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DATA QUALITY CAMPAIGN RECOGNIZES LEADERS Building and Using Longitudinal Data Systems

PA Gov. Rendell and Secretary of Education Zahorchak jointly
awarded *DQC 2008 Leadership Award*

Austin, TX — Nov. 15, 2008 — Four state and district leaders were honored by the Data Quality Campaign (DQC) during the Council of Chief State School Officers' (CCSSO) Annual Policy Forum. The DQC, a national partnership to improve the quality, accessibility and use of data in education, recognized the award winners for their leadership and innovation in championing the vital need for quality education data. The DQC also released its third annual report on the progress states are making on building longitudinal data systems.

The DQC accepted nominations from across the country for leaders in the field of longitudinal data systems at the local and state levels. On behalf of its managing partners, the DQC is proud to announce the recipients of the following *DQC 2008 Leadership Award*:

- ***State Policymaker of the Year: Gov. Edward G. Rendell and Secretary of Education Gerald Zahorchak, Pennsylvania***

Pennsylvania has benefited greatly from statewide leadership focused on education data. Under the governor's and secretary's direction, Pennsylvania has made tremendous progress in building its data system. In 2005, the state had only two of the 10 elements identified by the DQC as essential for longitudinal data systems. In 2008, it has seven of the 10. The Pennsylvania Department of Education continues to make great strides in building systems and processes that share and use data across the education pipeline, from prekindergarten into higher education. To create demand for this new information, the Department has created videos demonstrating how using data helps teachers and principals improve instruction. The collaborative and effective leadership of Gov. Rendell and Secretary Zahorchak demonstrates the value of political champions for investing in and using education data.

Kathy Gosa, director of information technology in Kansas, was awarded the State Data Director of the Year, and Joe Kitchens, superintendent of Western Heights Public Schools in Oklahoma, was recognized as the District Data Leader of the Year.

To nominate a state or local leader for a *2009 DQC Leadership Award*, please e-mail Info@DataQualityCampaign.org.

The DQC is a national, collaborative effort to encourage and support state policymakers to improve the collection, availability and use of high-quality education data and to implement state longitudinal data systems to improve student achievement. The campaign provides tools and resources that assist state development of quality longitudinal data systems while providing a national forum for reducing duplication of effort and promoting greater coordination and consensus among the organizations focusing on improving data quality, access and use.

For more information on the DQC, its tools and resources, and the 2008 survey results, visit www.DataQualityCampaign.org or e-mail Info@DataQualityCampaign.org.

The campaign is managed by the National Center for Educational Achievement (NCEA). The Bill & Melinda Gates Foundation is the founding funder; additional support has been provided by the Casey Family Programs and the Lumina Foundation for Education.

In September 2008, NCEA conducted a survey about state data systems to determine the number of states that have built the infrastructure to tap into the power of longitudinal data. NCEA conducted similar surveys in 2003, 2004, 2005, 2006 and 2007.

Progress on the 10 Essential Elements of Longitudinal Data Systems

Longitudinal data — data gathered on the same student from year to year — make it possible to follow individual student academic growth, determine the value-added of specific programs, and identify consistently high-performing schools and systems. The DQC has identified the following 10 essential elements of a longitudinal data system and annually reports state progress in implementing each element:

1. A unique statewide student identifier that connects student data across key databases across years *(48 states report having this element, up from 36 in 2005)*
2. Student-level enrollment, demographic and program participation information *(49, up from 38 in 2005)*
3. The ability to match individual students' test records from year to year to measure academic growth *(48, up from 32 in 2005)*
4. Information on untested students and the reasons they were not tested *(41, up from 25 in 2005)*
5. A teacher identification system with the ability to match teachers to students *(21, up from 13 in 2005)*
6. Student-level transcript information, including information on courses completed and grades earned *(17, up from 7 in 2005)*
7. Student-level college readiness test scores *(29, up from 7 in 2005)*
8. Student-level graduation and dropout data *(50, up from 34 in 2005)*
9. The ability to match student records between the P-12 and postsecondary systems *(28, up from 12 in 2005)*
10. A state audit system assessing data quality, validity and reliability *(45, up from 19 in 2005)*

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For more information, visit the DQC Web site at www.DataQualityCampaign.org.