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DATA QUALITY CAMPAIGN RECOGNIZES LEADERS Building and Using Longitudinal Data Systems

Superintendent Joe Kitchens 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 recipient of the following *DQC 2008 Leadership Award*:

- ***District Data Leader of the Year: Joe Kitchens***
Superintendent, Western Heights Public Schools, Oklahoma

Almost 10 years after being highlighted by Bill Gates in *Business @ the Speed of Thought* as creating "perhaps the leading technology-driven curriculum in the country," Western Heights Public Schools is again leading the country in building and using technology and data systems to improve student achievement. As superintendent of Western Heights Public Schools, Joe Kitchens has transformed his district into a continually improving organization that is informed by real-time, accurate data. A data-driven decision making culture is now infused throughout the management of the district, to the teaching process and even to the athletic program.

Pennsylvania Gov. Edward G. Rendell and Secretary of Education Gerald Zahorchak were jointly awarded the State Policymaker of the Year for their efforts in Pennsylvania, and Kathy Gosa of the Kansas State Department of Education was recognized as the State Data Director 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.