



CONTENTS

IMPORTANT INFORMATION.....	5
AGENDA AT-A-GLANCE	8
HOTEL FLOOR PLAN	10
AGENDA WITH SESSION DESCRIPTIONS	
WEDNESDAY, JULY 8	13
THURSDAY, JULY 9	27
FRIDAY, JULY 10	53
EDFACTS AND COMMON CORE OF DATA (CCD)	
NONFISCAL COORDINATORS' TRAINING.....	69
KEYNOTE SPEAKER'S BIOGRAPHY	73
DEMONSTRATION DESCRIPTIONS	77
TOPICAL INDEX TO SESSIONS.....	83
NOTES	89



IMPORTANT INFORMATION

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

IMPORTANT INFORMATION

The U.S. Department of Education's 2015 National Center for Education Statistics' (NCES) STATS-DC Data Conference, from July 8–10, 2015, 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 *EDFacts* data coordinators;
- information sessions on CCD, data collection, data linking beyond K–12, data management, data privacy, data quality, data standards (Common Education Data Standards [CEDDS] or other standards), data use (both analytical and instructional), *EDFacts*, 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 2015 NCES STATS-DC Data Conference. If you have any questions or concerns, please contact Renée Rowland, NCES STATS-DC Data Conference Manager, at the registration desk.

Conference Venue

Plenary and concurrent sessions will be held on the Mezzanine and Exhibition Levels 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/

- Friday, July 10
8:00 AM–12:30 PM

Staff is available to assist you throughout the conference.

Conference Etiquette

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

- Silence your electronic devices prior to entering sessions.
- Arrive a few minutes before each session begins.

Conference Materials and Registration

Preregistered 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 8
8:00 AM–5:20 PM
- Thursday, July 9
8:00 AM–5:15 PM

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.

IMPORTANT INFORMATION

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 8
8:00 AM–5:00 PM
- Thursday, July 9
8:00 AM–5:00 PM
- Friday, July 10
8:00 AM–10:00 AM

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

Contact Information

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

Lost and Found

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

Message Board

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

Name Badges

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

Note

In compliance with federal policy, no food or beverages will be provided. Information regarding restaurants is available at the conference registration desk or the Marriott Wardman Park Hotel's concierge desk.

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



AGENDA AT-A-GLANCE AND HOTEL FLOOR PLAN

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

**2015 NCES STATS-DC Data Conference
July 8–10, 2015 — Agenda At-a-Glance**

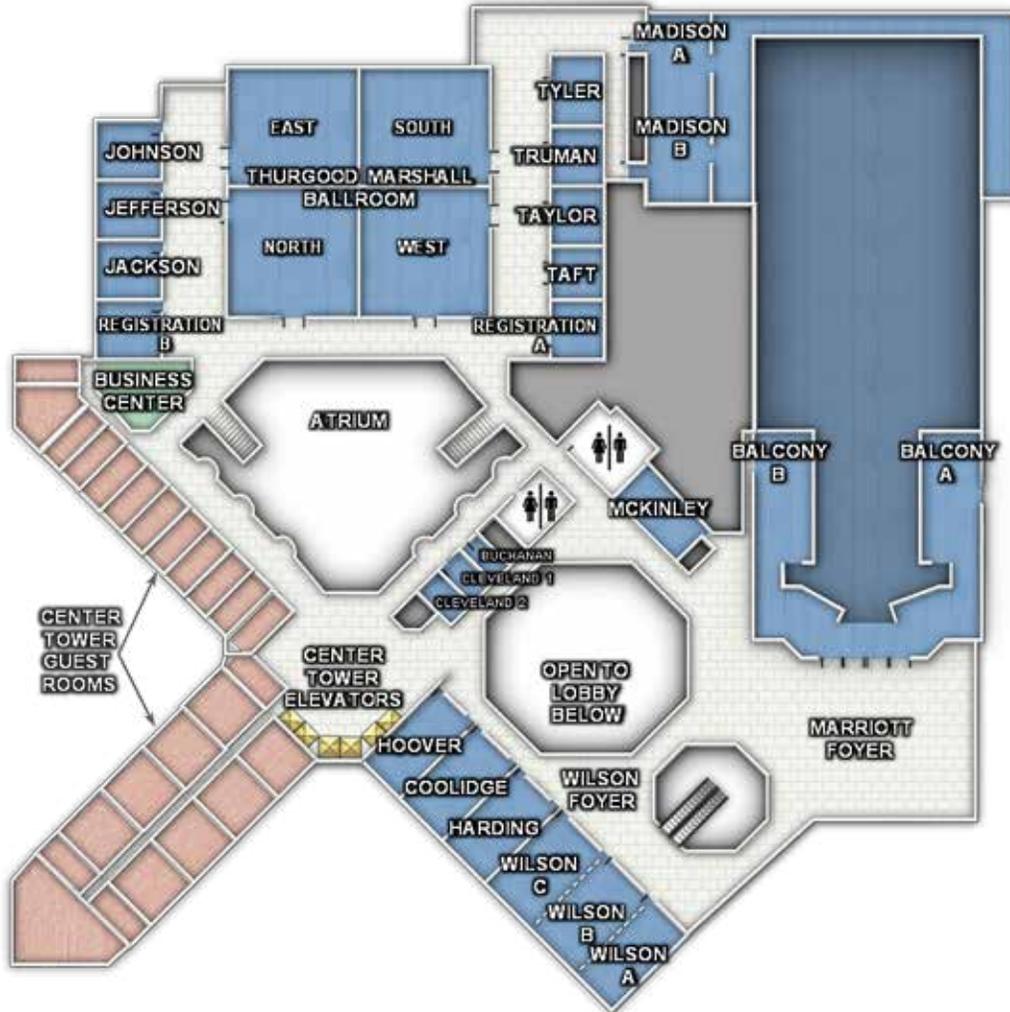
Complexity Level Key to Topics:
E = Entry Level I = Intermediate Level A = Advanced Level

Room Name	Thurgood Marshall Ballroom (East)	Thurgood Marshall Ballroom (North)	Thurgood Marshall Ballroom (West)	Thurgood Marshall Ballroom (South)	Wilson A
Session	A	B	C	D	E
Wednesday, July 8, 2015					
Common Core of Data (CCD) Fiscal Coordinators' Training, 8:30–12:00, Lincoln 5 (Exhibition Level)					
Opening Plenary Session, 1:15–2:15, Thurgood Marshall Ballroom					
EDFacts and Common Core of Data (CCD) Nonfiscal Coordinators' Training, 2:30–5:20, Lincoln 2 and 3 (Exhibition Level)					
Concurrent Session I 2:30–3:20	Common Core of Data (CCD) Fiscal Coordinators' Training (Continued) (This session will take place in Lincoln 5 on the Exhibition Level.)				Empowering Users to Make Data-Informed Decisions <i>M. Johnson, Rankin</i> I
Concurrent Session II 3:30–4:20	Oh My Gosh (OMG)! Civil Rights Data Collection (CRDC)! North Carolina's Transition From Local Education Agency (LEA) to State Education Agency (SEA) CRDC <i>Dominguez, Baugess</i> E	The Role of Facilities-Related Data in School District and State Planning <i>Filardo, Gorrell</i> I	Anonymized Wage Data Interchange System (AWIDS) <i>Gibson</i> I	How to Partner With the Regional Educational Laboratories (RELS) to Take Better Advantage of Data in Your Longitudinal Data System <i>Razynska, S. Meyer, Akey, J. Hughes, Folsom, Kannapel</i> E	Oklahoma Cost Accounting System <i>N. Hughes, Penny, Hupp</i> I
Concurrent Session III 4:30–5:20	Lessons Learned From State Education Agencies (SEAs) Engaged With the Civil Rights Data Collection (CRDC) <i>McCalmont, I. Thomas, Petro</i> I	Quarterly High School Attendance Patterns and Academic Success <i>West</i> I	Practical Solutions for Leveraging English Language Proficiency (ELP) Assessment Data <i>Olsen, Shafer Willner, Wilmes</i> A	Public Transparency in Michigan <i>Howell, Bernosky</i> I	iTeachAZ: Supporting Preservice Teacher Development Through an Integrated Data Suite <i>Wasson, Beal, A. Nielsen, Farr</i> E
Thursday, July 9, 2015					
EDFacts and Common Core of Data (CCD) Nonfiscal Coordinators' Working Sessions, 9:00–12:30, Lincoln 2 and 3 (Exhibition Level)					
Concurrent Session IV 9:00–10:00	Data Use Standards in Action: A State Collaborative to Improve Educator Data Use <i>Kock, Katahira, M. Johnson</i> E	"Master Person"—Linking and Matching Records Across Diverse Domains and Organizations <i>K. Edwards, R. Thomas, Kumar</i> A	Local Educational Agency (LEA) Maintenance of Effort (MOE)—The Big Picture for State Education Agencies (SEAs) and LEAs <i>Zellmer, Crain, Snyder</i> I	Community Eligibility Provision: Eliminating Hunger in High-Poverty Schools <i>Garrison, Maskornick</i> I	Montana Early Warning System <i>Meredith</i> I
Concurrent Session V 10:15–11:15	National Center for Education Statistics (NCES) Spatial Data: A Review of District Boundaries and the School Attendance Boundary Survey <i>Phan, Geverdt, Conver</i> E	A State Education Agency (SEA) World Without Personally Identifiable Information (PII) <i>Rocks, Laird, Boughton, Ballman</i> I	The Center for IDEA Fiscal Reporting (CIFR) Maintenance of Financial Support Collection and Reporting Toolkit <i>S. Smith, Levin</i> E	Forum Guide to Alternative Measures of Socioeconomic Status in Education Data Systems <i>Howell, S. Edwards</i> I	Enterprise Information Management: Cutting Through the Data Clutter and Chaos <i>Hansen, Gaines, Barber</i> A
Concurrent Session VI 11:30–12:30	Reaching the Finish Line for the 2013–14 Civil Rights Data Collection (CRDC) and Preparing for the Start of the 2015–16 CRDC <i>Potts, Brown, Fitch, Tellez, Bloom-Weltman</i> E	Building and Using Data Systems Effectively <i>Swiggum, Hallgren, Pickens Jewell</i> E	Mutual Support: The Rhode Island Research Hub and Advisory Council <i>Votta, Cratty</i> E	Getting Help With Your Statewide Longitudinal Data System (SLDS)—Who Ya Gonna Call . . . State Support Team (SST)! <i>Howell, Murphy, Townsend, Gosa, Chatis</i> E	Breaking Barriers to Effective Data Use in Teacher Preparation <i>Miranda, Doerger, Harris, Weeldreyer</i> I
Lunch (on Your Own)					
Concurrent Session VII 1:45–2:45	Early Childhood Data Sharing in Hawaii—Starting at the Beginning <i>Katahira, N. Smith</i> E	Common Core of Data (CCD) Fiscal Coordinators' Roundtable (Parts 1 and 2) <i>Cornman, Emm, O'Guinn</i> A	They Want Us to Do What by When? Reviewing and Commenting on Proposed Federal Data Collections <i>S. Edwards, La Guardia</i> I	Using Standardized Data Collections to Move to Near Real-Time Data for Educators <i>Masterson</i> I	Data You Can Use—The Maine Statewide Longitudinal Data System (SLDS) Data Warehouse <i>Hurwitch, Stefanakos</i> E
Concurrent Session VIII 3:00–4:00	All Common Core of Data (CCD) Things Considered <i>Keaton, Glander</i> E		Going Public About Privacy: Telling Your Privacy Story <i>Hughes-Webb, Nichols</i> I	See Common Education Data Standards (CEDs) in Action From Definition to Dashboard <i>Thompson, Wheeler, Goodell</i> I	New EDFacts Coordinators: Learning the Ropes <i>Murphy, Curtin, Rhodes Maginnis, Boyd</i> E
Concurrent Session IX 4:15–5:15	Creating a Culture of Data Quality and Informed Use Through Live and Online Professional Development <i>Altersitz, McGlynn, Geier</i> E	Relationships 101: Making It Work With Your Vendor <i>Nichols, Hughes-Webb, Hurwitch, Bush, Blyler</i> E	What in the World Are They Talking About? Data Management Jargon 101 <i>S. Edwards, Bonnell, La Guardia</i> E	Statewide Longitudinal Data System (SLDS) Data Linking Work Group: Matching Techniques Expert Panel <i>Akers, Votta, Gosa</i> I	Analyzing Data Across the College-Going Pipeline <i>Holten-Bakshi, J. Davis</i> I
Friday, July 10, 2015					
Concurrent Session X 9:00–10:00	Latest Findings From The Condition of Education and Other National Center for Education Statistics (NCES) Annual Reports <i>McFarland, Kena, Musu-Gillette</i> E	Guiding School Funding Policy by Monitoring Education Cost Pressures <i>O'Donnell, Cicarelli, Seder</i> E	Examining the Reliability and Validity of Educator-Designed Assessments Used to Measure Student Growth <i>Ricketts, P. Goldschmidt</i> I	Collaborating Via Statewide Longitudinal Data System (SLDS) Communities of Practice <i>Akers, Punswick, Natividad, Gosa, Chatis</i> E	Harnessing Student Creativity and Talent to Increase Data Use <i>Canada, Bell</i> I
Concurrent Session XI 10:15–11:15	Who Moved My Education Data Exchange Network (EDEN) Queries: How Pennsylvania Automated Its EDEN Submissions <i>Cowan, Redgate</i> E	Field Experiment-Based Improvements to Fiscal Indicators and Title I Allocation Process <i>Eizman</i> I	SchoolStat: Performance Management and Problem Solving for Better Results at Scale in the Shelby County (TN) and Syracuse City (NY) Public Schools <i>Leon, Shannon, Richardson</i> I	Blend-ED: New Methods for Targeted Professional Learning <i>Ferry, Athota, Newcom</i> I	Educator Preparation Program Scorecards: Comparing Teachers' Effectiveness, Placement, and Retention by Preparation Program <i>Alleyne, Cartwright</i> I
Concurrent Session XII 11:30–12:30	New Approaches to Measuring Teacher Positional Change (Ambient Positional Instability): Lessons Learned From a Multistate Effort <i>Weathers, Taylor, J. Baker, Merlino</i> I	Digital Resource Tagging—Fundamentals for Effective Sharing <i>Bonnot, A. Baker, Goodell, Ginder</i> E	The Business of Data: Employer Engagement With Education and Workforce Information <i>Zinn, Francis, Imperatore</i> E	Considering Multiple Assessments to Improve Instruction <i>Currier, Dorrell</i> E	Statewide Data Access for Application Providers—The West Virginia Way! <i>Beane, Kirk, Fruth, Wrage</i> I

