

Wednesday, September 12

7:00 a.m. – 5:00 p.m.

REGISTRATION

Gateway Gallery

7:30 a.m. – 8:45 a.m.

BREAKFAST BUFFET

SPONSORED BY CCSSO STATE EDUCATION DATA CENTER

Salon D

9:00 a.m. – 10:30 a.m.

OPENING PLENARY SESSION

CONFERENCE OBJECTIVES AND INTRODUCTION BY ROLF BLANK

Gateway II & III

Panel of State Leaders: Policy to Practice Question

“How can States Effectively Integrate Education Improvement Initiatives with Use of Data?”

Gene Wihoit, CCSSO Executive Director (Facilitator)
Susan Castillo, Oregon Superintendent of Public Instruction
Sally Wherry, Minnesota Department of Education
Gerald Zahorchak, Pennsylvania Secretary of Education

Research evidence shows us that data use is a characteristic of effective schools and districts. How is data use meaningfully integrated into the everyday practices of teachers? This session will examine characteristics of effective data use at the classroom level and offer perspectives about how data use can become a widespread reality in teacher practice.

10:30 a.m. – 10:45 a.m.

BREAK AND TRANSITION

Gateway Gallery

10:45 a.m. – 12:15 p.m.

BREAKOUT SESSIONS: STATE & LOCAL MODELS

Broadway I

A Team Dialogue Model for Data-based Instructional Decision Making

Presenter(s): Michael Hickey, Ronald Thomas

The “old model” of data analysis, currently used in many schools, is largely dysfunctional. It attempts to use the essential accountability data for school improvement purposes which does not address the concerns in the current school system. A Classroom-Focused Improvement Process (CFIP), based on a team dialogue protocol, is proposed to address these concerns.

Broadway II

Curriculum Evaluation: An Important Consideration in Improving Instruction

Presenter(s): Ira Glick, Carolyn Sessions

The Louisiana Comprehensive Curriculum consists of 70 courses in English Language Arts, Mathematics, Science and Social Studies. These courses were evaluated with respect to their alignment to the state’s GLEs, quality of classroom activities, usefulness to teachers, rigor and relevance. The purpose of the evaluation study was to provide guidelines to Louisiana curriculum developers so that the curricula could be revised to maximize the potential for student learning. This workshop will share details of the study as well as findings.

Helping Educational Leaders use Accountability Data For School Improvement: New Mexico’s Principal Support Network

Presenter(s): Beata Thorstensen, Jan Sheinker

In 2005, as part of the Wallace Foundation-funded State Action for Education Leadership Project, New Mexico started the Principal Support Network. The purpose of this network is to provide professional development to principals in the use of assessment data to create comprehensive school improvement plans using pivot tables to analyze data and CCSSO’s Data-Based Decision Making model. Attendees will learn about data analysis tools and techniques, and state-level policy changes that have occurred because of this initiative.

Gateway I

Bridging Action and Research: Minnesota’s Lighthouse High Schools

Presenter(s): Sally Wherry, Julie Kalnin, Marilyn Orgaard, Sharon Ornelas

The Minnesota Department of Education’s Lighthouse Project is an action research model to support high school redesign. This session outlines a two-year sequence of professional development and includes training materials. Two participating high school leaders describe their schools’ reform and research efforts. An evaluation of project-wide issues related to the use of data contextualizes the two schools’ experiences. Activities to engage participants in reflecting upon the model and implications for using data to support reform are integrated throughout the session.

Gateway IV

School Improvement Planning: Getting Results

Presenter(s): Shelia Engle-Rinderknecht, Diana Bourisaw

This session focuses on the SLPS school improvement planning process. The process, finishing its first year of implementation, is a data-driven school improvement model that requires all schools to engage in the practice of first collecting and then analyzing trend data on student assessments, attendance, discipline, graduation and stakeholder involvement. An essential component of the plan is root cause analysis (RCA) to determine possible reasons for chronically low performance.

12:15 p.m. – 1:15 p.m. LUNCH BUFFET

Salon D

*Broadway I***Use of Data Mining to Inform Instructional Practices for High-Risk 9th Grade Learners**

Presenter(s): Bary Habrock, Jody Isernhagen, Dan Radicia, Melissa Simons

The session will discuss use of data to inform and monitor instructional decisions for high-risk learners at the high school level. Presenters will share the experiences of one suburban high school as it engaged in data mining to uncover well-intended practices that were unintentionally widening the achievement gap for 9th grade students. High school leaders will describe their analysis processes, their best practices study, their work in changing 9th grade course placement practices, and initial impact data.

