson, Fulcrum IT Services Company*

1:45 – 2:45

The National Assessment of Educational Progress (NAEP) has made computer-based assessments an operational part of the program. Among the most important lessons learned is the need to approach the development of these kinds of assessments very differently than the development of paper-and-pencil assessments. 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 a computer-based assessment in technological literacy. The focus of their presentation will be on the development and administrative challenges faced and how meeting these challenges led to important lessons that could be of value to states and districts.

III-F Building an Effective Workforce Using a P-20/W SLDS Salon E

*Jim Addy, Iowa Department of Education
Shara Bunis, Pennsylvania Department of Education
Chris Cassel, Nebraska Department of Education
Moderator: Shawn Bay, eScholar*

1:45 – 2:45

State education agencies have been expanding their efforts to improve linkages between education and workforce data to create a P-20/W Statewide Longitudinal Data System (SLDS) with individual-level information from pre-kindergarten through postsecondary and into the workforce systems. Join us for a panel discussion with three state education agencies to learn what they are doing to develop the next generation P-20/W SLDS to make a difference in creating the workforce of tomorrow.

III-G Beyond Snapshots: What’s New in Online Data Dissemination to Teachers?.....Meeting Room 602

*Raymond Martin and Mark Vocca, Connecticut State Department of Education
Vasu Marla, Choice Solutions, Inc.*

1:45 – 2:45

While school “snapshots” and profiles can be helpful tools for teachers and administrators, they are only the beginning. The Connecticut State Department of Education is developing online tools to allow teachers and administrators to dig deeper. This session will demonstrate two of the tools Connecticut is making available to local education agencies (LEAs): longitudinal student profiles and advanced analysis tools. The student profiles offer a historical look into a student’s membership data, assessment results, program enrollment, and discipline data. The analysis tools allow users to perform cube-level analyses of their data. Together they give LEA staff a pair of exciting new tools.

III-H EDFacts Quality Improvement Project (EQuIP) Update..... Salon F

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

1:45 – 2:45

The EDFacts Quality Improvement Project (EQuIP) has completed its proof-of-concept phase. In this session, representatives from the U.S. Department of Education’s program offices will share their findings, lessons learned, proposed next steps, and overall results and experiences from the proof of concept.

III-I A Drive Through the Georgia TunnelSalon J

Bob Swiggum and Deb Holdren, Georgia Department of Education

1:45 – 2:45

Come see a demonstration of the unique approach the Georgia Department of Education has implemented for access to statewide longitudinal data system (SLDS) student data. Instead of having districts log into a state system, Georgia has worked with student information system (SIS) vendors to establish a federated identity between the district’s SIS and the state’s SLDS application. Georgia will explain the approach and demonstrate its SLDS application.

2:45 – 3:00 Break

3:00 – 4:00 Concurrent Session IV Presentations

IV-A Adoption and Implementation of the Common Education Data Standards (CEDS).....Meeting Room 406

John Blegen, State Higher Education Executive Officers (SHEEO)
Larry Fruth, SIF Association
Alex Jackl, Council of Chief State School Officers (CCSSO)
Michael Sessa and Timothy Cameron, Postsecondary Electronic Standards Council (PESC)

3:00 – 4:00

Data standards are critical to the interoperability necessary to ensure continuous improvement across all sectors of the education enterprise. They also allow and encourage data to become more transparent and reliable over time and with usage. The scope of the Common Education Data Standards (CEDS) Initiative focuses on the vital set of data elements required to align education data systems to provide a longitudinal view of P20 data, extending from early childhood all the way to workforce. During this panel discussion, you will hear from subject matter experts who are members of the consortium driving the adoption and implementation of the standards. The session will provide you with a review of the Levels of Adoption and a summary of the progress of the Adoption and Implementation Task Force (AITF). Attendees will learn how CEDS relates to the State Core project as well as to other industry initiatives, including the SIF Association’s specifications and the Postsecondary Electronic Standards Council’s (PESC’s) High School Transcript standard.

IV-B Texas Pathways ProjectMeeting Room 408

Colby J. Stoeber, Texas Higher Education Coordinating Board

3:00 – 4:00

The Texas Pathways Project is a local partnership between secondary and postsecondary institutions that is designed to improve student transition between secondary and postsecondary institutions. Pathways partners agree to share student-level data, including enrollment, course, and graduation data. The data is received and stored at Texas Higher Education Coordinating Board (THECB), where reports on curriculum alignment, graduation, and other topics are generated. Local teams, comprised of secondary and postsecondary faculty, review the data reports to discover issues with secondary to postsecondary transition. The teams are charged with the task of creating interventions to solve these issues.

IV-C Using Compliance Data for Information and Research to Inform Decisionmaking.....Meeting Room 410

*Venessa Keesler and Thomas Howell, Michigan Department of Education
Barbara Schneider, Michigan State University*

3:00 – 4:00

This session addresses strategies of states to utilize available compliance data to provide more timely information to districts and schools, and to conduct research regarding educational policies and practices. One important strategy states can pursue is collaboration with the Regional Educational Laboratories (REL) to obtain analytic and technical support for research and data analysis. Another is to partner with local institutions of higher education, particularly using external funding from sources such as the Institute for Education Sciences. Michigan’s experience will be highlighted, including collaboration with the REL-Midwest and the Michigan Consortium for Educational Research. The presentation will also focus on initiatives by the Michigan Department of Education and the Center for Educational Performance and Information to institutionalize the knowledge and tools produced by collaborations such as those listed above and to centralize research functions across departments, stakeholders, and institutions of higher education.

IV-D Real-Time Data Use: An Online Diagnostic Assessment and Reporting System Designed to Help Teachers Improve Current Instruction in Grades 3-8.....Meeting Room 412

Alvin Larson, Meriden Board of Education (Connecticut)

3:00 – 4:00

A new generation of tests, Cognitive Diagnostic Assessments (CDA), are currently being developed. CDA items and software are designed to identify both strengths and weaknesses of individual students. Based on CDA, this local education agency’s diagnostic system is designed for teachers and periodically identifies student misconceptions in mathematics and reading. This system is associated with strong student achievement gains and is now online, providing teachers in multiple local education agencies with immediate, automated reports that are meaningful to both teachers and students. This presentation provides an overview and demonstration of an innovative system that begins to offer essentially free diagnostic tools across public education.

IV-E Prospective New School-Level Finance Collection for Common Core of Data (CCD) Salon D

*Stephen Cornman, National Center for Education Statistics
Terri Kennerly, U.S. Census Bureau*

3:00 – 4:00

NCES and the Census Bureau are actively considering the creation of a new school level finance data collection. The collection would essentially be an expansion of the Local Education (School District Finance Survey (commonly called the F-33) to include some variables at the school level. This session seeks comments, recommendations, and feed-back from state fiscal coordinators on the creation of a new school level finance data collection for the Common Core of Data (CCD).

The data can be used to examine the extent to which school-level education resources are distributed equitably across and within school districts. The expansion of certain variables in the F-33 to the school level will provide data to further investigate whether high poverty schools receive fewer resources across and within school districts, among other issues.

There is a significant demand for finance data at the school level. Researchers acknowledge that “Schools serving low-income students receive fewer resources and face greater difficulties attracting qualified teachers. . . .This inequality of school quality is widely recognized.” (Lee and Burkham 2002). Other researchers assert that “Less money is spent on salaries in high-poverty schools than on salaries in low-poverty schools within the same district” (Roza 2006).

**IV-F Workshop: Effectively Linking Teacher and Student Data:
It’s About Governance (Part I)..... Salon E**

*Paige Kowalski, Data Quality Campaign
Kathy Gosa, Kansas State Department of Education
Rob Curtin, Massachusetts Department of Elementary and Secondary Education
Rick Rozzelle and Nancy Wilson, CELT Corporation*

3:00 – 4:00

In this workshop, participants will learn how to integrate the design and use of a teacher-student data link into new and continuing efforts to support state policymakers’ education agendas. Whether or not your state has federal funding or is experiencing leadership changes, state education agencies must develop the means to effectively link teacher and student data and must determine how to build or leverage a governance structure to support this critical effort. This interactive session will provide states the tools and information they need to establish a structure of stakeholders in their state that will support and guide this work.

IV-G Higher Education and K-12 Data Sharing: Results From a SHEEO Study on State Postsecondary Data Systems.....Meeting Room 602

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

3:00 – 4:00

What are the characteristics of data sharing between K-12 and higher education? How did these relationships come about? How does higher education use K-12 data? Which states already have P-20 data warehouses? How do states go about data matching? This session will provide answers to these questions based on the State Higher Education Executive Officers' (SHEEO's) recently published study on state postsecondary data systems, *Strong Foundations*. The presentation will also incorporate findings from a series of semi-structured interviews SHEEO conducted with postsecondary leaders on P-20 data system development.

IV-H Aligning Performance Measurement and Data Collection Salon F

Matthew Case, Lily Clark, and Chris Pencikowski; U.S. Department of Education

3:00 – 4:00

In this session, we will discuss efforts at the U.S. Department of Education to enhance the Department's use of performance indicators to measure the effectiveness of programs. This session will be interactive, with an opportunity to ask questions, and provide feedback. Most importantly, attendees can share their experiences about the extent to which states use the data they submit to the federal government to measure the performance of their state or districts, and whether they are using different or supplementary data collections.

