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The U.S. Department of Education's National Center for Education Statistics' (NCES) STATS-DC 2013 Data Conference, from July 17–19, 2013, at the Marriott Wardman Park 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 the Common Core of Data (CCD), data collection, data linking beyond K-12, data management, data privacy, data quality, data standards, data use (analytical), data use (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 STATS-DC 2013 Data Conference. If you have any questions or concerns, please contact Renée Rowland, NCES STATS-DC/MIS Conference Manager, at the registration desk.

Conference Venue
All plenary and concurrent sessions will be held on the Mezzanine Level of the

> Marriott Wardman Park Hotel
> 2660 Woodley Road NW
> Washington, DC 20008
> Phone: 202-328-2000
> www.marriott.com/hotels/travel/wasdt-washington-marriott-wardman-park/

Conference Materials and Registration
Pre-registered attendees may pick up conference materials at the registration desk outside of the Thurgood Marshall Ballroom – West (Mezzanine Level).

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

- Wednesday, July 17
  8:00 a.m.–5:20 p.m.

- Thursday, July 18
  8:00 a.m.–5:15 p.m.

- Friday, July 19
  8:00 a.m.–12:30 p.m.

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, Coffey Consulting will e-mail presenters information about posting presentation materials on the NCES website.

Conference Evaluations
Your feedback is welcomed; conference evaluation forms are in your agenda programs.

Cyber Café
The Cyber Café (located in the Tyler Room on the Mezzanine Level) provides participants with convenient, complimentary access to e-mail and the Internet. The Cyber Café is open during the following hours:

- Wednesday, July 17
  8:00 a.m.–5:00 p.m.

- Thursday, July 18
  8:00 a.m.–5:00 p.m.

- Friday, July 19
  8:00 a.m.–10:00 a.m.

Please note: this room will be closed during the Opening Plenary Session.

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.
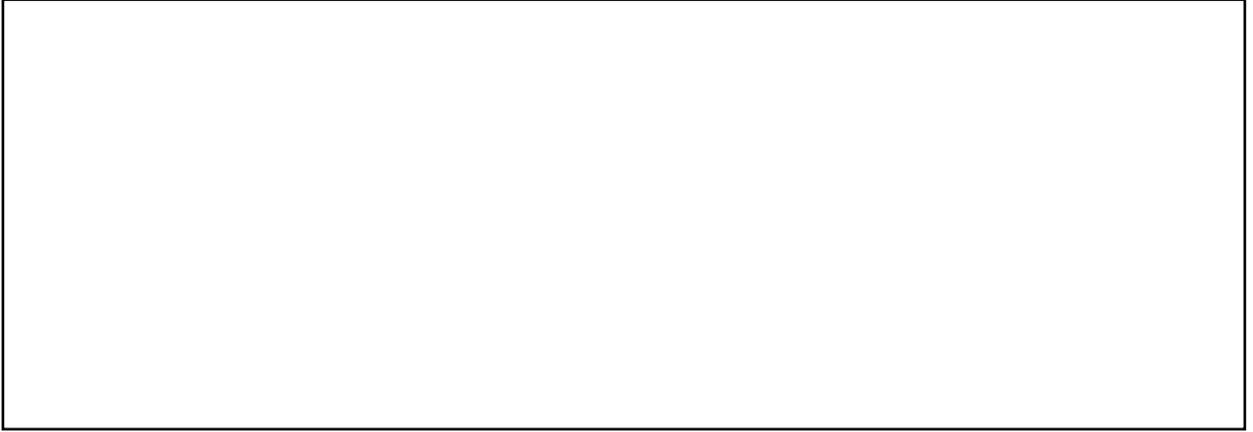
Message Board
The message board is located adjacent to the registration desk outside of the Thurgood Marshall Ballroom – West (Mezzanine Level). Please check for information or to post a message.

Name Badges
Please wear your name badge at all times. At the end of the conference, please recycle your badge holder at the registration desk.
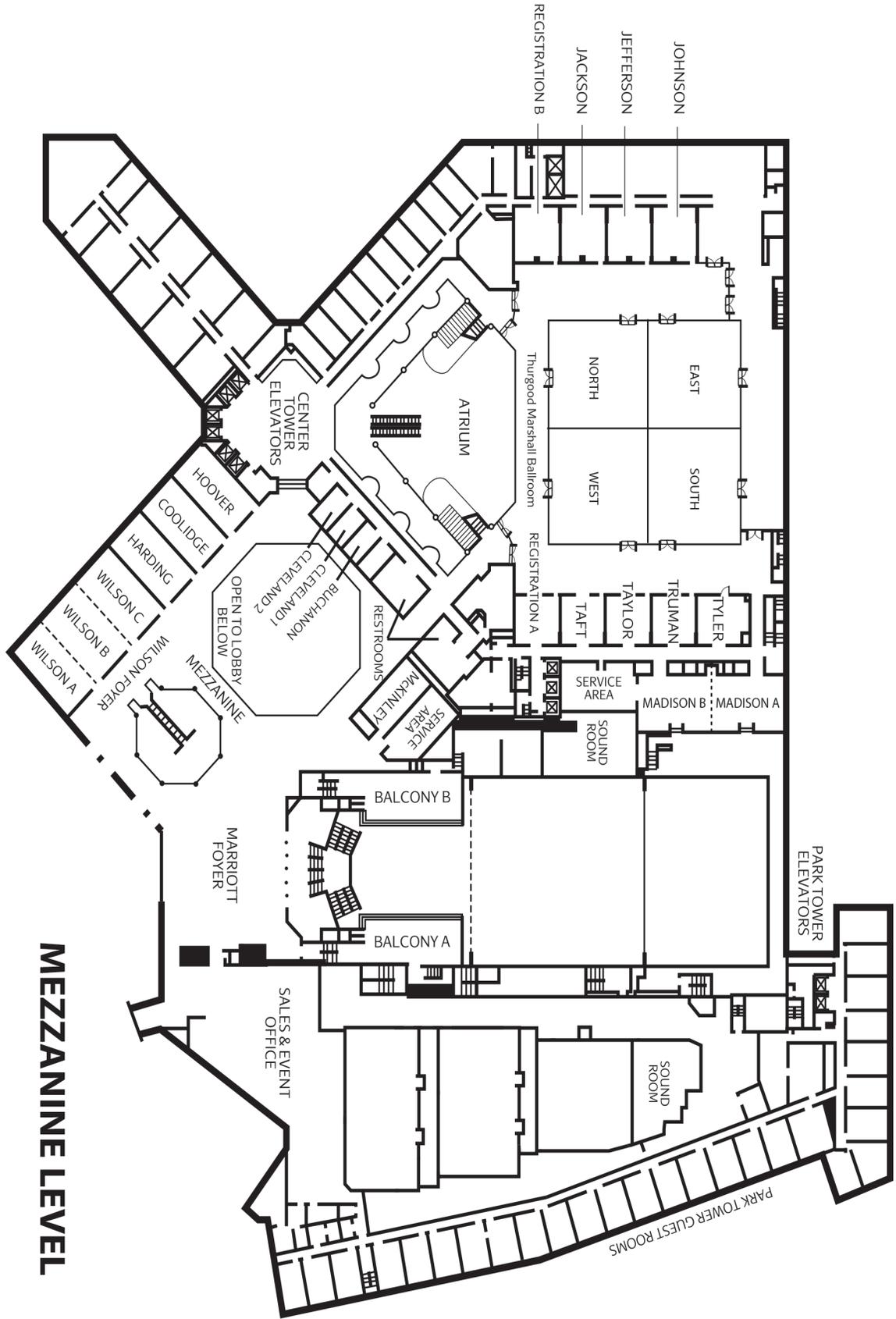
Note—Important Change
In compliance with federal policy changes, no food and beverages will be provided. Information regarding restaurants is available at the conference registration desk or the Marriott Wardman Park's concierge desk.
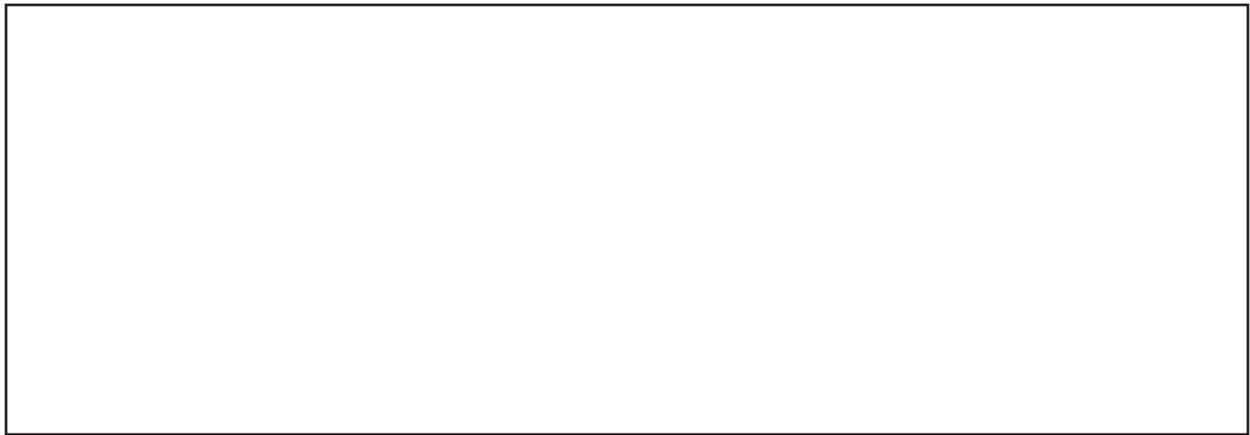
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⬚E⬚y⬚1W	Rethinam, Foose (This session will take place in the ⬚⬚_____.)			Knowles

New ED*Facts* Coordinators' Training will take place in the ⬚⬚_____.

	⬚ *Facts*⬚	*Forum Guide to Supporting Data Access for Researchers: A Local Education Agency (LEA) Perspective* Tydeman, Ballman	Rodriguez, Styles, Anthony	*W⬚⬚V⬚* Chatis, Rozzelle, Masterson, Tamayo
Concurrent Session III :0–:20	*(Note: Training begins at 9:00 a.m. in Lincoln 5 and 6 on the Exhibition Level.)*	*Iowa Rewired* Schimelfenig, Petersen	Fey, Butler-Nalin, Glover, Charlesworth	Jay, Goodell, Cowden, Farquer	Jenner

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	⬚ *Facts*⬚		Kock, Tydeman, Katahira, Kumar, Hurley	Kramer, Yamaguchi	Simmonds, Keaveny
Concurrent Session V 0: – :	ED*Facts*⬚		Ward, Kinaci	R. Taylor, Sellers, Chatis	*Privacy Technical Assistance Center (PTAC) Update on Privacy Initiatives: Data Sharing With Foster Care and Third Parties* Rodriguez, Hawes
	Facts⬚		Cratty, Knowles	*P–20W Data Standards for More Successful Student Transitions and Life-Long Learning* Rabbitt, L'Orange, Goodell	*Transforming Raw Data Into Actionable Information Through Robust Electronic Reporting* Cantalupo, Casteel

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		Cornman, Stullich, Rieman, O'Guin, Uhlig	*Data Analysis Technical Assistance Community of Practice in Education (DATA-COPE) Open Session* Cratty, Knowles	*Let's Cross State Lines Without Getting Lost* Pennington, Gosa, Ogle	*Rolling Thunder: Texas' Methodical Approach to Flipping the Statewide Switch* Parrish
	Facts⬚ Santy		*D⬚⬚* McManus, Ginder, Clayton, Goodell	*Ensuring Effective Data Use: Strategies for Success* R. Taylor, Chatis	*Statewide Longitudinal Data System (SLDS) 2020 and Beyond: An Approach to Strategic Planning and Sustainability* Kock, Kumar
	Cowan	Rader, Barkley, Cornman	Gaston, Bay, Hartwig	Peterson, B. Williams, Sherman, Elia	Young, Campbell, Copa

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	Schimelfenig, Kruse	Page, Noel	Sessa, Ittelson, Phillips	*Forming a Research Alliance to Facilitate District Data Use* Kochanek, Seager, Weinberger	Goodell, Young, Campbell, Copa
	Dunbar, Jones	Brandt, Wald, Humphries, Mingl	*Data Quality in a District-Created Assessment System* Bailey, Keaveny	*Come and Get It You Need More Than Data to Share It* Beard	Gibson, Hedberg
	Schimelfenig, Petersen, Kruse	Kock, Kumar	Parisi	Rethinam	Fruth, Abbott

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Grillot, Wright	Dillon, Mitchell	Common Education Data Standards (CEDS) On the Wire : Why Authentic and Open Standards Matter for Data Solutions — Paredes, Curtis, Schmidt	A Key Connection: Stakeholder Engagement and Governance Across Sectors to Use Early Childhood Data — Cochenour, Ruggiero, Jorgenson, Beard	Hatch	

New ED*Facts* Coordinators' Training will take place in the [ ].