*Broadway II***PDA Walkthroughs: Improving Instruction through Classroom Observations and Data Analysis**

Presenter(s): David J. Ruff, J. Duke Albanese

What is the classroom learning experience of our students in our high schools? Unfortunately, we have little whole-school data that captures the prevailing instructional pedagogy of a high school much less the learning experience of our students. This work session will introduce, a three-minute classroom observation process that uses personal digital assistants (PDAs) and a password-protected, web-based database to collect, analyze, and graphically display hard data on instructional efficacy. Data is then made available for analysis and reflection by all educators in a high school.

*Gateway I***Teacher Use of Interim Assessments in Elementary Mathematics: A Two-District Study**

Presenter(s): Leslie Nabors Oláh

While interim assessments have the potential to provide relevant information on student learning, we know little about how teachers use the results from this increasingly popular form of assessment. We present findings based on teacher interviews and classroom observations conducted in one urban and one suburban district during the 2006-2007 school year. While these teachers' use of interim assessments has moved beyond merely administering the assessments to attempts at informing teacher assessment and instructional practices, such efforts are influenced by the varying degrees of support for test creation, administration, results analysis, and instructional planning.

Using Data to Impact Classroom Instruction: Lessons Learned

Presenter(s): Beth Williams, Cephus Jackson, Donna Jackson

It's not having assessment data that makes a difference – it's using those data to inform decisions at the district, school and classroom levels. Educators are often competent when implementing assessment programs, but are often less success in using data meaningfully at all levels. The presenters will share how they implemented district-wide assessment programs and then engaged principals and teachers in using the data. The effects of those efforts, specific examples and the lessons learned through these efforts will be shared.

Gateway IV

SEC Leader Training: Using SEC Data with State Assessment Results

Presenter(s): Carolyn Karatzas, Lani Seikaly

All too often we start initiatives that are viewed as “one more thing.” This session looks at engaging teachers with their state assessment results and their SEC data. Participants will look at a way to focus teachers on the strengths and weaknesses in their data, as well as how to begin a culture of using data on a regular basis. Be ready to roll your sleeves up and dig into data.

2:45 p.m. – 3:00 p.m.

BREAK AND TRANSITION

Gateway Gallery

3:00 p.m. – 4:30 p.m.

BREAKOUT SESSIONS: STATE & LOCAL MODELS

Broadway I

Linking Data and Learning: Exploring Practices that Improve Achievement

Presenter(s): Margaret Honey, Naomi Hupert, Ron Thorpe

This session, based on chapters in a forthcoming book, *Linking Data and Learning: Exploring Practices that Improve Achievement* (Mandinach & Honey, in press), will present an overview of the book’s research findings that illustrate how educators are using data and technology tools to make decisions that will lead to lasting improvements in student performance. The overview will be followed by two presentations that will ground the themes presented in the research summary in specific projects that illustrate the ways in which technologies can be used to support data-driven practices.

Broadway II

Using Data in a Systems Thinking Model to Align District's Resources & Goals

Presenter(s): Melanie Bryd

Systems Thinking is a comprehensive approach to districtwide improvement that has demonstrated the capacity to improve student achievement without an infusion of additional resources. It integrates system components to maximize organizational effectiveness. Its first principle is System Connections which means, operationally, linking district goals, budgeting, and staff development into a coordinated Action Plan. Having data systems in place to support the Systems Thinking model is key to a successful effort.

Gateway II

IDEAS: Institute for Developing Excellence in Arkansas Schools

Presenter(s): Sean Mulvenon, Charles Stegman, Calli Holaway-Johnson

Educators today are inundated with data. Frequently, the amount of data available to educators is overwhelming, and data are not used to make important educational decisions. In order for educators to utilize data in the most effective manner, they must know how to interpret data and apply the results. This session will explore how online, interactive professional development sessions on data interpretation can lead directly to informed changes to improve educational systems.

Gateway IV

A National Data Model: What is it and How Will it Benefit Data Use for Improved Instruction?

Presenter(s): Margaret Heritage, Raymond Yeagley

The focus of this session is on comprehensive national Pre K-12 data model being developed by a task force of the National Forum on Education Statistics. The model is intended to assist education providers, vendors, and others in designing and using data tools.

4:30 p.m. – 5:30 p.m.

INFORMAL NETWORKING

Gateway II & III

5:30 p.m. – 6:30 p.m.