IV-I Privacy Technical Assistance Center (PTAC)—Frequently Asked Questions.....Salon J

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

3:00 – 4:00

The U.S. Department of Education's (ED) new Privacy Technical Assistance Center (PTAC) is designed to be a "one-stop" resource for education data stakeholders to learn about privacy; confidentiality; and security regulations, guidelines, and best practices. PTAC's intended audience includes anyone who collects, stores, manages, exchanges, or reports education data in state education agencies (SEAs), local education agencies (LEAs), and institutions of higher education (IHEs). Because ED recognizes that SEAs, LEAs, and IHEs are asking similar questions about privacy, PTAC includes a task to develop a frequently asked questions (FAQs) document. Please join us to review a draft of PTAC FAQs and share your perspective on your organization's most pressing privacy-related information needs.

4:00 – 4:15 Break

4:15 – 5:15 Concurrent Session V Presentations

V-A Building a Comprehensive Data System: From Classroom to Nation.....Meeting Room 406

*Laurel Ballard and Meredith Bickell, Wyoming Department of Education
Alex Jackl, Council of Chief State School Officers*

4:15 – 5:15

With all the work that has been happening and all the talk generated around state longitudinal data systems, it is critical to keep in mind the purpose of these systems. The presenters will discuss using a data system to support classroom-level learning and federal reporting.

**V-B Using the Longitudinal Databases for State and Federal Reporting:
A Texas ModelMeeting Room 408**

Gabriela Borcoman, Texas Education Agency

4:15 – 5:15

Federal laws like Perkins IV and Workforce Investment Act (WIA) require states to report program outcomes, including enrollment in higher education and employment. Texas Labor Code requires students in public education and training programs to be followed in higher education and employment through Automated Student and Adult Learner Follow-Up System. To fulfill those requirements, the Texas Higher Education Coordinating Board (THECB) performs matches between K-12 records provided by the Texas Education Agency, higher education records from THECB, and unemployment insurance (UI) wage records provided by the Texas Workforce Commission. This presentation will show how these three databases work together to illustrate students' behavior.

**V-C Jumping From the Legacy Aggregate Collection
Frying Pan to the Monthly Unit Record Collection FireMeeting Room 410**

*Joyce Popp, Idaho State Department of Education
Steve King, ESP Solutions Group*

4:15 – 5:15

Idaho has been collecting data via old, aggregated, segmented FoxPro applications. Over the past year, the Idaho Department of Education implemented a very robust individual student and

staff data collection process. Districts are responsible for providing information, on a monthly basis regarding student demographics, attendance, student course enrollment, staff assignments, and much more. The new system allows the tracking of students to teachers and of students to current courses enrolled during any given period of time. Not only is the state collecting this data, but it also has a new teacher ID system and implemented applications that allow the information to flow directly back into the classroom, including a student's standardized test scores. This session will share the experiences, good and bad, regarding making this leap quickly.

**V-D Unburdening the Local Education Agency (LEA): Comprehensive
Statewide Data Collection and Management Meeting Room 412**

Jim Addy, Iowa Department of Education

4:15 – 5:15

The Iowa Department of Education is moving forward with a visionary, innovative interoperability system for automating the collection and distribution of student data (including unique IDs). The future system will simultaneously reduce the data flow burden on the local education agency while meeting the requirements for several "America Competes" elements. Join Jim Addy of the Iowa Department of Education as he discusses how Iowa's comprehensive data collection solution will enable real-time student ID distribution, automated and manual data collection (with validation), and student record exchange—providing up-to-the-minute statewide student records management.

V-E Data Quality Challenges When Implementing Classroom Value-Added Models..... Salon D

*Christopher Thorn, Sara Kraemer, and Jeff Watson
University of Wisconsin-Madison, Wisconsin Center for Education Research*

4:15 – 5:15

The presenters will explore several of the core challenges around supporting teacher/classroom-level value-added models. They will cite current research and development work in the areas of error rates in student-teacher-subject linkage, student-teacher assignment, and the challenges of reporting in this complex space.

**V-F Workshop: Effectively Linking Teacher and Student Data:
It’s About Governance (Part II)..... Salon E**

*Paige Kowalski, Data Quality Campaign
Kathy Gosa, Kansas State Department of Education
Rob Curtin, Massachusetts Department of Elementary and Secondary Education
Rick Rozzelle and Nancy Wilson, CELT Corporation*

4:15 – 5:15

In this workshop, participants will learn how to integrate the design and use of a teacher-student data link into new and continuing efforts to support state policymakers’ education agendas. Whether or not your state has federal funding or is experiencing leadership changes, state education agencies must develop the means to effectively link teacher and student data and must determine how to build or leverage a governance structure to support this critical effort. This interactive session will provide states the tools and information they need to establish a structure of stakeholders in their state that will support and guide this work.

**V-G Puerto Rico ED*Facts* Publications: Building the New Analytics
Platform for the Puerto Rico Department of Education.....Meeting Room 602**

*Janet De Jesus-Cancel, Julio Fuentes-Burgos, and Gilbert Perez-Hernandez
Puerto Rico Department Education*

4:15 – 5:15

The Puerto Rico Department of Education is building a performance management strategy. One of the key elements for success is the publication of data and results to the public. The first initiative is the Puerto Rico ED*Facts* website. This is a tool that will provide accountability, transparency, and efficiency by publishing the ED*Facts* data. The public (parents, teachers, and researchers) will be able to analyze the data in various levels of details, from state to region, district, and school levels. This initiative will provide our community the tools to see and analyze our data so we can work together to develop effective strategies to improve our services to our children.

V-H Expanding Access to Federally Reported Data..... Salon F

Melanie Muenzer and Ross Santy, U.S. Department of Education

4:15 – 5:15

The U.S. Department of Education is committed to making federally reported data on websites and other interfaces more accessible, transparent, and useful to state and local education agencies and the public, while concurrently safeguarding personally identifiable information. We will discuss new data sharing and public data initiatives at the Department, and policy initiatives aimed at strengthening cross-functional governance and coordination.

**V-I Across State Lines—Accelerating Statewide Longitudinal
Data Systems (SLDS) Progress by Working TogetherSalon J**

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

4:15 – 5:15

The compounding pressures of timelines, American Recovery and Reinvestment Act reporting commitments, budgets, and urgent data needs of the field are requiring states to look for high-quality, cost-effective ways to accelerate progress. In this session, Chief Information Officers from Colorado and Louisiana will share their approach to collaborating and specific lessons that have helped their statewide longitudinal data systems (SLDS) projects save time and money while delivering the educators’ needs for timely, actionable data.

THURSDAY, FEBRUARY 24, 2011

7:30 – 5:00 Registration..... Salon H Foyer

7:30 – 8:30 Morning Break Salon G

7:30 – 5:00 Cyber Café and Demonstrations Open Salon G
(This room will be closed during the General Session.)

8:30 – 9:45 General Session Salon H

Using Privacy Data Protections to Facilitate “Safe” Data Access

Marilyn Seastrom, National Center for Education Statistics

The Department of Education is committed to supporting the development and production of high quality data through the State Longitudinal Data Systems but at the same time recognizes the importance of protecting privacy and ensuring confidentiality and data security. With this in mind, the Department has launched a number of privacy related initiatives to complement the work under way in the states on longitudinal data systems. One of the privacy initiatives involves the development and publication of the SLDS Technical Briefs on privacy that will be discussed. Other initiatives include the opening of a Privacy Technical Assistance Center, updating FERPA regulations, establishing a Department Level Chief Privacy Officer, and process improvements in the Department’s Family Policy Compliance Office.

This session will focus on the content of the three SLDS Technical Briefs that NCES released in November and December of 2010, with a preview of topics planned for future Technical Briefs. Each Brief draws upon privacy-related work in education and other disciplines, with the goal of identifying best practices that can be used to strengthen the privacy protections that are used with information drawn from student education records, while at the same time facilitating access to that information. The first Brief sets the stage by establishing a set of common definitions and describing a privacy framework that can be used to help work through the needed privacy protections. The second Brief explores the basic elements and activities involved in developing a strong data stewardship program. The third Brief looks at reporting practices and strategies used to protect student privacy in aggregate reporting and concludes with a set of recommended reporting practices. These reporting practices are intended to maximize the amount of detail that can be safely reported without allowing disclosures from student outcome measures that are based on small numbers of students. Upcoming Briefs will focus on different types of data sharing and data use agreements, electronic data security, and privacy training. NCES welcomes comments on each of the published SLDS Technical Briefs.

