

CartoonParade[®]

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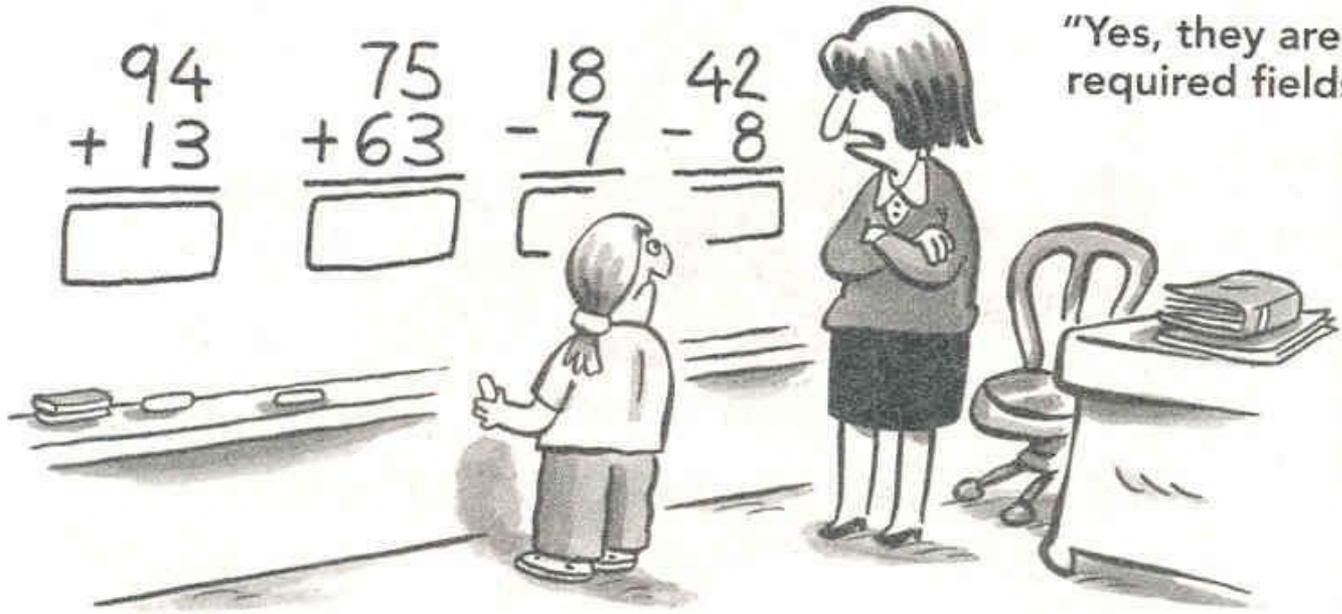
Dd Ee Ff Gg Hh Ii Jj Kk

$$\begin{array}{r} 94 \\ + 13 \\ \hline \square \end{array}$$

$$\begin{array}{r} 75 \\ + 63 \\ \hline \square \end{array}$$

$$\begin{array}{r} 18 \\ - 7 \\ \hline \square \end{array}$$

$$\begin{array}{r} 42 \\ - 8 \\ \hline \square \end{array}$$



"Yes, they are all required fields."



DEPARTMENT OF

Education

STATE OF MAINE

Statewide Longitudinal Data System

2010-2011

Data Quality Certification

- Data Coordination Strand ◦
Launching Workshop

Travis Wood & Lance Gilman

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Training Team
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- Lance.gilman@maine.gov
- (207) 624-6681

– <http://www.maine.gov/education/lds>



Housekeeping

- Cell phones
- Confidentiality
- Food, breaks
- Restrooms
- CEUs



Clock Partners



- This activity will allow us to work collaboratively later.
- Find a partner for each of the four hours.
- Once you find someone, write his/her name down on the line.
- You cannot be a 12 o'clock partner for two different people.

Today's Outcomes

- Understand the purpose of this training strand.
- Understand what Maine's Statewide Longitudinal Data system (SLDS) is and does.
- Understand how to begin building a culture of data quality.
- Begin to consider what steps need to take place to create a culture of data quality.

Before, After, Next

- Take a few moments to complete the “Before” column



Before...After...Next (BAN) Chart

Name: _____

District: _____

Before: On a scale from 1-4 (1 being the least knowledgeable to 4 being the most knowledgeable) indicate your level of knowledge before this workshop began.

After: On a scale from 1-4, indicate your knowledge level after the workshop.

Next: Finally, indicate by **rank ordering** those issues you would like to explore next.

Quality Data Culture Issues	Before	After	Next
I could clearly define what is meant by a culture of quality data.			
I could explain the importance of collecting quality data.			
I could identify the components of a culture of quality data.			
I could identify the factors affecting data quality.			
I could identify the roles and responsibilities of staff members involved in the culture of quality data.			
I could explain the concept and importance of data ownership.			

Why “data quality”?



Clock Partners



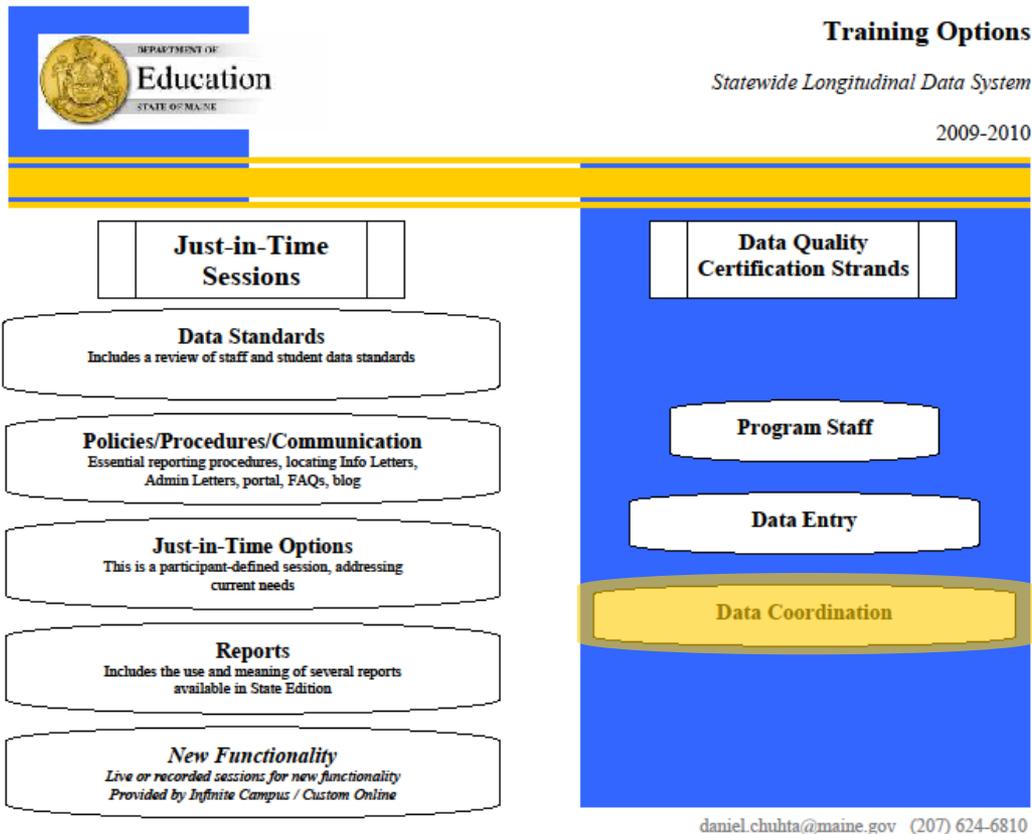
3

- Find your 3 o'clock partner.
- Discuss the implications of data quality in a school or unit setting.
- Have you ever seen a similar consequence of bad data?
- Be prepared to share

Purpose of the DQC Program

- The purpose of this Data Quality Certification program is to support users at the LEA level in developing a culture of quality data. Whereas data is a driving force in the field of education today, without high quality information available to make instructional, accountable and financial decisions, the creation of achievable goals will be done with dubious results.

What's the big picture?



Components of this Strand

- The importance of data quality at the school, district, and state levels – beginning with data entry
- The use of data standards
- Using reports to verify data
- Obtaining, creating, and executing data collection, reporting, and validation procedures and guidelines
- Obtaining professional development to support ongoing collection, reporting, and validation.
- Creation and use of a state-wide and local data calendars
- Exploring the data entry environment, both physically and electronically

An SLDS? A what?

Statewide Longitudinal Data System

- These systems are intended to enhance the ability of states to efficiently and accurately manage, analyze, and use education data, including individual student records.
- These systems should help states, districts, schools, and teachers make data-driven decisions to improve student learning, as well as facilitate research to increase student achievement and close achievement gaps.

Is this a new system for Maine?

- Now:

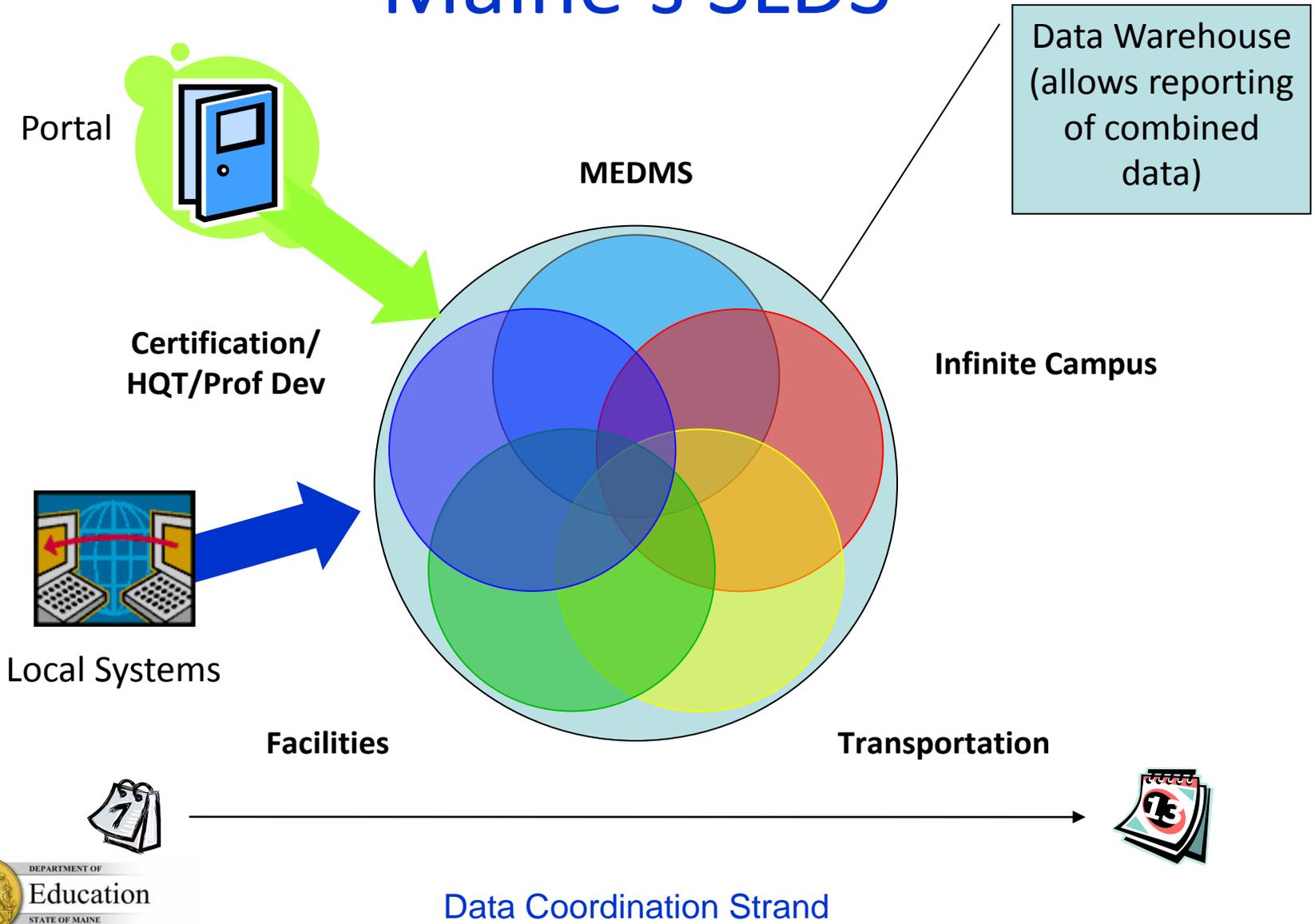
- Original data from Local systems (SIS, Financial, Staff, etc.)
- MEDMS – Maine Educational Data Management System
- Infinite Campus – The current system to collect and report student data
- Stand-alone systems

