



**22nd Annual
MIS Conference
Seattle, Washington
February 18-20, 2009**

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**22nd Annual
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February 18-20, 2009

AGENDA AT-A-GLANCE

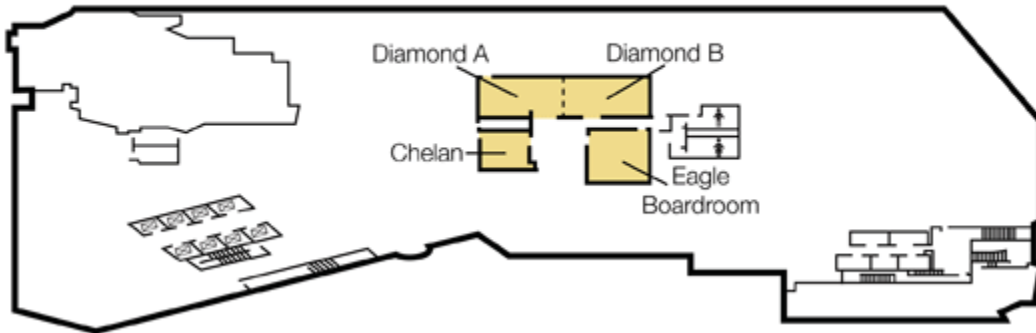
National Center for Education Statistics
Washington State Office of Superintendent of Public Instruction

**22nd Annual Management Information Systems Conference
February 18 - 20, 2009 - Sessions At-A-Glance**

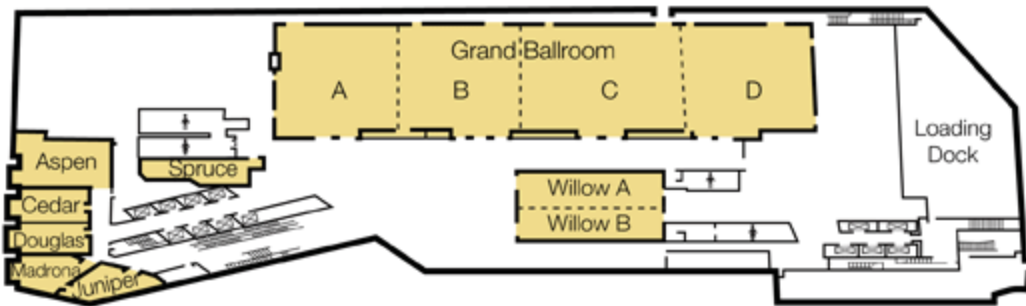
Room Name	Diamond A/B	Douglas Room	Cedar Room	Aspen Room	Grand Ballroom B
Session	A	B	C	D	E
Wednesday, February 18, 2009					
Opening Session, 8:30 - 10:00, Grand Ballroom C					
Concurrent Session I 10:15 - 11:15	EDEN and SIRS: A Flexible Marriage of Many Danforth, Kumiega, Garrison	Taking SIF Certification to the Next Level Coleman, Sherman, Collins	Using Census Data Within the School District Struense, Harder	Every School Day Counts B. Smith, Alston	PK-12 Data Model, Handbooks Online, and SIFA: What They Are and How They All Fit Together Walkup, Bairu, Fruth, Young
Concurrent Session II 11:30 - 12:30	Using Data to Raise Standards and Classroom Academic Performance Archbald	UTREx—Data Exchange Using SIF Interoperability Howard, Collins	The NCES Teacher Compensation Survey in 18 States Cornman, Holland	Using Geographic Information Systems in Educational Analysis—NCES School District Demographic System Phan, Woods, Collins	Progress and Challenge—An Update on ED Facts Submissions Across the Country Santy, Keller, Rodriguez, Breithaupt
Lunch on your own					
Concurrent Session III 1:45 - 2:45	Collaborating With Compliance Data: SEAs, IHEs, and RELs Kessler, Schneider, Ropp, Kochanek	Workshop: Moving Data Between and Across Entities for a Comprehensive PK-20 Student Record Schulte, Coleman	How the SLDS are Impacting Data Use Mandinach, LaPointe	The Forum Guide to Metadata Ogle, Bairu, Szuba	Preparing for an All-ED Facts Consolidated State Performance Report Stettner-Eaton
Concurrent Session IV 3:00 - 4:00	Built and Re-built for Success! Roewe, Campbell, Brown, Elia		Reality Check: How FERPA Guidelines are Handled by All Levels of the Education System Gosa, Doar, Hoffman, Clements	Eureka! California Finds Gold Using Electronic Transcripts Friedrich, Johnson	Data Governance—Best Practices Timm, Bogner
Concurrent Session V 4:15 - 5:15	Managing Data Systems Security Schwartz, Taylor		Changing Times, Changing Policies, Changing Funding Collins, N. Smith	Use of Educational Statistics Within the U.S. Army Recruiting Command Dorminey	Yellow Brick by Yellow Brick: Using a Professional Development Program to Strengthen Data Quality in Kansas Gosa, Grillot
Thursday, February 19, 2009					
General Session, 8:30 - 9:45, Grand Ballroom C					
Concurrent Session VI 10:00 - 11:00	Regional Education Service Center Offers Data Certification to Districts Fitzgerald	SIF Getting the Biggest Bang for Your Buck Canada, Wraage, Fruth	Great Expectations Byrd-Poller	Project Jump Start—A Project of the Education Commission of the States Wanker, Sampson, Johnson, Landavazo	Collecting and Reporting NCLB Assessment Data Stettner-Eaton, Worthington, Domagala
Concurrent Session VII 11:15 - 12:15	Data Use for Program Evaluations and Sub-group Analyses in Louisiana Asmus, Brezaussek	Real Time Data Interoperability to Improve Your Data Quality Nadeau, Fawcett, Elia	Examples of How OSEP Uses SEA-Level Special Education Data for Program and Policy Worthington, Miceli	Georgia's P-20 Longitudinal Data Systems: What a Long Strange Trip It's Been Pevey	Data Quality—Internal Control Assessment Timm
Lunch on your own					
Concurrent Session VIII 1:30 - 2:30	From the School House to the State House—Data Solutions for All Hackworth, Quirk	Wyoming e-Transcript Solution: Wyoming Transcript Center Schulte, Jackl	The American Community Survey School District Custom Tabulation Geverdt	School District Title I Estimates: Boundary Updates and Methodology From the U.S. Census Bureau Basel, Reese, Ream	Using ED Facts as Part of a Data Validation Process Santy
Concurrent Session IX 2:45 - 3:45	Using Transcripts to Improve College Readiness: A Secondary/Postsecondary Partnership Munoz, Levesque	Wyoming Statewide Data System: WISE Schulte, Jackl	Quantifying Issues That Affect the Health, Safety, and Academic Success of Students Spradling	Getting Student-Teacher Linkages Right! Watson, Lindsey	Operationalizing ED Facts Part I ED Facts Staff and Partner Support Center Team
Concurrent Session X 4:00 - 5:00	Using Data: Lessons Learned From The Broad Prize for Urban Education Gulek, Levesque	Longitudinal Data Systems Implementation—Lessons Learned in Ohio Jullerat, Baker, Johnson, Hill, Richards	Using Data to Improve Student Achievement: Characteristics of Data-Driven Districts and What States Can Do Laird, Kline	60 Million Ways to Data Quality Fong, Friedrich	Operationalizing ED Facts Part II ED Facts Staff and Partner Support Center Team
Friday, February 20, 2009					
Concurrent Session XI 8:30 - 9:30	Beyond Descriptives: Effective Use of Data Systems to Improve Achievement Mulvenon, Airola	Analysis of Indiana's Statewide e-Transcript System—Past, Present, and Future Fleck, O'Connell	Navajo Sovereignty in Education Act: Data Usage to Empower the Navajo Nation White, Galvin	Building a Standards-Based Data Warehouse Nadeau, Fawcett, Elia	The Process for Metadata Collection Clark
Concurrent Session XII 9:45 - 10:45	Making Mole Hills Out of Mountains of Data: Professional Development to Survive the Data Deluge Airola, Mulvenon, Garrison		From Data to Information: Perspectives on Policy and Practice Lindsey, Watson, Kraemer	Using GIS to Examine Spatial and Demographic Trends in High School Dual Enrollment Tyson, R. Lee, Borman	Performance Based Assessments and Digital Portfolios S. Lee, Foeh
COLOR KEY TO TOPICAL TRACKS:	STATEWIDE DATA SYSTEMS (SDS)	SCHOOLS INTEROPERABILITY FRAMEWORK (SIF)	DATA USE/ DATA STANDARDS	DATA QUALITY	EDFACTS

22nd Annual Management Information Systems Conference February 18 - 20, 2009 - Sessions At-A-Glance				
Grand Ballroom C	Grand Ballroom D	Willow A	Willow B	Room Name
F	G	H	I	Session
Wednesday, February 18, 2009				
Opening Session, 8:30 - 10:00, Grand Ballroom C				
	Partnering With Districts to Ensure Data Quality; Taming the Data Monster: Steps to Implementing Statewide Data Standards Cassel, Hurwitsch, Snow, Stefanakos	A Code of Ethics for Data People Purwin, Cornman	The Kids Count Community-Level Indicators (CLIKS) on Kids Database: A Tool for Examining Local Conditions of Child and Family Well-Being Magarati, Loeb	Concurrent Session I 10:15 - 11:15
	Data Flow End-to-End Fadaoff, King	Uncovering AYP Results—Providing Tools to Allow Schools to Drill Down Behind All Calculations Eiland	College Readiness Through Advanced Placement (AP) and Pre-AP Programs—An Analysis of Opportunities and Challenges in Washington State Dittrich, Johnstone, Nagel, Tran	Concurrent Session II 11:30 - 12:30
	Creating Student Information From Different Data Sets Using Probabilistic Record Linking Wagner, Paulson	Building a Customer-Focused BI System for the Iowa Education Community: EdInsight Addy, Pennington, Carver	Using Data Information to Benefit at Risk Students Johnson, Furth	Concurrent Session III 1:45 - 2:45
	Beyond the 10 Essential Elements: What Else Does the DQC Survey Tell Us? N. Smith		A Conceptual Structure of an Educational Data System (EDS) and Business Agility: Developing for Change Yap, Clinton, Corrigan	Concurrent Session IV 3:00 - 4:00
	E-Transcripts—The Road to Success Gibson, Beecham, Brinson, Canada	Developing a Web-Based Reporting System to Monitor Annual Dropout and Cohort Graduation Rates in a Large Public School System Leo-Russell, Chavez de Daigle	Washington's Education Research and Data Center Jenner, Came	Concurrent Session V 4:15 - 5:15
Thursday, February 19, 2009				
General Session, 8:30 - 9:45, Grand Ballroom C				
	Oregon's Regional Partnership LDS Rodriguez, Breithaupt	Public vs. Private Sector Leadership—Why Is It So Hard To Get Things Done? Houde	Improving Student Achievement and Decision-Making with Data Nelson	Concurrent Session VI 10:00 - 11:00
Follow the Child—Analyzing Multiple Assessments and Indicators at the Aggregate or Individual Level Koffink, Schwartz	Colorado Growth Model Domagala	The Process of Data Quality: State Discussion with Alaska, Wyoming, Missouri, and California Schutte, Edwards, Fadaoff, Ogle, Ligon	Washington State's K-20 Education Network Mah	Concurrent Session VII 11:15 - 12:15
Lunch on your own				
School Districts and Intellectual Property Issues—Basics, Recent Developments, and How the Web Can Get You in Trouble Miedema, Swan	Technology-Supported Professional Development for Principals and School-Based Leaders Stein, Nunn, Tracey	Using State Data at the Local Level to Improve Student Achievement Hocavar, Brown	Collection of Evidence Data Klenk, Mount	Concurrent Session VIII 1:30 - 2:30
Workshop: Cracking the Glass Wall: Using Education Data for Research Daughtery, Barfield	Moving Education Forward in Kansas Through Partnerships Gosa	Use of Data to Monitor Progress to Improve Outcomes for Children and Youth With Disabilities Tracey, Nunn, Stein	What Types of Data Show the Successes of English Language Learners in Washington State? De Leeuw	Concurrent Session IX 2:45 - 3:45
	Get Smart! Implementing Strategies to Prevent CHAOS From Taking CONTROL of Your Longitudinal Data System S. Smith, Babcock, Magyar	School Health Data: The Missing Link Doyle	Partners in Learning: Using Student Information Systems to Guide Instructional Practice Blodgett	Concurrent Session X 4:00 - 5:00
Friday, February 20, 2009				
	Framework for Data Driven Decision Making Gibson, Heritage	Data Quality Monitoring and Improvement Initiative at Everett Public Schools Rice, Holtorf	A View of Washington's Assessment Data Applications Dunster, Katims, Brown	Concurrent Session XI 8:30 - 9:30
	Cohort Dropout Rates Williams	Collecting Data About K-12 Buildings: A Pilot Project in Washington State Oman	Using the NAEP Data Explorer Mangiantini	Concurrent Session XII 9:45 - 10:45
FEDERAL	LONGITUDINAL DATA SYSTEMS (LDS)	OTHER	WASHINGTON STATE	