RECEPTION

SPONSORED BY DATA RECOGNITION CORPORATION

Salon E, F, G

Wednesday, September 12

Thursday, September 13

8:00 a.m. – 5:00 p.m.

REGISTRATION

Gateway Gallery

7:30 a.m. – 9:30 a.m.

BREAKFAST AND INVITED SPEAKER

SPONSORED BY WIRELESS GENERATION

Gateway II & III

The Opportunity: From 'Brutal Facts' to the Best Schools We've Had

Mike Schmoker, Author and Consultant

With all the options available to promote improvement, Where Do We Begin? If we're smart, we'll start by being honest—about the immense, unprecedented opportunity for acting on just a few simple structures, elements and actions that will impact teaching and achievement powerfully—and immediately—for every student.

9:45 a.m. – 11:00 a.m.

BREAKOUT SESSIONS: STATE & LOCAL MODELS

Broadway I

Tools to Increase Capacity for Effective Data Use

Presenter(s): Rebecca Cohen, Margaret Heritage

This session will present the comprehensive web-based tools to support effective data use that have been developed at the Assessment and Accountability Comprehensive Center. Presenters will describe and demonstrate the range of available tools, and engage participants in a discussion about how they can be used by education leaders to improve instruction.

Broadway II

The Impact of Ninth-Grade Retention on Graduation and Dropout Rates

Presenter(s): Linda Wallinger, James C. Firebaugh, Jr., Tabitha Grossman

Students in the United States fail the ninth grade more than any other, often because they are not ready for the rigor of high school classes. This session will describe efforts undertaken in Virginia to help high schools review their ninth-grade retention data and other key indicators in order to develop effective strategies to help ninth-grade students advance to the next grade. A productive ninth-grade year leads to a greater chance of graduation success, thus decreasing dropout rates for high schools.

Gateway I

School Reform for Student Success: One School's Restructuring Story

Presenter(s): Maren Harris, Brad Oliver

During the 2006-2007 school year, Washington-Carver Elementary school, located in Muncie, IN entered its first year of full restructuring under NCLB. This session will detail the school's restructuring plan and focus on the successes and lessons learned pertaining to the school's curriculum, instruction, policies, professional development, and resource allocation after one year in restructuring.

Gateway IV

SEC Leader Training: The Motivation to Use the SEC Data in Schools

Presenter(s): Lani Seikaly, Carolyn Karatzas

How do we convince teachers they need this tool? You don't need to. Let the data do the talking! This session will look at a "backward" design to having teachers find purpose for using the SEC data. Participants will look at several examples of how leaders and trainers have motivated teachers to use their SEC data. If you are looking to build capacity and get others involved in your SEC project, this session is for you!

11:00 a.m. – 11:15 a.m. BREAK AND TRANSITION

Gateway Gallery

11:15 a.m. – 12:30 p.m. BREAKOUT SESSIONS: STATE & LOCAL MODELS

Broadway I

Idaho Principal's Academy of Leadership: Year 2

Presenter(s): Stan Hill, Curt Rathburn, Margo Healy

All schools in the academy project have administered the Surveys of Enacted Curriculum and participated in an Idaho Instructional Review for two years. This session will provide a look at the data findings from both the surveys and the instructional reviews with their linkage to student performance on standardized tests associated with the Principal's Academy for Leadership involving thirty middle schools in the state of Idaho.

Broadway II

Make the Connections to Improve Schools: Using Data, Surveys of Enacted Curriculum and Research (Part 1)

Presenter(s): Jennifer Unger, Mary Wermers

This session will explore some of the key elements of using data, but in a more significant way, the "how" of using data that will make a difference for staff and for kids. Participants will explore and be engaged in a data analysis process and a causal analysis process using student learning data and Survey of Enacted Curriculum data. Participants will be introduced to "Cause Cards" that will assist them in making connections between student learning problems, the cause of the problem, SEC data, and best practice/research. Participants will leave with ideas about integrating this process into their school and district improvement efforts and a sample set of "cause cards."

Gateway I

Evidence-Based Reform in Pennsylvania

Presenter(s): Gerald Zahorchak, Gwen Carol Holmes

Pennsylvania's data-driven support system for schools will be presented including formative benchmarks built on state assessment blueprints, school improvement planning tools, a web-based tool for finding research-proven solutions that match identified needs, and technical support in using these tools. The Pennsylvania Department of Education will share their standards for research-proven solutions, how they encourage their adoption, and how they are assisting program developers in evaluating programs so that the list of proven programs continues to grow.