- Next:

- Portal
- Data Warehouse
- Facilities Management
- Transportation
- Certification/HQT/Professional Development

(In no particular order!)

Maine's SLDS



Everyone plays a part!

- As we continue, consider the roles which are interdependent:
 - Parents/Guardians
 - Principal
 - Office Staff
 - Teacher/Counselor/Librarian/Nurse
 - Superintendent
 - School Board
 - Data Coordinator / Manager
 - Technology Coordinator and Staff

Role of the Data Coordinator/Steward

- Responsibility
- Things to think about
- Things to do
- Outcomes

Quality Data: The Role of the Data Steward or Coordinator

RESPONSIBILITY

You serve your administrator by ensuring that the statistical information reviewed by senior staff represents data that have been entered accurately and collected systematically. Furthermore, you enhance the information reporting process through staff development and collaboration with the various offices and programs responsible for producing data and information.

THINGS TO THINK ABOUT

- Does the information reviewed by your superintendent and senior staff represent facts based on accurate data from programs and offices?
- Does everyone in your school district understand how data are used to benefit the instructional program and provide funds for services?
- Are data collected systematically in the school district?
- Are the staff responsible for entering data trained to do an effective job?
- Is there a process in place that allows “end-users” to request or modify reports?
- Are you and the information technology (IT) director operating collaboratively?

THINGS TO DO

- Coordinate the data collection process.
- Provide professional development for staff members leading toward a Culture of Quality Data in the school. The sessions might include
 - demonstrations that incorporate hands-on training, enabling data entry personnel to become used to the actual data entry screens;
 - examples that actually reflect situations that will be encountered;
 - handbooks or guidebooks, with copies of data entry screens, systematic instructions, and the rationale for entering the data;
 - descriptions of the procedures for obtaining assistance (e.g., help-desk phone number, online and/or e-mail query process); and
 - copies of the reports created from the data, enabling trainees who enter information to have a sense of how their work affects the operation of the school.
- Resolve discrepancies in information before reports are forwarded to senior staff.
- Develop a process that allows staff to request new reports or modifications of existing reports.
- Collaborate with the district technology director or coordinator to enhance the ability of computer programs to determine effective editing procedures for reports and other information.

OUTCOMES (WHAT’S IN IT FOR ME?)

By helping staff members understand the importance of data entry and data collection, and see the process that leads to data-driven decisions, you are directly involved in courses of action that lead toward improved student achievement and increased services provided to the district and schools.

Source: *Forum Guide to Building a Culture of Quality Data: A Resource for Schools & District*



This we know...

- District staff work hard to report accurate data to their boards, the state, etc.
- It is sometimes difficult for districts to keep up with the increased time and effort required for reporting
- Dates of various collections sometimes fall during crunch times
- Technology is never a problem 😊

This is often true...

- Vendor software is not well-suited to provide the files needed by the state
- Many think of the state data collections as add-ons to their current job responsibilities
- Procedures/protocols for collecting/reporting data are not well-documented
- Data entry personnel are not given the time and quiet to provide high data quality

“That data is wrong.”



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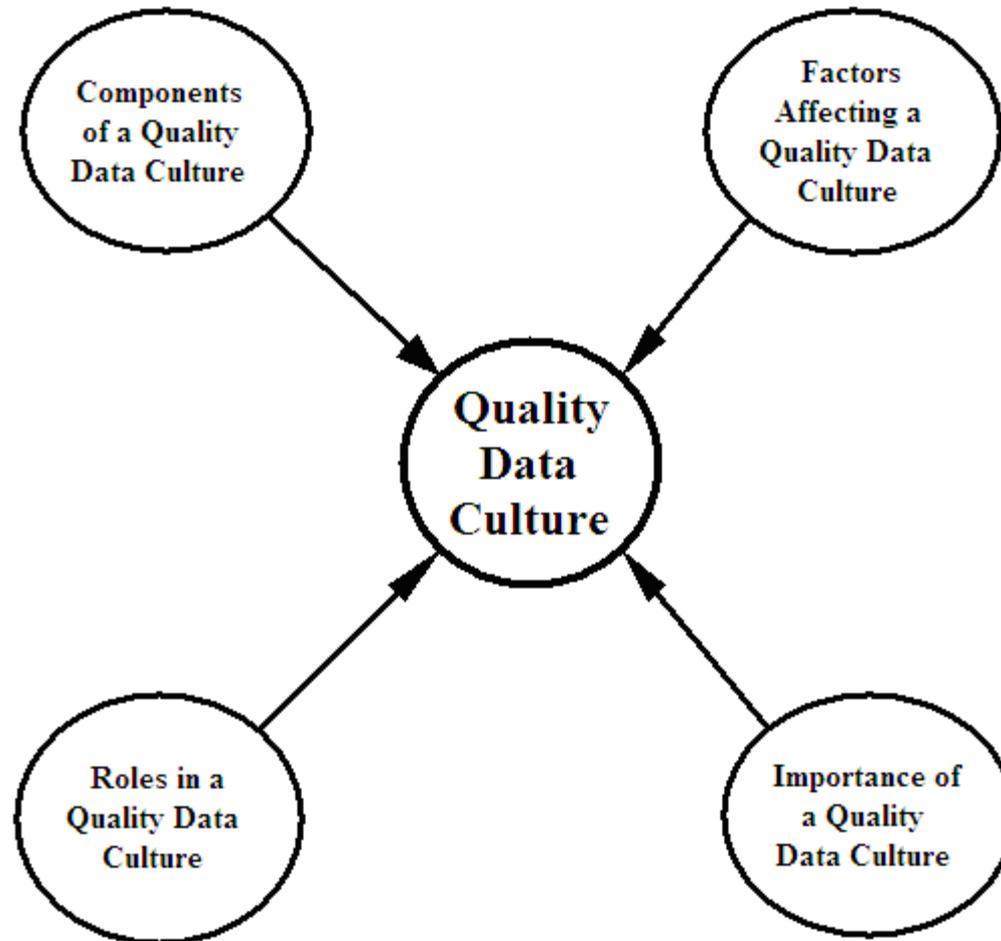
Clock Partners



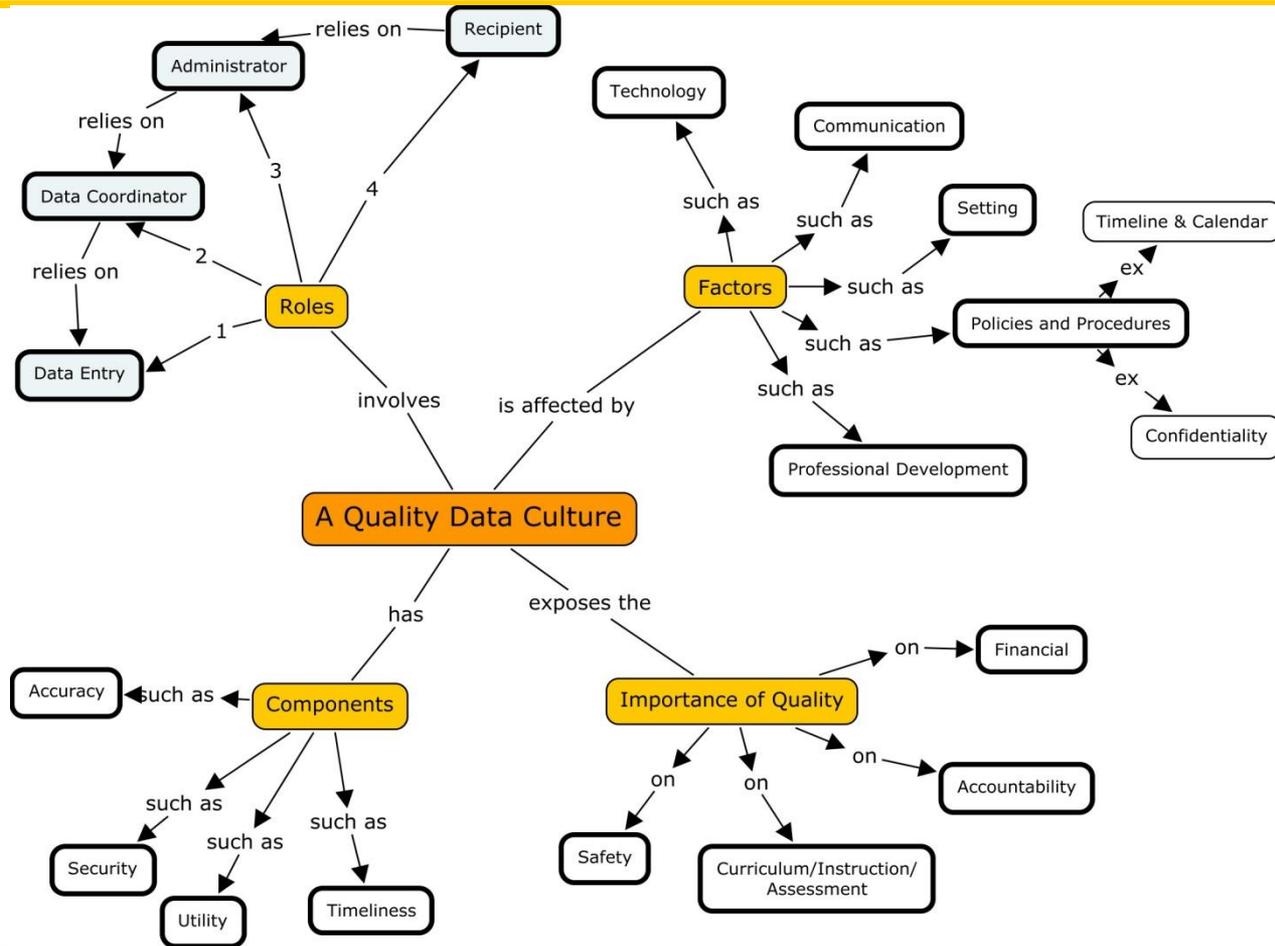
6

- Find your 6 o'clock partner.
- Work together to complete the Culture of Quality Data concept map

