EDUCATORS run ON DATA

2017 NCES STATS-DC
Data Conference
August 1 – 3, 2017
The Mayflower Hotel
Washington, DC

AGENDA

CONTENTS

2017 NCES STATS-DC Data Conference
August 1 – 3, 2017
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Washington, DC

IMPORTANT INFORMATION

NATIONAL CENTER FOR EDUCATION STATISTICS
INSTITUTE OF EDUCATION SCIENCES
U.S. DEPARTMENT OF EDUCATION

The U.S. Department of Education's 2017 National Center for Education Statistics' (NCES) STATS-DC Data Conference, from August 1–3, 2017, at The Mayflower Hotel, offers

- discussions on technical and policy issues related to the collection, maintenance, and use of education data for education researchers, policymakers, and data system managers from all levels of government who want to share innovations in the design and implementation of education data collections and information systems;

- training and business meetings for Common Core of Data (CCD) and ED*Facts* data coordinators;

- information sessions on CCD, data collection, data linking beyond K–12, data management, data privacy, data quality, data standards, data use (both analytical and instructional), fiscal data, Statewide Longitudinal Data Systems (SLDS), and changes in how the U.S. Department of Education collects and uses data; and

- updates on federal and state activities affecting data collection and reporting, with a focus on information about the best new approaches in collecting, reporting, and using education statistics.

The following important information will help ensure the best possible experience at the 2017 NCES STATS-DC Data Conference. If you have any questions or concerns, please contact Patrick Keaton, NCES STATS-DC Data Conference Manager, at the registration desk.

Conference Venue
Plenary and concurrent sessions will be held on the Lobby, Second, and Lower Lobby Levels of

> The Mayflower Hotel
> 1127 Connecticut Avenue NW
> Washington, DC 20036
> Phone: 202-347-3000
> www.marriott.com/hotels/travel/wasak-the-mayflower-hotel-autograph-collection

Conference Materials and Registration
Preregistered attendees may pick up conference materials at the registration desk outside of the Grand Ballroom (Lobby Level).

An on-site registration desk is open during the following hours:

- Tuesday, August 1
  8:00 AM–5:20 PM

- Wednesday, August 2
  8:00 AM–5:15 PM

- Thursday, August 3
  8:00 AM–12:30 PM

Staff is available to assist you throughout the conference.

Conference Etiquette
As a courtesy to presenters and conference participants, please observe the following rules of conference etiquette:

- Silence your electronic devices prior to entering sessions.

- Arrive a few minutes before each session begins.

Concurrent Session Presenters
Please use the laptop provided in your breakout room and not your own laptop. Do not tamper with or disconnect the computer or data projector connections.

After the conference, presenters will receive information by e-mail about posting presentation materials on the NCES website.

Conference Evaluations

Your feedback is welcomed; please complete the online conference evaluation form at https://www.surveymonkey.com/r/2017STATS-DC.

Contact Information

If you need to make changes to your contact information, please see staff at the registration desk.

Lost and Found

Please remember to take all your belongings from the session rooms. If you find or lose an item, go to the registration desk.

Message Board

The message board is located adjacent to the registration desk outside of the Grand Ballroom (Lobby Level). Please check there for information or to post a message.

Name Badges

Please wear your name badge at all times. At the end of the conference, please recycle your badge holder and lanyard at the registration desk.

Note

Complimentary Wi-Fi is available throughout the meeting space of the hotel. Consequently, there is no Cyber Café at the 2017 NCES STATS-DC Data Conference. The Wi-Fi access code will be listed on the back of your name badge and on the message board adjacent to the registration desk outside the Grand Ballroom (Lobby Level).

Photography is not allowed during the plenary and/or concurrent session presentations.

In compliance with federal policy, no food or beverages will be provided. Information about restaurants is available at The Mayflower Hotel's concierge desk.

NATIONAL CENTER FOR EDUCATION STATISTICS (NCES) BOOTH

(PROMENADE FOYER [LOBBY LEVEL])

Reports, tables, tools, and more—education statistics at your fingertips!

Staff from the National Center for Education Statistics (NCES) will answer your data questions while highlighting the various reports, tables, and tools that are available to data users. Come see the latest information available from the *Digest of Education Statistics*, National Assessment of Educational Progress (NAEP), Common Core of Data (CCD), Integrated Postsecondary Education Data System (IPEDS), and other data collections at NCES. Learn how to access the data that NCES offers.

EDUCATORS
run
ON DATA

2017 NCES STATS-DC
Data Conference
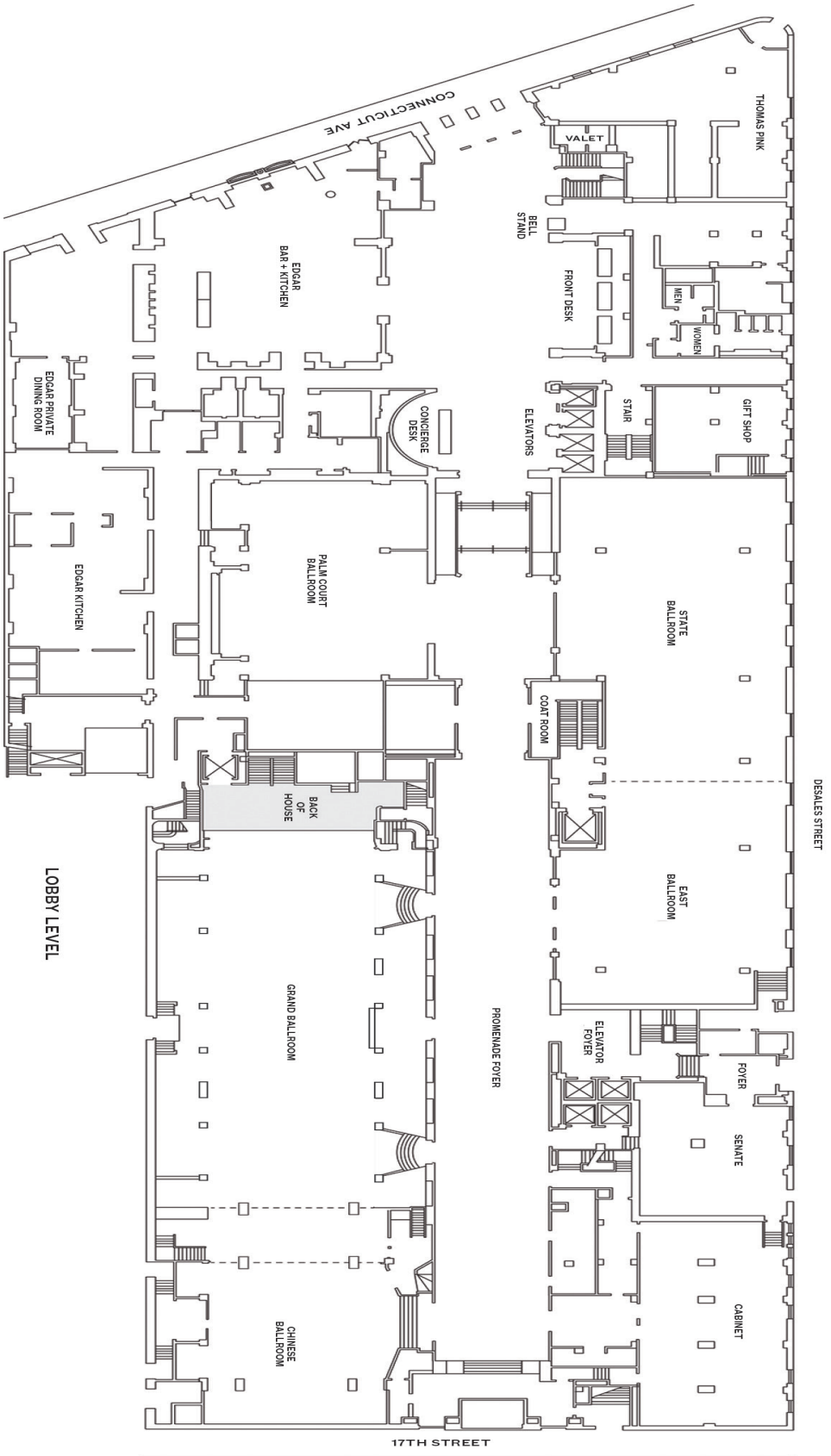August 1 – 3, 2017
The Mayflower Hotel
Washington, DC

Agenda At-a-Glance

and

Hotel Floor Plans

National Center for Education Statistics
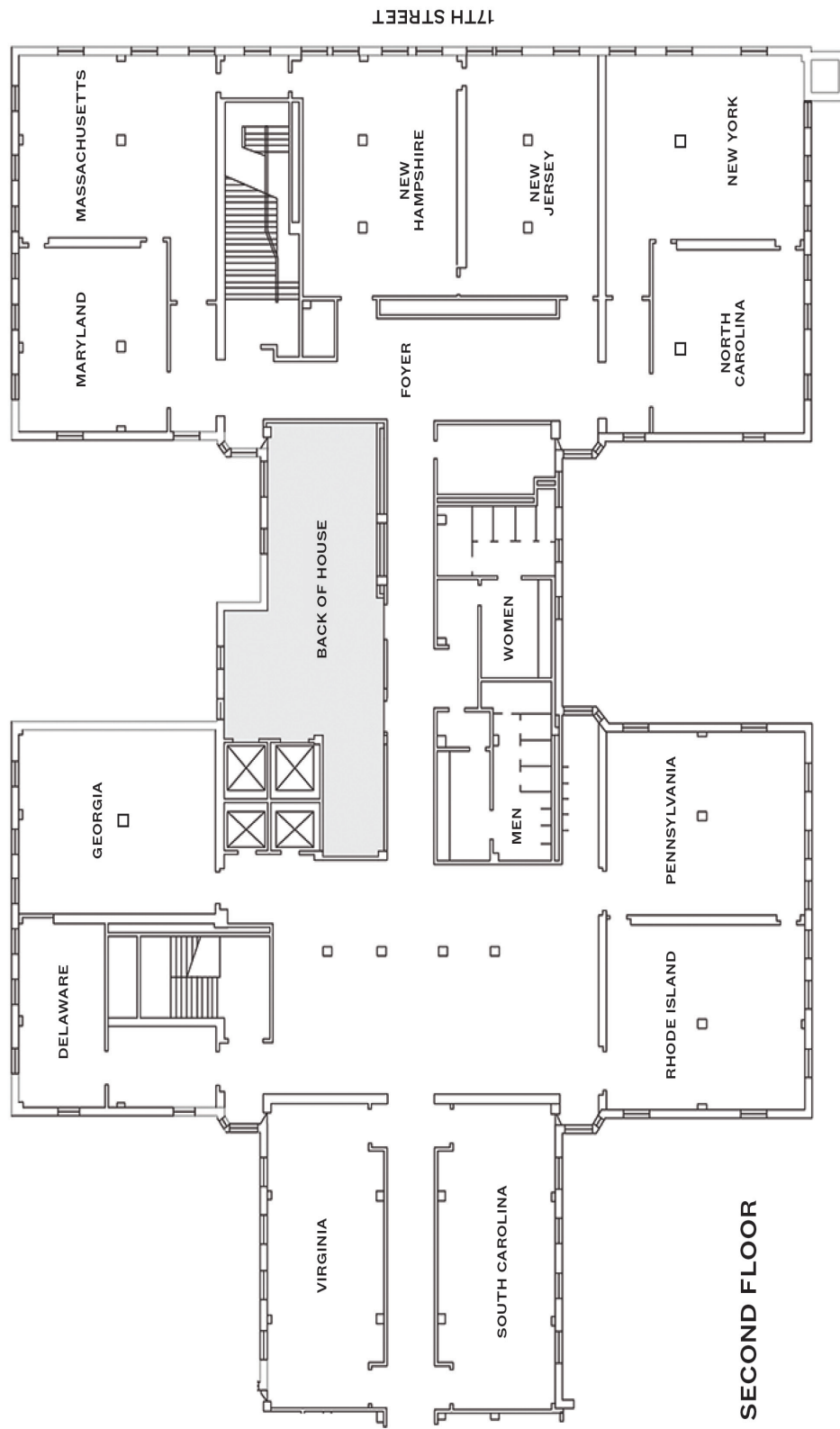Institute of Education Sciences
U.S. Department of Education

2017 NCES STATS-DC Data Conference
August 1–3, 2017 – Agenda At-a-Glance

Room Name	Palm Court Ballroom (Lobby Level)	State Ballroom (Lobby Level)	East Ballroom (Lobby Level)	Chinese Ballroom (Lobby Level)	Virginia (Second Level)
Session	A	B	C	D	E

TUESDAY, AUGUST 1, 2017

CCD Fiscal Coordinators' Training, 9:00–12:00, District Ballroom (Lower Lobby)

Opening Plenary Session, 1:15–2:15, Grand Ballroom (Lobby Level)

CCD Fiscal Coordinators' Training (Continued), 2:30–5:20, District Ballroom (Lower Lobby)

	Palm Court	State	East	Chinese	Virginia
Concurrent Session I 2:30–3:20	Automated EDFacts Reporting With CIID's Generate Tool: Founding, Present, and Future *Santy, Hoffman, Huennekens*	Learning About, Accessing, and Exploring NCES Data Through Online Training Modules *A. White*	Rhode Island's Comprehensive Longitudinal Data System: Successes and Best Practices *Harrigan*	Creating the School-to-Workforce Data Pipeline: A Data-Sharing (Success?) Story *Curtin*	Kindergarten Entry Assessments and SLDSs: Implications for Policy and Practice *Gleason, Scrinzi, Raber, Cox*
Concurrent Session II 3:30–4:20	How the REL Program Partners With Stakeholders to Use Evidence *Sanders, Eisner*	Giving a State Perspective on Assistance From the U.S. Department of Education *Ellis, Copa, Huennekens, Sellers*	Accessing State-Level Data for National and International Comparisons *Musu-Gillette, McFarland, Snyder*	They Said What? PTAC Teacher Focus Groups Training Needs Identified *Gray, Rodriguez*	How South Dakota Encourages Data Use Through Engaging and Relevant Reporting *Kock, Carlson*
Concurrent Session III 4:30–5:20	Meet Your REL *Sanders, Eisner*	#CEDSCanHelp *Edwards, Folkers, Pond, Campbell*	Student Data Privacy Consortium: Operational Resources to Address Privacy Issues *S. Smith, L. Hansen, Carr, M. Williams*	Analyzing the Civil Rights Data Collection: Data Quality and Educational Research *McDonald, Miller, Bloom-Weltman, Jetty*	The Value of Running on a District Longitudinal Data Structure *Byrd, Nolan-Abrihamian, Gernhardt, Bay*

WEDNESDAY, AUGUST 2, 2017

EDFacts and CCD Nonfiscal Coordinators' Training, 9:00–12:30, District Ballroom (Lower Lobby)

	Palm Court	State	East	Chinese	Virginia
Concurrent Session IV 9:00–10:00	Federal K–12 Data at Your Fingertips *R. Hansen, Spiegelman, Nevill*	Balancing Privacy and Transparency: Disclosure Avoidance for Public Reporting *Ferraro, Bloom-Weltman*	Privacy Mask or Patch? *McMillen, Stacey, Ligon*	A Tense Marriage: Governing the Relationships Among Data Interoperability, Security, and Privacy *Fruth, Hartman, L. Hansen, S. Smith, Setzer, Jackl*	A 100-Meter Sprint or a Marathon: How Three Different Harvard Data Fellows Run With Data *Byrd, Reinhart, Levinger, Seto*
Concurrent Session V 10:15–11:15	Google Classroom: How It Works and What Data It Collects *Brungardt*	From the Eyes of a Teacher: Impact of Georgia's SLDS in the Classroom *McMahon Parton, Swiggum*	Evaluating the Impact of Advanced Placement and Dual Credit on College Going in Nebraska *Yeo, Dash*	Leveraging Partnerships to Support and Sustain the SLDS *Engelman, Pontius, Clausen, Folkers, Gosa*	Using National Data to Study Local Education Policies: The Case of Out-of-School Suspension *DiSalvo*
Concurrent Session VI 11:30–12:30	Using Maps for Reporting NAEP Data *Walton, Cramer, Akinbiyi*	The Public Website for Financial Transparency: Colorado Department of Education *A. Williams, Okes, Emm, Lucero*	Minnesota's ECLDS and GrEaT: Building Data Use Capacity in Early Childhood *Anita Larson, Whiteman*	Ed-Fi, CEDS, IMS, and Diverse Stakeholder Communities Working Together *Meyer, Casey, Jansson, Goodell*	Michigan's Innovative Approaches to Publishing Postsecondary Metrics *McGroarty, Edmondson, Heckert*

Lunch (on Your Own)

CCD Fiscal Coordinators' Roundtable, 1:45–4:00, District Ballroom (Lower Lobby)

	Palm Court	State	East	Chinese	Virginia
Concurrent Session VII 1:45–2:45	Training for CCD Nonfiscal Coordinators *Glander*	Data Privacy in Louisiana *Nesmith, Vance, Addesso*	Leveraging SLDSs to Support LEAs With the CRDC *Rhodes-Maginnis, L. Smith, Pond, J. Brown, Tapscott, Gosa*	Making Data Work for You: Building Capacity to Use Early Childhood Data *Anita Larson, Whiteman, Grannemann, Coffey*	LEA-Level Homeless Education Release *Didlo, Newman*
Concurrent Session VIII 3:00–4:00	Maximizing Data Quality: An Overview of EDFacts Data Quality Strategies *D. Lee, Fening, Irvine, Redmon*	Want to Save Time and Money? Standardize Data and Processes *Fruth, Townsend, Reynolds, Elia*	Automating the CRDC and EDFacts Submission Using Ed-Fi and Generate: Save Districts Time, Money, and Effort *Aurand, Huennekens, Warden*	Interactively Linking the High School Feedback Series Through College Completion *Akers, McGhee, Secamiglio*	Getting Smart on Social-Emotional Learning Data *Hochleitner, Rice*
Concurrent Session IX 4:15–5:15	Easing the Data Burden: California's Practical Use of CEDS *Edwards, Copa*	Using Data to Feed Children: Improving Accuracy in Identifying Eligible Students for Direct Certification *Lamury, Guerrero*	PTAC: Updates on Recent Guidance *Koumare, Ferraro, Lemke*	Using Survey Data to Align Policy and Practice: How State Partnerships Can Support This Work *Cohen, J. Evans, Emrich*	Fostering Connections in Education *Folkers, Borg, Comer*