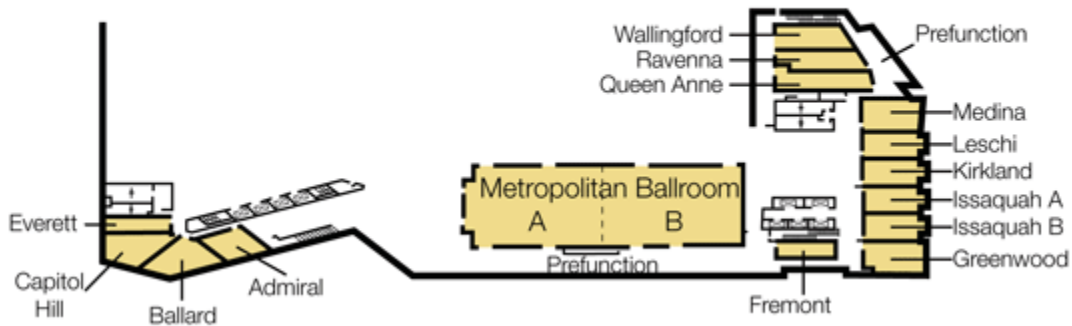
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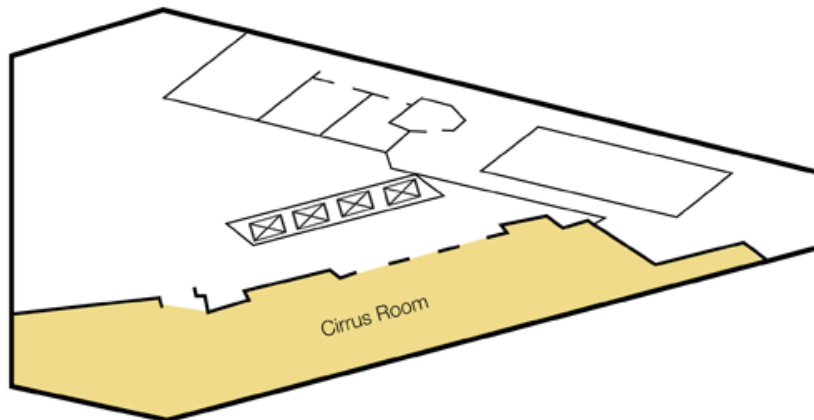
Second Floor



Third Floor



35th Floor - Union Street Tower





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AGENDA WITH SESSION DESCRIPTIONS

National Center for Education Statistics
Washington State Office of Superintendent of Public Instruction



7:30 – 5:00 Registration2nd Floor Lobby

7:30 – 8:30 Morning Break.....Grand Ballroom A

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

8:30 – 10:00 Opening Session.....Grand Ballroom C

Washington State Welcome

Peter Tamayo, Washington State Office of Superintendent of Public Instruction

NCES Welcome

Stuart Kerachsky, Acting Commissioner, National Center for Education Statistics

Introduction of State Superintendent of Public Instruction

Peter Tamayo, Washington State Office of Superintendent of Public Instruction

Keynote Address

Randy Dorn, State Superintendent of Public Instruction

Washington State Office of Superintendent of Public Instruction

As the new State Superintendent, Randy Dorn will describe his vision and priorities for the Office of Superintendent of Public Instruction (OSPI). He will address his vision and goals for creating world-class schools for all our children and the importance of data in meeting these challenges.

Roll Call of the States

Lee Hoffman, Program Director, National Center for Education Statistics

Announcements

10:00 – 10:15 Break

10:15 – 11:15 Concurrent Session I Presentations

I-A **EDEN and SIRS: A Flexible Marriage of ManyDiamond A/B**

Ron Danforth, New York State Education Department

Tom Kumiega, Western New York Regional Information Center

Tim Garrison, eScholar, LLC

10:15 – 11:15

This session will describe the processes used in New York for extracting data from its statewide data warehouse, known affectionately as SIRS—Student Information Repository System—and other legacy sources of data to generate the Education Data Exchange Network (EDEN) data files. Roles of the New York State Education Department (NYSED), the Western New York Regional Information Center (RIC) and eScholar will be discussed. Learn what challenges NYSED and its partners encountered as they steadily moved toward a more modern and robust data environment capable of meeting all state and federal reporting requirements.



I-B

Taking SIF Certification to the Next Level..... Douglas Room

Peter Coleman, Virginia Department of Education
Gay Sherman, CPSI, Ltd., Schools Interoperability Framework Association
Certification Committee
Laurie Collins, Schools Interoperability Framework Association

10:15 – 11:15

Moving the data needed for state and Education Data Exchange Network (EDEN) reporting in an automated interoperable environment can be challenging. To ensure that the data elements needed are available, Schools Interoperability Framework (SIF) Certification has become a requirement in many purchases and requests for proposals (RFPs). Many states have recognized the strength of this and are requesting SIFA to take it to the next level to ensure they are getting at the data elements of interest for them. The Association and the Oklahoma State Department of Education successfully piloted the SIF Oklahoma Organizational Profile. From this pilot, the Certification Committee of the Association has been able to recommend the continuation of Organizational Profiles and expand out the certification program to include Functionality Profiles. In this session, we will present the white paper for the SIF Oklahoma Organizational Profile, the conclusions, lessons learned, and the recommendations for other states.

I-C

Using Census Data Within the School District.....Cedar Room

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

10:15 – 11:15

Geo-coding is the process of taking a set of student addresses and converting them to Census community identifiers, which contain ZIP code and "Census block group" information. This information, when gathered for a group of students, allows a demographic profile of the group to emerge.

It is important to understand that the Census community identifier tells only about the geographic area in which the student resides and not about the student, the student's family, or the student's residence. Collected for a group of students, the Census community identifier supports the reporting of a rich array of demographic characteristics regarding the communities in which students live, including information about ethnicity, household income, educational attainment levels, and the like. Once extracted, the data can be merged with local data to provide many internal assessments and reporting attributes.



I-D Every School Day CountsAspen Room

Bill Smith, Sioux Falls School District (South Dakota)
Alyssa Alston, Council of Chief State School Officers

10:15 – 11:15

This free new Forum Guide advises readers on collecting and classifying high-quality attendance data to provide schools and districts with actionable information that can be used to improve attendance. “Every School Day Counts: The Forum Guide to Collecting and Using Attendance Data” makes the case for high-quality attendance data, presents a standard taxonomy for defining attendance data, addresses common challenges related to accurate and comparable attendance data, and describes how schools and districts have used their data to improve student attendance.

I-E PK-12 Data Model, Handbooks Online, and SIFA: Grand Ballroom B
What They Are and How They All Fit Together

Hugh Walkup and Ghedam Bairu, National Center for Education Statistics
Larry Fruth, Schools Interoperability Framework Association
Beth Young, Quality Information Partners, Inc.

10:15 – 11:15

Over the past few years, the Forum and the National Center for Education Statistics (NCES) have led the development of a comprehensive PK-12 data model which organizes and catalogs all the information maintained by schools and districts in the course of conducting their daily business. NCES’s Handbooks Online provides a listing of all data elements that might be needed for decision making related to managing an education system, reporting to state and federal education agencies, and computing indicators of school effectiveness. The Schools Interoperability Framework Association (SIFA) is a non-profit organization that brings together vendors, government agencies, state departments of education, and other industry leaders to develop a specification ensuring that PK-12 instructional and administrative software applications can share information seamlessly. This session will provide an overview of each of these projects including their websites and recent work. This session will also show the overlap between these three projects and discuss future plans for further integration of this work.



I-G

**Partnering With Districts to Ensure Data Quality;Grand Ballroom D
Taming the Data Monster: Steps to Implementing
Statewide Data Standards**

*Chris Cassel, Nebraska Department of Education
Bill Hurwitch and Brian Snow, Maine Department of Education
Manos Stefanakos, ESP Solutions Group*

10:15 – 11:15

This presentation will describe Nebraska’s approach to providing meaningful and timely feedback to districts regarding data quality, including instructions, rejecting certain data during load processes, validation reports (errors and warnings), verification reports, ad hoc “lookup” reports to research issues, and data quality training.

The Maine Department of Education established a Data Management Team in 2006 to begin the process of controlling the massive amount of data collected in an unknown number of silos. This session will review the steps taken to create a data governance structure, complete a data sources inventory, implement an education data dictionary, and begin the process of developing a statewide student information system. A demonstration of the new Maine Data Dictionary utilizing the DataSpecs Online tool from ESP Solutions Group will be given.

I-H

A Code of Ethics for Data People Willow A

*Tom Purwin, Jersey City Public Schools (New Jersey)
Stephen O. Cornman, National Center for Education Statistics
The Data Ethics Task Force*

10:15 – 11:15

Management information personnel work under laws that safeguard the confidentiality of student data while technical standards govern the quality of data and the data systems that produce them. But what about data ethics? The increasing demand for education data and research has brought with it a sudden, and perhaps unexpected, imperative to open a dialogue with data personnel about their ethical responsibilities—especially regarding how they appropriately use technology to access, use, share, and manage education data. The “Forum Code of Data Ethics” is written to help make core ethical principles understandable and actionable for staff as they work with data in their education organizations. The document presents summary text, vignettes, recommended procedures, and training points for each of nine “best practice” canons of ethical conduct. Join task force members to discuss the document and learn how an education organization can establish ethics guidelines and training initiatives for data handlers in this age of technology.



I-I

**The Kids Count Community-Level Indicators (CLIKS) Willow B
on Kids Database: A Tool for Examining Local Conditions
of Child and Family Well-Being**

*Maya Magarati and Hilary Loeb, Human Services Policy Center
Daniel J. Evans School of Public Affairs, University of Washington*

10:15 – 11:15

Washington Kids Count's Community-Level Indicators for Kids (CLIKS) online resource enables users to access over 100 county-level education, demographic, health, juvenile justice, and economic indicators. This presentation provides an overview of the CLIKS database that is available in many states and examples of how it can be a tool to take a closer look at the local conditions influencing the lives of children and families. A project of the Annie E. Casey Foundation, KIDS COUNT is a national and state-by-state effort providing policymakers and citizens with benchmarks of child well-being.

11:15 – 11:30 Break

11:30 – 12:30 Concurrent Session II Presentations

II-A

**Using Data to Raise Standards and ClassroomDiamond A/B
Academic Performance**

Doug Archbald, School of Education, University of Delaware

11:30 – 12:30

Standards-based curriculum is a worthy ideal, difficult to achieve in practice. Research shows that within districts that there is often considerable classroom-to-classroom variation in academic standards and effectiveness. Without objective information to illuminate these conditions, under-performing teachers operate without intervention and many students suffer. This session, based on a university-school district partnership, shows the extent of across-classroom variation that can occur and demonstrates data-based analyses and reports on:

- grading and student achievement consistency, variation, and distributions among teachers;
- teacher effectiveness overall and in reducing disparities between demographic groups; and
- strategies for teachers and administrators to sustain more uniform standards across classrooms.