9:45 – 10:00 Break

10:00 – 11:00 Concurrent Session VI Presentations

VI-A Teacher-Student Data Link in Data Models From Transactional Systems to the Data WarehouseMeeting Room 406

*Laura Sonn, Data Quality Campaign
Cody Decker, Arkansas Department of Education
Jim Goodell, CELT Corporation*

10:00 – 11:00

The presenters will examine how the teacher-student data link (TSDL) may be represented in various data models: operational/transactional systems, interoperability models (such as P-20 State Core), and data warehouse. Different uses of the TSDL have different implications for how and how often the data is collected, verified, stored, and presented. Audience participation is encouraged around each state's uses for the link and definitions for "teacher of record" and "contributing educators." The discussion will inform a proposed reference model adaptable to state-specific needs. Finally, the presenters will introduce a conceptual draft capability maturity model for roster verification for participant feedback.

VI-B Texas Student Data System: A New Era for Data Management and UseMeeting Room 408

Brian Rawson, Melody Parrish, Roger Waak, and Sharon Gaston; Texas Education Agency

10:00 – 11:00

The Texas Student Data System is a statewide initiative to provide a state-sponsored student information system as well as a district-facing education data warehouse with dashboards and useful reports at the teacher, campus, and district levels. The state-sponsored student information system realizes Texas' goal of alleviating the data collection burden on school districts and improving data quality. This presentation will provide the most up-to-date information on this project.

VI-C Leveraging Technology Toward EDEN ComplianceMeeting Room 410

*Kristen DeSalvatore, New York State Education Department
Mark Kaczmarek, Western New York Regional Information Center
Lyssa Morris, eScholar LLC*

10:00 – 11:00

The 2008-09 reporting year was the first year the New York State Education Department (NYSED) was successful in submitting all required ED*Facts* files to the U.S. Department of Education. In addition, New York was one of the timeliest states in the nation to do so. This was a major accomplishment for NYSED. This session will focus on the technology, process, and discipline employed by NYSED to achieve this milestone. It will also address plans NYSED has for the future use of technology to manage ED*Facts* compliance. Roles of NYSED, the Western New

York Regional Information Center (RIC), and eScholar will be discussed. Learn what challenges NYSED and its partners tackled as they worked toward this dramatic improvement in EDEN/EDFacts compliance.

VI-D No Child Left Behind (NCLB) Report Card Automated Production and VerificationMeeting Room 412

*Randolph Thomas and James Richardson, U.S. Virgin Islands Department of Education
Shadd Schutte, Choice Solutions, Inc.*

10:00 – 11:00

The U.S. Virgin Islands (USVI) Department of Education, in partnership with Choice Solutions, developed a No Child Left Behind (NCLB) Report application that provides for automated data verification, drill down, and approval process prior to releasing the public NCLB reports. The application uses data from the source to apply the appropriate USVI Accountability Workbook rules and formulas to provide a visual presentation of the NCLB accountability indicators for review by the school principals, the district superintendents, and the state administration for review and validation prior to public release.

VI-E Production and Application of Common Core of Data (CCD) School Locale Assignments Salon D

Doug Geverdt, U.S. Census Bureau

10:00 – 11:00

This presentation discusses the production and application of geographic locale assignments for CCD data and Rural Education Achievement Program (REAP) eligibility. It begins with a brief overview of locale definitions and criteria but primarily focuses on how locale codes are assigned and what conditions may cause them to change over time. This discussion may be particularly useful for those with questions about geographic requirements for REAP eligibility or for those interested in using geographic indicators for research or program administration.

VI-F REALWORLD Kansas: Where Pre-Service School and District Administrators Get Real About Managing and Using Education Data Salon E

Kateri Grillot and Kathy Gosa, Kansas State Department of Education

10:00 – 11:00

Professors of postsecondary pre-service programs, as well as superintendents, principals, and other school administrators, have shared with Kansas State Department of Education the challenges they face because their preparation programs currently do not include hands-on experience regarding education data management and use. To address this need, Kansas created a REALWORLD System, which makes available state-level applications for pre-service training. An overview of the project will be shared, including Kansas' approach to building an environment that replicates state reporting and adheres to Family Educational Rights and Privacy Act (FERPA) while providing a rich set of data to foster skill development.

VI-G Best Practices in Research and Stakeholder CollaborationMeeting Room 602

*Deborah Jonas, Virginia Department of Education
Paul McGowan, Center for Innovative Technology*

10:00 – 11:00

In developing the statewide longitudinal data system (SLDS), Virginia has involved stakeholders as advisors on a topical basis. Virginia has worked with the Center for Innovative Technology (CIT) to engage stakeholders and outside experts to support the state’s efforts to embed best practices for data collection, storage, and use and to identify solutions that will support program success. The Virginia Department of Education and CIT will outline stakeholder management and the development of new SLDS capabilities. This session will explain Virginia’s approach towards teacher-student data linking, teacher evaluation measures, growth measure development, and technology choices; and it will outline how Virginia balances stakeholder requirements and best practice research.

VI-H Improving ED*Facts* Reporting Systems and Processes Within State Education Agencies Salon F

*Deborah Newby, U.S. Department of Education
Ernie Huff, Arkansas Department of Education
Peggy Corazza, Alaska Department of Education and Early Development*

10:00 – 11:00

The U.S. Department of Education has awarded a third and final year of task orders for improving ED*Facts* reporting systems and processes within state education agencies (SEAs). This session will present an overview of activities underway in SEAs to improve their data systems and reporting; and it will highlight efforts in two states.

VI-I Longitudinal Data Systems Focus GroupsSalon J

10:00 – 11:00

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

11:00 – 11:15 Break

11:15 – 12:15 Concurrent Session VII Presentations

VII-A Finding the Right Shoes to Race to the TopMeeting Room 406

*Sharon Harper, Bradley County Schools (Tennessee)
Bill Gunther, Ed-Interact™, Inc.*

11:15 – 12:15

As Tennessee “races to the top,” it has been the responsibility of each district to find the right “shoes” to help teachers become more effective in the classroom. Bradley County Schools has employed out-of-the-box thinking in its approach to analyzing data. Through the implementation of creative scheduling and the utilization of a comprehensive at-risk detection program, Bradley County teachers have positioned themselves to increase academic achievement, improve the graduation rate, and enhance teacher effectiveness. This session will focus on the “shoes” that can help districts propel forward in their race to the top.

**VII-B “Texas School Ready:” Building a Statewide Quality
Preschool Program Through Systematic ChangeMeeting Room 408**

*Susan Landry
The Children’s Learning Institute, University of Texas Health Science Center at Houston*

11:15 – 12:15

The Texas School Ready (TSR) program was first implemented through Texas legislation in 2003 with 200 classrooms with the goal of bringing public school Pre-K, Head Start, and subsidized child care together in integrated partnerships to serve low-income children with similar high-quality programs. Guided by numerous randomized studies, a professional development model was developed based on providing teachers in all Pre-K settings with a set of comprehensive instructional resources that was shown to predict the best teacher instructional behaviors and child school readiness outcomes. Over 80,000 children in approximately 4,000 classrooms across Texas are receiving the TSR program this school year.

**VII-C Ohio’s American Recovery and Reinvestment
Act (ARRA) 1512 ReportingMeeting Room 410**

Matthew Danzuso and Erika Farfan, Ohio Department of Education

11:15 – 12:15

This session will focus on the method that Ohio uses to collect all data required for American Recovery and Reinvestment Act (ARRA) 1512 reporting. It will also discuss how that data is verified, managed, and maintained within the Ohio Department of Education. This session will also present how Ohio took an off-the-shelf survey application and modified and customized it to collect the data it needs for over 1,100 local education agencies four times a year.

VII-D Statewide Implementations for Student SuccessMeeting Room 412

*Bruce Dacey, Delaware Department of Education
Kurt Springs and Stephanie Gladfelter, SunGard Public Sector's K-12 Education*

11:15 – 12:15

This presentation will highlight the state-wide implementations currently in place in Delaware for data integrity, data consistency, and improved reporting; and in the state of New Hampshire, for analyzing student performance to improve student achievement. The goal of this presentation will be to effectively present the benefits of statewide implementations for state education agencies. Included in this presentation will be real-world examples from one of the architects of Delaware's statewide implementation, Bruce Dacey, Delaware Department of Education.

**VII-E The NCES American Community Survey (ACS) School District Tabulation:
The Beginning of Comprehensive Annually Updated Demographic Data Salon D**

Laura Nixon, U.S. Census Bureau

11:15 – 12:15

The American Community Survey (ACS) is a nationwide survey from the U.S. Census Bureau designed to provide communities and school districts with annually updated demographic, social, economic, and housing data annually. The NCES ACS school district custom tabulation provides the largest set of annually updated demographics for school-age children available from the ACS, and it offers a wealth of information for school planners, researchers, and program administrators. Prior ACS tabulations provided data for a limited set of large school districts, but 2010 is the first tabulation that provides data for districts of all sizes. This presentation reviews the ACS survey, explains the unique content available from the NCES custom tabulation, and demonstrates how these data can be used to support demographic analyses within and between states.

VII-F Washington State Student Record Exchange..... Salon E

*Greg Beck and Robin Munson
Washington State Office of Superintendent of Public Instruction*

11:15 – 12:15

Washington State is implementing a secure statewide tool that enables districts to obtain information about transfer students in real time. Designed as a solution to provide just-in-time data to districts attempting to register a transfer student from another district rather than waiting for the physical transfer of student records, Washington State has developed a tool that enables districts to conduct a data search throughout the state for a student's records. If a student's records are located, the registering district can view demographic information, course schedules, transcripts, program information, and enrollment history for that student.