Color Key to Topics		CCD	Data Collection	Data Linking Beyond K-12	Data Management	Data Privacy	Data Quality	Data Standards	Data Use (Analytical)	Data Use (Instructional)	EDFacts	Fiscal Data	SLDS	Other
Wilson B		Wilson C			Harding		Coolidge			Hoover			Room Name	
F		G			H		I			J			Session	
Wednesday, July 8, 2015														
Common Core of Data (CCD) Fiscal Coordinators' Training, 8:30–12:00, Lincoln 5 (Exhibition Level)														
Opening Plenary Session, 1:15–2:15, Thurgood Marshall Ballroom														
EDFacts and Common Core of Data (CCD) Nonfiscal Coordinators' Training, 2:30–5:20, Lincoln 2 and 3 (Exhibition Level)														
Creating a Framework for External Data Requests <i>Masterson, Bolnick</i>		Incentivizing Equity? An Early Impact Analysis of Delaware's Talent Retention Incentive Program <i>Marshall</i>			Getting the <i>Final Answer</i> : An Unduplicated Count of Children <i>Murphy, Sherman, Hill, Cochenour, Chatis</i>		Using Common Education Data Standards (CEDs) to Keep Up With Changes in Education Data and Policies <i>Clinton, Parkes, Goodell</i>			School Courses for the Exchange of Data (SCED) Classification System <i>Rabbitt, Williams</i>			Concurrent Session I 2:30–3:20	
Clarity From Confusion: State Strategies Supporting Alignment of Early Childhood Data to Answer Critical Questions <i>Zakers, Wise, Cochenour, Epstein</i>		Sharing Our Unpublished Publications <i>Weinberger, Rodosky, McMillen, Ligon</i>			Improving the Quality of State Education Data: Implications for Providing Actionable Information to Stakeholders <i>Boughton, Woolard</i>		Partnering for Statewide Longitudinal Data System (SLDS) Solutions <i>G. Meyer, Canada, W. Goldschmidt</i>			School Courses for the Exchange of Data (SCED) Finder—A New Way to Access SCED Codes <i>Rabbitt, Bryan, Spagnardi, Ifill</i>			Concurrent Session II 3:30–4:20	
Successes and Challenges Around Building Early Childhood Integrated Data Systems: Listening Session With Federal Leadership <i>L. Smith, Doggett</i>		Developing a Teacher Knowledge Assessment in Mississippi <i>Folsom</i>			Demonstrating the Value of Cross-Sector Linkages Via an Examination of College Access Data <i>Mayer, Huang, Osumi</i>		Two Sides of the Same Coin: State Staff and Researcher Perspectives on State Longitudinal Data <i>Knowles, Levesque</i>			Connecting Education and State Agencies' Data for Positive Student Outcomes <i>Gerkin, Gromball, Flesch</i>			Concurrent Session III 4:30–5:20	
Thursday, July 9, 2015														
EDFacts and Common Core of Data (CCD) Nonfiscal Coordinators' Working Sessions, 9:00–12:30, Lincoln 2 and 3 (Exhibition Level)														
Identifying Feasible Approaches for Measuring K–12 STEM Education Indicators at Multiple System Levels <i>Mislevey, Mandinach, Blank, Hartry</i>		Response of the Illinois Early Childhood Asset Map (IECAM) to Early Childhood Stakeholders' Data Needs <i>Irawan, D. Thomas, Cesarone</i>			Washington State Public Data for Reports: Challenges, Opportunities, and Results <i>Hough</i>		School Health Data in the District of Columbia <i>Bamikole</i>			Using Data to Support College and Career Readiness <i>Rabbitt, Folkers</i>			Concurrent Session IV 9:00–10:00	
North Carolina Early Childhood Integrated Data System (NC ECIDS): A Federated, Interactive Statewide Longitudinal Data System (SLDS) <i>Epstein, Cobb, Frantz</i>		P20W Statewide Longitudinal Data System (SLDS)—What Has Wyoming Been Up To? <i>Bickell, Grofe</i>			Eliminating the Achievement and Opportunity Gaps: San Jose Unified School District's Use of Data Intervention Cycles <i>Willis, McGinnis</i>		From Fuzzy to Deterministic: A Typology of Identity-Matching Methods <i>Sabel</i>			Data Management: Managing for the Data You Need <i>Fruth, Yap, Wiley, Ligon</i>			Concurrent Session V 10:15–11:15	
Using Virginia Longitudinal Data System (VLDS) to Predict Eighth-Grade Outcomes for Virginia's Preschoolers <i>Piver-Renna, Bradburn, Jonas</i>		Building Capacity to Reduce Burden, Increase Data Use <i>Folkers, Hastings</i>			North to the Future: Breaking the Trail for Alternative School Accountability in Alaska <i>Laurent</i>		What's New With the Privacy Technical Assistance Center? <i>Morrissey, Rodriguez, Lemke</i>			Student Achievement in Appalachia: Linking Common Core of Data (CCD) and National Assessment of Educational Progress (NAEP) to Analyze Regional Data <i>Tirre, Lasseter, Broer</i>			Concurrent Session VI 11:30–12:30	
Lunch (on Your Own)														
Making the Most of Instructional Resources <i>Ferry, Athota, Newcom</i>		EDFacts Shared State Solution (ES3) Strengthens EDFacts Processing <i>Bren, Oligschlaeger, Townes</i>			Using the Common Core of Data (CCD) to Evaluate State Policy <i>Raphael, Salazar</i>		Streamlining Data Validation from a State Education Agency's (SEA's) Perspective <i>Montoya, Rohrer, Chiuminatto</i>			Cross-Fit for Data Systems—Individuals With Disabilities Education Act (IDEA) Part B and Statewide Longitudinal Data System (SLDS) <i>Hoffman, Brady, Gosa, Boyd</i>			Concurrent Session VII 1:45–2:45	
Designing Dynamic Data Use for Districts by Districts <i>Canada, Dawson, Bell</i>		Unpacking Graduation and Dropout Rates: An Overview of the U.S. Department of Education's Measures of High School Performance <i>Miller</i>			Building Teacher-Student Data Linkages for Value-Added Measures <i>Truesdale</i>		Moving Toward Evidence—Raising the Standard for Data in the District of Columbia <i>Noel</i>			Analyzing Administrative Datasets: Lessons Learned From EDFacts and the Civil Rights Data Collection <i>McFarland, Newman</i>			Concurrent Session VIII 3:00–4:00	
The National Indian Education Study (NIES): Student Performance and Opportunity To Learn <i>Mangiantini</i>		Who Watches the Watchers: Paranoia or Diligence? The Quandary of Data Privacy! <i>Fruth, Jackl, Gallant, Wiley</i>			Dataset Training Modules That Facilitate Appropriate Use of National Center for Education Statistics (NCES) Data <i>White, J. Nielsen</i>		Certification Data Exchange Project: Do Industry Credentials Make a Difference? <i>Haigh, Kotamraju, Imperatore</i>			State of the States: Data Privacy After the 2015 Legislative Session <i>Vance</i>			Concurrent Session IX 4:15–5:15	
Friday, July 10, 2015														
Does Your Data System Answer Your Critical Questions? <i>Ibe, Winer, Kelley</i>		Public Reporting in Action: Making Education Data Accessible and Useful for All <i>Robinson, Given</i>			Two States Working Collaboratively to Develop Data-Based Individual Learning Plans <i>Dorrell, Bush, Currier</i>		The Instructional Improvement Cycle Toolkit: Supporting Teacher Data Use and Reflection <i>Reale, Cherasaro, J. Johnson, Ericson</i>			The Race to Capture Experiential Learning and Competency-Based Education (CBE) <i>Sessa, Elliott, Shendy, Alderson</i>			Concurrent Session X 9:00–10:00	
Data Standards for Those Who Want It Their Way <i>Fruth, Jackl, Ingvarson, Goodell</i>		I Have My List of Students . . . Now What?! Mechanics and Practice of a Middle School Early Warning System (EWS) <i>Haskins, Evan, Smerdon</i>			Stretching Student Success With Data Analytics <i>Reed, Hellman, Moore</i>		Institute of Education Sciences (IES) Grants to Analyze Your State or District Data <i>Ruby</i>			Data Linking Beyond K–12 and Postsecondary Reporting: Lessons Learned and Helpful Tips <i>Dunbar, Knapp</i>			Concurrent Session XI 10:15–11:15	
Strange Bedfellows: Linking Multiple Types of Universe Data for Local Education Agencies (LEAs) and Schools <i>Stetser</i>		The Value and Impact of Open, Common Data Definitions for Student Success <i>B. Davis, Nadasen, Riedy</i>			Corn and Corndogs: New Developments in Rural Classifications and Locale Boundaries <i>Geverdt</i>		Connecting Data Systems and Data Providers to Reconnect Youth <i>Maurizi, Hammond-Paul, Boardman-Schroyer</i>			Are We Where We Are Most Needed? Education, Community Needs, and AmeriCorps <i>Ghertner, Breems, Seely-Gant</i>			Concurrent Session XII 11:30–12:30	

MARRIOTT WARDMAN PARK HOTEL

MEZZANINE LEVEL



EXHIBITION LEVEL

Lincoln 2 and 3 (EDFacts and Common Core of Data [CCD] Nonfiscal Coordinators' Training) and Lincoln 5 (Common Core of Data [CCD] Fiscal Coordinators' Training) are located on the Exhibition Level of the Marriott Wardman Park Hotel. This level is two levels below the Mezzanine Level and one level lower than the Lobby Level and is accessible on the ground level of the Atrium.



AGENDA WITH SESSION DESCRIPTIONS

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

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

WEDNESDAY, JULY 8, 2015

- 8:00–5:20** **Registration Registration A (Outside of Thurgood Marshall Ballroom [West])**
- 8:00–5:00** **Cyber Café Tyler**
- 8:00–5:00** **Demonstrations Registration A Corridor**

**Common Core of Data (CCD) Fiscal Coordinators’ Training
8:30–12:00 Lincoln 5 (Exhibition Level)**

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

(This session is reserved for Common Core of Data [CCD] Fiscal Coordinators.)

This session will cover new developments in the National Public Education Financial Survey (NPEFS) and School District Finance Survey (F-33): a review of key concepts and crucial variable definitions, data items utilized in calculating state per-pupil expenditure (SPPE), Title I allocation procedures, the NPEFS *Federal Register* notice, the prospective addition or deletion of data items from both surveys, business and editing rules, the NPEFS imputation process, the NPEFS web application, maintenance of effort (MOE) requirements, reporting finance data on charter schools, and the newly updated *Financial Accounting for Local and State School Systems (2014 Edition)* handbook. This session will also cover special topics, including the question of attributing expenditures by Regional Education Service Agencies (RESAs) and Supervisory Unions (SUs) to the district, indirect costs, the school-level finance survey (SLFS) pilot, and updates to Governmental Accounting Standards Board (GASB) standards.

**New Common Core of Data (CCD) Nonfiscal Coordinators’ Training
10:00–11:00 Hoover**

National Center for Education Statistics (NCES)

(This session is reserved for new Common Core of Data [CCD] Nonfiscal Coordinators.)

At this session, the National Center for Education Statistics (NCES) plans to discuss the roles of a Common Core of Data (CCD) Nonfiscal Data Coordinator, how CCD is different from *EDFacts*, how CCD data are used, and answer any questions that you may have. We ask that this session be attended by all new coordinators and any coordinator who might need a refresher course in CCD.

1:15–2:15 Opening Plenary Session Thurgood Marshall Ballroom

Welcome and Introductions

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

Keynote Speech

Stronger Education Through Stronger Data

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

For years the National Center for Education Statistics (NCES) has been helping the country to understand data on our nation’s schools. National Assessment of Educational Progress (NAEP) trend results indicate that K–12 education continues to improve, particularly at elementary and middle school ages. Even more encouraging is the fact that traditionally lower performing subgroups, such as Black and Hispanic students, are making some of the largest gains. Three years of data on the Adjusted Cohort Graduation Rate also continues to show improvement, with more than 80 percent of public school students in the nation graduating within four years of their first time in ninth grade. Indicators like these are helpful in letting policymakers and the public know whether or not reforms and initiatives are having the desired effect, but on their own they don’t help us to understand everything that’s happening in and around our classrooms and our schools. Guiding the changes and improvements needed within schools and classrooms takes a different kind of data, delivered at or near real time to the people who can make a difference for individual students. Information systems, increasingly designed and built with common standards in mind, are providing teachers, building administrators, and district leaders with a wealth of actionable information on their students. In addition to the statistics generated through assessments and data collections, NCES continues to provide technical assistance and resources that help states and districts improve both their information management capabilities and their instructional delivery.

The 2015 NCES STATS-DC Data Conference is focused on these Strong Uses for Strong Data. To open the conference, Dr. Carr’s plenary session will look at ways NCES’ data and programs are being used at national, state, district, and school levels to improve both data and educational outcomes.

Announcements

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

2:15–2:30 Break

**EDFacts and Common Core of Data (CCD) Nonfiscal Coordinators' Training
2:30–5:20.....Lincoln 2 and 3 (Exhibition Level)**

(This session is reserved for EDFacts and Common Core of Data [CCD] Nonfiscal Coordinators.)

**Common Core of Data (CCD) Fiscal Coordinators' Training (Continued)
2:30–3:20 Lincoln 5 (Exhibition Level)**

(This session is reserved for Common Core of Data [CCD] Fiscal Coordinators.)

2:30–3:20 Concurrent Session I Presentations

I-E Empowering Users to Make Data-Informed DecisionsWilson A

*Margie Johnson, Metropolitan Nashville Public Schools (TN)
Jenny Rankin, Illuminate Ed and Saddleback Valley Unified School District (CA)*

2:30–3:20

Having a data system is one component of data use. A critical piece to fostering data-informed decisionmaking throughout an organization is building the capacity of users. In this session, the Metropolitan Nashville Public Schools (MNPS), which has empowered approximately 10,000 employees since 2010 to make informed decisions, will share the Data-Informed Decisionmaking Ecosystem developed from their lessons learned. This session will also describe results from a quantitative study investigating the effects of data guides embedded within the district's data warehouse designed to support data analysis efforts of MNPS Staff.

Complexity: Intermediate Level

I-F Creating a Framework for External Data RequestsWilson B

Mark Masterson and Rebecca Bolnick, Arizona Department of Education

2:30–3:20

In order to supply researchers and other approved external stakeholders with educational data in a private and secure manner, the Arizona Department of Education (ADE) and other government agencies have developed methods to do so responsibly. ADE has organized a committee that has created a process and framework to field such requests. Learn what forms were created and lessons learned from their experience in this area.

Complexity: Intermediate Level

I-G Incentivizing Equity? An Early Impact Analysis of Delaware’s Talent Retention Incentive Program..... Wilson C

Rebecca Marshall, Delaware Department of Education

2:30–3:20

Secretary Duncan’s “Excellent Educators for All” initiative has brought the issue of equitable access to effective educators to the forefront in many states. Concurrently, the evidence of what policies, systems, and incentives work best to create this equitable access to highly effective educators remains underdeveloped. This discussion considers the impact of teacher retention incentives on the equitable distribution of highly effective educators in Delaware. Specifically, the study analyzes five years of teacher placement and retention data, identifies teacher equity gaps, and measures the effect of retention incentives in the state’s highest need schools.

Complexity: Intermediate Level

I-H Getting the *Final* Answer: An Unduplicated Count of Children Harding

*Colleen Murphy, Utah Department of Health
Sarah Sherman, District of Columbia Office of the State Superintendent of Education
Michelle Hill, Pennsylvania Office of Child Development and Early Learning
Missy Cochenour and Corey Chatis,
Statewide Longitudinal Data System (SLDS) State Support Team*

2:30–3:20

Is your state working to have a “final” answer to how many children are served in early childhood programs across the state? Do you want to understand how an unduplicated count is calculated and used to answer key policy and programmatic questions? This session will address the key factors, data, and linkages necessary to generate this count. State panelists will highlight reports from their data systems that inform this work and offer key factors to consider and lessons learned to help benefit others pursuing an unduplicated count.

Complexity: Intermediate Level

I-I Using Common Education Data Standards (CEDS) to Keep Up With Changes in Education Data and Policies..... Coolidge

*Nathan Clinton, Washington State Office of Superintendent of Public Instruction
Jill Parkes and Jim Goodell, Quality Information Partners, Inc.*

2:30–3:20

How can Common Education Standards (CEDS) help you respond to changes in education data policy (such as Elementary and Secondary Education Act [ESEA] re-authorization), data standards, and requirements? This session will show how to manage alignment across versions of the standards and local data dictionaries. Hear from those who have used the Align tool to map data

models to CEDS elements, learn about the methods they use to create new maps when data models change, and see examples of how Connect maps are used in day-to-day work.

Complexity: Intermediate Level

I-J School Courses for the Exchange of Data (SCED) Classification System..... Hoover

*Lee Rabbitt, Pawtucket School Department (RI)
Susan Williams, Virginia Department of Education*

2:30–3:20

School Courses for the Exchange of Data (SCED)—a voluntary, common classification system for prior-to-secondary and secondary school courses—can be used to compare course information, maintain longitudinal data about student coursework, and efficiently exchange coursetaking records. The National Forum on Education Statistics convened a working group to periodically review and update SCED with assistance from subject matter experts at local, state, and national levels. This session will provide an overview of the revision process, the most recent SCED version, and the upcoming comprehensive revision, which is expected for release in summer 2016.

Complexity: Entry Level

3:20–3:30 Break

3:30–4:20 Concurrent Session II Presentations

**II-A Oh My Gosh (OMG)! Civil Rights Data Collection (CRDC)!
North Carolina’s Transition From Local Education Agency
(LEA) to State Education Agency (SEA) CRDC.....Thurgood Marshall Ballroom (East)**

Terra Dominguez and Betsy Baugess, North Carolina Department of Public Instruction

3:30–4:20

North Carolina (NC) has submitted the Civil Rights Data Collection (CRDC) on behalf of its local education agencies (LEAs). Please join the NC Office of Civil Rights (OCR) Coordinator for a conversation about the challenges and successes of this consolidated submission project. Discussion points will include an overview of the requirements review, the preparations involved in coordinating the Student Information System (SIS) with the CRDC, as well as the state education agency (SEA) outreach that encouraged collaboration and communication with its LEAs. We will also share lessons learned and the future of the School Year (SY) 2015–16 CRDC SEA Submission.

