

25th Annual Management Information Systems (MIS) Conference
February 15-17, 2012 • Sheraton San Diego Hotel & Marina • San Diego, California



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IMPORTANT INFORMATION

**NATIONAL CENTER FOR EDUCATION STATISTICS
CALIFORNIA DEPARTMENT OF EDUCATION**

IMPORTANT INFORMATION

The 25th Annual Management Information Systems (MIS) Conference is co-sponsored by the California Department of Education (CDE) and the U.S. Department of Education's National Center for Education Statistics (NCES). The MIS Conference, from February 15–17, 2012, at the Sheraton San Diego Hotel & Marina, will bring together the people who work with information collection, management, transmittal, and reporting in school districts and state education agencies.

Over the past 25 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 more than 100 presentations and demonstrations conducted by practitioners from K–12 information systems.

The following important information will help to ensure you of the best possible experience at the MIS Conference. If 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 Lobby and Lower Levels of the:

Sheraton San Diego Hotel & Marina
1380 Harbor Island Drive
San Diego, CA 92101
Phone: 619-291-2900
Fax: 619-692-2337
www.sheratonsandiegohotel.com

Conference Materials and Registration

Pre-registered attendees may pick up conference materials at the registration desk in the Bayview Foyer (Lobby Level).

An on-site registration desk is open during the following hours:

- Wednesday, February 15
7:30 a.m.–5:00 p.m.
- Thursday, February 16
7:30 a.m.–5:00 p.m.
- Friday, February 17
7:30 a.m.–11:00 a.m.

Staff is available to assist you throughout the conference.

Meeting Etiquette

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

- Silence your electronic devices prior to entering the 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.

Two weeks after the conference, Coffey will e-mail all presenters information about posting presentation materials on the NCES website.

IMPORTANT INFORMATION

Cyber Café

The Cyber Café provides participants with convenient, free access to e-mail and the Internet. It is located in Grande Ballroom A on the Lobby Level.

It is open during the following hours:

- Wednesday, February 15
7:30 a.m.–5:00 p.m.
- Thursday, February 16
7:30 a.m.–5:00 p.m.
- Friday, February 17
7:30 a.m.–10:00 a.m.

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

Internet Access

Complimentary wired Internet access is available in guestrooms.

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 in the Bayview Foyer on the Lobby Level 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.

Lunch Options

The Sheraton San Diego Hotel & Marina offers conference attendees a 15 percent discount on food at its **Harbor's Edge** and **Quinn's** restaurants located on the Lobby Level of the Marina Tower. Attendees must show their conference name badges to receive the discount.

Additionally, the hotel will provide special pricing for "cash and carry" lunch options (sandwiches, salads, and items from the grill) for conference attendees.

Hotel Shuttle to San Diego's Gaslamp Quarter

Round trip complimentary hotel shuttles are available Wednesday and Thursday evenings to take conference attendees to San Diego's Gaslamp Quarter. The shuttles depart every 15 minutes and will drop attendees off at the corner of 5th and G Streets in the Gaslamp Quarter.

Detailed shuttle information is posted on the message board located adjacent to the conference registration desk.

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AGENDA AT-A-GLANCE AND HOTEL FLOOR PLANS

**NATIONAL CENTER FOR EDUCATION STATISTICS
CALIFORNIA DEPARTMENT OF EDUCATION**

**25th Annual Management Information Systems Conference
February 15–17, 2012 — Agenda At-a-Glance**

Room Name	Nautilus 1	Nautilus 2	Nautilus 3	Nautilus 4	Nautilus 5
Session	A	B	C	D	E
Wednesday, February 15, 2012					
Opening Session, 8:30–10:00, Grande Ballroom B & C					
Concurrent Session I 10:15–11:15	Privacy Technical Assistance Center (PTAC) and Family Policy Compliance Office (FPCO): Moving Forward Under the New FERPA Regulations <i>Hawes, Camara, Rodriguez</i>	Improve Your Data Quality With Real Time Data Collection and Validation <i>Torres, Elia</i>	Policy and Design Challenges in Building the Virginia SLDS Multi-Agency Research Portal <i>Bryant, Jonas, Canada, Mandinach, Sellers</i>	Sisyphus or State Fiscal Stabilization Fund (SFSF): How California Succeeded in Publicly Reporting SFSF Postsecondary Indicators c11 and c12 <i>Edwards, Scheff</i>	Using SLDS Data to Build a Teacher Performance System <i>Hurwitch, Stefanakos</i>
Concurrent Session II 11:30–12:30	Integrating Early Childhood Into SLDS: Planning and Project Management <i>Cochenour</i>	Postsecondary Electronic Standards Council's (PESC) EDadmitme Project on Single Sign-On <i>Sessa, Leonhardt, Miles</i>	Data Quality Innovation Through Knowledge Management in the Teacher Incentive Fund Program <i>Kraemer, Spry, Scott</i>	Data-Driven Decisionmaking in the Classroom, From Concept to Reality <i>Rawson</i>	Mapping to the Common Education Data Standards (CEDS) <i>Gosa, Pennington, Brady</i>
Lunch (on Your Own)					
Concurrent Session III 1:45–2:45	Public Domain Clearinghouse <i>Sellers</i>	Re-Engaging the Disengaged Student: Effective Use in the Affective Domain <i>Larson</i>	Connecting Teachers to Students <i>Popp, S. King, Ligon</i>	Nevada's System of Accountability and Information in Nevada: Collecting and Reporting, Successes and Challenges for its State LDS <i>Parr, Meyer, Montoya, Nelmes, Walters</i>	OnTrackCA—An Early Warning System <i>Lindner, Brawn, Gross</i>
Concurrent Session IV 3:00–4:00	Beyond Collaboration—Implementing SharePoint 2010 as a Platform for Data Use <i>Fong, Scull</i>	Performance Based Data Management Initiative (PBDMI) to ED Facts—Crossroads and Milestones <i>Santy, Timm</i>	Data Quality...What's That and Who Does It? <i>Stettner-Eaton, Hinman, Marburger</i>	It's More Than "Just Use It": State and Local Data Teams <i>Coulter, Luster</i>	Free Help: State Support Team Technical Assistance Services <i>Chatis, Pennington, Petro</i>
Concurrent Session V 4:15–5:15	It's a Journey, Not a Destination: The Development of Virginia's Postsecondary Education Reports <i>Carter, Jonas</i>	The Navajo Nation Adequate Yearly Progress Formula Development <i>White</i>	College Enrollment and Degree Completion: Challenges and Further Conversations <i>Krieger, Connolly</i>	Innovative Relevant Longitudinal Data Warehousing/Reporting <i>Moore, McKinney, Swarm</i>	Common Education Data Standards (CEDS) Version 2.0—Translating Data Standard Policy Into Practice <i>Santy, Redd, Fey, West</i>
Thursday, February 16, 2012					
General Session, 8:30–9:45, Grande Ballroom B & C					
Concurrent Session VI 10:00–11:00	Data Governance: More Than a Manual, More Than a Monthly Meeting <i>Gosa, Parrish, Klein</i>	Spanning the Spectrum: Utilizing SLDS Data at the Early Childhood, K–12, and Postsecondary Levels <i>Bunis</i>	Implementing an Enterprise Architecture and Meta Data Tool in Washington State <i>Huennekens, Clinton</i>	Meeting Mandates: Cooperation, Communication, Coercion <i>Weinberger, M. King, Atwood, Metcalfe, Howell, Martin, Edwards, Krsek</i>	Protection of Personally Identifiable Information Through Disclosure Avoidance Techniques <i>Hawes, Rodriguez, Szuba</i>
Concurrent Session VII 11:15–12:15	The Butterfly Effect and the Iowa Transcript Center <i>Schmelfenig, Pennington</i>	One Year in the Life of a Data Steward <i>Schmidt, Ekleberry</i>	Creating a Shared Data System at the Local Level to Enhance Teaching and Learning <i>Miller</i>	Aggregate Reporting and Cell Suppression <i>Taylor, Peoples, Mohr</i>	Common Education Data Standards (CEDS) and ED Facts...What's Next <i>Buckley, Santy</i>
Lunch (on Your Own)					
Concurrent Session VIII 1:30–2:30	Ad Hoc Reports on the Fly... Dare to Dream It! <i>S. Williams, Walden</i>	Making a Difference: How California Educators Are Using a Voluntary State Longitudinal Cal-PASS Data System <i>Phillips, Watson</i>	P–20 SLDS—How to Get Started <i>Sellers, Jenner, McGrew</i>	District of Columbia Office of the State Superintendent of Education's Unique Student ID Project Enables Integration of Multiple Data Sources <i>Fontenot, Brownlee</i>	Don't Waste My Time: Here's Why Our Data Look Bad and What We Really Need to Improve the Quality of the Data <i>Worthington, Miceli, Stettner-Eaton</i>
Concurrent Session IX 2:45–3:45	Moving Beyond Compliance: Four Ways States Can Support Districts and Local Data Use <i>Shah, Klein, Domagala</i>	Montana Educator Licensure Automation <i>English, Keller, Hupp</i>	The Return on Investment From Implementing Common Data Standards <i>Miller, Gosa, Bay</i>	Building a Policy-Based Decision Support System <i>Haislet, London</i>	The Collection and Reporting of the General Education Provisions Act and Federal Sub-Award Reporting System Fiscal Data <i>Lee</i>
Concurrent Session X 4:00–5:00	Swimming in Data? It's More Like "Drowning in Data!" <i>O'Dell, Barfield, Archibique, Clements</i>	Online Resources That Increase Student Achievement Based in a Fully SIF Environment <i>Araya, Martinez, Adams, Furr</i>	REALWORLD Kansas Revisited: Where Postsecondary Faculty Use State-Level Applications to Foster Data Use Skill Development <i>Grillot</i>	Maturity Check—Getting Understanding and Direction for Data Quality <i>Hinman, Rabenstine, Marburger</i>	Nebraska's Approach to Matching Third-Party Student Data <i>Cassel, Shepherd, Hastings</i>
Friday, February 17, 2012					
Concurrent Session XI 8:30–9:30	Surfing the Data Standards: Colorado's Path <i>Domagala, Butter, Z. Young</i>	The Technology Maturity Model: Building Innovation in Education <i>Masterson</i>	Utah's Electronic Transcript and Student Record Exchange <i>Thomsen, Brandt</i>	Alabama Department of Education Tracking the Cohort <i>Eiland, C. Sullivan</i>	Evaluation of High School Outcome Data Reported by the States <i>Stillwell</i>
Concurrent Session XII 9:45–10:45	The Feasibility of Consolidating the NPEFS With the Survey of Local Government Finances: School Systems (F-33) <i>Cornman, Kennerly, McCurdy, Evans</i>	Initial Research Findings From Arkansas's SLDS: Using Standards-Based Research to Solve Real Education Problems <i>Walker, Nadeau</i>	Leading Without Reinventing the Wheel <i>Jaffe</i>	Data at Every Level: One SEA's Story of Integrating Data and the Unanticipated Results <i>Rang</i>	The Data Culture: The Impact of Data Use on Instruction by School District Stakeholders <i>Mwavita, Kitchens, Race</i>