II-B UTREx—Data Exchange Using SIF Interoperability..... Douglas Room

*Derek Howard, Utah State Office of Education
Laurie Collins, Schools Interoperability Framework Association*

11:30 – 12:30

What is UTREx? What is the plan for the Utah State Office of Education (USOE) to work with the districts to create a comprehensive network to share student records and transcripts across and between entities? How are we engaging with our contractors? Join us as we share the exciting Longitudinal Data Systems project Utah is undertaking. We will highlight the project design, current status and timeline for completion. We will share how we have formed the UTREx Advisory Committee to work with USOE and our contractors on the project, how we are communicating with our local education agencies (LEAs), the UTREx vision and goals for priority one and priority two, and what this all means as we strive to improve education in Utah.

II-C The NCES Teacher Compensation Survey in 18 StatesCedar Room

*Stephen O. Cornman, National Center for Education Statistics
Elizabeth E. Holland, U.S. Census Bureau*

11:30 – 12:30

This session presents an overview of the Teacher Compensation Survey (TCS), an exciting new data collection effort in the Common Core of Data. The TCS is a national database of individual teacher-level data that includes teachers' salaries, health and retirement benefits, experience, level of education, and personal characteristics that does not currently exist. In response to the lack of individual teacher-level data, the National Center for Education Statistics (NCES) developed an administrative records survey: the TCS. In the Spring of 2008, the TCS collected individual teacher-level data for the 2006-07 school year from the administrative records of 18 volunteer states: Alabama, Arizona, Arkansas, Colorado, Florida, Idaho, Iowa, Kansas, Kentucky, Louisiana, Maine, Minnesota, Mississippi, Missouri, Nebraska, Oklahoma, South Carolina, and Texas. The TCS has 1.29 million records representing 1.12 million teachers (approximately one-third of the teachers in the country.) The TCS is entering its third year, and participation has been growing. The presentation will cover the survey's data items and progress as well as its data products. All current and prospective data providers are welcome to attend.



II-D

**Using Geographic Information Systems in EducationalAspen Room
Analysis—NCES School District Demographic System**

*Tai Phan, National Center for Education Statistics
Bobbi Woods, Kforce Government Solutions
Joe Collins, Sanametrix*

11:30 – 12:30

This session will show how the latest advancements in geographic information systems (GIS) technology can be used to further education analysis. The publicly available (<http://nces.ed.gov/surveys/sdds>) School District Demographics System (SDDS) application allows users to overlay Census population and housing information on to national, state and local map images. The newly released version of SDDS leverages the latest GIS software from ESRI, to include ArcGIS 9.3, Adobe FLEX and ESRI's Web Services. This session will show how the new features such as enhanced cartography, ability to overlay additional data elements, and faster page refreshes can enhance education researchers' online experience.

In addition to the map-enabled features, this session will demonstrate the wide range of data available through the SDDS Data Viewer and Profile Comparisons tools.

II-E

**Progress and Challenge—An Update on ED*Facts* Grand Ballroom B
Submissions Across the Country and How States
Are Using SLDS to Improve Business Process**

*Ross Santy, U.S. Department of Education
John Keller, Indiana Department of Education
Baron Rodriguez, Oregon Department of Education
Challis Breithaupt, Maryland State Department of Education*

11:30 - 12:30

All state education agencies (SEAs) are moving towards complete reporting to ED*Facts*, starting with the 2008-09 school year. As states progress through the two-year transition period since publication of the ED*Facts* regulations, they have been making constant progress towards the goal of more seamless processes to report timely and complete data to the U.S. Department of Education. This session will provide an update on ED*Facts*, its data requirements, new reporting functionality for states, and the implications of the Family Educational Rights and Privacy Act (FERPA) and other privacy laws on making more data available to all states. The presentation will include recent efforts to coordinate data submissions for ED*Facts* with data requests by the State Education Data Center. The session will also highlight recent work in four states to build upon the data infrastructure of the Statewide Longitudinal Data System (SLDS) to ensure improved reporting to both the public and to ED*Facts*. There will be a focus on ways the SLDS is beginning to improve the business practices and information competencies of their SEAs.



II-G Data Flow End-to-End.....Grand Ballroom D

*Sidney Fadaoff, Alaska Department of Education and Early Development
Steve King, ESP Solutions Group*

11:30 – 12:30

The Alaska Department of Education and Early Development has been using its Institute of Education Sciences (IES) longitudinal data grant to improve the quality and timeliness of the education data flow from collection through reporting. The agency has started the implementation of automated data collection processes that immediately validate data submissions. These systems take the data through multiple mechanisms, school interoperability framework (SIF) or traditional file submissions. After processing, the data are loaded into the longitudinal data warehouse and flexible reporting tools make them available to districts, analysts, and the public. District stakeholders are actively involved in the selection of priorities and system emphasis. This session will discuss the processes, tools, and techniques along with demonstrations of the results.

**II-H Uncovering AYP Results—Providing Tools toWillow A
Allow Schools to Drill Down Behind All Calculations**

Patricia Eiland, Alabama State Department of Education

11:30 – 12:30

The state of Alabama has implemented a web-based application that allows districts and schools to drill down to detailed step-by-step calculations used in the annual Adequate Yearly Progress (AYP) reporting, including the individual student records used. In addition, systems have the ability to file online appeals for challenged calculations with students included in each of the calculations. This system has allowed principals and superintendents to verify and understand their AYP status and report with minimum impact on state and local resources to explain and verify those results.



II-H

College Readiness Through Advanced Placement (AP) Willow B
and Pre-AP Programs—An Analysis of Opportunities and
Challenges in Washington State

*Barbara Dittrich, Kristina Johnstone, Mary Nagel, and Dr. Gia Tran
Washington State Office of Superintendent of Public Instruction*

11:30 – 12:30

The Advanced Placement (AP) Program allows students to take rigorous college-level courses while still in high school. Students may earn college credit and/or advanced placement into upper level college courses by taking AP exams. Many colleges and universities recognize AP courses when making admissions decisions. This session will include a historical perspective of how Washington State has used data collection and analysis to answer research questions and expand access and equity in AP and pre-AP programs throughout the state. The presentation will include opportunities and challenges related to the promotion of AP and pre-AP through a succession of federal and private grants as well as state initiatives in the Career and Technical Education.

12:30 – 1:45 Lunch on your own

1:45 – 2:45 Concurrent Session III Presentations

III-A

Collaborating With Compliance Data: State EducationDiamond A/B
Agencies (SEAs), Institutions of Higher Education (IHEs), and
Regional Education Laboratories (RELs)

*Venessa Keesler and Barbara Schneider, College of Education, Michigan State
University
Margaret Ropp, Michigan Center for Educational Performance and Information
Julie Kochanek, Learning Point Associates*

1:45 – 2:45

The Regional Educational Laboratory-Midwest, Michigan State University, and the state of Michigan continue their collaboration to advance decision making using compliance data by producing fast-response studies that answer policy-relevant questions posed by the state education officials. This collaboration is an experiment in which the questions and analytic plans are developed through a team of state department professionals and researchers. More recently, the team has tackled the question of teacher supply and demand to meet the state merit curriculum. This presentation will include key personnel from the team and report on the process, analytic plans, and results from this initiative and will also focus on potential strategies that can be employed when compliance data are no longer able to answer the question at hand. Specifically, compliance data were used to identify a pool of "potential" teachers in Michigan, but other methods and strategies are necessary to determine how many of those are truly available to fill open positions.



III-B

**Workshop: Moving Data Between and Across Entities for a Douglas Room
Comprehensive PK-20 Student Record, Part I**

*Shadd Schutte, Wyoming Department of Education
Peter Coleman, Virginia Department of Education*

1:45 – 2:45

With the current economic downturn, schools, districts, states and higher education entities are faced with higher rates of student mobility among families that are in financial crisis. In a recent news article, this was highlighted with a story of 50 students in one week who had become homeless because of foreclosures. Each family was struggling to keep the students in school, and student mobility was causing issues for the educational institutions as the students were now considered part of the transient mobile population and appeared on rolls of more than one school.

The Schools Interoperability Framework Association is working to provide a comprehensive collection of data elements that comprise a Student Record Exchange (SRE) to support appropriate and rapid placement to support continued student learning. Join us in a two-part working session. In Part One—we will review and work on current PK-12 student record components, explore missing areas and encourage discussions on needed parts. In Part Two—we will focus on the work between the PK-12 and the higher education community and identified data needs for student record movement.

III-C

How the SLDS are Impacting Data UseCedar Room

*Ellen Mandinach, CNA Education
Michelle LaPointe, Education Development Center, Inc.*

1:45 – 2:45

This panel will describe work from two of the Regional Education Laboratories that have examined how the statewide longitudinal data systems (SLDS) are being used by state education agencies (SEAs) and local education agencies (LEAs), parsing out some of the challenges to and opportunities for data use. The presentations will describe how SEAs are reaching out to LEAs so that data can be used more effectively. Technology, human capacity, data use, resources, and other issues will be discussed.



III-D The Forum Guide to Metadata.....Aspen Room

*Tom Ogle, Missouri Department of Elementary and Secondary Education
Ghedam Bairu, National Center for Education Statistics
Tom Szuba, Quality Information Partners, Inc.*

1:45 – 2:45

Metadata, or “data about data,” are a critical component of any data system. Given the different perspectives from which people view data—as something to be stored (the database manager), something to be catalogued and searched (the librarian), something to be maintained (the data steward), or something to be used and reported (the program manager)—it is not surprising that multiple definitions have arisen for the term. The National Forum on Education Statistics has developed a resource that explains what metadata are, why they are a critical component of sound education data systems, what value they bring to data analysis, and how to implement a metadata system in a state or local education agency. Please join us to learn more about the “Forum Guide to Metadata” and its potential for helping to improve metadata systems in education organizations across the nation.

III-E Preparing for an All-ED*Facts* Consolidated State Grand Ballroom B Performance Report

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

1:45 – 2:45

This session will review the accomplishments and future plans for providing federal elementary and secondary education program managers and analysts with all of the numeric data collected in the Consolidated State Performance Report (CSPR) through ED*Facts*. There will be a discussion of current and future uses of these data, a study which compared data submitted to both CSPR and EDEN Submission System (ESS), and lessons learned from pre-population of data from ESS.



III-G

**Creating Student Information From DifferentGrand Ballroom D
Data Sets Using Probabilistic Record Linking**

Cathy Wagner and John Paulson, Minnesota Department of Education

1:45 – 2:45

Research both within the Minnesota Department of Education (MDE) and with postsecondary and workforce has typically been difficult as it required student records to be linked across data sets. Linking student information was tedious, error prone, and lacked consistent repeatable results. This presentation describes the steps and processes used by MDE to create probabilistic record matches for one enrollment system, the Minnesota Attendance Reporting Student System (MARSS), which reports student enrollment at districts and schools. Techniques and examples, such as the Howard B. Newcombe record linking techniques, are described and several applications of the results are presented. The new methods of record linking will increase accuracy of data within the Minnesota Department of Education and facilitate linking across postsecondary and workforce data to expand the research capacity for the state.

III-H

**Building a Customer-Focused BI System for theWillow A
Iowa Education Community: EdInsight**

*Jim Addy and Jay Pennington, Iowa Department of Education
Michael Carver, Claraview*

1:45 – 2:45

The Iowa Department of Education (IDE) is building a comprehensive state longitudinal data system encompassing a multi-year product life cycle. IDE is implementing a series of projects to create a unified education data infrastructure, build interconnectivity with other entities for analysis and planning, and expand the data analysis to include a PK-20 focus. Iowa began this effort with limited resources but ultimately plans to provide the Iowa education community consistent and accurate longitudinal information on education outcomes and the analytical tools needed to improve decision making and student success.



III-I Using Data Information to Benefit at Risk Students..... Willow B

Todd Johnson and Sue Furth, Education Service District 113 (Washington State)

1:45 – 2:45

Education Service District 113 is building a bridge between data systems and the type of information that can be used to identify students at risk of dropping out or not graduating. We will discuss the quality of data and the number of variables involved, and show the reporting behind identifying and engaging these students. Additionally, we will discuss the following: What does it mean for a student to be at risk? How would a system track the intervention required for that student?