THURSDAY, AUGUST 3, 2017

	Palm Court	State	East	Chinese	Virginia
Concurrent Session X 9:00–10:00	Why a Child Is Left Behind? The Effect of Residency-Based Enrollment on Involuntary Transience and Academic Achievements *Eizman*	Roster Enabling for Thousands—xPress Roster *Fruth, Fitzgerald, Wrage, Schneiderman*	Meeting ESSA Financial Reporting Requirements: Concepts to Practice *Blowman, Folkers, Hagan, Bush*	Reporting Access to Early Learning Programs and Services: A Discussion on State and Federal Reporting *Fening, Coffey*	Using State-Level Data to Inform College and Career Progression *Akers, Beard, Mehl, L'Orange*
Concurrent Session XI 10:15–11:15	The Feasibility of Reporting Finance Data at the School Level *Cornman, C. Brown, K. Crain, Long, May, Morrow, Scioneaux, S. Wheeler, D'Antonio, Ampadu, Zhou*	NAEP Results API *Walton, Finnegan, Hsu*	Dual Enrollment in Maryland: Using Propensity Scores to Strengthen Program Evaluation With State Longitudinal Data *Henneberger, Preston*	Changing How We View Higher Education Data in Tennessee *Douglas*	Which Came First? The Dashboard or the Population? *Tiderman, Kellogg*
Concurrent Session XII 11:30–12:30	Developing Local Data Teams: Moving Toward Data-Informed Decisionmaking *Hendricks, Ruggiero, Bernstein*	Governing More With Less: The Pain We All Share *Ellis, Jackl*	Visualizing the P20W: A Look at Georgia's Data Dashboards *Lundberg, D. Evans, Dasher, Swiggum*	Best Practices for Naming and Defining Data *Edwards*	The Critical Role of Education Data in Early Childhood Pay For Success Efforts *Tschantz, Spiker, Cox*

Color Key to Topics

CCD	Data Collection	Data Linking Beyond K–12	Data Management	Data Privacy	Data Quality	Data Standards	Data Use (Analytical)	Data Use (Instructional)	Fiscal Data	SLDS	Other

South Carolina (Second Level)	Rhode Island (Second Level)	Pennsylvania (Second Level)	Massachusetts (Second Level)	New York (Second Level)	Room Name
F	G	H	I	J	Session
TUESDAY, AUGUST 1, 2017					
CCD Fiscal Coordinators' Training, 9:00–12:00, District Ballroom (Lower Lobby)					
Opening Plenary Session, 1:15–2:15, Grand Ballroom (Lobby Level)					
CCD Fiscal Coordinators' Training (Continued), 2:30–5:20, District Ballroom (Lower Lobby)					
The Practice of Personalized Learning and Promoting a Strategic Assessment System *Zellmer, Halverson, Kallio, Hackett, Rawat*	**Current Efforts to Improve the Measurement of SES for NAEP and Other Large-Scale Assessments** *Ward, Broer, Holmes*	**Reporting Civil Rights Data** *S. Smith*	**Direct Admissions—Getting K–12 Students Into Postsecondary** *Mehl*	**Federal Data to Measure College Access and Student Success: Uses for Research and Practice** *Schak, Fu*	Concurrent Session I 2:30–3:20
Did the Program Actually Work? Toward Review of Impact on Students as the Statewide Norm *Best, B. Hansen*	**CEDS NDS Connector Project** *Santy, Fruth, Jackl*	**Facilities Information Management** *King*	**The Evolution of Georgia's SLDS** *Swiggum*	**InformED: Developing a World-Class Open Data Infrastructure at the U.S. Department of Education** *Churchwell, Metzger*	Concurrent Session II 3:30–4:20
Developing Statewide Capacity for Effective Data Inquiry Through Wisconsin's WISExplore *Straw, J. Lee, Hudziak*	**Toward Effective Measures of LEAs, School Districts, Schools, and Education Programs** *Schmitt, Santy*	**School Courses for the Exchange of Data (SCED)** *S. Williams*	**Introduction to CCD: America's Public Schools** *Glander*	**Utilizing LMI Data and Engagement of LWAs in Longitudinal Education and Workforce Data Alignment and Reporting** *Secamiglio, Akers, McGhee*	Concurrent Session III 4:30–5:20
WEDNESDAY, AUGUST 2, 2017					
ED*Facts* and CCD Nonfiscal Coordinators' Training, 9:00–12:30, District Ballroom (Lower Lobby)					
Linking Data to Support Success for Students in Foster Care *Dabney, Henderson, Fletcher, Stowe, McNaught*	**Your State Data Center: The Census Bureau's Premier Local Partner** *Bell*	**Forum Guide to Collecting and Using Attendance Data** *Petro*	**One Team for Education: How Well-Implemented Standards Connect Us and Drive Impact, Outcomes, and Value** *Pattisapu, Srinivasan, T. Wheeler, Archbold*	**Supporting the Demand for College Readiness Data in the Pacific: Connecting K–12 and College Data in the Absence of an SLDS** *Carreon*	Concurrent Session IV 9:00–10:00
Data Literacy: How States Are Addressing Educator Capacity Building *Mandinach, Driscoll, Anderson*	**Kind Words and Baked Goods: Inspiring Data Stakeholders to Care and Engage** *Wisnia, Bjorkman*	**From Vision to Reality: Moving Our WISE Forward Using Ed-Fi for Interoperability** *Straw, Raub, Casey*	**Title I Allocations** *Sonnenberg, Gann, Cassidy*	**REL Northeast and Islands' Toolkits for Using SLDS Data for Instructional or Analytic Purposes** *Riordan, Parker*	Concurrent Session V 10:15–11:15
A District's Journey of Implementing Effective Data Use Practices *Margie Johnson, Wilkerson*	**Noncognitive Measures to Scale: Motivation- and Mindset-Matched Score Data Use to Improve Instruction** *Alvin Larson*	**Investigating the Impact of the Nebraska ACT Pilot Project on Student College-Going Behavior** *Yeo*	**Who's in Charge of My Data? Protecting Data With Effective Data Governance** *Miceli, Arzamendia, Mauzy, Sellers*	**Using NCES Data When State or District Data Are Not Available: Two REL Studies** *Zweig, Lavigne, Shields*	Concurrent Session VI 11:30–12:30
Lunch (on Your Own)					
CCD Fiscal Coordinators' Roundtable, 1:45–4:00, District Ballroom (Lower Lobby)					
Addressing Teacher Shortages Through Analysis and Engagement *Reichardt, K. White*	**Teachers' Data Use Practice: Findings From a Professional Development Program to Enhance Teachers' Instructional Use of Data** *Varier, Abrams*	**Improving IDEA Part B Data Quality: Connecting Metadata With Business Rules** *Seay, D. Crain, Wise*	**Industry Certification Data Exchange Project: Results and Lessons Learned** *Haigh, Imperatore*	**IES Grants for Analyzing Your State or District Data** *Ruby*	Concurrent Session VII 1:45–2:45
A Data-Matching System for Certifications, Education Records, and Employment and Earnings Information *Carrick, V. Brown, Miranda*	**Transforming Raw IEP Data Into Datasets Ready for Analysis of RTI2 Outcomes** *Rollins, Oslund*	**ED School Climate Surveys (EDSCLS)—Data Collection and Reporting** *O'Rear, Ott, Murphy, Wang*	**Taking a Pipeline Approach to Designing Middle School Math Interventions** *Garud, Doerger*	**Learning to Build a Research Agenda Under a Federated SLDS Model** *Pennington, Pontius*	Concurrent Session VIII 3:00–4:00
Ensuring Data Quality for a Combined Measure of Teacher Effectiveness *Tucci, Matthew Johnson*	**Together Everyone Achieves More** *Wentworth, Casey, Gondwe*	**Big Data in Texas: Linking Beyond K–12** *Alexander, Eklund*	**The Road to Data Consolidation: Persuasion, Frustration, and INTEGRATION** *Duncan-Becerril, Jauregui*	**Using Data Dashboards to Assist With Instruction, Planning** *Koester, Gleason*	Concurrent Session IX 4:15–5:15
THURSDAY, AUGUST 3, 2017					
Building the Tools for Our Districts' Success—Wyoming's "Learn Everywhere" Vision *Zimmerschied, Setzer*	**Providing Statewide Opt-In Assessment Services** *Engelman, Shake*	**The STEM Pipeline: Bridging High School Coursetaking to College Major and Degree Completion** *Chen*	**Sustainable Cross-Sector Reporting Systems—The All-Important Last Mile** *Huang, Norris, Watson, Patton*	**Herding Cats: As If It Were That Easy! Standards in a Nonstandard World** *Pennington, Townsend, Jackl*	Concurrent Session X 9:00–10:00
Automating Certification Evaluations for State Agencies *Loredo, Hupp*	**Rules of Engagement: Improving Data Governance and Analysis in a Multistate Data System** *Leibrandt, Lane, Beard, Akers*	**Use of State-Representative Data in the High School Longitudinal Study of 2009** *Christopher, Burns Fritch*	**Data Use to Improve Instruction, Curriculum, and Equity—Consistency, Collaboration, and Communication** *Altersitz, Haney*	**Developing an Open Source Data Standard for Teacher Preparation to Scale Improvement Conversations** *Katnick, Hoxie, Richardson*	Concurrent Session XI 10:15–11:15
Improving Communication of P20W Research to Stakeholder Audiences *Thayne, Chen*	**Using Your State's Data to Develop and Answer Critical Questions** *Petrosky, Anita Larson, Whiteman, Copa*	**Using Integrated Data to Connect College and Careers: Featuring the Virginia Education Wizard** *Garcia, Pfautz*	**New Analysis From *The Condition of Education 2017*** *de Brey, McFarland*	**Automated Flow of Teacher Effectiveness Data and On-Time Reports** *Kraman, Goodlaw, Trujillo, Flanagan*	Concurrent Session XII 11:30–12:30

THE MAYFLOWER HOTEL — LOBBY LEVEL

CONNECTICUT AVE

DESALES STREET

17TH STREET

LOBBY LEVEL

THOMAS PINK

VALET

BELL STAND

FRONT DESK

MEN

WOMEN

GIFT SHOP

STAIR

ELEVATORS

CONCIERGE DESK

EDGAR BAR + KITCHEN

EDGAR PRIVATE DINING ROOM

EDGAR KITCHEN

PALM COURT BALLROOM

STATE BALLROOM

COAT ROOM

EAST BALLROOM

BACK OF HOUSE

GRAND BALLROOM

PROMENADE FOYER

ELEVATOR FOYER

FOYER

SENATE

CABINET

CHINESE BALLROOM

THE MAYFLOWER HOTEL — SECOND FLOOR

17TH STREET

MASSACHUSETTS

MARYLAND

NEW HAMPSHIRE

NEW JERSEY

NEW YORK

FOYER

NORTH CAROLINA

BACK OF HOUSE

GEORGIA

WOMEN

MEN

DELAWARE

PENNSYLVANIA

RHODE ISLAND

VIRGINIA

SOUTH CAROLINA

SECOND FLOOR

11

LOWER LEVEL

WOMEN

MEN

CONSTITUTION

STAGE

CLOSET

INDEPENDENCE

DISTRICT BALLROOM

FLORIST SHOP

GUEST ELEVATORS

STAIRS

FOYER

BACK OF HOUSE

DEMOCRACY

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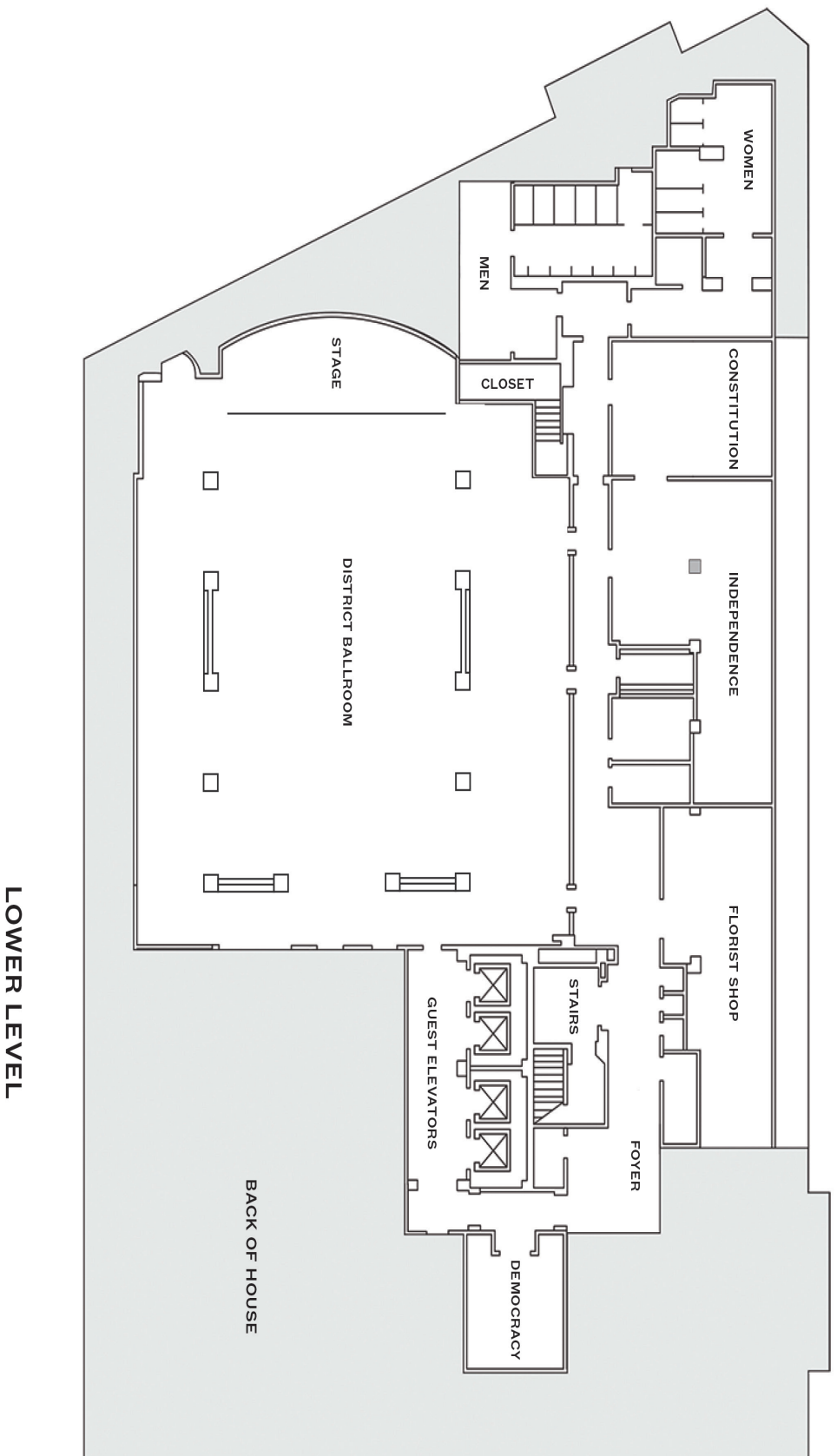
Agenda With Session Descriptions

National Center for Education Statistics
Institute of Education Sciences
U.S. Department of Education

This conference is intended to provide an opportunity for state and local educators, members of associations and government agencies, and others to share information about developments and issues in the collection, reporting, and use of education data. The information and opinions expressed in this conference do not necessarily represent the policy or views of the U.S. Department of Education or the National Center for Education Statistics.

8:00–5:20   Registration ....Promenade Foyer (Lobby Level)

8:00–5:00   Demonstrations ....Promenade Foyer (Lobby Level)

Common Core of Data (CCD) Fiscal Coordinators' Training
9:00–12:00 ....District Ballroom (Lower Lobby)

National Center for Education Statistics (NCES) and Census Bureau

(This session is reserved for CCD Fiscal Coordinators.)

This training will cover

- an overview of financial reporting obligations set forth in the Every Student Succeeds Act (ESSA);
- similarities and differences between the National Public Education Financial Survey (NPEFS), the School District Finance Survey (F-33), and the School-Level Finance Survey (SLFS) and data required pursuant to ESSA;
- Title I allocation factors from the NPEFS and F-33 surveys;
- membership definition pending changes;
- Impact Aid factors;
- SLFS now open to 50 states;
- Education Savings Accounts legislation at the state level;
- Indirect Cost regulations and practice; and
- the process for making recommendations to NCES' Accounting Handbook.