VII-G Montana Uses Integrated System to Collect Student and Special Education Data Statewide.....Meeting Room 602

Sara Loewen, Montana Office of Public Instruction

11:15 – 12:15

In this session, the Montana Office of Public Instruction (OPI) will share how it uses a single integrated statewide data collection system and special education management tool from Infinite Campus. This statewide system lets the OPI assign unique student identifiers through a statewide student locator while providing electronic transfer of student records (including Individualized Education Programs) between districts and promotes compliance with state and federal reporting requirements. Data verification and enrollment overlap reports ensure data quality prior to submission deadlines. These workflow efficiencies and the flexibility of the system have improved the data collection process.

VII-H Techniques for Data Profiling..... Salon F

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

11:15 – 12:15

Data profiling is a general set of techniques to examine data to determine whether or not those data are consistent and meet the expectations that users have for them. We will demonstrate the standard data profiling techniques that we have employed during the proof-of-concept phase of EQUiP. The DataFlux dfPower Studio product will be used to present a “how-to” of these techniques.

VII-I Civil Rights Data: Meeting the Data Needs of Stakeholders While Analyzing Process to Improve Data Value and Reduce Respondent BurdenSalon J

*Rebecca Fitch, U.S. Department of Education
Mark Blevins, AEM Corporation*

11:15 – 12:15

Come hear about the Office for Civil Rights’ (OCR’s) new emphasis on data usage. The Civil Rights Data Collection (CRDC) collects district- and school-level data directly from local education agencies and makes this information available to federal and state agencies, individual districts, researchers, advocacy groups, and the general public. OCR is actively engaging its stakeholders to specifically meet their needs through timely provision of CRDC data, development of custom reports, and enhancement of data access processes, while simultaneously analyzing alternative collection processes to reduce respondent burden and enhance the value and quality of CRDC data.

THURSDAY, FEBRUARY 24, 2011

12:15 – 1:30 Lunch (on Your Own)

1:30 – 2:30 Concurrent Session VIII Presentations

VIII-A The Student Academic Indicators for Learning (SAIL) Early Warning System in the Milwaukee Public Schools.....Meeting Room 406

*Bradley Carl, Wisconsin Center for Education Research
Ron Carr, Milwaukee Public Schools (Wisconsin)
Chuck Breithaupt, VersiFit Technologies, LLC*

1:30 – 2:30

This presentation will provide an overview of the Student Academic Indicators for the Learning (SAIL) electronic reporting system being rolled out this year in Milwaukee. SAIL is an “early warning” system that identifies students in middle and high school grades at risk of either (a) failing to graduate from high school on time or (b) graduating, but with low levels of college and workforce readiness. The presentation will address both the research behind the SAIL system as well as how findings have been incorporated into a live reporting system.

VIII-B Texas School Readiness Certification SystemMeeting Room 408

*Lilie Elizondo-Limas, Texas Education Agency
Thomas L. Waxley,
The Children’s Learning Institute, University of Texas Health Science Center at Houston*

1:30 – 2:30

The Texas School Readiness Certification System (SRCS) evaluates the effectiveness of pre-kindergarten, Head Start, and community-based child care programs in preparing children for kindergarten. The SRCS was adopted by the P-16 Council in 2006.

When classrooms earn certification, they receive the Texas School Ready!™ seal, which is posted in the early childhood education center or school. The seal has the year the certification was awarded. This powerful seal tells parents, the community, and others that the children who graduated from these classrooms went to public kindergarten with the fundamental skills in place to be successful.

VIII-C Nebraska Data Reporting System: Sharing the FoundationMeeting Room 410

*Christopher Cassel, Nebraska Department of Education
John Luddy and Nick Brougham, Aspect Software, Inc.*

1:30 – 2:30

Nebraska’s Data Reporting System (DRS: <http://drs.education.ne.gov>) integrates data from various collection systems for longitudinal analysis and reporting using modern business intelligence technologies. The technological components of the DRS can be obtained from the Nebraska Department of Education, complete with sample data. Some state education agencies have already obtained a copy of the DRS components for the purpose of jumpstarting their longitudinal reporting efforts. This presentation will describe Nebraska’s DRS, with an emphasis on how state and local education agencies can leverage DRS components or expand their understanding of the underlying technology.

VIII-D Creating Reports Using Longitudinal Data: How States Can Present Information to Support Student Learning and School System ImprovementMeeting Room 412

*Rebecca Shah, Data Quality Campaign
Chrys Dougherty, National Center for Educational Achievement
Deborah Jonas, Virginia Department of Education
Lee Holcombe, Texas Higher Education Coordinating Board*

1:30 – 2:30

For data to be actionable, they must be timely, user-friendly, and meet the informational needs of the end user. States have historically collected and presented snapshot data on student performance, but increasingly they are producing robust and actionable reports based on longitudinal data that answer critical questions confronting education stakeholders. Hear from leading states that are harnessing the power of longitudinal data to inform decisions at all levels of the education system to increase student success. This session will also discuss the six key categories of longitudinal reports and analyses that states should consider to ensure longitudinal data are not only collected but also used to support continuous improvement.

VIII-E What Do You Need for Your Student-Teacher Linkages? Salon D

Larry Fruth, SIF Association

1:30 – 2:30

Many of the educational reform initiatives rely on the ability to effectively utilize information from the developing statewide longitudinal data systems (SLDS) to improve student achievement. In these developing systems it is important to address the needed teacher-student data linkages. Without the consistency in “teacher of record,” the linkage is currently defined differently across districts and the identification, distribution, etc. of effective teachers will continue to be unequal across schools/districts. This will be a group discussion session on what

is needed by marketplace products locally or at the state agency level to support *your* student-teacher data linkages.

VIII-F Riding the Data Quality Snowball: Kansas’ Use of Annual Re-certification Professional Development to Sustain Data Quality Momentum..... Salon E

Kateri Grillot, Kansas State Department of Education

1:30 – 2:30

Kansas is in its fourth year of offering a free Data Quality Certification program to school and district staff. Each year participants are required to renew their certifications. Find out how Kansas has adapted this re-certification requirement to keep participants actively engaged while responding to rapid program growth. Kansas’ approach to data reporting changes will be discussed, along with modifications that have been required since the program’s inception. Retention rates will be shared along with strategies that Kansas has adopted in the last year to ensure data-quality professional development remains highly relevant and easily accessible to school and district staff.

VIII-G The District of Columbia’s Longitudinal Data System: Challenges Faced and Lessons LearnedMeeting Room 602

*Gretchen Guffy, Nancy Sharkey, and Thomas Fontenot
District of Columbia Office of the State Superintendent of Education*

1:30 – 2:30

The District of Columbia’s (DC) longitudinal data system (LDS) project faced a significant challenge during Year 3 of the U.S. Department of Education-awarded LDS grant: the termination of the contract with the prime vendor due to perpetual vendor under-performance and missed deadlines. However, following an external assessment of the system that included an analysis of the technology platform, capabilities, and functionality of the system and overall program direction, the Office of the State Superintendent of Education (OSSE) has achieved several major accomplishments, including the near 100 percent assignment of unique student identifiers (USIs) for all students in K-12 public education in DC. The LDS team has also integrated additional data into the warehouse, including multi-year enrollment data, direct certification data, and assessment data from 2001-2010. The session aims to provide an overview of “what happened” but, more importantly, how the LDS team, in spite of significant roadblocks and challenges, successfully turned the project around.

THURSDAY, FEBRUARY 24, 2011

VIII-H Data Governance Behind the Scenes: What's Under the Hood? Salon F

Bobbi Stettner-Eaton, U.S. Department of Education

1:30 – 2:30

As states move toward more coordinated longitudinal data systems, the need for data governance becomes more pronounced. This session will take you behind the scenes in examining state data governance websites and how their operation facilitates the work of data governance. Several states will demonstrate and discuss their websites, as well as the newly launched data governance website used by the U.S. Department of Education. Participants will have ample opportunities to ask their state peers what has worked well and what hasn't.

VIII-I Public Domain Clearinghouse UpdateSalon J

Emily Anthony, National Center for Education Statistics

Jeff Sellers, National Center for Education Statistics State Support Team

1:30 – 2:30

An update will be provided on the development of a Public Domain Clearinghouse (PDC) for states. "Public domain" resources refer to tools and products developed by states or for states that are openly available, non-proprietary, and not subject to copyright protection. The Clearinghouse provides a platform for all states to post, learn about, and adopt non-proprietary SLDS-related products that have been developed by other states.

2:30 – 2:45 Break

2:45 – 3:45 Concurrent Session IX Presentations

IX-A District Data Dashboards—Best Practices, Solutions, and Works in ProgressMeeting Room 406

Patrick Plant, Anoka-Hennepin Independent School District #11 (Minnesota)

Janice Gunnip, Greenwich Public Schools (Connecticut)

Ben Glazer, San Francisco Unified School District (California)

Nona Ullman, Improve, LLC

2:45 – 3:45

Anoka-Hennepin, the largest school district in Minnesota, and Greenwich Public Schools are building/have built data dashboards to provide stakeholders with personalized, actionable data

to improve teaching, learning, and operations. These data dashboards provide improved analytics that further enable unified access to critical information in key operational subsystems.