2:45 – 3:00 Break

3:00 – 4:00 Concurrent Session IV Presentations

IV-A Built and Re-built for Success!.....Diamond A/B

*Barbara Roewe, Jim Campbell, and Duane Brown, Oklahoma State Department of Education
Aziz Elia, CPSI, Ltd.*

3:00 – 4:00

The Wave, Oklahoma’s State Student Information System, is in the midst of the most successful year. Huge hurdles have been overcome, from contracting with state vendors, to establishing district vendor and district requirements, to changing the architectural configuration of the Wave. “What we know now but wish we would have known then” will be discussed—as will how we have kept stakeholders involved in the transformation.



IV-B

**Workshop: Moving Data Between and Across Entities for a Douglas Room
Comprehensive PK-20 Student Record, Part II**

*Shadd Schutte, Wyoming Department of Education
Peter Coleman, Virginia Department of Education*

3:00 – 4:00

With the current economic downturn, schools, districts, states and higher education entities are faced with higher rates of student mobility with families that are in financial crisis. In a recent news article, this was highlighted with a story of 50 students in one week who had become homeless because of foreclosures. Each family was struggling to keep the students in school, and student mobility was causing issues for the educational institutions as the students were now considered part of the transient mobile population and appeared on rolls of more than one school.

The Schools Interoperability Framework Association is working to provide a comprehensive collection of data elements that comprise a Student Record Exchange (SRE) to support appropriate and rapid placement to support continued student learning. Join us in a two-part working session. In Part One—we will review and work on current PK-12 student record components, explore missing areas and encourage discussions on needed parts. In Part Two—we will focus on the work between the PK-12 and the higher education community and identified data needs for student record movement.

IV-C

**Reality Check: How FERPA Guidelines are Handled by AllCedar Room
Levels of the Education System**

*Kathy Gosa, Kansas State Department of Education
Bertha Doar, Rockwood School District (Missouri)
Lee Hoffman, National Center for Education Statistics
Barbara Clements, ESP Solutions Group*

3:00 – 4:00

The Family Education Rights and Privacy Act (FERPA) and U.S. Department of Education (ED) guidelines require that education data collectors have procedures to prevent inappropriate disclosure of student records. Participants in this session will discuss policies and procedures used by local education agencies (LEAs), state education agencies (SEAs), ED, and vendors to protect the confidentiality of student data.



IV-D Eureka! California Finds Gold Using Electronic TranscriptsAspen Room

*Martha Friedrich, California School Information Services
Mark Johnson, National Transcript Center*

3:00 – 4:00

California recently launched an academic and placement records transfer module, the CSIS Transcript Center, which is an initiative through California School Information Services (CSIS) and its technical partner, the National Transcript Center (NTC). The California system needed to take into account a wide variety of issues, including an extremely difficult state funding environment. In the end, we implemented a system that not only meets all of our needs but also brings advanced thinking on technical architecture, data integration processes, and business model (i.e., who pays, cost structure). Come learn how California is implementing a pioneering and sustainable record/transcript system.

IV-E Data Governance—Best Practices Grand Ballroom B

*Barbara Timm, U.S. Department of Education
Charlotte Bogner, Kansas State Department of Education*

3:00 – 4:00

This session will explore best practices for implementing and sustaining data governance. States and the U.S. Department of Education will describe what they are doing to implement and operate data governance and how they are overcoming the barriers and taking advantage of the opportunities that emerge.

**IV-G Beyond the 10 Essential Elements: What Else DoesGrand Ballroom D
the Data Quality Campaign (DQC) Survey Tell Us?**

Nancy Smith, Data Quality Campaign

3:00 – 4:00

In this session, we will review findings from the annual Data Quality Campaign (DQC) survey beyond the Yes/No status of each element. The discussion will address actions that can help make a good data system and lead to useful and usable data for stakeholders. We will also discuss data quality issues such as match rates when sharing data across institutions and statistical analyses that can help identify problematic data. Finally, Element 7 (collecting student-level college-readiness scores) will be specifically discussed based on results from the annual survey and a more in-depth analysis and report produced by DQC based on activities in a few states.



IV-I

A Conceptual Structure of an Educational Data System (EDS) and Business Agility: Developing for Change Willow B

*Enrico Yap, Nathan Clinton, and Damon Corrigan
Washington State Office of Superintendent of Public Instruction*

3:00 – 4:00

This session describes a conceptual structure of an educational data system (EDS). An EDS is a system that primarily includes a student information system (SIS), a human resource system for educational employees, and metrics derived by complex mathematical methods. Presenters will list examples of the uses of a SIS, emphasizing the policy questions one would ask of this system. The only thing we can count on is change. For software developers, this means constant updates to our systems. In an industry where resources are tight, organizations need to design systems that can be changed with minimal money and time. How does an organization accomplish this? Do software development frameworks still have a place in the current technology landscape? How can service oriented architecture (SOA) be leveraged in the education industry? What other options are out there? Washington State Office of Superintendent of Public Instruction (OSPI) software developers will discuss their approach to these problems by showing examples of their current work and talking about what they have planned for the future.

4:00 – 4:15 Break

4:15 – 5:15 Concurrent Session V Presentations

V-A

Managing Data Systems Security.....Diamond A/B

*Mike Schwartz, New Hampshire Department of Education
Candy Taylor, Hupp Information Technologies*

4:15 – 5:15

The New Hampshire Department of Education’s (NHDOE) myNHDOE single sign on security implementation provides a mechanism for NHDOE, district, and school staff who are responsible for collecting and reporting data to gain access to the Department’s web-based data collection systems with a single user name and password. MyNHDOE provides extensive levels of security based on systems, roles, and users.



V-B **Changing Times, Changing Policies, Changing Funding..... Douglas Room**

*Laurie Collins, Schools Interoperability Framework Association
Nancy Smith, Data Quality Campaign*

4:15 – 5:15

With the new year upon us figuratively as well as literally, more than ever we must make sure conversations around data interoperability are clear, concise, and answer questions for all levels. With the changes that have occurred from the elections, the need for outreach is great. In this session we will highlight what data interoperability means for policy makers, system funders, system users and in a technical sense. We will share information that can be used to garner the support needed for the projects and to communicate clearly with each audience. Additionally, considerations for a comprehensive understanding of data privacy and how to open discussion channels across and between entities to ensure success for a Longitudinal Data Systems (LDS) will be discussed.

V-C **Use of Educational Statistics Within the U.S. ArmyCedar Room Recruiting Command**

Donna Dorminey, U.S. Army

4:15 – 5:15

The U.S. Army is widely considered one of the most highly trained and professional forces in the world. Manning this force is a challenge—currently, fewer than three out of ten 17-24 year old youth in America qualify for service in the U.S. Army. A significant number of youth are disqualified by educational requirements. The U.S. Army Recruiting Command uses education statistics and data not only to evaluate areas for current recruiting operations, but also to identify areas in which to partner with educational activities to provide programs that assist in youth development for the betterment of our nation.



V-D

**Yellow Brick by Yellow Brick: Using a ProfessionalAspen Room
Development Program to Strengthen Data Quality in Kansas**

Kathy Gosa and Kateri Grillo, Kansas State Department of Education

4:15 – 5:15

In 2007, the Kansas State Department of Education launched a Data Quality Certification (DQC) program dedicated to increasing the quality of student data submitted by school and district personnel across the state. After a very successful pilot program, the certification program opened statewide for the 2008-09 year. Participant demand rose significantly the second year and additional specializations/tracks were created to meet the increasing variety of school personnel interested in the program. The DQC tracks offer a combination of online and hands-on training sessions, supplemental homework exercises, and a final examination culminating in a certification that is required to be maintained annually. This session offers an overview of the certification program's structure, tracks, curriculum, success stories, evaluation measures, program resource tools, and promotional strategies for reaching a wide geographic and demographic population of school personnel with a professional development program to improve data quality.

V-E

**Implementing Your Adjusted Cohort Graduation Grand Ballroom B
Rate by 2010-11**

Ross Santy and Meredith Farace, U.S. Department of Education

Rob Curtin, Massachusetts Department of Elementary and Secondary Education

4:15 – 5:15

New U.S. Department of Education Regulations on Title I require states to use a four-year adjusted cohort graduation rate starting with graduates of the 2010-11 school year. While almost every state is on pace to have the core systems necessary to generate such a rate, fewer states are currently generating and reporting it. This session presents the requirements within the new regulations, discuss some of the challenges, both technical and policy challenges, that the U.S. Department of Education expects to see in the reporting and use of the adjusted cohort rates, and offers a presentation by the Massachusetts Department of Elementary and Secondary Education on the challenges they have experienced in implementing the rate.



V-G

E-Transcripts—The Road to Success.....Grand Ballroom D

*Neal Gibson, Arkansas Department of Education
Bob Beecham, Nebraska Department of Education
Anne Brinson, Indiana Department of Education
Bethann Canada, Virginia Department of Education*

4:15 – 5:15

E-Transcripts make life easier all around. They allow students to send their records electronically and instantaneously to colleges and universities of choice, and they save a lot of time and paper in both the sending and receiving institutions. E-Transcripts decrease the chances of fraud, and the data can be immediately incorporated in the information systems of the receiving agencies. E-Transcripts implementation leads to greater standardization of student data and minimizes errors during data transfer. E-Transcripts also allow for student records to follow the student during K-12 school transfers. But e-Transcripts are still relatively new on the block and their implementation is not always straight-forward. During this session, four states will share their approaches, lessons learned, and successes in implementing and using e-Transcripts.

V-H

**Developing a Web-Based Reporting System to Monitor Willow A
Annual Dropout and Cohort Graduation Rates in a
Large Public School System: Integrating Business
Processes and Technology**

*Mark Leo-Russell and Dolores Chavez de Daigle
Albuquerque Public Schools (New Mexico)*

4:15 – 5:15

No Child Left Behind (NCLB) and various state mandates call for reduction in dropout rates in all schools and increased high school graduation rates. Documenting the status of former students is crucial to achieving these goals. The Albuquerque Public School (APS) district, with 89,000 students, the nation's 30th largest district has developed a web-based real-time reporting system that allows school and district administrators to monitor students who have withdrawn. The application reports detailed student lists showing drop-outs, transfers, graduations and other ending enrollment events. The system is being enhanced to track students within cohort groups as described by NCLB and the New Mexico Public Education Department. This presentation will explain the various business processes and ever-evolving compliance issues addressed by the system and how district administrators and managers are utilizing the website to monitor operational issues in APS schools. The importance of monitoring annual dropout data as a tool to improve cohort graduation rates will be demonstrated. The session will also explain the engineering and organizational issues surrounding the design and development of the system including technologies applied, development methodologies, usability, and other lessons learned.



V-I

Washington's Education Research and Data Center Willow B

Carol Jenner and Deb Came, Washington State Education Research and Data Center

4:15 – 5:15

Washington's Education Research and Data Center (ERDC) was created by the 2007 state legislature. The purpose of the ERDC is to conduct analyses of early learning, K-12, and higher education programs and education issues across the P-20 system. The ERDC operates in partnership with the education agencies in the state, including the Office of Superintendent of Public Instruction. Join us as we discuss our progress on an integrated P-20 longitudinal research data system.



7:30 – 5:00	Registration	2 nd Floor Lobby
7:30 – 8:30	Morning Break.....	Grand Ballroom A
7:30 – 5:00	Cyber Café and Demonstrations Open	Grand Ballroom A (This room will be closed during the General Session.)

8:30 – 9:45 General Session..... Grand Ballroom C

Barriers, Incentives and Lessons in Establishing P-20/Labor Systems
Moderator: To be announced.