Harrington	Lass, Firman, Niehaus	Bryant, Jonas, Paik	Berning, Marck	Colorado Charter Schools Financial Reporting Structures — Emm, Chapin	
McGroarty, Howell	Increasing Research Possibilities With the Ohio Longitudinal Data Archive — Hawley, Panizo	Babcock-Roberson, Khalsa	Grillot, Wright	Barkley, Willard	

Martin, Howell	More Alike Than Not Postsecondary Thoughts on the Common Education Data Standards (CEDS) — Garcia, L'Orange	Data Governance of the Texas Student Data System Initiative — Parrish	Cochenour, Grant Engle, Argue, Whitman	Rabbitt	Concurrent Session IV :00– 0:00
Using Employment Data as Educational Outcomes Data Limitations and Uses — McGrew	Apps VA: Enlisting the Public in Apps Creation for Data Analysis — Canada, Bell	Gosa, S. Williams, Mangold	The Power of Stakeholder Engagement in Planning, Design, and Management of Statewide Longitudinal Data Systems (SLDSs) — Butler, Thomas, Osumi, Ikenaga, Smith	Rodosky	
Facts — Ogle, S. King	The Future Is Now: How Arizona Is Transitioning From Plans to Action — Masterson	Data Profiles and Certification: Quality Control From the Local Education Agency (LEA) to the State Education Agency (SEA) and Back — Fruth, Lovell, Curtin, Kraman	IDs and Cohorts Galore Washington's P–20W PRO Model — Sabel, Norris	McCalmont, Bogner, Dorenkamp	Concurrent Session VI : 0– 2 0

Lunch (on Your Own)

Using Longitudinal Data Through RTI and Data Team Processes to Inform Instruction and Support Services — Cuglietto, Diaz, Samis, Bay	Massachusetts' Data Quality Program for Early Childhood Education and School Districts — Curtin, Geier	Massachusetts Early Warning Indicator System: Identifying At-Risk Students Across K– 2 Trajectory — Sandel	Bryant, Pitts, Jobe, Fauntleroy	Integrating A–F School Performance Grading Into a Statewide Longitudinal Data System (SLDS) — Hurwitch, Stefanakos	
Weaver Randall, Chen, Coker	Data Dashboard Development for PK–20 Educational Improvement — Nielsen, Wasson, Maas, Morris, Rojas	Fruth, Singh, Nadeau, Jackl	L'Orange, Beard, Tydeman	Data Auditing in an Urban School District Improving the Practice of Data-Driven Decisionmaking — Aker, Frey	
Horne, A. King	Weinberger, Halperin	Alvarado, Rang	Data Use for Early Childhood — Cochenour, Holmes, Koshkin, Tout	Stillwell, Goldberg, Little	Concurrent Session IX : – :

Friday, July , 20

Assigning Identifiers for Military Children in State Education Databases: The Hawaii Experience — Tydeman, Imai, Berg	McMahon, Hurwitch, Hansen, Swiggum	Dulaney, Elander	Keaton	P. Taylor, Hortin	Concurrent Session X :00– 0:00
Race to the Top Assessment: Consortium Progress and Interoperability — McKinney	National Perspective on Coordinated Early Childhood Statewide Longitudinal Data Systems (SLDS) Lessons Learned — Cochenour, Hebbler, C. King, Miceli	Districtwide Analytics — Velit, Rajput, Pummill	Bean, Bautsch	West	
Domagala, Bradley	Ward, Kinaci, Rhea, Henry	Brown, Roey	K. Williams, Noel	Johnson, Hansen	

MEZZANINE LEVEL

REGISTRATION B

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Thurgood Marshall Ballroom

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REGISTRATION A

CENTER TOWER ELEVATORS

HOOVER

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Jack Buckley, Commissioner
National Center for Education Statistics

Keynote Speech

Bob Swiggum, Deputy Superintendent Technology Services/Chief Information Officer
Georgia Department of Education

The future success of education is dependent on multiple factors, but data is integral to every one of them, making data the key factor. Without data, information cannot be generated; without information, you cannot take decisive action; and without decisive action, education will not improve. Today's educational environment has more than 13,000 school districts, each one trying in its own way to effectively utilize data to improve education. The problem is that less than two percent of the districts have the capacity and resources to turn their data into actionable information and make it available to their staffs. State educational agencies are in the best position to partner with their districts to develop and implement comprehensive, statewide strategies to provide districts with scalable solutions and actionable information within a cost structure that is sustainable. State educational agencies are also in the best position to partner with other states to further increase the ability to sustain solutions.

Announcements

Renée Rowland, NCES STATS-DC/MIS Conference Manager
National Center for Education Statistics

2:   –2: 0   Break

New ED*Facts*

2:30–3:20 .... E

This session is reserved for new ED*Facts* Coordinators.

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Vasuki Rethinam and Renee Foose, The Howard County Public School System (Maryland)

2:30–3:20

This study examines the college enrollment, persistence, and completion rates of Howard County Public School System (HCPSS) graduates. This is the first time the district has explored the data received from the National Student Clearinghouse (NSC), a nonprofit organization that collects and verifies high school graduates' postsecondary enrollment and degree attainment at a national level. This presentation will provide the business rules used in analyzing the data, the findings, and the way a district with high student achievement is striving to create a culture of data use.

I–E   Building and Deploying an Early Warning
System—Lessons Learned From a Large-Scale Pilot ....

Jared Knowles, Wisconsin Department of Public Instruction

2:30–3:20

In the spring of 2013, Wisconsin piloted an Early Warning System (EWS) for middle school students in 34 schools with more than 5,800 students. The EWS was built on free and open source tools using Statewide Longitudinal Data System (SLDS) data. The process of moving from analysis to pilot will be discussed in this session; and the results of the pilot—including lessons learned for scaling up the system statewide—will be shared.

I–F   Keeping Momentum in Kansas' Data Quality Certification Program   ....\flat

Kateri Grillot and Kimberly Wright, Kansas State Department of Education

2:30–3:20

Since 2007, the Kansas State Department of Education (KSDE) has offered a free, role-based data quality training program to Kansas schools. With almost 700 certifications earned, our high rates of retention surprised even us. In this session, we will share how we keep the momentum going through a rigorous process of evaluation, recertification, and reinvention to improve data quality in our schools. We will also share some of our most valuable lessons learned when using professional development to address data quality.

I–G   Who is Teaching Our Teachers? Collecting and
        Sharing Statewide Data on Teacher Preparation Programs   ....\flat

Erin Dillon, Massachusetts Department of Elementary and Secondary Education
Donna Mitchell, Delaware Department of Education

2:30–3:20

In an effort to improve the quality of teacher training, many states are connecting data on teachers in their K–12 schools with information on the programs in which they were prepared. Connecting these data sources provides a wealth of information on preparation program graduates, including employment rates, evaluation ratings, and the academic growth of their students. In this session, representatives from Massachusetts and Delaware will share their state's work collecting data on teacher preparation programs, including linking it with K–12 data and sharing the results with preparation programs, districts, and the public.

I–H   Common Education Data Standards (CEDS) "On the Wire":
        Why Authentic and Open Standards Matter for Data Solutions   ....ꬽ

Vince Paredes, SIF Association
Steve Curtis, Pearson
Jennifer Schmidt, Tri-Rivers Educational Computer Association (TRECA)

2:30–3:20

The ability to mine and report on the data maintained within a state or regional data store represents only half of the required functionality of a deployable solution. The data must first be conveyed to the data store from a variety of heterogeneous sources (such as multiple district-level Student Information Systems [SIS] and Learning Management Systems [LMS]); and this requires a secure, robust, and real-time application-to-application data transfer framework. The Common Education Data Standards (CEDS) defines a logical data storage model for the U.S. educational domain. The Schools Interoperability Framework (SIF) standardizes how the various data sources located within the state or district transfer their data to and from each other. This session discusses the SIF Implementation Specification Version 3.0. The SIF is an open standard that allows for the application-to-application transfer of CEDS compatible data—securely, seamlessly, and in almost real time—not only within an educational institution, but also vertically to regional/state agencies

and even further to the federal level. As an open standard, the SIF blueprint allows end-users the freedom to choose "best of breed" applications, avoid vendor lock-ins, future-proof IT systems, and save time and money.

I–I   A Key Connection: Stakeholder Engagement and
Governance Across Sectors to Use Early Childhood Data .... D

Missy Cochenour, AEM Corporation
Tony Ruggiero, Delaware Department of Education
Richard Jorgenson, Wisconsin Department of Public Instruction
Melissa Beard, Washington State Office of Financial Management

2:30–3:20

Stakeholder engagement and governance are key parts of a successful data system. During this session, state examples will be shared to address the key distinction between broad stakeholder engagement and establishing early childhood data governance.

I–J   Measuring Community Ability To Pay: How Massachusetts Keeps It Simple   .... E

Roger Hatch, Massachusetts Department of Elementary and Secondary Education

2:30–3:20

For many years, Massachusetts struggled to find a way to combine both property wealth and personal income in its state education aid formula. The "aggregate wealth" method was first developed in FY 07 and used a new approach that is transparent to policymakers and taxpayers alike. The math is simple and the targets make sense. Now, eight years into its implementation, the presenter will review how it has actually worked.

3:20–3:30   Break

Reporting Charter Data
3:30–4:20... E

This session is reserved for ED*Facts* and Common Core of Data (CCD) Nonfiscal Coordinators.

II–B   Forum Guide to Supporting Data Access for Researchers:
A Local Education Agency (LEA) Perspective ....

Christina Tydeman, Hawaii State Department of Education
Sheri Ballman, Princeton City School District (Ohio)

3:30–4:20

Local education agencies (LEAs) receive requests from researchers for access to data about students and staff but often do not have the capacity to field, support, and monitor these requests. The National Forum on Education Statistics has convened a working group to develop a companion guide to *The Forum Guide to Supporting Data Access for Researchers: A State Education Agency Perspective* that is more relevant to LEAs. This new resource will include a set of core practices and operations for LEAs, as well as information on supporting primary research on students and staff. This session will review the core practices discussed in the guide and review examples of successful data access frameworks in LEAs.

II–C   Frameworks for Sustainability ....

Robin Taylor and Jeff Sellers, AEM Corporation
Bob Swiggum, Georgia Department of Education
Cody Decker, Arkansas Department of Education

3:30–4:20

As states have received grant funding to develop and implement statewide longitudinal data systems (SLDS), K–12 and P–20, the issue of sustainability becomes a real concern. As many grants are coming to a close, strategies for sustaining these systems must be addressed ASAP while other grants are just starting, making this the ideal time to get sustainability "on the radar" and keep those responsible for those decisions "in the loop" as SLDS progress is made. Regardless of whether or not your grant is running out soon, you're just starting, or you don't even have a grant, if you are working on your SLDS, you need a plan for sustainability. Arkansas and Georgia have successfully established sustainability. This session will include examples from these states of how they did it, along with a discussion of options, opportunities, and strategies.

II–D   Labor and Education Data Sharing: Latest
        Guidance From the U.S. Department of Education .... E

        Baron Rodriguez, AEM Corporation
        Kathleen Styles, U.S. Department of Education
        Emily Anthony, National Center for Education Statistics

        3:30–4:20

        This session will address the latest on the joint guidance between the U.S. Department of Labor and the U.S. Department of Education. Sample scenarios and examples will be provided as part of this panel presentation.

II–E   Coordinated Education Solution Planning: Enterprise Architecture for Education .... D

        Corey Chatis, SLDS State Support Team
        Rick Rozzelle, CELT Corporation
        Mark Masterson, Arizona Department of Education
        Peter Tamayo, Washington State Office of Superintendent of Public Instruction

        3:30–4:20

        Enterprise Architecture brings the discipline of architecture to the planning and creation of information assets. It creates a common framework that includes the strategies, policies, business processes, organizational structures, and the related technology and data systems. This session will describe what an enterprise architecture is, why it is important to education, and especially why it is important to education reform efforts. This session will also briefly address the key steps to take in establishing an enterprise architecture process. The state education agency chief information officers from Arizona and Washington will discuss their efforts to implement enterprise architecture in their agencies, including their intended outcomes and initial steps.

II–F   Building a Better Data System: How to Provide Quality Data Schools Love to Use .... D

        James Harrington, Hillsboro School District (Oregon)

        3:30–4:20

        Building a data system that school staff will actually use requires a different approach to business intelligence (BI). Learn in this session how Oregon's Hillsboro School District rethought traditional BI delivery methods and turned a little-used data warehouse dashboard into a system tailored to meet the needs of teachers and school administrators. Take a look at the District's Data Center that is feeding the district's instructional culture. Hear how a partnership between schools, technology, instruction, and the Oregon Department of Education helped build a system that provides staff with information that targets their instructional needs.