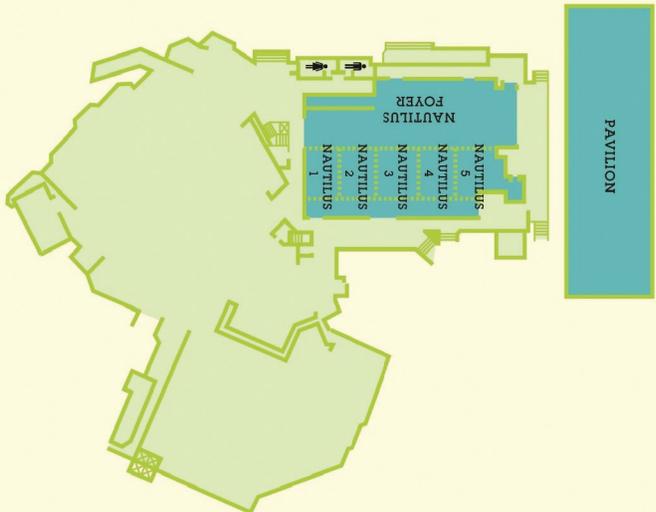
Color Key to Topics		Data Quality	Data Standards	Data Systems	Data Use	Other
Marina 2	Marina 3	Marina 4	Marina 6	Room Name		
F	G	H	I	Session		
Wednesday, February 15, 2012						
Opening Session, 8:30–10:00, Grande Ballroom B & C						
When an LDS Meets the Data Quality Certification: The Use of Kansas's LDS in Data Quality Professional Development <i>Grillot</i>	Techniques and Resources for Linking and Analyzing Student-Level Data <i>Cratty</i>	Technology Just Raised Our Test Scores? <i>Underwood, Rodosky</i>	California K–12 High Speed Network and Corporation for Education Network Initiatives in California (CENIC): Access for Achievement <i>Sanders, Reese</i>	Concurrent Session I 10:15–11:15		
Beyond a Needle in a Haystack <i>Keaveny, Laird</i>	Policy Relevant Visualization and Analysis of LDS Data With Open Source Tools <i>Knowles</i>	GIS in Education Policy: How GIS and Mapping Support Data-Driven Decisionmaking in the Oakland Unified School District <i>Radke, Spiker</i>	Teacher and Administrator Use of Student-Level Data <i>Koffink, Clifford, Sharma</i>	Concurrent Session II 11:30–12:30		
Lunch (on Your Own)						
Connecting Financial Data to EDFacts <i>Case, Santy</i>	Cumberland County Schools Leverage District Data Warehouse for Personalized Education Planning <i>Reyes</i>	Using Data to Measure the Impact of Chronic Absence in Pre-K and Kindergarten <i>Connolly, Stevens</i>	Making Education Data Available to Educators and the Public <i>Scheff, N. Sullivan</i>	Concurrent Session III 1:45–2:45		
The Navajo Nation Education Information System: Moving With Technology to Improve Navajo Education <i>Nelson, Greyyes</i>	U.S. Census Bureau Inputs to the Title I Allocation Program <i>Basel, Toukabri</i>	Santa Ana Unified School District: Data Dashboards—Supporting Student Success Through the Use of Early Warning Indicators <i>Ito, Enz, Mohammad, Kratz</i>	Common Education Data Standards (CEDs) Tools to Facilitate Alignment and Utilization <i>B. Young, Campbell, Tello</i>	Concurrent Session IV 3:00–4:00		
Illinois Interactive Report Card (IIRC) and Bloomington District 87: Vision of Real Time Data Collection and Validation <i>Peterson, Radford, B. Williams, Elia</i>	Building and Managing an Effective K–12 Data Analytics Team <i>Warner, Reddehase</i>	Putting Postsecondary Data in Action at High Schools and Districts <i>Simon, Hall, Zavadsky, Urrabazo</i>	Kansas's Efforts in Developing High School Feedback Reports—Delivering College and Career Readiness Metrics for Kansas LEAs <i>Holder, Gosa</i>	Concurrent Session V 4:15–5:15		
Thursday, February 16, 2012						
General Session, 8:30–9:45, Grande Ballroom B & C						
Collaborating With and Investing in Our Divisions in Virginia <i>Canada, McGowan</i>	Open Source Tools and Applications in Education Research <i>Pushkarev, Jeffery</i>	A Data Governance Balancing Act: Supporting an Education Research Agenda in an Environment of Responsible Data-sharing Policies <i>Boughton, Danzuso</i>	Establishing a Teacher Student Data Link <i>Decker, Sonn, Soule, Wilson, Woolard</i>	Concurrent Session VI 10:00–11:00		
Fair and Useful Accountability Data at the High School Level <i>Hocevar, Tate, Goldschmidt</i>	Rolling Out Success: Educators' Use Is Informing the Texas Student Data System <i>O'Toole, Parrish, Warner, Z. Young</i>	P–20 in Action—Michigan's Focus on Career and College Ready Students <i>Howell, Keesler</i>	Data Use in New York City Schools: A Study of the Achievement, Reporting, and Innovation System (ARIS) <i>Gold, Nathanson, Saegert-Winkel</i>	Concurrent Session VII 11:15–12:15		
Lunch (on Your Own)						
Examples and Opportunities for Using SLDS in Research <i>Santy, Gummer, Mandinach</i>	How California Educators Connect and Collaborate—Brokers of Expertise <i>Ortega, Knolle</i>	Assessment Resource Tool (ART)—Impacting Wyoming Education <i>Lallak, Coe, Jackl, Stefanakos</i>	Virginia—Developing a Data Governance Program in a Multi-Agency, Multi-Stakeholder Environment <i>Jonas, McGowan</i>	Concurrent Session VIII 1:30–2:30		
Incorporating New U.S. Department of Education Programs and Policies into EDFacts <i>Santy</i>	Engaging Stakeholders in the P–20W LDS <i>Taylor, Pennington, Cochenour</i>	District and Statewide Assessment Systems: A Single Source Model to Improve Efficiency and Sustainability <i>Mulvenon, Khojasteh, Pilgrim, Anand</i>	A Comparison of Value-Added, Ordinary Least Squares Regression, and the California STAR Accountability Programs <i>Hocevar, Black</i>	Concurrent Session IX 2:45–3:45		
A History of and a Path Forward for the K–12 Standards Movement in a P–20 World SIF and the Common Education Data Standards (CEDs) Movement <i>Fruth, Abbott, Jackl</i>	CCD and EDFacts, Moving Forward <i>Stetser, Sutcliffe, Little</i>	Data at My Fingertips, Now What Do I Do? <i>Santy, Smith, Collins</i>	Dimensional Modeling for a Statewide Longitudinal Data System (SLDS) <i>Danzuso, Reineke, Reeves</i>	Concurrent Session X 4:00–5:00		
Friday, February 17, 2012						
A Longitudinal Database for Education Programs in North Carolina <i>Reilly, Lakomiak</i>	Reconciling Reporting and Data Use <i>Woodard</i>	California's Chief Technology Officer Mentor Program <i>Bennett</i>	Enabling Public Use of Education Data With EdExplore <i>Klein, Luelling</i>	Concurrent Session XI 8:30–9:30		
Alaska's Course Cross-Walk Project <i>McCormick, S. King, Clements</i>	Using SIF in a District: How You Can Get a Student Signed Up and Ready in All Your Systems Within Seconds <i>Paredes, Yap</i>	DataFirst: A Tool on How to Use Data for Local Decisionmaking <i>Hull</i>	Dismantling the Discipline Data Tower of Babel <i>Edwards, Lane</i>	Concurrent Session XII 9:45–10:45		

SHERATON SAN DIEGO HOTEL & MARINA

Marina Tower: Lobby Level



Marina Tower: Lower Level



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AGENDA WITH SESSION DESCRIPTIONS

**NATIONAL CENTER FOR EDUCATION STATISTICS
CALIFORNIA DEPARTMENT OF EDUCATION**

WEDNESDAY, FEBRUARY 15, 2012

7:30–5:00 **Registration** Bayview Foyer

7:30–5:00 **Morning Break** Grande Ballroom A

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

8:30–10:00 Opening Session Grande Ballroom B and C

California State Welcome

Keric Ashley, Director, Educational Data Management Division, California Department of Education

NCES Welcome

Jack Buckley, Commissioner, National Center for Education Statistics

Introduction of Keynote Speaker

Keric Ashley, Director, Educational Data Management Division, California Department of Education

No Child Left Offline

Tom Torlakson, California Superintendent of Public Instruction, California Department of Education

Superintendent of Public Instruction, Tom Torlakson, will share his vision and the steps California is taking for the use of data and technology to prepare students for the 21st century.

Announcements

Renee' Rowland, NCES STATS-DC/MIS Conference Manager, National Center for Education Statistics

10:00–10:15 Break

10:15–11:15 Concurrent Session I Presentations

I-A Privacy Technical Assistance Center (PTAC) and Family Policy Compliance Office (FPCO): Moving Forward Under the New FERPA Regulations Nautilus 1

*Michael Hawes, U.S. Department of Education
Allison Camara and Baron Rodriguez, Privacy Technical Assistance Center (PTAC)*

10:15–11:15

This concurrent session will provide participants with an overview of the new FERPA regulation changes and the resources available to help states remain in compliance with the law. This session will cover frequently asked questions (FAQs) around the new regulations and a crosswalk of the changes.

I-B Improve Your Data Quality With Real Time Data Collection and Validation..... Nautilus 2

*Valentin Torres, Massachusetts Department of Elementary and Secondary Education
Aziz Elia, CPSI, Ltd.*

10:15–11:15

The Massachusetts Department of Elementary and Secondary Education is rolling out a new initiative that uses the Schools Interoperability Framework (SIF) specification to extract data from district student information systems, validate the data in real time, and pass the data to the state data warehouse for reporting. A SIF organizational profile was developed for student information system and HR application vendors to meet data collection and choreograph requirements. Hear where it is with its deployment, and see a demonstration of how it uses various reports to analyze data collection quality.

I-C Policy and Design Challenges in Building the Virginia Statewide Longitudinal Data System (SLDS) Multi-Agency Research Portal..... Nautilus 3

*Matthew Bryant, Deborah Jonas, and Bethann Canada; Virginia Department of Education
Ellen Mandinach, WestEd
Jeff Sellers, State Support Team*

10:15–11:15

This session provides a panel discussion of the challenges faced and approaches used by the Virginia Statewide Longitudinal Data System (SLDS) team in designing a research portal that is (1) compliant with state and federal law, (2) addresses the research initiatives of multiple stakeholders, (3) incorporates the data governance requirements that are unique to each multi-agency team member, (4) is attractive to and useable by researchers, and (5) is sustainable. The discussion covers both policy-level and practical considerations and includes state education agency and private-sector researcher panelists. The facilitator guides the panel as well as engages the audience for input regarding other states' efforts.

I-D Sisyphus or State Fiscal Stabilization Fund (SFSF): How California Succeeded in Publicly Reporting SFSF Postsecondary Indicators c11 and c12..... Nautilus 4

Sonya Edwards and Karl Scheff, California Department of Education

10:15–11:15

In the September 23, 2011, Federal Register, the U.S. Department of Education stated that during site visits, many states said they would be unable to post State Fiscal Stabilization Fund (SFSF) postsecondary outcome indicators c11 and c12 by the September 30, 2011, deadline. This presentation shares the process California went through to produce the indicators, current and projected costs, considerations, findings, and next steps.

I-E Using Statewide Longitudinal Data System (SLDS) Data to Build a Teacher Performance System Nautilus 5

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

10:15–11:15

Maine is linking data from its statewide longitudinal data system (SLDS) data warehouse with third-party assessments and district-level data in a total performance system that provides ongoing feedback, recognition, and rewards in support of the Teacher Incentive Fund program. This session provides an overview of the system, including data types and sources, the rubric builder model, and individual teacher scorecard reports. The system is designed to provide maximum flexibility for participating districts while leveraging state and local performance data.

I-F When a Longitudinal Data System (LDS) Meets the Data Quality Certification (DQC): The Use of Kansas’s LDS in Data Quality Professional Development..... Marina 2

Kateri Grillot, Kansas State Department of Education

10:15–11:15

For the last two years, the Kansas State Department of Education’s (KSDE) Data Quality Certification (DQC) Program has incorporated its data quality data marts into its data quality professional development program. In this session, Kansas shares how its longitudinal data system (LDS) has been used in its training program to return data to districts to assist them in identifying their own best practices and areas of weakness. A brief introduction of the DQC Program and the specific LDS data marts used will be discussed. KSDE staff will share training methods, lessons learned, and ongoing challenges when encouraging districts to use the state’s LDS to improve data quality.

I-G Techniques and Resources for Linking and Analyzing Student-Level Data..... Marina 3

Dorothyjean Cratty, National Center for Education Statistics

10:15–11:15

While states and districts continue the work of building linked P–20W longitudinal data systems, even a few years of high-quality data can be a valuable resource for improving student outcomes. This session demonstrates techniques that make use of synthetic cohorts, linked aggregates, and supporting data to leverage the research potential of current data systems. This session will also provide information on new NCES technical support and resources for conducting in-house analysis and developing research partnerships.

I-H Technology Just Raised Our Test Scores?..... Marina 4

Kyle Underwood and Bob Rodosky, Jefferson County Public Schools (Kentucky)

10:15–11:15

A new implementation of a homegrown SQL, .Net web application helped every high school in Louisville, Kentucky, raise test scores in reading and math. It combined plain paper test scanners, response clickers, and a new way of responding to data to guarantee proficiency for every student. Smart boards provided instant formative feedback, and the students took ownership of their mastery of the learning targets in a truly balanced assessment environment.

**I-I California K–12 High Speed Network and Corporation for Education
Network Initiatives in California (CENIC): Access for Achievement..... Marina 6**

Teri Sanders, Imperial County Office of Education (California)

Dave Reese, Corporation for Education Network Initiatives in California (CENIC)

10:15–11:15

Come learn about a series of statewide initiatives that enable educators, students, and school staff across the state to have access to a reliable high speed network infrastructure (CalREN) and a number of innovative tools and educational resources. In this session, you will hear how the California K–12 High Speed Network (K12HSN), a state program funded by the California Department of Education, supports local education agencies and the state’s longitudinal data systems from K–12 to higher education.

11:15–11:30 Break

11:30–12:30 Concurrent Session II Presentations

**II-A Integrating Early Childhood Into Statewide Longitudinal Data Systems (SLDS):
Planning and Project Management..... Nautilus 1**

Missy Cochenour, State Support Team

11:30–12:30

In collaboration with states at various stages of integrating early childhood into their statewide longitudinal data systems, the State Support Team (SST) has created planning and project management tools. SST will introduce the technical assistance (TA) service, and state panelists will discuss their work and how these tools have assisted in their efforts, as well as how the resources could be used in other states to help integrate early childhood.

**II-B Postsecondary Electronic Standards Council’s (PESC) EDadmitme
Project on Single Sign-On Nautilus 2**

*Michael Sessa, Postsecondary Electronic Standards Council (PESC)
Charles Leonhardt and Arnie Miles, Georgetown University*

11:30–12:30

Under a strategic partnership between Postsecondary Electronic Standards Council (PESC) and InCommon/Internet2, PESC’s EA2 Task Force is partnering with the College Board, ACT, and a number of institutions and service providers on a pilot project to demonstrate the advantages of streamlining the admissions process with Single Sign-On for students. The goal of this pilot, called EDadmitme, is to provide benefits to everyone involved in the admissions process—vendors, high schools, students, parents, and higher education admissions and registrations offices. Creating a Single Sign-On system with a unique student identifier will allow for the creation of a wide array of services that will benefit all partners.