Gateway IV

MISSION IMPOSSIBLE: Creating a Culture that Cares - about DATA!

Presenter(s): Deborah Swensen, Aaron Brough

The mission impossible is to initiate and sustain change while creating an educational culture that utilizes data within a high school. Educators need assistance in recognizing and utilizing data effectively. This session focuses on changing data perceptions and attitudes. Examples of information and meaningful reports will be provided. We will show innovative programs in Utah designed to create a dynamic culture that actively uses data in an effective way for the benefit of students.

12:30 p.m. – 1:30 p.m.

LUNCH BUFFET

SPONSORED BY MEASURED PROGRESS

Gateway II & III

1:45 p.m. – 3:00 p.m.

BREAKOUT SESSIONS: STATE & LOCAL MODELS

Broadway I

Research Findings and Implications for the 2% Flexibility Option

Presenter(s): Sue Bechard, Gaye Fedorchak

Four New England states (RI, NH, VT, and ME) received an USDE grant to explore the issue of students in the assessment gap and to look for more valid and relevant approaches to testing. Five studies used multiple data sources and methods to research these concerns. The findings have implications for the recently finalized 2% flexibility option for developing an alternate assessment based on modified academic achievement standards and identifying which students with disabilities may be eligible.

Broadway II

Make the Connections to Improve Schools: Using Data, Surveys of Enacted Curriculum and Research (Part 2)

Presenter(s): Jennifer Unger, Mary Wermers

This session will explore some of the key elements of using data, but in a more significant way, the “how” of using data that will make a difference for staff and for kids. Participants will explore and be engaged in a data analysis process and a causal analysis process using student learning data and Survey of Enacted Curriculum data. Participants will be introduced to “Cause Cards” that will assist them in making connections between student learning problems, the cause of the problem, SEC data, and best practice/research. Participants will leave with ideas about integrating this process into their school and district improvement efforts and a sample set of “cause cards.”

Gateway I

A Professional Development Model Utilizing Best Practices and the Surveys of Enacted Curriculum Instructional Practices Data

Presenter(s): Gary Money, Maren Harris

What Works in Schools—Translating Research into Action (Marzano, 2003) addresses school issues that affect student achievement. In the chapter focusing on instructional strategies is a reference to nine categories of instructional practices, ranked in order of effectiveness, regarding student achievement. This workshop will offer a professional development model utilizing collaborative inquiry and data-driven decisions to increase the use of these effective teaching strategies by analyzing teacher data from the Surveys of Enacted Curriculum instructional practices section.

3:00 p.m. – 3:15 p.m.

BREAK AND TRANSITION

Gateway Gallery

3:15 p.m. – 4:00 p.m.

PLENARY SESSION

Gateway II & III

What Do We Know About Effective Teachers' Data Use?

Margaret Heritage, UCLA Assistant Director - Professional Development of National Center for Research on Evaluation, Standards & Student Testing

Research evidence shows us that data use is a characteristic of effective schools and districts. How is data use meaningfully integrated into the everyday practices of teachers? This session will examine characteristics of effective data use at the classroom level and offer perspectives about how data use can become a widespread reality in teacher practice.

4:00 p.m. – 5:00 p.m.

ROUNDTABLE TOPICS

All Conference Discussion

Gateway II & III

Friday, September 14

7:30 a.m. – 8:30 a.m.

BREAKFAST BUFFET
SPONSORED BY SCHOOLNET

Gateway II & III

8:30 a.m. – 10:00 a.m.

BREAKOUT SESSIONS: STATE & LOCAL MODELS

Broadway I

Less Red Tape, More Learning: The Interactive Illinois Report Card and Illinois e-Plans

Presenter(s): Carol Diedrichsen, Harvey Smith

This session shows an on-line data analysis and planning tools accessing longitudinal state assessment data. The Interactive Illinois Report Card allows easy review and analysis of this data and uploading of additional district local data, offers instructional resources, and provides planning templates prompted by NCLB. The template features include easy functionality, clear presentation, and data analysis in the automatically populated screens. The result is a paperless process encouraging classroom-focused student learning and reduced bureaucratic hoop-jumping.

State of the Nation - How Schools, Districts, and States are Using Longitudinal Data

Presenter(s): Elizabeth Laird

This session will synthesize the Data Quality Campaign's findings on how schools, districts, and states across the nation are using longitudinal data in conjunction with other types of data, like formative assessments, to tailor instructional programs, policies, and practices. Session attendees will learn about how the same set of longitudinal data can meet the diverse needs of various education stakeholders all working towards the same goal: improving student achievement.