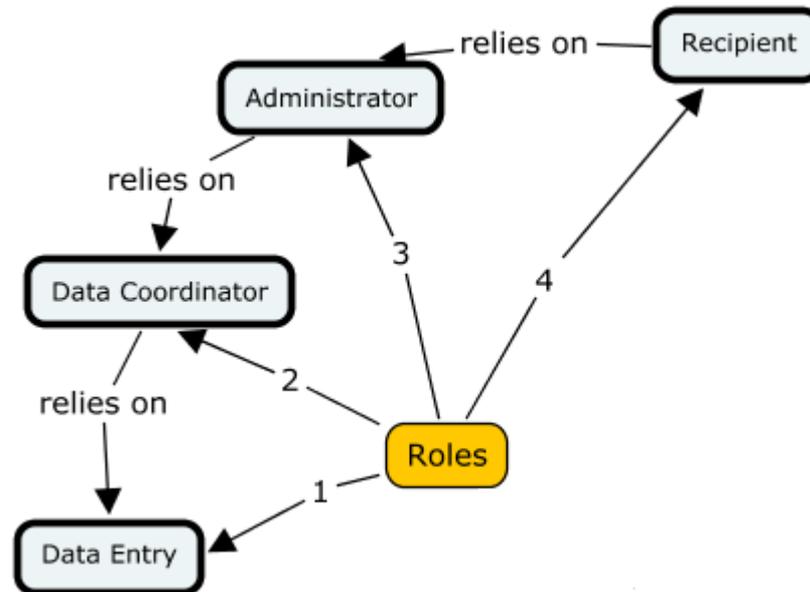
A Culture of Quality Data



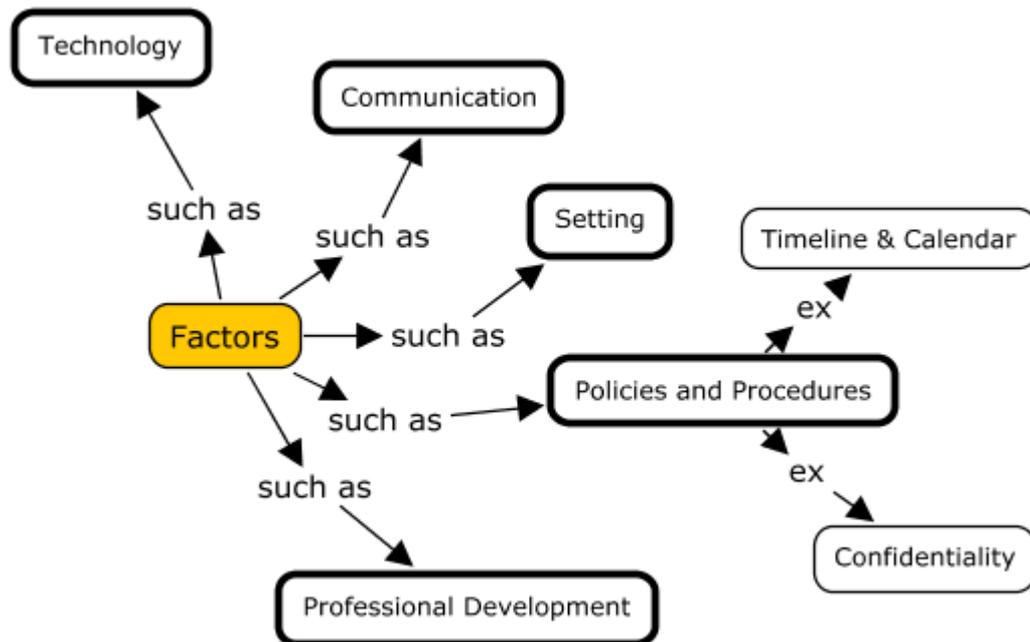
A Quality Data Culture



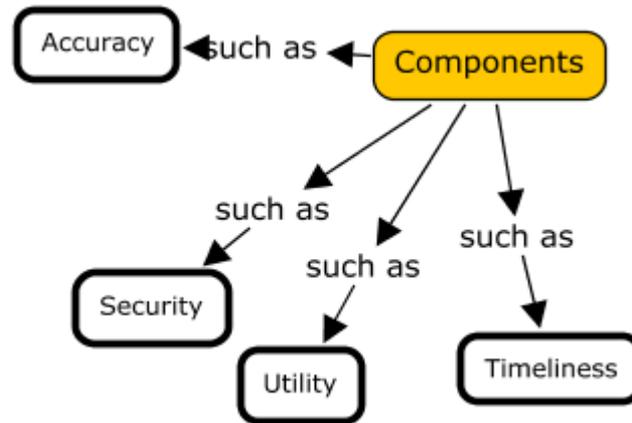
Roles in a Quality Data Culture



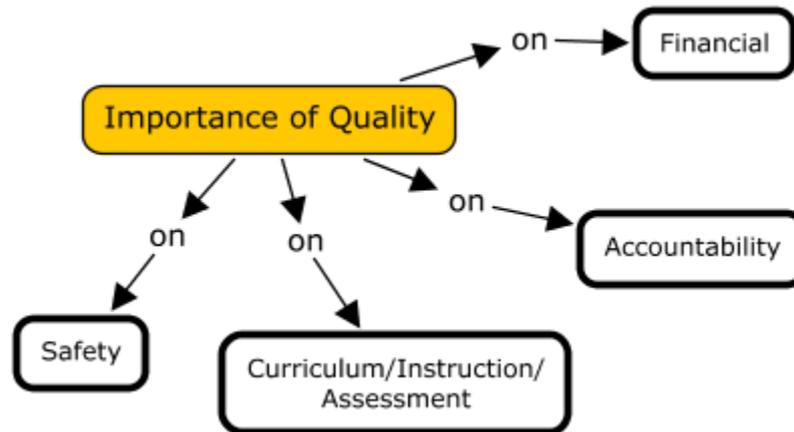
Factors in a Quality Data Culture



Components of a Quality Data Culture



Importance of Quality



Components of Certification

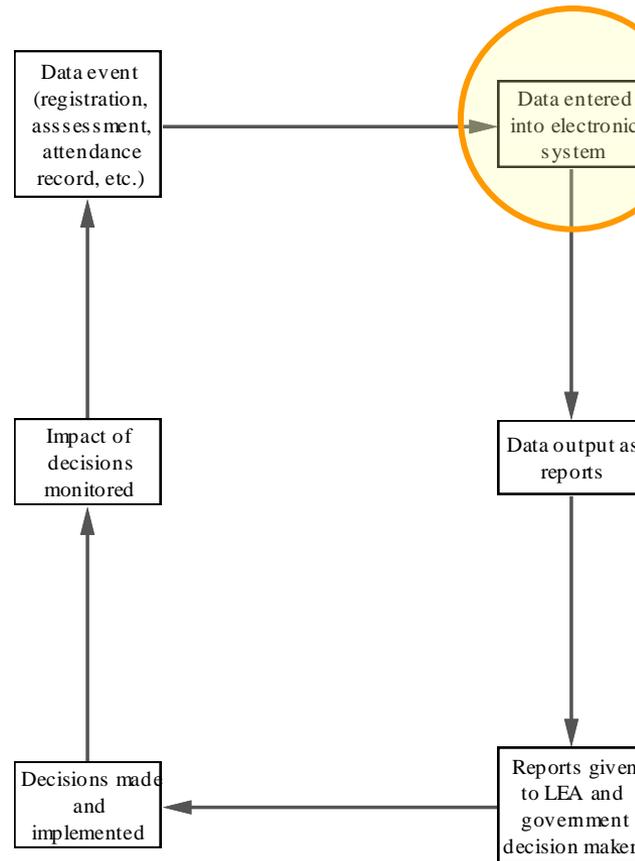
- Policies and Regulations
- Standards and Guidelines
- Training and Professional Development
- Timelines and Calendars
- Technology – Data Environment

Policies and Regulations

- ✓ What is this data for, and why is it collected?
- ✓ Who needs the data?
- ✓ How will I be informed of data collections and related requirements?
- ✓ Where can I find information about data collections and related requirements?