**II-C Data Quality Innovation Through Knowledge Management in the
Teacher Incentive Fund Program Nautilus 3**

*Sara Kraemer and Lexy Spry, University of Wisconsin-Madison
Jenna Scott, Westat*

11:30–12:30

The Value-Added Research Center at University of Wisconsin-Madison is the lead technical assistance (TA) provider for all recipients of Teacher Incentive Fund grants. Members of the TA team present an innovative system that supports TA, program monitoring, and grantee implementation of K–12 educator performance-based compensation systems. This knowledge management environment has been co-developed with a knowledge management expert employing a user-centered design process. This process has delivered an adaptive TA management system to capture, track, and analyze grantee data needs across a variety of domains that includes data quality and data systems management. In addition to grantee management and analysis, this system captures interactions and coordinates activities among grantees, the monitoring staff, TA providers, and

the U.S. Department of Education. This session provides an overview of the technical and social features of the knowledge management system, a demonstration of key features, and an analysis of cross-grantee challenges in data quality. The multi-institutional TA team includes content experts, monitors, and knowledge managers; and a representative from each area is included on this panel.

II-D Data-Driven Decisionmaking in the Classroom, From Concept to Reality Nautilus 4

Brian Rawson, Texas Education Agency

11:30–12:30

The Texas Education Agency (TEA), in conjunction with the Michael & Susan Dell Foundation, has undertaken an endeavor to redefine how data is viewed and used by local education agencies (LEAs) around the state. For too long, LEAs in Texas have thought of data reporting simply as a burden to satisfy TEA, but now TEA is in the process of rolling out a statewide data system that will provide “at-a-glance” performance improving dashboards to many stakeholders across the district: teachers, principals, superintendents, counselors, etc. This panel will discuss the reactions of teachers and principals, as well as the challenges, successes, opportunities, and lessons learned in the process.

II-E Mapping to the Common Education Data Standards (CEDS) Nautilus 5

Kathy Gosa, Kansas State Department of Education

Jay Pennington, Iowa Department of Education

Anthea Brady, Public Consulting Group

11:30–12:30

States will provide an overview of the step-by-step process that was taken to map statewide longitudinal data systems data to the State Core Model and Common Education Data Standards (CEDS). The data mapping involves comparing state data dictionaries with the State Core Model and CEDS to identify alignment and serve as a metadata gap analysis. Panelists involved in K–12, early childhood, and postsecondary data will reflect on outcomes and challenges of the mapping process.

II-F Beyond a Needle in a Haystack Marina 2

Brandan Keaveny, Rochester City School District (New York)

David Laird, New York City Department of Education

11:30–12:30

This presentation will examine the processes in use and in development by two of the larger urban school districts in New York State to leverage central office resources to reduce the burden on schools to maintain accurate accountability data. The focal point will be on systematizing the capture and verification of high stakes data attributes. Topics of discussion include validation vs. flexible enrollment processes, smart reports, and the data dashboard, among others.

**II-G Policy Relevant Visualization and Analysis of Longitudinal Data Systems (LDS)
Data With Open Source Tools Marina 3**

Jared Knowles, Wisconsin Department of Public Instruction

11:30–12:30

A few free tools can be used to make powerful visualizations and analyses of longitudinal data systems data that can inform decisionmaking. This session addresses a few examples, including regression tree analysis, hierarchical models, and geospatial visualization techniques using the R statistical software.

**II-H GIS in Education Policy: How GIS and Mapping Support Data-Driven
Decisionmaking in the Oakland Unified School District..... Marina 4**

*Susan Radke, Oakland Unified School District (California)
Steve Spiker, Urban Strategies Council*

11:30–12:30

Geospatial tools allow for powerful ways to view and analyze both student-level and facility-level data and are very effective tools to communicate issues, changes, and needs to diverse stakeholders. Oakland Unified School District has a rich partnership with nonprofit organizations that have led to some exciting spatial research projects and new web-based tools being launched to bring actionable education data to our communities and policymakers.

II-I Teacher and Administrator Use of Student-Level Data Marina 6

Irene Koffink, Ginny Clifford, and Sudha Sharma; New Hampshire Department of Education

11:30–12:30

New Hampshire has entered the fifth year of operating PerformancePLUS, the system that provides individual teachers, specialists, and administrators throughout the state access to student-level data. Educators can run aggregate reports and drill down to individual student data. The data include multiple measures of student success (e.g., NECAP [NH assessment], NWEA, DIBELS, Pearson AimsWeb, local benchmarks). Schools can track RTI progress monitoring; teachers can create their own assessments; teachers and administrators can create various reports; and educators can access a variety of student characteristics (attendance, suspension, race, socioeconomic status, etc.). The system is used by curriculum coordinators, classroom teachers, special education teams, principals, and counselors. The state is pursuing the use of PerformancePLUS to measure teacher effectiveness.

12:30–1:45 Lunch (on Your Own)

1:45–2:45 Concurrent Session III Presentations

III-A Public Domain Clearinghouse Nautilus 1

Jeff Sellers, State Support Team

1:45–2:45

Open source sharing for education agencies has arrived! The NCES Public Domain Clearinghouse (PDC) provides a platform for states (and eventually districts) to share, learn, and adopt non-proprietary solutions to common data system-related challenges (portals, growth models, professional development programs, etc.). By leveraging and building upon proven products from the field, PDC users can conserve scarce resources necessary to build solutions from scratch. The site facilitates access to products and allows users to post comments and modified versions of others' solutions. This session includes an update on the tools currently available in the PDC and demonstrations from states.

III-B Re-Engaging the Disengaged Student: Effective Use in the Affective Domain Nautilus 2

Alvin Larson, Meriden Board of Education (Connecticut)

1:45–2:45

Recent national attention on “bullying” and school climate emphasizes the need for quality data to guide decisionmakers. The National School Climate Standards accentuate reliable measures of respect, caring, fairness, and pro-social behavior, as well as methods to re-engage students who are disengaging from school. One local education agency is piloting an online, confidential school climate survey and intervention system designed to meet these standards. This system includes valid and reliable measures of these psychological constructs, identifies students in grades 3–12 who are disengaging from school, utilizes “trigger” e-mails to respond to critical situations, and utilizes an intervention system involving school counseling services.

III-C Connecting Teachers to Students Nautilus 3

*Joyce Popp, Idaho State Department of Education
Steven King and Glynn Ligon, ESP Solutions Group*

1:45–2:45

Idaho has put in place a data collection system that regularly compiles student courses and the teachers who instruct those courses. The system accounts for the possibility of multiple instructors and for virtual instruction; as well, it has accounted for many of the characteristics for a “teacher of record.” This session describes the system, the uses of the data, and the lessons learned. This session also includes an open discussion with the audience to provide feedback and comments.

III-D Nevada’s System of Accountability and Information in Nevada (SAIN): Collecting and Reporting, Successes and Challenges for its State Longitudinal Data System Nautilus 4

*Andrew Parr, Glenn Meyer, Julian Montoya, Ken Nelmes, and Gene Walters
Nevada Department of Education*

1:45–2:45

The Nevada Department of Education (NDE) built the System of Accountability and Information in Nevada (SAIN) primarily for the purpose of meeting federal and state reporting requirements. Federal grant funds provided the NDE with the opportunity to enhance SAIN in a manner that allows authorized users to access a wide array of educational data in a secure environment. This session presents information and lessons learned about the NDE’s journey from a collector of data to a distributor of data. Attendees will also hear about the NDE’s latest challenges: growth model public reporting and quantifying teacher effectiveness.

III-E OnTrackCA—An Early Warning System Nautilus 5

*Gregory W. Lindner, Elk Grove Unified School District (California)
L. Russ Brawn, California School Information Services
Mark Gross, School Loop, Inc.*

1:45–2:45

OnTrackCA.org is an online performance management community of California education leaders and their schools, people committed to raising graduation rates and reducing dropouts. OnTrackCA.org is unique and transformative, and it is designed to help people use data to work together to raise performance. The system connects an indicator dashboard to aligned interventions, so people can identify and support at-risk students. The system is free for local education agencies in California.

III-F Connecting Financial Data to ED Facts Marina 2

Matthew Case and Ross Santy, U.S. Department of Education

1:45–2:45

Through ED Facts and other U.S. Department of Education (ED) data systems, ED offers a broad set of data and reports on grantmaking, grantee performance data, and school and district demographics to inform ED programs and policy. However, these assets are typically fragmented across different systems and do not always employ common entity identifiers (e.g., NCES ID to DUNS), which can facilitate more comprehensive analyses. This presentation focuses on recent efforts across ED to link K–12 demographic and performance data collected in ED Facts to grant execution data.

III-G Cumberland County Schools Leverage District Data Warehouse for Personalized Education Planning Marina 3

Ruben Reyes, Cumberland County Schools (North Carolina)

1:45–2:45

Cumberland County Schools in North Carolina is partnering with eScholar on a new application to empower the educational team (including educators, parents, and students) to create personalized education plans and set intervention and behavioral goals. Harnessing the power of comprehensive longitudinal data from the district’s Data Warehouse has enabled it to measure the effectiveness of the process and to continue to improve student learning.

III-H Using Data to Measure the Impact of Chronic Absence in Pre–K and Kindergarten Marina 4

*Faith Connolly, Baltimore Education Research Consortium
Heidi Stevens, Baltimore City Public Schools (Maryland)*

1:45–2:45

Chronic absence, defined in Maryland as missing more than 20 days in a school year, interferes with instruction and learning. Choosing to examine the issue of absence longitudinally, Baltimore City investigated chronic absence in Pre–K and Kindergarten to determine its influence on later attendance and achievement patterns and to produce geographical maps of student attendance to provide a unique context to develop and implement interventions.

III-I Making Education Data Available to Educators and the Public Marina 6

*Karl Scheff, California Department of Education
Nancy Sullivan,
Fiscal Crisis and Management Assistance Team/California School Information Services*

1:45–2:45

This session includes a demonstration of three free Internet-based services that provide educators and the public with easy access to data about K–12 education in California:

1. DataQuest, the California Department of Education (CDE) site that includes accountability, test, enrollment, graduate, dropout, course enrollment, staffing, and English learner data.
2. Ed-Data, a site supported by partnership with CDE, EdSource, and the Fiscal Crisis and Management Assistance Team (FCMAT) that includes accountability, demographic, financial, bond and parcel tax election results, pop-up trend, and comparison data.
3. School Accountability Report Card (SARC) Ed-Data, a site for local SARC coordinators that provides pre-populated templates to use when creating SARCs.

2:45–3:00 Break

3:00–4:00 Concurrent Session IV Presentations

IV-A Beyond Collaboration—Implementing SharePoint 2010 as a Platform for Data Use Nautilus 1

Amy Fong and Greg Scull

Fiscal Crisis and Management Assistance Team/California School Information Services

3:00–4:00

Time to market and ease of maintenance can be issues for delivering data use and collaboration solutions for state administrators, district staff, parents, researchers, and other key stakeholders. Learn about our agile software development practices, architecture, and innovations in using SharePoint 2010 as a platform to quickly deliver services and applications. We leverage it as an integrated solution with out-of-the-box features and flexible deployment capabilities to quickly deliver single sign-on and user management for collaboration sites, redesign of the EdData.org site, launch of the Statewide Accountability Report Card application, design for mobile use, and integration with legacy systems.

IV-B Performance Based Data Management Initiative (PBDMI) to ED Facts—Crossroads and Milestones..... Nautilus 2

Ross Santy and Barbara Timm, U.S. Department of Education

3:00–4:00

The efforts to improve the collection of state elementary and secondary education data had a long history of false starts and frustration before it became successful. In this session, two of the original staff of the Performance Based Data Management Initiative review the challenges, events, and decisions that shaped the system, policies, and processes that are now used by the U.S. Department of Education in the collection and use of elementary and secondary education information. Staff identify the critical factors for success that they have learned over the last ten years of this federal-state work collaboration and discuss applicability of these factors in the design and development of all large-scale education information systems in the states.

IV-C Data Quality...What’s That and Who Does It? Nautilus 3

Bobbi Stettner-Eaton, Pamela Hinman, and Darla Marburger; U.S. Department of Education

3:00–4:00

As education agencies expand their roles as data collectors to data consumers, greater attention must be paid to the quality of data. Defining data quality is a fundamental step in developing an agencywide data quality improvement system. Join us as we share how the ED Facts Data Governance Board is defining data quality and how the maturity of data governance and a data quality improvement system will improve data quality over time.

IV-D It's More Than "Just Use It": State and Local Data Teams..... Nautilus 4

Alan Coulter and Jane Nell Luster; Louisiana State University Health Sciences Center

3:00–4:00

Schools are awash in data and educators know they should be using it. However, the skills and knowledge required to use data to significantly improve results in special education are poorly organized and infrequently implemented. Linkages between state and local roles in data use to improve performance is only beginning to be clarified. This presentation highlights recent efforts in six states to build state and local data teams that are integrated with state performance plans. These state-local partnerships vary in important ways that suggest sustainable structures can be developed and expanded to affect future program and student performance. An advanced organizer for viewing current local data use will be offered to participants.

