Press Release

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FOR IMMEDIATE RELEASE

CELT AWARDED A MULTI-YEAR GRANT TO LEAD EDUCATIONAL DATA SYSTEM PROJECT

MARLBOROUGH, MA, June 9, 2010—The Center for Educational Leadership and Technology (CELT) today announced a multi-year grant from the Bill & Melinda Gates Foundation to lead a national Teacher-Student Data Link (TSDL) project. This cross-state, collaborative effort will focus on developing recommended practices and business processes for collecting and validating linked teacher and student data.

The project will bring together the State Education Agencies in five states—Arkansas, Florida, Georgia, Louisiana, and Ohio. Three school districts in each state will also participate in the project. This collaborative effort will leverage the collective knowledge, experiences, and resources of the states and school districts to determine an approach to one of the most critical capacities of their data systems and a key step in aligning student achievement results with teacher effectiveness data.

"CELT is pleased to be leading such an important national education effort," explained Rick Rozzelle, President and CIO of CELT. "An accurate teacher-student link will provide the foundation for many of the most promising uses of longitudinal data—such as reports to teachers on student learning gains, early warning systems that identify students who are at risk of dropping out, and more. Student achievement and teacher effectiveness are key measures and priorities of the US Department of

Education's Longitudinal Data Systems project, Race-To-The-Top program, and several other state/federal initiatives."

In order to ensure educators at all levels support these measures, the data must be high-quality, comparable across states, and validated by teachers. In support of the TSDL project, CELT will be assisting the state education agencies (SEA) –– and three of their local education agencies (LEA) -- in conducting a comprehensive assessment of the data collection, verification, storage, and reporting processes and systems, as each relates to linked teacher-student and assessment data. CELT's analysis will extend from the state to the school district and classroom level in order to assess how the data is collected and how its quality, accuracy, and uses are verified.

"The use of high-quality longitudinal data by educators, administrators, and policy makers is essential if our schools are to prepare all students for college, career, and life," said Corey Chatis, Senior Program Officer at the Gates Foundation. "An accurate teacher-student link serves as the linchpin for data-informed decision-making, to improve instructional practice and better support effective teaching as well as 21st century learning."

The TSDL activities and results will include diverse collaboration and communication among SEAs, LEAs, state/federal government officials, and national education associations, as well as charter schools and education service agencies. Guidance and dissemination support for this project will be provided by the Data Quality Campaign (DQC).

About CELT

For nearly two decades, CELT has helped align leadership, learning, and technology in support of improved student achievement by working collaboratively with educational organizations to support

and transform teaching, learning, and administrative processes. CELT's mission is to help learning organizations attain their vision, mission, and goals by integrating high-quality programs, services, and technology with the organization's people and processes in a timely, efficient, and cost-effective way. For the past several years, CELT has been a leader in assessing and designing learner-centered, instructionally focused, and affordable decision support/accountability systems that are valid, reliable, and replicable at the student, classroom, school, school district, state, and federal level. In addition to helping establish data definitions and systems architecture, CELT assists with the alignment of data systems with contemporary research, best practices, proven business processes, and governance policies.

About Data Quality Campaign, www.dataqualitycampaign.org

The Data Quality Campaign (DQC) is a national, collaborative effort to encourage and support state policymakers to improve the availability and use of high-quality education data to improve student achievement. The campaign provides tools and resources that help states implement and use longitudinal data systems, while providing a national forum for reducing duplication of effort and promoting greater coordination and consensus among the organizations focused on improving data quality, access, and use. In March 2009 the DQC provided a 10 step action guide for states - *The Next Step: Using Longitudinal Data Systems to Improve Student Success* - to build capacity of education stakeholders to understand and use longitudinal data in effective decision making. The stimulus and other federal funding and guidance provide a strategic opportunity for states to implement these steps and align all of their data investments to ensure that data can be accessed, analyzed, used, and communicated to all stakeholders to promote continuous improvement.

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