Anoka-Hennepin conducted internal stakeholder focus groups to define requirements (tied to strategic goals and metrics) and commissioned research on identifying current best practices in data dashboard use among school districts, including Charlotte-Mecklenburg, Atlanta, San Francisco, Greenwich, and others. This presentation provides an overview of Anoka-Hennepin’s approach, research, and best practice findings and a demonstration of Greenwich Public School’s data dashboard, including how Greenwich achieved 100 percent usage and adoption in their fall 2010 roll-out of elementary school language arts RTI functionality.

IX-B Challenges to Measuring College Readiness in TexasMeeting Room 408

Mi-Suk Shim, Texas Education Agency
Colby J. Stoeber, Texas Higher Education Coordinating Board
Dan Murphy, Pearson

2:45 – 3:45

Texas Education Agency and the Texas Higher Education Coordinating Board (THECB) have been working on implementing legislation related to college readiness. House Bill 3, enacted by the Legislature of the State of Texas in June 2009, provided clarification and specific requirements for setting college-readiness performance standards on end-of-course (EOC) assessment programs. This presentation will explore the benefits and challenges associated with setting these college-readiness standards. In particular, challenges to assembling longitudinal data sets that track student academic performance across secondary and postsecondary institutions will be explored. Planned central locations that house data across different agencies will be presented as a possible future solution to current data collection challenges.

IX-C University-District Partnership for Data-Informed DecisionmakingMeeting Room 410

Elizabeth Farley-Ripple and Doug Archbald, University of Delaware, School of Education
Dan Weinles, Christina School District (Delaware)

2:45 – 3:45

Faculty at the University of Delaware and Delaware’s largest and most urban school system, Christina School District, have established a partnership to enhance district capacity for data-informed decisionmaking. Through this partnership, university and district resources are combined to generate advanced analyses to answer important and complex questions about educational outcomes. Using one issue as an example—equity in coursetaking trajectories and outcomes—this presentation examines how a university-district partnership can overcome barriers related to (a) integration of data across district and state systems and (b) limited analytical capacity in districts due to resource limitations.

IX-D Utah eTranscript and Record Exchange (UTREx) and the Utah Data Alliance (UDA).....Meeting Room 412

John Brandt, Utah State Office of Education

2:45 – 3:45

The emphasis on data-driven decisionmaking is growing at all levels, and Utah is making a concerted and cooperative effort to stay at the forefront of longitudinal student data systems (LSDS) evolution. During this session, John Brandt, IT Director of Utah State Office of Education (USOE), will describe and discuss Utah’s two ongoing LSDS projects: (1) Utah eTranscript and Record Exchange (UTREx) and (2) the Utah Data Alliance (UDA). UTREx will support Utah students by providing Utah’s state education agencies (SEAs) and local education agencies (LEAs) automated and timely vertical student data collection, LEA to LEA exchange capabilities, and eTranscripts for students applying to postsecondary institutions. UTREx, along with Utah’s System of Higher Education, College of Applied Technology, Department of Workforce Services, and other state agencies, will provide and consume data from a shared data store for multiple levels of data analysis and research.

IX-E Real-Time Data Collection—Timely Access to Accurate SLDS Data Salon D

*Vladimir Hyppolite, Massachusetts Department of Elementary and Secondary Education
Aziz Elia, CPSI, Ltd.*

2:45 – 3:45

For information to be useful, it must be timely, readily available, and accurate. This session will look at the real-time data collection efforts of the Massachusetts Department of Elementary and Secondary Education. Come hear how it is using a standards-based data collection model to dramatically improve the level of data quality and the timeliness of data collection through validation. State representatives will share how they implemented a grant funding model to help districts finance the state’s data collection needs.

IX-F Delivering Personalized Learning: Scalability of an i3 Grant Project..... Salon E

*Bailey Mitchell, Forsyth County Schools (Georgia)
Barry Brahier, Infinite Campus*

2:45 – 3:45

Through an Investing in Innovation (i3) grant and partnership with Infinite Campus, Forsyth County Schools (FCS) will deliver standards-based personalized learning in their secondary schools beginning August 2011. The five-year project implements a database linking (1) the standards-based learning activities teachers provide students, (2) student scores on formative assessments, and (3) student scores on interim and summative assessments. Ultimately the system will provide recommendations for the next learning activity for each student. National scalability is expected, since the functionality deployed in FCS will be available across the 4.8 million student install base of the Infinite Campus SIS.

IX-G Texas Workforce Evaluation SystemMeeting Room 602

Ruben Garcia, Texas Workforce Commission

2:45 – 3:45

The Texas Workforce Evaluation System is one of the oldest longitudinal education and workforce data systems in the country. This presentation will describe the evolution of the system to its current transformation and the challenges encountered over the years, including Family Educational Rights and Privacy Act (FERPA), interoperability, and data sharing. Reports, uses of the data, and future plans for expansion and consolidation will be discussed.

IX-H Data Usage—Got Tools? Salon F

Susan Thompson-Hoffman, U.S. Department of Education
Joe Rabenstine, Claraview

2:45 – 3:45

This session will present frameworks and tools to increase data usage in your organization for activities that include identifying customers and their needs; accessing data; identifying data sources and content, analyses, and reports; using dissemination vehicles; and making multiple uses of data. The session will also address how data tools can provide underlying supports such as cultural transformation, capability building, defining the organization’s mission, goals and objectives, and technology, among others.

IX-I Best Practices for Data Protection and Cyber Security.....Salon J

Anthony Barger, Engineering Systems Solutions
Baron Rodriguez, AEM Corporation
Tom Szuba, Quality Information Partners, Inc.

2:45 – 3:45

Safeguarding data and protecting privacy in a digital age is challenging. We are globally connected and share similar privacy and data protection challenges with other parts of the U.S. government and private sector. Hear from the U.S. Department of Education’s newly formed Privacy Technical Assistance Center (PTAC) on best practices for data protection and cyber security. This session will cover real-world experiences across the U.S. government, healthcare, and financial institutions. Your contribution is critical to sharing knowledge and experiences surrounding the privacy challenges faced by education organizations at the federal, state, and local levels.

3:45 – 4:00 Break

4:00 – 5:00 Concurrent Session X Presentations

X-A Statewide Interim Assessment Data Use.....Meeting Room 406

Suzann McCommon, Great Rivers Education Service Cooperative
Ken Sumrall, Data Driven Software Corporation
Jim Robb, West Memphis School District (Arkansas)

4:00 – 5:00

Thirteen Arkansas Regional Educational Service Cooperatives create, deliver, report, and analyze interim assessments to 150 school districts simultaneously. Pre, post, and three interim assessments are taken by approximately 150,000 students. The Cooperatives then work directly with the districts on professional development for analyzing and using the data. These assessments are vertically linked to the state ACTAAP assessment and serve as a key indicator for improving student performance. Learn how the assessments are created, delivered, analyzed, and used in this dynamic performance of cooperative collaboration.

X-B The Texas Assessment Management SystemMeeting Room 408

Glenn Kirchner, Texas Education Agency
Paul Matzen, Pearson

4:00 – 5:00

The Texas Assessment Management System, delivered through PearsonAccess, replaces many services previously provided through various websites and applications. In this session, the presenters will discuss the numerous improvements this system offers, including a single login for role-based access to various assessment management tools; managing online and paper testing administrative tasks in one interface; new testing roles, such as campus testing coordinators and online session administrators; and an improved process for uploading precode files.

X-C Mining for Relationships.....Meeting Room 410

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

4:00 – 5:00

Databases of school districts, as well as state and federal education departments, have recently acquired large repositories of student performance data reflecting how students learn. Analyzing these data repositories, we can better understand learners and learning and develop computational approaches that combine data and theory to transform practice to benefit learners. The presenters will discuss efforts underway as part of a collaborative relationship between the Rochester City School District's Office of Accountability and the Rochester Institute of Technology's Computer Science Department that has focused on applying advanced data

mining techniques and algorithms to discover relevant factors causing changes in student performance at the elementary and secondary levels.

X-D Design, Cost, and Implementation of Effective Educational Data Systems.....Meeting Room 412

Sean Mulvenon, University of Arkansas

4:00 – 5:00

The design, cost, and implementation of effective data systems is paramount in the age of educational reform. Most school systems, be it at the school, district, or state level, have some form of an educational data system. Common questions raised regarding these systems involve design, cost, and effectiveness. The purpose of this presentation is to review each of these elements and provide recommendations as school systems continue to grow and improve these dynamic educational data systems.

X-E The Standards Landscape: How Did We Get Here?..... Salon D

Alex Jackl, Council of Chief State School Officers

Larry Fruth, SIF Association

Tim Cameron, Postsecondary Electronic Standards Council

4:00 – 5:00

There has been a lot of confusion in the education space based on the different standards, data sets, and collections that are driving data system design across the country. This session will walk through the history of standards in the education space and make a run at clarifying the various institutionalized data collections (EDFacts, IPEDS, FSA, etc.) and how to interact with and utilize the standards. We will present for the first half of the session and then open the topic up for discussion.