IV-E Free Help: State Support Team Technical Assistance Services..... Nautilus 5

*Corey Chatis, State Support Team
Jay Pennington, Iowa Department of Education
Jan Petro, Colorado Department of Education*

3:00–4:00

The Statewide Longitudinal Data Systems (SLDS) State Support Team (SST) is developing a core set of services to address some of the most common challenges faced by states in their SLDS efforts. In this session, SST members provide an overview of the free services available to states, and state staff from Colorado and Iowa will discuss their experiences working with the SST on data governance and stakeholder outreach efforts.

**IV-F The Navajo Nation Education Information System (NEIS):
Moving With Technology to Improve Navajo Education Marina 2**

Brent Nelson and Wendy Greyeyes, Navajo Nation Department of Dinè Education

3:00–4:00

This session addresses the Navajo Nation's endeavor to develop a unique student information system, Navajo Education Information System (NEIS). The NEIS will house all student information of the Navajo Nation to make informed, data-driven decisions to improve the quality of education on the Navajo Nation. This presentation highlights the challenges faced and the achievements made towards this goal.

IV-G U.S. Census Bureau Inputs to the Title I Allocation Program Marina 3

Wesley Basel and Amel Toukabri, U.S. Census Bureau

3:00–4:00

For the Title I allocation process directed by NCE, the U.S. Census Bureau provides two of the primary inputs: school-age poverty at the school district level and biannual updates to the school district inventory and boundaries. This session gives an overview of both programs: the Small Area Income and Poverty Estimates program for poverty and the School District Review Program for boundaries. In addition, improvements to the poverty methodology over the past year and, in particular, the integration of decennial 2010 and other recently available data will be discussed.

IV-H Santa Ana Unified School District: Data Dashboards—Supporting Student Success Through the Use of Early Warning Indicators and a Data Warehouse Marina 4

*Alexandra Ito, Ricardo Enz, and Mobashir Mohammad
Santa Ana Unified School District (California)
Daisy Kratz, eScholar LLC*

3:00–4:00

Research and emerging practices in districts throughout the country support the use of early warning data indicators to predict and ultimately improve student outcomes. With the aim of supporting student success in high school graduation and college and career readiness, Santa Ana Unified School District (SAUSD) is implementing an “early warning” system using predictive data. This presentation provides a descriptive account of SAUSD’s experience in implementing the early warning system, including developing the “early warning” data indicators, the integration of an eScholar data warehouse with Oracle business intelligence, the development of the data dashboard, and related professional development activities.

IV-I Common Education Data Standards (CEDs) Tools to Facilitate Alignment and Utilization..... Marina 6

*Beth Young, Quality Information Partners, Inc.
Jim Campbell and Hector Tello, AEM Corporation*

3:00–4:00

This session takes an in-depth look at how education stakeholders can utilize the available resources of the Common Education Data Standard (CEDs) Data Model and Data Alignment Tool to interact with CEDs in their specific environment. Participants will learn about the Data Dictionary Comparison Tool, which allows users to upload data dictionaries and compare the definitions and focuses of collection with other users. They will also learn about the CEDs Policy Use Generator tool, which allows the user to see a catalog of existing policy questions from others and easily adopt and adapt these questions for their own use.

4:00–4:15 Break

4:15–5:15 Concurrent Session V Presentations

V-A It’s a Journey, Not a Destination: The Development of Virginia’s Postsecondary Education Reports..... Nautilus 1

Nathan Carter and Deborah Jonas, Virginia Department of Education

4:15–5:15

Meeting the challenge of creating useful postsecondary education reports often rests on the ability to reliably merge longitudinal data from disparate sources. This presentation shares the lessons learned during Virginia’s journey to create Postsecondary Education Reports that meet the requirements for State Fiscal Stabilization Fund Indicators—postsecondary enrollment (c11) and postsecondary credits earned (c12). Discussion topics include challenges and decisions made when merging K–12 data with postsecondary education data, strategies used to address challenges, and Virginia’s approach to designing and using Postsecondary Education Reports to support college readiness initiatives.

V-B The Navajo Nation Adequate Yearly Progress (AYP) Formula Development..... Nautilus 2

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

4:15–5:15

The Navajo Nation is introducing an alternative Adequate Yearly Progress (AYP) formula as an amendment to the Elementary and Secondary Education Act. This presentation addresses the phases and research behind the alternative AYP formula development. A holistic approach to addressing academic achievement issues of Navajo students will be shared.

V-C College Enrollment and Degree Completion: Challenges and Further Conversations ... Nautilus 3

*Taylor Krieger, Baltimore City Public Schools (Maryland)
Faith Connolly, Baltimore Education Research Consortium (BERC)*

4:15–5:15

As policymakers and advocates encourage states and districts to determine the “college-ready” of their graduates, numerous hurdles to the process have been identified and not yet resolved. From using the de facto college-ready definition of “not needing remediation” to determining high school graduates’ success in postsecondary institutions, there are discrepancies in data definitions, data sources, and interpretability of reports that need to be clarified for the national conversation to continue.

V-D Innovative Relevant Longitudinal Data Warehousing/Reporting Nautilus 4

Alan Moore, Kyle McKinney, and Trevor Swarm; Laramie County School District #1 (Wyoming)

4:15–5:15

Learn about a district that is building a district-wide data system to integrate data and the operations for collecting, reporting, and analyzing data. After investigating “off-the-shelf” data warehouse/reporting/analyzing tools, we determined none would meet our needs. We decided to build our own longitudinal data warehouse and leverage a popular emerging technology to combine data access with Web 2.0 collaboration and communication tools. We are integrating many district-level data silos and even more school/program-based silos and making the data available through a SharePoint 2010 user interface. The system is designed to accommodate 50,000 users.

V-E Common Education Data Standards (CEDS) Version 2.0—Translating Data Standard Policy Into Practice Nautilus 5

*Ross Santy, U.S. Department of Education
Brandt Redd, Bill & Melinda Gates Foundation
Lori Fey, Michael & Susan Dell Foundation
Gary West, Council of Chief State School Officers*

4:15–5:15

Common Education Data Standards (CEDS) Version 2.0 represents an important step toward the vision of consistent, comparable, efficient data collection across the education sector. This panel will discuss the way CEDS policy decisions are translated into practice through three specific initiatives: Ed-Fi, as developed by the Michael & Susan Dell Foundation; the Gates Foundation-sponsored Shared Learning Collaborative initiative; and the “Blue Box Design,” as developed through the Council of Chief State School Officers. This panel highlights the critical importance of stakeholder engagement in the ongoing CEDS development life cycle.

V-F Illinois Interactive Report Card (IIRC) and Bloomington District 87: Vision of Real Time Data Collection and Validation Marina 2

*Jim Peterson and Jason Radford, Bloomington Public Schools, District 87 (Illinois)
Brandon Williams, Illinois State Board of Education
Aziz Elia, CPSI, Ltd.*

4:15–5:15

The Illinois State Board of Education (ISBE) and Illinois Interactive Report Card (IIRC) are investigating the use of real-time data collection and validation toolsets as a way to gather data from school districts in Illinois. The ultimate objective is to allow educators access to data, resources, and tools that will enhance student performance. The new pilot project being implemented incorporates real-time extract, transform, load (ETL) and validation options to provide data to a central, cloud-based data store available for Illinois school districts, including a data store, data validation and correction, error reporting services, and a set of analytical tools to allow interoperability

between student data, assessments, and other data related to student achievement and learning. Bloomington District 87 presents its vision of the real-time architecture, how it fits in with their current SIF deployment, and the potential impact this project has on its students and educators. In addition, they will discuss how they plan to ultimately link to the new proposed Shared Learning Infrastructure (SLI) initiative through their underlying data center infrastructure IaaS/SaaS pilot, called IlliniCloud.

V-G Building and Managing an Effective K–12 Data Analytics Team Marina 3

Adam Warner, Texas Education Service Center Region 10 (Dallas)
Sharon Reddehase, Double Line Partners

4:15–5:15

Education data projects are typically complex, ill-defined, and expensive. How do you lessen the risk of being late, over budget, or even worse—not delivering a useful solution? Presenters share how they have applied Agile software development principles to successfully create K–12 data systems, including case studies on the Texas Student Data System and a SaaS automated dropout early warning system. The presenters will focus on what types of IT and educator talent to recruit, how to merge the specialties into a collaborative team, how to maintain customer involvement, and how to manage projects iteratively to account for evolving needs.

V-H Putting Postsecondary Data in Action at High Schools and Districts Marina 4

Patrick Simon, Citrus County School District (Florida)
Leslie Hall, MPR Associates, Inc.
Heather Zavadsky, Texas High School Project
Theresa Urrabazo, San Antonio Independent School District (Texas)

4:15–5:15

Connecting high school and postsecondary data can inform decisions about curriculum, assessment, program design, staffing, staff development, interventions, and other efforts to improve college readiness and success at the local and state level. Through the Advance data-exploration tool, the National Student Clearinghouse 3-State Pilot has delivered information to educators at schools, districts, and states regarding their students’ transition from high school to college and factors associated with student success. This session will describe how several districts used that information to inform decisionmaking in pilot schools and districts, including perspectives from district leaders in Texas and Florida.

V-I **Kansas’s Efforts in Developing High School Feedback Reports—Delivering College and Career Readiness Metrics for Kansas Local Education Agencies..... Marina 6**

Kelly Holder and Kathy Gosa, Kansas State Department of Education

4:15–5:15

The Kansas State Department of Education (KSDE) and the Kansas Board of Regents (KBOR) have collaborated to create a longitudinal P–20 data store. The purpose of the data store is to integrate K–12 data with postsecondary enrollment and completion data, from both KBOR and the National Student Clearinghouse (NSC) for research, analysis, and reporting. This presentation examines and demonstrates how the information contained in the data store is being used to develop college readiness metrics and how this information will be disseminated to stakeholders via High School Feedback Reports delivered through the System for Education Enterprise in Kansas (SEEK). Kansas will also share information pertaining to its future plans to include Department of Labor data to develop and gauge career readiness metrics.

THURSDAY, FEBRUARY 16, 2012

7:30–5:00 **Registration** Bayview Foyer

7:30–5:00 **Morning Break** Grande Ballroom A

7:30–5:00 **Cyber Café and Demonstrations Open.....** Grande Ballroom A
(This room will be closed during the General Session.)

8:30–9:45 **General Session** Grande Ballroom B and C

Introduction of Keynote Speakers

Keric Ashley, Director, Educational Data Management Division, California Department of Education

Sharing the California Experience: A Hollywood Script

Keric Ashley, Director, Educational Data Management Division, California Department of Education

*Patrick Perry, Vice Chancellor of Technology, Research, and Information Systems,
California Community Colleges Chancellor's Office*

Keric Ashley and Patrick Perry will share an original screenplay that describes the building and linking of longitudinal data in California. It's a drama, comedy, and documentary blockbuster—you'll laugh, you'll cry, it's better than the musical CATS.

Announcements

Renee' Rowland, NCES STATS-DC/MIS Conference Manager, National Center for Education Statistics

9:45–10:00 Break

10:00–11:00 Concurrent Session VI Presentations

VI-A Data Governance: More Than a Manual, More Than a Monthly Meeting..... Nautilus 1

*Kathy Gosa, Kansas State Department of Education
Melody Parrish, Texas Education Agency
Josh Klein, Oregon Department of Education*

10:00–11:00

Many states are finding it difficult to institutionalize data governance processes in the state education agency (SEA). In this session, you will hear from, and interact with, a panel of Data Governance Coordinators who will discuss how they have dealt with critical situations as they developed their SEA's data governance program. Sample topics address the following questions: How did the coordinator address resistance or lack of participation from program areas? How were conversations structured or facilitated to come up with one definition of a variable when two different areas claim ownership? How were an enterprise-wide perspective of governance and a centralized data system imbedded in the agency?

VI-B Spanning the Spectrum: Utilizing Statewide Longitudinal Data System (SLDS) Data at the Early Childhood, K–12, and Postsecondary Levels Nautilus 2

Shara Bunis, Pennsylvania Department of Education

10:00–11:00

Pennsylvania Department of Education's (PDE) PK–16 SLDS is a rich source of data that is now linked with the early childhood data in the Pennsylvania Department of Public Welfare's Early Learning Network (ELN). In this presentation, PDE discusses updates on the completion of projects that utilize data across the spectrum to provide actionable information for local education improvement back to our early learning, K–12, and postsecondary stakeholders.

VI-C Implementing an Enterprise Architecture and Meta Data Tool in Washington State..... Nautilus 3

*Bill Huennekens and Nathan Clinton
Washington State Office of Superintendent of Public Instruction*

10:00–11:00

The Office of Superintendent of Public Instruction in Washington State is implementing an Enterprise Architecture and Meta Data tool as part of a statewide longitudinal data system grant. This session explores the strategies for implementing the tool and how IT and business staff

plan to use the tool. The data model and mapping being done will be reviewed in addition to practical outputs from the tool.