9:45 – 10:00 Break

10:00 – 11:00 Concurrent Session VI Presentations

**VI-A Regional Education Service Center Offers Data Diamond A/B
Certification to Districts**

Joseph Fitzgerald, Lower Hudson Regional Information Center (New York)

10:00 – 11:00

Lower Hudson Regional Information Center (LHRIC) provides educational and administrative technology services to 62 New York State school districts. LHRIC has recently brought online data certification into its service portfolio, allowing districts to review and address data issues in an automated manner. LHRIC’s approach promotes data quality ownership among schools and districts; provides next-day, online error notification to maximize the time available for correcting data errors; allows school and district staff to be more efficient in their state reporting efforts; and automates the validation of student information systems on a daily basis.



VI-B SIF Getting the Biggest Bang for Your Buck..... Douglas Room

*Bethann Canada, Virginia Department of Education
Jason Wrage, Integrity Schools
Larry Fruth, Schools Interoperability Framework Association*

10:00 – 11:00

Are you getting the biggest bang for your buck out of utilizing the Schools Interoperability Framework (SIF) Specifications? How can you determine the return on investment (ROI) you may see before you begin implementing SIF? Join us as we look at the ROI Calculator to see what you can gain in time, data quality and cost savings by implementing an interoperable solution. We will look at this through the lens of both local education agencies (LEAs) and state education agencies (SEAs) as they look for solutions to save money while getting the most out of their investments.

VI-C Great Expectations.....Cedar Room

Lynda Byrd-Poller, Williamsburg-James City County Public Schools (Virginia)

10:00 – 11:00

“The most important reason for collecting discipline, crime and violence data is to use the information to promote school safety and student learning” (Virginia Department of Education 2008). This session will demonstrate how using discipline data can effectively change the school environment. This session will provide the research knowledge on the theory and practice related to the development and preservation of safe school environments. The presentation will focus on a program initiative that, when implemented, will set a school environment that is conducive to learning and is safe for staff and students.



VI-D

**Project Jump Start—A Project of theAspen Room
Education Commission of the States**

*William Wanker and Roger Sampson, Education Commission of the States
Mitchell Johnson and Daryl Landavazo, Celero Partners Corporation*

10:00 – 11:00

This panel will present, discuss, and answer questions regarding Project Jump Start, a new initiative of the Education Commission of the States (ECS). Project Jump Start will build a P-20 operational statewide student longitudinal data system model to assist state and local education authorities across the country address student information system implementation issues. Accompanying this basic operational model would be a “toolkit” of documented approaches and methodologies—complete with step-by-step instructions for articulating functional design, issuing procurement documents and selecting vendors, and securing timely implementation—from which replicable blueprints and roadmaps can be developed for any and all states, regardless of whether a state is starting from scratch to build an entirely custom longitudinal data system, using a “commercial-off-the-shelf” solution (COTS), or integrating new applications (such as an Adequate Yearly Progress calculator or business intelligence tool). ECS also intends to provide professional services to local education agencies (LEAs) every step of the way.

VI-E

Collecting and Reporting NCLB Assessment Data Grand Ballroom B

*Bobbi Stettner-Eaton and Kelly Worthington, U.S. Department of Education
Dan Domagala, Colorado Department of Education*

10:00 – 11:00

This session will discuss how states collect and submit Assessment Data for No Child Left Behind (NCLB) and how *EDFacts* captures Assessment Data.

VI-G

Oregon's Regional Partnership Longitudinal Data System Grand Ballroom D

*Baron Rodriguez, Oregon Department of Education
Charles Breithaupt, Versifit Technologies*

10:00 – 11:00

Oregon is leveraging the use of regional data warehouse capacity to build a sustainable data exchange partnership by employing a common data schema. See how the Oregon Department of Education, six regional local education data centers, and Versifit Technologies are building a sustainable approach to achieve data quality, improve reporting, expedited data collection, and provide better tools to educational practitioners across the state.



VI-H

**Public vs. Private Sector Leadership—Why Is It Willow A
So Hard To Get Things Done?**

Donald Houde, Arizona Department of Education

10:00 – 11:00

For years the private sector has successfully developed and sustained enterprise data driven decision making support systems. Why does the public sector, especially in the education space, experience so many challenges in achieving similar goals? In this session we will have an opportunity to collectively discuss many of the not-so-subtle differentiating attributes of providing quality executive leadership in the public sector versus the private sector.

VI-I

Improving Student Achievement and Decision-Making With Data Willow B

Karl Nelson, Digital Learning Commons

10:00 – 11:00

Learn how the Digital Learning Commons (DLC) uses data in decision-making, strategic planning, and as a tool to improve student achievement in member schools across Washington State. The DLC is a non-profit organization that provides online educational materials, online courses, tools, and training. The DLC makes use of data collected via extensive internal systems as well as regular external evaluations and research projects. This session will explain how the DLC collects and uses the data to improve both the organization and schools within the state.

11:00 – 11:15 Break



11:15 – 12:15 Concurrent Session VII Presentations

VII-A Data Use for Program Evaluations and Sub-groupDiamond A/B Analyses in Louisiana

*Gary Asmus, Louisiana Department of Education
Carl Brezaussek, School of Education, University of Alabama at Birmingham*

11:15 – 12:15

The Cecil J. Picard Center for Child Development at the University of Louisiana at Lafayette has conducted several program evaluations for the Louisiana Department of Education. Two such program evaluations have focused predominantly on prekindergarten skill development and reading. As a result of these evaluations, several large data sets have been developed and analyzed. Linkage of these data sets with standardized state-level data files like the Student Information System has facilitated sub-group evaluations in the areas of special education, reading, retention, and standardized test scores.

VII-B Real Time Data Interoperability to Improve Your Data Quality Douglas Room

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

11:15 – 12:15

Using Schools Interoperability Framework (SIF) can enhance and change the district business processes as well as show real time data interoperability, data cleansing, and cost savings at both the district and state levels. A live demonstration of the data extraction and data cleansing process will show how data can be modified in real time for more accurate state and district reporting.

VII-C Examples of How OSEP Uses SEA-Level Special EducationCedar Room Data for Program and Policy

Kelly Worthington and Meredith Miceli, U.S. Department of Education

11:15 – 12:15

Staff members from the Office of Special Education Programs (OSEP) in the U.S. Department of Education will discuss the various program and policy uses of state reported data required under Section 618 of Individuals with Disabilities Education Act (IDEA). We will present examples of data requests, data reports, policy and program implications, and known data limitations.



VII-D

Georgia's P-20 Longitudinal Data Systems:Aspen Room
What a Long Strange Trip It's Been

Mark Pevey, Board of Regents of the University System of Georgia

11:15 – 12:15

The University System of Georgia (USG) P-16 Department has developed a unit-level K-20 longitudinal student data warehouse incorporating data from three state education agencies: the Georgia Department of Education, the University System, and the Technical College System. The K-20 student warehouse has been linked to the P-16 Department's longitudinal data system tracking students in teacher preparation programs as they complete their programs, become certified, and enter the teaching workforce. This session describes the paths taken in this development. Also discussed are inter-agency collaboration, data governance, and reporting. Plans for extending the systems to Pre-K data will also be discussed.

VII-E

Data Quality—Internal Control Assessment..... Grand Ballroom B

Barbara Timm, U.S. Department of Education

11:15 – 12:15

During this session, state education agencies (SEAs) will evaluate their internal controls over data quality. SEAs will compare their internal controls to the model of the Committee of Sponsoring Organizations (COSO). That model reviews the control environment, risk assessment, communication, control activities and monitoring.



VII-F

**Follow the Child—Analyzing Multiple Assessments and Grand Ballroom C
Indicators at the Aggregate or Individual Level**

Irene Koffink and Mike Schwartz, New Hampshire Department of Education

11:15 – 12:15

See a demo of New Hampshire's solution...New Hampshire has partnered with Performance Pathways to enable teachers, specialists and school district administrators to analyze multiple assessment results for groups of students and individual students. Administrators can run reports to analyze how various groups of students are performing. Teachers can better understand the strengths and weaknesses of their students—across multiple assessments and indicators. Additionally, this solution allows users to create their own local assessments by pulling from an inventory of assessment questions or from their own content. Users can print out bubble sheets and scan the results back into the reporting system. Finally, teachers can create curriculum maps that include lesson plans and search from lessons created by users throughout the country. Many questions can now be asked and considered, for example: are the three fifth grade classes in my school district balanced in terms of student ability? Is a tier II intervention helping our children do better on their assessments? How are our three elementary schools performing compared to each other? Are students who miss ten or more days of school having trouble with their assessments? Which children in my class are having trouble with geometry and measurements? Which students have attendance problems?

VII-G

Colorado Growth Model.....Grand Ballroom D

Daniel Domagala, Colorado Department of Education

11:15 – 12:15

The Colorado Growth Model provides a common understanding of how individual students and groups of students progress from year to year toward state standards based on where each individual student begins. The model focuses attention on maximizing student progress over time and reveals where, and among which students, the strongest growth is happening and where it is not. The Colorado Growth Model shines a spotlight on the state's most effective schools and districts—those that produce the highest sustained rates of growth in student progress. These schools and districts may or may not be districts or schools with the highest test scores every year. This presentation will provide an overview of the Colorado Growth Model and demonstrate a web-based interface currently in use by Colorado school districts.



VII-H

**The Process of Data Quality: State Discussion with Willow A
Alaska, Wyoming, Missouri, and California**

*Shadd Schutte, Wyoming Department of Education
Sonya Edwards, California Department of Education
Sidney Fadaoff, Alaska Department of Education and Early Development
Tom Ogle, Missouri Department of Elementary and Secondary Education
Facilitator: Glynn Ligon, ESP Solutions Group*

11:15 – 12:15

Data quality does not emerge magically from a data warehouse when a report is run. There is a complex, cross-functional, system-wide process that must work to define, collect, store, analyze, and report quality data. The Data Quality Campaign may define ten components that a state should build, but to achieve quality, the contents of the data system must meet established standards. This session takes the perspective of four states that are managing their systems for quality data. They will describe their best practice processes:

1. establish metadata standards,
2. test business rules,
3. certify collections, and
4. produce valid reports.

VII-I

Washington State’s K-20 Education Network Willow B

Doug Mah, Washington State Department of Information Services

11:15 – 12:15

In 1996, the Washington State Legislature recognized the critical role of technology in education and authorized the building of the \$55 million K-20 Education Network. Believed to be the first of its kind in the nation, the K-20 Education Network was born of the collaborative efforts of representatives of K-12, community and technical colleges, baccalaureate institutions, the Department of Information Services, the Legislature and private-sector technology providers. This presentation will provide insights and observations regarding the network’s history, usage, technology, and future plans.

12:15 – 1:30 Lunch on your own



1:30 – 2:30 Concurrent Session VIII Presentations

VIII-A From the School House to the State House—DataDiamond A/B Solutions for All

*Robert Hackworth, Kentucky Department of Education
Patrick Quirk, Claraview*

1:30 – 2:30

The user-focused Kentucky Instructional Data System (KIDS) is designed to meet the information needs of the education community—educators, administrators, policymakers, and citizens—to increase student success. It combines various information silos into a comprehensive longitudinal data system providing secure access to easy-to-use application and interprets next generation metrics and analytical capabilities that support decision-making at the school, district and state level. Presenters will showcase KIDS functionality and components, share lessons learned, and shed light on the future of the system. Join us as we continue our journey to drive greater accountability, higher standards, and academic improvement for all Kentucky schools.

VIII-B Wyoming e-Transcript Solution: Wyoming Transcript Center..... Douglas Room

*Shadd Schutte, Wyoming Department of Education
Alex Jackl, ESP Solutions Group*

1:30 – 2:30

We will discuss how Wyoming began the process of developing a standard transcript element list for all Wyoming schools and explain how Wyoming moved from an element list to actual e-transcripts. The presentation will describe the process of training 48 school districts and the necessary task of managing the implementation of 48 separate institutions within one singular technological solution for e-transcript sharing. Finally, we will discuss the need for e-transcripts to meet the postsecondary requirements and the requirements of a statewide scholarship program and how this process was accomplished.