Julie Lass, Ed-Fi Alliance
Jake Firman, Denver School of Science and Technology
Cheryl Niehaus, Michael & Susan Dell Foundation

3:30–4:20

The Denver School of Science and Technology (DSST) set out to build an operational data store (ODS) and data warehouse to integrate its student data. With a robust reporting engine in place at the administrative levels, DSST plans to roll out teacher reports this fall. Jake Firman will present DSST's standardized, flexible, and fully integrative data system, designed to leverage existing, low-cost business tools as well as future technology acquisitions. Cheryl Niehaus will discuss the value of standards-based data systems for the classroom, best practices for teacher training, and what to expect when rolling out transformative classroom reporting to a campus or district.

Matthew Bryant, Virginia Department of Education
Deborah Jonas, CNA
Henry Paik, Center for Innovative Technology

3:30–4:20

The Virginia Longitudinal Data System (VLDS) team has conducted research that followed high school graduates of 2008 into college and documented their progress through four years of college. Our team will present results showing students' enrollment and graduation patterns and how these patterns are associated with high school achievement. We will also share results comparing two different methods of matching high school and college students' data—neither of which rely on social security numbers. Finally, the team will discuss how research is supporting the VLDS teams' development of a sustainable tool to report similar results for future graduating classes.

Mike Berning and Paul Marck, U.S. Census Bureau

3:30–4:20

Government agencies collect administrative data and, through legal agreements, may share that data with statistical agencies. From a statistical agency's perspective, for the data to have value it needs to be fit for a statistical use. To help a statistical agency assess the quality of administrative records, the Federal Committee on Statistical Methodology (FCSM) Data Quality Working Group developed a Data Quality Assessment Tool. This tool helps collect quality-related information in three phases of a data acquisition life cycle. This presentation will describe the development of the tool, the resulting questions, observations from early testing, the current implementation plan, and future developments.

II–J   Colorado Charter Schools—Financial Reporting Structures .... 📄🔲

Leanne Emm and Wendi Chapin, Colorado Department of Education

3:30–4:20

This session will focus on the charter school structures that are in place in Colorado. These structures ensure valid financial reporting that is monitored at the district level and ultimately reported at the state level. This session will outline the legislation, accountability measures, and financial structures that enable Colorado to collect and report on charter school revenue and expenditures through the Common Core of Data.

4:20–4:30   Break

Communicating With the U.S. Department of Education About State Education Agency (SEA) Data Submissions
4:30–5:20 .... 📄🔲

This session is reserved for ED*Facts* and Common Core of Data (CCD) Nonfiscal Coordinators.

4:30–5:20   Concurrent Session III Presentations

III–B   Iowa Rewired .... 📄🔲

Carla Schimelfenig and Roger Petersen, Iowa Department of Education

4:30–5:20

Data collection processes and reporting have undergone a transformation in Iowa during 2012–13. Some of the changes include a new portal, schools interoperability framework (SIF) implementation, expanded electronic student records to facilitate new foster care placement notifications, and the rewrite of a student-level suite of applications. More changes to come involve implementing an enterprise data dictionary, Common Education Data Standards (CEDS) alignment, SIF 3.0, and EDEN reporting from the data warehouse. Learn in this session about the challenges and successes of Iowa's Statewide Longitudinal Data System (SLDS) K–12 2009 grant that was used to facilitate these changes.

III–C   Technical Leapfrog: How Collaboration Is
         Helping State Education Agencies (SEAs)
         Make Better, Faster, Cheaper Progress ....E

Lori Fey, Ed-Fi Alliance
Paul Butler-Nalin, South Carolina Department of Education
Holly Glover, Arkansas Department of Education
Richard Charlesworth, Tennessee Department of Education

4:30–5:20

Developing a comprehensive statewide longitudinal data system (SLDS) that both serves current accountability needs and provides near real-time data for instructional decisionmaking is a challenge unique to our times. These new challenges call for new approaches and methods to ensure success. Several states are taking a collaborative approach by actively learning from each other and deliberately contributing to each other in the process. In this session, hear from several states that are successfully addressing the two new challenges with the help of those who have already walked the implementation path, and learn how your state can participate and benefit.

III–D   What's New With the Learning
         Resource Metadata Initiative ....E

Michael Jay, Educational Systemics
Jim Goodell, Quality Information Partners, Inc.
Sue Cowden, inBloom
Tim Farquer, Illinois State Board of Education

4:30–5:20

This session will cover the latest news concerning the Learning Resource Metadata Initiative (LRMI), including adoption by Schema.org, updates on the A11Y Accessibility Metadata Proposal, and coordination with the Learning Registry and inBloom Learning Registry Index. The A11Y accessibility elements, which have been submitted to Schema.org for consideration, are among the first of the candidate elements being considered for inclusion in Common Education Data Standards (CEDS) Version 4.

Carol Jenner, Washington State Office of Financial Management

4:30–5:20

Washington's Education Research & Data Center (ERDC) is responsible for two studies that traditionally have been conducted using relatively limited administrative data sets. Adding P–20W data has allowed for a richer, more thorough analysis. In this session, these two studies will be described, along with the "before P–20W" and "after P–20W" status for each: (1) The Applications Match Study, which examines the enrollment outcomes of applicants to the public baccalaureate institutions in Washington; and (2) an assessment of employment during and after high school, which is now accomplished using driver's license data and social security number issue dates to maximize the possible linkages to employment data and the quality of those linkages. This information is used to satisfy federal reporting requirements pertaining to Career Technical Education (CTE).

Michael McGroarty and Thomas Howell
Michigan Center for Educational Performance and Information

4:30–5:20

Michigan collects postsecondary student data directly from in-state public institutions and from the National Student Clearinghouse to obtain a comprehensive data profile of its high school graduates and postsecondary population. The Statewide Longitudinal Data System combines these data to provide a more complete picture of college going and career readiness of its public high school graduates. This also provides a better picture of the overall postsecondary enrollment for Michigan. This session will explain how, using the MISchoolData.org portal, Michigan has been able to present to the public a picture of Michigan's college-going population and develop plans for increased transparency of this population, eventually linking into the workforce.

Josh Hawley, Ohio Education Research Center, The Ohio State University
Sherry Panizo, Ohio Department of Education

4:30–5:20

The Ohio Longitudinal Data Archive (OLDA) is a large-scale data collection of linked administrative data on topics including K–12 and higher education, workforce development, health, and mental health. It supports a primary objective of the Ohio Education Research Center by increasing access to administrative data, making the analysis and evaluation of government programs and assessments possible. This session will demonstrate uses of the OLDA, particularly for administrators interested in the issue of high school dropouts. Tools include school-level cohort tracking documents and interactive tools that predict student need for assistance in high school based on middle school performance.

III–H   The School Quality Snapshot:
         California's In-House Solution for Reporting Longitudinal Data E7

Meredith Babcock-Roberson and Navjot Khalsa, California Department of Education

4:30–5:20

Following the implementation of its longitudinal data system, California needed to make the myriad of data analytically useful to various stakeholders and provide it in an easy-to-understand format. California's school quality snapshot (SQS) graphically displays comparative school, local educational agency (LEA), and state data for various accountability, demographic, and school climate indicators. The SQS was created in six weeks using existing state resources and Microsoft products and has proved to be invaluable to schools and districts. The presenters will share the technical approach and software used to create the snapshots as well as lessons learned and next steps.

III–I   REALWORLD on Campus: Using State Applications to
         Foster Data Use Skill Development in College Pre-Service D9

Kateri Grillot and Kimberly Wright, Kansas State Department of Education

4:30–5:20

The Kansas State Department of Education created the REALWORLD System, which makes available state-level applications for postsecondary faculty to use in pre-service instruction. In this session, hear how a number of colleges and universities in Kansas implemented the system across their teacher and leadership preparation courses.

III–J   Are Your School Districts Headed for an Iceberg? E4

Susan Barkley, Kentucky Department of Education
Amy Willard, West Virginia Department of Education

4:30–5:20

With shrinking education budgets nationwide, many school districts are struggling to operate in the black. This session will provide an integrated look at the financial operations of school districts and possible indicators of impending doom. Like large ocean liners, school districts are unable to turn on a dime, and they need assistance to navigate open waters. Data from school districts, already collected at the state level, can be used to develop an Early Warning System to highlight what can and will go wrong if no action is taken.

SY 2012–13 Consolidated State Performance Report and Elementary and Secondary Education Act (ESEA) Flexibility Data Reporting

9:00–10:00 ....⬛⬛

This session is reserved for ED*Facts* Coordinators.

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9:00–12:30 ....⬛⬛

National Center for Education Statistics (NCES) and U.S. Census Bureau

This session is reserved for CCD Fiscal Coordinators.

This session will cover new developments in the Common Core of Data (CCD) National Public Education Financial Survey (NPEFS) and Local Education Agency (LEA) Finance Survey (F-33), including the release of preliminary, provisional, and revised data files; collecting and reporting finance data on charter schools at the LEA level; maintenance of effort (MOE) issues; school-level finance data collections; data items utilized in calculating state per-pupil expenditure (SPPE); Title I allocation procedures; and updates to the NCES *Financial Accounting for Local and State School Systems* handbook. This session will also cover special topics, including review and cross-checking procedures for finance data between NPEFS and F-33, reporting federal stimulus (ARRA) funds on both surveys, a review of crucial variable definitions, clarification of business and editing rules, the imputation process, reporting retirement expenditures and other pension issues, the possibility of separating utility and maintenance expenditures, and Governmental Accounting Standards Board (GASB) updates.

Sara Kock, South Dakota Department of Education
Christina Tydeman, Hawaii State Department of Education
Justin Katahira, University of Hawaii
Kamal Kumar and Bobby Hurley, Otis Educational Systems, Inc.

9:00–10:00

Many states implemented data warehouses with the ultimate hope that data will help districts, schools, and teachers improve student outcomes. The assumption that educators have the skills and confidence to use data is not always true. Panelists from South Dakota and Hawaii will discuss a holistic (or 360-degree) approach to data training that reaches future educators in teacher preparation programs, current teachers in the classroom, and administrators in district and school offices. Panelists will also discuss (1) a model framework for accomplishing these goals, (2) state experiences, (3) the concept of "data coaching," and (4) plans for the future, while soliciting feedback from the audience.

Dennis Kramer, Georgia Department of Education
Ryoko Yamaguchi, Plus Alpha Research and Consulting

9:00–10:00

The flexibility under Elementary and Secondary Education Act (ESEA) has created incentives for states to develop comprehensive next-generation accountability systems that move beyond traditional assessment data. This presentation will focus on using accountability data as a road map for school improvement by creating four types of comparisons: (1) state, (2) district, (3) statistical peers, and (4) school. The presenters will first describe methodological approaches to creating statistical peer groups using statewide longitudinal data system (SLDS) data. Second, the presenters will combine accountability and SLDS data with statistical peers—along with district and state data—to assist school leaders in establishing school improvement plans, identifying best practices, and communicating with stakeholders.

Ludgarda Simmonds and Brandan Keaveny, Syracuse City School District (New York)

9:00–10:00

The Syracuse City School District recognizes the potential for dramatic increase in our student achievement as reflected in our comprehensive strategic plan. This plan's success relies on effective, data-driven decisionmaking (DDDM). Inspired by DDDM, a Geographic Information System (GIS) was introduced to assist with the implementation of this plan. This presentation will show how the GIS has been utilized in (1) data visualization (as part of data requirements for the Pathway to Success, GIS was used to monitor student K–12 performance towards college readiness) and (2) data-informed decisionmaking (GIS was used to map different data attributes to inform district decisions).

Kristina Martin, Macomb Intermediate School District (Michigan)
Tom Howell, Michigan Center for Educational Performance and Information

9:00–10:00

Learn how Michigan's information ecosystem has been evolving. In this session, the presenters will highlight key areas of Michigan's data portal and experience mandated reporting woven into Data Driven Policy. They will also explore the linkage to college and university data, who is stealing my students' (funding), how has a school district environment changed, and the creation of an information ecosystem. Bring your own device to participate in this session.

IV–G   More Alike Than Not? Postsecondary Thoughts
on the Common Education Data Standards (CEDS) ....□

Tanya Garcia and Hans L'Orange, State Higher Education Executive Officers (SHEEO)

9:00–10:00

You might be surprised to hear that some postsecondary leaders consider Common Education Data Standards (CEDS) to be a great way to learn about K–12 elements and improve relationships with their K–12 partners. In this session, State Higher Education Executive Officers Association colleagues will share results from a series of recent interviews that gauged state and institutional leaders' thoughts on CEDS. Topics include the value and benefits of CEDS to the postsecondary community, challenges and disadvantages to adoption, and suggestions for future elements. Participants are encouraged to actively participate by sharing their perspectives on the postsecondary elements as well as their experience collaborating with their postsecondary counterparts.

Melody Parrish, Texas Education Agency

9:00–10:00

The Texas Education Agency's (TEA's) Texas Student Data System (TSDS) Data Governance has evolved into a consistent and collaborative process that includes advisory groups, decisionmaking committees, and governance boards made up of external users and TEA staff. All data collected by TEA must be reviewed via the TSDS data governance process. This process provides user oversight on how TEA collects legislatively mandated data from local education agencies (LEAs) and on any changes to data collected for the StudentGPS dashboards. In this session, TEA will provide an overview of the Texas data management processes, the structure of the Data Governance Committee, recommendations, and decisionmaking for change management and accountability for timely and high-quality data submissions.