Broadway II

Raise the Ceiling - Raise the Floor: Using Data to Inform Teaching Practice

Presenter(s): Anthony Cavanna, Stan Heffner, Danish Shafi, Bani Dheer

Educators across the country are trying to collect and make sense of a wealth of information about student progress, when, in reality, most have not been trained to use data in thoughtful, meaningful ways that will impact classroom practice and student achievement. This discussion will address the creation of useful models for assessing student achievement and the development of meaningful score reporting to support instructional design and to meet accountability mandates.

Gateway II - (Change in date Thursday, Sept. 13th)

Using Data to Appraise the Secondary Instructional Program

Presenter(s): Sharon Harsh, Betty Jo Jordan

Participants will be provided with an overview of the Instruction and Learning Appraisal (ILA) and will learn how the results of the appraisal can be used to strengthen instruction at the secondary level. Participants will analyze and explore the findings and results of a recent appraisal conducted in 16 high schools throughout West Virginia.

Gateway IV

Tennessee Exemplary Educators: An External Change Agent Approach to Using Data in State-Identified Schools

Presenter(s): Aaron Butler, Michael Jordan, Deborah Williams

The Tennessee Department of Education assigns external change agents called Exemplary Educators to provide technical assistance to schools identified by the state for improvement. This session highlights the ways in which these Exemplary Educators use data from formative and summative assessments, perceptual surveys, projection growth modeling, and other sources to facilitate improvement in state-identified schools. The session also presents strategies and tools that Exemplary Educators have used to build the internal capacity of schools to collect and use assessment data to improve school outcomes

10:00 a.m. – 10:15 a.m.

BREAK AND TRANSITION

Gateway Gallery

10:15 a.m. – 11:45 a.m.

BREAKOUT SESSIONS: STATE & LOCAL MODELS

Broadway I

The Alphabet Soup Project and Beyond: Using the SEC to Improve Instruction in Illinois

Presenter(s): Gwen Pollock, Penny Billman, Amy Jo Clemens, Carol Diedrichsen

The Illinois Alphabet Soup Project piloted use of the SEC with teachers in Career-and-Technical Education (CTE), Comprehensive School Reform (CSR), and the Mathematics and Science Partnerships (MSP). We explored how the SEC could help us build data-based accountability in our high schools. We will share enthusiastically the method to our madness, diverse data analyses, and lessons learned.

Broadway II

Linking Data and Learning Teams with Practices that Improve Achievement in Chicago Public Schools

Presenter(s): Sharnell Jackson, Gerald Beimler

Gateway I

You asked for it – You got it! Actionable Data Informing Classroom Instruction

Presenter(s): Barry Brahier, Lissa Pijanowski

Teachers and leaders in Forsyth County Schools, Georgia envisioned instructional data organized in a meaningful way including research-based data elements. The system created by Forsyth leverages the data housed within the student information system to create a class profile for each K-12 teacher. This interactive session will demonstrate how these profiles provide teachers with a real-time dashboard of information including student demographics, program information, discipline, attendance, class average, and assessment data to affect instruction.

Gateway IV

Rapid Regeneration [R2] of Mathematics Teachers Using Technology

Presenter(s): Sherdyne Cornish, Earl Cornish

Rapid Regeneration of Teachers [R2] is a superior alternative to the current math content professional development programs available for teachers in Arkansas. [R2] utilizes multi-media to introduce K-12 grade teachers to the most innovative and proven instructional math content and practices for teaching a standards-based math curriculum, before enrolling them in advanced mathematical content classes taught on school sites in a non-threatening setting.

11:45 a.m. – 1:30 p.m.

LUNCH AND PANEL SESSION

Gateway II & III

A Policy Perspective: Can Classroom-Based Assessment be Used for Both Improving Instruction and State Reporting?

Presenter(s): Commissioner Doug Christensen, Pat Roschewski, Jan Hoegh, David Hamm

In this session you will hear from the Commissioner of Education, the Director of State Assessment, a Superintendent, and a Principal in Nebraska. From each of their perspectives they will explain how it has been successfully working in their state for the last seven years.

1:30 p.m. – 2:30 p.m.

SUMMING UP CONFERENCE LEARNING:
FEEDBACK FROM A PARTICIPANT PANEL

Gateway II & III