VI-D Meeting Mandates: Cooperation, Communication, Coercion..... Nautilus 4

David Weinberger, Yonkers Public Schools (New York)
Marilyn King, Bozeman School District #7 (Montana)
Linda Atwood, Montana Office of Public Instruction
John Metcalfe, Fremont County School District #1 (Wyoming)
Tom Howell, Michigan Center for Educational Performance and Information
Kristina Martin, Macomb Intermediate School District (Michigan)
Sonya Edwards, California Department of Education
Laurel Krsek, Napa Valley Unified School District (California)

10:00–11:00

State education agencies (SEAs) and local education agencies (LEAs) are drowning in paperwork and reporting mandates. Are communication gaps and frustration the causes or the consequences? To what degree are SEA-LEA relationships defined by important differences in the priorities of local and state organizations? This panel discussion explores solutions to identify points of integration and interference and improve collaboration. Using the consensus process, this panel discussion and audience participation will result in a “best outcomes” statement for how SEAs and LEAs can work together to meet data mandates that can be shared with governance entities at both the state and local levels.

VI-E Protection of Personally Identifiable Information Through Disclosure Avoidance Techniques Nautilus 5

Michael Hawes, U.S. Department of Education
Baron Rodriguez, AEM Corporation
Tom Szuba, Quality Information Partners, Inc.

10:00–11:00

Presenters will discuss disclosure avoidance techniques to help states remain compliant with FERPA when publishing tabular data.

VI-F Collaborating With and Investing In Our Divisions in Virginia..... Marina 2

Bethann Canada, Virginia Department of Education
Paul McGowan, Center for Innovative Technology

10:00–11:00

As part of its Longitudinal Data System grant, the Virginia Department of Education (VDOE) developed a unique program to invest in, and collaborate with, all 132 divisions (local districts) in the State of Virginia. A unique, competitive sub-grant process was designed and developed with the divisions in which the key stakeholders developed the requirements, criteria, and priorities and a neutral third party managed the process. This presentation will describe the project, lessons learned, and the value to both local divisions as well as VDOE.

VI-G Open Source Tools and Applications in Education Research Marina 3

Val Pushkarev and Matt Jeffery, Arkansas Research Center

10:00–11:00

Arkansas Research Center demonstrates data integration and identity resolution solutions using open source (OSS) tools. The team presents real-life applications of OSS alternatives in education research, such as data profiling with DataCleaner, validation and cleansing with Pentaho, data visualization with Highcharts, and identity resolution with Oyster and KIM.

VI-H A Data Governance Balancing Act: Supporting an Education Research Agenda in an Environment of Responsible Data-sharing Policies Marina 4

Heather Boughton and Matthew Danzuso, Ohio Department of Education

10:00–11:00

As part of its Race to the Top commitment, the Ohio Department of Education (ODE) is in the process of creating the Ohio Education Research Center (OERC), an entity charged with developing and implementing a P–20 education research agenda in Ohio. As a collaborative effort among ODE, the Ohio Board of Regents, and the research community, the OERC is now driving a reassessment of ODE’s data sharing policies and processes. This presentation highlights the challenges associated with streamlining internal procedures for data sharing and preserving student privacy while still furthering Ohio’s research agenda.

VI-I Establishing a Teacher Student Data Link Marina 6

*Cody Decker, Arkansas Department of Education
Laura Sonn, Data Quality Campaign
Helen Soule and Nancy Wilson, CELT
Christopher Woolard, Ohio Department of Education*

10:00–11:00

Representatives from the Ohio Department of Education, the Arkansas Department of Education, CELT, and the Data Quality Campaign discuss solutions for establishing and strengthening previously established Teacher Student Data Links. Topics include establishing a statewide definition of Teacher of Record and using roster verification to improve data quality. A live demonstration of Arkansas’s roster verification system is presented.

11:00–11:15 Break

11:15–12:15 Concurrent Session VII Presentations

VII-A The Butterfly Effect and the Iowa Transcript Center (ITC) Nautilus 1

Carla Schimelfenig and Jay Pennington, Iowa Department of Education

11:15–12:15

Starting with a few basic assumptions, the Iowa Transcript Center (ITC) is growing in importance and applicability across educational entities in Iowa. Hear how Iowa is being proactive with its student record and transcript project: mitigating the impact of disasters with the data repository, moving student records from schools to residential facilities, and fulfilling American Recovery and Reinvestment Act reporting requirements through mandated use of ITC. By involving community colleges and state universities during the planning phase, looping the project into Iowa’s SIF project, and opening the transcript center to Iowa’s nonpublic schools, Iowa is poised to connect student data across the entire state.

VII-B One Year in the Life of a Data Steward..... Nautilus 2

Jennifer Schmidt and Lisa Ekleberry, Tri-Rivers Educational Computer Association (TRECA)

11:15–12:15

One of the challenges for new data stewards is knowing what comes next. To help with planning and preparation, Tri-Rivers Educational Computer Association (TRECA) has created an instructional website and workshop that provides new Ohio Education Management Information System (EMIS) Coordinators (District Data Stewards) a road map for the year. This presentation provides a synopsis of the workshop and explores the tools used for the website’s instructional components.

VII-C Creating a Shared Data System at the Local Level to Enhance Teaching and Learning Nautilus 3

Rick Miller, California Office to Reform Education (CORE)

11:15–12:15

Rick Miller, Executive Director of the California Office to Reform Education (CORE), describes how the seven CORE districts are working together to develop a system that will coordinate their individual data systems, which each district can use to enhance teaching and learning in every classroom and help close the achievement gap. The CORE districts are Clovis Unified School District, Fresno Unified School District, Long Beach Unified School District, Los Angeles Unified School District, Sacramento Unified School District, San Francisco Unified School District, and Sanger Unified School District.

VII-D Aggregate Reporting and Cell Suppression Nautilus 4

*Robin Taylor, State Support Team
Adrian Peoples, Delaware Department of Education
Sue Mohr, Montana Office of Public Instruction*

11:15–12:15

As states prepare to use their longitudinal data systems to provide reports to stakeholders and the general public, maintaining privacy and ensuring the confidentiality of individual student data ranks highest on the “make sure to do” list for states. This session focuses on the policies, procedures, and/or processes that several states use for aggregate reporting and cell suppression.

VII-E Common Education Data Standards (CEDs) and EDFacts...What’s Next Nautilus 5

*Jack Buckley, Commissioner, National Center for Education Statistics
Ross Santy, U.S. Department of Education*

11:15–12:15

Version 2.0 of the Common Education Data Standards (CEDs) includes a complete listing of data elements to generate the aggregate statistics needed for complete EDFacts reporting. So what’s next? How could states use CEDs to bring efficiency to their reporting processes? What about local education agencies? How should they be informed by the definitions and structures of CEDs? This session reviews the elements that have been added to Version 2.0 to ensure complete coverage of EDFacts, presents information on CEDs and EDFacts steps under consideration to leverage what’s been created with Version 2.0, and provides audience members time to discuss what resources or services they would like to see from the U.S. Department of Education moving forward.

VII-F Fair and Useful Accountability Data at the High School Level Marina 2

*Dennis Hocesvar, University of Southern California
Kamella Tate, Performing Arts Center of Los Angeles County (California)
Nancy Goldschmidt, Oregon Health & Science University*

11:15–12:15

The cornerstone of an effective and equitable accountability system is access to information that is both fair and useful. Both California’s Academic Performance Index (API) and NCLB’s Yearly Progress (AYP) are blunt instruments when applied at the high school level, lacking the capacity to generate credible descriptions of progress that educators can use to improve practice. A fairer and more useful system is proposed and illustrated using data for all California high schools downloaded from www.cde.ca.gov. The system has four components: English Language Arts, History, Mathematics and Science, and uses ordinary least squared (OLS) regression to control for the confounding effects of Supplemental Educational Services (SES).

VII-G Rolling Out Success: Educators' Use Is Informing the Texas Student Data System..... Marina 3

Jami O'Toole, Michael & Susan Dell Foundation
Melody Parrish, Texas Education Agency
Adam Warner, Texas Education Service Center Region 10
Zeynep Young, Double Line Partners

11:15–12:15

Texas's limited production release approach involves six districts of varying sizes, capabilities, demographics, and locations. In this session, hear how real-time educator use, reactions, and input are informing final requirements for the innovative statewide performance management platform and performance dashboards. Lessons learned on the introduction, roll out, training, and support of educator-facing tools are shared by project leadership and participating educators.

VII-H P–20 in Action—Michigan's Focus on Career and College Ready Students..... Marina 4

Thomas Howell and Venessa Keesler
Michigan Center for Educational Performance and Information

11:15–12:15

Representatives from the State of Michigan share their efforts to change the P–20 conversation in the state from compliance to actionable information exchange to inform policymakers, education leaders, parents, students, and the public about a renewed focus on higher standards and statewide efforts to better prepare students for career and college aspirations after high school. The discussion includes views of current reports, metrics, and Michigan's bold new career and college-ready cut scores for the statewide assessments in grades 3–8 and 11.

VII-I Data Use in New York City Schools: A Study of the Achievement, Reporting, and Innovation System (ARIS) Marina 6

Thomas Gold and Lori Nathanson
Research Alliance for New York City Schools, New York University
Laura Saegert-Winkel, The New York City Department of Education

11:15–12:15

This presentation discusses findings from an on-going study of how much and in what ways teachers and administrators use the Achievement, Reporting, and Innovation System (ARIS), New York City's district-wide data system for schools. The presentation includes results from an analysis of a survey of users and fieldwork in a random sample of schools across the city. It also presents an analysis of actual usage information culled from clickstream or weblog data. Joining the panel is one of the key managers in the Division of Academics, Performance, and Support at the New York City Department of Education, who provides an overview of ARIS, thoughts on the study's results, and how this research can be useful in efforts to make instruction in the schools more data-driven.

12:15–1:30 Lunch (on Your Own)

1:30–2:30 Concurrent Session VIII Presentations

VIII-A Ad Hoc Reports on the Fly...Dare to Dream It! Nautilus 1

Susan Williams and Scott Walden, Virginia Department of Education

1:30–2:30

As part of their Statewide Longitudinal Data System grant, Virginia created a business intelligence tool that transformed once-static public reports into an interactive report repository. Customized tables, graphs, and maps as well as the build-a-table feature which links disparate data sets will be demonstrated.

VIII-B Making a Difference: How California Educators Are Using a Voluntary State Longitudinal Cal-PASS Data System..... Nautilus 2

*Brad C. Phillips, California Partnership for Achieving Student Success (Cal-PASS)
John B. Watson, Institute for Evidence-Based Change (IEBC)*

1:30–2:30

State Longitudinal Data Systems (SLDS) are coming to fruition. Yet there is little widespread use of these systems by educators in all but a few states. Presenters describe a voluntary system in place for over ten years that houses unitary data spanning for the majority of K–12 institutions, all community colleges, and most of the universities in the state. They also demonstrate a business intelligence tool used by educators to access their data and describe efforts to track student transitions across the various educational segments and link the data to child welfare and workforce data systems.

VIII-C P–20 Statewide Longitudinal Data Systems (SLDS)—How to Get Started..... Nautilus 3

*Jeff Sellers, SLDS State Support Team
Carol Jenner, Washington State Education Research & Data Center
Charles McGrew, Kentucky P20 Data Collaborative*

1:30–2:30

For years states have developed K–12 statewide longitudinal data systems (SLDS) enabling them to follow student progression up the K–12 pipeline. Now states are developing linkages between their K–12 SLDS to other supporting data to add depth and context to the state’s education programs. This includes data from postsecondary education and employment along with data describing a child’s development in early childhood. This session presents aspects of a P–20+ system, including areas of governance, leadership, and buy-in along with defining vision and focus for such a system. Examples are presented from Washington and Kentucky describing the process they followed in implementing their P–20 system.

VIII-D District of Columbia Office of the State Superintendent of Education’s Unique Student ID Project Enables Integration of Multiple Data Sources Nautilus 4

*Thomas Fontenot and Matthew Brownlee
District of Columbia Office of the State Superintendent of Education*

1:30–2:30

In 2011, the District of Columbia Office of the State Superintendent of Education (DC OSSE) implemented an automated, commercial off-the-shelf (COTS) unique student identification management system developed by eScholar. As a result of this implementation, DC OSSE integrated 40+ datasets via a single unique student identifier and subsequently increased data reliability and quality. Join in on the discussion and learn how, for the first time in its history, the DC OSSE is able to link cross-relational data across school years.

VIII-E Don’t Waste My Time: Here’s Why Our Data Look Bad and What We Really Need to Improve the Quality of the Data Nautilus 5

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

1:30–2:30

Federal, state, and local funds are invested each year to “ensure” high-quality data, yet data are submitted to the U.S. Department of Education (ED) with whole districts missing, unexplained differences between district and state counts, business rule violations, implausible data, subgroups inaccurately reported, etc. Come to this session with ideas about what it would take to REALLY improve data in your school, district, and state. Federal and state staff provide an overview of tools, resources, and professional development opportunities to improve the quality of data submitted to ED.

VIII-F Examples and Opportunities for Using Statewide Longitudinal Data Systems (SLDS) in Research Marina 2

*Ross Santy, U.S. Department of Education
Edith Gummer, National Science Foundation
Ellen Mandinach, WestEd*

1:30–2:30

Multiple contexts are developing in the use of state longitudinal data systems to answer research questions or for use in evaluations of projects and programs in federal agencies. This panel discussion presents some examples of how SLDS are being used in collaborative settings. An example is presented of a data partnership between a Regional Educational Laboratory and multiple school districts. Examples of NSF-funded projects that have examined state data systems in research and evaluation is also presented. The implications of changes in federal data systems on research collaborations are discussed.