VIII-C

The American Community Survey SchoolCedar Room
District Custom Tabulation

Doug Geverdt, U.S. Census Bureau

1:30 – 2:30

The American Community Survey (ACS) is a nationwide survey from the U.S. Census Bureau designed to provide communities and school districts with timely demographic, social, economic, and housing data every year. The National Center for Education Statistics (NCES) sponsors a supplemental custom tabulation that produces the largest annual set of demographics for school-age children available from the ACS. This annual supplement offers a wealth of information for school planners, researchers, and program administrators, and it will allow data users to track school district demographic change over time. This presentation provides a brief overview of the ACS and discusses the unique content available from the NCES custom tabulation.

VIII-D

School District Title I Estimates: Boundary Updates andAspen Room
Methodology From the U.S. Census Bureau

Wesley Basel, KaNin Reese, and Pat Ream, U.S. Census Bureau

1:30 – 2:30

As directed under the No Child Left Behind Act, the U.S. Census Bureau produces model-based estimates of poverty and population for use in allocating education funds. This presentation will summarize the multi-step production process resulting in poverty estimates at the state, county, and school district levels. The biennial boundary update process will be covered in some detail, as it provides the official school district geographic definitions used by the U.S. Census Bureau and the National Center for Education Statistics (NCES). The discussion will include advances being made in the participation of state mapping coordinators, and a demonstration of the MAF/TIGER Partnership Software.



VIII-E Using ED*Facts* as Part of a Data Validation Process..... Grand Ballroom B

Ross Santy, U.S. Department of Education

1:30 – 2:30

Recent improvements to state information systems have resulted in more diverse data being maintained within centralized data systems. In order to ensure that these systems are meeting the needs of business users across state departments of education and within local education agencies (LEAs), information offices are putting into place systems of data audits and validation checks. These often utilize both periodic validation and use of the annual reporting to the U.S. Department of Education's ED*Facts* systems. In this session, representatives from both state and federal agencies will discuss ways of ensuring data quality through data audits and external validation.

**VIII-F School Districts and Intellectual Property Issues—Basics, Grand Ballroom C
Recent Developments, and How the Web Can Get
You in Trouble**

*Allen Miedema, Northshore School District (Washington State)
Kevin Swan, K&L Gates, LLP*

1:30 – 2:30

This session will provide a brief description of some intellectual property basics behind issues that every school district is dealing with; some recent legal developments in related intellectual property law; and a discussion of selected issues concerning school districts and the worldwide web.



VIII-G

**Technology-Supported Professional Development forGrand Ballroom D
Principals and School-Based Leaders on Using Business
Intelligence Tools for Making Quality Decisions**

*Susan Stein, Jacqueline Nunn, and Dianne Tracey
Center for Technology in Education, Johns Hopkins University*

1:30 – 2:30

As part of the Maryland Longitudinal Data System (MLDS) grant, Johns Hopkins University's Center for Technology in Education is working with principals and school-based leaders to improve the outcomes of students with disabilities by using business intelligence tools coupled with a process for using longitudinal data to make quality decisions. This prototype establishes a collaborative relationship with principals and their administrative team to review teacher and student performance data routinely and to check fidelity of interventions targeted to address student needs. This session highlights three tools that are part of the MLDS that support this model: Maryland Individuals with Disabilities Education Act (IDEA) Scorecard, Teacher Compass, and Student Compass.

VIII-H

Using State Data at the Local Level to Improve Student Achievement..... Willow A

Dennis Hocevar and Richard Brown, University of Southern California

1:30 – 2:30

The cornerstone of an effective state accountability system is access to accurate and fair information that educators can use to improve student learning. In most states, No Child Left Behind (NCLB) report cards are blunt instruments when applied at the local level, lacking as they do the capacity to generate credible descriptions of student growth and school improvement that school teachers and leaders can use. Leveled Assessment Modeling (LAM) (Hocevar & Brown 2007) is a new and simple methodology that incorporates grade-to-grade transition tables, expectancy tables (Braun 2005) and value tables (Hill 2006). This session will be an expository description of LAM aimed at showing practitioners a cost-effective way to use state data to improve student learning.



VIII-H Collection of Evidence Data Willow B

*Lesley Klenk and Amanda Mount
Washington State Office of Superintendent of Public Instruction*

1:30 – 2:30

The state of Washington offers several alternatives to passing its large-scale graduation tests in reading, writing, and mathematics. One of the options, the Collection of Evidence (COE), is a set of work samples produced in a classroom setting and supervised by teachers. Students are able to select materials that interest them, move them towards their career goals, and support cultural diversity. Data collected on the success rate of the students demonstrate that a statistically significant number of students are meeting standards in all three content areas. The percentage of students from diverse backgrounds, career and technical colleges, and special and unique circumstances are demonstrating that all students can succeed given an opportunity to show their abilities in non-traditional ways.

2:30 – 2:45 Break

2:45 – 3:45 Concurrent Session IX Presentations

IX-A Using Transcripts to Improve College Readiness:Diamond A/B
A Secondary/Postsecondary Partnership

*Mike Munoz, Rio Hondo College
Karen Levesque, MPR Associates*

2:45 – 3:45

Lack of appropriate academic preparation is a major reason why students do not attend college. To address this problem, the University of California developed the Transcript Evaluation Service (TES), a set of data tools that offers high school students, counselors, and administrators information on whether students are meeting college admissions requirements. Presenters will demonstrate the data tools and highlight their use in one school district serving a high percentage of disadvantaged students. As states incorporate transcripts into their data systems, TES is an example of how these data can be leveraged to improve student transition to college.



IX-B Wyoming Statewide Data System: WISE Douglas Room

*Shadd Schutte, Wyoming Department of Education
Alex Jackl, ESP Solutions Group*

2:45 – 3:45

We will discuss how Wyoming began the process of developing a statewide Schools Interoperability Framework (SIF) infrastructure to support vertical reporting and horizontal interoperability for its districts. We will explain the intricacies of a SIF project of this magnitude and how to tie it to an existing Oracle database system. We will explain how we worked with our contractors to create a state reporting system that communicates with a state SIF agent and is then parsed into our existing Oracle database. We will cover how we used the horizontal interoperability of SIF to entice the districts to participate and how by the fourth year of the project we had no outlier districts. In Wyoming, all 48 school districts are SIF districts, some at more advanced stages than others, but all working on state reporting and most highly invested in horizontal SIF as well. We also briefly touch on the impact this has had on other projects and on data driven decision making for our state.

**IX-C Quantifying Issues That Affect the Health, Safety, andCedar Room
Academic Success of Students**

Nancy Spradling, California School Nurses Organization

2:45 – 3:45

The California School Nurses Organization developed a tool for school nurses to collect and report data regarding chronic illness and related health services. These data have been used by some school districts to measure the quantity and intensity of school nursing services. The data have been used by decision makers in the state legislature and other organizations to quantify issues that affect the health, safety, and academic success of students. Data representing a subset of 1,796,735 of 6.2 million students will be reported. Incidence of diabetes, anaphylactic allergies, seizure disorders, asthma, and other conditions will be reported.



IX-D Getting Student–Teacher Linkages Right!Aspen Room

Jeffery Watson, Wisconsin Center for Education Research, University of Wisconsin-Madison
Deborah Lindsey, Milwaukee Public Schools

2:45 – 3:45

Having access to high quality student–teacher linkages is required for many of the high profile projects such as classroom-level value-added analysis, randomized control trials, and teacher incentive fund (TIF) projects. The panel presents an in-depth analysis of the ways in which student–teacher linkages can be compromised and detected. The presentation will also identify factors that impact the quality of student–teacher data linkages in a large urban district as well as the methods used to identify and fix those problems as close to the source of the problem as possible.

IX-E Operationalizing ED*Facts* Part I Grand Ballroom B

*ED*Facts* Staff and Partner Support Center Team*

2:45 – 3:45

The first hour of a two-hour session will provide an overview to the 2007-08 and 2008-09 ED*Facts* Submission System. ED*Facts* and Partner Support Center staff will discuss issues that have arisen in reporting and how they are being resolved, as well as changes state ED*Facts* Coordinators can expect to see in 2008-09. The session is intended as a comprehensive briefing for state ED*Facts* Coordinators.

**IX-F Workshop: Cracking the Glass Wall: Grand Ballroom C
Using Education Data for Research**

Stacy Daughtery, Galena Park Independent School District (Texas)
Kathleen Barfield, Edvance Research

2:45 – 3:45

In this session the Regional Education Laboratory-Southwest, managed by Edvance Research in San Antonio, Texas, will discuss the challenges and opportunities for state education agencies (SEAs) and researchers to work together to build stronger evidence of effective interventions and programs.



IX-G

Moving Education Forward in Kansas Through PartnershipsGrand Ballroom D

Kathy Gosa, Kansas State Department of Education

2:45 – 3:45

In order to facilitate and promote education research in Kansas, the Kansas Education Data Users Consortium (KEDUC) has been formed through partnership with the Kansas State Department of Education, Kansas Board of Regents, and our two major research universities (University of Kansas and Kansas State University). This presentation will provide information regarding how KEDUC is organized, how work is accomplished through committees, and what are the specific objectives of the Consortium and of each of its committees. In order to develop a state Research Agenda, KEDUC has also developed and administered a Needs Assessment Survey to education stakeholder groups throughout the state. The survey and results will be shared, along with plans for the Research Agenda. Lessons learned along the way and plans for the future will be also included in the presentation.

IX-H

Use of Data to Monitor Progress to Improve Outcomes Willow A for Children and Youth With Disabilities

*Dianne Tracey, Jacqueline Nunn, and Susan Stein
Center for Technology in Education, Johns Hopkins University*

2:45 – 3:45

The Center for Technology in Education at Johns Hopkins University (CTE) in partnership with the Maryland State Department of Education (MSDE) has developed a user interface that provides special education leaders with information to assist with progress monitoring. The MD IDEA Scorecard site provides three ways of viewing student performance data: MD IDEA Reports, MD IDEA Scorecard and MD Online IEP Reports. The available reports serve as monitoring tools for the State Performance Plan, tools to monitor effects of interventions and review individual student profiles. This session will be a demonstration of the reporting functions of the applications and describes their use in supporting MSDE and local school systems.



**IX-I What Types of Data Show the Successes of English Language Willow B
Learners in Washington State?**

Howard De Leeuw, Washington State Office of Superintendent of Public Instruction

2:45 – 3:45

English language learners (ELLs) are often viewed as struggling learners who negatively impact overall performance data for schools and districts. However, many ELLs in Washington State demonstrate enormous growth from year to year and ultimately outperform the state average on the reading and writing Washington Assessment of Student Learning (WASL), and, in some cases, the math WASL. What types of data demonstrate the growth and progress of ELLs, and how can districts use this data to evaluate the success of their programs for ELLs? Examples of this data and multiple data success stories will be provided as part of this presentation.

3:45 – 4:00 Break

4:00 – 5:00 Concurrent Session X Presentations

**X-A Using Data: Lessons Learned From The Broad Prize for Diamond A/B
Urban Education**

*James Gulek, Long Beach Unified School District (California)
Karen Levesque, MPR Associates*

4:00 – 5:00

The presenters will describe how state, federal, and other data are used in the selection process for The Broad Prize for Urban Education, a \$2 million annual award that honors high-performing and high-improving urban school districts. Past winner and recurring finalist for The Broad Prize, Long Beach Unified School District of California, will explain how they use data to make critical decisions and improve student achievement in their district. State and district staff will want to join us to learn how policymakers, researchers, and local educators are using data to identify successful strategies and close achievement gaps.



X-B

**Longitudinal Data Systems Implementation—Lessons Douglas Room
Learned in Ohio**

*Beth Juillerat, Ohio Department of Education
Duane Baker, Northwest Ohio Computer Association (NWOCA)
Gary Johnson, Greg Hill, and Sandra Richards, Edustructures*

4:00 – 5:00

The Ohio Department of Education’s Education Management Information System (EMIS)® project—designed to make significant and ground-breaking data collection and automated Statewide Student Identifier (SSID) improvements—is unique in its use of Regional Sites to aggregate data for longitudinal analysis and performance linkage reporting. As a pilot Regional Site implementation for the EMIS® project, the Northwest Ohio Computer Association (NWOCA) will present:

- description of project objectives and goals;
- architecture overview of the Regional Site-based longitudinal data collection;
- status of the pilot, with “lessons learned” and recommendations for other state implementations; and
- next steps for engaging local stakeholders for project readiness.