Data Production and Consumption

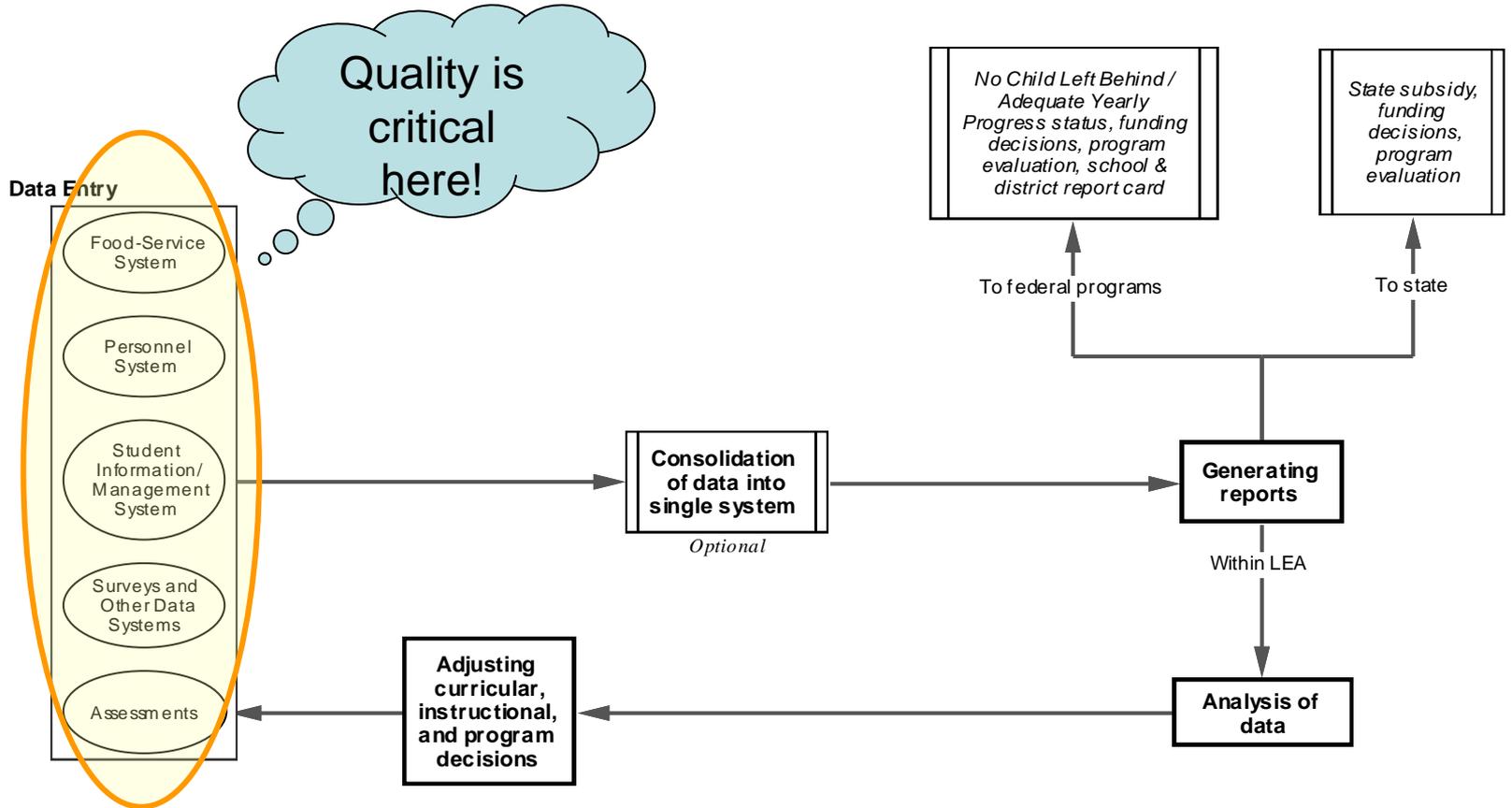
Data Production and Consumption Cycle



Quality is critical here!

The Flow of Education Data

Key: Data Production Data Application Other Activities



How will I get information about requirements?

The screenshot shows the Maine DOE Newsroom website. The browser address bar displays `mainedoenews.net/news-views/`. The page header includes the **Maine DOE Newsroom** logo and the text "From the Maine Department of Education". A navigation menu contains links for Newsroom Home, News & Views, Publications, Focus, Interests, Multimedia, Contact us, and DOE Home.

The main content area is titled "News & Views" and features a sidebar with a list of categories: Press Releases, Dispatches, From the Commissioner, Reporting Calendar, Administrative Letters, Letters Archive, and News Clips. The central article is titled "Maine School of Science and Mathematics students work in a chemistry lab at the Limestone magnet school." and includes a photograph of two students wearing safety goggles and using a pipette in a lab setting.

Below the article is a "Share:" section with icons for Email, Facebook, Twitter, and Print. To the right of the article, there is a search bar, a "MOST RECENT NEWS & VIEWS" section with links to "NBC invites teachers to participate in online teacher Town Hall", "Penobscot Nation hosts teacher workshops", "Revised due process form and procedure", and "Status of requirement to implement gifted and talented programs". Below that is a "MOST RECENT COMMENTS" section with links to "Gretchen Ross on Governor announces appointments to task force on early postsecondary education", "Karen Keneborus on Free online courses focus on deeper learning", and "Sue Mackey Andrews on Maine invites Race to the Top input". At the bottom right, there is a "SUBSCRIBE VIA E-MAIL" section with an "Email address" input field and a "Subscribe" button, and a "BROWSE BY CATEGORY" section with a "Select Category" dropdown menu, and a "BROWSE BY DATE" section with a "Select Month" dropdown menu.

How will I know when a collection is due?

- [Condensed Administrative Calendar](#)
- www.maine.gov/education/forms/adcal/index.shtml

Reporting Calendar

Due Date	Reporting Requirement	Topic/Content Area	Who Should Submit?
September 30, 2011	2010-11 Adjusted Cohort Graduation Rate Data	Student	Public 60 Percent Publicly Funded
September 30, 2011	2011-12 Staff Data	Staff	Public Career Technical
October 1, 2011	Certification on Constitutionally Protected Prayer	No Child Left Behind Schools	Public
October 8, 2011	Claim for Reimbursement of Child Nutrition Services	Child Nutrition	
October 14, 2011	QZAB and QSCR Federal Tax Credit Bond Applications	Facilities	Public
October 14, 2011	EPS Oct. 1 Enrollment Reporting	Schools	Public 60 Percent Publicly Funded
October 15, 2011	Request for Special Education Contract Approval	Special Services	Public
October 15, 2011	USDA Food Offer Acceptance	Child Nutrition	
October 15, 2011	Unorganized Territory Oct. 1 Enrollment Form	Schools Student	Public
October 15, 2011	2010-11 Validated Dropout Data	Student	Public 60 Percent Publicly Funded
October 15, 2011	National Board for Professional Teaching Standards Certification Salary Supplement Report	Financial Staff	Public Career Technical
October 18, 2011	USDA Food Extras	Child Nutrition	
October 28, 2011	Private School Oct. 1 Enrollment Reporting (EF-M-13)	Schools	Private 60 Percent Publicly Funded
October 28, 2011	Certification of EPS Oct. 1 Enrollment Reporting	Schools Student	Public 60 Percent Publicly Funded
November 1, 2011	EPS Funding Assurance and MEDMS Reconciliation	Financial	Public
November 8, 2011	Claim for Reimbursement of Child Nutrition Services	Child Nutrition	
November 18, 2011	USDA Food Extras	Child Nutrition	
November 20, 2011	Free/Reduced-price Meals Verification Summary Report	Child Nutrition	Public
November 25, 2011	Request for Approval For School Bus Purchase or Lease	Transportation	Public
November 25, 2011	School Bus Purchase Report	Transportation	Public
December 8, 2011	Claim for Reimbursement of Child Nutrition Services	Child Nutrition	
December 9, 2011	Annual Gifted and Talented Program Reports	Special Services	Public
December 18, 2011	USDA Food Extras	Child Nutrition	
December 30, 2011	Financial Audits	Financial	Public
December 31, 2011	Report of Services to Students with Disabilities, Parts I and II	Special Services	Public

Data Center

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 Page Tools

 State Search:



DEPARTMENT OF

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- [● Learning Standards and Guidelines](#)
- [● Comprehensive Assessment System \(MeCAS\)](#)

CONTACT INFO

- [● Department of Education](#)
23 State House Station
Augusta, ME 04333-0023
Voice (207) 624-6600
Fax (207) 624-6700
TTY 1-888-577-6690

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Data Center

- [Audit](#) - Department of Education Links, Federal Links, and Frequently Asked Questions relating to Federal and State Audit Requirements; Procuring an Auditor and the RFP Process; Records Management; and School Construction Audits.
- [Chapter 10: Rules for Disposition of Local Government Records](#) - See page 49 Disposition Schedule L : Schools. It refers to the proper disposition schedule for all school records.
- [Professional Staff](#) - Administrator and Teacher Certification, MEDMS, Maine Education Staff Booklet, Special Education Staff & Student Data and Public Professional Staff Average Salaries.
- [Reporting Forms](#) - various reporting forms that are required from the local school systems.
 - [Reporting Calendar](#)
- [School Finance](#) - School Budget Information, Essential Programs & Services (EPS) Funding, Debt Service, Per Pupil Cost, State Valuation, tuition rates, the Accounting Handbook and Model Chart of Accounts, subsidy information for property tax bill, school district organization and cost sharing, and subsidy allocation data.
- [School Food Service Reimbursement System](#)
- [Special Education Data](#)
- [Student Data](#) - Student Enrollment & Demographics, MEDMS, Maine Educational Assessment

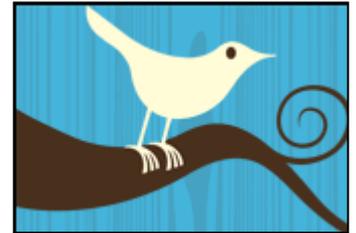
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Getting Information Quickly

- Blog: <http://blog.slds.me>



- Twitter: <http://www.twitter.com/maineslds>

Standards and Guidelines

- ✓ What procedures are in place to facilitate data collection, reporting, and validating? (State, district, school levels)
- ✓ What data elements are required, and what do they mean?
- ✓ What happens if the data is invalid, incorrect, or missing? How would I know?

How can data entry affect quality?

- Please complete the “Data Entry Practices Assessment”
- Overall, consider how the practices involved in data entry affect the quality of the data.

Data Entry Practices Assessment

District: _____

For each practice, put checkmarks indicating which quality data components will be affected by having the practice in place in a school or district.

Physical Environment

<i>Practice</i>	<i>Accuracy</i>	<i>Security</i>	<i>Timeliness</i>	<i>Completeness</i>
Position work space to minimize visual, traffic, and other distractions				
Position desks to maximize privacy of materials on work surfaces				
Make sure computer screens do not face public areas				
Provide means for securing computer access (e.g., requiring passwords) and paper forms (e.g., providing locking file cabinets)				