Complexity: Entry Level

II-B The Role of Facilities-Related Data in School District and State Planning Thurgood Marshall Ballroom (North)

Mary Filardo, 21st Century School Fund
Bob Gorrell, New Mexico Public School Facilities Authority

3:30–4:20

Even as school districts have reported on their F-33 surveys—on which they spent nearly \$1 trillion in total capital outlay in Fiscal Years 1995 through 2011 and because of which, at the end of FY 2012, they find themselves with \$400 billion in long-term debt—states and school districts too often have insufficient data on which to responsibly allocate and manage capital, operations, and maintenance funds for facilities. During the last decade, the state of New Mexico has implemented new facilities-related data practices that are enabling more effective planning and more cost-efficient operation of facilities. In this session, the presenters will identify the data elements that every local district and state needs for effective facilities planning, present solutions to data-collection challenges, and describe key features of effective tools for managing facilities data. Both the generators and the customers of facilities data will benefit from the insights shared in this session.

Complexity: Intermediate Level

II-C Anonymized Wage Data Interchange System (AWIDS) Thurgood Marshall Ballroom (West)

Neal Gibson, Arkansas Research Center

3:30–4:20

The Workforce Innovation and Opportunity Act (WIOA) requires that reporting be based on terms of employment and wages after completion of workforce-funded programs. However, many participants of programs in one state find employment in another. Current solutions for this problem—Wage Record Interchange System (WRIS), WRIS2, and individual agreements between states—all require states to submit social security numbers (SSNs) for such requests. This presentation outlines a method by which states can request and send wage data anonymously without an SSN ever having to leave the state. Current research on a similar approach for anonymous probabilistic matching with names and date of birth when the SSN is not available will also be demonstrated.

Complexity: Intermediate Level

II–D How to Partner With the Regional Educational Laboratories (RELs) to Take Better Advantage of Data in Your Longitudinal Data System Thurgood Marshall Ballroom (South)

Kasia Razynska, Regional Educational Laboratory Mid-Atlantic
Stephen Meyer, Regional Educational Laboratory Central
Terri Akey, Regional Educational Laboratory Northwest
John Hughes and Jessica Folsom, Regional Educational Laboratory Southeast
Patricia Kannapel, Regional Educational Laboratory Appalachia

3:30–4:20

Five Regional Educational Laboratories (RELs) will discuss ways they support statewide longitudinal data systems (SLDSs) by highlighting current research and technical assistance projects in their regions. Learn about REL Central’s data-sharing partnership with a state to facilitate survey collections, REL Appalachia’s dual enrollment/dual credit data catalog and quantitative study, REL Southeast’s study on principal staffing patterns, as well as REL Northwest’s partnership with Alaska’s SLDS team and REL Mid-Atlantic’s Longitudinal Data Use Research Alliance. In addition to an overview of these initiatives, REL researchers will discuss the challenges, exciting opportunities, and lessons learned from their collaborations with states around longitudinal data systems.

Complexity: Entry Level

II–E Oklahoma Cost Accounting System.....Wilson A

Nancy Hughes and Mike Penny, Oklahoma State Department of Education
Dean Hupp, Hupp Information Technologies

3:30–4:20

The Oklahoma Cost Accounting System was developed for the Oklahoma State Department of Education as a complete solution to the collection and reporting of education-related revenue and expenditures. Expenditure and revenue data are collected, cleansed, and then reported to the districts, the public, and the U.S. Department of Education using national standards instituted by the National Center for Education Statistics. Please join us as we discuss the lessons learned during the implementation of this system.

Complexity: Intermediate Level

II–F Clarity From Confusion: State Strategies Supporting Alignment of Early Childhood Data to Answer Critical Questions Wilson B

Carissa Zakers, U.S. Virgin Islands Department of Education
Lauren Wise and Missy Cochenour, Statewide Longitudinal Data System (SLDS) State Support Team
Dale Epstein, Child Trends

3:30–4:20

As states begin to implement their Early Childhood Integrated Data Systems, they are faced with the challenge of aligning program data across agencies that have different regulatory standards and different data systems. In this session, states will share their strategies to align multiple program data systems into a comprehensive system to better serve children and families. They will share how the alignment has provided them the flexibility to answer any number of program and policy questions.

Complexity: Intermediate Level

II–G Sharing Our Unpublished Publications..... Wilson C

David Weinberger, Yonkers Public Schools (NY)
Robert Rodosky, Jefferson County Public Schools (KY)
Brad McMillen, Wake County Public Schools (NC)
Glynn Ligon, ESP Solutions Group

3:30–4:20

Local education agencies (LEAs) and state education agencies (SEAs) frequently wish to know each others’ research, evaluation, assessment, statistical findings, and state and federal reporting methodologies. We seek to share our wealth of publications; but despite Google, individual organization’s websites remain obscure or incomplete in the materials they post. The Education Resources Information Center (ERIC), journals, and other sources “jury out” many useful resources. In response, www.ARNIEdocs.info, a searchable, open database for education agencies, was launched with the participation of members of the American Educational Research Association (AERA) Division H, Directors of Research and Evaluation, and other organizations. This panel will discuss ARNIE’s use by LEAs, SEAs, and higher education to create topic-centric libraries and other shared resources.

Complexity: Intermediate Level

**II–H Improving the Quality of State Education Data:
Implications for Providing Actionable Information to Stakeholders Harding**

Heather Boughton and J. Christopher Woolard, Ohio Department of Education

3:30–4:20

Recognizing that inaccurate data can adversely impact students’ educational opportunities, the Ohio Department of Education recently created the Office of Data Quality, with the stated purpose of improving the overall quality of Ohio’s education data. This presentation will outline the actions the state is taking to improve both internal quality assurance practices and supports for the field as the state reports and uses data. This presentation will then address the implications that these actions have for Ohio in terms of providing timely and actionable information to a range of stakeholders through such systems as the Ohio School Report Cards.

Complexity: Entry Level

II-I Partnering for Statewide Longitudinal Data System (SLDS) Solutions Coolidge

*Glenn Meyer, Nevada Department of Education
Bethann Canada, Virginia Department of Education
Will Goldschmidt, Center for Innovative Technology*

3:30–4:20

This presentation will provide an overview of the functionality and benefits of partnering for statewide longitudinal data system (SLDS) solutions. Working with the Center for Innovative Technology, a nonprofit technology organization, the state of Nevada adapted the Virginia Longitudinal Data System (VLDS) to implement the Nevada P–20 to Workforce Research Data System (NPWR). The VLDS/NPWR are end-to-end SLDS solutions that provide researcher portals, agency governance, automated email notifications, and reports by securely matching data among K–12, higher education, and workforce databases. Come see how VLDS/NPWR support research and generate dynamic P–20 reports while producing cost-savings and technology benefits from this interstate partnership.

Complexity: Intermediate Level

II-J School Courses for the Exchange of Data (SCED) Finder—A New Way to Access SCED Codes Hoover

*Lee Rabbitt, Pawtucket School Department (RI)
Michael Bryan, Colleen Spagnardi, and Nicole Ifill, RTI International*

3:30–4:20

This presentation will introduce attendees to a new online tool, the School Courses for the Exchange of Data (SCED) Finder, which helps school staff, researchers, students, and parents understand the components of the SCED Framework and assists users in coding courses consistently and exporting course lists in an accessible format. SCED can be used to compare course information, maintain longitudinal data about student coursework, and efficiently exchange coursetaking records. In addition, SCED codes allow researchers to analyze national- and state-level coursetaking patterns.

Complexity: Entry Level

4:20–4:30 Break

4:30–5:20 Concurrent Session III Presentations

**III–A Lessons Learned From State Education Agencies (SEAs)
Engaged With the Civil Rights Data Collection (CRDC)Thurgood Marshall Ballroom (East)**

*Melanie McCalmont, Wisconsin Department of Public Instruction
Irma Thomas, Virginia Department of Education
Jan Petro, Colorado Department of Education*

4:30–5:20

In 2015, state engagement with the Civil Rights Data Collection (CRDC) increased by 300 percent. This engagement involves a state education agency (SEA) providing data support, files, and communications to its member local education agencies (LEAs) as they complete the CRDC. Such assistance improves the data quality of this important national data collection, reduces LEA burden, and provides insight into many data analysis issues and opportunities. This presentation will be practical and present the lessons learned and best practices of states providing data support to their LEAs for the CRDC. Information on how your SEA can participate in 2016 will also be covered.

Complexity: Intermediate Level

**III–B Quarterly High School Attendance
Patterns and Academic SuccessThurgood Marshall Ballroom (North)**

Thomas West, Baltimore City Public Schools (MD)

4:30–5:20

This presentation will demonstrate how an early warning indicators reporting system based on quarterly report cards can be used to examine student attendance patterns and student academic outcomes. Using student data for grades 9–12 for two school years, this study specifically examines the relationship between changes in quarterly chronic absenteeism and students graduating and dropping out of high school, as well as changes in cumulative grade point averages (GPAs). Results and limitations will be discussed from the standpoint of a school district.

Complexity: Intermediate Level

**III–C Practical Solutions for Leveraging English
Language Proficiency (ELP) Assessment Data Thurgood Marshall Ballroom (West)**

*Phil Olsen, Wisconsin Department of Public Instruction
Lynn Shafer Willner and Carsten Wilmes,
World-Class Instructional Design and Assessment (WIDA) Consortium/University of Wisconsin*

4:30–5:20

Results from English Language Proficiency (ELP) assessments, such as the World-Class Instructional Design and Assessment (WIDA) ACCESS for English Language Learners (ELLs), can be powerful effectiveness indicators when integrated with other data reported in state longitudinal data systems. Panelists will highlight unique ELL population features impacting data quality, discuss recently gathered information on state needs around ELP data, and share solutions used to support state program staff. Learn about and discuss state education agency (SEA) strategies that have been used within the 36-member WIDA Consortium to leverage ELP assessment data for more nuanced and consistent accountability metrics, dropout early warning systems, growth metrics, and graduation rates.

Complexity: Advanced Level

III–D Public Transparency in Michigan Thurgood Marshall Ballroom (South)

Thomas Howell and Rod Bernosky, Michigan Center for Educational Performance and Information

4:30–5:20

Transparency is an important element of Michigan’s statewide longitudinal data system (SLDS) strategy. As the concern over one school district’s academic and financial situation has increased, there has been a growing demand to observe and identify districts that may be trending towards areas of distress. In this session, the state of Michigan demonstrates how it plans on using data stored in its SLDS to create academic and financial dashboards that deliver key performance indicators that may reveal areas of weakness. Through the Fiscal Health Dashboard and Our Schools—At-a-Glance, metrics are displayed over multiple years to create longitudinal views of a variety of different measures. In addition, Michigan will showcase other new data visuals around postsecondary student progress and student mobility across institutions in the state.

Complexity: Intermediate Level

III–E iTeachAZ: Supporting Preservice Teacher Development Through an Integrated Data SuiteWilson A

Barnaby Wasson, Sarah Beal, Ann Nielsen, and Wendy Farr, Arizona State University

4:30–5:20

Arizona State University (ASU) has incorporated its preservice teacher longitudinal data system into an interconnected suite of systems with secure levels of stakeholder access. Current and future efforts of the iTeachAZ Data Suite interweave preservice teacher performance, support and perceptive data, university program, course and instructor evaluations, integrated supervisory alerts, curated learning resources, and on-demand instructional and support modules. This presentation will review the latest advancements in ASU’s teacher preparation program through the use of this integrated longitudinal data system, as well as successes and refinements, analytics of end users, and next steps in relation to this effort.

Complexity: Entry Level

III-F Successes and Challenges Around Building Early Childhood Integrated Data Systems: Listening Session With Federal Leadership Wilson B

Linda Smith, Deputy Assistant Secretary and Inter-Departmental Liaison for Early Childhood Development, U.S. Department of Health and Human Services
Libby Doggett, Deputy Assistant Secretary for Policy and Early Learning, U.S. Department of Education

4:30–5:20

This session will provide the opportunity for state representatives, researchers, and other users who work with early childhood integrated data systems (ECIDS) to share their thoughts with federal leadership and staff regarding successes and challenges in building and using their ECIDS. Federal staff will pose open-ended questions for discussion. Depending on audience size, attendees may break into small groups for discussion and report back at the end of the session. This session will allow federal staff to hear directly from state representatives, researchers, and other users about the most pressing issues states face around developing and using ECIDS.

Complexity: Entry Level

III-G Developing a Teacher Knowledge Assessment in Mississippi Wilson C

Jessica Folsom, Regional Educational Laboratory Southeast

4:30–5:20

The Regional Educational Laboratory Southeast (REL–SE) has partnered with the Mississippi Department of Education (MDE) to develop a teacher knowledge survey of early literacy skills. The MDE is administering the survey to all K–3 teachers and administrators four times over the course of two years as teachers and administrators receive professional development on teaching reading and spelling. Together with the MDE, REL–SE will use the data to measure changes in teacher knowledge and to examine factors associated with change. This session focuses on the development, pilot, and psychometric analysis of the measure and on how the state is using the data.

Complexity: Advanced Level

III-H Demonstrating the Value of Cross-Sector Linkages Via an Examination of College Access Data Harding

David Moyer, Hawaii State Department of Education
Anita Huang and Jean Osumi, University of Hawaii

4:30–5:20

As Hawaii completes the infrastructure of its P20W statewide longitudinal data system (SLDS), the state is grappling with a key question: How can it use this linked, cross-sector data to create systemic change? An exploration of college access data linked to high school feedback report metrics and behavioral data is a first foray into using information to identify actionable drivers that

resonate with educators and policymakers. Hawaii’s approach to engaging researchers, educators, and the workforce will also be discussed. Join us to exchange ideas about approaches to engaging stakeholders with cross-sector data and using data to create change.

Complexity: Entry Level

III-I Two Sides of the Same Coin: State Staff and Researcher Perspectives on State Longitudinal Data Coolidge

Jared Knowles, Wisconsin Department of Public Instruction
Karen Levesque, RTI International

4:30–5:20

Statewide longitudinal data systems (SLDSs) are a rich source of data for education management, reporting, improvement, and research. However, state staff and researchers may have different priorities and concerns related to using SLDS data. To help communicate across these cultures, this presentation will contrast state staff and researcher perspectives on key aspects of using SLDS data for research and offer practical tips for developing mutually respectful and beneficial relationships. This session draws on the presenters’ own experiences and the forthcoming document, “A Guide to Using State Longitudinal Data for Applied Research.”

Complexity: Entry Level

III-J Connecting Education and State Agencies’ Data for Positive Student Outcomes Hoover

Jamie Gerkin, Pennsylvania Department of Education
Sandra Gromball and Joe Flesch, Contemporary Software Concepts

4:30–5:20

Pennsylvania is one of 12 states selected in Round 2 of the Workforce Data Quality Initiative (WDQI). The WDQI supports the development of or enhancements to longitudinal administrative databases integrating workforce data and public record education data. Learn how data profiling, matching, and data transformation tool sets uncovered data quality issues during Phase 1 of the Data Element Matching Project. See the results of matching workforce data with education data to ultimately create longitudinal data systems with individual-level information, from prekindergarten through postsecondary schooling all the way through entry and sustained participation in the workforce and employment services system.

Complexity: Intermediate Level

THURSDAY, JULY 9, 2015

8:00–5:15	Registration Registration A (Outside of Thurgood Marshall Ballroom [West])
8:00–5:00	Cyber Café Tyler
8:00–5:00	Demonstrations Registration A Corridor

EDFacts and Common Core of Data (CCD) Nonfiscal Coordinators’ Working Sessions 9:00–12:30 Lincoln 2 and 3 (Exhibition Level)

(These sessions are reserved for EDFacts and Common Core of Data [CCD] Nonfiscal Coordinators.)

9:00–10:00 Concurrent Session IV Presentations

IV-A Data Use Standards in Action: A State Collaborative to Improve Educator Data UseThurgood Marshall Ballroom (East)

*Sara Kock, South Dakota Department of Education
Justin Katahira, University of Hawaii
Margie Johnson, Metropolitan Nashville Public Schools (TN)*

9:00–10:00

Last year, the 15-state Data Use Standards Workgroup created a resource detailing the foundational knowledge, skills, and professional behaviors that educators need in order to use data in support of student learning and success. In this session, workgroup members will debut a new set of resources: an enhanced set of standards, scenarios depicting the standards in action in educational settings, and three case studies from members’ organizations. Workgroup members will also describe how they are using the standards in their respective states to improve data literacy and how they are using training for educator candidates and educators in schools and districts.