VIII-G How California Educators Connect and Collaborate—Brokers of Expertise Marina 3

*Jose Ortega, California Department of Education
Jon Knolle, Butte County Office of Education (California)*

1:30–2:30

How does the nation’s most culturally and geographically diverse state support collaboration among its 300,000+ educators? Join us to learn how the California Department of Education’s web portal, Brokers of Expertise (www.myboe.org), allows administrators and educators throughout the state to share best practices and access instructionally rich resources. In this presentation, you follow the evolution of the BOE community, share in new-found knowledge about encouraging participation with online communities, and get a sneak peak at work done with the national Learning Registry project in its quest to collect and manage data on the use of digital resources in education.

VIII-H Assessment Resource Tool (ART)—Impacting Wyoming Education..... Marina 4

*Cassie Lallak, Wyoming Department of Education
Sheila Coe, Alex Jackl, and Manos Stefanakos; Choice Solutions, Inc.*

1:30–2:30

Data visualization has gone from paper-based form to ART (Assessment Resource Tool), which provides an interactive and visually progressive tool to display data in ways only imagined! ART provides Wyoming’s education community with a single solution for its assessment reporting needs. ART is a tool educators and leaders can rely on to provide applicable information based on student assessment performance in an easy-to-access, easy-to-use, and understandable manner. ART provides (1) advanced analysis and visualization tools for educational data; (2) district, school, and class-specific comparisons; (3) year-over-year comparisons; and (4) ability to view student data at a classroom level.

VIII-I Virginia—Developing a Data Governance Program in a Multi-Agency, Multi-Stakeholder Environment Marina 6

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

1:30–2:30

The Virginia Department of Education (VDOE) is working with a number of other agencies—State Council of Higher Education for Virginia (SCHEV), Virginia Community College System (VCCS), and Virginia Employment Commission (VEC)—to develop a multi-agency, multi-stakeholder longitudinal data system (LDS). One of the program’s key challenges has been the development of a cross-agency Data Governance Program. Each agency has well-established independent Data Governance processes and standards, and this presentation will describe the three-phase project where the stakeholders came together to agree on, and develop, a common framework and processes for cross-agency Data Governance.

2:30–2:45 Break

2:45–3:45 Concurrent Session IX Presentations

IX-A Moving Beyond Compliance: Four Ways States Can Support Districts and Local Data Use Nautilus 1

Rebecca Shah, Data Quality Campaign
Josh Klein, Oregon Department of Education
Dan Domagala, Colorado Department of Education

2:45–3:45

As states continue to develop their statewide longitudinal data systems, the traditional state education agency role must evolve from compliance-oriented to service providers meeting the diverse needs of all districts in the state. This session discusses Data Quality Campaign’s (DQC) new framework that offers four guiding principles for states as they enhance their collaborative data efforts. Josh Klein, Oregon Department of Education, serves as a discussant to apply DQC’s framework to state and district data efforts in Oregon. Dan Domagala, Colorado Department of Education, discusses the value of data collaboration, including the development of the Colorado Growth Model and SchoolView.

IX-B Montana Educator Licensure Automation Nautilus 2

Kellee English and Elizabeth Keller, Montana Office of Public Instruction
Dean Hupp, Hupp Information Technologies

2:45–3:45

The Montana Office of Public Instruction contracted to create the MSEIS Licensure System. This system automates all of its tasks related to educator licensing. This session addresses how the system has changed the way the office interacts with educators, districts, institutions, and other governmental agencies.

IX-C The Return on Investment From Implementing Common Data Standards Nautilus 3

Adam Miller, Michael & Susan Dell Foundation
Kathy Gosa, Kansas State Department of Education
Shawn Bay, eScholar LLC

2:45–3:45

States and districts are recognizing the value of implementing common data standards, such as cost efficiencies in development, opportunities to share tools, and leverage on vendor offerings, to name just a few. These states and districts, all in the process of leveraging the free Ed-Fi resources, share real-world lessons learned while implementing their vision of educator-facing data tools. In addition, participants will hear how cost savings are being identified and documented.

IX-D Building a Policy-Based Decision Support System Nautilus 4

Chandra Haislet and Robert London, Maryland State Department of Education

2:45–3:45

A P20W system is a politically challenging endeavor. So why build a P20W Policy-Based Decision Support System? Every state is currently facing a barrage of transition questions where the answers require multiple interagency data sources. This presentation provides information on Maryland’s strategy to build a system to purposefully identify and link data to inform and support policymakers. A critical piece of the strategy is the development of a series of education and skills dashboards, which are available for review and discussion during the session.

IX-E The Collection and Reporting of the General Education Provisions Act and Federal Sub-Award Reporting System Fiscal Data..... Nautilus 5

Charles Lee, U.S. Department of Education

2:45–3:45

With increasing public interest in information about those entities and organizations receiving federal funds, data on education funding will be required to be submitted to the Federal Sub-award Reporting System even as fiscal data continues to be required by Section 427 of the General Education Provisions Act. This presentation reviews how these potentially duplicative fiscal reporting requirements are being handled in a number of states and discusses alternate successful solutions currently being implemented or under development.

IX-F Incorporating New U.S. Department of Education Programs and Policies Into ED*Facts*..... Marina 2

Ross Santy, U.S. Department of Education

2:45–3:45

This session provides an overview of the revisions to the ED*Facts* data model that have been made in the past two years to accommodate policy changes, such as implementation of the 2008 Title I regulation on cohort graduation rates, revisions to the School Improvement Grant program, creation of the State Fiscal Stabilization Fund program and its metrics, implementation of Race to the Top within 12 states, Rosa’s Law, and the ESEA Flexibilities package. The session also addresses the impact of non-ED changes, such as the impact of the Healthy and Hunger-Free Kids Act of 2010.

IX-G Engaging Stakeholders in the P–20W Longitudinal Data System (LDS)..... Marina 3

*Robin Taylor, State Support Team
Jay Pennington, Iowa Department of Education
Missy Cochenour, AEM Corporation*

2:45–3:45

This session focuses on ways that states can engage early childhood, K–12, higher education, and workforce stakeholders. States share best practices used in engaging stakeholders, along with other tools and resources available to states, such as State Support Team services.

IX-H District and Statewide Assessment Systems: A Single Source Model to Improve Efficiency and Sustainability Marina 4

Sean Mulvenon, Jam Khojasteh, Rob Pilgrim, and Santhosh Anand; University of Arkansas

2:45–3:45

The purpose of this session is to demonstrate the use of SAS as a single source software to build data systems, use in the development of assessment models, provide Internet access, and implement effective online training programs for educators. To demonstrate what can be accomplished, the presenters model a system that provides accountability measures, state report cards, school and district reports, academic improvement plans, and others via use of a single source. The session also demonstrates cost effectiveness and sustainability through a single source software model applied to comprehensive district and statewide data systems.

IX-I A Comparison of Value-Added, Ordinary Least Squares Regression, and the California STAR Accountability Programs Marina 6

Dennis Hocevar and Aime Black, University of Southern California

2:45–3:45

Publicly available data for 436 Los Angeles Unified School District (LAUSD) elementary schools were drawn at the school and the individual grade level (grades 2–5) from various websites in California. An alternative, author-proposed accountability system based on Grade Level Equivalent (GLE) and Adjusted GLEs, computed using ordinary least-squares regression (OLS), was operationalized and compared to LAUSD’s AGT value-added system and to the California STAR system. In terms of interpretability, reliability, validity, fairness, and utility, the alternative OLS accountability system was judged to be the best of the three systems on all counts. The use of Adjusted GLEs in instructional decisionmaking is illustrated and discussed.

3:45–4:00 Break

4:00–5:00 Concurrent Session X Presentations

X-A **Swimming in Data? It’s More Like “Drowning in Data!”** Nautilus 1

*Kathryn O’Dell and Kathleen Barfield, REL Southwest at Edvance Research
Michael Archibique, New Mexico Public Education Department
Barbara Clements, ESP Solutions Group*

4:00–5:00

While the plan to have each state education agency design and implement its own statewide longitudinal data collection and reporting system, many states and districts continue creating and maintaining disparate data repository silos in order to satisfy individual reporting needs. Furthermore, depending on the reporting requirements, there are many data collections that collect the same information redundantly instead of once. To complicate the matter, while national data element standards are being streamlined, states and districts continue maintaining their own data standards. So, are states and districts swimming in data? In some, if not many cases, it is more like “drowning in data.” This session’s presenters share over 30 years of experience working with large and small state agencies that range from the most technically advanced urban to the very rural school districts—all to help them tackle the problem of no longer drowning in data but being able to successfully swim with their data. The presenters share their lessons learned, best practice scenarios, and most relevant experiences, as well as their process for streamlining a state’s or district’s data repository systems.

X-B **Online Resources That Increase Student Achievement
Based in a Fully SIF Environment** Nautilus 2

*George Araya, Angelica Martinez, Sally Adams, and Cynthia Furr
Desert Sands Unified School District (California)*

4:00–5:00

This session provides examples of technology tools used in the success of low income students in their performance. Additionally, it provides the understanding of online assessment-score-redirect instruction-parent communication, and the online tools available for students, teachers, and parents for academic enhancement. Based on a seamless Student Interoperability Framework (SIF) integration, this session discusses and provides examples of technology tools that are in place to help teachers effectively manage large class sizes and provide teachers and students resources for individualization of instruction. Resources are triggered by the scoring of the assessments of homework that needs to be mastered.

X-C REALWORLD Kansas Revisited: Where Postsecondary Faculty Use State-Level Applications to Foster Data Use Skill Development..... Nautilus 3

Kateri Grillot, Kansas State Department of Education

4:00–5:00

The Kansas State Department of Education created the REALWORLD System, which makes available state-level applications for postsecondary faculty to use in pre-service instruction. In this session, Kansas shares the outcomes of the initial release of the REALWORLD System from the first universities to use the system in pre-service administrator coursework. Additionally, a brief tour of the REALWORLD System is shared as well as a preview of the next steps for the REALWORLD System.

X-D Maturity Check—Getting Understanding and Direction for Data Quality..... Nautilus 4

Pamela Hinman, Joseph Rabenstine, and Darla Marburger; U.S. Department of Education

4:00–5:00

Adopting a comprehensive system of data quality improvement can be overwhelming when one considers its many components. Attend this session to learn about the development of the EDFacts Quality Improvement Program (EQulP) and how a data quality maturity assessment can be used to create a strategy for developing, implementing, and advancing your education agency’s data quality improvement system.

X-E Nebraska’s Approach to Matching Third-Party Student Data..... Nautilus 5

Christopher Cassel, Eva Shepherd, and Matt Hastings; Nebraska Department of Education

4:00–5:00

Anticipating a future filled with opportunities and requirements to match department data with third-party data, the Nebraska Department of Education (NDE) sought a consistent yet configurable process to match student-level data with data from various sources. The approach NDE developed using Microsoft Fuzzy Lookup Transformation has proven effective, flexible, and scalable. This presentation describes this matching process and how it was used to support the Direct Certification and Verification Matching System project for Nutrition Services. An evaluation of the results and lessons learned is also discussed.

X-F A History of and a Path Forward for the K–12 Standards Movement in a P–20 World Schools Interoperability Framework (SIF) and the Common Education Data Standards (CEDS) Movement..... Marina 2

Larry Fruth and Jill Abbott, SIF Association
Alex Jackl, Choice Solutions, Inc.

4:00–5:00

Fifteen years ago, a few school districts in the Midwest brought together a few of their vendors with the charge that they have to allow them to “enter data once and use it many times.” With that charge, the Schools Interoperability Framework (SIF) Community was born, developing the first PK–12 focused interoperable specification for the marketplace—an agreed “technical blueprint.” The data standard landscape has exploded. Navigating your way through Common Core Standards (CCS), Common Education Data Standards (CEDS), Schools Interoperability Framework (SIF) and others proves challenging. This session outlines the progression of educational technical standards and connects the dots to the various data initiatives going on today, including the “hot topic” areas of assessment lifecycles, need trends, and data for the new assessment systems that are currently being developed.

X-G Common Core of Data (CCD) and ED Facts, Moving Forward Marina 3

Marie Stetser, National Center for Education Statistics
Rachel Sutcliffe, U.S. Department of Education
Jeff Little, U.S. Census Bureau

4:00–5:00

Currently, the NCES Common Core of Data (CCD) is collected, edited, and reported in a series of discrete processes in discrete systems. Data are uploaded to the ED Facts system from states, transferred to NCES servers where they go through a cleaning process involving NCES, the U.S. Census Bureau, and other NCES contractors, and then are published on the Web for public use in several file formats and static reports. The U.S. Department of Education is developing an enterprise system with the goal to increase timeliness, accuracy, and consistent reporting of CCD data to the public. This presentation outlines the current process, identifies inefficiencies and shortfalls in that process, and explains how the enterprise solution will remedy those inadequacies.