1:15–2:15   Opening Plenary Session .... Grand Ballroom

Welcome and Introduction of Keynote Speaker

Peggy G. Carr, Ph.D., Acting Commissioner
National Center for Education Statistics, Institute of Education Sciences
U.S. Department of Education

Keynote Speech

Why We Do What We Do: Evidence-Based Policymaking at a Crossroads

Shelly Wilkie Martinez, Executive Director, U.S. Commission on Evidence-Based Policymaking

The U.S. Commission on Evidence-Based Policymaking was created to develop a strategy for increasing the availability and use of data in order to build evidence about government programs, while protecting privacy and confidentiality. Established by the bipartisan Evidence-Based Policymaking Commission Act of 2016 (P.L. 114-140), a bill jointly sponsored by Speaker Paul Ryan (R-WI) and Senator Patty Murray (D-WA), the Commission received authorization on March 30, 2016 to study how data, statistics, research, and evaluation are used to build evidence, and how to strengthen capacity to build evidence about federal policies and programs. The keynote address will provide an overview of the work of the Commission, how it came to be, its vision for the future, and how it may benefit the education data and policy communities.

Announcements

Ross Santy, Associate Commissioner, Administrative Data Division
National Center for Education Statistics, Institute of Education Sciences
U.S. Department of Education

2:15–2:30   Break

Common Core of Data (CCD) Fiscal Coordinators' Training (Continued)
2:30–5:20 ....District Ballroom (Lower Lobby)

2:30–3:20   Concurrent Session I Presentations

I–A   **Automated ED*Facts* Reporting With the Center for the Integration of
IDEA Data's (CIID's) Generate Tool: Founding, Present, and Future .... Palm Court Ballroom**

Ross Santy, National Center for Education Statistics
Amanda Hoffman, Office of Special Education Programs, U.S. Department of Education
Bill Huennekens, Center for the Integration of IDEA Data, AEM Corporation

2:30–3:20

This session will outline the U.S. Department of Education's Office of Special Education Programs' innovative vision for Individuals with Disabilities Education Act (IDEA) data integration and the automated ED*Facts* reporting solution, Generate. The current development status and progress with the pilot implementation of Generate in Nevada will be outlined. Further, the benefits and value of using the Common Education Data Standard (CEDS) logical data model as the foundation for Generate will be reviewed. Finally, the panel will explore using Generate as a potential model for modernizing the ED*Facts* collection processes and systems.

Complexity: Intermediate Level

I–B   **Learning About, Accessing, and Exploring National Center for
Education Statistics (NCES) Data Through Online Training Modules ....State Ballroom**

Andrew White, National Center for Education Statistics

2:30–3:20

The Distance Learning Dataset Training (DLDT) System covers nearly all National Center for Education Statistics (NCES) datasets as well as web tools that users need to find published reports, create tables, explore and acquire data, and conduct limited analyses online. It also provides appropriate methods for analyzing complex survey data. The DLDT is a system of online computer-based training modules developed over the past 4 years. It provides general information (common modules) and dataset-specific modules for each of 30+ survey and administrative datasets. Access the DLDT at https://nces.ed.gov/training/datauser/. Attend this session to learn these things and more about the DLDT.

Complexity: Entry Level

I–C   **Rhode Island's Comprehensive Longitudinal**
Data System: Successes and Best Practices .... East Ballroom

Tim Harrigan, DataSpark at the University of Rhode Island

2:30–3:20

Rhode Island has succeeded in building one of the country's most wide-ranging statewide longitudinal data system (SLDS) data warehouses, connecting data from educational, health, workforce, and other systems. We'll share our experience in establishing partnerships and tackling technical challenges. We'll introduce our interactive, online portal and a sample of our analytical products. The presentation will be useful to individuals who are new to the SLDS/Workforce Data Quality Initiative (WDQI) world, and to more experienced hands who wish to compare notes. The session will also include a discussion of participants' particular areas of interest.

Complexity: Entry Level

I–D   **Creating the School-to-Workforce Data Pipeline:**
A Data-Sharing (Success?) Story .... Chinese Ballroom

Robert Curtin, Massachusetts Department of Elementary and Secondary Education

2:30–3:20

This session will focus on the process that Massachusetts has gone through to reach a data-sharing agreement and associated data linking between elementary/secondary education, higher education, and the workforce. Topics covered will include Memorandum of Understanding (MOU) development, legal challenges, technical framework, and lessons learned.

Complexity: Entry Level

I–E   **Kindergarten Entry Assessments and Statewide Longitudinal Data Systems (SLDSs):**
Implications for Policy and Practice ....Virginia

Caitlin Gleason, Delaware Department of Education
Amy Scrinzi, North Carolina Department of Public Instruction
Suzanne Raber and Megan Cox, SRI International

2:30–3:20

While many states are developing and adopting Kindergarten Entry Assessments (KEAs), implementing and including a KEA in a statewide longitudinal data system (SLDS) is a multifaceted, multiyear undertaking. This important data point provides a marker for when children enter the formal education system, and often states do not have any population assessment data until third grade. This panel will present reflections of two states on their journey from conceptualizing a KEA to considerations for including it in their SLDS. States will discuss the consequences of data

reduction and the policy implications for data that are distilled from tools often designed for instructional purposes but that reflect only a handful of indicators.

Complexity: Entry Level

I–F   The Practice of Personalized Learning and
Promoting a Strategic Assessment System..South Carolina

Lauren Zellmer, Wisconsin Department of Public Instruction
Richard Halverson, Julie Kallio, Sarah Hackett, and Tanushree Rawat,
    University of Wisconsin-Madison School of Education

2:30–3:20

The Wisconsin Department of Public Instruction supports cross-agency projects to create resources and professional development around assessment and data literacy. In its first study, the state considered formative assessment practices as an essential tool to collect timely and authentic student data used to plan instruction. The presenters will report on how educators utilized a variety of formative practices, including conferring to engage students in the learning process. Second, the Personalization in Practice Networked Improvement Community (PiPNIC) brought together five districts to explore key practices of personalized learning. PiPNIC will discuss how personalized learning practices and strategic assessment data are used to inform instruction and drive student learning.

Complexity: Intermediate Level

I–G   Current Efforts to Improve the Measurement of Socioeconomic Status
(SES) for National Assessment of Educational Progress (NAEP) and
Other Large-Scale Assessments .... Rhode Island

William Ward, National Center for Education Statistics
Markus Broer and Juliet Holmes, American Institutes for Research

2:30–3:20

This presentation will consist of three parts: (1) an introduction to current National Center for Education Statistics (NCES) efforts to improve the measurement of socioeconomic status (SES) for the National Assessment of Educational Progress (NAEP); (2) an example of a proxy SES index for NAEP; and (3) examples of SES indices for the U.S. samples of the Trends in International Mathematics and Science Study and the Program for the International Assessment of Adult Competencies. Information on how much variance of the outcome measure of interest these indices explain and how much of the achievement/skills gap they explain in comparison to established SES proxy measures will be presented.

Complexity: Intermediate Level

I–H   **Reporting Civil Rights Data** .... **Pennsylvania**

Steve Smith, Cambridge Public School District (MA)

2:30–3:20

All local education agencies (LEAs) are required to participate in the biennial Civil Rights Data Collection (CRDC). Administered by the U.S. Department of Education's Office for Civil Rights (OCR), this collection provides critical data needed to support OCR's mission to ensure equal access to education and promote educational excellence. This session will provide an overview of the new *Forum Guide to Reporting Civil Rights Data*. The guide includes case studies illustrating how some LEAs report their data to OCR and offers examples of how several state education agencies have voluntarily begun to assist their LEAs with CRDC reporting.

Complexity: Entry Level

I–I   **Direct Admissions—Getting K–12 Students Into Postsecondary** .... **Massachusetts**

Andy Mehl, Idaho Office of the State Board of Education

2:30–3:20

Direct Admissions—Common Application: In the fall of 2015, the Idaho Office of the State Board of Education sent letters to all high school seniors in the state preapproving, based on their GPA or SAT scores, their admission to some or all of the public postsecondary institutions. This year, the state is enhancing the system with an online application portal with a short list of questions. It will pull all students' K–12, dual credit, and test data and provide it to each institution they apply to electronically. This session will describe how the state is implementing its direct admissions and common application approach, ensuring that qualified high school graduates in the state can readily access postsecondary education options.

Complexity: Entry Level

I–J   **Federal Data to Measure College Access and**
Student Success: Uses for Research and Practice ....**New York**

Oliver Schak and Brian Fu, U.S. Department of Education

2:30–3:20

This presentation will provide an overview of the College Scorecard and highlight example analytical uses of the data. The panelists will summarize the data and resources provided by the Scorecard consumer and technical websites and also discuss key uses of Scorecard data, including data products produced by the U.S. Department of Education as well as researchers and practitioners in the field. The discussion will focus on how data were used to examine trends in college access, affordability, and outcomes.

Complexity: Intermediate Level

3:20–3:30   Break

3:30–4:20   Concurrent Session II Presentations

**II-A   How the Regional Educational Laboratories (REL) Program
Partners With Stakeholders to Use Evidence .... Palm Court Ballroom**

Felicia Sanders and Elizabeth Eisner,
     National Center for Education Evaluation and Regional Assistance,
     U.S. Department of Education

3:30–4:20

The purpose of this session is to share information about the new Regional Educational Laboratories (REL) Program contract cycle, which began January 3, 2017. This presentation will focus on how RELs partner with state and local education agencies to address high-leverage education problems through (1) applied research, (2) dissemination of scientifically valid research, and (3) technical assistance related to the application and use of scientifically valid research. The presenters will provide a menu of services the RELs provide, share timelines for planning and executing projects, and provide specific examples of how RELs have partnered with states to carry out this work.

Complexity: Entry Level

**II–B   Giving a State Perspective on Assistance
From the U.S. Department of Education ....State Ballroom**

Charlotte Ellis, Maine Department of Education
Nancy Copa, Common Education Data Standards, AEM Corporation
Bill Huennekens, Center for the Integration of IDEA Data, AEM Corporation
Jeff Sellers, Statewide Longitudinal Data Systems, AEM Corporation

3:30–4:20

What do the Common Education Data Standards (CEDS), Center for Integrated IDEA Data (CIID), and Statewide Longitudinal Data Systems (SLDSs) have in common? YOU! This session will discuss how these three federally funded initiatives are collaborating to help states with their burdens related to data collection, data management, and/or data use. Hear from one state that has capitalized on this assistance. States will have an opportunity to ask questions and propose ideas for additional collaboration efforts.

Complexity: Intermediate Level

II–C   **Accessing State-Level Data for National and International Comparisons .... East Ballroom**

Lauren Musu-Gillette, Joel McFarland, and Tom Snyder, National Center for Education Statistics

3:30–4:20

Many National Center for Education Statistics (NCES) annual reports, such as *The Condition of Education* and *Indicators of School Crime and Safety*, provide state- and local-level statistics. This session will review the range of state-level data that are available in our annual publications and on the NCES website, with a particular focus on administrative data sources. The presenters will also show you where to find subnational data for the U.S. and other countries to help you understand how variability in the U.S. compares internationally.

Complexity: Entry Level

II–D   **They Said What? Privacy Technical Assistance Center (PTAC)**
Teacher Focus Groups Training Needs Identified .... Chinese Ballroom

Eric Gray and Baron Rodriguez, Privacy Technical Assistance Center

3:30–4:20

With the Privacy Technical Assistance Center (PTAC) in existence for nearly seven years, we've heard loud and clear that teachers and administrators are where we need to focus our efforts on privacy and data security. To do so properly, PTAC conducted an exhaustive information-gathering exercise of more than 70 teachers and administrators from 17 schools covering rural, urban, small, large, and medium-sized schools. Learn about the surprising and not-so-surprising findings that came out of these meetings. This is a great opportunity for you to respond to those findings and give us direction and ideas on how to best reach educators as the privacy and data security landscape continues to evolve.

Complexity: Entry Level

II–E   **How South Dakota Encourages Data Use Through Engaging and Relevant Reporting ......Virginia**

Sara Kock and Kim Carlson, South Dakota Department of Education

3:30–4:20

At the South Dakota Department of Education, data use is a high priority. One tool for data access is the SD-STARS, South Dakota's K–12 Statewide Longitudinal Data System (SLDS). District users, such as superintendents and teachers, can log into SD-STARS and view reports created for educators by educators. During this presentation, attendees will hear how reports in SD-STARS are created, learn what report resources are used, view current reports, and hear about South Dakota's next step in engaging districts in reporting and data use.

Complexity: Intermediate Level

II–F   **Did the Program Actually Work? Toward**
Review of Impact on Students as the Statewide Norm...South Carolina

Stephen Best, Michigan Department of Education
Ben Hansen, University of Michigan

3:30–4:20

The presenters will describe their collaboration aiming to promote high-quality, rapid turnaround evaluation of programs throughout the state of Michigan, by connecting student-level data directly to privacy-preserving program evaluation software. The pilot project estimates effectiveness of an in-service training program offered to K–8 teachers in the state since 2011, leveraging the statewide longitudinal data system to estimate downstream as well as near-term program effects while observing What Works Clearinghouse standards for quasi-experimental analysis. Analytics software developed in a parallel University of Michigan-RTI International collaboration, the Evaluation Engine, will allow approved researchers and administrators to perform similar analyses of other Michigan programs, whatever their statistical training.

Complexity: Intermediate Level

II–G   **Common Education Data Standards (CEDS)**
Normalized Data Schema (NDS) Connector Project .... Rhode Island

Ross Santy, National Center for Education Statistics
Larry Fruth, A4L Community
Alex Jackl, Bardic Systems

3:30–4:20

Generate, a free tool developed by the Center for Integration of IDEA Data (CIID), is helping state education agencies integrate their Individuals with Disabilities Education Act (IDEA) data with statewide longitudinal data systems to automate and simplify the reporting requirement for IDEA ED*Facts* and State Performance Plan/Annual Performance Reports. The A4L Community is gathering stakeholders to standardize, automate processes, and help increase the efficiency of data submissions using Common Education Data Standards (CEDS) elements, definitions, and option sets, which are aligned with the SIF Implementation Specifications. If you demand that vendors include a freely available CEDS Normalized Data Schema (NDS) Connector in their products, they automatically move data into Generate, lessening burden, shortening time, and increasing data quality. This session will examine these and other capabilities of Generate.

Complexity: Intermediate Level

II–H   **Facilities Information Management** .... **Pennsylvania**

Marilyn King, Bozeman School District #7 (MT)

3:30–4:20

Well-maintained, safe facilities are a critical element of a high-quality educational environment. Both facilities maintenance and the management of facilities information require substantial resources and organization. In 2012, the Forum published *The Forum Guide to Facilities Information Management: A Resource for State and Local Education Agencies*, which provides a framework for collecting, evaluating, and maintaining education facilities data. This year the Forum is working on an updated guide that will focus more on local education agencies and address issues related to the intersection between facilities and student learning, staff retention, maintenance and budget efficiencies, and school climate. Please join us to discuss the development of this resource, which is expected to be released later this year.

Complexity: Entry Level

II–I   **The Evolution of Georgia's State Longitudinal Data System** ....**Massachusetts**

Bob Swiggum, Georgia Department of Education

3:30–4:20

Since receiving a grant from the National Center for Education Statistics (NCES) in 2010 to build a statewide longitudinal data system (SLDS), Georgia's SLDS has undergone continual improvement to a point where it has become the primary tool used by Georgia's educators, administrators, students, and parents, with over 200,000,000 views. The presenter will share Georgia's story so others can see the full potential of their state's SLDS.

Complexity: Entry Level

II–J   **InformED: Developing a World-Class Open Data
         Infrastructure at the U.S. Department of Education** ....**New York**

Nikki Churchwell and Ivan Metzger, U.S. Department of Education

3:30–4:20

The U.S. Department of Education is committed to making its data open and accessible for all users. Join us for a deep dive into InformED, the Department's primary open data initiative. Learn more about how we have approached open data at the Department and the progress we have made since launching the InformED initiative. See demonstrations of new open data resources, including an interactive data story on chronic absenteeism and the Department's first centralized location of resources for the developer community. We will also share plans for future work and discuss challenges and lessons learned, including insights on building the right team and practicing user-centered design.

Complexity: Entry Level

4:20–4:30   Break

4:30–5:20   Concurrent Session III Presentations

III–A   Meet Your Regional Educational Laboratory (REL) .... Palm Court Ballroom

Felicia Sanders and Elizabeth Eisner,
    National Center for Education Evaluation and Regional Assistance,
    U.S. Department of Education

4:30–5:20

During this "Meet Your REL" session, all 10 Regional Educational Laboratories (RELs) will be present to meet state education agency (SEA) staff in their region. SEA staff can learn specifics about on-going REL projects in their state and discuss high leverage education problems that RELs might help them address through sharing or creating scientifically valid research. The current five-year cycle of the REL Program began January 3, 2017. RELs partner with SEAs and local education agencies to address high-leverage education problems through (1) applied research, (2) dissemination of scientifically valid research, and (3) technical assistance related to the application and use of scientifically valid research.

Complexity: Entry Level

III–B   #CEDSCanHelp ....State Ballroom

Sonya Edwards, California Department of Education
Dean Folkers, Nebraska Department of Education
Karl Pond, North Carolina Department of Public Instruction
Jim Campbell, Common Education Data Standards, AEM Corporation

4:30–5:20

Join Common Education Data Standards (CEDS) and a panel of states discussing the many ways #CEDSCanHelp. From something as simple as defining an element for transparency to something as complex as building an entire data system, states are using the tools and resources CEDS provides. This panel of states will briefly discuss the various ways they are using CEDS, and then the moderator will take questions from the audience for the panel. Come see how #CEDSCanHelp your state.