X-F Innovations in Data Access and Sharing Salon E

Cinda Christian, Cathy Malerba, and Brenda Hummel; Austin Independent School District (Texas)

4:00 – 5:00

Austin Independent School District (ISD) partners with a variety of community-based agencies that conduct activities on campuses, including tutoring, mental health services, enrichment, prevention programming, etc. Many services are provided as components of grants received by the service agencies. As accountability policies established by grantors become more stringent, service providers are overwhelming the district's capacity to complete ad-hoc data requests. Austin ISD is breaking ground by creating an innovative method of self-service access to aggregate reports for unique student groups. Policy implications will be addressed as well as the challenges and solutions to working within Family Educational Rights and Privacy Act (FERPA) and Protection of Pupil Rights Amendment (PPRA) requirements for student confidentiality.

X-G The Role of Data in the Virginia College Readiness InitiativeMeeting Room 602

*Deborah Jonas, Virginia Department of Education
Marshall Garland and Anne Ware, The University of Texas at Dallas
Chrys Dougherty, National Center for Educational Achievement*

4:00 – 5:00

The Virginia Department of Education has conducted research using data from the statewide longitudinal data system to understand indicators of college readiness in Virginia Public Schools. The research is being used to guide the state’s efforts to develop policy, programs, and coursework to ensure that more students achieve the level of high school preparation needed to be successful in entry-level, credit-bearing college courses. This presentation will describe the research methods, share the results, and describe the application of the information to the Department’s work in the Virginia College and Career Readiness Initiative.

X-H Avoiding Common CCD Reporting Errors in ED Facts Salon F

Jennifer Pierson, U.S. Department of Education

4:00 – 5:00

We will discuss trends in reporting errors that we (ED Facts Partner Support Center, Census Bureau, and NCES) have seen in past state submissions and how to fix them before they become errors next year. We will also discuss and clarify common definitional misinterpretations (such as reportable programs) and answer any questions attendees will have. We encourage interested attendees to come prepared with questions.

X-I School District Title I Estimates: Boundary Updates and Methodology From the U.S. Census BureauSalon J

Lyndsey Abel and Wesley Basel, 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 will be covered in some detail, as it provides the official school district geographic definitions used by the Census Bureau and NCES.

FRIDAY, FEBRUARY 25, 2011

| | | |
|--------------|--|---|
| 7:30 – 11:00 | Registration..... | Salon H Foyer |
| 7:30 – 8:30 | Morning Break | Salon G |
| 7:30 – 10:00 | Cyber Café and Demonstrations Open | Salon G (This room will close at 10:00 a.m.) |

8:30 – 9:30 Concurrent Session XI Presentations

XI-A Value Added Assessments for Teachers and Principals in Race to the Top Applications: Implications for the Profession.....Meeting Room 400

Candace Kelly-Hodge, University of Southern California

8:30 – 9:30

Race to the Top (RTTT) is a competitive grant program from the U.S. Department of Education that offers state education agencies an opportunity to build on existing and significant reform promoting ambitious yet achievable goals across four core educational areas described in the American Recovery and Reinvestment Act of 2009 (ARRA). The core educational areas are (a) adopting internationally benchmarked standards and assessments for success in college and the workplace, (b) building data systems that measure student success and inform teachers and principals in how they can improve practices, (c) increasing teacher effectiveness and achieving equity in teacher distribution, and (d) turning around the lowest-achieving schools. This presentation will examine how value-added assessment systems were defined and applied to evaluate the effectiveness of classroom teachers and principals across a number of winning proposals. The following issues in these proposals will be discussed: race, social class, and the educational needs of English language learners and students with special needs. The presentation encourages participants to reflect on the impact value-added programs may have on current methods and approaches.

XI-B Enhancing Program Evaluation With Program Monitoring: An Application of Moodle and SAS Business IntelligenceMeeting Room 402

Bo Yan and Mike Slagle, Blue Valley School District (Kansas)

8:30 – 9:30

Many districts adopt and implement intervention programs to help at-risk students. However, educators usually do not know whether a program works and if there are issues in the program until evaluation at the end of implementation. To address this problem, we developed a data system that collects program implementation data using the database module of Moodle (an open source learning management system), which automatically and intelligently delivers alerts and reports to stakeholders using the SAS Business Intelligence framework. With the system,

stakeholders receive alerts whenever issues occur in program implementation and reports about the effect of the program on a regular basis.

XI-C Diné Education Is Our Strength: Using Data to Empower the Navajo Nation.....Meeting Room 404

Kalvin White, Office of Diné Science, Math, and Technology, Navajo Nation

8:30 – 9:30

This presentation will address the Department of Diné Education, Navajo Nation’s documentation of how data has assisted them in improving the quality of education on the Navajo Nation resulting in a major legislative change on the Navajo Nation. It will address the benefits of the systemic reform model implemented on the Navajo Nation for the last ten years and highlight the impact of data-driven decisionmaking as it relates to student achievement, improving instruction, and infusing Navajo culture and language into core academic content areas.

XI-D Data Fellows Program: Turning Education Data Into Gold for Policy Leaders and PractitionersMeeting Room 408

*Linda Hargrove, Kathy Cox, and David Mead; Texas Higher Education Coordinating Board
Gary Hanson, College for All Texans Foundation*

8:30 – 9:30

The Texas Higher Education Coordinating Board’s Data Fellows Program was designed to provide training and receive feedback from small groups of 8 to 20 school district and higher education administrators on secondary-to-postsecondary data. Panelists will discuss program concepts and goals, types of training delivered, and how feedback from participants was used to develop new prototypes for online tabular and graphical data summaries. Panelists also will address questions regarding success of the training, types of data summaries that may be most useful, and most feasible or effective ways to share and inform use of these data by policy leaders and practitioners. Time also will be reserved for audience participation and interaction.

XI-E CUPID: Using a Central Unique Person ID to Link Data Systems.....Meeting Room 412

Daniel Domagala, Colorado Department of Education

8:30 – 9:30

In the noble quest to efficiently share longitudinal data across disparate state information systems (such as human/social services, K-12, higher education, labor/workforce, revenue/finance, corrections, or any other entity), one approach is to create a unique master identifier (Central Unique Person ID—CUPID) to which local identifiers such as a student ID can map. This presentation will dive into the “Person ID” hub methodology and discuss associated challenges, such as data quality, privacy, and governance.

XI-F From Frustration to Fantastic: A Decade in the Making.....Meeting Room 602

Michael Baethke and Marlene Dorenkamp, Iowa Department of Education

8:30 – 9:30

Iowa’s quest for data quality in collecting and reporting district-level information was catapulted into the 21st century with the development of Fall Basic Education Data Survey (BEDS) 2010. With the remnants of earlier data collection instruments limiting capacity, creating bottlenecks, and frustrating users, Iowa revamped its staff data collection application using the latest Microsoft ASP.NET framework to enhance user experience, involved end-users in the development and assessment process, and partnered with commercial vendors to ensure data quality for reporting purposes. The result was the development of a user-friendly application that has been described as fun, functional, and fantastic!

XI-G The Right People for the Task of Data Governance: It Makes a Difference Salon F

Bobbi Stettner-Eaton, U.S. Department of Education

8:30 – 9:30

It’s not always who you know. In the case of data governance, it’s what you know and how well you work with others. Data governance, in the age of longitudinal data systems, has become highly visible and extremely important. And those who serve on data governance boards must be able to function in a number of roles and be flexible enough to get the task of governing data done. States will discuss which representatives on their data governance boards are the most effective and why, how to work the system to ensure that the “right” people get appointed/assigned as data stewards, and other helpful tips. There will be sufficient time to interact with panel members.

XI-H The Student Growth Paradox.....Salon J

Neal Gibson, Arkansas Research Center

8:30 – 9:30

What is the relationship between a sixth grade student’s growth in math compared to the same student’s growth in literacy? The answer may surprise you. Since Student Growth Percentiles are evenly distributed among quantiles based on prior year performance, they behave fundamentally differently from data that exhibit a normal distribution. These differences will be visually demonstrated in order to facilitate discussion about the impact of these differing behaviors as we look to use measures of growth at the district, school, teacher, and student levels.

9:30 – 9:45 Break

9:45 – 10:45 Concurrent Session XII Presentations

- XII-A The Powerful Combination of a Single, District, and Statewide Student Information System (SIS) at Jefferson County Public Schools (JCPS) in Kentucky.....Meeting Room 400**

*Craig Garrison, Jefferson County Public Schools (Kentucky)
Philip Carollo, Infinite Campus*

9:45 – 10:45

With a single, district (and statewide) student information system, Jefferson County Public Schools (JCPS) in Louisville, Kentucky, has reduced hardware and software support time, relied on clean data, and focused on efficient interoperability with other systems. During this session, we will show you how JCPS has taken advantage of the Kentucky statewide implementation of Infinite Campus to improve data quality and unify district data management. Understand the efficiencies gained and see what our plans are to integrate Infinite Campus with third-party systems.