IV–I   Unique Identifiers: Possibilities Going Beyond K–12 .... D

Missy Cochenour, AEM Corporation
Leigh Ann Grant Engle, Missouri Department of Elementary and Secondary Education
Sarah Argue, Arkansas Research Center
Avisia Whitman, Minnesota Department of Education

9:00–10:00

This session will go beyond the technical conversation about unique identifiers and show participants the various methods of assigning unique identifiers to local programs, partner agencies, and public programs, including Head Start, Part C Early Intervention, and family programs. This presentation will discuss the process, the privacy issues, and promising practices shared by states working to provide identifiers to local programs.

IV–J   Forum Guide to the Teacher-Student Data Link:
A Technical Implementation Resource .... E

Lee Rabbitt, Rhode Island Department of Elementary and Secondary Education

9:00–10:00

The National Forum on Education Statistics recently completed work on a new resource that will support local and state education agency staff in implementing the teacher-student data link (TSDL). Informed by prior TSDL-related work, the guide provides information on TSDL components, use cases, and strategies for overcoming TSDL implementation challenges, particularly at the local level. This session will focus on the development of the guide as well as its content, uses, and intended audience.

IV

10:15–11:15 ....

This session is open to all conference participants—priority seating for ED*Facts* Coordinators.

10:15–11:15   Concurrent Session V Presentations

s   D   V   ....

Marsha Ward, Ohio Department of Education
Suzan Kinaci, Massachusetts Department of Elementary and Secondary Education

10:15–11:15

Ohio and Massachusetts joined forces for a multistate procurement effort for an instructional improvement system (IIS) as defined in Race to the Top. In this session, the presenters will discuss the partnership, the procurement process, and the two-state implementations. They will also address how differences in their state data and local education agency systems were addressed through the procurement.

V–D   Maximizing Stakeholder Engagement for
Effective Data Use and Sustainability ....

Robin Taylor and Jeff Sellers, AEM Corporation
Corey Chatis, SLDS State Support Team

10:15–11:15

Effective data use and sustainability are desired outcomes and the dream of every state's statewide longitudinal data system (SLDS). The State Support Team (SST) will provide strategies and some best practices on framing stakeholder engagement to set for effective data use and sustainability as they relate to different sectors (Early Childhood, K–12, P–20, P–20W).

V–E   Privacy Technical Assistance Center (PTAC) Update on Privacy
Initiatives: Data Sharing With Foster Care and Third Parties   ....

Baron Rodriguez, AEM Corporation
Michael Hawes, U.S. Department of Education

10:15–11:15

The Privacy Technical Assistance Center (PTAC) and the U.S. Department of Education will give an update in this session on recent guidance with multi-agency sharing, such as foster care and the use of third parties such as nonprofit partnerships and contractors.

Charles McGrew, Kentucky Center for Education and Workforce Statistics

10:15–11:15

Kentucky is one of the more recent states to successfully link employment and earnings data from its Unemployment Insurance system through the Kentucky Longitudinal Data System (KLDS) with education and completions data. This has been one of the most interesting uses of the SLDS for its policymakers. The presenter will review the findings, processes, and what Kentucky learned in terms of the uses and limitations of these data as well as how the state was able to address the concerns of both the workforce and education agencies.

Bethann Canada, Virginia Department of Education
Brooke Bell, Center for Innovative Technology

10:15–11:15

The Virginia Department of Education and the Center for Innovative Technology co-launched a unique program known as Apps4VA. This program is the first of its kind to sponsor multiple cutting-edge components that enlist the public's ingenuity to create innovative software applications (apps) using K–12 education data. These include two public apps development competitions (an open competition for the general public and a competition for Virginia public high school students); a Startup Weekend; and a high-energy 24-hour hackathon event that linked four simultaneous hackathons throughout the state—all to benefit education. More information can be found at http://www.apps4va.org/.

Kathy Gosa, Kansas State Department of Education
Susan Williams, Virginia Department of Education
Zachary Mangold, Maryland State Department of Education

10:15–11:15

The National Forum on Education Statistics convened a working group to review the Secondary School Course Classification System: School Codes for the Exchange of Data (SCED). This session will provide an update on the group's progress including the development of new codes recommended by subject matter experts and a new change management process that will allow for future SCED updates. Working group members will highlight best practices for SCED implementation and discuss efforts to map SCED to the Classification of Secondary School Courses (CSSC), an NCES taxonomy used for High School Transcript Studies. The group plans to release SCED Version 2.0 in September 2013.

V–I   The Power of Stakeholder Engagement in Planning, Design,
       and Management of Statewide Longitudinal Data Systems (SLDSs)   ....D

Stephanie Butler and Kerry Thomas, Alaska Commission on Postsecondary Education
Jean Osumi and Todd Ikenaga, University of Hawaii
Nancy Smith, DataSmith Solutions

10:15–11:15

All states have spent much time and many resources planning, building, and managing statewide longitudinal data systems (SLDSs), but how external stakeholders are engaged varies widely from state to state. In this session, you will hear from and interact with two SLDS project directors who will discuss how they have dealt with stakeholder engagement in the planning stages and on an ongoing basis. Sample topics include how to determine which stakeholders to engage, the pros and cons of focus groups and advisory groups, unintended insights and/or consequences, and how to blend stakeholder input into data governance activities.

V–J   Developing a Behavior Dashboard for Schools   ....E

Robert Rodosky, Jefferson County Public Schools (Kentucky)

10:15–11:15

Suspension data from our district indicated three problems: students who were not proficient were losing instructional time; there were disproportionate suspensions of No Child Left Behind (NCLB) groups; and we needed corrective action for oversuspending students with disabilities. This session will describe and discuss a behavior dashboard that we developed to systemically identify trends in suspensions, needed professional development, and any de-escalation of best practices.

11:15–11:30   Break

Future of ED*Facts*
11:30–12:30.......................................E

This session is open to all conference participants—priority seating for ED*Facts* Coordinators.

VI–C   Data Analysis Technical Assistance Community of
Practice in Education (DATA-COPE) State Education
Agency (SEA)/Local Education Agency (LEA) Meeting ....

Dorothyjean Cratty, National Center for Education Statistics
Jared Knowles, Wisconsin Department of Public Instruction

11:30–12:30

This will be a group meeting of state education agency (SEA) and local education agency (LEA) staff involved in conducting and/or vetting analysis using their agencies' administrative data to share information on statistical methods and resources. This is the core user group of the broader Data Analysis Community of Practice in Education (DATA-COPE) where agency analysts can draw on the expertise of each other and of researchers capable of helping the agencies increase statistical capacity. If you are not an SEA or LEA analyst but are interested in participating in the broader community of practice, you are welcome to attend the open DATA-COPE Concurrent Session VII-C.

VI–D   P–20W Data Standards for More Successful
Student Transitions and Life-Long Learning ....

Lee Rabbitt, Rhode Island Department of Elementary and Secondary Education
Hans L'Orange, State Higher Education Executive Officers Association (SHEEO)
Jim Goodell, Quality Information Partners, Inc.

11:30–12:30

The presenters will examine how the standard data vocabulary defined by the Common Education Data Standards (CEDS) can be used for "data backpacks" that move with the learner from early learning institution to K–12 school to postsecondary institution; how comparable data from early learning supports K–12 learning, from K–12 supports postsecondary entry and success, and how cross-domain data can be used as feedback to improve program effectiveness. The presenters will also discuss the recent steps by the CEDS initiative to make the standards more seamless across the P–20W spectrum.

VI–E   Transforming Raw Data Into Actionable
Information Through Robust Electronic Reporting ....

Denise Cantalupo, Sarasota County Schools (Florida)
Teri Casteel, Thinkgate

11:30–12:30

Technology is increasing the quantity and quality of data we can gather as educators. However, it can be difficult to combine this raw information into a form that is valuable to administrators and teachers alike. The presenters will discuss how, through custom-developed electronic reporting

functionality, Sarasota County Schools (SCS) is making strides to change the way data are accessed by, and delivered to, educators. From its high-risk student reports to postsecondary reports, SCS is using data reporting to give users at every level quick tools to combine specific data points that can't be retrieved together elsewhere.

VI–F   ED*Facts* .... *b*

Tom Ogle, Missouri Department of Elementary and Secondary Education
Steve King, ESP Solutions Group

11:30–12:30

The open-source ED*Facts* Shared State Solution, ES3, continues to expand. More states have joined this collaborative effort to ease their reporting burden. Participating states have all made progress on reducing their burden and improving the quality of their submissions. They have reduced the risk associated with single ED*Facts* coordinators and minimized the workload associated with "ED*Facts* Season." Having multiple states supporting the shared effort has led to economies of scale and the inclusion of features that could not be justified in one-off efforts. Come see what this license-free software can do for you and how to join the effort.

VI–G   The Future Is Now: How Arizona Is Transitioning From Plans to Action   .... *b*

Mark Masterson, Arizona Department of Education

11:30–12:30

Learn about Arizona's unique approach to creating a plan for a new statewide educational data system. Realizing that a comprehensive system is more than a statewide longitudinal data system (SLDS), the Arizona Department of Education embarked on a year-long research project to design a system for educators by educators. The plans are complete and implementation has begun. Participants will hear how Arizona has caught up to the pack and is beginning to deliver on its promise of Education Intelligence and the real-time, actionable data educators need to transform education.

VI–H   Data Profiles and Certification: Quality Control
From the Local Education Agency (LEA) to the
State Education Agency (SEA) and Back! .... *E*

Larry Fruth and John Lovell, SIF Association
Rob Curtin, Massachusetts Department of Elementary and Secondary Education
John Kraman, Oklahoma State Department of Education

11:30–12:30

The local educational authority collects and manages the data; the state educational authority receives the data. Now what should happen with the data if it is not aligned to each other's perceived expectations? This session will focus on how the School Interoperability Framework (SIF) profiles and certification are working to streamline expectations between local education

agencies (LEAs), state education agencies (SEAs), and vendor products all with the common goal to provide students with the best education possible.

VI–I   IDs and Cohorts Galore—Washington's P–20W "PRO" Model ....D

John Sabel and Tim Norris, Washington State Office of Financial Management

11:30–12:30

Washington has developed a P–20W data model based on relationships between Person, Role, and Organization (PRO). The model encompasses comprehensive education and workforce data as well as selected noneducation data in support of identity management. Identity management for the data warehouse takes place in a separate database environment, and an internally created "P–20W ID" is passed along with related data into the warehouse. This presentation will (1) describe Washington's P–20W PRO model, (2) describe how external and internal cohorts will be created and handled in the data warehouse environment, (3) identify and describe the research IDs that will be created and stored as part of data warehouse operations, and (4) provide examples illustrating how the PRO data model can be mapped to the Common Education Data Standards (CEDS) data model.

VI–J   State Education Agency (SEA) Support for Civil Rights Data Collection (CRDC)   ....E

Melanie McCalmont, Wisconsin Department of Public Instruction
Charlotte Bogner, Kansas State Department of Education
Marlene Dorenkamp, Iowa Department of Education

11:30–12:30

For the Civil Rights Data Collection (CRDC) Universe Survey in 2012, three states (Wisconsin, Kansas, and Iowa) assisted local education agencies (LEAs) with self-reporting by providing data files. Although the CRDC is required only by LEAs, all state education agencies (SEAs) are affected by survey results that reveal quality gaps or misinterpretations. In this session, the states will report on their technical systems and offer lessons learned for other SEAs considering CRDC data support as a value-added service. The panel will discuss ways to increase data quality, reduce burden, and strengthen collaborative data relationships with LEAs. Suggestions for survey technical support and communications will also be covered.

12:30–1:45   Lunch (on Your Own)

Best Practices in Assessment Data Quality
1:45–2:45 ....E

This session is open to all conference participants—priority seating for ED*Facts* Coordinators.

VII–B   Improving the Quality of School-Level Finance Data   ....

Stephen Cornman, National Center for Education Statistics
Stephanie Stullich and Heather Rieman, U.S. Department of Education
Peggy O'Guin, California Department of Education
David Uhlig, Charlottesville City Public Schools (Virginia)

1:45–2:45

Concerns about the equitable distribution of school funding within school districts have led to new federal data collections on school-level expenditures. The first of these was for the 2008–09 school year, as required under the American Recovery and Reinvestment Act (ARRA), and asked states to collect and report school-level data on both personnel and nonpersonnel expenditures. Subsequently, the Office for Civil Rights added a similar data collection to its Civil Rights Data Collection. Legislation has now been proposed that would change the Title I comparability provision to require districts to demonstrate that actual expenditures in Title I schools are comparable to those in non-Title I schools rather than to use proxies, such as student-staff ratios or estimates of school expenditures based on average teacher salaries.