Complexity: Intermediate Level

III–C   **Student Data Privacy Consortium:**
         Operational Resources to Address Privacy Issues.. East Ballroom

Steve Smith, Cambridge Public Schools (MA)
Laura Hansen, Metropolitan Nashville Public Schools (TN)
Stephen Carr, Ventura County Office of Education (CA)
Mark Williams, Fagen Friedman & Fulfrost LLP

4:30–5:20

Come learn how the Student Data Privacy Consortium (SDPC) is assisting state education agencies (SEAs), local education agencies (LEAs), and vendors in addressing day-to-day operational issues around meeting student data privacy concerns and requirements. The SDPC is growing quickly with thousands of LEAs, SEAs, and vendors represented and with alliances being formed in more than 16 states. Current projects include a Common Contracting Framework, Digital Tools Governance, and Application Profiles. Participants will learn first hand how the Contracting Framework Tool Set is streamlining the Privacy Contracting process in multiple states.

Complexity: Intermediate Level

III–D   **Analyzing the Civil Rights Data Collection:**
         Data Quality and Educational Research .... Chinese Ballroom

Stefanie McDonald, Office of Civil Rights, U.S. Department of Education
Stephanie Miller, National Center for Education Statistics
Julia Bloom-Weltman and Lauren Jetty, AEM Corporation

4:30–5:20

The Civil Rights Data Collection (CRDC) is a universe collection of school districts on key education and civil rights issues in our nation's public schools. In this session, the presenters will discuss the strategies the Office for Civil Rights implements to examine and improve the quality of this large dataset. The presenters will review information on how to access the dataset, including an overview of the survey design and tools for accessing and analyzing CRDC data. They will also share an applied example of a research study that utilizes the CRDC dataset to investigate equitable access to science, technology, engineering, and mathematics (STEM) coursework.

Complexity: Intermediate Level

III–E   **The Value of Running on a District Longitudinal Data Structure** ....Virginia

Jack Byrd, Rafi Nolan-Abrihamian, and Aaron Gernhardt, Fort Wayne Community Schools (IN)
Shawn Bay, eScholar

4:30–5:20

See how Fort Wayne (Indiana) Community Schools has run on data for the past 20 years. In this presentation, Fort Wayne will share stories about how its educators and administrators run on data, starting with how data are extracted from various data systems into its longitudinal data warehouse. With its system, Fort Wayne generates visualizations and reports for educators, such as longitudinal student profiles, school improvement accountability tracking, and balanced scorecard measures. Additionally, Fort Wayne uses the data for state accountability reporting and, as a Teacher Incentive Fund (TIF) grant award winner, teacher evaluation.

Complexity: Entry Level

III–F   **Developing Statewide Capacity for Effective**
Data Inquiry Through Wisconsin's WISExplore..South Carolina

Melissa Straw, Wisconsin Department of Public Instruction
Jim Lee, Cooperative Educational Service Agency 12/WISExplore
Mary Ann Hudziak, Cooperative Educational Service Agency 6/WISExplore

4:30–5:20

In its sixth year, the Wisconsin WISExplore team continues to develop statewide capacity for data inquiry focused on closing achievement gaps through coordinated school improvement planning. WISExplore has designed a dynamic structured inquiry process that guides educators to document data inquiry within the statewide data dashboard. WISEcoaches in each regional Cooperative Educational Service Agency (CESA) have been trained to facilitate effective data-inquiry processes in local school districts. In this session, learn how WISEcoaches network and coach leadership teams to sharpen the focus on disparities among student groups using Wisconsin's public and secure WISEdash tools. This session will demonstrate how the WISExplore team, in partnership with the Wisconsin Department of Public Instruction and 12 CESAs, collaborates to infuse data inquiry in all improvement initiatives.

Complexity: Intermediate Level

III–G   Toward Effective Measures of Local Education Agencies
(LEAs), School Districts, Schools, and Education Programs .... **Rhode Island**

Carl Schmitt and Ross Santy, National Center for Education Statistics

4:30–5:20

The concepts "local education agency (LEA)," "school district," "school," and "education program" are core terms that can be widely used to characterize American education and are central to the ED*Facts*/Common Core of Data (CCD) data collection. These terms have been broadly defined and are applied differently across jurisdictions. This leads to ambiguities in the data that lead to questions about reliability and validity. Because of the broad definitions and different applications of the concepts, consistent data that are comparable across states and other jurisdictions are difficult to obtain.

This discussion began at the 2016 STATS-DC Data Conference to (1) create awareness that many of the experienced data problems are a by-product of a lack of effective definitions about the entities represented by the concepts; and (2) improve cross-state consistency in the data that are collected. To improve upon the reliability and validity of data collected by ED*Facts*/CCD, we hope to stimulate discussion about empirical measures of these concepts that can effectively distinguish among entities and also be applied across jurisdictions. This presentation will review examples of existing problems and propose the alternative paradigm of complex organizations as a way to collect more systematic, reliable, and valid data and, therefore, set the stage for more viable analyses of American education.

Complexity: Intermediate Level

III–H   School Courses for the Exchange of Data (SCED) .... **Pennsylvania**

Susan Williams, Virginia Department of Education

4:30–5:20

School Courses for the Exchange of Data (SCED) provides voluntary, common, and comparable course codes that state and local education agencies use to manage and compare course information, develop course catalogs, and efficiently exchange coursetaking records. SCED is also used to facilitate education research, including National Center for Education Statistics transcript studies. The National Forum on Education Statistics regularly updates SCED to reflect the changing needs of federal, state, and local education agencies, while maintaining the integrity of the SCED structure. This session will present an overview of the forthcoming SCED updates and discuss SCED resources available to assist education agencies with SCED implementation and use.

Complexity: Entry Level

III–I **Introduction to the Common Core of Data (CCD): America's Public Schools** ....**Massachusetts**

Mark Glander, National Center for Education Statistics

4:30–5:20

This session will provide an overview of the Common Core of Data (CCD) with a focus on how to access the data through the National Center for Education Statistics' online tools.

Complexity: Entry Level

III–J **Utilizing Labor Market Information (LMI) Data and Engagement of**
Local Workforce Areas (LWAs) in Longitudinal Education and
Workforce Data Alignment and Reporting ....**New York**

Scott Secamiglio, Kate Akers, and Devin McGhee,
    Kentucky Center for Education and Workforce Statistics

4:30–5:20

The Kentucky Center for Education and Workforce Statistics (KCEWS) houses the Kentucky Longitudinal Data System (KLDS) and the Labor Market Information (LMI) data. KCEWS has engaged Local Workforce Areas (LWAs) to elicit feedback on Kentucky Future Skills Report (KFSR) metrics to show the historical supply and current employment outcomes of credential earners and the projected workforce demand for them. KCEWS will present the KFSR, present the utility of LMI data to produce projections that are relevant for the number of years recorded in the KLDS, discuss the alignment of education and workforce data from the KLDS, and summarize the feedback from LWAs on data use of this tool.

Complexity: Intermediate Level

8:00–5:15   Registration ....Promenade Foyer (Lobby Level)

8:00–5:00   Demonstrations ....Promenade Foyer (Lobby Level)

ED*Facts* and Common Core of Data (CCD) Nonfiscal Coordinators' Training
9:00–12:30 ....District Ballroom (Lower Lobby)

National Center for Education Statistics (NCES)

(This session is mandatory for sponsored ED*Facts* and Common Core of Data [CCD] Nonfiscal Coordinators.)

This session will cover important updates for state ED*Facts*/CCD Nonfiscal Coordinators on the status of the Office of Management and Budget (OMB) package as well as a discussion of some proposed changes to the guidance for submitting Local Education Agency (LEA) Membership data. The session will also include a presentation by the U.S. Department of Education's (ED's) Charter School Office aimed at improving the quality of data submissions by states. The ED*Facts* track provides an excellent opportunity for states to talk directly to ED staff from the ED*Facts* team and other ED program offices in attendance. The ED*Facts* Partner Support Center will also be represented and will help facilitate face-to-face interaction.

9:00–10:00   Concurrent Session IV Presentations

IV-A   **Federal K–12 Data at Your Fingertips .... Palm Court Ballroom**

Rachel Hansen and Maura Spiegelman, National Center for Education Statistics
Stephanie Nevill, RTI International

9:00–10:00

The National Center for Education Statistics (NCES) is responsible for maintaining and providing public access to vast stores of student and school data. NCES' DataLab online tools (QuickStats, PowerStats, and TrendStats) provide users with an intuitive drag-and-drop workspace in which they can use various survey datasets to create complex tables and regressions. This demonstration will teach participants how to use the Schools and Staffing Survey (SASS) in QuickStats and PowerStats to quickly and easily answer research questions related to K–12 education. Using SASS, researchers can answer questions related to teacher demand, teacher and principal characteristics, general conditions in schools, principal and teacher perceptions of school climate, teacher compensation, district hiring and retention practices, and much more! TrendStats, the most recent addition to DataLab, allows users to create custom trend tables using like variables from different survey administrations. The TrendStats demonstration will highlight the School Survey on Crime and Safety (SSOCS), which offers researchers an opportunity to identify and track trends in America's

K–12 schools regarding topics such as the number of violent incidents, bullying and cyberbullying, school security, disciplinary problems and actions, frequency of hate and gang-related crimes, and many other issues related to school crime.

Complexity: Entry Level

IV–B   **Balancing Privacy and Transparency: Disclosure
Avoidance for Public Reporting** ....State Ballroom

*Benjamin Ferraro, U.S. Department of Education
Julia Bloom-Weltman, AEM Corporation*

9:00–10:00

This presentation will provide a sample set of scenarios for developing and using disclosure-avoidance methodologies. The presenters will discuss how complementary suppression and blurring methods can be applied to public reports, such as state report cards. The presenters will also review guidance for determining an appropriate N-size and examine the application of the Family Educational Rights and Privacy Act (FERPA) to state report card elements.

Complexity: Intermediate Level

IV–C   **Privacy Mask or Patch?**... East Ballroom

*Bradley McMillen, Wake County Public School System (NC)
Jill Stacey, Colorado Department of Education
Glynn Ligon, ESP Solutions Group*

9:00–10:00

Do we mask personally identifiable data or just apply a patch that allows someone to pirate personally identifiable information (PII)? How do we comply with laws requiring public description of the PII we collect? Does that expose too much? Too little? Are we deidentifying to the extent that researchers cannot perform meaningful analytics? This session will present the contrasts among perspectives of state education agencies (SEAs), local education agencies (LEAs), researchers, and vendors of PII collection, protection, and representation. What if almost anything can be conditionally PII? Colorado will demonstrate its legally required website. Wake County (North Carolina) will discuss managing PII for internal use, public reporting, and external requests.

Complexity: Intermediate Level

IV–D   **A Tense Marriage: Governing the Relationships**
Among Data Interoperability, Security, and Privacy .... Chinese Ballroom

Larry Fruth, A4L Community
Theodore Hartman, Howard County Public Schools (MD)
Laura Hansen, Metropolitan Nashville Public Schools (TN)
Steve Smith, Cambridge Public Schools (MA)
Steve Setzer, Kimono
Alex Jackl, Bardic Systems

9:00–10:00

Digital governance is a framework for establishing accountability, roles, and decisionmaking authority for an organization's digital ecosystem and assets. How do we balance the needs to support our students and teachers, to be responsible for giving the very best education, and to manage our work while carefully maintaining the appropriate barriers and privacy protections for our students? Many are talking about this, but this tension is solved at a level of detail that becomes complicated very quickly. At this session, hear from district stakeholders playing a critical role in answering this question.

Complexity: Intermediate Level

IV–E   **A 100-Meter Sprint or a Marathon: How Three**
Different Harvard Data Fellows Run With Data ....Virginia

Jack Byrd, Fort Wayne Community Schools (IN)
Alyssa Reinhart, Syracuse City School District (NY)
Benjamin Levinger, Prince Georges County School District (MD)
Elissa Seto, eScholar

9:00–10:00

Harvard Data Fellows play many roles in education agencies across the country and lead different projects that are focused on using data to help improve student outcomes. These projects range from developing strong data foundations to measuring student growth for teacher evaluation to creating early warning systems. This moderated panel discussion will take attendees through three Data Fellow alumni's various projects; the results, challenges and successes; and how they built relationships within the agency and with other Fellows.

Complexity: Entry Level

IV–F   **Linking Data to Support Success for Students in Foster Care** ....South Carolina

Elizabeth Dabney, Data Quality Campaign
William Henderson, District of Columbia Office of the State Superintendent of Education
Megan Fletcher and Heather Stowe, District of Columbia Child and Family Services Agency
Kathy McNaught, American Bar Association, Center on Children and the Law

9:00–10:00

By sharing quality data, state education and child welfare agencies can work together to improve educational outcomes for students in foster care. States need to securely link foster care and K–12 data to ensure that students in foster care are supported throughout their education with access to a full range of educational opportunities. Join the Data Quality Campaign (DQC), the American Bar Association Center on Children and the Law, and representatives from education and child welfare agencies in Washington, DC, to learn about creating a shared vision, defining roles and responsibilities, and taking other steps to facilitate linkages and improve data quality for both agencies.

Complexity: Intermediate Level

IV–G   **Your State Data Center: The Census Bureau's Premier Local Partner** .... Rhode Island

Gregg Bell, The University of Alabama

9:00–10:00

Although the U.S. Census Bureau is perhaps most widely known for its Decennial Census, it also collects and maintains a vast—and often bewildering—array of annual data. To help navigate these wide-ranging data offerings, the U.S. Census Bureau's State Data Center Network, comprised of lead agencies from each state, the District of Columbia, Puerto Rico, and the Island Areas, and a nationwide network of 1,400 affiliates, strives to meet the nation's information needs through the dissemination of demographic and economic data to academic institutions, businesses, and private citizens. This session will discuss both the U.S. Census Bureau's data offerings and assistance available through the State Data Center Network and will offer insight on how to make the most of these resources.

Complexity: Entry Level

IV–H   ***Forum Guide to Collecting and Using Attendance Data*** .... Pennsylvania

Jan Petro, Colorado Department of Education

9:00–10:00

The National Forum on Education Statistics (Forum) is developing a new resource, the *Forum Guide to Collecting and Using Attendance Data* to promote the accurate collection and effective use of attendance data at the state and local levels. This presentation will explain why high-quality attendance data matter, review common challenges to collecting accurate and comparable

attendance data, and discuss practical strategies and best practices based on real-world examples. The presentation will also provide information on tools available in the new guide, including attendance data categories and role-specific tip sheets for state and local education agency staff.

Complexity: Entry Level

IV–I   One Team for Education: How Well-Implemented Standards
Connect Us and Drive Impact, Outcomes, and Value..Massachusetts

Satish Pattisapu, Arizona Department of Education
Sayee Srinivasan and Troy Wheeler, Ed-Fi Alliance
Roger Archbold, Microsoft

9:00–10:00

The Arizona Department of Education, Ed-Fi Alliance, and Microsoft will share how well-implemented data standards and underlying enterprise data architectures can result in tremendous benefits and returns, whether measured in dollars and return on investment or in other such ways as interoperability gains, data quality improvements, program effectiveness, and data with immediate value in the classroom. Real-time or near real-time data is not only possible, it's happening, and it's benefiting learners, educators, administrators, parents, taxpayers, vendors, and all manner of stakeholders!

Complexity: Intermediate Level

IV–J   Supporting the Demand for College Readiness Data in the Pacific:
Connecting K–12 and College Data in the Absence of a
Statewide Longitudinal Data System (SLDS)..New York

Daisy Carreon, Regional Educational Laboratory Pacific at McREL

9:00–10:00

This presentation will address Regional Educational Laboratory (REL) Pacific's college and career readiness studies in the Commonwealth of the Northern Mariana Islands, which linked high school and college data to predict assignment to developmental or credit-bearing coursework. These studies increased demand for data spanning from K–12 through college, even in the absence of a statewide longitudinal data system (SLDS). This session will also examine how coaching supports the linking of high school and college data. The demand for linked data and the analyses that linked data allow may drive stakeholders' efforts to acquire an SLDS at the high school level and collaborate, across K–12 and college, on data standards and use.

Complexity: Entry Level

10:00–10:15   Break

10:15–11:15   Concurrent Session V Presentations

V–A   Google Classroom: How It Works and What Data It Collects .... Palm Court Ballroom

Daniel Brungardt, Unified School District 204 (KS)

10:15–11:15

Google Classroom is an instructional platform for schools that simplifies, creates, distributes, and grades assignments. Google Classroom was released in August 2014 and is a resource that all public/nonprofit schools can use in their classrooms for free. Attend this session to learn how Google Classroom works and what student data it gathers in the process. The goal of this session is to educate individuals on the amount of data collected through Google Classroom and possible uses for instructional data collection.

Complexity: Entry Level

V–B   From the Eyes of a Teacher: Impact of Georgia's Statewide
Longitudinal Data System (SLDS) in the Classroom ....State Ballroom

Brennan McMahon Parton, Data Quality Campaign
Bob Swiggum, Georgia Department of Education

10:15–11:15

Are states giving teachers the tools they need to effectively use data? The state of Georgia has made available to every one of its teachers the information in its statewide longitudinal data system (SLDS), along with resources to inform instruction. Georgia's effort has been lauded as a model, and now it asks teachers how they are using this information, what they like, and what they want to see improved. Join Brennan McMahon Parton of Data Quality Campaign and Bob Swiggum from Georgia for a discussion of where the rubber hits the road.

Complexity: Entry Level

V–C   **Evaluating the Impact of Advanced Placement and**
Dual Credit on College Going in Nebraska.. **East Ballroom**

Justine Yeo and Kunal Dash, Nebraska Department of Education

10:15–11:15

This session will present the findings of a study that examined the impact of Nebraska high school students' participation in Advanced Placement (AP) and dual-credit courses on college going. Logistic regression modeling and propensity score matching are used to study the relationship between AP and college going, and between dual credit and college going. Results indicate that students who participate in AP courses and who enroll for and earn dual credit have significantly greater odds of going on to college. Other college-going predictors, such as gender, race/ethnicity, immigration status, and academic performance, are also discussed. Findings from this study may assist policymakers to better prepare students for postsecondary education.