Complexity: Entry Level

IV-B “Master Person”—Linking and Matching Records Across Diverse Domains and OrganizationsThurgood Marshall Ballroom (North)

*Kaliah Edwards and Randolph Thomas, U.S. Virgin Islands Department of Education
Kamal Kumar, Otis Educational Systems, Inc.*

9:00–10:00

The U.S. Virgin Islands (USVI) government is currently building an infrastructure to gather, match, and analyze data from the various agencies on the Islands. Each of the agencies has its own unique identifier and silo-education systems to manage its data. However, this new infrastructure

is allowing for cross-agency and cross-domain analysis of data, which will provide information never before available within the USVI. The OtisEd Master Person Identification System (MPIS) allows for the processing of this data in a simple, quick, and efficient manner. The configurable matching algorithms allow for the linking of records and generate a unique master person index, which supports the creation of a digital footprint for each individual. The matching process is automated and runs nightly as new data are brought to the data warehouse for loading. Using this information will now enable the Government of the U.S. Virgin Islands (GVI) to identify successful programs across agencies, help project gaps in training and job opportunities, and provide intervention services early in the lives of its citizens. Data from the following agencies are currently being matched and linked: K–12 Education, Postsecondary Education, Labor/Wages, Health, and Finance, with plans of extending it to birth, early childhood, and Head Start records. This session will describe the MPIS and explain how the system is providing an unprecedented level of data access to improve education in the USVI.

Complexity: Advanced Level

IV–C Local Educational Agency (LEA) Maintenance of Effort (MOE)—The Big Picture for State Education Agencies (SEAs) and LEAs Thurgood Marshall Ballroom (West)

Rachel Zellmer, Wisconsin Department of Public Instruction
Danielle Crain, Center for IDEA Fiscal Reporting (CIFR)
Laura Snyder, University of Kentucky

9:00–10:00

The Individuals with Disabilities Education Act (IDEA) requires local education agencies (LEAs) to annually maintain their local or state and local expenditures for the education of children with disabilities (CWDs). State education agencies (SEAs) are required to ensure that LEAs are in compliance with Maintenance of Effort (MOE). The Center for IDEA Fiscal Reporting (CIFR) and the IDEA Data Center (IDC) will present the basics of LEA MOE options to meet the MOE requirement, the allowed exceptions to reduce MOE, consequences of MOE noncompliance, and fiscal and program requirements necessary to determine the LEA MOE eligibility and compliance. Wisconsin will share its success story and processes.

Complexity: Intermediate Level

IV–D Community Eligibility Provision: Eliminating Hunger in High-Poverty Schools Thurgood Marshall Ballroom (South)

Eyang Garrison and Kevin Maskornick, Food and Nutrition Service, U.S. Department of Agriculture

9:00–10:00

The Community Eligibility Provision (CEP) is an alternative to collecting household applications to determine students' eligibility for free and reduced-price meals in the National School Lunch and Breakfast Programs. CEP allows schools in predominantly low-income communities to offer free, nutritious meals to all students using information from other assistance programs, including the

Supplemental Nutrition Assistance Program (SNAP) and the Temporary Assistance Program for Needy Families (TANF). Without free and reduced-price applications, CEP schools must identify different ways to measure socioeconomic status. This session will provide an overview of CEP and describe opportunities for measuring socioeconomic status without school meal applications.

Complexity: Intermediate Level

IV–E Montana Early Warning System.....Wilson A

Eric Meredith, Montana Office of Public Instruction

9:00–10:00

The Montana Early Warning System (EWS) uses live data to determine if a student is at-risk for dropping out of school. This system is unique in several ways, including its use of live data. The use of live data also allows for other data tracking abilities, such as analyzing and evaluating the effectiveness of any interventions applied to students. This presentation will include information on how the EWS was developed, how it is used, what the results look like, and how schools are effectively using it with their students.

Complexity: Intermediate Level

IV–F Identifying Feasible Approaches for Measuring K–12 Science, Technology, Engineering, and Mathematics (STEM) Education Indicators at Multiple System Levels.....Wilson B

Jessica Mislevy, SRI International
Ellen Mandinach, Regional Educational Laboratory – West
Rolf Blank, NORC at the University of Chicago
Ardice Hartry, University of California, Berkeley

9:00–10:00

The National Research Council’s report “Monitoring Progress Toward Successful K–12 Education: A Nation Advancing?” calls for a national indicator system that could be used by policymakers, researchers, and practitioners to improve K–12 Science, Technology, Engineering, and Mathematics (STEM) education. After introducing the effort, a cadre of projects funded by the National Science Foundation to inform approaches for measuring the 14 indicators from the report will engage participants in an interactive discussion about the feasibility of leveraging data collections through states and districts and existing data elements managed by the National Center for Education Statistics to measure and report K–12 STEM indicators at multiple system levels.

Complexity: Entry Level

IV–G Response of the Illinois Early Childhood Asset Map (IECAM) to Early Childhood Stakeholders’ Data Needs..... Wilson C

*Andi Irawan, Dawn Thomas, and Bernard Cesarone,
IECAM Project, University of Illinois at Urbana-Champaign*

9:00–10:00

This presentation will show how a state data project, Illinois Early Childhood Asset Map (IECAM), responds to different user groups’ needs for data on young children in Illinois. First, IECAM addresses a local organization’s question about data discrepancies that leads to testing the accuracy of ACS estimates on county and school district-level dropout rates against Illinois State Board of Education (ISBE) records. Second, IECAM serves the wide range of data needs of ISBE, committees of the state’s Early Learning Council, and the Governor’s Office. Third, IECAM’s Geographic Information Systems (GIS) services respond to various stakeholders’ mapping needs through assistance with local and statewide data issues and through data publications that address issues proactively.

Complexity: Intermediate Level

IV–H Washington State Public Data for Reports: Challenges, Opportunities, and Results Harding

George Hough, Washington State Education Research and Data Center

9:00–10:00

The Washington State Education Research and Data Center has been working with postsecondary institutions to develop public reports and datasets for use in decisionmaking and planning by the institutions, as well as the governor’s and legislature’s staff. The presenter will share his experience in creating P–20 reports for Washington state and the process that has been used to create value not only for the public but also for postsecondary institutions and state agencies. Additionally, integrating data from other state and national sources (e.g., American Community Survey) will be discussed to offer guidance for policy applications.

Complexity: Intermediate Level

IV–I School Health Data in the District of Columbia Coolidge

Ifedolapo Bamikole, District of Columbia Office of the State Superintendent of Education

9:00–10:00

The Office of the State Superintendent of Education (OSSE) in the District of Columbia is uniquely positioned to analyze education and health data together, given responsibility for data collection and analysis in both areas. This session will present how OSSE is connecting school-level health data from the Youth Risk Behavior Survey (YRBS) (specifically on bullying, suicide, violence, and safety) and the Centers for Disease and Control (CDC) school profile data with school-level

educational data (attendance, discipline, and assessment) to support a more multifaceted analysis of how school climate may affect student success.

Complexity: Entry Level

IV–J Using Data to Support College and Career Readiness..... Hoover

Lee Rabbitt, Pawtucket School Department (RI)
Dean Folkers, Nebraska Department of Education

9:00–10:00

High-quality data in integrated K–12, postsecondary, and workforce data systems are needed to ensure the success of state education agency (SEA) and local education agency (LEA) college and career readiness (CCR) initiatives. The National Forum on Education Statistics recently released a guide to using data in five specific ways to strengthen CCR efforts: fostering individualized learning for students, supporting educators in identifying and addressing student needs, guiding CCR programmatic decisions, measuring SEA and LEA progress in achieving CCR goals, and maximizing career opportunities for students. This session will provide an overview of the new publication and highlight the opportunities and challenges SEAs and LEAs are encountering.

Complexity: Intermediate Level

10:00–10:15 Break

10:15–11:15 Concurrent Session V Presentations

**V–A National Center for Education Statistics (NCES)
Spatial Data: A Review of District Boundaries and the
School Attendance Boundary SurveyThurgood Marshall Ballroom (East)**

Tai Phan, National Center for Education Statistics
Doug Geverdt, U.S. Census Bureau
Andrea Conner, Sanamatrix

10:15–11:15

This session includes two presentations about NCES spatial data. The first presentation will review school district boundaries and variations in school district geographic structure across the United States. The second presentation will discuss the results of the 2013–14 Public School Attendance Boundary Survey (SABS), the relevance of this dataset, and the school boundary file dissemination tool.

Complexity: Entry Level

V-B A State Education Agency (SEA) World Without Personally Identifiable Information (PII) Thurgood Marshall Ballroom (North)

Linda Rocks, Bossier Parish Schools (LA)
Elizabeth Laird, Louisiana Department of Education
Heather Boughton, Ohio Department of Education
Sheri Ballman, Princeton City School District (OH)

10:15–11:15

Protecting the privacy of student data has always been a concern of districts and states. Come hear how the state education departments in Louisiana and Ohio are dealing with some of the most restrictive privacy laws to date: local education agencies (LEAs) cannot report students' personally identifiable information to state education agencies (SEAs). The impact of these laws are far reaching. You will also hear from LEAs about the significant changes that these laws bring to them.

Complexity: Intermediate Level

V-C The Center for IDEA Fiscal Reporting (CIFR) Maintenance of Financial Support Collection and Reporting Toolkit..... Thurgood Marshall Ballroom (West)

Steven Smith, Center for IDEA Fiscal Reporting (CIFR)
Jesse Levin, American Institutes for Research

10:15–11:15

This session provides an introduction to the Center for IDEA Fiscal Reporting (CIFR) Maintenance of Financial Support Collection and Reporting Toolkit (MFS CRT), a suite of tools designed to assist state staff in accurately collecting and reporting MFS figures to the Office of Special Education Programs (OSEP). Specifically, the tools facilitate the MFS data collection and reporting process through functionality that allows users to (1) understand the regulation and identify how state financial support for special education flows to various providers, (2) document collection/reporting activities during the year, and (3) collect and report the amount of state funding made available by the state education agency (SEA) and non-SEA agencies.

Complexity: Entry Level

V-D Forum Guide to Alternative Measures of Socioeconomic Status in Education Data Systems Thurgood Marshall Ballroom (South)

Tom Howell, Michigan Center for Educational Performance and Information
Sonya Edwards, California Department of Education

10:15–11:15

The goal of the National Forum on Education Statistics' new resource, the *Forum Guide to Alternative Measures of Socioeconomic Status (SES) in Education Data Systems*, is to provide

relevant information to the education community as it considers alternative ways to measure SES. This session will review the document, including the need for alternative SES measures; best practices for implementing new measures; and each of the eight “encyclopedia-type” entries for alternative SES measures presented in the resource.

Complexity: Intermediate Level

V–E Enterprise Information Management: Cutting Through the Data Clutter and ChaosWilson A

Laura Hansen, Alphonso Gaines, and Lee Barber, Metropolitan Nashville Public Schools (TN)

10:15–11:15

Districts and schools are collecting more and more data to facilitate instruction, operations, and accountability reporting. Managing extensive data assets is becoming a key requirement at the local level, and the scope of this management now extends beyond the information technology and research departments to all district departments and individual schools. Disciplines such as data governance and master data management—common in the business world to ensure data quality, security/privacy, and accountability—are extremely valuable in the education industry, as well, to manage the growing complexity of data resources and requirements. Nashville Public Schools is taking on the challenge of creating an Enterprise Information Management (EIM) Program that not only includes state-of-the-art technology tools but also addresses the people and processes that are involved in the collection and management of data.

Complexity: Advanced Level

**V–F North Carolina Early Childhood Integrated Data System (NC ECIDS):
A Federated, Interactive Statewide Longitudinal Data System (SLDS).....Wilson B**

Dale Epstein, Child Trends

Carolyn Cobb, North Carolina Department of Health and Human Services

Tom Frantz, North Carolina Office of Information Technology Services

10:15–11:15

The North Carolina Early Childhood Integrated Data System (NC ECIDS) includes a number of education, health, and social service early childhood programs serving children ages birth to five. It is the single source of integrated data across programs in the state. The architecture provides for aggregate “standard” reports, an option to query those reports, and an individual data request option for external researchers. This session will overview NC ECIDS, discuss the data request and approval process for researchers, and explain the types of data reporting options available.

Complexity: Intermediate Level

V-G P20W Statewide Longitudinal Data System (SLDS)—What Has Wyoming Been Up To? Wilson C

Meredith Bickell and Barbara Grofe, Wyoming Enterprise Technology Services

10:15–11:15

Wyoming has been busy developing a Proof of Concept, which was completed in June and will be used to accelerate the development of the state’s innovative and architecturally agile P20W statewide longitudinal data system (SLDS). On schedule for completion of the defined P20W SLDS phases, the project team has met challenges related to partner leadership, competing requirements, architecture, diverse systems, and lack of federal funding. However, Wyoming continues to drive forward with its efforts to establish a “next gen” solution. Come find out how we’re getting it done.

Complexity: Entry Level

V-H Eliminating the Achievement and Opportunity Gaps: San Jose Unified School District’s Use of Data Intervention Cycles Harding

Jason Willis and Emalie McGinnis, San Jose Unified School District (CA)

10:15–11:15

In implementing a system of accountability and supports for principals and schools to improve student outcomes, San Jose Unified School District created a rigorous process to utilize accountability data to (1) develop key indicators of performance in academic preparedness and academic perseverance, (2) implement a continuous six-week data intervention cycle of school improvement led by senior leadership and supported across departments, and (3) create monitoring and support systems aligned with practice and expectations centered on commonly held expectations. Participants will learn about the practical and systemic considerations needed to launch a districtwide accountability and support system.

Complexity: Entry Level

V-I From Fuzzy to Deterministic: A Typology of Identity-Matching Methods..... Coolidge

John Sabel, Washington State Office of Financial Management

10:15–11:15

This session will help you become better informed about the types and methods used by identity-matching software. The choice of software packages and their associated methods can be bewildering. Which matching method to use is enormously dependent on the number and quality of identifiers. Adding to the confusion is the fact that different methods can share the same terminology, e.g., “fuzzy key.” This session will seek to resolve some of the confusion by presenting a typology of identity-matching methods. This session will also address how several

identity-matching software packages, both open source and commercial, fit into the typology.

Complexity: Intermediate Level

V–J Data Management: Managing for the Data *You* Need Hoover

Larry Fruth, SIF Association/A4L
James Yap, Byram Hills Central School District (NY)
James Wiley, Public Consulting Group
Glynn Ligon, ESP Solutions Group

10:15–11:15

States and districts can have coherent and managed strategies around all systemwide data assets, which would allow them to advocate the use of information as a source of value, not just an entity to control and monitor. This session will present ways in which states and districts can plan, implement, and control activities that apply quality management techniques to measure, assess, improve, and ensure the fitness of data for use (and not simply for federal reporting).

Complexity: Intermediate Level

11:15–11:30 Break

11:30–12:30 Concurrent Session VI Presentations

VI–A Reaching the Finish Line for the 2013–14 Civil Rights Data Collection (CRDC) and Preparing for the Start of the 2015–16 CRDCThurgood Marshall Ballroom (East)

Abigail Potts and Janis Brown, National Center for Education Statistics
Rebecca Fitch, U.S. Department of Education
Christina Tellez, Sanametrix
Julia Bloom-Weltman, AEM Corporation

11:30–12:30

The Civil Rights Data Collection (CRDC) collects data from more than 17,000 educational institutions and agencies from across the nation. For the 2013–14 CRDC, the Office of Civil Rights (OCR) and the National Center for Education Statistics (NCES) collaborated on redesigning the CRDC submission system. This presentation will discuss various aspects of this mandatory collection, including tips and frequently asked questions for the upcoming late July due date for the 2013–14 CRDC, data quality issues with the CRDC and how districts can proactively resolve them, and lessons learned from the redesign of the submission system. The presenters will also discuss the

upcoming 2015–16 CRDC, including clarifications or modifications to existing data elements and plans to further improve the submission process for 2015–16. The presenters will also discuss with the audience opportunities for providing proactive technical assistance in advance of the 2015–16 data collection.

Complexity: Entry Level

VI–B Building and Using Data Systems Effectively Thurgood Marshall Ballroom (North)

Robert Swiggum, Georgia Department of Education
Kristin Hallgren and Cassandra Pickens Jewell, Mathematica Policy Research

11:30–12:30

Data-driven decisionmaking is a popular catchphrase. Everyone is for it, and who can object? In practice, though, developing data systems and effectively using them can leave educators and policymakers unmoved—or drown them in details. This panel will discuss practices for building data systems and for using those systems effectively. The presentation will include findings from a study of states’ work defining “Teacher of Record” and verifying data, a conceptual framework for how data use can lead to improved student achievement, and insights from a state official about building a data system that supports effective data use.

Complexity: Entry Level

VI–C Mutual Support: The Rhode Island Research Hub and Advisory Council..... Thurgood Marshall Ballroom (West)

Peg Votta, Rhode Island Department of Elementary and Secondary Education
Dorothy Jean Cratty, American Institutes for Research

11:30–12:30

This year the Rhode Island (RI) Data Sharing Project extends the work of the RI Data Hub to enable the state to answer its most pressing research questions through the new RI Research Hub. The Research Hub provides the infrastructure for responsible researchers to make data-use requests and for data reviews and reporting. States have found that leveraging this type of P20W+ data use requires strong and consistent support from broad state leadership. However, state agency leadership is continually transitioning, and there are many competing demands. This session will address a collaborative governance approach to this work and the role of the project’s Advisory Council.