This panel will discuss the challenges of collecting finance data at the school level; current state and local practices for tracking and reporting expenditures at the district level and the school level; data quality issues that are evident in the school-level data collected thus far; and possible strategies for improving the accuracy and completeness of the data, such as developing standardized protocols for attributing costs to schools. Particular attention will be paid to the challenges that relate to collecting school-level data on nonpersonnel expenditures. These issues will be discussed from the perspectives of local and state fiscal coordinators as well as federal employees.

VII–C   Data Analysis Technical Assistance Community of
Practice in Education (DATA-COPE) Open Session ....

Dorothyjean Cratty, National Center for Education Statistics
Jared Knowles, Wisconsin Department of Public Instruction

1:45–2:45

This open session for the broad Data Analysis Community of Practice in Education (DATA-COPE) will support the exchange of information and resources for state and district education agencies and their partners. The focus of this exchange is on statistical methods for analyzing administrative data. This is not a policy or IT discussion session but an "in the weeds" methodological knowledge utilization session. Some of the areas of interest to the core DATA-COPE user group of state education agency (SEA) and local education agency (LEA) analysts are growth models, teacher effects, early warning indicators, student population projections, synthetic datasets, GIS data, data visualizations, and powerful descriptive analysis.

Jay Pennington, Iowa Department of Education
Kathy Gosa, Kansas State Department of Education
Tom Ogle, Missouri Department of Elementary and Secondary Education

1:45–2:45

The state education agencies of Iowa, Kansas, Missouri, and Nebraska have been working together to build a foundation for data exchange. This eScholar Interstate ID eXchange project enables state administrators to locate students who may have continued school in a different state. This capability will aid in identifying false drop-outs and in more accurately reporting key education metrics. The panel members will discuss their progress and the technologies being used, including the Common Education Data Standards Connect tool. In addition, they will address the challenges encountered for their states, as well as the data policy and data governance issues that arose.

Melody Parrish, Texas Education Agency

1:45–2:45

Flipping the switch on anything statewide in a state like Texas is a massive undertaking. This session will cover the phased-approach mindset that has undergirded all aspects of the Texas Student Data System (TSDS) project. Every aspect of the TSDS project—from technical development and limited production releases to communications and expectations management to bringing more than 1,230 districts on board—has benefitted from this methodical and measured approach. Hear the successes and challenges encountered during the last three years as well as practical tips for making your next effort more successful.

Louis Cuglietto and Judy Diaz, Port Chester Public Schools (New York)
Mark Samis, Lower Hudson Regional Information Center
Shawn Bay, eScholar LLC

1:45–2:45

The presenters will discuss the use of longitudinal data to address Response to Intervention on the ground at John F. Kennedy Magnet School in Port Chester, New York. This presentation will address one of the pillars of the New York State's Regents Reform Act regarding Data-Driven Instruction. Every aspect of the discussion will address the collection and analysis of data to inform instruction and support services. John F. Kennedy Magnet School is in the band of highest-need schools in New York and is a 2010 National Blue Ribbon School.

Rob Curtin, Massachusetts Department of Elementary and Secondary Education
Robb Geier, Public Consulting Group

1:45–2:45

Massachusetts' Departments of Early Education and Care (EEC) and Elementary and Secondary Education (ESE) developed a Data Quality Program to help data collectors and data users understand and address the issues that may affect the production of high-quality education data. Participants in this session will learn how two state agencies collaborated to build a unified program that addressed education from birth through grade 12. This curriculum supports a larger program of data quality improvement that includes audits, flexible delivery models for training, tools for implementation monitoring, and individual local education agency support.

Kate Sandel, Massachusetts Department of Elementary and Secondary Education

1:45–2:45

After the positive response from districts to an early warning indicator provided to ninth graders, Massachusetts Department of Elementary and Secondary Education (MA DESE) created a data-driven Early Warning Indicator System designed to identify students in first through twelfth grade who are at risk of missing key educational benchmarks. MA DESE worked closely with American Institutes for Research to develop statistical models for each grade, leveraging state longitudinal data systems and using the state's new P–20 platform to disseminate aggregate and student-level reports. This session will highlight the development process for this system, challenges addressed, and current efforts to support district use.

Matthew Bryant and Patty Pitts, Virginia Department of Education
Rona Jobe, Center for Innovative Technology
Corbin Fauntleroy, CNA Education

1:45–2:45

The Virginia Department of Education (VDOE) is upgrading its teacher licensure data system and is interested in developing an automated application system. Before developing the system, VDOE worked with technical and research experts to define the technological and data collection needs and a phased development process. This presentation will share the project's results, reflecting information collected from interviews with other states and literature on the use of electronic signatures, payment and transcripts, and data elements that could be collected to support research on teacher preparation and effectiveness. Lastly, the presenters will discuss plans for and challenges faced in transitioning to automated processes.

VII–J   Integrating A–F School Performance Grading
         Into a Statewide Longitudinal Data System (SLDS) .... 🄴

William Hurwitch, Maine Department of Education
Manos Stefanakos, Choice Solutions, Inc.

1:45–2:45

This session will show how Maine leveraged its statewide longitudinal data system data warehouse when building an A–F school grading system. Stakeholders, including the general public, can access their school's grade through balanced scorecards or data tables and drill down for supporting longitudinal performance data or link to additional reports. The presenters will discuss the measures, business rules, and roll-out process and how the grading system ties to college enrollment, remedial course taking, and postsecondary persistence rates.

2:45–3:00   Break

3:00–4:00   Concurrent Session VIII Presentations

VIII–A   Common Education Data Standards (CEDS) Connect
         Tool—Understanding ED *Facts* .... 🄴

Ross Santy, U.S. Department of Education

3:00–4:00

At the 2013 MIS Conference in February, the U.S. Department of Education presented its plan to describe the uses of Common Education Data Standards (CEDS) Elements within the construction of aggregate ED*Facts* Data Groups using the CEDS Connect Tool. This session will provide an update to that conversation, focusing on the work that's been done to prepare connections for a critical subset of ED*Facts* Data Groups while documenting the source systems used within seven states in the CEDS Align Tool. Online demonstrations of published Connections and Alignment maps will be used to initiate and guide the conversation in this interactive session.

VIII–B   Fiscal Coordinators' Round Table Discussion (Part 1)   .... 🄴

Glenda Rader, Michigan Department of Education
Susan Barkley, Kentucky Department of Education
Stephen Cornman, National Center for Education Statistics

3:00–4:00

Once a year we submit school district financial data to the National Public Education Financial Survey (NPEFS) and Survey of Local Government Finances: School Systems (F-33). As you complete

the survey, you may find those odd little revenues and expenditure items and question, "Am I reporting this correctly?" Here is your opportunity to discuss various financial reporting dilemmas with your colleagues in other states. Bring your questions and answers and be prepared to discuss issues like these: where to code revenue and expenditure categories on the F-33 and NPEFS; when to record various facility acquisition costs as capital vs. contracted services; where to code expenditures incurred by one district but paid on behalf of students in another district without distorting the per-pupil amounts; how to account for Indirect Cost Recovery without distorting actual expenditures; how to record sub-grantee revenue and expenditures so they do not distort the individual or statewide reports; how to record Charter School Operations; how to record Post Employment Benefit cost under new GASB Pronouncements; when to consider an activity a district rather than an agency/student activity; and how various states check district data quality before submitting to the NPEFS and F-33.

VIII–C   Got Metadata? Multiple-State
Common Instructional Tagging Initiative .... E

Sarah McManus, North Carolina Department of Public Instruction
Don Ginder, CELT Corporation
Christina Clayton, Georgia Department of Education
Jim Goodell, Quality Information Partners, Inc.

3:00–4:00

Many states are in the process of creating or identifying instructional and professional development resources as well as assessment items for instructional improvement. Come hear how several states have worked together to agree on a common way to make their instructional resources discoverable through the use of metadata. Working with two standards groups (Learning Resource Metadata Initiative [LRMI] and Common Education Data Standards [CEDS]), these states have agreed on the values and definitions they will use when tagging their content and assessment materials. This will promote cross-state sharing based on this trusted and agreed-upon design.

VIII–D   Ensuring Effective Data Use: Strategies for Success .... E

Robin Taylor, AEM Corporation
Corey Chatis, SLDS State Support Team

3:00–4:00

Creating a longitudinal data system provides almost endless possibilities for stakeholders to use data to inform their decisions and influence their behaviors. However, many states have learned the hard way that "build it and they will come" doesn't hold true. Whether you are in the planning stage of your statewide longitudinal data system (SLDS) or reaching the end of your grant, it is always the right time to develop a plan and implement strategies for ensuring the SLDS becomes an essential information resource. This session will focus on the critical components of an effective, comprehensive data-use strategy and include state examples.

VIII–E   Statewide Longitudinal Data System (SLDS) 2020 and Beyond:
An Approach to Strategic Planning and Sustainability   ....

Sara Kock, South Dakota Department of Education
Kamal Kumar, Otis Educational Systems, Inc.

3:00–4:00

Project sustainability and strategic planning are key facets to the successful implementation and long-term use of a statewide longitudinal data system (SLDS). In this session, South Dakota will share its approach of using a roadmap to promote sustainability, define current and future SLDS initiatives, identify needs based on user input, and outline the vision of SLDS for future years. Panelists will also describe the processes for gathering feedback, collecting new requirements, and prioritizing enhancements, with tips for success and lessons learned.

VIII–F   Reports, Research Briefs, and Datasets—Washington's P–20W Deliverables   ....

Katie Weaver Randall and Vivien Chen, Washington State Office of Financial Management
Liz Coker, Washington State Department of Social and Health Services

3:00–4:00

Washington's P–20W grant has funded a portfolio of research and reporting projects. The intent of these projects is to generate meaningful analysis and research for stakeholders and inform the P–20W data warehouse effort. This session will cover approaches to sharing, analyzing, and interpreting data and selected results from two projects: (1) the Social Services Data to Information Project, which links education and social and health services data; and (2) the longitudinal follow-up of a cohort of ninth grade students, which demonstrates the use of longitudinal and cross-sector data. Lessons learned, opportunities, and next steps will also be covered.

VIII–G   Data Dashboard Development for PK–20 Educational Improvement   ....

Ann Nielsen, Barnaby Wasson, Michael Maas, Kelly Morris, and Michelle Rojas
Arizona State University

3:00–4:00

Supported by two grants—a $34.3 million Teacher Quality Partnership Grant and a $43.8 million Teacher Incentive Fund grant—Arizona State University has created and implemented a data dashboard that serves educators, from the pre-service level at the university to in-service levels in schools statewide. Three focal areas of the grants are teacher preparation, teacher effectiveness, and teacher retention. This session will review the ongoing project structure, Year 3 successes and additions, and lessons learned in relation to developing an integrated longitudinal data and visualization system across two large-scale implementation grants that are integrated into The Mary Lou Fulton Teachers College.   Presenters will emphasize and showcase the ongoing development of linking student growth with teacher evaluations to inservice teachers while extending teacher evaluation to teacher preparation in order to create a data dashboard that supports using data for teacher preparation, instructional decisionmaking, and human resource management.

VIII–H   Harnessing the Ecosystem: New York
         Education Data Portal (NY EDP) as Open Platform 7E

         Larry Fruth, SIF Association
         Amrit Singh, New York State Education Department
         Greg Nadeau, Public Consulting Group
         Alex Jackl, Choice Solutions, Inc.

         3:00–4:00

         The New York Education Data Portal (NY EDP) is the central system linking New York's $700 million
         Race to the Top initiative. The NY EDP is notable for its application to all parent/guardians as well as
         educators and its commitment to open standards, open source, open content, and open platform
         interfaces. Central to the NY EDP design is a commitment to leveraging inBloom, the Learning
         Registry network, and Schools Interoperability Framework (SIF) 3.0 shared services. Presenters in
         this session will provide an overview of the program and provide direction for states, districts, and
         vendors looking to leverage and contribute to the open, collaborative community.

VIII–I   Beyond Borders: Linking Education and Workforce Data Across State Lines 9D

         Hans L'Orange, State Higher Education Executive Officers Association (SHEEO)
         Melissa Beard, Washington State Office of Financial Management
         Christina Tydeman, Hawaii State Department of Education

         3:00–4:00

         This session will offer an update on the Western Interstate Commission for Higher Education
         (WICHE) efforts to pilot a multistate data exchange incorporating information from K–12,
         postsecondary education, and workforce data systems. The exchange provides comprehensive
         information about how human capital is created and deployed within a region using data from
         multiple state systems and investigates questions about student performance in postsecondary
         institutions and the workforce. Topics covered will include how the exchange operates, findings
         from an initial exchange of data, and perspectives from participating states in using the data for
         policy and practice purposes.

VIII–J   Data Auditing in an Urban School District—
         Improving the Practice of Data-Driven Decisionmaking 8E

         Crystal Aker and Margaret Frey, Springfield City Schools (Ohio)

         3:00–4:00

         How do staff, both certified and classified, collect, use, and analyze data in their practice? This is
         the question a team of researchers used to design a survey for 1,000 staff members in Springfield
         City Schools in Ohio. After piloting and refining the questions, several interesting facets of data
         practices for each type of staff, as well as areas of improvement in the data system as a whole,
         were discovered. In this session, the methodology and survey questions will be shared as well as
         recommendations for others who wish to conduct a survey for this purpose.