X-H Data at My Fingertips, Now What Do I Do?..... Marina 4

*Ross Santy, U.S. Department of Education
Nancy Smith, DataSmith Solutions
Laurie Collins, Mizuni, Inc.*

4:00–5:00

With the growing emphasis in education to use data identifying students at risk of dropping out, underperforming on core subjects, and in need of personal learning plans, teachers are being asked and/or required to use sophisticated software and data analysis tools. It is our contention and experience that while generally teachers can use the tools if training is provided, they may not have a good understanding of how to recognize and interpret the data they are presented. New teacher preparation programs are starting to address this critical missing piece of the data puzzle. However, there is a need for a change in the current methodologies used in preparing new teachers to use and understand the data. Join this presentation to hear what programs our research has uncovered and explore what is still missing that needs to be addressed to use data to improve instruction and student outcomes.

X-I Dimensional Modeling for a Statewide Longitudinal Data System (SLDS)..... Marina 6

*Matthew Danzuso and Dean Reineke, Ohio Department of Education
Laura Reeves, StarSoft Solutions, Inc.*

4:00–5:00

The Ohio Department of Education, in partnership with the Ohio Board of Regents, is expanding its existing data warehouse environment to encompass data from pre-school through college. This is an extension of the statewide longitudinal data system to take the collected data and make it available for analysis. The resulting dimensional data warehouse will help the agency with reporting and accountability and is also geared to support the education research community.

7:30–11:00	Registration	Bayview Foyer
7:30–8:30	Morning Break	Grande Ballroom A
7:30–10:00	Cyber Café and Demonstrations Open.....	Grande Ballroom A

8:30–9:30 Concurrent Session XI Presentations

XI-A Surfing the Data Standards: Colorado’s Path..... Nautilus 1

*Daniel Domagala, Colorado Department of Education
David Butter, Deloitte Consulting LLP
Zeynep Young, Double Line Partners*

8:30–9:30

As Colorado kicks off the next phase of its P–20 Statewide Longitudinal Data System (SLDS) initiative, take an inside look at the enterprise data model strategies, business processes, and technologies that will deliver accurate, timely, and actionable information to Colorado P–20 stakeholders. This session focuses on (1) key decision drivers and strategies to align Colorado’s education data collections with an open-source data delivery model called Ed-Fi; (2) how the Colorado project, along with other State initiatives, is contributing to the evolving landscape of “standards;” and (3) the flexible data collection technologies Colorado is implementing with its SLDS “Capture” Project to realize both current and future needs while surfing the wave of actionable information.

XI-B The Technology Maturity Model: Building Innovation in Education..... Nautilus 2

Mark Masterson, Arizona Department of Education

8:30–9:30

The Arizona Department of Education (ADE) presents its concept of a cloud-based, integrated, statewide education data system that provides the pathway to next generation learning for all students. ADE proposes their vision of an education maturity model that incorporates current initiatives in data analytics, security, data and curriculum standards, and student success management.

XI-C Utah’s Electronic Transcript and Student Record Exchange Nautilus 3

Clint Thomsen and John Brandt, Utah State Office of Education

8:30–9:30

Utah public education has embarked on an ambitious education information initiative. The Utah Electronic Transcript and Record Exchange (UTREx) integrates a sophisticated longitudinal data system with other SIF-based components, including SSID management, LEA-to-LEA record

exchange, and electronic transcript ordering for postsecondary institutions. The core component (LEA-SEA reporting) was successfully implemented in October 2011. The remaining components will be implemented in early 2012. Utah faced significant contractual and scheduling challenges but prevailed with effective cooperation of state education agency staff, local education agencies, and vendors. Other keys to Utah’s success thus far include a statewide implementation model and tightly choreographed yet flexible execution.

XI-D Alabama Department of Education Tracking the Cohort Nautilus 4

Patricia Eiland and Charles Sullivan, Alabama Department of Education

8:30–9:30

The State of Alabama has developed an online accountability portal that allows local schools to monitor the status of each student in a graduation cohort and to challenge that status. The accountability portal also allows superintendents and principals to monitor the Highly Qualified Teacher (HQT) and in-field status of each teacher based on the schedule assigned or a given term.

XI-E Evaluation of High School Outcome Data Reported by the States Nautilus 5

Robert Stillwell, National Center for Education Statistics

8:30–9:30

High school outcomes have increasingly been in the limelight of public debate over the past few years. Graduation is correlated with higher rates of employment, employment participation, and pay. Dropping out of school is correlated with lower economic outcomes, higher crime, and even incidents of health problems. As precise graduation and dropout rate calculations require accurate, student-level data, proxy indicators have been developed that utilize aggregated data to approximate these cohort rates. These proxy indicators also require accurate data on enrollment, diploma, and dropout counts. This session examines the accuracy of these counts, as reported by the states, using various metrics. Understanding the accuracy of these basic student counts is also an indicator of the overall quality of state-collected data. Understanding the accuracy of these data is especially important as access to the data necessary to calculate the cohort rates is held by the states and is not readily available for federal or public replication and accuracy evaluation.

XI-F A Longitudinal Database for Education Programs in North Carolina Marina 2

Elizabeth Reilley and Allen Lakomiak, The University of North Carolina General Administration

8:30–9:30

In 2008, the University of North Carolina General Administration developed a database for statewide education program data. The database links student demographics, K–12 academic data from the North Carolina Department of Public Instruction, program services, and college enrollment and graduation data from the National Student Clearinghouse. With support from the College Access Challenge Grant, GEAR UP programs were the first to implement the database that is expanding to include the North Carolina Mathematics and Science Education Network and select TRIO programs. The database allows these programs to improve effectiveness and efficiency,

make data-driven decisions about their services, participate in statewide education research, and inform policy.

XI-G Reconciling Reporting and Data Use Marina 3

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

8:30–9:30

Hundreds of millions of dollars are being spent on the design and development of state and local longitudinal data systems for education. This presentation explores the inherent conflicts between education information systems that are designed and built for reporting education progress and those information systems that are built to use data in the school building and classroom. The presenters explore possible paths to reconcile these systemic conflicts.

XI-H California’s Chief Technology Officer Mentor Program Marina 4

Andrea Bennett, California Educational Technology Professionals Association (CETPA)

8:30–9:30

The Chief Technology Office Mentor Program has been influencing the technology leadership environment in California schools for five years. Unique in its approach to professional development, this project-based curriculum includes topics from three strands: leadership, education, and technology. Candidates are paired 1:1 with a mentor who guides them through the assignments and the program. The program is a collaboration among the California Educational Technology Professionals Association, the California Department of Education, the Fiscal Crisis and Management Assistance Team, and the California County Superintendents Educational Services Association. Attend this session to learn more about this amazing program that is improving the use of educational technology by raising the bar for technology leaders in California.

XI-I Enabling Public Use of Education Data With EdExplore Marina 6

Josh Klein and Brett Luelling, Oregon Department of Education

8:30–9:30

Senior staff from the Oregon Department of Education demonstrate the Education Data Explorer, a new tool providing education data to the public in a powerful and easy-to-consume graphical format. The tool leverages proven mapping, charting, and dashboard technologies and combines them with newly available animation technology. This presentation includes background information on Oregon’s 10-year journey in public education data reporting, beginning with annualized school-level financial data and evolving to daily student performance data stored in high speed dimensional data cubes.

9:30–9:45 Break

9:45–10:45 Concurrent Session XII Presentations

XII-A The Feasibility of Consolidating the National Public Education Financial Survey (NPEFS) With the Survey of Local Government Finances: School Systems (F-33) Nautilus 1

*Stephen Cornman, National Center for Education Statistics
Terri Kennerly, U.S. Census Bureau
Su McCurdy and Janice Evans, Iowa Department of Education*

9:45–10:45

Recently, several states have requested that NCES consider consolidating the Common Core of Data's National Public Education Financial Survey (NPEFS), with the Survey of Local Government Finances: School Systems (F-33). NPEFS is an NCES data collection, a state-level survey that includes all revenues and expenditures for public education. The F-33 collects finance data on each school district and local education agency and is conducted by the U.S. Census Bureau. The consolidation theoretically could reduce the reporting burden on state educational agencies (SEAs) and save the U.S. government the costs of conducting separate surveys. However, there are significant challenges inherent in consolidating or replacing NPEFS with the F-33 survey. The challenges include adding data items to the F-33 and expanding the F-33 to include state and federal education agencies to maintain the current NPEFS coverage. SEAs may incur significant costs to meet these challenges. This session discusses the feasibility of consolidating the two surveys, including the need for school finance data at the state and district level, capacity issues, the economic burden on respondents, possible benefits, challenges presented, methods to surmount those challenges, and alternative solutions.

XII-B Initial Research Findings From Arkansas's Statewide Longitudinal Data System (SLDS): Using Standards-Based Research to Solve Real Education Problems..... Nautilus 2

*Jake Walker, Arkansas Research Center
Greg Nadeau, PCG Education*

9:45–10:45

The convergence of standards within NCES's Common Education Data Standards (CEDs) Version 2.0 elements and logical model provides a foundation for data-driven policies. The gap remains for well-documented conceptual models to link research with system design. This presentation provides a framework of key entities and relationships and a proposed syntax to parse policy questions into technical specifications. It presents outcomes using a standards-based approach from recent research completed by the Arkansas Research Center for stakeholders in Arkansas, including evaluation of Pre-K participation's impact on early K-12 performance, higher education remediation outcomes, and higher education graduates' employment and wage outcomes over time.

XII-C Leading Without Reinventing the Wheel Nautilus 3

Doug Jaffe, New York State Regents Research Fund

9:45–10:45

New York State has been driving educational efficacy using data for years and has found that the value of these initiatives increases dramatically as data become more integrated and more broadly used. In an effort to spur innovation and lower data integration and operating costs, New York is leading the way in interoperability standards that leverage common data formats. Panelists address (1) enablement work around data, transport, and services standards, which make it possible to integrate work of others; (2) assessment definition work that allows sharing costs of high-quality assessments among other states; (3) learning resource meta data standards that make it possible to plug-in content that works best for students; and (4) shared technology and service initiatives that take advantage of solutions to technology problems others have solved.

XII-D Data at Every Level: One State Education Agency’s Story of Integrating Data and the Unanticipated Results..... Nautilus 4

Emily Rang, Washington State Office of Superintendent of Public Instruction

9:45–10:45

Washington State has worked diligently to reduce data collections across program areas within the state education agency. This presentation will share the story of data consolidation and the surprise discovered at the local level and provide real examples that identified opportunities for new attitudes at every level of education. See what went right, what went wrong, and what is being done.

XII-E The Data Culture: The Impact of Data Use on Instruction by School District Stakeholders Nautilus 5

*Mwarumba Mwavita, Oklahoma State University
Joe Kitchens and Kim Race, Western Heights Public Schools (Oklahoma)*

9:45–10:45

The objective of this presentation is to share how the data culture has impacted the district’s stakeholders to focus on learning and teaching processes. To this end, individual students and cohort-based growth are presented. In addition, analytics showing teachers’ impact on students over multiple years is presented. Finally, a discussion on how stakeholders used this data is shared.

XII-F Alaska’s Course Cross-Walk Project Marina 2

*Erik McCormick, Alaska Department of Education and Early Development
Steven King and Barbara Clements, ESP Solutions Group*

9:45–10:45

Standardized course codes are essential for tracking student performance, consistently communicating about teacher assignments, and improving instruction in the long run. In addition, they are extremely useful for standardizing information in student record exchanges and high school transcripts. Some states have a state course code system; however, even in those states, many districts have their own local course codes that they use for scheduling. Standard course codes provide more consistent information on the rigor and content of the courses taken by a student and help to ensure proper placement when a student transfers or applies to a postsecondary institution. The availability of course-level information at the state provides Alaska researchers greater capability for analyzing success patterns of secondary students. Individual student records with this information in the longitudinal data system will enable researchers to track student course taking over time. The Alaska Department of Education and Early Development (EED) has contracted with ESP Solutions Group to use their CourseWalk™ online application to develop a set of standard state course codes (SSCCs). These codes can be used by Alaska local education agencies to describe student course taking and to characterize education licenses and assignments. The districts’ local course codes can be mapped to the Alaska course codes, which can then be mapped to national course codes to enable the use of national course codes to be shared across different lines when a student transfers or applies to attend school out of a district or state.

XII-G Using Schools Interoperability Framework (SIF) in a District: How You Can Get a Student Signed Up and Ready in All Your Systems Within Seconds Marina 3

*Vicente Paredes, SIF Association
James Yap, Ramapo Central School District (New York)*

9:45–10:45

What is the real return on investment (ROI) with Schools Interoperability Framework (SIF)? One of the major value propositions is the mantra of “enter data once—use it many times.” This session will provide real-world examples of utilizing SIF-enabled applications and what it can mean to local education agency data administrators, IT leaders, support staff, teachers, and most importantly the learners themselves! Within seconds, all the local systems can be up and running to support the learner as soon as he or she enters the district’s doors. This type of interoperability can also be replicated at the district to state level to provide seamless reporting and ID management.

XII-H DataFirst: A Tool on How to Use Data for Local Decisionmaking..... Marina 4

Jim Hull, National School Boards Association, Center for Public Education

9:45–10:45

The National School Boards Association’s Center for Public Education developed DataFirst for governance training to better prepare school board members to use data more effectively in their policymaking. The training is comprised of a foundations module to educate board members on data presentation and analysis, along with two content modules dealing with teacher quality and preparing students for high school and beyond. This session provides an overview of the DataFirst data-driven decisionmaking process by demonstrating DataFirst.org, which was designed to educate not only school board members about proper data use but also the public.