Complexity: Intermediate Level

V–D   **Leveraging Partnerships to Support and Sustain the**
Statewide Longitudinal Data System (SLDS)... **Chinese Ballroom**

Brent Engelman, Illinois State Board of Education
Jason Pontius, Iowa Board of Regents
Robin Clausen, Montana Department of Education
Dean Folkers, Nebraska Department of Education
Kathy Gosa, AEM Corporation

10:15–11:15

As states complete grants, face budget challenges, and deal with leadership changes and priority shifts, they continuously face the need to sustain the stateside longitudinal data system (SLDS) in order to ensure it remains relevant and continues to support the needs of stakeholders. One powerful strategy for this is to engage with partners and leverage their support to ensure widespread use and deep stakeholder support of the SLDS. During this State Support Team (SST)-facilitated session, state panelists will share their experiences leveraging partnerships at various levels to gain widespread buy-in, generate interest and support, and promote use of the SLDS data.

Complexity: Entry Level

V–E   **Using National Data to Study Local Education Policies:**
The Case of Out-of-School Suspension... **Virginia**

Richard DiSalvo, University of Rochester

10:15–11:15

Using several national data sources maintained by the U.S. Departments of Education and Justice, we construct a longitudinal dataset of schools and school districts recording suspension, arrest, and

dropout rates, as well as test score performance. We identify apparent out-of-school suspension policy changes, and study the link between suspension policy and student performance. In this presentation, we will discuss the data sources used and the approach for linking them, with the aim of motivating future national longitudinal research in education policy.

Complexity: Intermediate Level

V–F**Data Literacy: How States Are Addressing Educator Capacity Building** ....South Carolina

Ellen Mandinach, WestEd
Beth Driscoll, Arizona Department of Education
Nathan Anderson, North Dakota Department of Education

10:15–11:15

This session will address why building educator capacity to use data is fundamental to the efforts of the Statewide Longitudinal Data System (SLDS) Grants Program and its outreach to districts. It will define what data literacy is and use the work of the Arizona Department of Education and the North Dakota Department of Education as examples to show how these states are working to build data literacy among educators in their states. This session will also discuss outreach to districts and educator preparation programs to include data literacy as an essential skill set.

Complexity: Entry Level

V–G**Kind Words and Baked Goods: Inspiring Data Stakeholders to Care and Engage.....****Rhode Island**

Elizabeth Wisnia and Mariann Bjorkman, California Department of Education

10:15–11:15

During this session, the presenters will provide tips and tricks for inspiring even the most reluctant data stakeholders to engage, collaborate, and even become advocates for data privacy, data quality, and other aspects of data governance. Participants will be encouraged to consider their own organizational challenges and will be given opportunities to develop strategies for creating a culture where data are valued, protected, and used efficiently and effectively.

Complexity: Entry Level

V–H**From Vision to Reality: Moving Our Wisconsin Information**
System for Education (WISE) Forward Using Ed-Fi for Interoperability ....Pennsylvania

Melissa Straw and John Raub, Wisconsin Department of Public Instruction
Sean Casey, Ed-Fi Alliance

10:15–11:15

Over the past few years, the Wisconsin Department of Public Instruction has made significant progress in building and expanding the Wisconsin Information System for Education (WISE). Since

the 2012 release of WISEdash, the dashboard tool, the state has continued to enhance and add to the data, dashboards, and features available for districts to use for improvement planning. Starting with the 2016–17 school year, Wisconsin further increased the value of the system by replacing its 10-year-old data collection, which utilized flat files, with the WISEdata system powered by the Ed-Fi application programming interfaces (API). The new collection system provides more timely and higher-quality data to WISEdash. In this session, Wisconsin will discuss the components of WISEdata, the integration with WISEdash, how districts use WISEdash, as well as the journey taken to choose and implement Ed-Fi as the backbone of the system.

Complexity: Intermediate Level

V–I   Title I Allocations..**Massachusetts**

William Sonnenberg, National Center for Education Statistics
Carolyn Gann and Sara Cassidy, U.S. Census Bureau

10:15–11:15

The Title I Allocations process involves numerous subject-matter specialists from various agencies. For more than 50 years, NCES has managed the complex processes of Title I. This presentation will describe the current allocation process, the model-based procedures used to create the school-district-level poverty estimates, and the biennial school district information update through the School District Review Program (SDRP), including an introduction to the new partnership software that will be used for updates for the upcoming SDRP cycle starting in August 2017.

Complexity: Entry Level

V–J   Regional Educational Laboratory (REL) Northeast and
Islands' Toolkits for Using Statewide Longitudinal Data
System (SLDS) Data for Instructional or Analytic Purposes...**New York**

Julie Riordan and Caroline Parker, Regional Educational Laboratory Northeast and Islands at
     Education Development Center, Inc.

10:15–11:15

This presentation will describe toolkits developed by Regional Educational Laboratory (REL) Northeast and Islands and tested by the REL's English Language Learner Alliance to address concerns about data use to inform instruction/program improvement. The first is a data use workshop tailored for teachers of English learner students to engage in a cycle of inquiry, analyze student data, and identify action plans regarding instructional decisions. The second is a logic model/evaluation toolkit designed to help educational agencies develop and use logic models for program articulation and evaluation. The third is a "discussion tree" developed to help states or districts learn from research in different contexts.

Complexity: Entry Level

11:15–11:30   Break

11:30–12:30   Concurrent Session VI Presentations

VI–A   **Using Maps for Reporting National
Assessment of Educational Progress (NAEP) Data .... Palm Court Ballroom**

Ebony Walton, National Center for Education Statistics
Brian Cramer and Rukayat Akinbiyi, Optimal Solutions Group

11:30–12:30

The first part of this session will address the use of percentile maps for reporting the average scores of students across the distribution and to make percentile comparisons across subgroups or jurisdictions. Average scores on assessments can be a bit deceiving. While the average score for one racial/ethnic group or jurisdiction could be higher than other racial/ethnic groups or jurisdictions on an assessment, stakeholders may be interested (possibly even more interested) in the percentage of students scoring at different points along the score distribution, or scores for lower- and higher-performing students. It could be, for example, that the racial/ethnic group or jurisdiction with the higher average score has students scoring lower at 10th percentile compared to other racial/ethnic groups or jurisdictions. Using recent National Assessment of Educational Progress (NAEP) data, this presentation will show percentile maps for racial/ethnic group average scores at the national level and overall average scores for states.

The second part of this session will focus on regional NAEP data using the Tableau data visualization software. When NAEP assessments are unable to report data at the state level, examining the data by census region (i.e., Northeast, Midwest, South, and West) can be useful to NAEP stakeholders interested in knowing how students in different U.S. regions did on assessments. Overall average scores by census region, as well as the distribution of students who engage in and have access to various in- and out-of-school activities, can vary by region. Using recent NAEP assessment data and data collected from NAEP questionnaires, this presentation will show average score differences and variation in engagement in and access to various activities across regions. Moreover, this presentation will show how variation in average score across regions compare across different NAEP subjects.

Complexity: Intermediate Level

VI–B   **The Public Website for Financial Transparency:**
Colorado Department of Education ....State Ballroom

Adam Williams, Jennifer Okes, Leanne Emm, and Yolanda Lucero,
   Colorado Department of Education

11:30–12:30

Legislation in Colorado called for the creation of a website designed to provide to the general public transparency of financial operations. This website was released to the public on July 1, 2017. The development and functionality of this website will be discussed.

Complexity: Intermediate Level

VI–C   **Minnesota's Early Childhood Longitudinal Data System**
(ECLDS) and Growing Evaluabilty Together (GrEaT):
Building Data Use Capacity in Early Childhood.. East Ballroom

Anita Larson and Avisia Whiteman, Minnesota Department of Education

11:30–12:30

Growing Evaluabilty Together, or GrEaT, is an Institute of Education Sciences-funded pilot to develop and test a technical assistance experience and toolkit aimed at building evaluation capacity in district-based early childhood programs in Minnesota. GrEaT is framed around four key areas of capacity: the individual, school, district, and community. The importance of data use is tied to two levels: locally to program performance, improvement, and learning; and at the state level to the status of Minnesota children in the state's Early Childhood Longitudinal Data System (ECLDS). Year 1 evaluation results will be shared from this 3-year pilot.

Complexity: Entry Level

VI–D   **Ed-Fi, Common Education Data Standards (CEDS),**
IMS, and Diverse Stakeholder Communities Working Together....................... Chinese Ballroom

Glenn Meyer, Nevada Department of Education
Sean Casey and Eric Jansson, Ed-Fi Alliance
Jim Goodell, Common Education Data Standards, Quality Information Partners, Inc.

11:30–12:30

The needs for data and technical interoperability are growing, as is the use of data by a wide range of stakeholders. Educators working within student-centered digital learning ecosystems, state education departments, education researchers, and policymakers are using real-time, integrated data for more immediate and action-oriented purposes. EdTech standards organizations are working together to respond to the various needs for improved use and usability of education data. Panel members will describe their experiences and plans for the future.

Complexity: Intermediate Level

VI–E **Michigan's Innovative Approaches to Publishing Postsecondary Metrics** ....Virginia

Michael McGroarty, Rachel Edmondson, and Kelsey Heckert,
Michigan Center for Educational Performance and Information

11:30–12:30

This session will cover Michigan's innovative approaches to publishing postsecondary metrics. This approach includes ensuring postsecondary data governance; postsecondary vista (which includes merging collected data directly with National Student Clearinghouse [NSC] data to produce rich datasets); producing high school postsecondary progression reports (which include visual high school postsecondary feedback); producing postsecondary pathways (which include postsecondary and high school feedback data); and reporting on success rates (which constitute a demonstration of the interactive report). The session will also envision what's next—workforce outcomes, licensing matches, more visualizations, etc.

Complexity: Intermediate Level

VI–F **A District's Journey of Implementing Effective Data Use Practices**........................South Carolina

Margie Johnson, Metropolitan Nashville Public Schools (TN)
Stephanie Wilkerson, Regional Educational Laboratory Appalachia, Magnolia Consulting

11:30–12:30

With increased accountability in education, resources are being invested to ensure educators have access to a computerized data system. Data access is one component of data-informed decisionmaking. This session will share one district's journey toward developing and implementing the Data-Informed Decisionmaking Ecosystem as a guide for empowering educators to use data, no matter the source, for making informed decisions. Organizations might benefit not only from the implementation lessons learned but also the implementation tools, such as the Teacher Data Use Survey (TDUS) and the Innovations Configurations Map (IC Map) for Collaborative Inquiry, that supported the work.

Complexity: Entry Level

VI–G **Noncognitive Measures to Scale: Motivation- and**
Mindset-Matched Score Data Use to Improve Instruction..................................... Rhode Island

Alvin Larson, Meriden Public Schools (CT)

11:30–12:30

Perception versus reality: students enter school eager to learn, but that eagerness often wanes in secondary school. During formal teacher observations, students appear to be motivated and determined to learn, but there are no systemwide, research-based data available to either support or challenge these adult perceptions. Based on current motivation theory, one local education agency has developed valid and reliable longitudinal measures of motivation by subject for each

student in grades 4–12. This customized software and data are available to teachers before the start of school and are intended to foster discussions about which classroom practices actually increase or decrease student motivation. This session will explore the value of a measure of motivation and how to use it to improve students results.

Complexity: Intermediate Level

VI–H   **Investigating the Impact of the Nebraska ACT Pilot Project on Student College-Going Behavior .... Pennsylvania**

Justine Yeo, Nebraska Department of Education

11:30–12:30

With the goal of increasing college going among high school students, the ACT Pilot Project was conducted by administering the ACT for all eleventh graders in 13 selected high schools. This study utilizes statistical tools, such as propensity score matching and logistic regression, to assess the impact of being in the ACT Pilot on college going. Results indicate that participation in the ACT Pilot Project increases the odds of going on to college, although only marginally, for the high school students in the study. Other variables of interest, such as gender, race/ethnicity, household income status, and academic performance, are greater predictors of college going. Participants in this session will discuss the project and other tools for predicting and increasing college-going rates among high school graduates.

Complexity: Intermediate Level

VI–I   **Who's in Charge of My Data? Protecting Data With Effective Data Governance ...Massachusetts**

Meredith Miceli, Office of Special Education Programs, U.S. Department of Education
Kara Arzamendia, Minnesota Department of Education
Denise Mauzy and Jeff Sellers, DaSy, AEM Corporation

11:30–12:30

Data governance in programs is often overlooked due to competing priorities for resources and time, or because it is subsumed under an existing larger data governance structure. A formal data governance structure with clearly written policies and procedures that support education data can help states effectively protect, manage, share, and report these data. This session will provide an overview of data governance, including the need for a formal data governance structure with written policies and procedures. Participants will learn about the new DaSy Data Governance and Management Toolkit, which provides states a mechanism for creating or enhancing data governance.

Complexity: Entry Level

VI–J   **Using National Center for Education Statistics (NCES) Data When State or**
            District Data Are Not Available: Two Regional Education Laboratory (REL) Studies ......New York

Jacqueline Zweig, Heather Lavigne, and Katherine Shields,
    Regional Educational Laboratory Northeast and Islands at Education Development Center, Inc.

11:30–12:30

Regional Educational Laboratory Northeast and Islands (REL-NEI) conducted two studies using the National Center for Education Statistics' (NCES') data; one to address concerns of REL-NEI's Governing Board about increasing demands on principals and the other with state education agency members of its Early Childhood Education Research Alliance who were interested in the use of kindergarten entry assessments. In this session, researchers will discuss how these stakeholders used national findings to inform their own contexts. The studies include "How Kindergarten Entry Assessments Are Used in Public Schools and How They Correlate with Spring Assessments" (ECLS-K) and "Principals' Time, Tasks, and Professional Development: An Analysis of Schools and Staffing Survey Data."

Complexity: Entry Level

12:30–1:45   Lunch (on Your Own)

Common Core of Data (CCD) Fiscal Coordinators' Roundtable
1:45–4:00 ....District Ballroom (Lower Lobby)

Stephen Cornman, National Center for Education Statistics
Jennifer Okes, Colorado Department of Education
Chris May, Michigan Department of Education
Amy Rowell, Georgia Department of Education
Cynthia Brown, Rhode Island Department of Education,

(This session is reserved for CCD Fiscal Coordinators.)

Here is your opportunity to discuss various financial reporting dilemmas with your colleagues in other states and with federal staff from the National Center for Education Statistics (NCES) and the U.S. Census Bureau. Bring your questions and answers and be prepared to discuss such issues as the following:

- What is the nature of school finance data required under the Every Student Succeeds Act (ESSA), subsequent to repeal of ESSA Regulations by Congress on March 12, 2017?
- Can state education agencies (SEAs) separate out expenditures based on private contributions from expenditures based on federal revenues, or based on state/local revenues?
- How should scholarships (special revenue or agency funds) be treated for data reporting?
- Should the school food service fund be a special revenue or enterprise fund and why?
- Have there been any changes related to calculation of indirect cost rates?
- Can SEAs report data for expenditures based on federal revenue other than impact aid separately from expenditures based on state and/or local revenue?
- Do fiscal coordinators have differing opinions as to the inclusion of data from fundraising organizations, such as an external booster club that is not run by a school? What if the external booster club is not a 501(c)(3) organization?
- What are the U.S. Department of Agriculture's (USDA's) requirements for write-off of bad debt when it provides food services?
- How do state coordinators handle districts' Internal Service Funds (allowable uses, closure, transfers, etc.)?
- Do state coordinators have experience applying Governmental Accounting Standards Board (GASB) No. 84?

1:45–2:45   Concurrent Session VII Presentations

VII–A   Training for Common Core of Data (CCD) Nonfiscal Coordinators............... Palm Court Ballroom

Mark Glander, National Center for Education Statistics

1:45–2:45

This session will focus on issues of interest to state coordinators for the nonfiscal surveys in the Common Core of Data (CCD). The status of the National Center for Education Statistics' CCD releases

and the Data Management System will be presented. Data-reporting issues will be discussed. This is also an opportunity for coordinators to raise issues of concern from their point of view.

Complexity: Advanced Level

VII–B   Data Privacy in Louisiana...State Ballroom

Kim Nesmith, Louisiana Department of Education
Amelia Vance, Future of Privacy Forum
Karen Addesso, eScholar

1:45–2:45

Three years after the Louisiana Legislature passed a law that limited the Louisiana Department of Education's access to student information, how is the state managing to conduct its day-to-day business without access to student data? From assessments to school lunch programs, this policy has changed Louisiana's business practices, but it has also provided opportunity for innovation. A national context will be provided so that other states can identify commonality in laws and law implementation. This session will provide great insight for any chief privacy officer or other state agency staff seeking practical insight on innovating within the limitations of privacy legislation.

Complexity: Entry Level

**VII–C   Leveraging Statewide Longitudinal Data Systems (SLDSs) to
Support Local Education Agencies (LEAs) With the
Civil Rights Data Collection (CRDC) .... East Ballroom**

June Rhodes-Maginnis, Colorado Department of Education
Linda Smith, Kansas Department of Education
Karl Pond, North Carolina Department of Public Instruction
Janis Brown, Office for Civil Rights, U.S. Department of Education
Gabrielle Tapscott, Civil Rights Data Collection (CRDC) Partner Support Center, AEM Corporation
Kathy Gosa, AEM Corporation

1:45–2:45

For the 2015–16 Civil Rights Data Collection (CRDC), several state education agencies (SEAs) volunteered to support their local education agencies (LEAs) in submitting data for the CRDC, a biennial survey required from LEAs and administered by the Office for Civil Rights (OCR). Because of overlap between statewide longitudinal data system (SLDS) data and data required for CRDC, SEAs used OCR-provided tools to assist their LEAs. Attend this session to hear from states about the support they provided, benefits from their use of SLDS data, process changes, and challenges of the partnership. OCR staff will describe changes planned for future collections and invite input from participants about how to get more SEAs involved.