4:00–4:15   Break

4:15–5:15   Concurrent Session IX Presentations

IX–A   Who Moved My EDEN Queries: How to
Make the Change From Manual Processes ....E

Joseph Cowan, Pennsylvania Department of Education

4:15–5:15

Since 2006, the Pennsylvania Department of Education (PDE) has been collecting data into its Pennsylvania Information Management System (PIMS) for the purpose of accountability reporting. Over the past two years, PDE has teamed with eScholar to use the existing data being collected to simplify and automate EDEN/ED*Facts* reporting. This session will cover the technologies used and the processes enacted to make the project successful.

IX–B   Fiscal Coordinators' Round Table Discussion (Part 2)   ....E

Glenda Rader, Michigan Department of Education
Susan Barkley, Kentucky Department of Education
Stephen Cornman, National Center for Education Statistics

4:15–5:15

Once a year we submit school district financial data to the National Public Education Financial Survey (NPEFS) and Survey of Local Government Finances: School Systems (F-33). As you complete the survey, you may find those odd little revenues and expenditure items and question, "Am I reporting this correctly?" Here is your opportunity to discuss various financial reporting dilemmas with your colleagues in other states. Bring your questions and answers and be prepared to discuss issues like these: where to code revenue and expenditure categories on the F-33 and NPEFS; when to record various facility acquisition costs as capital vs. contracted services; where to code expenditures incurred by one district but paid on behalf of students in another district without distorting the per-pupil amounts; how to account for Indirect Cost Recovery without distorting actual expenditures; how to record sub-grantee revenue and expenditures so they do not distort the individual or statewide reports; how to record Charter School Operations; how to record Post Employment Benefit cost under new GASB Pronouncements; when to consider an activity a district rather than an agency/student activity; and how various states check district data quality before submitting to the NPEFS and F-33.

Sharon Gaston, Texas Education Agency
Shawn Bay, eScholar LLC
Alan Hartwig, Deloitte Consulting LLP

4:15–5:15

In 2013, the Texas Education Agency (TEA) will begin the statewide deployment of the Texas Student Data System (TSDS) to more than 1,200 independent school districts that serve nearly 5 million students. The TSDS system will be utilized to meet dual purposes. The TSDS will support TEA's mandated state reporting and replace a 25-year-old legacy system. At the same time, the system will support the implementation of the StudentGPS Dashboards to teachers and administrators at the local education agencies (LEAs) throughout the state. TSDS will also serve as the primary data collection mechanism for future TEA data collections. This presentation will look at the TSDS architecture and how TSDS will support both data requirements and plans for supporting future data requirements.

Jim Peterson, Bloomington Public Schools District 87 (Illinois)
Brandon Williams, Illinois State Board of Education
Gay Sherman and Aziz Elia, CPSI, Ltd.

4:15–5:15

The Illinois State Board of Education (ISBE) and Illinois Interactive Report Card (IIRC) are piloting the use of real-time data collection and validation toolsets as a way to gather data from 40 school districts in Illinois. The objective is to allow educators access to data, resources, and tools that will enhance student performance. The project incorporates real-time Extract, Transform, and Load (ETL) and validation options to provide data to a central, cloud-based data store available for Illinois school districts, including data validation and correction, error-reporting services, and a set of analytical tools to allow interoperability between student data, assessments, and other data related to student achievement and learning. Bloomington District 87 will present its vision of the real-time architecture, how it fits in with its current schools interoperability framework (SIF) deployment, and the potential impact this project has on its students and educators. In addition, Bloomington District 87 will discuss its involvement with the inBloom initiative and how it passes data to inBloom through its underlying data center infrastructure IaaS/SaaS pilot called IlliniCloud.

IX–E   Common Education Data Standards (CEDS): 101 Tools and Use ....b

Beth Young, Quality Information Partners, Inc.
Jim Campbell and Nancy Copa, AEM Corporation

4:15–5:15

This introductory session will familiarize users with the Common Education Data Standards (CEDS). This session will describe what CEDS are needed, what the parts of CEDS are, and how CEDS can be used. The session will also include a demonstration of both CEDS Tools: Align and Connect.

IX–F   Kentucky's Continuous Instructional Improvement System ....b

Maritta Horne, Kentucky Department of Education
Amy King, Pearson

4:15–5:15

Kentucky's Continuous Instructional Improvement Technology System (CIITS) connects standards, electronically stored instructional resources, curriculum, formative assessments, instruction, professional learning, and evaluation of teachers and principals in one place. This session will address how CIITS improves instructional outcomes, teacher effectiveness, and leadership.

IX–G   An Early Warning System in the Yonkers Public Schools ....b

David Weinberger and Shanit Halperin, Yonkers Public Schools (New York)

4:15–5:15

The Yonkers Public Schools is establishing an Early Warning System to identify students at risk of not graduating from high school. The system is managed at the district level and is based upon district-specific indicators using local data to provide relevant and replicable information to its schools. This session will present both the components of the system as well as the challenges of implementing data-intensive information to school staff and organizing data use at the district level.

IX–H   .... E

Jason Alvarado and Emily Rang, Washington State Office of Superintendent of Public Instruction

4:15–5:15

With the recent public release of our Statewide Longitudinal Data System (SLDS), data transparency and data quality have driven better state education agency (SEA) data lifecycle processes. Washington State has more than four unique student information system vendors supporting 296 local education agencies (LEAs) statewide. In this session, Washington State will explain its data lifecycle process, from collection and verification to master-data management and beyond. The presenters will share strategies, technologies, and lessons learned that have proven successful. Future goals will also be discussed.

Missy Cochenour, AEM Corporation
Jaci Holmes, Maine Department of Education
Phil Koshkin, Maryland State Department of Education
Kathryn Tout, Child Trends

4:15–5:15

This interactive session will highlight how a statewide longitudinal data system (SLDS) that includes early childhood data uses the data to address key issues in early childhood education, including kindergarten entry assessments, quality rating and improvements systems, child outcomes data, and policy questions. Common Education Data Standards (CEDS) will also be highlighted as a tool that can support the work of addressing these challenges using data.

Robert Stillwell, National Center for Education Statistics
Beth Goldberg and Jeff Little, U.S. Census Bureau

4:15–5:15

The NCES Common Core of Data (CCD) has employed an array of cleaning techniques in the collection and processing of administrative data. These techniques include data validation checks, editing procedures, and imputation methods. The presenters in this session will explore the various techniques used to process the current CCD data, provide some metrics regarding the efficacy and burden of those procedures, and discuss the ongoing process of improving these techniques to improve data quality and timeliness and to reduce overall program burden from respondent to end user.

9:00–10:00   Concurrent Session X Presentations

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Carla Schimelfenig and Rachel Kruse, Iowa Department of Education

9:00–10:00

Iowa has required course codes on all high school courses since the NCES course code days of the 1990s. The move to School Codes for the Exchange of Data (SCED) in 2008 was not only needed but also embraced by the local education agencies (LEAs) and state education agencies (SEAs). Learn how Iowa uses SCED codes for such purposes as school accreditation, funding, transcripts to Iowa's state universities, Career and Technology (CTE) reporting, equity, and civil rights reporting. State reporting begins with SCED codes and expands beyond the 12-digit code. This presentation will describe the additional course information collected through student reporting that allows for the expanded data use to many audiences.

X–B   Challenges in Early Childhood Data Integration   ....▮Ɛ

Hannah Page and Jeffrey Noel
District of Columbia Office of the State Superintendent of Education

9:00–10:00

The District of Columbia Office of the State Superintendent of Education (OSSE) will discuss the challenges faced and approaches used as it began to integrate data from the various sectors of early childhood programs in an effort to develop a comprehensive picture of the coverage and quality of services in the District of Columbia. Challenges include collecting and validating child-level data from early childhood sectors, integrating and updating historical databases, improving data-sharing strategies with early childhood programs, and linking systems to both the existing K–12 systems and the development of the Statewide Longitudinal Educational Data System.

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Michael Sessa, P20W Education Standards Council (PESC)
John Ittelson, California State University Monterey Bay
Don Phillips, XAP Corporation

9:00–10:00

With a robust development period, P20W Education Standards Council's (PESC) Academic ePortfolio Workgroup has approached the finish line! While ePortfolios are used in a variety of ways for a variety of purposes, no single data standard has emerged. With significant outreach and participation, the development leaders are ready to release this new data standard to the community. Come hear about this brand new standard and how it relates to PESC, Common Education Data Standards (CEDS), and other industry initiatives.

X–D Forming a Research Alliance
to Facilitate District Data Use ....**E**

Julie Kochanek and Andrew Seager, Regional Educational Laboratory – Northeast and Islands
David Weinberger, Yonkers Public Schools (New York)

9:00–10:00

The Urban School Improvement Alliance (USIA) is composed of directors of research for mid-sized urban districts in the Northeast. Over the past year, the new alliance has worked to create a mission statement, develop a three- to four-year research agenda, and agree on research projects for the 2013 calendar year. USIA has identified a goal of helping build the capacity of its district members to use and access data to address questions around how to improve low-performing schools. Members intend to examine school performance in conjunction with larger social, organizational, and instructional contexts. Beyond its research agenda, being a part of USIA has provided members with an opportunity to interact with and learn from one another. Among the projects launched the first year was a suite of materials to help mid-sized urban school districts work better with external researchers to achieve district and state research goals. This session is one of four sessions on Organizing for Data Use submitted by USIA members Susan Yom, Brandan Keaveny, and David Weinberger.

The Syracuse City School District's (SCSD) strategic plan, Great Expectations, paved the way to the inception of the District's Office of Shared Accountability (OSA). The forming of the OSA is a multistep process transforming what was once called the Information Technology Division. The OSA will serve as the district's analytic and informational hub, providing actionable analysis about key performance as well as equipping schools with best-in-class technological tools. Efforts to improve data quality, implement the best data decision tools, and lesson learned during transition will be discussed.

Jim Goodell and Beth Young, Quality Information Partners, Inc.
Jim Campbell and Nancy Copa, AEM Corporation

9:00–10:00

Bring your own digital device (laptop, smartphone, iPad, etc.) and join us in this important effort to publish education metrics using the Common Education Data Standards (CEDS) CONNECT tool. Participants will work in small groups using this tool. Groups will be provided with all the information needed and hands-on support to create CEDS CONNECTions. Your work will create immediate value for the education data community while gaining new insights on CEDS CONNECT through this "project-based learning" experience.

X–F   Assigning Identifiers for Military Children in State
Education Databases: The Hawaii Experience ....

Christina Tydeman and Cherise Imai, Hawaii State Department of Education
Kathleen Berg, University of Hawaii

9:00–10:00

The Hawaii State Department of Education (HIDOE) has collected data on military-connected students as part of the U.S. Department of Education's Impact Aid Program. When University of Hawaii researchers approached HIDOE for achievement test data on military children in state schools, HIDOE found a way to marry separate databases. Using that experience, Hawaii proposes to use the state database instead of a separate data collection process involving "federal survey cards"; the effort dovetails with the U.S. Department of Defense's initiatives to get states to add identifiers for military children to their education databases. This presentation will share Hawaii's ongoing developments and lessons learned.

X–G   Clearing the Murky Water: Making Better Use of Education Finance Data   ....

Brennan McMahon, Data Quality Campaign
William Hurwitch, Maine Department of Education
Laura Hansen, Metropolitan Nashville Public Schools (Tennessee)
Bob Swiggum, Georgia Department of Education

9:00–10:00

Currently, the landscape of financial data is such that information is siloed, data quality is varied, the capacity for analysis is limited, the data are not tailored to desired uses, and stakeholders' capacity to access and use those data is limited. Data Quality Campaign will present with leaders from Maine, Georgia, and Nashville, Tennessee about the state of the field in financial data use, emerging good practices from the states and districts, and draft recommendations on how to improve access to and use of education financial data.

Diane Dulaney and K.C. Elander, North Carolina Department of Public Instruction

9:00–10:00

In 2008, North Carolina recognized that disparate data sources within the Department of Public Instruction needed a forum for communication about individual and joint data issues. Out of that recognition, the Data Management Group (DMG) was born. This session will provide information on how a diverse group of business and technical leaders came together to make decisions regarding data quality, authoritative sources, and data collection timing to best meet agency needs. Topics will also include leadership support, DMG membership, policy creation, and SEA-wide outcomes.

X–I   Using ELSi to Access Common Core of Data (CCD) Data ....

Patrick Keaton, National Center for Education Statistics

9:00–10:00

This session will demonstrate the use of the Elementary and Secondary Information System (ELSi) and other NCES tools to access Common Core of Data (CCD) data. There will also be a discussion on the various ways CCD data is used and the future plans of ELSI.

X–J   Indirect Cost Rates—Preparations From the
State Education Agency (SEA) Perspective ....

