

## Outline and Supporting Documents for Panel Discussion Presentation

**“How can states build and maintain robust longitudinal data systems for collecting the requisite data to compute these indicators and to improve these outcomes?”**

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### **1. Data Quality Starts with the Lowest Common Denominator**

- a. **Accuracy of federal and state data is dependent on local school districts (see attached - Excerpt from Forum Guide on Attendance Data “Common Challenges to Collecting Attendance Code Data & Effective Practices for Addressing These Challenges”)**
- b. **Building a Culture of Quality Data - available at <http://nces.ed.gov>**
- c. **Curriculum for Improving Data - available at <http://nces.ed.gov>**

### **2. Using Attendance and Dropout Data to Increase Student Success**

- a. **Using attendance data to improve attendance and achievement (see attached – 1) Overview of Forum Guide on Attendance Data and 2) Excerpt from Forum Guide on Attendance Data “Acting on the Data” which features examples from several districts)**
- b. **Recognizing students begin dropping out of school in elementary and middle school (see attached – “Sioux Falls Elementary and Middle School At-Risk Intervention Committee Report”)**
- c. **Using common data collected by schools as a basis for drop out prevention (see attached – “Sioux Falls Elementary and Middle School At-Risk Intervention Committee Report”)**

#### **Attachments:**

**The Forum Guide on Attendance Data Overview**

**Excerpt from Pre-Publication Draft of Forum Guide on Attendance Data**

**Sioux Falls School District Elementary/Middle School At-Risk Intervention Committee Report**