Staff-Level Practices and Procedures

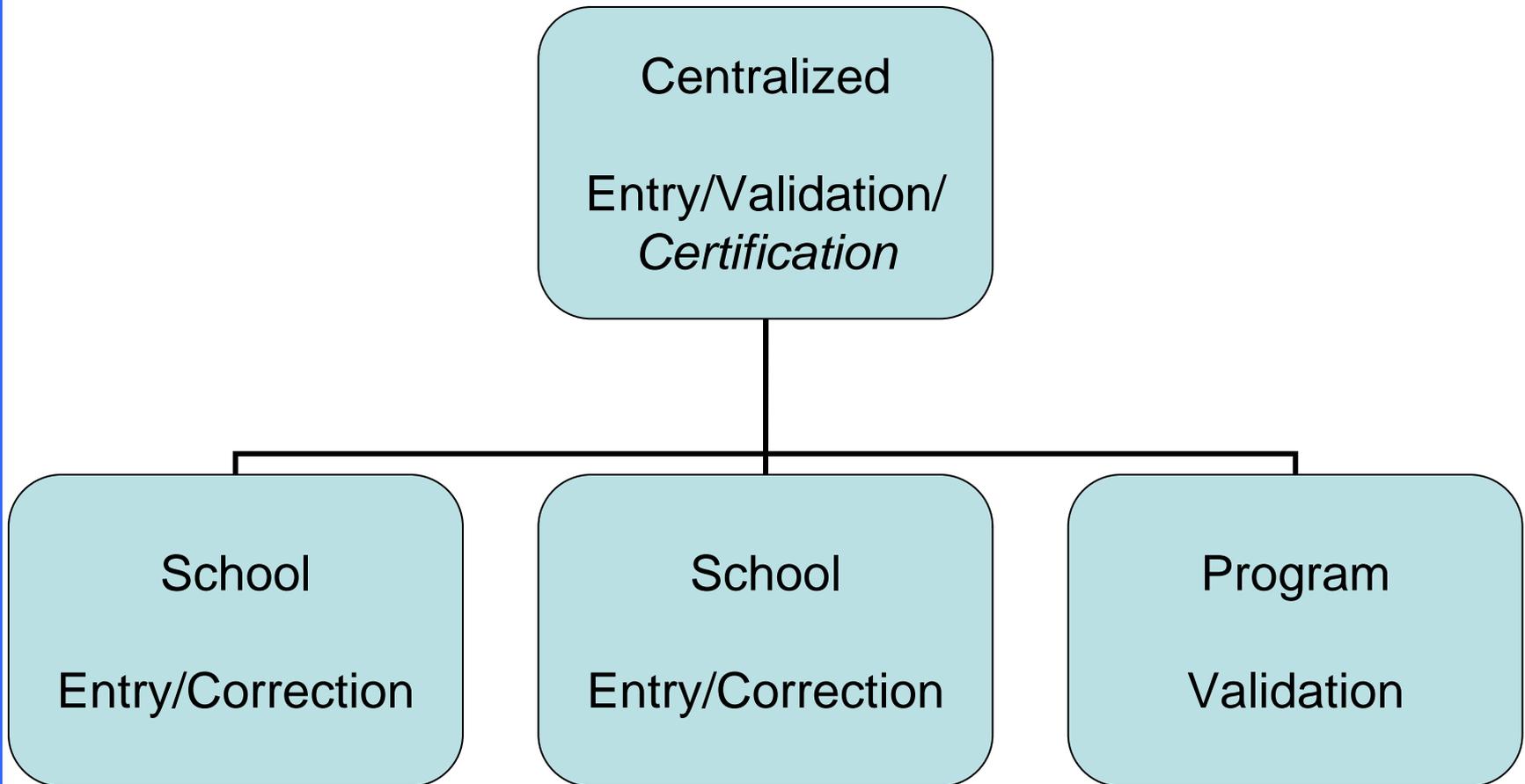
<i>Practice</i>	<i>Accuracy</i>	<i>Security</i>	<i>Timeliness</i>	<i>Completeness</i>
Maintain appropriate and up-to-date software and hardware				
Set aside certain times to focus on critical data entry				
Maintain access to and understanding of documentation regarding data entry and data correction procedures, including protocols for handling exceptions (e.g., parent won't provide complete information)				
Include basic edit checks in software				
Check data against authoritative source of data (e.g., original paper forms)				
Provide data entry reference sheet based on data dictionary				
Provide detailed documentation specific to software				
Train data entry staff regarding procedures, timelines, etc.				

Procedures in Place

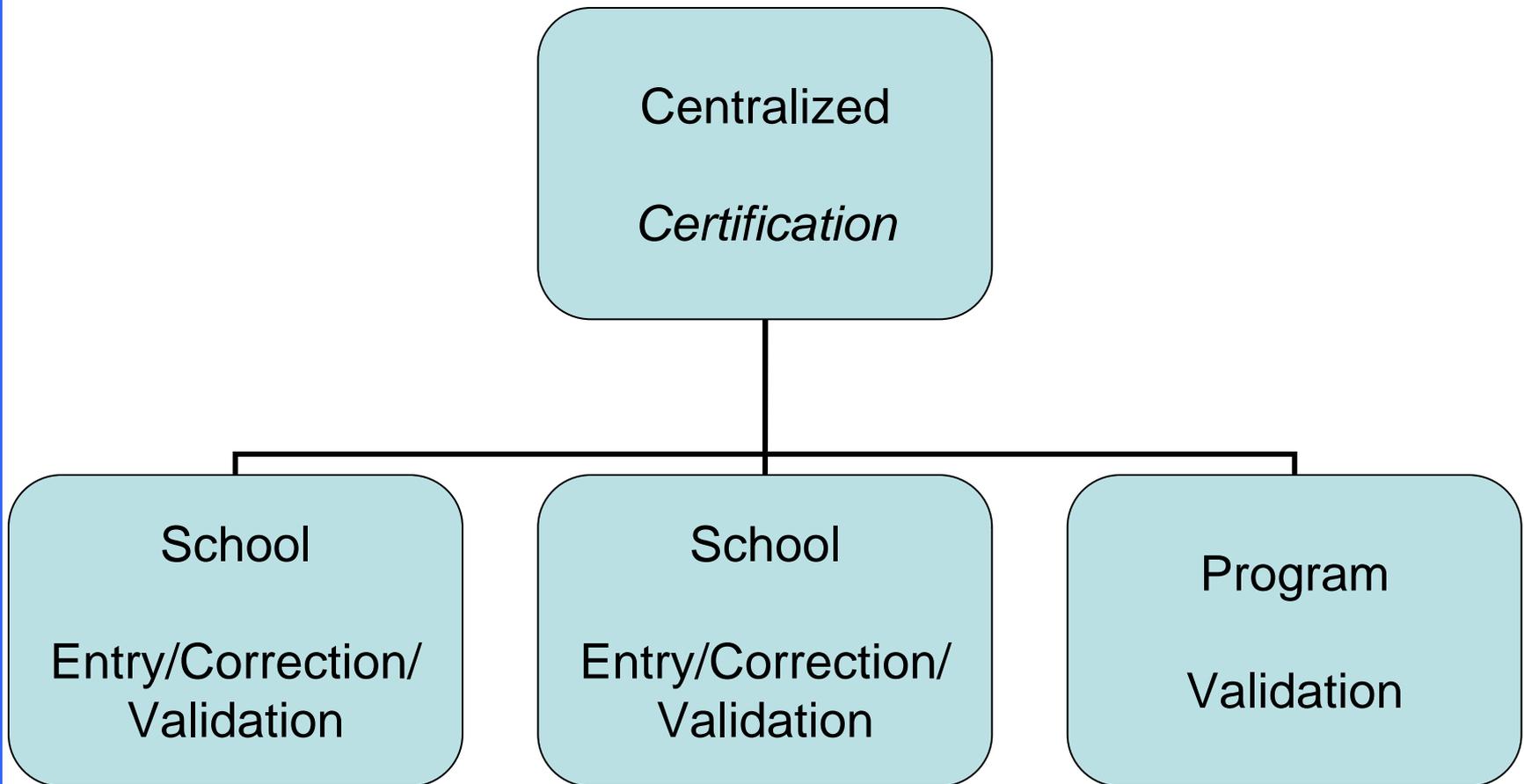
- Turn and Talk
 - Share an effective practice in your school or district that enhances data quality
 - Share an ineffective practice in your school or district that needs to be reviewed so that it begins to enhance data quality



Data Coordination Hierarchy - I



Data Coordination Hierarchy - II



Communication is critical!

Data Steward/Coordinator Responsibility Assignments

District: _____

For each *Responsibility* item, indicate with a check mark in the *Self* column those items for which you expect to be responsible within your district. If others will be responsible for an item, put their names or positions in the *Other Staff Responsible* box for the item. In the *Comments* column, indicate any ambiguity or lack of clarity concerning responsibility for an item or make any other comments.

<i>Responsibility</i>	<i>Self</i>	<i>Other Staff Responsible</i>	<i>Comments</i>
Coordinates the data collection process			
Provides professional development for staff members leading toward a culture of quality data			
Resolves discrepancies in information before reports are forwarded to senior staff			
Develops a process that allows staff to request new reports or modifications of existing reports			
Collaborates with curriculum coordinator/supervisor and staff from other educational program areas (special education, assessment, etc.)			
Collaborates with technology director to enhance the ability of computer programs to determine effective editing procedures for reports and other information			
Establishes data audit procedures			
Develops calendar for data collection and reporting			
Implements data needs analysis			
Develops and disseminate data dictionary			
Compiles business rules			
Develops and disseminates data entry standards			

Discussion Questions: Do you see any challenges with the way responsibilities are assigned in your district? What can you do to minimize those challenges?

What is the chain of command within your district for making decisions about data entry procedures, business rules, data standards, and other data-related issues?

- How people work together and communicate has consequences on the quality of the data
- Complete the chart
- If an activity is not your responsibility, think about how it gets accomplished in your setting

Accurate v. Valid

- Ewe, two, must no wear you're data is and who can sea it!
 - A spell check on this sentence would return no errors!
 - There's a BIG difference between having valid data and accurate data.