Complexity: Entry Level

VII–D   Making Data Work for You: Building Capacity to Use Early Childhood Data..... Chinese Ballroom

Anita Larson and Avisia Whiteman, Minnesota Department of Education
Kate Grannemann, ECDataWorks, AEM Corporation
Missy Coffey, Statewide Longitudinal Data System (SLDS), ECDataWorks, AEM Corporation

1:45–2:45

This session will focus on the progress of two statewide longitudinal data system (SLDS) states working with ECDataWorks to develop analytic tools to use integrated early childhood data. The presenters will discuss how an understanding of capacity building can inform the development and implementation of these tools. Through facilitated discussion, participants and presenters will examine barriers and solutions to using data for program and policy decisions and discuss how to develop the capacity to use data. Participants will come away with strategies for discussions with colleagues on how to use data more effectively and efficiently.

Complexity: Intermediate Level

VII–E   Local Education Agency (LEA)-Level Homeless Education Release ....Virginia

Amie Didlo, Office of Elementary and Secondary Education, U.S. Department of Education
Sarah Newman, U.S. Department of Education

1:45–2:45

To promote transparency, data use, and data quality, as well as to spotlight the growing numbers and educational needs of students experiencing homelessness, the U.S. Department of Education (ED) now releases a privacy-protected data file on homeless student enrollment at the local education agency (LEA) level. The LEA-level data provide a method for longitudinal analysis and evaluation, and utilize a unique privacy protection methodology to prevent unintentionally disclosing student personally identifiable information (PII). By releasing this level of data, ED seeks to further support states and LEAs in developing and updating annual workplans that include baseline measures and annual goals.

Complexity: Intermediate Level

VII–F   Addressing Teacher Shortages Through Analysis and Engagement ....South Carolina

Robert Reichardt, Augenblick, Palaich and Associates
Kerri White, South Central Comprehensive Center at the University of Oklahoma

1:45–2:45

The South Central Comprehensive Center at the University of Oklahoma is working with multiple states to address teacher shortages through stakeholder engagement informed by analysis of states' administrative teacher data. This session will help other states develop similar processes by describing analytical techniques, engagement materials, and lessons learned. Administrative data are analyzed to describe regional teacher labor markets and create shortage predictor models.

The stakeholder engagement process promotes strategic communication and uses analysis results to support decisionmakers in creating state and local strategies to address teacher shortages. Partners include the Regional Educational Laboratory (REL) Central and the Center on Great Teachers and Leaders.

Complexity: Intermediate Level

VII–G **Teachers' Data Use Practice: Findings From a Professional Development Program to Enhance Teachers' Instructional Use of Data** .... **Rhode Island**

Divya Varier and Lisa Abrams, Virginia Commonwealth University

1:45–2:45

This presentation will examine findings from a year-long professional development program designed to support elementary and middle school teachers' instructional use of assessment data. Mixed methods analyses from pre-post teacher surveys, observations, teacher reflections, and focus group interviews detail the complexities in teachers' data use practice for nine grade-level teacher teams, including the role of accountability, school capacity for data use, content area, and the nature/quality of assessments. Findings illustrate implications for designing effective interventions to support instructional use of data. The research undertaking is a researcher-practitioner (university-district) partnership supported by the Institution of Education Sciences (IES).

Complexity: Intermediate Level

VII–H **Improving Individuals With Disabilities Education Act (IDEA) Part B Data Quality: Connecting Metadata With Business Rules** .... **Pennsylvania**

Carol Seay, Georgia Department of Education
Danielle Crain and Lindsay Wise, IDEA Data Center

1:45–2:45

Representatives of the IDEA Data Center (IDC) and Georgia's Part B Data Manager will discuss methods for reviewing Individuals with Disabilities Education Act (IDEA) data and how to ensure that metadata entered into the IDEA State Supplemental Survey (SSS-IDEA) align with ED*Facts* file submissions. IDC will introduce the SSS-IDEA Crosswalk and how it clarifies connections among SSS-IDEA questions, the related ED*Facts* file specifications, any directly applicable ED*Facts* business rules, and comments that may be included in the Office of Special Education Programs (OSEP) Data Quality Reports. The Part B Data Manager from Georgia will share the methods used in Georgia for checking to ensure data validity and the communication and relationship with the ED*Facts* Coordinator throughout the data submission cycle.

Complexity: Intermediate Level

VII–I   **Industry Certification Data Exchange Project: Results and Lessons Learned ....Massachusetts**

John Haigh, Office of Career, Technical and Adult Education, U.S. Department of Education
Catherine Imperatore, Association for Career and Technical Education

1:45–2:45

This presentation will share findings, lessons learned, and recommendations from the recently concluded pilot programs coordinated by the Certification Data Exchange Project, which aimed to learn more about who is getting industry certifications, the academic credentials those individuals also earn, and their employment and earnings outcomes. Pilot participants tested variations on a model for matching state education and workforce data with industry certification data from CompTIA and other certifiers. In addition, presenters will discuss the potential of a clearinghouse to streamline industry certification data exchange.

Complexity: Entry Level

VII–J   **Institute of Education Sciences (IES) Grants for Analyzing Your State or District Data ...New York**

Allen Ruby, Institute of Education Sciences, U.S. Department of Education

1:45–2:45

This session will identify the Institute of Education Sciences (IES) funding opportunities that support the analysis of state and district administrative data, such as state longitudinal data systems. The specific grant programs will be identified, and examples of ongoing funded projects will be described. Tips for writing a grant application will be provided. The presenter will comment on the appropriate grant program for your research idea and will provide contact information for the appropriate IES program officer who can discuss your research idea with you.

Complexity: Entry Level

2:45–3:00   Break

3:00–4:00   Concurrent Session VIII Presentations

**VIII–A   Maximizing Data Quality: An Overview of
ED*Facts* Data Quality Strategies.. Palm Court Ballroom**

David Lee and Liz Fening, National Center for Education Statistics
Stephanie Irvine and Julia Redmon, AEM Corporation

3:00–4:00

The ED*Facts* team identifies, collects, and provides data analysis that informs the decisions and policies made by various U.S. Department of Education (ED) program offices. In order for ED stakeholders—both internal and external—to effectively use the data to make decisions, they need to first understand and have confidence in the quality of the data. A thorough data quality review process not only ensures that data collections are timely, complete, and accurate but also safeguards against inconsistent and inappropriate public use of the data. Join us for a discussion about current processes by which ED*Facts* and ED program offices review data for potential quality issues. The presenters will highlight a new Data Quality Review Process, designed to be replicated across ED programs as part of a complete data quality strategy to ensure high-quality data are available to all ED*Facts* data users.

Complexity: Intermediate Level

VIII–B   Want to Save Time and Money? Standardize Data and Processes ....State Ballroom

Larry Fruth, A4L Community
Brian Townsend, Vermont Agency of Digital Services
Mike Reynolds, Cedar Labs
Michelle Elia, CPSI, Ltd.

3:00–4:00

Every institution that implements a new enterprise application or data system must choose how to integrate it with existing applications. The explosion of educational app, app store, cloud solution, and data analytic providers has placed a premium on high-quality, consistent, and timely student outcomes data. Nearly every provider has its own proprietary data application program interface (API) to exchange learner data collected within that application, which uses its own proprietary API with no common language, data dictionary, or standard set of web services. Openly developed and freely available technical blueprints everyone can build to based on customer demand can streamline your work—but that is only the start. This session will explore what those blueprints are and how you can use them to develop your own customized program to track student data.

Complexity: Intermediate Level

VIII–C   **Automating the Civil Rights Data Collection (CRDC) and**
ED*Facts* Submission Using Ed-Fi and Generate:
Save Districts Time, Money, and Effort .... East Ballroom

Jill Aurand, Nebraska Department of Education
Bill Huennekens, Center for the Integration of IDEA Data, AEM Corporation
Matt Warden, Double Line Partners

3:00–4:00

Data collection and submission can be cumbersome and time consuming for districts. The Nebraska Department of Education (NDE) recognized that, by leveraging its Ed-Fi implementation and automating data submission, it could support districts in the Civil Rights Data Collection (CRDC) process while also saving its districts time and money. In this session, NDE will show how it is working with Double Line Partners and AEM Corporation to create an automated data submission system, reduce the burden on district staff for state and federal accountability reporting, and realize a tremendous cost saving for each district.

Complexity: Entry Level

VIII–D   **Interactively Linking the High School**
Feedback Series Through College Completion.. Chinese Ballroom

Kate Akers, Devin McGhee, and Scott Secamiglio,
    Kentucky Center for Education and Workforce Statistics

3:00–4:00

The Kentucky Center for Education and Workforce Statistics (KCEWS) began a High School Feedback Report (HSFR) for College Going (CG) and College Success (CS) starting in 2010, using data from the Kentucky Longitudinal Data System (KLDS) to link K–12 to postsecondary outcomes. For the first time, KCEWS is expanding its HSFR series to include College Completion (CC) metrics. This new report will provide feedback to K–12 educators on outcomes beyond college going and first-year college success to answer critical questions around college completion. Representatives from KCEWS will present the power of the data linked in this HSFR series using its dynamic reporting tool, Tableau.

Complexity: Entry Level

VIII–E   **Getting Smart on Social-Emotional Learning Data..Virginia**

Taryn Hochleitner, Data Quality Campaign
Andrew Rice, Education Analytics

3:00–4:00

Interest continues to grow nationally in supporting students' social-emotional learning (SEL), which can be defined as the knowledge, attitudes, and skills necessary to understand and manage

emotions, establish and maintain positive relationships, and make responsible decisions. The CORE Districts, comprised of California's largest school districts, have prioritized SEL and are the first in the nation to include social and emotional factors in school improvement and accountability. This session will focus on several important data considerations for education institutions that are considering or currently embedding this work into their schools.

Complexity: Entry Level

VIII–F   A Data-Matching System for Certifications, Education Records, and Employment and Earnings Information...South Carolina

Gardner Carrick, National Association of Manufacturers
Vanessa Brown, National Student Clearinghouse
Javier Miranda, U.S. Census Bureau

3:00–4:00

The National Association of Manufacturers, in partnership with the National Student Clearinghouse and the U.S. Census Bureau, is building a data-matching system to integrate third-party credential data with student records from credit and noncredit courses at community colleges and then match those combined records with Internal Revenue Service (IRS) tax data and demographic and company census information. This system will provide aggregate student outcome data by program and across a variety of demographic and company characteristics. It will also show the impact of third-party credentials on employment and earnings. Attend this session to learn how schools and state systems can participate.

Complexity: Intermediate Level

VIII–G   Transforming Raw Individual Education Plan (IEP) Data Into Datasets Ready for Analysis of Response to Intervention2 (RTI2) Outcomes... Rhode Island

Adam Rollins and Eric Oslund, Middle Tennessee State University

3:00–4:00

This session will describe the processes undertaken to build a comprehensive database containing 6 years of raw data to prepare state-, district-, school-, and subgroup-level datasets for analysis of Response to Intervention2 (RTI2) in Tennessee. Data were compiled by the Tennessee Education Agency in order to establish whether there was a reduction in the rate at which students are identified for a specific learning disability (SLD) under the new statewide implementation of RTI2. The goal was to determine if the new structure and use of the databases were better for understanding initial identification rates compared to prior data management use and practices.

Complexity: Entry Level

VIII–H ED School Climate Surveys (EDSCLS)—Data Collection and Reporting .... Pennsylvania

Isaiah O'Rear, National Center for Education Statistics
Ellis Ott, Fairbanks North Star Borough School District (AK)
Kevin Murphy and Yan Wang, American Institutes for Research

3:00–4:00

The ED School Climate Surveys (EDSCLS) platform is a no-cost data collection, management, and reporting system developed by the U.S. Department of Education. It contains a suite of school climate surveys for students, staff, and parents; enables schools, districts, and states to conduct their own data collections; and provides statistically sound climate scores and other statistics at the closing of the data collection. The second version of the platform was released in April 2017 and the next version, to be released in fall 2017, will contain national benchmarking information. The panelists will present the platform and share implementation experiences reported by EDSCLS users.

Complexity: Entry Level

VIII–I Taking a Pipeline Approach to Designing Middle School Math Interventions ....Massachusetts

Meera Garud and Dan Doerger, Hawaii P–20 Partnerships for Education

3:00–4:00

Hawaii aims to increase the number of students who graduate high school ready to succeed in college-level courses. Hawaii P–20 Partnerships for Education is building on the momentum of a successful 12th-grade-to-college math transition course. Hawaii P–20 has convened a cross-sector workgroup to look farther back in the education pipeline to make sure more middle school students enter ninth grade prepared for success either in algebra 1 (nonscience, technology, engineering, and mathematics [STEM] pathway) or geometry (STEM pathway). This session will discuss how the workgroup is using statewide longitudinal data system (SLDS) data at each step: planning, implementing, and assessing the middle school intervention.

Complexity: Entry Level

VIII–J Learning to Build a Research Agenda Under a Federated
Statewide Longitudinal Data System (SLDS) Model ....New York

Jay Pennington, Iowa Department of Education
Jason Pontius, Iowa Board of Regents

3:00–4:00

Under a 2012 Statewide Longitudinal Data System (SLDS) grant, Iowa created data partnerships across K–12, community college, public postsecondary, and workforce sectors. Iowa uses a centralized SLDS model for reporting and a federated SLDS model for research and evaluation. This session will highlight the state's efforts at establishing a sustainable research agenda through data

governance and building trust across data partners. Specifically, the presenters will discuss their first SLDS research project, a math preparedness study that examines issues of math placement and credit transfer across institutions. They will include early examples of how Iowa high schools and colleges have changed practices to improve student success.

Complexity: Intermediate Level

4:00–4:15   Break

4:15–5:15   Concurrent Session IX Presentations

IX–A   **Easing the Data Burden: California's Practical
Use of Common Education Data Standards (CEDS)................................... Palm Court Ballroom**

Sonya Edwards, California Department of Education
Nancy Copa, Common Education Data Standards, AEM Corporation

4:15–5:15

Are you stressed from analyzing new or changing reporting requirements to determine what data might be missing from your source systems? Would you like to minimize the time it takes you to identify what might be impacted if you change the data you collect? Come learn how California used Common Education Data Standards (CEDS) to execute practical use cases and the lessons it learned. In this interactive session, participants will have an opportunity to explore how they might adapt California's approach to meet their organization's data management challenges.

Complexity: Intermediate Level

IX–B   **Using Data to Feed Children: Improving Accuracy in
Identifying Eligible Students for Direct Certification...State Ballroom**

Rebecca Lamury, Louisiana Department of Education
Juan Guerrero, eScholar

4:15–5:15

States face a challenging task when finding students who are eligible for free or reduced-price meals. For Louisiana, this is further complicated by the legal restrictions that prevent the Louisiana Department of Education from receiving or accessing student personally identifiable information (PII). Participants will learn from Louisiana's approach to using an identity-matching application to improve their direct certification systems. The presenters will discuss matching and identifying approaches that are district driven, identifying students attending private schools, resolving near matches within the identity matching application, using files from multiple sources (e.g.,

Supplemental Nutrition Assistance Program [SNAP], Medicaid, Temporary Assistance for Needy Families [TANF], etc.), and more.

Complexity: Entry Level

IX–C   **Privacy Technical Assistance Center (PTAC): Updates on Recent Guidance .... East Ballroom**

Tracy Koumare and Ben Ferraro, U.S. Department of Education
Ross Lemke, AEM Corporation

4:15–5:15

Are you aware of the Privacy Technical Assistance Center's (PTAC's) latest guidance, videos, and brand new website? PTAC has had a busy year, with new videos, new documents, and a new public face. Its new website, studentprivacy.ed.gov, combines the resources from ptac.ed.gov and familypolicy.ed.gov and presents all of the Department's resources on privacy in a single, easy-to-navigate place. PTAC has also released new guidance on using financial aid data for research and the privacy implications for Integrated Data Systems. At this session, PTAC will discuss these resources along with the various types of technical assistance available, including data breach exercises, security policy reviews, district trainings, and much more!

Complexity: Entry Level

IX–D   **Using Survey Data to Align Policy and Practice:**
How State Partnerships Can Support This Work... Chinese Ballroom

Abigail Cohen, Data Quality Campaign
Julie Evans, Project Tomorrow
Valerie Emrich, Maryland State Department of Education

4:15–5:15

Survey data can help states better understand their stakeholders' unique needs and create more responsive policy. But the work can be time intensive and seem impractical for states that are already stretched on time and resources. Partnerships with external organizations, however, can help address these capacity challenges by connecting states with researchers and advocates who can support the work from start to finish. Join the Data Quality Campaign, Project Tomorrow, and a representative from Maryland to hear how states can leverage partnerships to collect the data they need and use it to inform policy and practice at all levels.

Complexity: Entry Level

IX–E   Fostering Connections in Education ....**Virginia**

Dean Folkers and Michele Borg, Nebraska Department of Education
Ed Comer, Certica Solutions

4:15–5:15

Timely, appropriate cross-systems information sharing is crucial to improving school stability and education outcomes for students involved in the child welfare, juvenile/criminal justice, and behavioral health systems. While these systems are all deeply committed to the safety, well-being, growth, and achievement of children, each operates independently based on its own policies, regulations, terminology, and data technology. This session will highlight a proposed statewide infrastructure of cross-systems information-sharing processes and privacy protections supported through secure data linkages between the schools and involved systems, with each maintaining direct control over access and use of its data.

