



**State Educational Technology Directors Association  
Leadership Summit's Toolkit 2006  
Using Data for School Reform**

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## **General Information**

1. Name of the Data Initiative: Maine Education Data Management System (MEDMS)
2. Your State: Maine
3. Date the Initiative Began: March 2003
4. Dollars Invested to Date (Approximately): \$4.5 Million
5. What were the funding mechanisms:
  - State – Legislative initiatives
  - Federal - NCLBA
6. What efforts will your state make to enhance your statewide network in the next five years? - Additional functionality, data dictionary, enhanced data warehouse, alignment with SIF, sharing data with other State agencies (longitudinal data)

## **Initial Planning**

1. Describe the strongest driving force behind the implementation? For example, please elaborate on any of the following or your own:  
Data required for:
  - Federal Accountability Requirements of NCLB
  - Maine Department of Education Regulation 125 – Basic Approval Standards: Public Schools and School Administrative Units
  - Maine Department of Education Regulation 127 – Instructional Program Assessment and Diploma Requirements
  - Essential Programs and Services – Maine's Adequacy-Based School Funding Formula
2. What was the biggest challenge? - Collecting data from local student information, financial and local assessment systems in 289 school districts. Maine is a local control State.
3. How did you overcome that challenge? – Web-based ETL and manual data entry processes, data standards, move towards SIF interoperability – still a work in progress
4. What has been the best result so far? – First year was challenging but second year saw significant improvements in timeliness and data quality. Financial collection will go online next year using SIF.

## **Benefits & Return on Investment**

1. Have you performed a study on the Return on Investment (ROI)? - No



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2. If so, what were the results of the ROI analysis?
3. Ways the initiative addresses Federal accountability requirements of NCLB? – MEDMS was designed to meet the NCLB requirements for reporting as well as other State initiatives. Most NCLB data elements are collected through the MEDMS system.
4. Ways the initiative leverages data to support teacher quality? – MEDMS includes the Highly Qualified Teacher Survey. Teacher personal, employment and job function data is collected in MEDMS and certification data is uploaded into the system nightly. The system provides reports for the district superintendents on teacher certification status.

### **Data Training**

1. Do you provide training for SEA management? If so, please describe. – Training for SEA management and staff on using the MEDMS system is available on an as needed basis. This may include training on individual modules (Staff, Student, Local Assessment System, Financial System, Special Education, Limited English Proficiency, Safe/Drug-Free, etc.) for specific groups within DOE.
2. Do you provide training for SEA staff? If so, please describe. – see answer to #1
3. Do you provide data training for district administrators? If so, please describe. – Initial hands-on MEDMS training was delivered by DOE trainers throughout the State. Additional training is delivered at meetings and conferences. Specific training on new modules is primarily delivered through the web. The system provides a context sensitive online user guide with step-by-step instructions.
4. Do you provide data training for building level administrators? If so, please describe.- see answer to #3
5. Do you provide data training for school level educators? If so, please describe. – Training on how to enter assessment results and run class and individual student reports is available to teachers in school units that use the MEDMS Local Assessment System. Most training is performed by district staff with support from DOE.

### **Communication Benefits**

1. How does the network enhance communication among schools and districts? – Improved accuracy of staff and student data (unique ID, elimination of duplicate enrollments, data cleansing and validation)
2. How does the network enhance communication among teachers and parents? – Once fully implemented the local assessment module will provide detailed reports on individual student progress towards meeting state standards.



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3. How does the network enhance communication to community leaders?

### **Sharing the Benefits**

1. What mechanisms does your state have in place to share the benefits of your statewide initiative to State Legislators and Appropriators? (newsletters, reporting, meetings, etc.) – Information on Maine DOE website as well as the MEDMS website, *MEDMS Update*, meetings with stakeholders.
2. What benefits do you enjoy from having the statewide data initiative that have not been mentioned thus far? (Transferability of data, etc.) – Significant reduction of paper and web-based forms (over 140 forms will be eliminated) and duplicate entry of data elements, faster and more accurate reporting, and detailed reports for superintendents for verifying data sent to the State. The unique student and staff identifiers from the MEDMS system provide secure data for researchers and other DOE systems.

### **Leadership Teams**

1. Do you have a state level leadership team that meets to discuss the statewide network regularly? If so, what job titles are included on that team? – Weekly meetings – Agency IT Director, MEDMS Project Director, MEDMS Help Desk Manager, Systems Analyst, Web Developer and others as needed.
2. If the network is more mature, what job titles were included on the initial team?