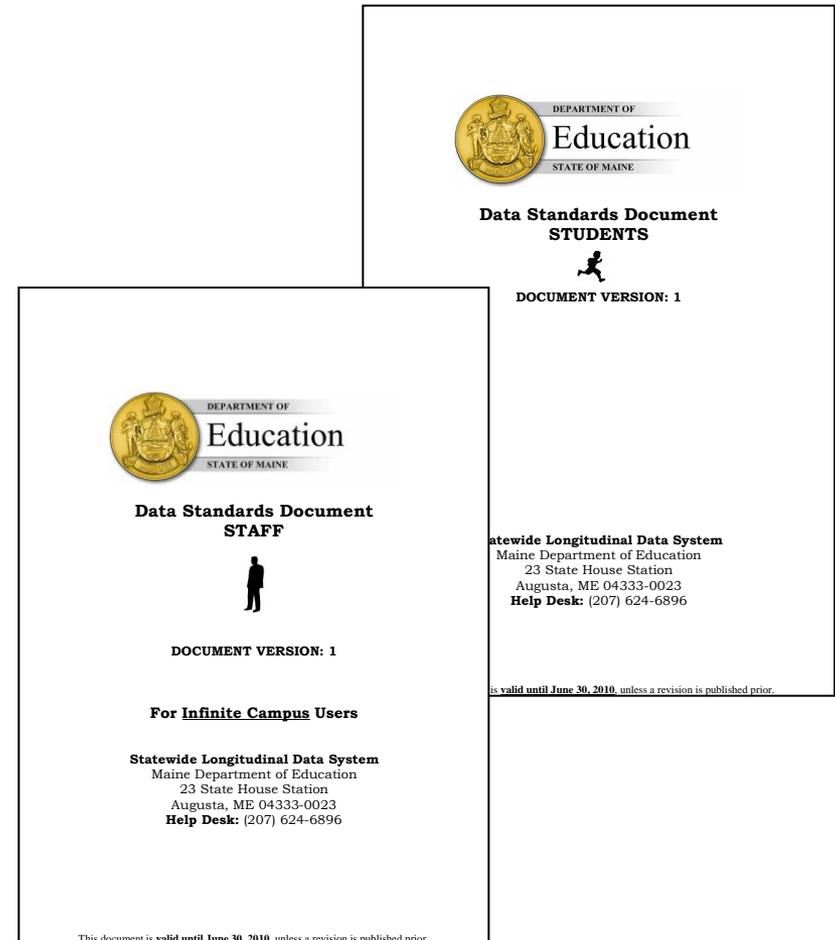
Clean

Credible

Correct

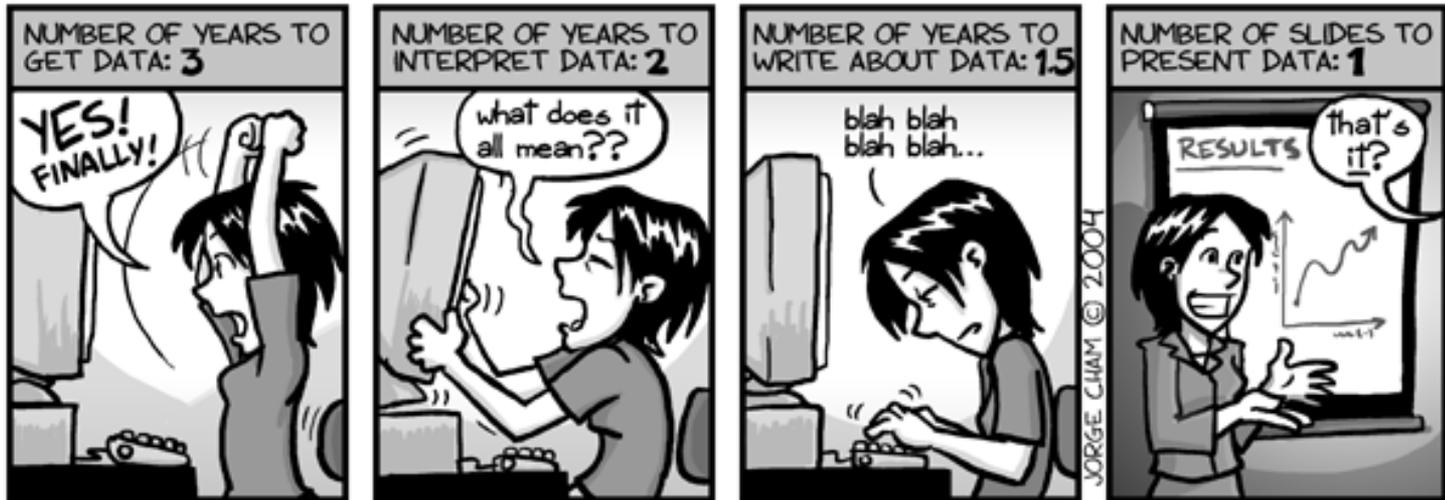
Data Standards Documents

- These documents contain the official definition of a field, as well as its requirement status.
- These documents have expiration dates! (?)



Quality Data Takes Time!

DATA: BY THE NUMBERS

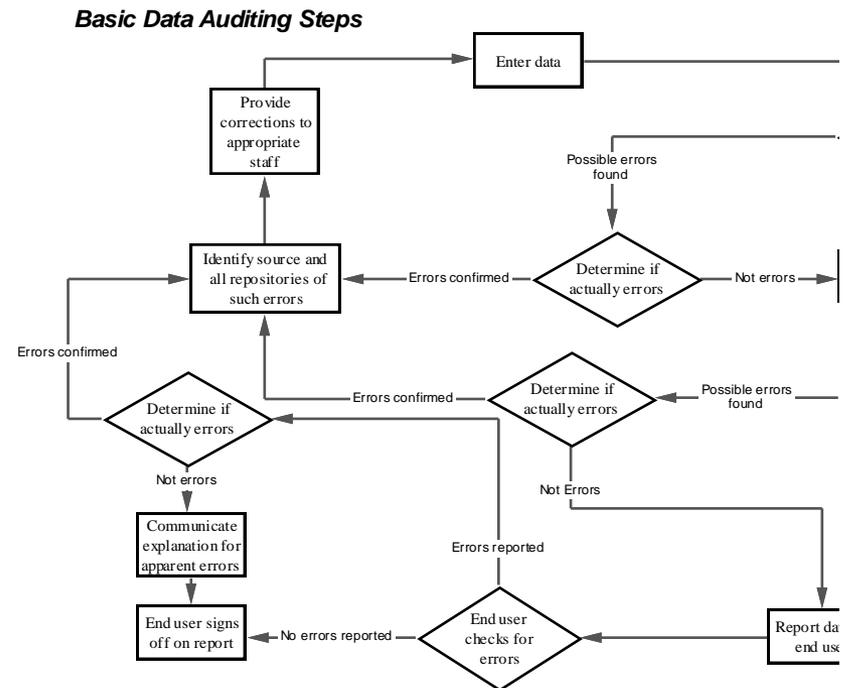


www.phdcomics.com

It's in... now what?

- Just because it's in the system, doesn't necessarily mean that it's accurate.

- Basic Data Validating Steps
- Basic Data Auditing Steps

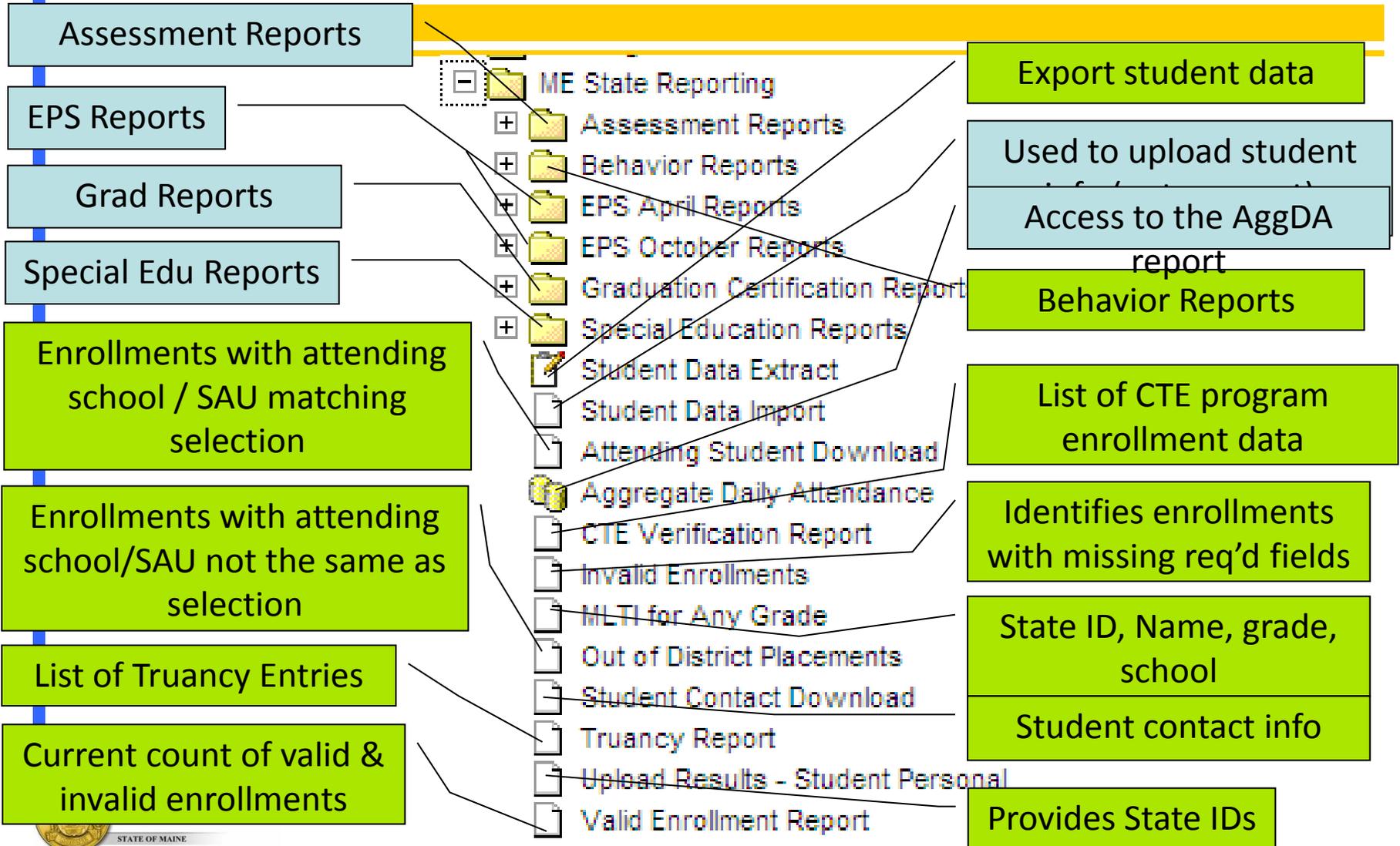


Reports in Campus – State Edition



dilbert.com

What's does my data look like in State Edition?



What does my data look like in State Edition?

- [-] Assessment Reports
 - [-] ACCESS For ELLs (R)
 - [-] Maine High School Assessment Students
 - [-] NECAP Label Roster

- [-] Behavior Reports
 - [-] Behavior Data Certification
 - [-] Behavior Incidents By School

- [-] EPS October Reports
 - [-] EPS October
 - [-] October EPS Count Summary
 - [-] October EPS Attending Summary Report
 - [-] October EPS Subsidy Summary Report

- [-] Graduation Certification Reports
 - [-] Cohort Report
 - [-] Cohort Transfer In
 - [-] Cohort Transfer Out
 - [-] Completers Report
 - [-] Dropouts Report

- [-] Special Education Reports
 - [-] December 1 Special Education Students
 - [-] December 1 Special Education Count Certification
 - [-] Special Ed Exit Report

Clock Partners



9

- Find your 9 o'clock partner.
- Work together to complete the Bad Data activity

Identifying “Bad Data”

- Review the spreadsheet of student data
- Use the “data dictionary” to decipher the information
- Identify the errors in the data.