- XII-B SIF 101: What is “SIF” Really?Meeting Room 402**

Jim Campbell, SIF Association

9:45 – 10:45

With the ever increasing need for more timely and accurate data, many are looking at Schools Interoperability Framework (SIF) implementation as a possible solution. This session will provide a “101” on the key terms, concepts, benefits, and challenges associated with SIF implementation. The session will provide a necessary foundation for informed evaluation, effective dialogue with vendors, and a common base for state and local education agency conversations, as well as a venue to have your questions answered.

XII-C Efficiently Collecting, Monitoring, and Processing South Dakota and Bureau of Indian Education (BIE) Data for Adequate Yearly Progress (AYP).....Meeting Room 404

*Judy Merriman, South Dakota Department of Education
Denise Salyers, Bureau of Indian Education
Gary Behm, Infinite Campus*

9:45 – 10:45

With budget and staffing challenges nationwide, come learn how the South Dakota Department of Education (DOE) and the Bureau of Indian Education (BIE) are leveraging their investment in a statewide student information system to collect, monitor, and process adequate yearly progress (AYP) data, all within one system. In this session, learn about the resources available to South Dakota and the BIE to monitor the accuracy of the data in their real-time data system, along with their current efforts in working closely with their vendor in building a new accountability module within the product to take further advantage of their statewide investment.

XII-D Statewide Tools for Teaching Excellence: Linking Data to Action.....Meeting Room 408

*Jenifer Jacobs, Texas Education Agency
Ellen Desrosiers, Lubbock Independent School District (Texas)
Kathleen Barfield, Edvance Research, Inc.
Virginia Ballato, Michael and Susan Dell Foundation*

9:45 – 10:45

Five Texas districts received grants from Texas Education Agency (TEA) to implement an early warning indicator system to improve high school retention and college readiness. They used PM Village, a set of web-based tools and data formats developed through funding from the Michael and Susan Dell Foundation (MSDF). Presenters will discuss the challenges and successes of using student data to identify needs, implement targeted interventions, and evaluate effectiveness. Software tools will be demonstrated; and local education agency staff will participate in the presentation, along with representatives from Edvance Research, TEA, and MSDF.

XII-E Teacher and Administrator Use of Data to Inform Instruction—A Statewide Solution.....Meeting Room 412

Michael Schwartz and Ginny Clifford, New Hampshire Department of Education

9:45 – 10:45

For the past three years, teachers and administrators in every school in New Hampshire have had access to a statewide student-level data system that provides access to multiple formative and summative assessments—student assessments used to understand student strengths, weaknesses, and progress. The state has relationships with national assessment providers (e.g., DIBELS, SAT, NWEA, AimsWeb) to automatically import school-administered assessments into

the state system. Additionally, schools can create their own local assessment, access a repository of assessment questions, and import student results from other local or nationally administered assessments. Teachers can also track interventions (RTI) to monitor student progress and look for improvement on benchmark assessments based upon specific interventions. Principals can analyze school results; special education and curriculum coordinators can consider subgroups of students; and teachers can monitor their classes. Learn more about the New Hampshire statewide solution, including a three-and-a-half day training program that has been developed to create trainers in New Hampshire schools who can then help build expertise within their school(s) to use data to inform instruction.

XII-F ELL, NCLB, and AMA Objectives: The WIDA Consortium’s Approach to Interpreting Federal Policy and Providing GuidanceMeeting Room 602

Kristopher Stewart, Rahul Joshi, and H. Gary Cook; University of Wisconsin-Madison

9:45 – 10:45

The federal law, No Child Left Behind (NCLB), has established that English language learners (ELLs) are an important subgroup that states must consider when formulating policies that demonstrate student achievement. Yet state Annual Measurement Achievement Objectives (AMAO) policies vary and often do not take into account the particular language acquisition patterns of ELLs. Consequently, AMAO criteria and targets may be challenging or lenient and misinterpret the intent of the law. This session presents an overview of how the WIDA Consortium offers suggestions for AMAO policies that better capture the intent of NCLB and set realistic ELL growth expectations that assist ELLs in their acquisition of English.

XII-G Standardizing the EDFacts Datasets for Policy Analysis Salon F

Matthew Case and Jennifer Pierson, U.S. Department of Education

9:45 – 10:45

After several years of successful data collection through the Education Data Exchange Network, the U.S. Department of Education’s EDFacts Data Warehouse holds over a terabyte of aggregated data on K-12 education. Transforming that data into information inputs for use in policy, program management, and decisionmaking processes across the Department is an important information management objective for EDFacts. We will discuss recent efforts to prototype standardized analysis datasets of EDFacts data at the local education agency and school levels for the most commonly requested EDFacts data.

XII-H Implementation and Use of Data Systems in “The Data-Informed District”Salon J

*Jeff Wayman, Daniel Spikes, Vincent Cho, and Jo Beth Jimerson
The University of Texas at Austin, Department of Educational Administration*

9:45 – 10:45

Data systems are an integral part of data use throughout a school district. While the technology for examining student data is excellent, the technology itself is not enough; there are a number of school- and district-level issues that often make the practical use of these systems difficult. As part of a project to study The Data-Informed District, we are working with three districts on their data system implementation. In this session, we will describe our findings, our recommendations, and the real-world problems faced by these districts as they make use of their data systems.



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TEXAS EDUCATION AGENCY**

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Jack Buckley

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

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

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

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

Robert Scott

**Commissioner of Education
Texas Education Agency**

Veteran education policy expert Robert Scott was appointed Commissioner of Education by Governor Rick Perry on October 16, 2007. In this role, Mr. Scott serves as the head of the Texas Education Agency, which oversees the state’s 1,200 school districts and charter schools.

Robert Scott has long been considered one of the most thoughtful and innovative education policy experts in state government. A graduate of the University of Texas School of Law and a member of the State Bar, Mr. Scott has provided strategic leadership to the Texas Education Agency for the past five years, serving as the agency’s chief executive during a massive reorganization of its functions in the summer of 2003. In January 2004, Scott was appointed Chief Deputy Commissioner, a position in which he has been responsible for the daily operations of the agency and the implementation and execution of key statewide initiatives. Mr. Scott’s organizational abilities were on display during the aftermath of Hurricane Katrina, when Texas took in about 46,000 students who had fled the storm-ravaged areas of Louisiana and Mississippi; many were displaced again a few weeks later when Hurricane Rita slammed the Southeast Texas coast. The agency received widespread acclaim for its response.

Mr. Scott served as senior policy advisor to Governor Perry during the creation of the Texas High School Initiative in 2003 and was instrumental in the bill’s passage and implementation. The initiative, now called the Texas High School Project, has been considered by several national voices as perhaps the nation’s most cutting-edge reform project in secondary education. Mr. Scott has also been a noted advocate for improved early childhood education and has pressed for the improvement of school

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readiness for pre-kindergarten-aged children. Scott's further interests include charter school innovation, incentive awards for teachers, and a renewed focus on health and fitness and the arts in public schools.

Mr. Scott is the proud father of two teenagers, Katie and Jonathon, who attend school in the Austin Independent School District.

Adam Jones

**Deputy Commissioner for Finance and Administration
Texas Education Agency**

Adam Jones is the Deputy Commissioner for Finance and Administration for the Texas Education Agency. He serves as both the agency's Chief Operating Officer and Chief Information Officer (CIO). He is a two-term former board member of the Texas Department of Information Resources (DIR) and a member of DIR's Business Executive Leadership Council for data center services. He is on the advisory board for the Texas State CIO Academy.

He is a 20-year veteran of Texas state government and a noted expert on public finance and the legislative appropriations process. He presents regularly on management, organization development, and information technology and is a talented facilitator and trainer. In addition to his professional pursuits, Mr. Jones writes and speaks extensively on topics ranging from fatherhood to college football. He is the author of *Rose Bowl Dreams* (St. Martin's Press, 2008).

Mr. Jones is originally from Amarillo, Texas, graduated from the University of Texas at Austin, and received his graduate degree from Duke University. He lives in Austin with his wife and three sons.

Marilyn Seastrom

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

Marilyn Seastrom currently serves as NCES' Chief Statistician and Program Director of Statistical Standards. As such, she provides technical assistance and advice to programs throughout NCES, and is responsible for the NCES technical review of all NCES products. Dr. Seastrom directs the IES data confidentiality program and serves as a consultant on matters of privacy and data confidentiality throughout the Department. Dr. Seastrom served on the OMB Interagency Committee that drafted the regulations for the implementation of the e-Gov Confidential Information Protection and Statistical Efficiency Act. She is currently authoring a series of Technical Briefs for the Department on various aspects of privacy.

Dr. Seastrom is a recognized statistical authority on a range of topics relevant to federal statistics, as is evident by her selection for membership on the OMB Federal Statistical Committee on Methodology, as a Fellow of both the American Statistical Association and the American Association of Educational Research, her service on a number of government-wide standard setting committees, and her role as Chair of the OMB Committee on Privacy in Statistical Data Collections. Areas of specialty include survey methodology, survey design, data analysis, measurement errors, data confidentiality, statistical standards and guidelines, and technical review. Dr. Seastrom majored in biology and sociology as an undergraduate, holds Master's degrees in both fields, and completed her Doctoral degree in Demography and Applied Social Statistics.