Complexity: Intermediate Level

IX–F   Ensuring Data Quality for a Combined Measure of Teacher Effectiveness ....**South Carolina**

Tara Tucci, Pittsburgh Public Schools (PA)
Matthew Johnson, Mathematica Policy Research

4:15–5:15

Since 2012, Pittsburgh Public Schools (Pennsylvania) has implemented a combined teacher-effectiveness measure using data from classroom observations, value added, student learning objectives, and student surveys. Although extensive research exists on the statistical properties of these measures, districts and states have far less guidance about combining these data for teacher evaluation purposes and ensuring integrity of the resulting measure. This session will describe Pittsburgh's data assurance process, conducted in collaboration with Mathematica Policy Research, which includes comparing score distributions across teacher groups and over time, and rescaling value-added measures to permit fair comparison with teachers in nontested grades and subjects.

Complexity: Intermediate Level

IX–G   **Together Everyone Achieves More...** **Rhode Island**

Maureen Wentworth and Sean Casey, Ed-Fi Alliance
Kimberly Gondwe, Council of Chief State School Officers

4:15–5:15

It is often said that "if you want to go fast, go alone. If you want to go far, go together." This is never truer than when taking on large-scale systems change and supporting education reform. This session will address lessons learned in developing and supporting networked improvement communities. The presenters will discuss implementation and improvement science and reflect on ways they can go farther together.

Complexity: Entry Level

IX–H   **Big Data in Texas: Linking Beyond K–12 ....** **Pennsylvania**

Celeste Alexander, The University of Texas at Austin
Julie Eklund, Texas Higher Education Coordinating Board

4:15–5:15

Texas educates approximately 5.2 million PK–12 students, 1.6 million postsecondary students, most of whom enter the Texas workforce. Through legislation, Texas created three Education Research Centers (ERCs) to serve as data repositories that allow researchers to examine partially deidentified data from across the public education, higher education, and workforce systems to analyze education policy and program effectiveness. This presentation will explore the policy context and the resulting collaboration between the universities hosting the ERC and the state agencies collecting the data. It includes a discussion of experiences and policy development from both the state and ERCs' perspective, from state law to implementation.

Complexity: Entry Level

IX–I   **The Road to Data Consolidation: Persuasion, Frustration, and INTEGRATION.......Massachusetts**

Shiyloh Duncan-Becerril and Brandi Jauregui, California Department of Education

4:15–5:15

This workshop details California's ongoing efforts to merge a state-level data system for students with disabilities into the larger statewide longitudinal student data system, the California Longitudinal Pupil Achievement Data System (CALPADS). This workshop will provide attendees with strategies to integrate two fully developed data systems at the state and local education agency levels. Topics include initial stakeholder engagement; gap analysis and evaluation; data restructuring and architecture; outreach and training; empowering local education agencies (LEAs) to collaborate and develop data governance; and obstacles and pitfalls.

Complexity: Entry Level

IX–J   **Using Data Dashboards to Assist With Instruction, Planning** ....New York

Jennifer Koester and Caitlin Gleason, Delaware Department of Education

4:15–5:15

All Delaware kindergartens are required to assess incoming students. The Delaware Department of Education has created several tools and drafted best practices to assist with reliability and utility of assessment results. One such tool, the Excel-created data dashboard for each district, helps schools use results for planning, accountability, and drafting plans for Individualized Education Programs (IEPs). It also allows schools to track student (and teacher) progress and compare data year to year. This session will describe the data dashboards that Delaware's school districts use and share details of their effectiveness.

Complexity: Intermediate Level

8:00–12:30   Registration ....Promenade Foyer (Lobby Level)

8:00–10:30   Demonstrations ....Promenade Foyer (Lobby Level)

9:00–10:00   Concurrent Session X Presentations

X–A   Why a Child Is Left Behind? The Effect of Residency-Based Enrollment on Involuntary Transience and Academic Achievements.......... Palm Court Ballroom

Galit Eizman, Harvard University

9:00–10:00

This presentation will examine the consequences of residency-based enrollment to public schools on students' involuntary transience and academic achievements. Prior research has long shown the damaging influence of frequent transience on current and future academic achievements. Moreover, as more states use longitudinal data under the Every Student Succeeds Act, student mobility is identified in the data as a key indicator to academic achievements. At the same time, the statistics show a steady increase in the number of students transferred into or out of the districts' public schools during the school year. Not much research has been done regarding one of the main causes for involuntary transience: the state's type of enrollment system. National Conference of State Legislatures (NCSL) data are used in this presentation to explore the correlation between states' type of enrollment system and involuntary transience, while controlling for other relevant variables such as parents' education and income. To further explore causality, the transformation of 13 states from residency-based enrollment systems to voucher systems serves as an IV. The preliminary results show significant support of the research hypothesis.

Complexity: Intermediate Level

X–B   Roster Enabling for Thousands—xPress Roster ....State Ballroom

Larry Fruth, A4L Community
Joe Fitzgerald, Lower Hudson Regional Information Center (NY)
Jason Wrage, OVRTR
Mark Schneiderman, West Corporation

9:00–10:00

Tired of all of those wonderful application program interfaces (APIs) marketplace providers want you to utilize to move data between applications? Learn how a standardized roster method utilizing a collection of flattened Common Education Data Standards (CEDS) data objects and standard service paths enables the easy conveyance of roster information between systems. Its usage on the ground and for thousands of rostering applications today will also be discussed!

Complexity: Intermediate Level

**X–C   Meeting Every Student Succeeds Act (ESSA) Financial
Reporting Requirements: Concepts to Practice .... East Ballroom**

David Blowman, Delaware Department of Education
Dean Folkers, Nebraska Department of Education
Katie Hagan, Edunomics/Georgetown University
Patrick Bush, Collaborative Systems and Services, LLC

9:00–10:00

The Every Student Succeeds Act (ESSA) includes a requirement that every state annually report school-level per-pupil expenditures. States differ dramatically in their existing capacity to meet this requirement, but all must cross the same finish line by the end of the 2018–2019 school year. This session will provide a brief overview of the requirement and feature a panel of representatives from states actively working towards meeting the requirement, though varying in their approaches. The session will be hosted and moderated by Collaborative Systems and Services and the Edunomics Lab at Georgetown University.

Complexity: Entry Level

**X–D   Reporting Access to Early Learning Programs and Services:
A Discussion on State and Federal Reporting .... Chinese Ballroom**

Liz Fening, National Center for Education Statistics
Missy Coffey, Statewide Longitudinal Data System (SLDS) and ECDataWorks, AEM Corporation

9:00–10:00

This session will interactively engage participants in a conversation about the collection, integration, and use of early learning program and service access data. Through facilitated discussion, participants and presenters will analyze barriers and solutions to reporting access of early learning at the state and federal policy levels to inform policy decisions and discuss how to develop capacity to use data to report on access to programs and services. Participants will come away with a better understanding of the way various states are looking to report data on early learning access to programs and services.

Complexity: Entry Level

X–E   **Using State-Level Data to Inform College and Career Progression ....Virginia**

Kate Akers, Kentucky Center for Education and Workforce Statistics
Melissa Beard, Washington State Education Research and Data Center
Andy Mehl, Idaho State Board of Education
Hans L'Orange, HPLorange Education Consulting, LLC

9:00–10:00

States continue to see the value in linking or aligning data across multiple education and workforce sectors, and several states have made significant progress in using these data to help both policymakers create effective systems and students as they progress through their education and careers. This session will highlight the successful efforts in four different states from the perspectives of higher education and workforce agencies. Each state is different, but we are certain you will come away with new ideas to better utilize your state's multiple data resources.

Complexity: Intermediate Level

X–F   **Building the Tools for Our Districts' Success—**
             Wyoming's "Learn Everywhere" Vision...South Carolina

Leslie Zimmerschied, Wyoming Department of Education
Steve Setzer, Kimono

9:00–10:00

Since the early part of this century, the Wyoming Department of Education has been building on a vision of a changing and complex data system that enables its districts to make use of the latest technology without the integration headaches and security risks. The presenters will share the state's latest innovations, from moving hosting centers and infrastructure to the cloud, to publishing data in the newest standards, to securing and automating the provisioning process for the Google suite, to supporting concurrent enrollment in their statewide Learning Management System (LMS) rollout.

Complexity: Intermediate Level

X–G   **Providing Statewide Opt-In Assessment Services**... **Rhode Island**

Brent Engelman and John Shake, Illinois State Board of Education

9:00–10:00

The Illinois State Board of Education (ISBE) is expanding its instructional support for districts through two new assessment services. With these additional opt-in services, Illinois districts will have access to a formative assessment tool and the ability to upload local assessments. In addition, the state reporting and data analytic system, Ed360TM, will provide teachers with a real-time classroom assessment dashboard and administrators with a local assessment dashboard. This presentation will address Illinois' assessment data integration solution; explain the opt-in process, including data privacy and data-sharing issues; and demonstrate the real-time capture of classroom assessment data using a mobile device.

Complexity: Entry Level

X–H   **The Science, Technology, Engineering, and Mathematics**
         (STEM) Pipeline: Bridging High School Coursetaking to
         College Major and Degree Completion .... **Pennsylvania**

Vivien Chen, Washington Education Research and Data Center

9:00–10:00

Science, Technology, Engineering, and Mathematics (STEM) coursetaking plays a crucial role in predicting college students' STEM degree completion. Using Washington State's statewide longitudinal data system (SLDS)/P20W data, Washington's Education Research and Data Center conducted a comprehensive analysis of the STEM pipeline through high school and into college. This session will include a detailed coursetaking profile, focusing primarily on how high school STEM coursetaking is associated with college STEM major momentum and persistence, as well as STEM degree completion. Data quality and availability will also be discussed.

Complexity: Intermediate Level

X–I   **Sustainable Cross-Sector Reporting Systems—The All-Important Last Mile** ....**Massachusetts**

Anita Huang, Hawaii P–20 Partnerships for Education
Tim Norris, Washington Education Research and Data Center
John Watson and Mary Kay Patton, Institute for Evidence-Based Change

9:00–10:00

While statewide longitudinal data systems (SLDSs) have been built to integrate and store P–20 data in central/federated databases, cross-sector reporting is the critical output of these systems. Producing a robust, sustainable solution that improves access and supports data needs of stakeholders is a challenge. Hawaii and Washington's analytical reporting systems are well underway. The presenters will review the design approaches that pull together each student's

cross-sector history and summarize that information into data structures that can be leveraged for a wide variety of metrics. The presenters will also discuss the technology employed and the efforts to ensure system sustainability; they will also provide an update on development with some output examples.

Complexity: Intermediate Level

X–J   **Herding Cats: As If It Were That Easy! Standards in a Nonstandard World**....................New York

Jay Pennington, Iowa Department of Education
Brian Townsend, Vermont Agency of Digital Services
Alex Jackl, Bardic Systems

9:00–10:00

We are constantly torn between standards purists who think standards solve everything and standards cynics who believe they just don't work and should be proprietary. Any of us who has constructed data systems knows that neither is the truth. Standards only get you halfway there and proprietary solutions have limitations. The presenters will look at three use cases: how Iowa has implemented standards, how Vermont is implementing standards, and how multiple standards bodies are working TOGETHER on the credential/competency problem (e.g., P20W Education Standards Council [PESC], Integrated Management System [IMS], Common Education Data Standards [CEDS], HR Open Standards, etc.). The presenters will limit the talking and get to conversation as quickly as possible.

Complexity: Intermediate Level

10:00–10:15   Break

10:15–11:15   Concurrent Session XI Presentations

XI–A   **The Feasibility of Reporting Finance Data at the School Level .... Palm Court Ballroom**

Stephen Cornman, National Center for Education Statistics
Cynthia Brown, Rhode Island Department of Education
Kathleen Crain, Arkansas Department of Education
Jim Long, Ohio Department of Education
Chris May, Michigan Department of Education
Kim Morrow, Wyoming Department of Education
Beth Scioneaux, Louisiana Department of Education
Stephen Wheeler, Laura D'Antonio, and Osei Ampadu, U.S. Census Bureau
Lei Zhou, Activate Research

9:00–10:00

There is a significant demand for finance data at the school level. Policymakers, researchers, and the public have voiced concerns about the equitable distribution of school funding within and across school districts. The Every Student Succeeds Act (ESSA) requires state education agencies (SEAs) and local education agencies (LEAs) to produce report cards that include "the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual nonpersonnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each local educational agency (LEA) and each school in the State for the preceding fiscal year" [Elementary and Secondary Education Act of 1965, as Amended Through P.L. 114–95, enacted December 10, 2015, §1111 (h)(1)(C)(x) and (h)(2)(C)].

The primary purpose of the pilot School-Level Finance Survey (SLFS) is to test the feasibility of collecting school-level finance data in conjunction with the School District Finance Survey (F-33) and the National Public Education Finance Survey (NPEFS). The SLFS is essentially an expansion of the F-33 survey to include some variables at the school level. The pilot SLFS evaluates the collection method to determine if it is a viable, efficient, and cost-effective method to gather school-level finance data and whether this method provides higher-quality data than the previously used methods of collecting these data. This session will describe the challenges inherent in collecting school-level finance data and the response of SEAs, the National Center for Education Statistics, and the U.S. Census Bureau to surmount those challenges.

Complexity: Intermediate Level

XI–B   **National Assessment of Educational Progress (NAEP)**
Results Alternate Performance Indicators (API) ....State Ballroom

Ebony Walton, National Center for Education Statistics
Robert Finnegan and John Hsu, Educational Testing Services (ETS)

10:15–11:15

Do you want to use National Assessment of Educational Progress (NAEP) data to create your own visualizations? Do you want NAEP data in a machine-readable format? During this session, the presenters will provide an overview of how you can access the NAEP Alternate Performance Indicators (API) online. They will describe the history, query strings, and outputs of the NAEP results API. These results will give you the data in JavaScript object notation (JSON) format, including average scores, percentiles, and percentages of students by any variable publicly available in the NAEP reporting database.

Complexity: Advanced Level

XI–C   **Dual Enrollment in Maryland: Using Propensity Scores to**
Strengthen Program Evaluation With State Longitudinal Data .... East Ballroom

Angela Henneberger and Alison Preston, University of Maryland School of Social Work

10:15–11:15

The Maryland Longitudinal Data System (MLDS) Center is legislatively required to submit an annual report on dual-enrollment program participation (simultaneous enrollment in both a public high school and college). Programs such as dual enrollment are often difficult to evaluate causally due to the absence of randomization. Modern causal inference techniques, such as propensity score methods, can be used to strengthen causal inferences in the absence of randomization in education sciences. The presenters will apply this approach to program evaluation using data from the MLDS and discuss the strengths and limitations of using this approach with state longitudinal data systems.

Complexity: Intermediate Level

XI–D   **Changing How We View Higher Education Data in Tennessee** .... Chinese Ballroom

Brian Douglas, Tennessee Higher Education Commission

10:15–11:15

Every year, the Tennessee Higher Education Commission (THEC) has several legislative reports that are printed, bound, and hand delivered. The printed documents provide great information, but are static. In 2017, THEC staff began using visualizations to convert traditional reports into interactive charts and maps, providing consumers with more information in an easily digestible and customizable format using Tableau. This session will provide an overview of THEC's new resources and lessons learned during this process.

Complexity: Entry Level

XI–E   **Which Came First? The Dashboard or the Population?** ....Virginia

Laia Tiderman and Ann Kellogg, Maryland Longitudinal Data System Center

10:15–11:15

Maryland Longitudinal Data System Center staff found that the current dashboard production process was cumbersome and slow. Center staff began rethinking the development process and asked, "What if we start from the population and not the question?" The center is piloting an alternative process that defines key population groups and that can be used repeatedly to address multiple research questions. This approach requires the center to work with stakeholders to define criteria for "key populations" as well as redesign its dashboard processes. This session will discuss the center's experience with this alternative process and the criteria it used for defining key population groups.

Complexity: Intermediate Level

XI–F   **Automating Certification Evaluations for State Agencies**......................................South Carolina

Angel Loredo, Maine Department of Education
Dean Hupp, Hupp Information Technologies, Inc.

10:15–11:15

With the implementation of a new certification system, the Maine Department of Education has fully automated all its teacher certification processes. Come learn how Maine did it; see a demonstration of the new evaluation module; and learn the state's best practices for your possible future certification software projects.

Complexity: Intermediate Level

XI–G   **Rules of Engagement: Improving Data
Governance and Analysis in a Multistate Data System** .... Rhode Island

Sarah Leibrandt and Patrick Lane, Western Interstate Commission for Higher Education
Melissa Beard, Washington Education Research and Data Center
Kate Akers, Kentucky Center for Education and Workforce Statistics

10:15–11:15

Panelists from the Kentucky Center for Education and Workforce Statistics, the Washington Education Research and Data Center, and the Western Interstate Commission for Higher Education will discuss implications on research and policy of linking data between sectors. Leveraging their experiences with the Multistate Longitudinal Data Exchange, the panelists will explore the following questions: How can data from other states enhance research and evaluation efforts? What data governance issues does this effort raise? What data analysis issues does this effort raise?

Participants are encouraged to add their own perspectives around data needs and data governance issues in their states to this lively discussion.

Complexity: Intermediate Level

XI–H   **Use of State-Representative Data in the High School Longitudinal Study of 2009... Pennsylvania**

Elise Christopher, National Center for Education Statistics
Laura Burns Fritch, RTI International

10:15–11:15

The High School Longitudinal Study of 2009 (HSLS:09), which is sponsored by the National Center for Education Statistics, is a longitudinal survey of a cohort of high school students who were ninth graders in the fall of 2009. The study focuses on students' trajectories from the beginning of high school into postsecondary education, the workforce, and beyond. The study specifically emphasizes science, technology, engineering, and mathematics (STEM). A distinguishing feature of the study is the ability to generate state-representative estimates associated with public school students in 10 states with augmented samples. This presentation will discuss how these data may be used.