Complexity: Entry Level

VI–D Getting Help With Your Statewide Longitudinal Data System (SLDS)—Who Ya Gonna Call . . . State Support Team (SST)! Thurgood Marshall Ballroom (South)

Tom Howell, Michigan Center for Educational Performance and Information
Colleen Murphy, Utah Department of Health
Brian Townsend, Vermont Agency of Education
Kathy Gosa and Corey Chatis, Statewide Longitudinal Data System (SLDS) State Support Team

11:30–12:30

Do you wish you could get some free, experienced help with the hard, complicated work of planning, building, and sustaining a statewide longitudinal data system (SLDS) that has widespread use? Well, you can! Join this session to learn more about the ways the SLDS State Support Team (SST), a group of technical assistance experts, can support your work and connect you with other states that have accomplished what you aim to achieve. Hear how SST has helped states be successful. The SST is available at no cost to your state, regardless of whether or not you have a grant.

Complexity: Entry Level

VI–E Breaking Barriers to Effective Data Use in Teacher Preparation Wilson A

Jessica Miranda, University of Hawaii at Manoa
Dan Doerger, University of Hawaii
Joel Harris and Laura Weeldreyer, UPD Consulting

11:30–12:30

There are new national pressures for teacher preparation programs to do the seemingly impossible—access and aggregate in-service teacher performance data. The University of Hawaii at Manoa’s College of Education has engaged key partners to access and link critical in-service teacher performance data back to individual preparation programs and is applying the research of improvement science to get better . . . at getting better. We will share a process to structure the work of improvement across faculty and program leaders in order to break through program silos and increase college-wide collaboration. Learn how you can integrate this work into your initiatives.

Complexity: Intermediate Level

VI–F Using Virginia Longitudinal Data System (VLDS) to Predict Eighth-Grade Outcomes for Virginia’s Preschoolers Wilson B

Jennifer Piver-Renna, Virginia Department of Education
Isabel Bradburn, Virginia Tech
Deborah Jonas, Research & Analytic Insights

11:30–12:30

The Virginia University Research Consortium used the Virginia Longitudinal Data System (VLDS) to assess how public preschool participation was associated with students’ long-term outcomes. Results showed on-time promotion advantages through eighth grade to students who had attended public prekindergarten compared to peers but no group differences in eighth-grade literacy achievement. Encouragingly, most students could be followed across the nine years (N= 77,451) and secure matching and data delivery worked smoothly. Using available data, it was not possible to specify children’s preschool program. In this session, findings will be contextualized and insights discussed regarding ways to improve the state’s capacity to evaluate early educational programs using the VLDS.

Complexity: Intermediate Level

VI–G Building Capacity to Reduce Burden, Increase Data Use Wilson C

Dean Folkers and Matt Hastings, Nebraska Department of Education

11:30–12:30

The role of the state education agency (SEA) continues to evolve in the world of data collection and use. This role requires leadership to meet the challenges of the future and support sustainability of those efforts. This session will focus on an effort to rethink the process, engage stakeholders, leverage strategic partnerships and investments, and build toward a vision of creating a culture of effective and secure data use among schools in the state of Nebraska. Results of a legislative study and the subsequent path set forth to achieve a strategic vision create a unique opportunity for education today.

Complexity: Intermediate Level

VI–H North to the Future: Breaking the Trail for Alternative School Accountability in Alaska Harding

Brian Laurent, Alaska Department of Education and Early Development

11:30–12:30

The Alaska Department of Education and Early Development (EED) implemented a pioneering change in the way alternative schools are evaluated in the state’s school accountability model. Now, 24 schools across the state receive a rating that is fair and reflects the schools’ progress working with highly at-risk students. This presentation will cover how partnerships were formed, how the analysis of data drives change in today’s educational climate, and what outcomes result from this important work. EED’s Data Management Supervisor will provide guidance to participants seeking options for changing the accountability model for their alternative schools.

Complexity: Entry Level

VI-I What's New With the Privacy Technical Assistance Center? Coolidge

*Shane Morrisey, U.S. Department of Education
Baron Rodriguez and Ross Lemke, AEM Corporation*

11:30–12:30

Are you aware of the Privacy Technical Assistance Center's (PTAC's) latest training materials, videos, and upcoming events? PTAC has had a busy year, and several new publications have been completed, including new, short, and easy-to-understand videos that you can share with your stakeholder community. At this session, PTAC will discuss these features along with the various types of technical assistance available, including joint privacy presentations (offered by PTAC and local education agency or PTAC and state education agency), customizable data breach exercises, security policy reviews, district trainings, and much more!

Complexity: Entry Level

VI-J Student Achievement in Appalachia: Linking Common Core of Data (CCD) and National Assessment of Educational Progress (NAEP) to Analyze Regional Data Hoover

*Bill Tirre, National Center for Education Statistics
Austin Lasseter and Markus Broer, American Institutes for Research*

11:30–12:30

This session will present findings from a study that examined the educational achievement of students in the federally defined counties of Appalachia. The study used data from the Common Core of Data (CCD), the Census Bureau, and the National Assessment of Educational Progress (NAEP). The session will highlight the study's processes for determining sampling bias and for conducting achievement comparisons.

Complexity: Intermediate Level

12:30–1:45 Lunch (on Your Own)

1:45–2:45 Concurrent Session VII Presentations

VII–A Early Childhood Data Sharing in Hawaii—Starting at the Beginning Thurgood Marshall Ballroom (East)

*Justin Katahira, University of Hawaii
Nancy Smith, DataSmith Solutions, LLC*

1:45–2:45

Hawaii’s early childhood community has long sought systemic data sharing. Building effective partnerships and establishing a solid governance program for this system is essential, especially since the state has little money designated for an integrated system, a rapidly changing power structure, and no designated staff to design and run the system. Come and hear how Hawaii is moving forward in spite of these challenges.

Complexity: Entry Level

VII–B Common Core of Data (CCD) Fiscal Coordinators’ Roundtable (Part 1)..... Thurgood Marshall Ballroom (North)

*Stephen Cornman, National Center for Education Statistics
Leanne Emm, Colorado Department of Education
Peggy O’Guin, California Department of Education*

1:45–2:45

This session will facilitate discussion and problem solving among state fiscal coordinators and other interested fiscal individuals. Be ready to have a “no holds barred” open discussion on various issues that state education agencies (SEAs) are facing. This is an excellent opportunity to problem solve, share ideas and information on various topics, and understand issues across all SEAs. Topics may include Governmental Accounting Standards Board (GASB) standards, various federal reporting, coding issues, etc.

Complexity: Advanced Level

VII–C They Want Us to Do What by When? Reviewing and Commenting on Proposed Federal Data Collections..... Thurgood Marshall Ballroom (West)

Sonya Edwards and Joanna La Guardia, California Department of Education

1:45–2:45

Did you know that the Paperwork Reduction Act requires the federal government to publish proposed data collections for public review and comment and federal agencies are required to respond to those comments? With the proposed three-year package for ED*Facts* data collection up for public comment, this session is intended to help participants understand how to effectively

engage in the review/comment process. In recent years, comments made by state educational agencies have been increasing. The more comments, the more weight they have in terms of impacting what ends up in the final package. This process is data governance with state agencies playing a role.

Complexity: Intermediate Level

VII-D Using Standardized Data Collections to Move to Near Real-Time Data for Educators Thurgood Marshall Ballroom (South)

Mark Masterson, Arizona Department of Education

1:45–2:45

Despite creating a longitudinal data warehouse in 2007, the Arizona Department of Education (ADE) was regrettably unable to provide this data to educators to impact student achievement in the classroom. In 2012, ADE used a portion of its Race to the Top grant to develop the Student-Teacher-Course Connection, creating a link between educators and their students and allowing data from the previously disconnected warehouse to be transferred to the live, interactive AZDash dashboards. ADE’s next initiative is to standardize the way it collects data with its AzEDS initiative to inform educators throughout the state with near real-time data they need. This session will describe how Arizona is addressing these data-related challenges.

Complexity: Intermediate Level

VII-E Data You Can Use—The Maine Statewide Longitudinal Data System (SLDS) Data Warehouse.....Wilson A

*Bill Hurwitch, Maine Department of Education
Manos Stefanakos, Houghton Mifflin Harcourt (HMH)*

1:45–2:45

In this session, Maine will demonstrate its new statewide longitudinal data system (SLDS) data warehouse online analytics and reporting system. The system includes a powerful ad hoc analysis tool that gives any user the ability to create multidimensional reports “on the fly;” easily configured dashboards for a quick method of viewing a collection of reports; Smart Reports that provide preconfigured reports that users can quickly view and download in a variety of standard and custom formats; and the Research and Reports module that lets users view and download reports and academic research from external and third-party resources.

Complexity: Entry Level

VII-F Making the Most of Instructional Resources.....Wilson B

*Michael Ferry, Rhode Island Department of Elementary and Secondary Education
Kiran Athota and Gregory Newcom, FocalPointK12*

1:45–2:45

See how Rhode Island is using comprehensive instructional progress dashboards that link directly to aligned, high-quality, standards-based, interactive digital resources to assist teachers in delivering targeted, personalized instruction in their classrooms. Rhode Island will walk you through its process for blending digital content into the face-to-face classroom while providing opportunities for teachers to vet and curate the digital content through a simple and easy-to-use interface.

Complexity: Intermediate Level

VII-G EDFacts Shared State Solution (ES3) Strengthens EDFacts ProcessingWilson C

*Angie Bren, South Dakota Department of Education
Kim Oligschlaeger, Missouri Department of Elementary and Secondary Education
Mario Townes, Idaho State Department of Education*

1:45–2:45

The EDFacts Shared State Solution (ES3) is a collaborative effort (with no license fee) to create EDFacts files that are currently being used by six states. All states have completed large portions of EDFacts file reporting using this process. The solution uses the standard set of Microsoft tools and has a standardized set of staging tables allowing for simpler source extracting and loading. The solution has robust and shared file creation routines across all states. The solution also has a web-based management system, allowing EDFacts coordinators to manage the EDFacts process. The Web Management System is implementing the U.S. Department of Education’s validation business rules and adding other features. This panel of participating state EDFacts Coordinators will discuss their experience using ES3 and discuss how additional states can join the collaborative.

Complexity: Intermediate Level

VII-H Using the Common Core of Data (CCD) to Evaluate State Policy Harding

*Randy Raphael, Utah State Office of Education
Tim Salazar, Spatial Sciences Laboratory, Texas A&M University*

1:45–2:45

Most states permit charter schools, but they treat them differently with respect to how they are allowed or required to operate. In some cases, charters are independent local education agencies (LEAs); in others they are subordinate to school districts, and in still others they may be either. We will show how the Common Core of Data (CCD) LEA Universe Survey can be used to identify the policy implemented by the state and test hypotheses regarding the relationship between the

degree of financial responsibility imposed on charter schools by a particular policy and the rates at which they enroll special education students vis-à-vis traditional public schools.

Complexity: Entry Level

VII-I Streamlining Data Validation From a State Education Agency’s (SEA’s) Perspective Coolidge

*Julian Montoya and Kate Rohrer, Nevada Department of Education
Lauren Chiuminatto, eMetric, LLC*

1:45–2:45

This session will explore the Data Validation, Sign off, and Locking application (DVSL). The DVSL was developed to allow users to view, edit (where applicable), and validate different types of data sets. The DVSL, as currently operated by the Nevada Department of Education, is used to support districts and streamline the validation process for the following data sets: student assessment results, count day populations, cohort graduation results, and school performance results.

Complexity: Intermediate Level

VII-J Cross-Fit for Data Systems—Individuals With Disabilities Education Act (IDEA) Part B and Statewide Longitudinal Data System (SLDS)..... Hoover

*Amanda Hoffman, U.S. Department of Education
Anthea Brady, Kathy Gosa, and Tiffany Boyd, AEM Corporation*

1:45–2:45

Is there a way to manage special education data within the statewide longitudinal data system (SLDS) to make ED*Facts* reporting easier? The Center for the Integration of IDEA Data (CIID) will present a brief overview of its work and share how states can realize benefits in sustainability and efficiency by managing and integrating special education data. CIID experts with backgrounds in SLDS, ED*Facts*, and Individuals with Disabilities Education Act (IDEA) Part B will share strategies for bringing together teams to begin this work and provide examples of tools and resources available to states under CIID’s technical assistance activities.

Complexity: Entry Level

2:45–3:00 Break

3:00–4:00 Concurrent Session VIII Presentations

VIII–A All Common Core of Data (CCD) Things ConsideredThurgood Marshall Ballroom (East)

Patrick Keaton and Mark Glander, National Center for Education Statistics

3:00–4:00

Mark Glander and Patrick Keaton from Common Core of Data (CCD) will discuss how CCD data can be used to analyze various research topics. This discussion will include examples of research topics that can be developed using CCD data and considerations involved when using CCD data.

Complexity: Entry Level

**VIII–B Common Core of Data (CCD)
Fiscal Coordinators’ Roundtable (Part 2).....Thurgood Marshall Ballroom (North)**

Stephen Cornman, National Center for Education Statistics

Leanne Emm, Colorado Department of Education

Peggy O’Guin, California Department of Education

3:00–4:00

This session will facilitate discussion and problem solving among state fiscal coordinators and other interested fiscal individuals. Be ready to have a “no holds barred” open discussion on various issues that state education agencies (SEAs) are facing. This is an excellent opportunity to problem solve, share ideas and information on various topics, and understand issues across all SEAs. Topics may include Governmental Accounting Standards Board (GASB) standards, various federal reporting, coding issues, etc.

Complexity: Advanced Level

VIII–C Going Public About Privacy: Telling Your Privacy Story..... Thurgood Marshall Ballroom (West)

Georgia Hughes-Webb and Brian Nichols, West Virginia Department of Education

3:00–4:00

In West Virginia, as in other states, there is significant skepticism from some sectors about issues of privacy and security in the state’s data systems. West Virginia Department of Education (WVDE) staff has worked intentionally to publicize specific actions the department is taking to ensure privacy, from committing to be a Data Privacy Day Champion to updating data policies to posting descriptions of security strategies online. WVDE staff will share specific ideas and resources that have been helpful in communicating with various stakeholders and demonstrating the department’s commitment to privacy. This session and participants’ discussion will be helpful

for attendees at any experience level.

Complexity: Entry Level

**VIII–D See Common Education Data Standards (CEDs) in
Action From Definition to Dashboard Thurgood Marshall Ballroom (South)**

*Rick Thompson, South Carolina State Department of Education
Troy Wheeler, Ed-Fi Alliance
Jim Goodell, Quality Information Partners, Inc.*

3:00–4:00

Agencies in search of ways to implement Common Education Data Standards (CEDs) should look to community-sourced technology, tools, and best practices. The Ed-Fi community serves as *the* place to exchange ideas and technology for applying CEDs in agency environments. See how states such as South Carolina and others plan to use Ed-Fi technology to carry the CEDs vocabulary through to teacher-facing applications and how implementing such tools as CEDs Align and Connect are helping reduce time/cost of on-boarding for Ed-Fi implementations.

Complexity: Intermediate Level

VIII–E New ED*Facts* Coordinators: Learning the Ropes.....Wilson A

*Joe Murphy, Elementary and Secondary Branch, National Center for Education Statistics
Robert Curtin, Massachusetts Department of Elementary and Secondary Education
June Rhodes Maginnis, Colorado Department of Education
Tiffany Boyd, AEM Corporation*

3:00–4:00

Becoming a new ED*Facts* Coordinator can be like learning to drink from a fire hose. The challenges of the job can range from keeping track of all those file submissions to prioritizing the work, coordinating with other staff in your agency, learning the systems and tools, knowing where to go for help, and just learning what you don't know. Come connect with others who are learning alongside you, and walk away with some tips and hints about how to thrive as an ED*Facts* Coordinator.

Complexity: Entry Level

VIII–F Designing Dynamic Data Use for Districts by Districts Wilson B

*Bethann Canada and Elsie Dawson, Virginia Department of Education
Brooke Bell, Center for Innovative Technology*

3:00–4:00

In order to drive a statewide culture of data-driven decisionmaking, the Virginia Department of Education (VDOE) partnered with state local education agencies to conduct a two-year, multiphased process to identify an effective solution to meet the data needs of Virginia educators. The development of an action plan to transform the data culture in Virginia was reliant on the engagement of the “boots on the ground.” The partnership has resulted in a “for divisions by divisions” instructional improvement architecture launching soon. This presentation will provide a summary of the process and the resulting benefits of this unique partnership.