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American Institutes for Research—Doing What Works: Using Data to Support Instructional Decisionmaking

Marlene Darwin and Shannon Madsen, American Institutes for Research

See demonstrations of the free resource from the U.S. Department of Education Initiative—Doing What Works (DWW) website, featuring multimedia presentations, audio and video interviews, tools, and planning templates. Learn how this website can help teachers, administrators, technology leaders, and state and district leaders understand and implement five research-based practices for using student achievement data to support instructional decisionmaking. You will see public and charter schools implementing these practices from Kentucky, Massachusetts, Texas, Virginia, and Washington, DC. Researchers who developed the content will demonstrate the site and show audiences how they can use this resource in their work.

Aspect Software—Microsoft-Based Education Solutions

John Luddy, Nick Brougham, and Daryl Decker; Aspect Software

Aspect Software is a nationally managed Microsoft Gold Partner. Our Education National Practice team will demonstrate collaborative SLDS (statewide longitudinal data system) solutions that leverage Microsoft technologies such as SharePoint, Performance Point, Dynamics CRM, Lync, and Office.

Certica Solutions—Certify: Certica Solutions' K-12 Data Certification Software

Mark Rankovic, 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; 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 violates state standards; provide a detailed inventory of data issues that need to be addressed in district administrative systems; and reduce the time that district and school personnel spend reviewing, reconciling, and correcting data issues.

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

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

The key to a successful data system is providing tools and resources to support data-driven decisionmaking and teaching. Selecting an enterprise-caliber solution as a foundation for that environment is critical for long-term sustainability and return on investment. Choice Solutions continues to develop the industry's most complete educational environment, edFusion. At edFusion's core is our enterprise caliber identity and data management framework, which is being utilized in over ten state education agency clients, as well as with a local education agency and higher education. Our edFusion solution suite provides secure portals, enterprise reporting (including growth model and at-risk

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management), standards management, classroom tools, and digital libraries. Learn how edFusion can help your organization put the power of data and digital tools at your educators' fingertips.

Claraview and Teradata—Maximizing Data Usage to Improve Student Performance

*Glenn Facey and Patrick Quirk, Claraview
Chris Sullivan, Teradata Corporation*

As a platform-independent vendor, Claraview's data usage focus ensures K-12 and P-20 data systems provide the information educators need to improve instruction. Stop by our booth to discuss why a longitudinal data system should be considered a strategic program and not just another IT project. Teradata Corporation (NYSE:TDC) is the world's largest company solely focused on raising intelligence through data warehousing, data warehouse appliances, consulting services, and enterprise analytics at attractive, affordable pricing. Teradata is in more than 60 countries and on the Web at www.teradata.com.

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

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

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

Docufide, Inc.—Education's Trusted Intermediary: Providing States the Most Comprehensive P20 Records Analysis and Exchange Services

John O'Connell, 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 and TS 130 EDI), and delivering in recipient-defined formats. In addition, Docufide's data capture, analysis, and normalization capabilities allow for several derivative services, including 9-12 diploma auditing, course normalization to national standards, merit-based scholarship/aid eligibility analysis, and performance-based analysis and outreach services.

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Empirical Education Inc.—MeasureResults: Turning Data Into Evidence

Joseph Townsend and Robert Smith, Empirical Education Inc.

This presentation demonstrates the capabilities of the web-based program evaluation tool MeasureResults. MeasureResults is an IES-funded solution for K-12 school districts that want to evaluate the effectiveness of educational technologies and programs aimed at improving student results. By moving the components of rigorous research onto the Web—including design, setup, data collection, analysis, and reporting—MeasureResults brings the power of research directly to the desks of school district personnel. Learn how districts can use MeasureResults to leverage their longitudinal data warehouses and conduct program evaluation in three simple steps. Examples include reports on NWEA Goal Setting and CompassLearning’s Odyssey Reading.

eScholar LLC—Delivering the SLDS Foundation for the Future

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

As the leading provider of educational Longitudinal Data System (LDS) solutions, eScholar provides the sustainability that these large enterprise foundational systems require. We do this by designing, enhancing, testing, documenting, and developing the technologies that are required to scale. eScholar products provide clean, integrated data that can be used to drive effective innovations from where educators are working to leverage data to improve education. We also have the experience to deliver capabilities targeted to early childhood through postsecondary education and beyond. Stop by our booth and learn how eScholar provides a comprehensive platform for data quality and data integration that is relied on statewide by 11 state education agencies, supporting 3,500 districts with more than 13 million early childhood through postsecondary students. www.escholar.com

ESP Solutions Group—Extraordinary Insight Into Education Data Systems and Psychometrics

Glynn Ligon, Steve King, and Barbara Clements, ESP Solutions Group

ESP 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 (NCLB), ED*Facts*, schools interoperability framework (SIF), and the National Education Data Model (NEDM). Our collective expertise is represented in our Optimal Reference Guides (downloads are available at www.espsg.com/resources.php). To learn more, visit www.espsolutionsgroup.com.

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Hupp Information Technologies—Oklahoma Educator Credentialing System

Dean Hupp and Michelle Hupp, Hupp Information Technologies

The HIT-LS educator licensing system significantly reduced the time needed to process educator licenses in Oklahoma. The Professional Standards office enjoyed no required overtime for the first time this summer. Drop by and see how we can improve your state's educator licensing.

IBM—Improving Teacher Quality: Education Certification Accelerator

Michael Schwitters, Daniel Morris, and Alex Peay; IBM

Reforming and improving teacher certification presents unique challenges and opportunities for states. IBM enables you to meet these challenges with a holistic solution that includes comprehensive coverage of common state certification processes with integrated workflow that coordinates processing across multiple systems and state agencies. Delivered through a flexible and extensible solution, simplified change management capabilities provide the ability to adjust, change certification policy and processes as mandated by legislative bodies, and enable insight through real-time key performance indicators, historical reporting, and business dashboards. You will have the opportunity to see a live demonstration of our solution, ask questions, and provide feedback.

Infinite Campus—Statewide Data Systems and Federal Accountability Reporting

Joe Fox, Infinite Campus

A statewide data system begins with collection at the source—in the classroom. A dependable collection system gathers current, accurate data from disparate district-level systems adapting to whatever changes may arise in the future. Infinite Campus is the statewide data system used by Kentucky, Maine, Montana, South Dakota, and the Bureau of Indian Education in very different ways to collect accountability data. Stop by this demonstration for an overview of the Infinite Campus State Edition and see the new Campus Federal Accountability Reporting. This new functionality includes data collection, aggregation, calculation, and reporting to meet federal accountability requirements.

MMCS Consulting, LLC—Collecting Detailed Career and Technical (C&T) Data and Measuring Its Impact on Student Success

Mark Mossavat, Wes Calender, and Bak Zoumanigui; MMCS Consulting, LLC

Discover an effective method for collecting detailed career and technical (C&T) data and measuring its impact on student success. MMCS Consulting, LLC, will demonstrate its comprehensive CATE 2.0 Software with an overview of its analysis capabilities for measuring the impact of C&T education on student graduation, college admission, and employment. Additionally, there will be discussions and demonstrations of EDSCOMM, our interactive decision support software for all educational stakeholders; and PIECOMM, our state-of-the-art project management, communication, and issue-

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tracking software ensuring success in large IT projects. Please visit us at our booth or at our website www.mmcsconsulting.com.

Mizuni, Inc.—Providing State Solutions for PK-20 Data Needs

Laurie Collins and Ignacio Ybarra, Mizuni

Mizuni offers an unparalleled PK-20 Enterprise Information Management Solution to meet the unique information needs of state education agencies. The Mizuni Solution for State Education Agencies delivers accurate and reliable longitudinal data. The Mizuni State Solution leverages common data standards, open industry standards, and proven commercial off-the-shelf products to effectively manage data collection, data analysis, and information delivery. In addition, the Mizuni State Solution can be rapidly deployed so state education agencies maximize their return on investment, improve data quality, reduce the data collection burdens on school districts, and deliver accurate, actionable data to both state and district education decisionmakers.

Pearson Data Solutions—Connecting Disparate Applications: Powering Longitudinal Data Systems With Standards-Based Interoperability

Ric Ferrentino, Gary Johnson, Barbara DelBove, and Mark Greer; Pearson Data Solutions

Today more than ever, state education agencies want longitudinal data system technology that is proven, interoperable, and scalable for future expansion. Deployed in more than 12 SLDS projects, Pearson Data Solutions offers the most advanced SIF-enabled solutions and a robust, secure, electronic student record/transcript solution—providing the foundation for successful PK-20/W longitudinal data systems. We invite you to stop by our demonstration area and learn more about our flexible and successful standards-based solutions. We'll partner with you and help you craft your state's vision for the future of data interoperability.

Vangent, Inc.—Linking Data Systems Throughout the Educational Enterprise

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

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



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