X-C

**Using Data to Improve Student Achievement: Cedar Room
Characteristics of Data-Driven Districts and What States Can Do**

*Elizabeth Laird, Data Quality Campaign
Diane Kline, American Productivity and Quality Center*

4:00 – 5:00

The Data Quality Campaign is promoting state adoption of the ten essential elements of longitudinal data systems. However, districts are responsible for delivering educational services and already have student-level data systems—in some cases more advanced than the emerging state longitudinal data systems. Before realizing the potential of these state investments, the cultural and technical challenges that exist between state and district data systems must be addressed. This session will focus on a benchmarking study produced in partnership with American Productivity and Quality Center (APQC) on best practices of data-driven districts and how the state can support districts and data-driven decision making at all levels.



X-D 60 Million Ways to Data QualityAspen Room

Amy Fong and Martha Friedrich, California School Information Services

4:00 – 5:00

While building the repository of student identifier data, California was challenged to provide districts with tools and strategies to resolve data integrity and data quality problems. Come to our session to learn about working with districts on the Anomaly Detection and Anomaly Resolution process, building district buy-in, as well as the state's other efforts to implement data quality initiatives. We will share our approach, tools and strategies to cleanse eight years of student level data and over 60 million records in the State Reporting and Records Transfer System to provide seed data to the California Longitudinal Pupil Achievement Data System.

X-E Operationalizing ED*Facts* Part IIGrand Ballroom B

*ED*Facts* Staff and Partner Support Center Team*

4:00 – 5:00

The second hour of a two-hour session will provide an overview of the 2007-08 and 2008-09 ED*Facts* Submission System. ED*Facts* and Partner Support Center staff will discuss issues that have arisen in reporting and how they are being resolved, as well as changes state ED*Facts* Coordinators can expect to see in 2008-09. The session is intended as a comprehensive briefing for state ED*Facts* Coordinators.

**X-F Workshop: Cracking the Glass Wall:.....Grand Ballroom C
Using Education Data for Research**

*Stacy Daughtery, Galena Park Independent School District (Texas)
Kathleen Barfield, Edvance Research*

4:00 – 5:00

In this session, the Regional Education Laboratory-Southwest, managed by Edvance Research in San Antonio, Texas, will discuss the challenges and opportunities for state education agencies (SEAs) and researchers to work together to build stronger evidence of effective interventions and programs.



X-G

**Get Smart! Implementing Strategies to Prevent CHAOSGrand Ballroom D
From Taking CONTROL of Your Longitudinal Data System**

*Steve Smith, Meredith Babcock, and T. Michelle Magyar
California Department of Education*

4:00 – 5:00

As education agencies negotiate the stages of longitudinal data system development, many experience “chaotic change” that occurs with the implementation of mandated changes. This greatly enhances internal and external complexity during conditions of high uncertainty. The California Department of Education developed a conceptual framework that infuses chaos theory with principles of Information Technology Infrastructure Library (ITIL) to manage changes in technology, personnel, and organizational culture (e.g., people, identity, relationships, and communication strategies). The purpose of this session is to discuss challenges to designing and implementing effective change management strategies that produce efficient results in minimizing chaos without marginalizing key stakeholders.

X-H

School Health Data: The Missing Link Willow A

*Janice Doyle, Educational Service District 101 (Washington State)
Eastern Washington and Research Committee National Association of School Nurses*

4:00 – 5:00

The social and health determinants of achievement are the elephant in the middle of the No Child Left Behind (NCLB) room. A huge knowledge gap exists of the types and frequency of school health services and their impact on child health and education. Most state and national education data sets omit school health provider intensity, credentials, and non-reimbursable care provided in schools. A few well-funded states collect comprehensive statewide school health data, but findings cannot be generalized to states without school nursing services. School health state and national data provide evidence for investing health care dollars toward school health services to achieve national goals.



X-I

**Partners in Learning: Using Student Information Willow B
Systems to Guide Instructional Practice**

Christopher Blodgett, Washington State University

4:00 – 5:00

Funded by Microsoft in partnership with the Washington State Governor's Office, Partners in Learning (PIL) is a model development effort intended to improve K-12 math preparation. The program partners are the Cheney School District and Eastern Washington University, and Washington State University is the PIL evaluator. Partners in Learning introduces a series of instructional innovations in Cheney schools to improve math outcomes. In the evaluation, we use relational database practices to integrate electronic student information systems, standardized assessment data, and PIL intervention information at the individual and classroom level. This new data system allows us to track student performance over time, test PIL interventions against student control groups, and create feedback for instructional decisions guided by information. In the presentation, we detail the development of this system as a model for other school districts, discuss lessons learned, and report findings from PIL as application examples.



7:30 – 10:45	Registration	2 nd Floor Lobby
7:30 – 8:30	Morning Break.....	Grand Ballroom A
7:30 – 10:00	Cyber Café and Demonstrations Open	Grand Ballroom A (This room will close at 10:00 a.m.)

8:30 – 9:30 Concurrent Session XI Presentations

**XI-A Beyond Descriptives: Effective Use of DataDiamond A/B
Systems to Improve Achievement**

Sean Mulvenon and Denise Airola, University of Arkansas

8:30 – 9:30

A major component of all effective educational data systems is the ability to integrate and design data features that can be used to extract information for use in diagnostic/formative evaluations of student achievement, including the ability to extract information for assessment or evaluation of curricula and professional development programs designed to increase student achievement. Too often, development of integrated data systems is more a “placement” of data into existing infrastructure of an external contractor minimizing the ability of school systems to design and implement assessments and evaluations specific to their needs. The ability to create basic descriptive reports from a few selected variables may generate disaggregated data reports, but it does not constitute analysis of educational systems or student achievement. The National Office for Research on Measurement and Evaluation Systems (NORMES) at the University of Arkansas has engineered technologies in conjunction with developing integrated analysis features that create flexibility for educators to conduct their own diagnostic and formative evaluations of student achievement that go beyond simple descriptive analyses. Additionally, the ability to manage data by an educational statistics program at a university provides an outstanding model for others to replicate that can provide a statistically responsible support system for school systems.



**XI-B Analysis of Indiana's Statewide e-Transcript Douglas Room
System—Past, Present, and Future**

*Matt Fleck, Indiana Department of Education
John O'Connell, Docufide, Inc.*

8:30 – 9:30

The Indiana e-Transcript Initiative was launched in late 2005. Join Matt Fleck with the Indiana Department of Education and John O'Connell from Docufide to discuss the three-year old system's outcomes, feedback and lessons learned, and information on the system's proposed enhancements sought for 2009. Specifically, this session will discuss:

- the organizational impact the system has had on K-12 and higher education;
- from college application, to transcripts and the counselor's secondary school report and LOR's;
- how all of this is now done effectively, economically and electronically in Indiana; and,
- expansion to include K8 record exchange, local course normalization to the National Center for Education Statistics' (NCES) school codes for the exchange of data (SCED) standard, and 9-12 diploma audits against Indiana's Core 40 requirements.

**XI-C Navajo Sovereignty in Education Act: Data Usage to Cedar Room
Empower the Navajo Nation**

*Kalvin White and Patrick Galvin
Department of Dine Education, Navajo Nation*

8:30 – 9:30

This presentation will highlight the development of the Navajo Nation Accountability System. It will provide information on education as an issue of sovereignty. It will discuss the challenges the Navajo Nation is faced with in data collection, management and analysis. It will evidence how the Navajo Nation accountability system strengthens the Nation, builds human capital, supports self-determination, and leads to stronger schools and communities.



XI-D Building a Standards-Based Data WarehouseAspen Room

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

8:30 – 9:30

Horry County (South Carolina) Schools will present the current status of their proof of concept project based on the Schools Interoperability Framework (SIF) standard. This project utilizes a dynamic XML-based ETL tool that extracts data from their student information system and assessment stores via SIF to a data warehouse. Ultimately, they will connect their student information system, food service, library health, human resources, assessment and directory services applications.

XI-E The Process for Metadata Collection Grand Ballroom B

Lily Clark, U.S. Department of Education

8:30 – 9:30

The *EDFacts* project is rolling out a new metadata collection tool, *EDFacts* Metadata And Process System (EMAPS). The first EMPAS project rolled out to states is the racial and ethnic data collection plans, which will be demonstrated in this session. Future data collection plans for the EMAPS tool will be discussed, and input from participants will be solicited.

XI-G Framework for Data Driven Decision MakingGrand Ballroom D

*Neal Gibson, Arkansas Department of Education
Margaret Heritage, University of California, Los Angeles*

8:30 – 9:30

As the amount and complexity of information available to decision-makers increases with the development of longitudinal systems, as Herbert Simon would say, "does a wealth of information create a poverty of attention?" This session presents an innovative framework for Data Driven Decision Making (DDDM), based on decades of empirical research in operations and decision research. Strategies to effectively process different kinds of information, especially from formative and summative assessments, will be discussed, and an interactive visualization application to support DDDM through a "web as participation platform" will be demonstrated.



**XI-H Data Quality Monitoring and Improvement Willow A
Initiative at Everett Public Schools**

Newel Rice and Linda Holtorf, Everett Public Schools (Washington State)

8:30 – 9:30

Everett Public Schools, a district of 18,500 students in Everett, Washington, has put in place a comprehensive initiative to ensure the accuracy and completeness of data used for instructional programs, decision making, parent communications, and state reporting. This session focuses on a new approach to identifying and monitoring data and policy issues that warrant investigation, intervention or improvement, by using rule-based early-warning indicators that detect patterns and anomalies in student data.

XI-H A View of Washington’s Assessment Data Applications..... Willow B

*Sheri Dunster, Jeff Katims, Emily Brown
Washington State Office of Superintendent of Public Instruction*

8:30 – 9:30

A view of Washington’s assessment data applications for processing, editing and reporting assessment information. The applications described are designed to assist school districts in managing test operations, resolving test record conflicts, and receiving and reporting test results.

9:30 – 9:45 Break

9:45 – 10:45 Concurrent Session XII Presentations

**XII-A Making Mole Hills Out of Mountains of Data: ProfessionalDiamond A/B
Development to Survive the Data Deluge**

*Denise Airola and Sean Mulvenon, University of Arkansas
Mickey Garrison, Oregon Department of Education*

9:45 – 10:45

Data-driven decision making in education permeates all levels with the explicit goal of improving student achievement. Schools, districts, and state education agencies (SEAs) enjoy access to an unprecedented amount of educational data. However, realization of the true potential of data-driven decision making—improved student achievement—continues to be a hit or miss proposition. The critical nexus of data-driven decision making is assessment literacy and educational data analysis literacy linked to instructional practice. This session will highlight key content in professional development designed to overcome the data deluge for educators by developing essential skills and concepts in data and assessment literacy.



XII-C From Data to Information: Perspectives on Policy and Practice.....Cedar Room

*Deborah Lindsey, Milwaukee Public Schools
Jeffery Watson and Sara Kraemer, Wisconsin Center for Education Research,
University of Wisconsin-Madison*

9:45 – 10:45

This panel presents two perspectives of data use in a large urban school district that focus on identifying what works. Deborah Lindsey, Director of Research and Assessment at Milwaukee Public Schools (MPS), will discuss how MPS currently leverages its data warehouse to support school-level and district-level planning and decision making. Jeff Watson, researcher at the Wisconsin Center for Education Research and project lead for the Integrated Resource Information System (IRIS) project, will describe methods, successes, and challenges associated with extending the capacity of the MPS data warehouse to inform decisions related to planning and assessing the impact of resource allocations.