Complexity: Intermediate Level

VIII–G Unpacking Graduation and Dropout Rates: An Overview of the U.S. Department of Education’s Measures of High School Performance Wilson C

Stephanie Miller, National Center for Education Statistics

3:00–4:00

The U.S. Department of Education collects and publishes the average freshman graduation rate (AFGR), the adjusted cohort graduation rate (ACGR), and the event dropout rate. The presenter will provide a comprehensive overview of these measures, specifically focusing on what data components comprise each, reviewing the similarities and differences between the AFGR and ACGR, and discussing common mistakes and erroneous assumptions.

Complexity: Entry Level

VIII–H Building Teacher-Student Data Linkages for Value-Added Measures Harding

Brian Truesdale, Pennsylvania Department of Education

3:00–4:00

Pennsylvania’s adoption of teacher-level value-added measures in 2013–14 created a need for more granular, precise data linkages. It’s no longer good enough to know which teachers teach which students in which classes. Collecting data on quantified instructional responsibility for the eligible content of the state assessments can be difficult. Online environments, subcontracted courses, regional educational entities, and interdistrict cooperatives further complicate the issue. This will only get more complicated over time as research and technology continue to disrupt educational practice. This session’s presenter will explain how Pennsylvania is meeting these challenges.

Complexity: Intermediate Level

VIII-I Moving Toward Evidence—Raising the Standard for Data in the District of Columbia Coolidge

Jeffrey Noel, District of Columbia Office of the State Superintendent of Education

3:00–4:00

The District of Columbia (DC) has been improving data collection, linking, and quality measures across a wide variety of domains for the last several years. In DC education, data often focuses on simple, fast techniques designed to meet communications or internal tracking needs. On the other end of the spectrum, initiatives such as the “What Works Clearinghouse” employ rigorous methodologies to perform intensive evaluations, which is not an option for every intervention or state-level initiative. Our goal is to navigate between these two extremes to improve evidence in use of data in DC. This session will explore case studies of success and failure.

Complexity: Entry Level

VIII-J Analyzing Administrative Datasets: Lessons Learned From ED*Facts* and the Civil Rights Data Collection Hoover

Joel McFarland and Sarah Newman, National Center for Education Statistics

3:00–4:00

How can government agencies, news media, and researchers develop new policy insights by using datasets that were originally collected for program monitoring or regulatory purposes? What unique analytical challenges and opportunities do these “administrative datasets” pose? This session will share lessons learned from the National Center for Education Statistics’ expanded use of ED*Facts* and the Civil Rights Data Collection. Topics will include data privacy protection and data governance issues involved with coordinating multiple uses of a single dataset. In addition, this session will walk through the tradeoffs between analyzing administrative datasets and sample survey data.

Complexity: Intermediate Level

4:00–4:15 Break

4:15–5:15 Concurrent Session IX Presentations

IX–A Creating a Culture of Data Quality and Informed Use Through Live and Online Professional Development.....Thurgood Marshall Ballroom (East)

*Russell Altersitz, New Jersey Department of Education
Jim McGlynn and Robb Geier, Public Consulting Group*

4:15–5:15

Some states have developed and deliver professional development curriculum as a way to empower users to maximize their statewide longitudinal data system (SLDS). This session will outline the theory of action adopted by the New Jersey Department of Education to drive quality, capacity, and culture at the state and local levels; the curriculum used to build the understanding and skills necessary for users to collect, access, analyze, and use data more effectively; the specific courses and learning objectives of the live and online curriculum; and tangible ideas that participants can take back and apply in their respective states.

Complexity: Entry Level

IX–B Relationships 101: Making It Work With Your Vendor.....Thurgood Marshall Ballroom (North)

*Brian Nichols and Georgia Hughes-Webb, West Virginia Department of Education
Bill Hurwitch, Maine Department of Education
Patrick Bush, Delaware Department of Education
Lisa Blyler, Arizona Department of Education*

4:15–5:15

No one wants a complicated relationship. We all want to have productive relationships in which all partners are able to work both together and independently to achieve mutual goals. West Virginia has worked hard with its partner, Versifit Technologies, to launch a public data reporting site and a secure reporting portal for educators' use in a very short amount of time. Attend this session for practical tips and advice about working with vendors, from planning through initial implementation to finished product.

Complexity: Entry Level

IX–C What in the World Are They Talking About? Data Management Jargon 101.....Thurgood Marshall Ballroom (West)

Sonya Edwards, Randy Bonnell, and Joanna La Guardia, California Department of Education

4:15–5:15

This session is intended for those who are relatively new to the world of data management. Panelists will cover the vast array of data management jargon and provide examples. The goal

is to help participants develop their data vocabulary and to support their ability to engage more effectively in data management discussions and avoid confusion.

Complexity: Entry Level

IX–D Statewide Longitudinal Data System (SLDS) Data Linking Work Group: Matching Techniques Expert Panel Thurgood Marshall Ballroom (South)

*Kate Akers, Kentucky Center for Education and Workforce Statistics
Peg Votta, Rhode Island Department of Elementary and Secondary Education
Kathy Gosa, AEM Corporation*

4:15–5:15

The Data Linking Work Group’s (DLWG’s) purpose is to provide a forum for discussion and networking opportunities for collaboration regarding linking data sets. To accomplish this goal, the DLWG is composed of subgroups currently focused on matching engines and merging datasets. This panel discussion will focus on common processes, techniques, and the matching techniques used for state longitudinal data systems (SLDSs). Session participants will hear from key experts who have experience utilizing differing matching methods and products.

Complexity: Intermediate Level

IX–E Analyzing Data Across the College-Going PipelineWilson A

Brandi Holten-Bakshi and Jeff Davis, Nassau Board of Cooperative Educational Services (NY)

4:15–5:15

This presentation will cover an overview of the college-going pipeline research from 9th- to 10th-grade transition through the second year of college. Specifically, most attention will be focused on tools used to investigate college enrollment and persistence based on Nassau County data brought together from multiple sources. Preliminary results and analyses will be shared.

Complexity: Intermediate Level

IX–F The National Indian Education Study (NIES); Student Performance and Opportunity To Learn..... Wilson B

Angela Mangiantini, Washington State Office of Superintendent of Public Instruction

4:15–5:15

Do Native American students have the same opportunity to learn and perform on national assessments as students across the nation? Using data from the National Indian Education Study (NIES) for grades 4 and 8 since 2005 and socioeconomic status (SES) as the indicator for opportunity to learn (OTL), data will be presented for rural, urban, and Bureau of Indian Education (BIE) schools. Teacher and student responses to their educational experiences will be aligned to

assessment performance on the National Assessment of Educational Progress (NAEP), using the NAEP Data Explorer (NDE) and NIES. Participants will be provided guidelines, using the Internet, on accessing both the NIES and the NDE and nuances in making comparisons. This presentation also will provide participants the ability to use the NDE to analyze other ethnicity performance results and questionnaire responses for analysis.

Complexity: Intermediate Level

IX–G Who Watches the Watchers: Paranoia or Diligence? The Quandary of Data Privacy!..... Wilson C

Larry Fruth, SIF Association/A4L
Alex Jackl, SIF Association
Scott Gallant, GCG MYNE Privacy Solutions
James Wiley, Public Consulting Group

4:15–5:15

No one questions the use of data mining in business as a method for making it more effective. Arguably, it is even more essential in K–12 education in our changing educational ecosystem. But how do we protect the privacy and rights of our students and our teachers. This will be a conversation not on how, but on why and for what. We will explore guidelines for a rational, sensible conversation about data privacy, with consideration for reasonable legal constraints, safety concerns, and commitments to building a better educational system for our whole country.

Complexity: Intermediate Level

IX–H Dataset Training Modules That Facilitate Appropriate Use of National Center for Education Statistics (NCES) Data Harding

Andrew White, U.S. Department of Education
Jennifer Nielsen, Manhattan Strategy Group

4:15–5:15

Distance Learning Dataset Training (DLDT) modules facilitate the use of National Center for Education Statistics (NCES) data. DLDT common modules offer an overview of NCES data systems; methods used to ensure consistent, reliable, complete, and accurate data collection and reporting; complex sampling designs and implications for micro-data users; and ways to access publications, products, data tools, and public- and restricted-use datasets. Survey-specific modules present detailed information about studies conducted by NCES. Currently, nine sets of modules detailing 16 NCES surveys are available. Additional module sets will be added annually. Modules can be accessed for free, in any order, at any time, and at any pace. This session offers participants an opportunity to learn about the content and usefulness of these data modules.

Complexity: Entry Level

IX-I Certification Data Exchange Project: Do Industry Credentials Make a Difference? Coolidge

John Haigh, U.S. Department of Education
Pradeep Kotamraju, Iowa Department of Education
Catherine Imperatore, Association for Career and Technical Education

4:15–5:15

Does earning an industry-based certification (IBC) increase the likelihood of being employed? Does an IBC holder receive higher wages? Answers to these questions have not been available owing to a lack of data sharing between third-party providers and education and workforce agencies. The Certification Data Exchange Project is being conducted between a consortium of states and CompTIA, a leader in independent IT assessment and certification, as well as other industry certifiers to link IBC data with state education and workforce data. We will provide an update on this project, showcase early findings, and discuss implications for other states.

Complexity: Intermediate Level

IX-J State of the States: Data Privacy After the 2015 Legislative Session Hoover

Amelia Vance, National Association of State Boards of Education

4:15–5:15

State legislatures and policymakers have taken the lead in forging the new landscape of student data privacy across the country. By April 2015, 170 student privacy bills were introduced in 42 states. Even if federal legislation is passed, states are—and will continue—adding additional privacy protections. This session will examine state K–12 student data privacy policy trends in the states, with in-depth case studies about what is going right and where states have run into problems. The audience will learn what is happening, what might come next, and how they can contribute to the ongoing state policymaking process.

Complexity: Entry Level

8:00–12:30	Registration Registration A (Outside of Thurgood Marshall Ballroom [West])
8:00–10:00	Cyber Café Tyler
8:00–10:30	Demonstrations Registration A Corridor

9:00–10:00 Concurrent Session X Presentations

X–A Latest Findings From *The Condition of Education* and Other National Center for Education Statistics (NCES) Annual ReportsThurgood Marshall Ballroom (East)

Joel McFarland, Grace Kena, and Lauren Musu-Gillette, National Center for Education Statistics

9:00–10:00

This session will highlight important findings from the National Center for Education Statistics’ (NCES’) annual reports, including *The Condition of Education*, *The Digest of Education Statistics*, *Indicators of School Crime and Safety*, and *Trends in High School Dropout and Completion Rates*. These publications summarize trends and outcomes in education using the latest data available from NCES sample surveys, administrative datasets, and other sources. We’ll also show how you can stay up to date on new data releases and reports through NCES outreach on Twitter and the newly launched NCES blog.

Complexity: Entry Level

X–B Guiding School Funding Policy by Monitoring Education Cost Pressures Thurgood Marshall Ballroom (North)

*Michael O’Donnell and Jed Cicarelli, Wyoming Department of Education
Richard Seder, RTI International*

9:00–10:00

The adequacy of the state of Wyoming’s school finance system was found to be unconstitutional by the Wyoming Supreme Court in 2008. Consultants worked with the legislature to identify meaningful indicators and necessary data to help the Wyoming Legislature monitor the cost pressures of the Wyoming Funding Model and its components. The monitoring process is designed to utilize readily available data from the state’s longitudinal data system connected to other state, regional, and national sources (e.g., labor market data) as part of a set of relatively simple, understandable metrics of cost pressures. This monitoring process has been in place since 2012. This session will describe Wyoming’s current monitoring processes and how they have secured the constitutionality of the state’s school finance system.

Complexity: Entry Level

X-C Examining the Reliability and Validity of Educator-Designed Assessments Used to Measure Student Growth Thurgood Marshall Ballroom (West)

Shanna Ricketts, Delaware Department of Education
Pete Goldschmidt, National Center for the Improvement of Educational Assessment, Inc.

9:00–10:00

Delaware educators have designed 200-plus assessments that teachers in traditionally nontested subjects may select to use as part of their student growth component. This session will present findings regarding the reliability and validity of these assessments, as well as their use as a student growth measure in Delaware’s teacher evaluation system. Statistical modelling methods that provide growth information on these assessments will also be presented.

Complexity: Intermediate Level

X-D Collaborating Via Statewide Longitudinal Data System (SLDS) Communities of Practice Thurgood Marshall Ballroom (South)

Kate Akers, Kentucky Center for Education and Workforce Statistics
Eric Punswick, Olathe Public Schools (KS)
Zenaida Natividad, Guam Department of Education
Kathy Gosa and Corey Chatis, Statewide Longitudinal Data System (SLDS) State Support Team

9:00–10:00

Last year, the State Support Team (SST) launched online Communities of Practice (CoP) for key statewide longitudinal data system (SLDS) topics—vision/purpose, stakeholder engagement, data governance, system design, data use, and sustainability. In this session, SST will share how the CoPs have been used during the past year and the features that are available to support collaboration and information sharing across states and sectors. Participants will have the opportunity to contribute their ideas for future enhancements. SST will also unveil the new online training modules targeted to stakeholder engagement, data governance, and more!

Complexity: Entry Level

X-E Harnessing Student Creativity and Talent to Increase Data Use.....Wilson A

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

9:00–10:00

The Virginia Department of Education and Center for Innovative Technology created the Apps4VA program to engage the public in developing innovative ways to interpret and use data. Apps4VA’s university and high school programs harness the creativity and talent of students who are using Virginia’s Longitudinal Data System (VLDS) as the foundation for semester projects. Working

with agency and industry mentors, students create apps that address today’s most pressing educational and societal challenges. Apps4VA raises the visibility of VLDS, enhances its public utility, and encourages valuable partnerships among industry, K–12, and higher education. A panel of students and staff will share experiences and demonstrate apps.

Complexity: Intermediate Level

X–F Does Your Data System Answer Your Critical Questions? Wilson B

*Brendan Ibe, Georgia Department of Public Health
Abby Winer and Grace Kelley, DaSy Center at SRI International*

9:00–10:00

What are the long-term outcomes of children who participate in early childhood programs and services, such as early intervention and early childhood special education? Panelists will discuss the critical questions a high-quality data system must be able to answer and the important questions it should be able to answer through integration into an Early Childhood Integrated Data System (ECIDS) or a statewide longitudinal data system (SLDS) in order to improve outcomes for children and youth in the state, including those with disabilities. State presenters will share examples of how they were able to analyze data to answer their critical questions.

Complexity: Entry Level

X–G Public Reporting in Action: Making Education Data Accessible and Useful for All..... Wilson C

*Benjamin Robinson, District of Columbia Office of the State Superintendent of Education
Chris Given, Collaborative Communications Group*

9:00–10:00

Now in its second year, the District of Columbia Office of the State Superintendent of Education’s (OSSE’s) LearnDC School Profiles website is demonstrating a new way of thinking about public reporting. One of the top three parent-ranked school report cards in the nation (according to an Education Commission of the States [ECS] study), LearnDC demonstrates how, by using modern tools and user-centric design techniques, a state education agency (SEA) can make its data accessible and useful for audiences that need and can make use of it. Topics to be discussed include conducting effective user research, designing in collaboration with stakeholders, finding and adapting technology to meet users’ needs, and understanding what makes an effective presentation of data.

Complexity: Intermediate Level

X-H Two States Working Collaboratively to Develop Data-Based Individual Learning Plans Harding

*Brenda Dorrell and Pat Bush, Delaware Department of Education
Cyndy Currier, New Hampshire Department of Education*

9:00–10:00

During this session, participants will learn of the collaborative process between Delaware and New Hampshire to build an Individual Learning Plan module inside of PerformancePLUS to view and analyze assessment data while developing customized student learning plans. From this data, important instructional inferences can be discussed, with plans developed and monitored at the classroom level. Teachers have access to filterable, longitudinal data to make well-informed, effective decisions. Response to intervention can be tracked and reported; as well, students' Individual Learning Plans can be created and shared.

Complexity: Intermediate Level

X-I The Instructional Improvement Cycle Toolkit: Supporting Teacher Data Use and Reflection Coolidge

*Marianne Reale and Trudy Cherasaro, Regional Educational Laboratory Central
Jill Johnson, Region 6 Education Service Center (TX)
Beth Ericson, York Public Schools (NE)*

9:00–10:00

York Public Schools' (YPS') teachers participate in an action research process, which involves gathering and using data to reflect on instruction. Regional Educational Laboratory (REL) Central supported YPS by developing a toolkit that provides teachers with three tools (a planning guide, a preprogrammed Excel spreadsheet to compare the performance of students who receive a strategy with that of students who do not, and a reflection guide) that allow teachers to test a new instructional strategy using a scientific approach. REL Central and YPS staff will share these tools and discuss how they are being implemented in YPS.