Paul Taylor, Montana Office of Public Instruction
Von Hortin, Utah State Office of Education

9:00–10:00

Negotiating a new agreement for indirect costs rates can be frustrating. There are a lot of materials and considerations when preparing. If you're approaching that time in the cycle for renewing your indirect cost delegation agreement, visit with us as we compare and contrast the processes used in Utah and Montana for the calculation of indirect cost rates as well as the steps we took to negotiate a new agreement. We will present our recent experiences and welcome a discussion with other states about their experiences.

10:00–10:15   Break

XI–A   [illegible garbled text] ....E

Fawn Dunbar and Carol Jones, Michigan Center for Educational Performance and Information

10:15–11:15

Michigan's Center for Educational Performance and Information (CEPI) has implemented a State Longitudinal Data System (SLDS) and will share in this session details about the process employed to ensure the most efficient, effective, and timely production of ED*Facts* reports. Presenters will discuss the production process from beginning to end. They will also provide key lessons learned and pitfalls to avoid. Process elements to be discussed include agile board use, business rules documents, the use of Team Foundation Server (TFS) tickets for tracking tasks and hand-offs, and configuration management for tracking changes to code or business rules.

XI–B   Statewide Longitudinal Data System
(SLDS) and Data Quality Auditing ....E

John Brandt and Sarah Wald, Utah State Office of Education
Breanne Humphries, Utah System of Higher Education
Andrew Mingl, Utah College of Applied Technology

10:15–11:15

Many statewide longitudinal data system (SLDS) initiatives find that data quality assurance becomes a time-consuming activity that can prove to be a significant roadblock to project completion. In this session, partners of the Utah Data Alliance will share their experiences and lessons learned about data quality assurance over the past year as they have populated the Alliance's P–20W warehouse. Topics to be addressed include creating awareness of the time and resources necessary for a good data quality audit, formulating and executing of a data quality audit plan, identifying and resolving discrepancies between source and research-ready data, and determining when the data are of sufficient quality.

Margaret Bailey and Brandan Keaveny, Syracuse City School District (New York)

10:15–11:15

As part of the New York State Annual Professional Performance Review, the Syracuse City School District embarked on a collaborative process to develop district-created assessments to be used to measure student growth. These pre- and post-tests are the key components to student learning objectives (SLOs). These SLOs result in a growth score that represents 20 percent of a teacher's performance rating. Participants in this session will learn about the SLO journey and the lessons learned along the way. Further discussion will include plans to improve assessment administration and data quality in the coming year.

Melissa Beard, Washington State Office of Financial Management

10:15–11:15

Having data in a warehouse is nice, but data requestors need more than the data in one place in order to ask for it and use it. Come learn about the Education Research and Data Center's (ERDC) request process and see the materials ERDC has produced to help people request and use data. Also be prepared to share ideas you have implemented that help makes education data accessible to others.

Neal Gibson, Arkansas Research Center
Eric Hedberg, NORC at the University of Chicago

10:15–11:15

The Arkansas Research Center is developing an alternative method for calculating student growth using an ordinal ranking of students. This approach is easier for educators to understand because it does not require regression. The results of these rankings behave identically to the Student Growth Percentile (SGP) model, with a correlation of .99. To ensure methodological rigor, Arkansas has partnered with NORC at the University of Chicago, which performed an evaluation of the Pilot Growth Model Program for the analysis. This presentation will be an overview of this methodology and its application in determining teacher growth.

Jessica McKinney, U.S. Department of Education

10:15–11:15

Since receiving U.S. Department of Education grants in 2010, two consortia of states, representing 44 states and the District of Columbia, have been developing next-generation student assessment systems. Their work has the potential to dramatically transform the student achievement data landscape. The consortia must also, as part of the terms of the grant, develop all assessment items and produce student-level data consistent with industry-recognized, open-licensed technology interoperability standards. The aim of this session is to provide a brief introduction to the program and progress to date, including work on technology interoperability standards. This session is a follow-up to the CEDS-AIF session held at the STATS-DC 2012 conference, providing an update on the CEDS-AIF Version 1.0 release in January 2013.

XI–G   National Perspective on Coordinated Early Childhood
Statewide Longitudinal Data Systems (SLDS)—Lessons Learned   ....b

Missy Cochenour, AEM Corporation
Kathy Hebbler, SRI International
Carlise King, Child Trends
Meredith Miceli, U.S. Department of Education

10:15–11:15

This session will provide an overview of where states are in creating early childhood data systems and linking to other sectors through the statewide longitudinal data system (SLDS), leveraging the work of multiple national groups like DaSy, Early Childhood Data Collaborative (ECDC), and SLDS. The federal technical assistance on data systems together show the full picture in the nation and where the field is going in the next year. Participants will be provided an opportunity to engage around their current work and challenges and expand into early childhood and learn more from the national surveys.

XI–H   Districtwide Analytics ....PE

Paul Velit and Girish Rajput, Arlington Public Schools (Virginia)
Steven Pummill, Worldgate, LLC

10:15–11:15

Arlington County Public Schools (APS) in Virginia has implemented DataBlocs K12 Analytics to serve as the district's dashboard, analytic, and reporting tool. APS uses this tool to enable administration, principals, and teachers to make data-driven decisions with a high level of data confidence. The district's tool is built on a robust K–12 data model, and APS has made available more than 50+ K–12 dashboards and reports along with industry-standard key performance indicators (KPIs) to support district stakeholders. This session will discuss how the district's solution is empowering stakeholders at all levels to access information easily and securely via the Web and has alleviated the burden placed on the IT organization to provide data reports.

Beth Bean and Brenda Bautsch, Colorado Department of Higher Education

10:15–11:15

As the lines between high school and higher education continue to blur, Colorado is emerging as a pacesetter in understanding this educational intersection and the importance of data to merge the community. This session will address how Colorado tracks high school graduates into college and how to feed outcome and performance information back to the districts. The presenters will also discuss the outcomes of linked research around dual enrollment, remedial education, and workforce outcomes.

XI–J   From Start to Finish: Using an Early Warning Indicators
Approach to Identify Dropouts as Early as First Grade ....⏎

Thomas West, Montgomery County Public Schools (Maryland)

10:15–11:15

This presentation will demonstrate how an early warning indicators approach can be used to identify dropouts across elementary, middle, and high school grades. Using data for two cohorts of first-time ninth-grade students, this study compares attendance, suspension, reading and mathematics ability, and grade-point average cut-points (the ABCs) of eventual dropouts and nondropouts as well as the effect of each cut-point on students' odds of later dropping out of high school. Results and limitations will be discussed from the standpoint of a school district.

11:15–11:30   Break

11:30–12:30   Concurrent Session XII Presentations

XII–A   Driving Data Quality Through Data Flow ....⏎

Carla Schimelfenig, Roger Petersen, and Rachel Kruse, Iowa Department of Education

11:30–12:30

The source of all data begins with the student information system. Learn in this session how Iowa transforms student-level data collected in the primary application to populate secondary applications. The reuse of district data allows for greater exposure, thus illuminating potential issues of data quality. Timely linkages between applications have resulted in higher data quality. Comparisons between collections now generate potential adjustments for auditors as well. Multiple uses from the same data source provide consistency across secondary reporting applications. Iowa's student-level data flow will be revealed and discussed.

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Sara Kock, South Dakota Department of Education
Kamal Kumar, Otis Educational Systems, Inc.

11:30–12:30

The first data warehouses were primarily built to aid state education agencies (SEAs) with public and federal reporting requirements. Today, data warehouses must meet the reporting and analysis needs of SEA and district stakeholders. In this session, South Dakota will discuss the Student Teacher Accountability Reporting System (SD-STARS), a data warehouse that serves both the SEA and districts, including teachers. Panelists will share how they offered SD-STARS to the SEA and districts, saved districts time and resources, tackled public and federal reporting, and encouraged the use of data in hopes of improving student outcomes.

XII–C The Use of Statewide Longitudinal Data
System (SLDS) for Addressing Complex
Policy and Research Questions ....E

Domenico Parisi,
National Strategic Planning and Analysis Research Center (nSPARC), Mississippi State University

11:30–12:30

Statewide longitudinal data systems (SLDSs) are effective strategic planning tools and provide the most comprehensive data for setting up complex research designs aimed at addressing policy and research questions in a timely and cost-effective manner. Considerable investment has been made to build and implement longitudinal data systems around the country. This session will provide real examples of how to use an SLDS for strategic planning, program or institutional evaluation, policy analysis, and basic research. Examples will include questions of student absenteeism and student performance, the relationship between teacher ACT scores and student outcomes, the Head Start fade-out effect, and how SLDS can be used to predict outcomes based on third- and eighth-grade reading proficiency levels.

XII–D Using Predictive Analytics to Identify At-Risk Students ......E

Vasuki Rethinam, Howard County Public School System (Maryland)

11:30–12:30

Predictive analytics or prediction models are currently popular among education leaders across the nation. Many school districts are using predictive analytics effectively to predict student performance and, more importantly, to identify students at risk. This session will discuss how district leaders, administrators, and teachers can use this information to make better decisions about deploying resources across their district, developing and evaluating intervention programs to assist students, and re-allocating resources to address problems more effectively.

Larry Fruth, SIF Association
Jill Abbott, Abbott Advisor Group

11:30–12:30

The Assessment Interoperability Framework (AIF) is being developed by technical standards communities in support of the U.S. Department of Education's Race to the Top Assessment Program and the two consortia developing state-of-the-art online assessment capabilities for students across the country. The AIF not only supports the Race to the Top Assessment Consortia, but also focuses on the entire assessment lifecycle, enabling comprehensive interoperability for all forms of assessment and proving crucial in strengthening learning in the classroom. Come see how the AIF work is enabling interoperable content and data in both formative and summative assessment for districts and states.

Daniel Domagala and Lisa Bradley, Colorado Department of Education

11:30–12:30

With assistance from a statewide longitudinal data system (SLDS) grant, Colorado is overhauling a 20-year-old data collection system. Data Pipeline, a new system designed to efficiently capture state education data, launches in July. Learn in this session about the shift from a duplicative program-centric process to a streamlined, student-based approach. Hear lessons learned across the design, development, and pilot phases. Catch a glimpse of this custom-built, browser-based application and the associated district-support model.

Marsha Ward, Ohio Department of Education
Suzan Kinaci, Massachusetts Department of Elementary and Secondary Education
Pam Rhea, Thinkgate
Dawn Henry, Oregon City Schools (Ohio)

11:30–12:30

See a demonstration of the Thinkgate Instructional Improvement System (IIS) that was selected by Massachusetts and Ohio as a result of a joint procurement effort. Hear from local education agencies (LEAs) who were involved in the pilot as they discuss how they plan to use the system in their schools as well as how they are rolling the system out to their staff.

Janis Brown, National Center for Education Statistics
Shep Roey, Westat

11:30–12:30

This session will engage states in a discussion of the findings from NCES' Mathematics Curriculum Study. The report showed that across the country the content of Algebra I and Geometry courses varies, school course titles often overstate the content and challenge of a course, and students who took rigorous courses obtained higher NAEP mathematics scores. The findings raised questions about course titles, the impact of the Common Core State Standards on future course content, and ways to ensure student readiness for college and career. Bring your thoughts and questions for an open dialogue about the next steps to address these issues.

XII–I   Collecting Data From District of Columbia
College Access Providers: From Overcoming the
Legal Hurdle to Reporting Preliminary Findings .... P

Katie Williams and Jeff Noel, District of Columbia Office of the State Superintendent of Education

11:30–12:30

This year for the first time ever, the District of Columbia Office of the State Superintendent of Education (OSSE) entered into data-sharing agreements with a group of College Access Providers (CAPs) around the District of Columbia. In exchange for enrollment data, the OSSE provided CAPs with student-level demographic and academic performance information. This effort is the first step in a larger priority to expand coverage of college access programs and to ultimately increase the number of students in the District of Columbia who successfully complete high school and college. This session will cover the process in which the OSSE engaged to enable the collection of the new data from these nongovernmental entities and provide interested participants with the legal vehicle they needed to make this effort possible. The presenters will also share the preliminary findings from the CAP data as well as OSSE's plans to improve and enhance the process in subsequent collections.

XII–J   Data-Informed Decisionmaking: It Takes A City .... E

Margie Johnson and Laura Hansen, Metropolitan Nashville Public Schools (Tennessee)

11:30–12:30

Learn how Nashville, Tennessee, comes together via Metropolitan Nashville Public Schools' Longitudinal Educational Analytics and Decision Support System (LEADS) to support its children's education. The Metropolitan Nashville Public School system's data warehouse is sharing data not only within the district but also with key community stakeholders who are using the data to provide strategic supports to students. Of course, data mean little without strategic, systematic professional learning, a topic that will also be discussed in this session.