**XII-D Using GIS to Examine Spatial and DemographicAspen Room
Trends in High School Dual Enrollment and
Advanced Science and Mathematics Course-taking**

*Will Tyson, Reginald Lee, and Kathryn Borman
Alliance of Applied Research in Education and Anthropology
University of South Florida*

9:45 – 10:45

Geographic Information Systems (GIS) allows users to interpret data to map spatial relationships and trends. A new technique in education research is using spatial data to understand disparities in achievement outcomes. This session uses Florida's PK-20 Education Data Warehouse data to examine demographic trends in dual enrollment and advanced placement science and mathematics course-taking among Florida high school students. Geographic Information Systems permit spatial illustration of relationships between race and socioeconomic variables and student outcomes at the neighborhood (census tract) or school level allowing for the exploration of links between teacher and student variables in a school-level analysis of science, technology, engineering, and mathematics (STEM) pathways within Florida school districts.



XII-E Performance-Based Assessments and Digital Portfolios Grand Ballroom B

Sharon Lee, Rhode Island Department of Education
Steven Foeh, Rhode Island Network for Education Technology

9:45 – 10:45

In order to graduate from a Rhode Island high school, students must demonstrate that they have achieved proficiency in six core areas (English language arts, mathematics, science, social studies, the arts, and technology) through multiple sources of evidence gathered over time, including coursework, state assessments, and “performance-based assessments,” such as portfolios, exhibitions (senior projects), or comprehensive course assessments. This session will discuss the performance-based assessments component and how proficiency data are collected through digital portfolio systems. Additionally, participants will see how digital tools are being used to support both informal and formal assessment to prepare students for successful completion of the more comprehensive performance-based assessments.

XII-G Cohort Dropout Rates.....Grand Ballroom D

Susan Williams, Virginia Department of Education

9:45 – 10:45

Are you up late at night thinking about longitudinal reporting? Are you daydreaming about what your state will do after an on-time graduation rate is published? If you (or someone you know) cannot stop thinking about cohort dropout rates, come join us for an interactive discussion. We will share Virginia’s methodology and lessons learned along the way, with time for group discussion. Come to share, listen, or ask questions.



XII-H

**Collecting Data About K-12 Buildings:..... Willow A
A Pilot Project in Washington State**

Nina Oman, Washington State Joint Legislative Audit and Review Committee

9:45 – 10:45

Washington state policymakers are increasingly interested in better information about K-12 facilities, such as whether there is enough space to offer all-day Kindergarten, and how many specialized spaces such as science laboratories are available in schools. However, currently there is no statewide source of standardized, automated data for K-12 buildings that includes inventory, condition, and use of space information. To explore how to solve this problem, the Washington State Legislature assigned the Joint Legislative Audit and Review Committee the task of developing a pilot system for K-12 public school facilities in the state. Ten participating school districts will be asked to report information about their buildings, including detailed ratings of condition and use of space at the classroom level. A report will be provided to the Legislature in January 2010 describing the results of the pilot and the feasibility of expanding it statewide. This presentation will describe: the design of the pilot, the scope of data to be collected in the pilot, methodology for collecting the data, and an implementation plan.

XIII

Using the NAEP Data Explorer..... Willow B

Angie Mangiantini, Washington State Office of Superintendent of Public Instruction

9:45 – 10:45

This presentation will focus on the use of National Assessment of Educational Progress (NAEP) Data Explorer (NDE) to extract data by state and for use in state comparisons. Explanation of the variables will be explored. Use of the analysis tools within the NDE will be discussed. The new soon-to-be-released version of the NDE will also be reviewed. Participants should have a basic understanding of statistics.



**22nd Annual
MIS Conference**
Seattle, Washington
February 18-20, 2009

KEYNOTE SPEAKERS' BIOGRAPHIES

National Center for Education Statistics
Washington State Office of Superintendent of Public Instruction



Stuart Kerachsky
Acting Commissioner
National Center for Education Statistics

Stuart Kerachsky became Acting Commissioner of the National Center for Education Statistics (NCES) on October 16, 2008. Stuart previously served as associate commissioner for knowledge utilization in the National Center for Education Evaluation and Regional Assistance within IES. Prior to joining IES, he was a senior vice president at Mathematica Policy Research, Inc. His responsibilities over his long career at Mathematica included being director of research and director of surveys. He has been involved in research in education, employment, disability, child development, and health. Stuart received his Ph.D. in economics in 1975 from the University of Wisconsin.



Randy Dorn
Superintendent of Public Instruction
Washington State Office of Superintendent of Public Instruction

As a life-long resident of Washington State, Superintendent Randy Dorn is an experienced educator and dedicated public servant committed to creating world-class schools and educational opportunities for all of our children.

Before becoming Washington's Superintendent of Public Instruction, Randy served in the state's school system as an elementary and middle school teacher, and then as a high school and elementary principal. He understands first-hand the challenges facing our students and teachers and has been a constant advocate for quality schools.

Serving in the Washington State House of Representatives for seven years, Randy was a key sponsor of the Education Reform Bill, chair of the K-12 House Education Committee and a member of the Appropriations Committee. Randy received the President's Award from the Association of Washington State School Principals and the Golden Gavel from the Washington Association of School Administrators in recognition of his outstanding service to public education.

In 1999, Randy Dorn assumed the role of executive director of Public School Employees of Washington (PSE), the second largest educational employee's organization in Washington State.

Randy and his wife Kay, live in Eatonville and have three grown sons. The commitment to education runs deep in Randy's family as one son is a teacher, and one is training to enter the educational field.

Randy earned his B.A. in Education from the University of Idaho, his M.A. Education from Pacific Lutheran University and his Superintendent Credentials from Washington State University.



**22nd Annual
MIS Conference**
Seattle, Washington
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DEMONSTRATION DESCRIPTIONS

National Center for Education Statistics
Washington State Office of Superintendent of Public Instruction



TeachTown Computer-Assisted Instruction and Automated Data Collection and Reporting

Eric Dashen, Christina Whalen, and Manya Vaupel, Jigsaw Learning

TeachTown is a computer-assisted intervention designed for children with Autism Spectrum Disorders, language, and cognitive delays. The program features over 500 computer lessons, automated data collection and reporting, and a system for storing and sharing session notes. The program also includes naturalistic generalization activities. Our innovative data collection and reporting system offers detailed and pragmatic reporting for each student, classroom, school, district, state, or for all users. Reports show progress, usage patterns, and allow administrators to quickly assess the effectiveness of TeachTown. A demo of the program will be presented along with many reporting examples and research data from TeachTown.

ESP Solutions Group—Extraordinary Insight

Dr. Glynn D. Ligon, ESP Solutions Group

ESP Solutions Group (www.espsolutionsgroup.com) is solely focused on improving the quality of education data within local and state education agencies. Our team is comprised of education experts who pioneered the concept of “data-driven decision making” (D3M) and use it to help optimize the management of our clients’ information. We have advised all 52 state-level education agencies and the U.S. Department of Education on the practice of PK-12 school data management for state and Federal reporting. We are the leading experts in, and provide extraordinary insight into, the data and technology implications of No Child Left Behind (NCLB), *EDFacts*, and the Schools Interoperability Framework (SIF).

eScholar—Helping Education Agencies Support Pre-K Through 20

Daysie Kratz and Shawn Bay, eScholar, LLC

Are you using social security numbers (SSNs) to identify students or staff? Are you trying to analyze data from pre-school through higher education and beyond? Find out how eScholar’s suite of products can assist your organization in implementing a comprehensive longitudinal data system spanning pre-K through 20. Learn why the eScholar Complete Data Warehouse® system is the leading statewide data warehouse solution, supporting the collection and integration of comprehensive data across K-12 and now higher education/postsecondary as well as career and technical education. See a demonstration of eScholar Uniq-ID®, the most widely-used unique identification application implemented statewide in nine states, nationally by the U.S. Department of Education’s Migrant Office, and globally by the U.S. Department of Defense Education Activity. Speak with our staff on education data management best practices, Education Data Exchange Network (EDEN), and Adequate Yearly Progress (AYP). eScholar is the premiere provider of proven, scalable education data management solutions, serving 11 state education agencies and supporting over 11 million students. www.escholar.com



Claraview—Improving Education Through Data Solutions

David Grattan, Darla Marburger, and Glenn Facey, Claraview

Come see why education agencies rely on Claraview to transform disparate data practices into a robust data system. Claraview puts actionable information in the hands of education stakeholders, helping them take informed action to improve the quality of learning for each student. Claraview can deliver your longitudinal data and decision support systems by building upon your existing infrastructure or starting from scratch. Claraview's proven track record of building first-in-class longitudinal education data systems brings together extensive data warehouse/decision support system capability, hands-on Education Data Exchange Network (EDEN)/EDFacts experience, and proven P-20 education subject matter expertise.

Hupp Information Technologies

Dean Hupp, Michelle Hupp, and Candy Taylor, Hupp Information Technologies

Hupp Information Technologies specializes in the enterprise software needs of governmental education organizations. Come visit us for a demonstration of our single sign on, certification, special education, and highly qualified teacher systems.

Implementation of SharePoint for New Mexico Public Education Department

Joel Nudi, Minerva Carrera, and Brian Salter, New Mexico Public Education Department

The New Mexico Public Education Department (PED) will present on the installation of Microsoft Office SharePoint Server (MOSS) in order to provide easy access to School and District No Child Left Behind (NCLB) Data and other relevant sites for district-level administrators and PED agency personnel. This system will ease the data entry processes and will enable review of longitudinal data for over 300,000 students across the state. It will also bring other benefits of SharePoint to New Mexico, including easy content management, document management, surveys and to create a "connected learning community."

All the Data—All the Time

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

CPSI has developed the State Data Manager, a Schools Interoperability Framework (SIF)-based system that allows real time or nearly real time collection of data or "All the Data—All the Time." CPSI staff can answer questions about data collection rules, data validation and cleansing for improved district level reporting. They can show you how core data will be collected from the district systems and sent to the state, and how the District Data Manager can be tied to the state system.



Certica Solutions' K-12 Data Certification Software

Jeff Averick, Certica Solutions

Certify™ software provides online, school-targeted Data Certification Scorecards which allow school districts to review and address data issues well before a data submission deadline. By providing an alert system to district departments and schools, Certify maximizes the time available to remedy data problems, as well as to improve districts' performance, including alerts on drop-out rate, teacher certification, student discipline and class size.

Infinite Campus: The Reality of Statewide Data Collection

Joe Fox, Infinite Campus

The reality of collecting data and making it count is the ability to collect data statewide at the source—in the classroom. States need a dependable data collection system to gather current, accurate data. The system should support the collection of data from disparate district-level systems and adapt to whatever changes may arise in the future. Infinite Campus is the data collection system that South Dakota, Montana, Kentucky, Maine and the Bureau of Indian Education use in very different ways to collect accountability data. Stop by this demonstration for an overview of the Infinite Campus State Edition, and see how it is unlike any other data collection system available on the market today.

Synthesizing Data From all Pivot-Points in the Educational System: New Technology From SynapticMash Driving Systemic Achievement Improvements

Ramona Pierson, Carol Taylor Cann, Doug Roberts, and Ron Kiser, SynapticMash, LLC

SynapticMash's LearningQube platform "mashes" existing tasks, data-points, and workflows together to provide easy access to all the real-time information educators need to improve student achievement and close the achievement gap. LearningQube uses a fully customizable widget-based data dashboard to provide state and district leaders with information about where and how students are struggling, areas in which teachers need professional development, and the effectiveness of existing instructional initiatives and programs. The LearningQube platform is an enterprise level platform, synthesizing data across diverse legacy data systems and scaling across multiple districts and to the state, enabling data to follow a student, group of students, or groups of schools longitudinally. Come and learn how the SynapticMash team, led by former state and district Chief Information Officers, might help you revolutionize how your district or state leverages data to improve achievement outcomes.



Electronic Transcripts

Mark Johnson, National Transcript Center

Electronic student record and transcript systems are key components of a longitudinal data system, and the National Transcript Center (NTC) product is the tool actively being used to exchange student records throughout many schools, including those in California, Texas, Virginia, West Virginia, and Wyoming. NTC improves the efficiency, reliability, cost, and security of student records and transcript exchange. The NTC network allows PK-20 education institutions to communicate with the secure NTC server using the open standard of their choice.



**22nd Annual
MIS Conference**
Seattle, Washington
February 18-20, 2009

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