Complexity: Entry Level

XI–I   **Data Use to Improve Instruction, Curriculum, and
Equity—Consistency, Collaboration, and Communication ....Massachusetts**

Russell Altersitz and Patricia Haney, Logan Township School District (NJ)

10:15–11:15

In 2016–17, New Jersey schools were provided districtwide grade-level Evidence Statements indicating how each grade level as a whole performed on every Content Standard. This assisted in targeted improvements in district curriculum. Data on individual student performance at the Domain and Cluster levels were also provided to the district. These data were used to help teachers target the needs of their students in the current year and to review students' performance in the previous year to provide data for reflecting on areas in need of improvement. The presenters will provide examples of tools, exercises, and data output used to engage teachers in this use of data to improve instruction.

Complexity: Intermediate Level

XI–J   **Developing an Open Source Data Standard for Teacher
Preparation to Scale Improvement Conversations ....New York**

Paul Katnick, Missouri Department of Elementary and Secondary Education
Anne-Marie Hoxie, Relay Graduate School of Education
Bryan Richardson, UPD Consulting

10:15–11:15

A coalition of dozens of teacher preparation programs, several states and districts, and three national foundations have joined together to develop a set of open source data tools to facilitate continuous improvement in the teacher preparation field. Called the "Teacher Preparation Data Project," this work seeks to chart, from its inception, a course of data use focused on program improvement rather than just accountability. In its development, stakeholders are leveraging the Ed-Fi data standard as well as the Common Education Data Standard to ensure that the tools provide lasting and scalable impact to a community of users. This summer, the project will deliver a free and open source data standard (developed from the existing Ed-Fi standard) as well as a set of data integration tools that will accelerate innovation in the preparation of teachers. Come learn with Relay Graduate School of Education, the state of Missouri, and UPD Consulting how this work was implemented and how to leverage these powerful tools in your community.

Complexity: Intermediate Level

11:15–11:30   Break

11:30–12:30   Concurrent Session XII Presentations

**XII–A   Developing Local Data Teams: Moving
Toward Data-Informed Decisionmaking**.. Palm Court Ballroom

Dawn Hendricks, Virginia Department of Education
Robert Ruggiero, DaSy, AEM Corporation
Haidee Bernstein, DaSy, Westat

11:30–12:30

Data teams are groups of individuals dedicated to data inquiry and the outcomes it supports. It is important that members of a data team work well together to obtain, evaluate, and utilize high-quality data to make decisions that influence services and outcomes in their locality. Guidelines for establishing effective data teams include ensuring alignment of values among team members; allowing all team members to identify their strengths; defining the purpose of the team; and valuing and honoring the implemented processes.

This session will blend constructs of effective teaming with input about data teams in a Virginia preschool program that will resonate with the audience.

Complexity: Entry Level

XII–B   Governing More With Less: The Pain We All Share ....State Ballroom

Charlotte Ellis, Maine Department of Education
Alex Jackl, Bardic Systems

11:30–12:30

As we all try to handle the massive surge in the number of systems, data, and interfaces we need to deal with, governance has gone from a "nice to have" to a necessity. However, our budgets often don't reflect that. In this session, the presenters will look at how to manage system governance, data governance, and procurement governance with the staff you have, leveraging private-public partnership, and collaborating with other states.

Complexity: Intermediate Level

XII–C   **Visualizing the P20W: A Look at Georgia's Data Dashboards**.............................. East Ballroom

Jackie Lundberg, Dave Evans, and Jordan Dasher,
    Georgia Governor's Office of Student Achievement
Bob Swiggum, Georgia Department of Education

11:30–12:30

The Georgia Higher Learning and Earnings (GHLE) interactive dashboard provides earnings information for Georgia technical college and college/university graduates who work in Georgia after earning their degrees. The Georgia High School Graduate Outcomes Dashboard shows what high school graduates do after graduation, including the percentage of graduates enrolled in college/university or working, the top in-state and out-of-state colleges by enrollment, and the percentage of students who earn a credential or degree within five years. The Schools Like Mine dashboard allows users to find schools similar to their own using any two available metrics and will also display similar schools based on all characteristics. This session will explain the function and value of the GHLE dashboard for tracking and improving positive post-school outcomes.

Complexity: Entry Level

XII–D   **Best Practices for Naming and Defining Data** .... Chinese Ballroom

 Sonya Edwards, California Department of Education

11:30–12:30

This session will feature tips and tricks for establishing data standards to maximize data quality and utility while minimizing confusion. Through interactive exercises, participants will learn about and practice strategies for developing data standardization policies and protocols. Participants will also learn about pitfalls to avoid when developing new data definitions or refining/standardizing existing ones. In this presentation, participants will learn about pitfalls to avoid when naming and defining data; steps to establishing data standards; characteristics of a good data name/definition; and strategies for maximizing data utility and minimizing confusion through data standards.

Complexity: Entry Level

XII–E   **The Critical Role of Education Data in Early Childhood Pay For Success Efforts** ....Virginia

Jennifer Tschantz, Office of Special Education Programs, U.S. Department of Education
Donna Spiker and Megan Cox, SRI International

11:30–12:30

This session will provide an overview of Pay For Success (PFS), an innovative financing mechanism being used to expand early childhood programs. The types of administrative and child-level data contained in state education data systems can be used to establish that an evidence-based intervention results in positive student outcomes and these data are essential in evaluating PFS projects once implemented. Examples of PFS applications in general early childhood and early

childhood special education will be presented to demonstrate the critical role of high-quality data from state education data systems in planning and evaluating PFS efforts.

Complexity: Entry Level

XII–F   Improving Communication of P20W Research to Stakeholder Audiences.............South Carolina

Jeffrey Thayne and Vivien Chen, Washington Education Research and Data Center

11:30–12:30

This presentation will explore some strategies and pitfalls when communicating research using P20W longitudinal data. Strategies include understanding the questions of the target audience, the narrative of the research, and the needs of the stakeholders, and how this plays into every aspect of research design and presentation. Research conducted at Washington's Education Research and Data Center (ERDC) will be used to illustrate unexpected challenges when communicating research to stakeholders.

Complexity: Entry Level

XII–G   Using Your State's Data to Develop and Answer Critical Questions .... Rhode Island

Courtney Petrosky, Anita Larson, and Avisia Whiteman, Minnesota Department of Education
Nancy Copa, DaSy and Common Education Data Standards (CEDS), AEM Corporation

11:30–12:30

Your state has a lot of data, but do you know how to use it to ask and answer questions about children/students, families, personnel, and programs? The Center for IDEA Early Childhood Data Systems (DaSy) has developed resources to help you form critical questions and document what elements you need to answer those questions. This session will share Minnesota's journey using its data to answer critical questions and will demonstrate the capabilities of Common Education Data Standards (CEDS) myConnect to map elements for data analysis. Learn how you can find this information and apply it to your own data system by using myConnect.

Complexity: Intermediate Level

XII–H   Using Integrated Data to Connect College and
Careers: Featuring the Virginia Education Wizard .... Pennsylvania

Tanya Garcia, Georgetown University Center on Education and the Workforce
Chris Pfautz, Virginia Community College System

11:30–12:30

Students have a hard time navigating our complex postsecondary and workforce systems. Statewide longitudinal data systems (SLDSs) have increased data integration across sectors, but to be effective, data must become information that is accessible, digestible, and actionable. And

not just for students but also for educators, advisers, administrators, and policymakers. In a new Georgetown Center report, Virginia and seven other states are profiled as having created publicly accessible tools integrating postsecondary and workforce data. The Virginia Education Wizard is a college and career advising tool other states can learn from. The presenters will share an overview of the report and do a deep dive on the Wizard.

Complexity: Entry Level

XII–I **New Analysis From** *The Condition of Education 2017***..Massachusetts**

Cris de Brey and Joel McFarland, National Center for Education Statistics

11:30–12:30

The Condition of Education 2017, a report from the National Center for Education Statistics, contains new analyses highlighting special topics in the areas of K–12, postsecondary, and workforce outcomes. One spotlight indicator explores the relationship between risk factors and academic outcomes in kindergarten through third grade. A second new indicator examines postsecondary students' persistence after three years, broken down by race/ethnicity, SAT scores, and postsecondary institutional characteristics. The last new indicator compares the disability rates and employment status by educational attainment. Join us for a discussion of these indicators and their implications for schools, local education agencies (LEAs), and state education agencies (SEAs).

Complexity: Intermediate Level

XII–J **Automated Flow of Teacher Effectiveness Data and On-Time Reports..........................New York**

John Kraman, Matt Goodlaw, Richard Trujillo, and Seana Flanagan,
*   New Mexico Public Education Department*

11:30–12:30

New Mexico's educator effectiveness system is composed of multiple measures, including student achievement growth, classroom observation, planning and professionalism, student surveys, and teacher attendance. The data flow is complex and spread over several vendors and processes. The New Mexico Public Education Department has developed a data system to collect, store, transform, and present "on-time" reports to districts and charters. The purpose of this presentation is not only to share the data system architecture and design ideas but also to discuss the roles and responsibilities of the Educator Quality, IT PM, and IT Technical teams, and how the state structured the interactions to ensure cross-functional team performance.

Complexity: Intermediate Level

2017 NCES STATS-DC
Data Conference
August 1 – 3, 2017
The Mayflower Hotel
Washington, DC

KEYNOTE SPEAKER'S BIOGRAPHY

NATIONAL CENTER FOR EDUCATION STATISTICS
INSTITUTE OF EDUCATION SCIENCES
U.S. DEPARTMENT OF EDUCATION

Shelly Wilkie Martinez
Executive Director
U.S. Commission on Evidence-Based Policymaking

Shelly Wilkie Martinez is Executive Director of the U.S. Commission on Evidence-Based Policymaking, where she oversees the Commission's operations, policy development, and coordination of final recommendations. Prior to her appointment, Ms. Martinez served as Senior Statistician in the Office of the Chief Statistician of the United States at the Office of Management and Budget (OMB), where she led efforts to promote the use of administrative data for evidence building. Ms. Martinez was an early member of OMB's evidence team and led major data quality improvement efforts in the areas of criminal justice, education, and program evaluation. Ms. Martinez also led the interagency effort to transform and expand the U.S. Census Bureau's Research Data Center program into a federal statistical systemwide shared service. Prior to joining OMB, Ms. Martinez worked at the U.S. Census Bureau where she was instrumental in building its Data Stewardship program and expanding its collaborations with other government agencies on the use of administrative data for evidence building.

2017 NCES STATS-DC
Data Conference
August 1 – 3, 2017
The Mayflower Hotel
Washington, DC

DEMONSTRATION DESCRIPTIONS

AIS Network

Laurie Head

Are your school report cards in need of a face lift? Want to add some interactive graphics to those boring tables of numbers? Need to bring your web-published data into compliance with state and federal accessibility standards and be ready for the Every Student Succeeds Act (ESSA)? Want a vendor-hosted solution while retaining control of your data-publishing and suppression rules? Stop by AIS Network's table in the demonstration area to learn how we helped the Commonwealth of Virginia and how we can help you. Our services are available to all public entities on a Virginia state contract.

Certica Solutions

Sarah Bassett and Erin Alberts

High-Quality Data Collection: Certify™ is the education data quality solution that enables state education agencies to comprehensively validate local education agency (LEA) data submissions and automatically distribute user-friendly scorecards to LEA and school-based staff. More than 250 education organizations—including Los Angeles, Houston, Dallas, and four New York Boards of Cooperative Educational Services (BOCES)—use Certify to guarantee measurably high-quality state data submissions. The Certify demonstration will show examples of data quality scorecards, of the LEA- and school-user interface, and of state reporting data validation libraries. Learn more about the total-quality-management approach to improving education data.

Common Education Data Standards (CEDS)

Nancy Copa, Andrea Hall, and Jim Campbell

Common Education Data Standards (CEDS) is a National Center for Education Statistics initiative to help states collect, manage, and use their data. This demonstration will showcase the various ways that CEDS can help state and local education agencies ease their data burdens. This demonstration will provide conference attendees an opportunity to learn more about the CEDS standards, data model, Align, and Connect and to speak with a CEDS team member.

eMetric, LLC

Dixie Knight and Lauren Chiuminatto

Data Interaction is a dynamic reporting platform for transforming assessment data into actionable information. This innovative platform provides a robust suite of data analysis capabilities to help educators discover trends, patterns, and areas of strengths and weaknesses. Extensive and intuitive analysis tools such as interactive disaggregation capabilities, calculations, and advanced functions for univariate and bivariate analyses allow users to view and interact with data to produce customized, actionable reports. Data Interaction has been chosen repeatedly by numerous states and test publishers across the country. Visit our booth to learn more.

ESP Solutions Group

Glynn Ligon, Steve King, and Joshua Goodman

ESP Solutions Group, Inc., (ESP) is solely focused on improving the quality of education data. Our team of education experts originally pioneered the concept of "data-driven decisionmaking" (D3M) and now partners to optimize the management of data within state agencies. We have advised school districts, all 52 state education agencies, and the U.S. Department of Education on the practice of P20W data management. ESP is comprised of nationally recognized experts in implementing the data and technology requirements of state accountability systems, the Every Student Succeeds Act (ESSA), Ed-Fi, the Education Data Exchange Network (EDEN/ED*Facts*), and the Schools Interoperability Framework (SIF), as well as the National Education Data Model (NEDM) and the Common Education Data Standards (CEDS). ESP's collective expertise is represented in our Optimal Reference Guides (downloads are available at http://www.espsolutionsgroup.com/library/). To learn more, please visit us at www.espsolutionsgroup.com.

Future of Privacy Forum

Amelia Vance, Trevor Schmitt, and Carolina Alonso

The Future of Privacy Forum (FPF) produces numerous free resources—such as the education privacy resource center website, FERPA_Sherpa, and the education guide to de-identification—to assist state education agencies (SEAs), local education agencies, vendors, and other stakeholders with all aspects of student privacy and data governance. FPF will provide copies of our resources to attendees, allow them to sign up for our free monthly working group for SEA privacy leaders, and answer student privacy questions.

Hupp Information Technologies, Inc.

Dean Hupp

Hupp Information Technologies, Inc., is the national leader in the management of state-level certification for educators. Our newest version of the HIT-LS certification software completely automates all facets of the teacher licensure process, including individual evaluations. Come visit us and see how your office can become more streamlined and reduce overhead, while at the same time becoming more productive and responsive to your educators.

Infinite Campus

Ashton Faires

Infinite Campus is the most trusted name in K–12 student information, supporting over 7.8 million students in 45 states. Seven state education agencies use us for their complete statewide, real-time, K–12 data collection and management today. Visit our booth to learn more.

Kimono

Gary Johnson and Steve Setzer

Kimono is a cloud-based, interoperability platform for states and districts that improves the accuracy, accessibility, and privacy of student information. Our standards-agnostic platform utilizes the preferred data standard and integration method for each application in one seamless solution. Visit our booth to learn more.

Mathematica Policy Research

Alexandra Resch, Steve Glazerman, and Alma Vigil

Mathematica Policy Research will demonstrate web-based tools designed to assist state and local agencies in conducting a range of data analyses:

- The Ed Tech Rapid Evaluation Coach, developed for U.S. Department of Education's Office of Educational Technology, is a free, online tool that helps a user evaluate the effectiveness of education technologies or other interventions in his/her state or district. The Coach is available at edtechrce.org.
- The reporting tool developed by Mathematica's Educator Impact Laboratory helps education agencies more cost-effectively use advanced analytics to measure and improve teacher impact on students.

National Center for Education Statistics

Tom Snyder, Joel McFarland, and Cris de Brey

This demonstration will describe the range of products available from the National Center for Education Statistics, including datasets, publications, and web tools as well as other products and services. The demonstration will provide product examples on all levels of education, from preprimary through graduate-level education.

RTI International

Roger Studley

RTI International will demonstrate Evaluation Engine, an online tool that enables quasi-experimental impact evaluation of K–12 education programs. Evaluation Engine automates the application of propensity-score matching to statewide longitudinal data system data, making possible rapid, low-cost, reliable measurement of program impact. Data remain secure and confidential. Authorized users can perform analyses in minutes or hours, rather than in the weeks or months it typically takes to obtain, transform, and analyze data. RTI International—a nonprofit research institute that provides a variety of education services—developed Evaluation Engine in collaboration with the Gates Foundation and University of Michigan researchers.

Statewide Longitudinal Data Systems (SLDS) State Support Team

Baron Rodriguez, Kathy Gosa, and Carla Howe

The Statewide Longitudinal Data Systems (SLDS) Grant Program's State Support Team offers a wide and growing range of support to state education agencies in the design, development, and use of longitudinal data systems. Our goal is to provide both grantees and nongrantees with resources, peer-to-peer opportunities, and technical assistance to help achieve a successful grant. Stop by to see what services we offer and meet some of our team!

The Center for the Integration of IDEA Data (CIID) (AEM Corporation)

Bill Huennekens and *Anna Mark*

The Center for the Integration of IDEA Data (CIID) is engaged with states to support the Individuals with Disabilities Education Act (IDEA) data integration and automate ED*Facts* reporting through it's free tool, Generate, based on Common Education Data Standards (CEDS). CIID is currently working with five states to implement the tool, with conversations underway with an additional 14 states to prepare for future Generate implementations. With such high interest in the Generate tool, conference participants will have a chance to learn more about the benefits of data integration, how they can utilize Generate through intensive CIID technical assistance, and the CIID Data Integration Toolkit used to guide this work.

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