Complexity: Entry Level

X-J The Race to Capture Experiential Learning and Competency-Based Education (CBE)..... Hoover

*Michael Sessa, P20W Education Standards Council (PESC)
Patrick Elliott and Joellen Shendy, University of Maryland University College
Jeffrey Alderson, Eduventures*

9:00–10:00

The interest in and expansion of Experiential Learning and Competency-Based Education (CBE) are on the rise. Many innovative ideas and best practices are emerging throughout the United States and the world, while a number of organizations—such as the American Association of Collegiate

Registrars and Admissions Officers (AACRAO), the Council for Adult & Experiential Learning (CAEL), the Competency-Based Education Network (C-BEN), the Lumina Foundation, and Federal Student Aid (FSA)—are encouraging experimentation and new ideas to capture this “learning” that happens outside of the traditional classroom. While the education community advances the acceptance of CBE, we have learned from the past how to leverage technology and standards to develop the best, value-added “student-centric” processes so that CBE is clearly understood and accepted throughout all sectors of education and across other communities, like Workforce, Labor, Human Resources, and Health Care. P20W Education Standards Council’s (PESC’s) mission, which looks to foster transparent, collaborative development, is tracking these emerging best practices and innovative ideas, cataloging and storing these efforts for the public, serving as a clearinghouse for information and networking, and collaborating development with all leaders and community stakeholders. This session will present several community experts and provide a complete update on where the education community stands on capturing experiential learning to broaden student achievement worldwide.

Complexity: Entry Level

10:00–10:15 Break

10:15–11:15 Concurrent Session XI Presentations

XI–A Who Moved My Education Data Exchange Network (EDEN) Queries: How Pennsylvania Automated Its EDEN Submissions.....Thurgood Marshall Ballroom (East)

*Joseph Cowan, Pennsylvania Department of Education
Russ Redgate, eScholar LLC*

10:15–11:15

This session will address the Pennsylvania Department of Education’s (PDE’s) journey on collecting data from local education agencies (LEAs) and describe how the Education Data Exchange Network (EDEN)/EDFacts reporting is automated by using new processes implemented in recent years to make PDE’s statewide longitudinal data system (SLDS) project successful. PDE will discuss the progress it has made with its statewide data collections using a commercial, off-the-shelf, and standards-aligned solution and the agency’s evolution of EDEN reporting.

Complexity: Entry Level

XI-B Field Experiment-Based Improvements to Fiscal Indicators and Title I Allocation Process Thurgood Marshall Ballroom (North)

Galit Eizman, Harvard University

10:15–11:15

Suggested improvements to fiscal indicators of effective educational opportunities, Title I allocation process, and poverty parameters will be presented, based on a field experiment. The randomized experiment introduces the homeless youth population to high-quality education. The results support the assumption that highly educated parents and students have a substantially diminished chance of finding themselves impoverished. Hence, federal measurements for poverty should control for parents' and students' education.

Complexity: Intermediate Level

XI-C SchoolStat: Performance Management and Problem Solving for Better Results at Scale in the Shelby County (TN) and Syracuse City (NY) Public Schools Thurgood Marshall Ballroom (West)

Brad Leon, Shelby County Schools (TN)
Paula Shannon, Syracuse City Public Schools (NY)
Bryan Richardson, UPD Consulting

10:15–11:15

Performance management is the process of using data to routinely and methodically monitor the relationship between the work you are doing and the goals you seek. On the shoulders of the districts' technology tools, the Shelby County Schools (Tennessee) and the Syracuse City Public Schools (New York) have implemented SchoolStat, a districtwide performance management routine to (1) facilitate broad, cross-functional problem solving; (2) understand the efficacy of the district's work; and (3) to adapt its work based on what works (and what does not). This session will (a) present the tenets and operational components of the SchoolStat process, (b) provide examples of how Shelby County Schools and Syracuse City Public Schools implemented these processes and the results they achieved, (c) provide tools to help other states and districts implement the process, and (d) feature an interactive simulation exercise that brings to life the challenging data use and change management inherent to performance management.

Complexity: Intermediate Level

XI-D Blend-ED: New Methods for Targeted Professional Learning.....Thurgood Marshall Ballroom (South)

*Michael Ferry, Rhode Island Department of Elementary and Secondary Education
Kiran Athota and Gregory Newcom, FocalPointK12*

10:15–11:15

See how Rhode Island is providing a comprehensive statewide professional learning system that takes a different approach of blending the face-to-face professional learning with next-generation professional learning through communities, recommendations, interactive dashboards, and badging.

Complexity: Intermediate Level

XI-E Educator Preparation Program Scorecards: Comparing Teachers’ Effectiveness, Placement, and Retention by Preparation ProgramWilson A

*Atnre Alleyne, Delaware Department of Education
Steve Cartwright, Tembo, Inc.*

10:15–11:15

This session will explore the results of a year-long partnership between the Delaware Department of Education and Tembo, a data analytics and visualization partner, to evaluate and report on the effectiveness of teachers from different educator preparation programs. Discussants will review the key findings from an evaluation of Teach For America and the University of Delaware’s Alternative Routes to Teacher Certification program and share how the analytics used in this evaluation are being applied to a statewide educator preparation scorecard project. This session is of interest to any state leader focused on building an educator preparation accountability program.

Complexity: Intermediate Level

XI-F Data Standards for Those Who Want It Their WayWilson B

*Larry Fruth, SIF Association/A4L
Alex Jackl and Dan Ingvarson, SIF Association
Jim Goodell, Quality Information Partners, Inc.*

10:15–11:15

Ironically, there are a lot of data standards and they rarely talk to each other. This conversation is a dialogue about navigating the balance between customizing your data system to meet your exact needs; utilizing and leveraging the standards to increase your efficiency, interoperability, and sustainability; and weaving through all the hype and negativity to have conversations that lead you to something that makes sense. This will be an interactive workshop designed to develop a

set of techniques that will be useful whether you are starting over or maintaining your tried and true system.

Complexity: Intermediate Level

XI-G I Have My List of Students . . . Now What?! Mechanics and Practice of a Middle School Early Warning System (EWS)..... Wilson C

Stephanie Haskins, Staunton City Schools (VA)
Aimee Evan and Becky Smerdon, Quill Research Associates

10:15–11:15

Regional Educational Laboratory Appalachia’s Virginia Middle School Research Alliance is developing a locally validated Early Warning System (EWS) in Virginia middle schools. We’ll share tools related to three research-based foundations necessary for an effective EWS: (1) relevant data and accessible data systems, (2) knowledge and skills for using data, and (3) organizational structures that support data use and ways in which educators can build this capacity. You’ll learn how we’ve strived to improve the totality of our Alliance divisions’ education system for future generations by (1) identifying and meeting current struggling students’ needs, and (2) examining why students are struggling.

Complexity: Entry Level

XI-H Stretching Student Success With Data Analytics Harding

Tom Reed, Center for Achievement and Leadership Services
Todd Hellman, Battelle for Kids
Tricia Moore, Reynoldsburg City Schools (OH)

10:15–11:15

Central Ohio school districts, in partnership with the Educational Service Center of Central Ohio and the not-for-profit organization Battelle for Kids, have joined forces to reimagine the use of value-added data, student academic history data, and scheduling information in order to better prepare students for postsecondary certificates or degrees. Attend this session to learn how these districts are pioneering the development and use of innovative data reports designed to help schools maximize their impact by matching teachers with students based on strengths and needs and identifying and addressing key curricular opportunity gaps.

Complexity: Intermediate Level

XI-I Institute of Education Sciences (IES) Grants to Analyze Your State or District Data Coolidge

Allen Ruby, U.S. Department of Education

10:15–11:15

This presentation will identify grant programs of the Institute of Education Sciences (IES) that can be used to analyze state administrative data. The presentation will focus on (1) the specific grant programs, (2) the sections of the research narrative that comprise the most important part of the grant application, and (3) the application and review process. Specific examples of ongoing grants that use state administrative data will be provided.

Complexity: Entry Level

XI-J Data Linking Beyond K–12 and Postsecondary Reporting: Lessons Learned and Helpful Tips..... Hoover

Fawn Dunbar and Jesse Knapp, Michigan Center For Educational Performance and Information

10:15–11:15

This session will describe Michigan’s process of linking K–12 students to postsecondary students and the state’s challenges and solutions to obtaining meaningful data elements from institutions of higher learning. The session will also include a discussion of good practices, lessons learned, and examples of reports produced as a result on Michigan’s public portal.

Complexity: Entry Level

11:15–11:30 Break

11:30–12:30 Concurrent Session XII Presentations

XII-A New Approaches to Measuring Teacher Positional Change (Ambient Positional Instability): Lessons Learned From a Multistate EffortThurgood Marshall Ballroom (East)

*John Weathers, David Taylor, John Baker, and F. Joseph Merlino,
21st Century Partnership for STEM Education*

11:30–12:30

This session builds upon extensive use of multiple state teacher human resource datasets to assess the degree of teacher Ambient Positional Instability (API). API is the change within/across years (e.g., grade level) in teachers’ assignments. Teacher attrition (e.g., moving schools/districts) is captured as part of API, but API is focused on within-school movement currently not tracked

by states/local education agencies (LEAs). API likely has strong negative impacts on program implementation, school culture, and student achievement. This session offers lessons learned and real examples of data collection structures, variables, and storage considerations necessary to accurately track and report API to schools and LEAs.

Complexity: Intermediate Level

**XII-B Digital Resource Tagging—
Fundamentals for Effective Sharing Thurgood Marshall Ballroom (North)**

*Layla Bonnot, Council of Chief State School Officers
Angela Baker, Georgia Department of Education
Jim Goodell, Quality Information Partners, Inc.
Don Ginder, CELT Corporation*

11:30–12:30

The most important elements for sharing digital resources are clear agreements on a vocabulary for tagging resources and confidence in the reliability of other organizations in the vetting process. Hear how a number of states have developed a standard tagging vocabulary in alignment with multiple standards organizations, including the Common Education Data Standards (CEDS), the Learning Resource Metadata Initiative (LRMI), and the Dublin Core Metadata Initiative (DCMI). Find out how your state can join the collaboration. Also see how this work has influenced the technical specifications for the K–12 Open Educational Resources (OER) Collaborative Request for Proposal (RFP) for developing open resources that will offer additional choice to local education agencies, significantly reduce expenditures for instructional materials, and provide much greater flexibility with quality educational content.

Complexity: Entry Level

**XII-C The Business of Data: Employer Engagement
With Education and Workforce Information Thurgood Marshall Ballroom (West)**

*Rachel Zinn, Workforce Data Quality Campaign
Jaimie Francis, U.S. Chamber of Commerce
Catherine Imperatore, Association for Career and Technical Education*

11:30–12:30

The business community can be an important ally in supporting and improving P20W data systems. During this session, we will explore several ways that employers are using data. The Workforce Data Quality Campaign will give examples of state engagement with longitudinal data systems, the U.S. Chamber of Commerce Foundation will present a model for Talent Flow Analysis, and the Association for Career and Technical Education will describe a project linking education records with industry certification data.

Complexity: Entry Level

XII–D Considering Multiple Assessments to Improve Instruction Thurgood Marshall Ballroom (South)

*Cyndy Currier, New Hampshire Department of Education
Brenda Dorrell, Delaware Department of Education*

11:30–12:30

Teachers and specialists use multiple assessments measures to inform instruction (e.g., Dynamic Indicators of Basic Early Literacy Skills [DIBELS], Northwest Evaluation Association [NWEA], STAR, State Assessments, Fountas and Pinnell, local assessments, etc.). Learn about the process of setting up an assessment framework and consider the important factors as teachers access this data to help students. Learn how New Hampshire and Delaware are helping schools analyze assessment data to inform instruction. Using the PerformancePlus system, teachers can easily see reports on how their students perform and even place students in interventions and progress monitor them.

Complexity: Entry Level

XII–E Statewide Data Access for Application Providers—The West Virginia Way!.....Wilson A

*Sterling Beane and Randall Kirk, West Virginia Department of Education
Larry Fruth, SIF Association/A4L
Jason Wrage, Ovrtr*

11:30–12:30

How do you address the needs and demands from more than 100 different applications providers needing data from your statewide student information system (SIS)? This session will focus on how the West Virginia Department of Education is using the SIF xPress Roster to gather and control data efficiently and economically.

Complexity: Intermediate Level

XII–F Strange Bedfellows: Linking Multiple Types of Universe Data for Local Education Agencies (LEAs) and SchoolsWilson B

Marie Stetser, National Center for Education Statistics

11:30–12:30

The Common Core of Data (CCD) is the National Center for Education Statistics' (NCES') primary database for the public elementary and secondary education universe of local education agencies (LEAs; i.e., school districts) in the United States. It consists of two primary types of data: (1) nonfiscal data reported through ED*Facts*, which include institutional characteristics, aggregate information describing student demographics, staff resources, diploma counts, and dropout counts; and (2) fiscal data reported separately through surveys of public education finance surveys, including the National Public Education Finance Survey and the School District Demographic Survey. Every two years, the U.S. Census Bureau collects a list of school districts from states for the School District

Boundary Review Program. This list becomes an important component used to create poverty estimates at the school district level through the census' Small Area Income and Poverty Estimates program. Increasingly, these data are being used together for high profile policy analysis. However, when we look closely at what happens when we link the IES universe survey nonfiscal data reported in ED*Facts* with fiscal data reported through fiscal surveys and with poverty estimates by school district, we begin to see that these data sets do not provide a simple or clean match of data. This session will highlight some of these discrepancies and their impact, and provide an opportunity for discussing ways to improve the consistency of universe survey data for schools and LEAs.

Complexity: Intermediate Level

XII–G The Value and Impact of Open, Common Data Definitions for Student Success..... Wilson C

Beth Davis, PAR Framework

Denise Nadasen, University of Maryland University College

Joshua Riedy, University of North Dakota

11:30–12:30

This session will show how Predictive Analytics Reporting (PAR) Framework's open, published, common data definitions and data gathering, handling, and analysis resources are helping to standardize meanings for metrics that predict points of student loss in the U.S. higher education ecosystem. PAR works with a heterogeneous set of U.S. institutions to enable effective and meaningful outcomes comparisons that reflect the changing landscape of educational models. This session will provide initial insight into the performance of alternative delivery models, including online learning and especially with regards to transfer students and adult learners.

Complexity: Intermediate Level

XII–H Corn and Corndogs: New Developments in Rural Classifications and Locale Boundaries..... Harding

Doug Geverdt, U.S. Census Bureau

11:30–12:30

Many federal education programs rely on rural classifications to target resources and determine program eligibility. Although programs may share a need to identify rural schools, the geographic criteria used by the programs may vary. This presentation will briefly review the rural criteria used for E-Rate, the Rural Education Achievement Program (REAP), and the National Center for Education Statistics (NCES) locale classifications. It will discuss recent and future changes to program definitions and the practical impact of those changes on states, districts, and schools. The discussion will also introduce new spatial data resources to help visualize and analyze the geographic context of schools and districts.

Complexity: Entry Level

XII-I Connecting Data Systems and Data Providers to Reconnect Youth Coolidge

*Laura Maurizi, Isaac Hammond-Paul, and Kilin Boardman-Schroyer,
District of Columbia Office of the State Superintendent of Education*

11:30–12:30

Part I of this session will describe how the District of Columbia (DC) Office of the State Superintendent of Education (OSSE) was able to supplement K–12 data from its statewide longitudinal data system (SLDS) with data from the National Student Clearinghouse, GED Analytics, and DC providers of Adult Basic Education to identify a population of approximately 7,500 disengaged youth in DC. Part II will detail how the newly established DC ReEngagement Center has formed collaborations and data-sharing agreements with other state agencies, local police, and local NGOs to develop a provider database, conduct outreach, reconnect, and track outcomes of disengaged youth in DC. Challenges and successes will be discussed.

Complexity: Entry Level

**XII-J Are We Where We Are Most Needed?
Education, Community Needs, and AmeriCorps..... Hoover**

*Robin Ghertner and Joseph Breems, Corporation for National and Community Service
Katie Seely-Gant, Energetics Technology Center*

11:30–12:30

Since AmeriCorps is a place-based program, organizations applying for AmeriCorps funding must demonstrate that their programs address a specific need in their community. This session will present the first systematic study of this type, designed to assess the alignment between indicators of educational needs—including graduation rates, educational attainment, and low-performing schools—and AmeriCorps grant allocation. Drawing on data from Common Core of Data (CCD) and other sources, researchers applied a spatial probit model using Bayesian Markov Chain Monte Carlo (MCMC) methods and controlled for various community factors. In general, the location of AmeriCorps grantees has a moderate alignment with educational need. Implications for AmeriCorps and other federal grant programs will be discussed.