Sample Student Data (Fictitious Names, etc.)								School Codes	
Student ID	Last Name	First Name	DOB	Grade	School	Gender	Ethnicity	Entry Date	Code
4175996	Grayson	Daniel	8/23/2001	1	231	M	A	9/5/2004	First Primary School (grades K- 231
203589	Blair	Eric	6/11/2000	1	232	M	NAM	8/1/2004	Second Primary School (K-3) 232
714206	Levette	Ada	12/6/1999	1	231	F	W	6/5/2004	Intermediate School (4-5) 241
123456	O'Keefe	Georgia	1/31/1999	2	231	F	AA	8/7/2003	Middle School (6-8) 251
159360	Drake	John	4/12/1999	2	231	M	OTH	7/17/2005	High School (9-12) 261
932573	Smith	Josiah	3/13/1998	3	231	M	H	6/6/2002	
998534	Smith	Josiah	2/27/1998	3	232	M	W	8/30/2005	
656523	Richards	Susan	7/13/1997	4	241	F	H	5/19/2001	
116325	Shelley	Mary	9/14/2001	4	241	F	B	8/8/2004	
998534	Smith	Joseph	8/31/1996	5	241	M	W	8/9/2003	
756984	Drake	Francis	4/14/1996	5	241	M	W	7/12/2002	
369582	Blakeney	Percy	8/22/1995	6	251	M	W	5/5/1999	
998643	Smith	Theodore	2/28/1995	6	251	F	W	6/8/1999	
892934	Lang	Lana	6/16/1993	7	261	F	B	7/21/2000	
203125	Cannary	Martha Jane	4/4/1993	7	251	F	W	7/31/2004	
237456	Jones	Barnaby	6/17/1992	8	251	M		2/1/1904	
237465	Troi	Deanna	2/17/1991	8	251	F	B	7/10/1997	
683711	Dailey	Charles	12/12/1990	8	251	F	H	6/16/1996	
245136	Kyle	Selina	11/5/1991	8	251	F	H	7/3/1989	
769055	Petrie	Laura	8/7/1990	9	261	F	OTH	5/31/1995	
357951	Perry	Antoinette	7/3/1986	9	261	F	W	5/31/1995	
12563	Pete	Emma	4/4/1989	10	261	F	W	7/21/1994	
522269	Fraser	Benton	5/27/1989	10	261	M	A	8/8/2001	
477512	Adale	Warren	3/3/1988	11	261	M	B	6/30/2005	
658987	Evans	Mary Anne	1/16/1989	14	261	F	W	7/2/1994	

School Codes	
First Primary School (grades K- 231	231
Second Primary School (K-3) 232	232
Intermediate School (4-5) 241	241
Middle School (6-8) 251	251
High School (9-12) 261	261

Gender Codes	
Male	M
Female	F

Ethnic Codes	
Asian/Pacific Islander	A
Black/African American	B
Hispanic	H
Native American	NAM
White	W
Other	OTH

Grade Codes	
Kindergarten	0
1st Grade	1
2nd Grade	2
3rd Grade	3
4th Grade	4
5th Grade	5
6th Grade	6
7th Grade	7
8th Grade	8
9th Grade	9
10th Grade	10
11th Grade	11
12th Grade	12
Graduated	13

Using a report to identify “Bad Data”

- InfiniteCampus includes a number of reports used to verify data
- Use this scenario to develop a plan of action, or review what you already do

Discussion Scenario

After downloading an October EPS Count Summary report from InfiniteCampus, you find that the numbers don't match your own SIS.

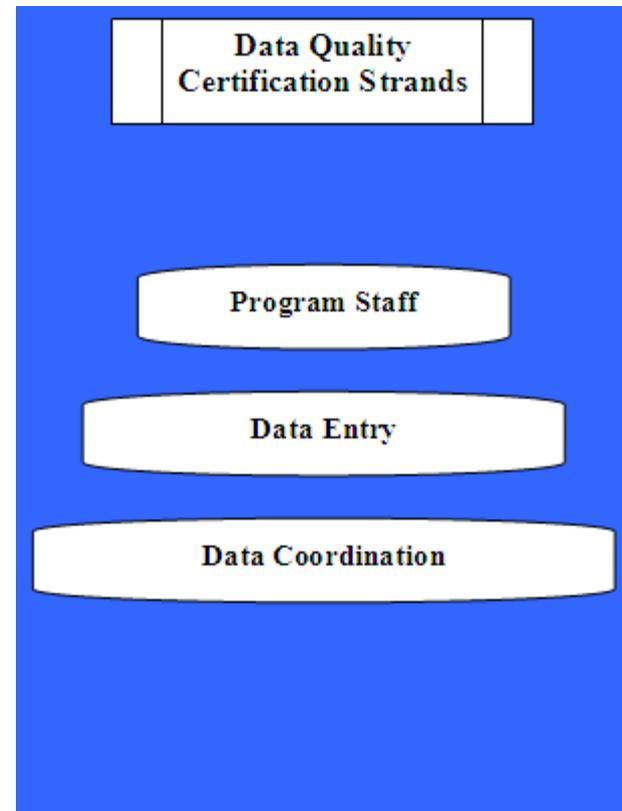
Discuss each of the following questions:

1. What steps, if any, can be taken to determine if this is an error and, if so, how it occurred?
2. Who is responsible for correcting any erroneous data?
3. What steps can be taken to correct any error in the data reported by the district to the state?
4. What are the possible consequences for the school and the district if these data are not corrected?
5. What can be done to ensure that such errors do not happen in the future?
6. How do you document that you have corrected the error?
7. How do you ensure that the data are corrected everywhere they may occur?
8. What happens if you've already “certified” the data?

Training and Professional Development

- ✓ How will I learn about procedures, policies, standards, requirements, etc.?
- ✓ What training is needed locally?
- ✓ Are there common needs that could be addressed state-wide?
- ✓ How can I ask a question to other users or the ME Department of Education?

Training and Professional Development



How do you train new users?

- Turn and Talk
 - Share an effective practice in your school or district that enhances data quality
 - Share an ineffective practice in your school or district that needs to be reviewed so that it begins to enhance data quality



Timelines and Calendars

- ✓ How will I know when the data is due?
- ✓ How can I ensure data quality during “crunch times”?

How will I get information about requirements?

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EDUCATION

- Data Center
- Grants Information
- Higher Education
- Partnerships
- Professional Development
- Programs
- Initiatives
- Rules & Legislation
- School Contact Information
- Learning Standards and Guidelines
- Comprehensive Assessment System (MeCAS)

CONTACT INFO

- Department of Education
23 State House Station
Augusta, ME 04333-0023
Voice (207) 624-6600
Fax (207) 624-6700
TTY 1-888-577-6690

DEPARTMENT OF Education
STATE OF MAINE

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Links to information letters that were sent to all Superintendents of Schools.

<http://blog.slds.me>

Other Letters
 Links to letters that were written in conjunction with another State Department of Schools from the Commissioner of Education.

<http://www.twitter.com/maineslds>

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Timelines and Calendars

- Knowing what's coming can help improve data quality
- Knowing that some data will be collected during "crunch times" can help time management

Maine Department of Education Condensed Student and Staff Data Calendar 2008-2009				
	Due Date	Submitted via	Description	Related Report for Verification Purposes
SEP	9/30	MEDMS*	Staff Information	Application Reports/Action Portal, Superintendent Reports/Superintendent Report
OCT	10/15	Infinite Campus* ¹	October 1st Resident Enrollment Report (Public) EPS Report Certification	Maine State Reporting/EPS October Reports
	10/23	Infinite Campus	Data to ensure accurate ACCESS For ELLs labels	Maine State Reporting/ACCESS For ELLs
NOV	11/30	MEDMS	Certification that MEDMS Minimum Teacher Salary Report is correct	Application Reports/Action Portal, Superintendent Reports/Verify Minimum Teacher Salary
	1/5	Infinite Campus*	December 1 Count of Students with Disabilities	Maine State Reporting/December 1 Spec Ed Status
JAN	1/15	Infinite Campus	Safe and Drug Free Data - Schools Certification of Incidents	Maine State Reporting/Behavior Incidents
	1/16	Infinite Campus	Data to ensure accurate PAAP registration and student labels	http://services.measuredprogress.org
	1/23	Infinite Campus	Data to ensure accurate MEA student labels	
	1/30	Infinite Campus*	2007-08 completion and dropout statistics needed for federal reporting requirements	Maine State Reporting/Completers (or) Dropout
MAR	3/3	Infinite Campus	Data to ensure accurate MBSA student labels	Maine State Reporting/Maine High School Assessment Students
	3/6	Infinite Campus	Data to ensure accurate MISA student registration file	Maine State Reporting/Maine High School Assessment Students
APR	3/23	Infinite Campus	Data to ensure accurate MEA, PAAP, AYP reporting	(MEA/PAAP report to be developed)
	4/15	Infinite Campus* ¹	April 1st Resident Enrollment Report (Public) EPS Report Certification	Maine State Reporting/EPS April Reports
	4/24	MEDMS	2008-2009 "Highly Qualified Teacher" (HQT) Survey	
MAY	5/1	Infinite Campus	Data to ensure accurate Maine High School Assessment, and AYP reporting	Maine State Reporting/Maine High School Assessment Students
JUN	6/30	Online Form	Average Daily Attendance Collection (due immediately following the close of the year)	http://www.maine.gov/education
		Infinite Campus and MEDMS	Year-End Process including Staff Data, Student Data, Safe and Drug Free, Tuition Data, etc	

* - A certification form, signed by the superintendent, is also required by this due date.
¹ - This report contains data utilized in determining subsidy.

NOTE: This is a condensed calendar. A complete list of form submission deadlines can be found at: <http://www.maine.gov/education>

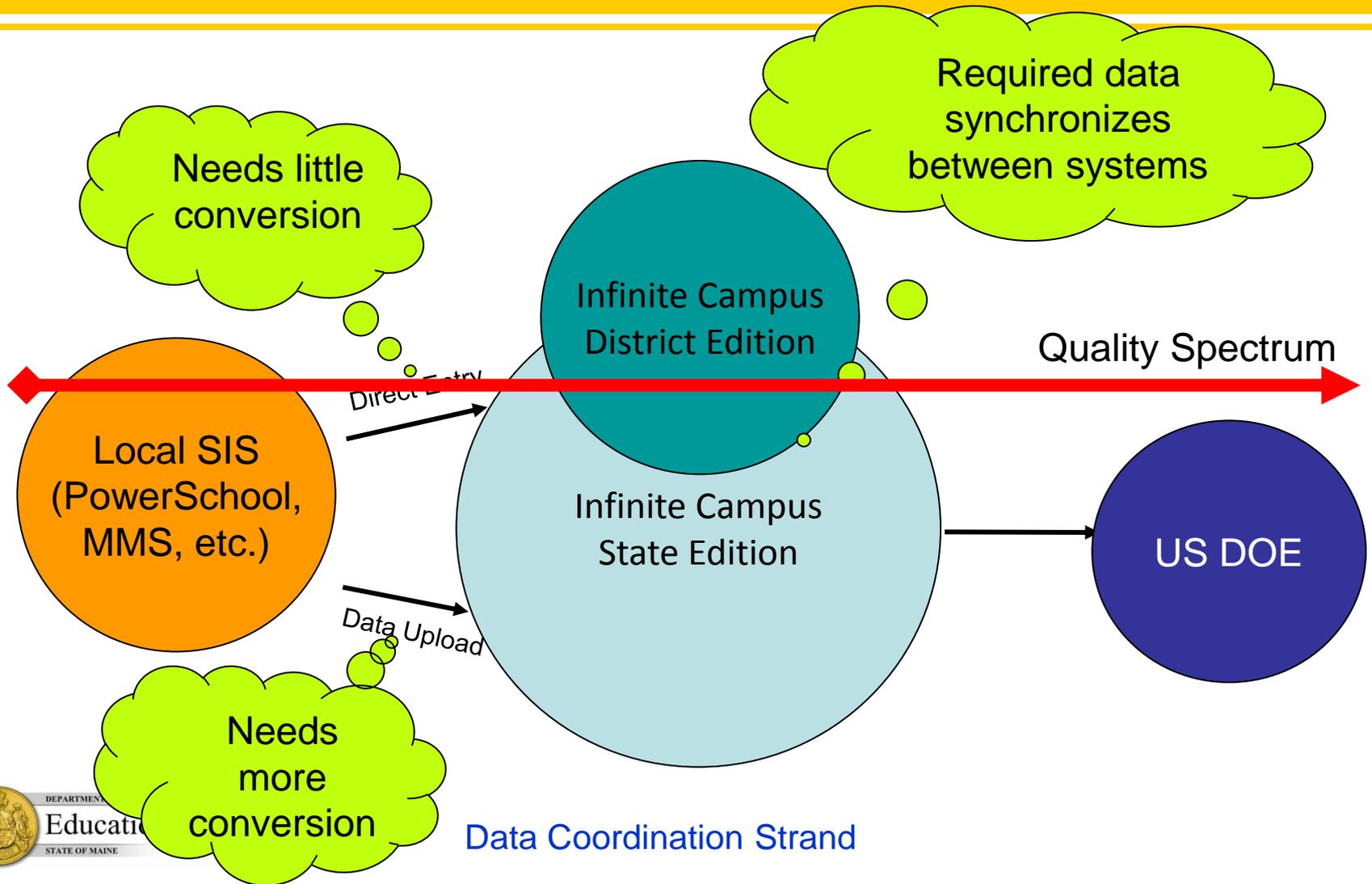


Technology – Data Environment

- ✓ How is my local technology department involved?
- ✓ Where is the data?
- ✓ What is my role in protecting the data?