XII-I Dismantling the Discipline Data Tower of Babel..... Marina 6

Sonya Edwards and Justin Lane, California Department of Education

9:45–10:45

California shares its recent experience in trying to develop its collection of discipline data to meet ED*Facts* reporting requirements (incidents, suspensions, and expulsions) that led it to the Tower of Babel. In this session, the presenters demonstrate the need to bring clarity to discipline data collection and reporting requirements. The presenters show how the Common Education Data Standards (CEDS) can be a useful reference point and highlight how it falls short of what education data stakeholders need. There is an interactive exercise with audience participation that some attendees may find useful when gathering data requirements. Ultimately, California’s goal is to arrive at clear, consistent terminology and guidance for good, quality data.

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KEYNOTE SPEAKERS' BIOGRAPHIES

**NATIONAL CENTER FOR EDUCATION STATISTICS
CALIFORNIA DEPARTMENT OF EDUCATION**

KEYNOTE SPEAKERS' BIOGRAPHIES

Keric Ashley
Director, Educational Data Management Division
California Department of Education

Keric Ashley was an elementary and middle school teacher for eight years and a school site administrator for another seven. During these 15 years, he worked at all three levels: elementary, middle, and high school.

Ashley continued his career working for the California Department of Education (CDE). In his 18 years at CDE, he has conducted compliance reviews, coordinated the K–3 Class Size Reduction Program and, most recently, serves as the Director of the Educational Data Management Division. His staff is responsible for some of the major data collections for the CDE, including the state's system to collect statewide student and teacher data through the California Longitudinal Pupil Achievement Data System (CALPADS) and to make that data available to the education community and the general public.

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 Commissioner of the National Center for Education Statistics, and his term runs through June 21, 2015. He brings a commitment to enhancing the relevance, timeliness, and methodological rigor of NCEs's work in all areas of education.

Commissioner Buckley is on leave from New York University, where he is an associate professor of applied statistics. He served as Deputy Commissioner of NCEs from 2006 to 2008 under former NCEs Commissioner Mark Schneider and is known for his research on school choice, particularly charter schools, and on statistical methods for public policy.

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 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.

KEYNOTE SPEAKERS' BIOGRAPHIES

Patrick Perry

**Vice Chancellor of Technology, Research, and Information Systems
California Community Colleges Chancellor's Office**

Patrick Perry is the Vice Chancellor of Technology, Research, and Information Systems for the California Community Colleges Chancellor's Office. He oversees the collection of unitary student records for the 112-campus system, all system-wide technology initiatives, and the Institutional Research unit responsible for all accountability reporting. In this capacity, he oversees many of the centrally provided technology services to the CCC system, including Internet connectivity, electronic transcripts, e-conferencing services, and a common student application.

Perry was recently appointed by Secretary of Education Arne Duncan to be one of 15 members of the "Committee on Measures of Student Success" making recommendations on alternate measures of student success and progress for two-year institutions.

Tom Torlakson

**State Superintendent of Public Instruction
California Department of Education**

Tom Torlakson was elected to a four-year term as California's 27th State Superintendent of Public Instruction on November 2, 2010. As chief of California's public school system and leader of the California Department of Education, Superintendent Torlakson applies his experience as a science teacher, high school coach, and state policymaker to fight for California's students and improve the state's public education system.

Torlakson's journey has led him from the classrooms of Contra Costa County's Mount Diablo Unified School District (where he remains a teacher-on-leave), to the Antioch City Council, Contra Costa County Board of Supervisors, and the California State Senate and State Assembly.

During his tenure in the California State Legislature, Torlakson acted to protect education funding, improve student nutrition and physical education, and ensure school safety. He also championed legislation to increase funding for textbooks, computers, and other instructional materials and efforts to close the digital divide, eliminate the achievement gap, and reduce the dropout rate.

In 1998, Torlakson authored legislation leading to the development of the largest system of after-school programs in the nation. In 2006, he authored the bill that led to a 300 percent expansion in these programs—so they now reach 4,000 schools around the state. Torlakson authored the Quality Education Improvement Act (SB 1133) in 2006, which dedicates nearly \$3 billion to California's lowest performing schools. He also played a key role negotiating and authoring the \$9 billion Proposition 1A bond measure in 1998, which has led to public votes supporting over \$36 billion to build new schools and improve existing school buildings.

As the chair and founder of the California Task Force on Youth and Workplace Wellness, Torlakson has been a leader on banning junk food from schools, providing healthier school meals, promoting student health and fitness, and combating diabetes and obesity among children.

Born in San Francisco, Torlakson served as a fireman in the United States Merchant Marine, earning the Vietnam Service Medal. He earned a B.A. in History, a Life Secondary Teaching Credential, and an M.A. in Education from the University of California, Berkeley. He lives in Pittsburg with his wife, Mae Cendaña Torlakson, a member of the Ambrose Recreation and Park District Board of Directors.

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DEMONSTRATION DESCRIPTIONS

**NATIONAL CENTER FOR EDUCATION STATISTICS
CALIFORNIA DEPARTMENT OF EDUCATION**

DEMONSTRATION DESCRIPTIONS

Battelle for Kids

John Hussey

Supported by funding from the Bill & Melinda Gates Foundation, Battelle for Kids will make its web-based solution to capture accurate teacher-student data linkage available to all states and school districts. This is a critical first step in using student performance data for measuring teacher effectiveness.

Choice Solutions, Inc.

Brennain Delaney, Zach Tussing, and Srinivas Kallakurchi

Choice Solutions is an end-to-end global Enterprise IT Service and Solutions provider with a proud tradition of helping educational entities build better citizens for tomorrow. Founded with a vision of partnering state and local agencies, Choice Solutions offers a holistic approach to moving and delivering education information and services to the proper stakeholders. With a portfolio of trusted and quality solutions, Choice has the privilege of serving many government organizations, including 14 state departments of education and numerous districts, regional education centers, and privately run agencies. By taking a partner-centric approach with customers and strategic business partners, the Choice Team is able to bring the wealth of experience, knowledge, and passion that is essential to drive innovation and success in today's rapidly evolving education technology market.

CPSI, Ltd.

Gay Sherman, Aziz Elia, and Michelle Elia

CPSI's xDStudio delivers a highly scalable, extensible statewide longitudinal data system solution that provides automated real-time data collections and reporting. CPSI, Ltd., provides continuous data validation and error reporting along with longitudinal data analysis processes to give stakeholders up-to-date quality data that is always available for review, analysis, and reporting. The system can be easily expanded to include a larger set of data pulled from additional data sources. The XML generator allows the use of any pre-defined data standard, including School Interoperability Framework (SIF), SLI, Ed-Fi, National Education Data Model (NEDM), Common Education Data Standards (CEDS), Postsecondary Electronic Standards Council (PESC), or a combination of standards for various purposes.

CSDC Systems Inc.

Lisa Gauvin, Dean Mallory, and Duane Lietch

CSDC Systems Inc. demonstrates the Race to the Top (RTTT) grants management/performance monitoring solution developed for the Massachusetts Department of Elementary and Secondary Education. The Grantium solution G3™ is designed to automate the application, award, and monitoring requirements for RTTT school districts. This implementation allows the Massachusetts team to focus on strategic objectives and less time on operational demands. In the spirit of the RTTT program, Massachusetts is pleased to share the design and G3™ configuration solution with other RTTT states so they too may leverage their work, reducing costs and speeding implementation.

DEMONSTRATION DESCRIPTIONS

Deloitte

Philip Benowitz, David Butter, and Alan Hartwig

Deloitte has successfully implemented education data systems in six states as well as with the U.S. Department of Education. Deloitte presents and demonstrates its education data system point solutions and large-scale implementation capabilities. Working with clients and partners, it delivers technology, security, change management, and organizational development services to help clients implement the data systems that enable bold reform. Deloitte discusses how it can support education reform initiatives.

eScholar LLC

Shawn Bay, Wolf Boehme, and Daysie Kratz

eScholar—Building Futures One Goal at a Time. As the leading innovator in providing data and technology solutions to drive education, eScholar products provide clean, integrated data that can be used to drive effective innovations to promote and improve individual student achievement to systemically improve education. eScholar is introducing a new application, eScholar myTrack™, that harnesses the power of comprehensive longitudinal data to inform educational goals and to measure progress. A demonstration of the new product and how eScholar can support personalized education is offered. eScholar provides comprehensive solutions that are relied on statewide by 13 state education agencies, supporting 4,800 districts with more than 18 million early childhood through postsecondary students. www.escholar.com

ESP Solutions Group

Joshua Goodman, Steven King, Glynn Ligon, and Barbara Clements

ESP Solutions Group is solely focused on improving the quality of education data. Its team of education experts pioneered the concept of “data-driven decisionmaking” (D3M) and now partners to optimize the management of data within education agencies. ESP Solutions Group has advised school districts, all 52 state education agencies, and the U.S. Department of Education on the practice of K–12 school data management. They are nationally recognized experts in implementing the data and technology requirements of state accountability systems, No Child Left Behind (NCLB), EDEN/ED*Facts*, Schools Interoperability Framework (SIF), and the National Education Data Model (NEDM). Its collective expertise is represented in the Optimal Reference Guides (downloads are available at www.espsg.com/resources.php). To learn more, visit www.espsolutionsgroup.com.

DEMONSTRATION DESCRIPTIONS

Esri

Charlie Fitzpatrick, George Dailey, and Tom Baker

Education data vary tremendously between locations. Why? Geographic information system (GIS) software allows mapping and analysis of data comparing relevant factors. Online GIS allows users to easily view, post, save, and share maps. Use ArcGIS Desktop and ArcGIS Online to explore, analyze, customize, and share data, helping viewers discover and understand patterns and relationships.

Hupp Information Technologies

Dean Hupp, Jill Roberts, and Michelle Hupp

Hupp Information Technologies demonstrates its Education Solutions, such as HIT-LS (Licensure System), HIT-Accred (School Accreditation System), and HIT-CAS (Cost Accounting System). Solutions are used in hundreds of state and local education agencies and can help with your education-related needs.

Infinite Campus

Joe Fox and Kim Schroeder

Infinite Campus Statewide Data Collection is accomplished through the Infinite Campus State Edition (ICSE) system that connects to and collects data from existing student information systems (SIS) as well as Infinite Campus and third-party systems, located at districts across the state for use by the U.S. Department of Education (ED). ICSE delivers proven, comprehensive ED functionality including unique student and staff IDs, district-to-district data transfers, and teacher-student data linkage while ensuring on-time, on-budget implementations. As the only vendor that has successfully implemented five statewide system initiatives, Infinite Campus has unique insights into the complexities and subtleties of planning and managing this important project.

Mizuni

Laurie Collins

Mizuni offers an unmatched PK–20 Enterprise Information Management Solution to meet states' rapidly evolving information needs. The Mizuni Solution is the ultimate tool to support student achievement through the collection, linkage, and real-time delivery of accurate, high value data from sources spanning the PK–20 spectrum, while offering rich functionality directly out of the box. Mizuni's State Solution allows for extensive customization to meet the requirements of the state education agencies and their many stakeholders.

DEMONSTRATION DESCRIPTIONS

Pearson

Jessica Bleak, Gary Johnson, Barbara Delbove, and Ric Ferrentino

State education agencies need longitudinal data systems that enable interagency linking, automate processes, increase data accuracy, and reduce cost. These interoperability solutions need to work with existing data systems and be scalable for future expansion. With over a dozen state deployments, Pearson has completed more standards-based implementations than any other provider, demonstrating an unquestioned commitment to education. Learn more about our Common Education Data Standards, Schools Interoperability Framework, Postsecondary Electronic Standards Council, and other standards-based solutions—i.e., Pearson’s secure electronic student record/transcript solution and our instructional improvement solutions—to help create a successful Lifelong Data Continuum (PK–20–W).

Postsecondary Electronic Standards Council (PESC)

Jennifer Kim

Through open and transparent community participation, Postsecondary Electronic Standards Council (PESC) enables cost-effective connectivity between data systems to accelerate performance and service, to simplify data access and research, and to improve data quality along the education lifecycle.

PTD Technology

Doug Wiesner

In this era of increased informational requirements challenged by tighter budgets, the ability to collect, analyze, report, and share information in an efficient and cost-effective manner is tantamount to a successful educational policy. Often, the belief is that one must sacrifice specialization in technology systems, settling for standardization. That is, fitting policy to technology instead of making technology fit policy. At PTD Technology, we challenge that notion by providing customized, high-quality information collection, analysis, and sharing systems for less than or equivalent to costs of “COTS” systems.

SAS

Wes Avett, Scott MacConnell, and Acton Archie

SAS helps state education agencies track student progress and trends longitudinally from data such as attendance, test scores, and demographics. SAS enables states to merge vast amounts of student data from the disconnected levels of education—culminating in the development of a data-rich, state-specific longitudinal data system that integrates relevant data about a student’s education from preschool through graduate school or workforce entry. The SAS demo showcases how states can integrate data, improve data quality, and manage metadata; use analytics to identify current and future trends for better decision making; and equip decisionmakers with secure self-service reporting.