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9:00–12:00 *Lincoln 5 and 6 (Exhibition Level)*	**ED***Facts* 1. Directory 2. Membership 3. Other Changes 4. School Improvement Grants (SIG) Reporting Issues 5. Individuals with Disabilities Education Act (IDEA) Data—New Data Review Processes 6. Other Reporting Issues	Mandatory for ED*Facts* and CCD Nonfiscal Coordinators
1:15–2:15 *Thurgood Marshall Ballroom*		
2:30–3:20 *Taylor*	***Facts***	
3:30–4:20 *Thurgood Marshall Ballroom (East)*	*Reporting Charter Data*	Mandatory for ED*Facts* and CCD Nonfiscal Coordinators
4:30–5:20 *Thurgood Marshall Ballroom (East)*	*Communicating With the U.S. Department of Education About State Education Agency (SEA) Data Submissions*	Mandatory for ED*Facts* and CCD Nonfiscal Coordinators
T , J 18, 2013		
9:00–10:00 *Thurgood Marshall Ballroom (East)*	*SY 20 2- Consolidated State Performance Report and Elementary and Secondary Education Act (ESEA) Flexibility Data Reporting*	Mandatory for ED*Facts* Coordinators
10:15–11:15 *Thurgood Marshall Ballroom (East)*	**ED***Facts*	Open to all conference participants—priority seating for ED*Facts* Coordinators
11:30–12:30 *Thurgood Marshall Ballroom (East)*	*Future of ED **Facts***	Open to all conference participants—priority seating for ED*Facts* Coordinators
1:45–2:45 *Thurgood Marshall Ballroom (East)*	*Best Practices in Assessment Data Quality*	Open to all conference participants—priority seating for ED*Facts* Coordinators
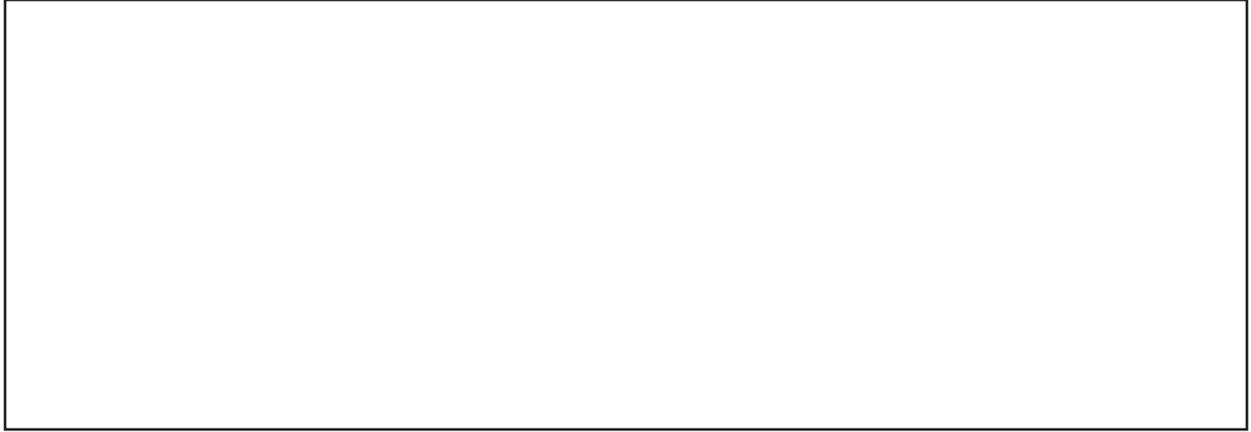
Sean P. "Jack" Buckley was confirmed December 2010 by the U.S. Senate as the Commissioner of the National Center for Education Statistics, and his term runs through June 21, 2015. He brings a commitment to enhancing the relevance, timeliness, and methodological rigor of NCES's work in all areas of education.

Commissioner Buckley is on leave from New York University, where he is an associate professor of applied statistics. He served as Deputy Commissioner of NCES from 2006 to 2008 under former NCES Commissioner Mark Schneider and is known for his research on school choice, particularly charter schools, and on statistical methods for public policy.

Buckley was an affiliated researcher with the National Center for the Study of Privatization in Education at Teachers College, Columbia University, and in 2007 published a book with Mark Schneider entitled *Charter Schools: Hope or Hype?* He has taught statistics and education policy as an adjunct assistant professor at Georgetown University, an assistant professor at Boston College, and an instructor at the State University of New York at Stony Brook. Buckley spent five years in the U.S. Navy as a surface warfare officer and nuclear reactor engineer, and he also worked in the intelligence community as an analytic methodologist. He holds an A.B. in government from Harvard and an M.A. and Ph.D. in political science from SUNY Stony Brook.

Responsible for the overall direction of technology for the Georgia Department of Education. Swiggum leads the Technical Services, Data Collections, Instructional Technology, and Virtual School functions. Prior to working for the department of education, he worked for Fortune 500 companies in technology roles.
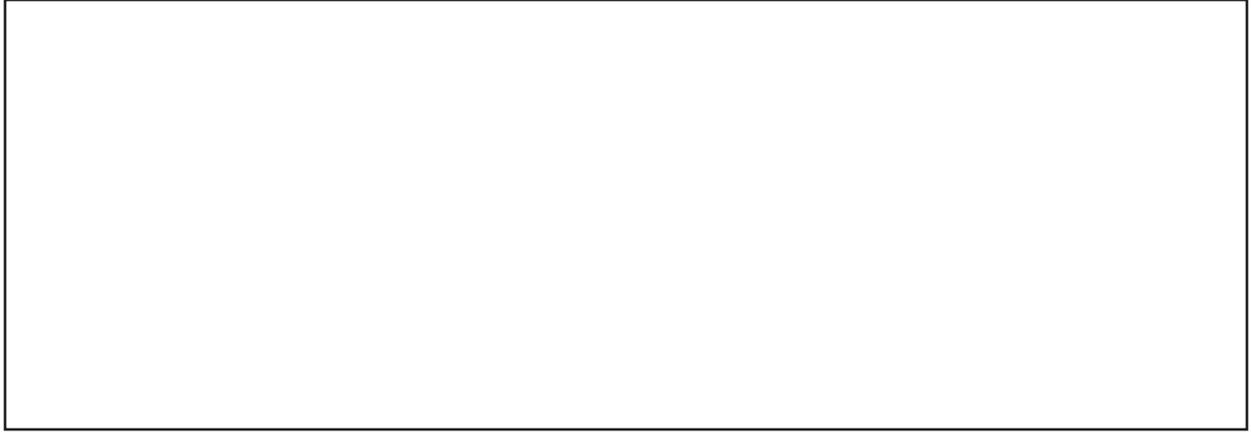
John Luddy and Joel Lathrop

Aspect Software is a nationally managed Microsoft Systems Integrator with a strong education practice serving both K–12 and higher education customers. Aspect's practice areas include: Unified Communications, Portals & Analytics, Websites & Mobile, and Dynamics CRM. Stop by for a demonstration and meet our education team!

Choice Solutions

Jennifer Lally and Zachary Tussing

Choice Solutions is a leading education consulting and solutions provider with its industry-leading identity and data-management platform, edFusion. Founded in 2001 with a vision of partnering with state and local agencies, Choice Solutions brings a holistic approach to moving and delivering education information and services to proper stakeholders. With a portfolio of proven, quality solutions, Choice Solutions has the privilege of serving many government organizations, including 17 state departments of education and numerous school districts, regional education centers, and privately run education agencies. By taking a partner-centric approach with customers, the Choice team helps education entities deliver on their vision of integrated content and data environments.

CPSI, Ltd.

Gay Sherman, Michelle Elia, and Dennis Wallace

CPSI's xDStudio delivers a highly scalable, extensible statewide longitudinal data system (SLDS) solution that provides automated real-time data collections and reporting. We provide continuous data validation and error reporting along with longitudinal data analysis processes to give all your stakeholders up-to-date quality data that are always available for review, analysis, and reporting. You can easily expand the system to include a larger set of data pulled from additional data sources. The XML generator allows your organization to use any data standard, including Schools Interoperability Framework (SIF), inBloom, Ed-Fi, National Education Data Model (NEDM), Common Education Data Standards (CEDS), P20W Education Standards Council (PESC), or a combination of standards for various purposes.

eScholar LLC

Shawn Bay, Wolf Boehme, and Nisa Torres

eScholar®—Personalized Education Starts at eScholar. As the leading innovator in providing data and technology solutions in education, eScholar products provide clean, integrated data that are used to drive effectiveness and improve individual student achievement. Stop by our table to see a demonstration of eScholar myTrack®, eScholar's newest solution that allows teachers, parents, and students to create and manage individual, data-based goals, and learn more about other eScholar solutions, including eScholar Complete Data Warehouse®, Uniq-ID®, and Interstate ID eXchange™. eScholar provides comprehensive solutions that are relied on by 13 state agencies, supporting nearly 5,000 districts with over 20 million students, from early childhood through postsecondary. www.escholar.com

ESP Solutions Group

Joshua Goodman, Glynn Ligon, Steve King, and Barbara Clements

ESP Solutions Group is solely focused on improving the quality of education data. Its team of education experts pioneered the concept of "data-driven decisionmaking" (D3M) and now partners to optimize the management of data within state agencies. ESP Solutions Group has advised school districts, all 52 state education agencies, and the U.S. Department of Education on the practice of P–20W data management. ESP Solutions Group is comprised of nationally recognized experts in implementing the data and technology requirements of state accountability systems, No Child Left Behind (NCLB), EDEN/ED*Facts*, and the Schools Interoperability Framework (SIF), as well as both the National Education Data Model (NEDM) and the Common Education Data Standards (CEDS). ESP's collective expertise is represented in their Optimal Reference Guides (downloads are available at www.espsg.com/ resources.php). To learn more, visit www.espsolutionsgroup.com.

Infinite Campus

Joe Fox

Infinite Campus provides a statewide data collection solution that connects to and collects data from local district student information systems. Infinite Campus delivers a proven, comprehensive state solution that includes unique student and staff IDs, district-to-district data transfers, and teacher-student data linkage. Our five statewide initiatives give us unique insights into the complexities and subtleties of planning and managing this important project.

National Strategic Planning and Analysis Research Center (nSPARC)

Kara Templeton

Big data solutions for education, workforce, and economic development. The National Strategic Planning and Analysis Research Center (nSPARC) can help make your organization competitive in a world of ever-changing policies and programs. nSPARC offers a wide array of expertise, including on-demand software services, data warehousing, partnership development, and data-driven decisionmaking. Our brand of strategic planning is ideal for addressing complex policy and research questions and meeting the information needs of your organization. The nSPARC team will be happy to show you how big data can empower you.

P20W Education Standards Council (PESC)

Jennifer Kim and Michael Sessa

P20W Education Standards Council (PESC) is the only voluntary, consensus-based data standards-setting body in education. Participation in PESC satisfies federal requirements for agencies; and with national and international membership, PESC looks to ensure that all data initiatives are working toward interoperability.

Pearson

Todd Perry, Gary Johnson, Diane Weaver, and Phil Conley

Pearson is the industry leader in educational technology solutions, offering schools and districts access to an unparalleled suite of technologies that address the challenges of achievement, reporting, growth, system integration, and scalability. Pearson helps educators connect the dots between data, content, and achievement, thus enabling true personalized learning and measurable student performance.

SparkWorks

Janet Corral

This demonstration will show attendees how to integrate evidence-based approaches to feedback and assessment to build their own competency-based, adaptive learning system for use within their own courses and classrooms. Learn to build engaging content that requires only one publishing step to be compatible with online and mobile learning experiences for your learners.
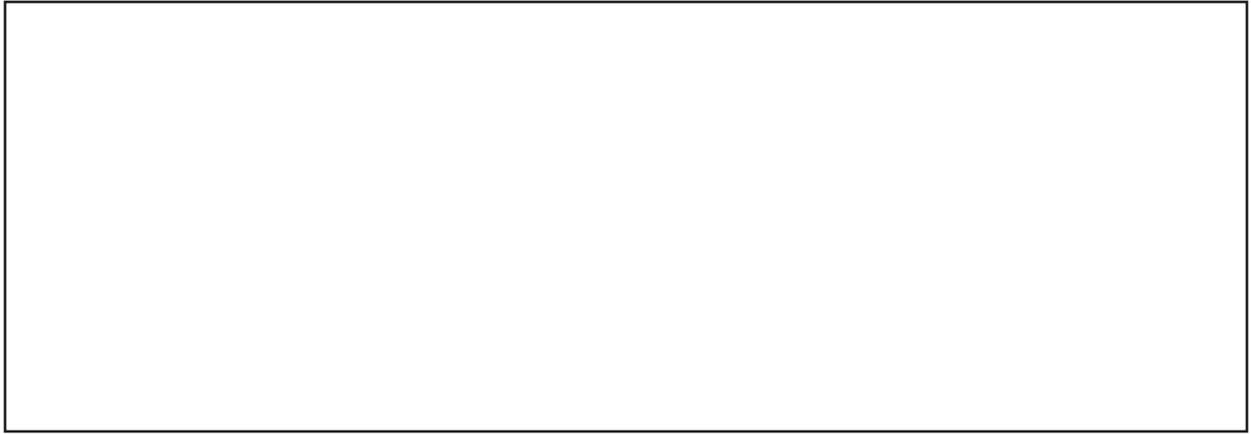
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