Where is the data?

Example – student demographic data



Your Technology Department

- Work with your technology department to ensure that hardware and software are available to perform data entry, correction, and validation
- When considering your data calendar, communicate these dates with the technology department (Avoid a planned network outage from 10/1-10/15!)
- Consider the privacy policies that may already be in place regarding technology and data

Examples of Security Best Practices

- Access
- Environment
- Policies/Procedures

Examples of Data Security Best Practices

General Practices

- Password issues
 - Keep passwords strictly confidential. Do not share them with others.
 - Change passwords frequently: every 30 to 60 days.
 - Create passwords containing both numbers and letters and using upper and lower case (e.g., t6UG88).
 - Do not use passwords identifying a personal fact about yourself (e.g., birthdate, child's name).
 - Learn your password. If you must write it down, keep the information stored somewhere private and secure.
- Physical security
 - Make it possible to lock desks, offices, and filing cabinets.
 - Emphasize the importance of physical security practices in all data training.
- Send personally identifiable information from education records by email only after using an encryption program or some other means of protecting the integrity of the information.
- Put confidential information into a locked cabinet or drawer when leaving the area where it is in use.
- Have an acceptable-use policy in place regarding both Internet access and confidential data files and establish a procedure for monitoring use.
- Hold all conversations regarding confidential information in nonpublic areas.
- Do not allow confidential data to be worked on at home.
- Institute confidentiality agreements with vendors, employees, and service providers.
- Include acknowledgement of security processes in all appropriate job descriptions.
- Develop and disseminate written security practices.
- Provide ongoing training regarding confidentiality issues and the sensitivity of data.
- When recycling computers, pull or reformat hard drives.

Technical Practices

- Implement an authentication system for logging on to computers and into computer networks. Include an automated prompt to change passwords frequently.
- Set reasonable timeout intervals on computers (5 to 15 minutes), so that after the specified interval of inactivity, the machine will log off the network and its screen will lock, requiring a password to re-access.
- Make sure that wireless networks are secure.
- Implement an appropriate backup system.
- Establish an audit-trail mechanism for identifying users who enter or change critical data.
- Update anti-virus and anti-spyware software frequently.
- Establish plans for reacting to data security breaches.
- When deleting confidential materials, use overwriting software to be sure data are completely deleted.

Guide to Confidentiality

- What laws govern confidentiality?
- Protected elements
- Things to consider

Guide to Confidentiality

Governing Legislation

- FERPA (Family Educational Rights and Privacy Act)
Protects the privacy of student education records. Applies to all schools that receive funds under an applicable program of the U.S. Department of Education.
Access to overview: <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>
- HIPAA (Health Insurance Portability and Accountability Act)
Created to improve health insurance portability, prevent health care fraud and misuse, simplify health care administration, and protect the privacy of an individual's health information
Applies to schools as providers of health insurance for staff
- Education records protected by FERPA are exempt from the HIPAA privacy rule.

Legislative Facts

- FERPA applies to students' education records, including health records maintained by the school or a party acting for the school.
- FERPA requires the consent of parents or eligible students (i.e., students who have reached 18 years of age or are attending a post-secondary institution at any age) before personally identifiable information from education records is disclosed. There are exceptions to this general consent rule, such as the disclosure of directory information, should parents object.
- Schools must annually notify parents and eligible students of their rights under FERPA. A model notification may be found at <http://www.ed.gov/policy/gen/guid/fpco/ferpa/lea-officials.html>
- State confidentiality laws and regulations may be more stringent than federal rules (e.g., Ohio).

Confidential Data Elements

Student

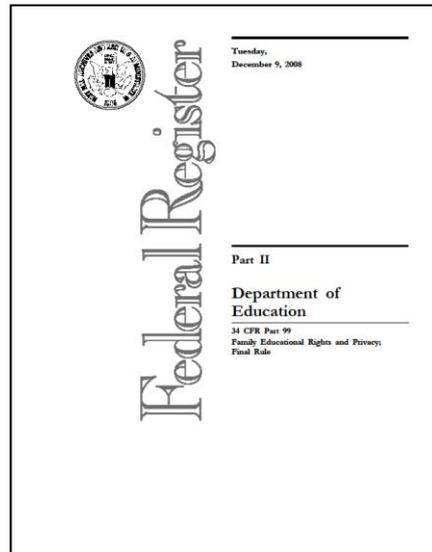
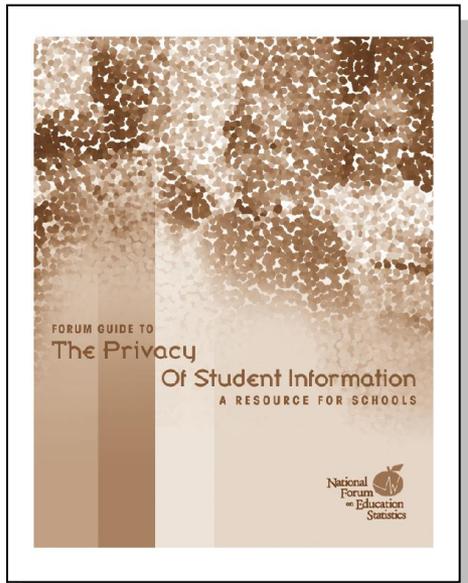
- Social Security Number
- Student health information
- Discipline information (infractions, outcomes, etc.)
- State-assigned student ID
- Lunch status (free or reduced lunch)
- Socioeconomic status
- Title I status
- IEP status and details
- Exceptionality
- Individual assessment results and course grades
- Migrant status, homeless status
- Medicaid status
- Other data elements parents may request to exclude from directory

Staff

- Social Security Number
- Health information
- Other contract issues



Privacy Resources



U.S. Department of Health & Human Services
Improving the health, safety, and well-being of America

Health Information Privacy

For Consumers

Your Health Information Privacy Is Important to Us

Your Health Information Is Protected By Federal Law

Most of us believe that our medical and other health information is private and should be protected, and we want to know who has this information. The Privacy Rule, a Federal law, gives you rights over your health information and sets rules and limits on who can look at and receive your health information.

[Who Must Follow This Law](#)

Who Is Not Required to Follow This Law

Many organizations that have health information about you do not have to follow this law.

Examples of organizations that do not have to follow the Privacy Rule include:

- life insurers,
- [employers](#),
- workers compensation carriers,
- many schools and school districts,
- many state agencies like child protective service agencies,
- many law enforcement agencies,
- many municipal offices.

What Information Is Protected

- Information your doctors, nurses, and other health care providers put in your medical record
- Conversations your doctor has about your care or treatment with nurses and others
- Information about you in your health insurer's computer system
- Billing information about you at your clinic
- Most other health information about you held by those who must follow this law

[How Is This Information Protected](#)

[What Rights Does This Law Give Me Over My Health Information](#)

[Who Can Look at and Receive Your Health Information](#)

Review Today's Outcomes

- Understand the purpose of this training strand.
- Understand what Maine's Statewide Longitudinal Data system (SLDS) is and does.
- Understand how to begin building a culture of data quality.
- Begin to consider what steps need to take place to create a culture of data quality.

Clock Partners



12

- Find your 12 o'clock partner.
- Review together the outcomes of the day

Review Policies and Regulations

- ✓ What is this data for, and why is it collected?
- ✓ Who needs the data?
- ✓ How will I be informed of data collections and related requirements?
- ✓ Where can I find information about data collections and related requirements?

Review Standards and Guidelines

- ✓ What procedures are in place to facilitate data collection, reporting, and validating? (State, district, school levels)
- ✓ What data elements are required, and what do they mean?
- ✓ What happens if the data is invalid, incorrect, or missing? How would I know?

Review Training and Professional Development

- ✓ How will I learn about procedures, policies, standards, requirements, etc.?
- ✓ What training is needed locally?
- ✓ Are there common needs that could be addressed state-wide?
- ✓ How can I ask a question to other users or the ME Department of Education?

Review Timelines and Calendars

- ✓ How will I know when the data is due?
- ✓ How can I ensure data quality during “crunch times”?

Review Technology – Data Environment

- ✓ How is my local technology department involved?
- ✓ Where is the data?
- ✓ What is my role in protecting the data?

Whoville

Who's Got Whoville's Data?

By

Data Zeus

(The Dr.'s Statistical Brother)

a.k.a. Ron Hoppes, Consultant

Educational Support and Solutions, LLC

The Oregon DATA Project

Technical Training Coordinator



Before, After, Next

- Take a few moments to complete the “After” and “Next” columns



Before...After...Next (BAN) Chart

Name: _____

District: _____

Before: On a scale from 1-4 (1 being the least knowledgeable to 4 being the most knowledgeable) indicate your level of knowledge before this workshop began.

After: On a scale from 1-4, indicate your knowledge level after the workshop.

Next: Finally, indicate by **rank ordering** those issues you would like to explore next.

<i>Quality Data Culture Issues</i>	<i>Before</i>	<i>After</i>	<i>Next</i>
I could clearly define what is meant by a culture of quality data.			
I could explain the importance of collecting quality data.			
I could identify the components of a culture of quality data.			
I could identify the factors affecting data quality.			
I could identify the roles and responsibilities of staff members involved in the culture of quality data.			
I could explain the concept and importance of data ownership.			

Next steps

- Online follow up, evaluation, introductions, etc.
 - In [Moodle](#)
- Homework! (yes, really!)
- Requirements for final certification
- Recertification follow ups