Complexity: Intermediate Level



EDFACTS AND COMMON CORE OF DATA (CCD) NONFISCAL COORDINATORS' TRAINING

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

EDFACTS AND COMMON CORE OF DATA (CCD) NONFISCAL COORDINATORS' TRAINING

TENTATIVE EDFACTS AND COMMON CORE OF DATA (CCD) NONFISCAL COORDINATORS' TRAINING OVERVIEW		
TIME & ROOM	TOPIC	ATTENDANCE
WEDNESDAY, JULY 8, 2015		
10:00–11:00 <i>Hoover</i>	New Common Core of Data (CCD) Nonfiscal Coordinators' Training	Recommended for new sponsored CCD Nonfiscal Coordinators
1:15–2:15 <i>Thurgood Marshall Ballroom</i>	2015 NCES STATS-DC Data Conference Opening Plenary Session	
2:30–5:20 <i>Lincoln 2 and 3 (Exhibition Level)</i>	Welcome and Introduction Overview of the Office of Management and Budget (OMB) Packet and Process Roundtable Exercise: OMB Directed Questions EDFacts Reporting Issues <ul style="list-style-type: none"> • Relationship Between Graduation and Dropout Data • How EDFacts Metadata and Process System (EMAPS) Surveys Relate to EDFacts Files • Common Data Quality Issues • Data Release Dates 	Mandatory for sponsored EDFacts/CCD Nonfiscal Coordinators
THURSDAY, JULY 9, 2015		
9:00–12:30 <i>Lincoln 2 and 3 (Exhibition Level)</i>	Updates on Topics of Interest <ul style="list-style-type: none"> • State Equity Plans • Elementary and Secondary Education Act (ESEA) Reauthorization • Office of Special Education Programs (OSEP) Technical Assistance Centers • Common Core of Data (CCD) Data Management System (DMS) EDFacts State Panel Presentations <ul style="list-style-type: none"> • Facilitated Panel Discussion Roundtable Discussions on EDFacts Topics Meeting Review & Wrap-Up	Mandatory for sponsored EDFacts/CCD Nonfiscal Coordinators
	ED Staff "Office Hours" <ul style="list-style-type: none"> • Key ED Staff are Available for State Interaction 	Optional



KEYNOTE SPEAKER'S BIOGRAPHY

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

KEYNOTE SPEAKER'S BIOGRAPHY

Peggy G. Carr, Ph.D.

**Acting Commissioner, National Center for Education Statistics
Institute of Education Sciences, U.S. Department of Education**

Peggy G. Carr is the Acting Commissioner of the National Center for Education Statistics (NCES) in the Institute of Education Sciences, U.S. Department of Education. As Acting Commissioner, Dr. Carr oversees NCES' fulfillment of its congressional mandate to "... collect, collate, analyze, and report complete statistics on the condition of American education; conduct and publish reports; and review and report on education activities internationally."

In her appointment as Acting Commissioner, Dr. Carr continues to serve as the Associate Commissioner of Assessment for NCES, a role she has held for 16 years. She is responsible for national and international large-scale assessments, including the National Assessment of Educational Progress (NAEP), the Program for the International Assessment of Adult Competencies (PIAAC), Trends in International Mathematics and Science Study (TIMSS), and Progress in International Student Assessment (PISA). NAEP is the largest and most complex of the large-scale assessments and has been congressionally mandated since 1969. It is America's only ongoing monitor of students' academic progress of its kind.

Dr. Carr received her bachelor's degree in psychology, with a concentration in statistics, from North Carolina Central University and obtained master's and doctoral degrees in developmental psychology from Howard University. Dr. Carr has also served as the Chief Statistician for the Office for Civil Rights at the U.S. Department of Education. Before joining the U.S. Department of Education, she served as the Research Methodologist of Howard University's Statistical and Research Computer Laboratory. She also spent more than 15 years teaching doctoral-level graduate courses as an adjunct professor in the Graduate School of Arts and Sciences at Howard University. Dr. Carr has published in a variety of areas, including child psychology, social psychology, experimental psychology, bio-statistics, student achievement, and assessment methodology.

Dr. Carr has been a Senior Executive Service (SES) official for the U.S. Department of Education since 2001 and was awarded the Meritorious Executive Rank Award for sustained superior accomplishments in management of programs in 2008 by President George Bush.



DEMONSTRATION DESCRIPTIONS

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

DEMONSTRATION DESCRIPTIONS

CaseNEX—DataCation Compass

Peter Bencivenga, Yamaris Perez, and Elisabeth Kimball

Teachers and educators need to be constantly aware in order to make the most of their data and help students do their best. DataCation Compass is a new, comprehensive dashboard solution that allows school communities to streamline data and view multiple data points on one screen. This demonstration details the tool in action (from how to create groups to how to track students for interventions) so attendees can see how DataCation Compass keeps teachers constantly aware in order to prevent students from falling off track in the first place.

Center for Innovative Technology

Will Goldschmidt, Mike Ravenscroft, and Nathan Krol

The Center for Innovative Technology (CIT) will demonstrate the Virginia Longitudinal Data System (VLDS)-Nevada P–20 to Workforce Research Data System (NPWR) statewide longitudinal data system (SLDS) solution. Using a federated database architecture that securely matches data among K–12, higher education, and workforce databases, VLDS-NPWR is a sophisticated tool that provides researcher portals, data governance, automated email notifications, and dynamic P–20 reports. A fully auditable solution that can be expanded to include additional state agencies, the VLDS-NPWR solution represents a best-in-class example of an SLDS solution that was developed through an interstate partnership between Virginia and Nevada. CIT’s demonstration will provide an overview of system functionality as well as the benefits of partnering for SLDS solutions.

CPSI, Ltd.

Gay Sherman, Justin Elia, Michelle Elia, and Aziz Elia

CPSI presents its new data hub model for collection of data at both the district and state levels. This model accommodates multiple standards, including Schools Interoperability Framework (SIF), P20W Education Standards Council (PESC), Ed-Fi, Common Education Data Standards (CEDS), and vendor available Application Program Interfaces (APIs). CPSI is dedicated to making data accessible to teachers and staff so that they can provide a better education for the next generation of students. We believe that every student deserves the foundation of a good education. Our mission is to help students and the education community through better data.

eScholar LLC

Shawn Bay, Wolf Boehme, and Nisa Torres

eScholar is revolutionizing the way data are used in education to help parents, educators, and students make informed decisions, lead change, and discover and achieve their goals. Our award-winning solutions simplify reporting, streamline data management, and transform how data are used to improve outcomes. Our solutions include data warehousing, unique identifier management, and collaborative dashboard and

DEMONSTRATION DESCRIPTIONS

instructional improvement solutions. We support 13 education agencies and more than 5,000 districts to serve the needs of over 20 million students across the nation. Visit us at www.escholar.com and follow us on Twitter: @eScholar.

ESP Solutions Group

Joshua Goodman, Glynn Ligon, Steven King, and Jim Rife

ESP Solutions Group is solely focused on improving the quality of education data. Our team of education experts originally pioneered the concept of “data-driven decisionmaking” (D3M) and now partners to optimize the management of data within state agencies. ESP Solutions Group has advised school districts, all 52 state education agencies, and the U.S. Department of Education on the practice of P20W 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), Education Data Exchange Network (EDEN) /EDFacts, and the Schools Interoperability Framework (SIF), as well as the National Education Data Model (NEDM), Ed-Fi, and the Common Education Data Standards (CEDS). ESP’s collective expertise is represented in its Optimal Reference Guides (downloads are available at <http://www.espsolutionsgroup.com/library/>). To learn more, please visit us at www.espsolutionsgroup.com.

Houghton Mifflin Harcourt (HMH)

Jennifer Sargeant, Zach Tussing, and David Bargeron

By taking a partner-centric approach with customers, the Houghton Mifflin Harcourt (HMH) team helps education entities deliver on their vision of integrated content and data environments. Our work includes data use for reporting and analytics, enterprise reporting (including growth model, at-risk management, RTI programs, digital libraries, and the capacity to allow business users to create their own reports), standards usage, secure portals, standards management, classroom tools, and entire state and district longitudinal data systems. By working with us, your organization can put the power of data and digital tools at your educators’ fingertips.

Infinite Campus

Joe Fox

Infinite Campus provides a statewide data collection solution that collects, certifies, and transforms data into a standardized data set for reporting and analysis; realizes efficiencies by publishing data to districts; and improves district data quality via electronic student data record transfers. Infinite Campus delivers a proven, comprehensive state solution that includes unique student and staff ID assignments, a student locator, enrollment overlap detection, data integration services, district-to-district record transfers, standard reports, ad-hoc reports, common course numbering, state-defined data elements, final grade reporting, 21st Century Schools, longitudinal economic indicator, robust limited-English-proficient (LEP) tracking, and teacher-student data linkage. Our six statewide initiatives give us unique insights into the complexities and subtleties of planning and managing statewide data collection.

DEMONSTRATION DESCRIPTIONS

LearningMate Solutions

Joseph Mattuch, Amit Soman, and Debbie Stirling

LearningMate Solutions will provide a hands-on demonstration of the Arizona’s Department of Education (ADE) dashboards: 35 dashboards with 161 data views. Dashboards and data models were created using federal funds and are available to other states and districts without cost.

LearnSprout

Franklyn Chien

Despite efforts to make data more accessible, most solutions today are difficult to implement and even more difficult to use. The result is all too common: an expensive, unwieldy system, abstract reports, and data overload. One company is beginning to change this. With a simple five-minute setup and simple “glance-ready” reports, LearnSprout is helping educators realize the potential of their data. Since its launch in 2013, LearnSprout has grown to support more than 2,600 schools in 42 states, providing K–12 educators with an Early Warning Solution (EWS) and analytics to identify at-risk students and prevent dropouts.

P20W Education Standards Council (PESC)

Michael Sessa and Jennifer Kim

The P20W Education Standards Council’s (PESC) overall mission revolves around interoperability. It takes many organizations working together to support the education domain and infrastructure. We seek out organizations with common missions, as open and transparent collaboration is the cornerstone principle of PESC. Our members include data, software, and education technology service providers; local, state, and federal government agencies; schools, colleges, and universities; college, university, and state systems; professional, commercial, and nonprofit organizations; and national and international nonprofit associations and foundations.

SAS

Wes Avett, Scott MacConnell, and Steve Rager

SAS helps state education agencies track student progress and trends longitudinally from data, such as attendance, test scores, and demographics. SAS enables states to merge vast amounts of student data from the disconnected levels of education—culminating in the development of a data-rich, state-specific longitudinal data system that integrates relevant data about a student’s education from preschool through graduate school or work force entry. The SAS demo will showcase how states can

- integrate data, improve data quality, and manage metadata;
- use analytics to identify current and future trends for better decisionmaking; and
- equip all decisionmakers with secure self-service reporting.

DEMONSTRATION DESCRIPTIONS

StartClass

Doug Gibson, Allen Kim, and Rohan Natraj

StartClass, formerly FindTheBest, is an education research website that provides students, parents, and educators with detailed information on K–12, college, graduate, and career options. Our free colleges and public schools research tools utilize the National Center for Education Statistics' (NCES') data to give people all the information they need to objectively research and make the most informed education decisions possible when selecting a school. We will show the innovative ways that our data comparison, narrative, and visualization technology can use education data and make it more accessible and understandable to users.



TOPICAL INDEX TO SESSIONS

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

TOPICAL INDEX TO SESSIONS

Common Core of Data (CCD)

III-A
V-A
VI-J
VII-B/VIII-B
VII-C
VII-H
VIII-A
VIII-G
IX-C
X-H

Data Collection

I-I
I-J
II-A
II-B
II-E
II-H
II-J
III-E
III-F
III-G
IV-C
IV-D
IV-F
IV-G
V-A
V-B
V-C
V-H
VI-A
VI-D
VI-F
VI-G
VII-B/VIII-B
VII-C
VII-D
VII-I
VIII-D
VIII-E
VIII-H
IX-A
IX-C
IX-F
IX-H
X-B
X-D
X-G

Data Collection (Continued)

X-I
XI-A
XI-B
XI-G
XII-A
XII-B
XII-I

Data Linking Beyond K–12

I-H
II-C
II-F
II-I
III-A
III-B
III-D
III-E
III-F
III-H
III-J
IV-B
IV-J
VI-C
VI-D
VI-E
VI-F
VII-A
IX-D
IX-E
IX-H
IX-I
X-B
X-E
X-F
X-J
XI-J
XII-C
XII-I

Data Management

I-I
I-J
II-A
II-B
II-E
II-H
II-I
II-J

TOPICAL INDEX TO SESSIONS

Data Management (Continued)

III-B
III-C
III-E
III-F
IV-D
IV-E
IV-G
V-A
V-B
V-E
V-H
V-I
V-J
VI-B
VI-D
VI-G
VII-A
VII-C
VII-F
VII-G
VII-I
VII-J
VIII-D
VIII-E
VIII-I
IX-A
IX-C
IX-E
IX-H
X-B
X-D
X-J
XI-A
XI-C
XI-D
XII-E
XII-G
XII-H

Data Privacy

I-F
II-C
II-I
III-E
III-F
V-B
V-F
VI-D

Data Privacy (Continued)

VI-I
VII-A
VIII-C
IX-G
IX-H
IX-J
X-D
X-J
XII-G

Data Quality

I-F
I-J
II-A
II-E
II-H
II-I
II-J
III-A
III-C
III-E
III-F
III-J
IV-C
IV-D
IV-E
IV-G
IV-H
V-B
V-C
V-D
V-E
V-J
VI-A
VI-B
VI-D
VI-E
VII-A
VII-B/VIII-B
VII-C
VII-G
VII-I
VII-J
VIII-D
VIII-E
VIII-I
IX-A
IX-H

TOPICAL INDEX TO SESSIONS

Data Quality (Continued)

X-B
X-D
X-J
XI-A
XII-D
XII-G

Data Standards

I-E
I-I
I-J
II-E
II-F
II-J
III-C
III-F
V-E
VI-D
VII-G
VIII-D
IX-A
IX-C
IX-H
X-D
X-J
XI-A
XI-B
XI-C
XI-F
XII-B
XII-E
XII-H

Data Use (Analytical)

I-E
I-F
I-G
I-H
II-B
II-C
II-E
II-F
II-G
II-H
II-I
III-A
III-B
III-C

Data Use (Analytical) (Continued)

III-D
III-E
III-G
III-H
III-I
III-J
IV-A
IV-D
IV-E
IV-G
IV-H
IV-I
IV-J
V-A
V-B
V-F
VI-A
VI-B
VI-C
VI-D
VI-F
VI-H
VI-J
VII-B/VIII-B
VII-E
VII-F
VII-H
VIII-D
VIII-F
VIII-G
VIII-H
VIII-I
VIII-J
IX-A
IX-C
IX-D
IX-E
IX-F
IX-H
IX-I
X-A
X-B
X-C
X-D
X-E
X-F
X-G
X-H

TOPICAL INDEX TO SESSIONS

Data Use (Analytical) (Continued)

X-J
XI-B
XI-C
XI-D
XI-E
XI-G
XI-H
XI-J
XII-C
XII-F
XII-G
XII-H
XII-I
XII-J

Data Use (Instructional)

II-E
II-G
III-C
III-E
III-G
IV-A
IV-C
IV-E
IV-G
IV-H
V-H
VI-D
VI-E
VI-G
VII-F
VIII-D
VIII-F
VIII-G
IX-A
IX-C
IX-E
IX-F
IX-H
X-D
X-H
X-I
XI-B
XI-C
XI-D
XI-G
XI-H
XII-D

Data Use (Instructional) (Continued)

XII-G

EDFacts

I-E
VII-C
VII-G
VII-J
VIII-E
IX-C
XI-A
XI-B

Fiscal Data

II-B
II-E
III-D
IV-C
V-C
VII-B/VIII-B
VIII-I
VIII-J
X-B
XI-B

Statewide Longitudinal Data Systems (SLDS)

I-H
I-I
I-J
II-D
II-E
II-F
II-I
II-J
III-C
III-D
III-I
III-J
IV-A
IV-B
IV-F
V-F
V-G
VI-B
VI-C
VI-D
VI-F
VI-G
VII-C

TOPICAL INDEX TO SESSIONS

Statewide Longitudinal Data Systems (SLDS)

(Continued)

VII-E

VII-F

VII-J

VIII-C

VIII-H

VIII-I

IX-A

IX-B

IX-C

IX-D

IX-I

X-B

X-D

X-F

X-H

XI-A

XI-D

XI-G

XII-C

XII-D

XII-I

Other

III-F

III-G

V-H

VI-H

IX-B

X-G

XI-I