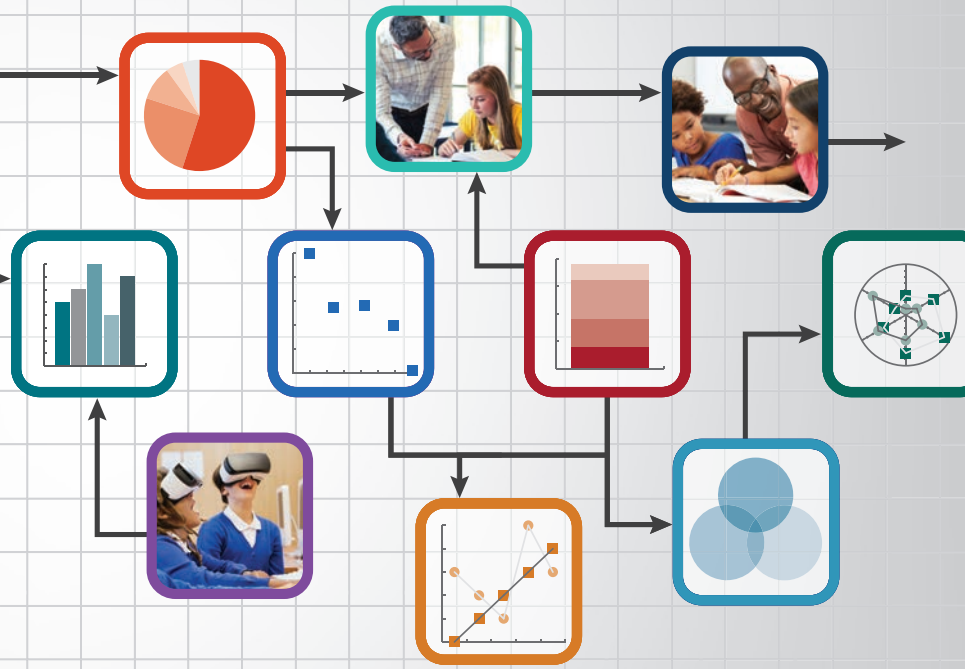
INSTITUTE OF EDUCATION SCIENCES

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

AGENDA

2018 NCES STATS-DC Data Conference

Visualizing the Future of Education through Data



July 25 - 27, 2018

The Mayflower Hotel • Washington, DC

Conference Website:
https://nces.ed.gov/whatsnew/conferences/statsdc/2018

2018 NCES STATS-DC Data Conference

Visualizing the Future of Education through Data

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COLOR KEY TO TOPICS

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

2018 NCES STATS-DC Data Conference

July 25–27, 2018 // AGENDA AT-A-GLANCE

Room	Palm Court Ballroom (Lobby)	Senate Room (Lobby)	East Ballroom (Lobby)	Chinese Ballroom (Lobby)	Virginia (Second)
Session	A	B	C	D	E
WEDNESDAY, JULY 25, 2018					
9:00–12:00	Common Core of Data (CCD) Fiscal Coordinators' Training, District Ballroom (Lower Level)				
1:15–2:15	Opening Plenary Session, Grand Ballroom				
2:30–5:20	Common Core of Data (CCD) Fiscal Coordinators' Training, District Ballroom (Lower Level)				
Concurrent Session I 2:30–3:20	School Courses for the Exchange of Data (SCED)	Disclosure Avoidance: Policy and Practice	Early Childhood Homelessness State Profiles: Leveraging ED*Facts* for Interagency Data Use	Balancing Student Privacy and Providing Useful Data	Dual Enrollment Data Collected in a Postsecondary Survey
Concurrent Session II 3:30–4:20	State and District Partnerships for the Civil Rights Data Collection	"Courting" P-20W Partners	Utah's Student Data Privacy Journey	Show Me the Data: Making the Most of Your State's Report Card	Reporting the Preschool Count in State Report Cards: A Review of the Approaches and Lessons Learned Across States
Concurrent Session III 4:30–5:20	Introduction to the Common Core of Data: America's Public Schools	Pump Up the Volume (Of Your Data Use Training)!	A Continued Focus on Data Quality	States' Strategies for Promoting and Evaluating the SLDS	Forum Guide to Early Warning Systems
THURSDAY, JULY 26, 2018					
9:00–12:30	ED*Facts* and Common Core of Data (CCD) Nonfiscal Coordinators' Training, Grand Ballroom				
Concurrent Session IV 9:00–10:00	Title I Allocations	GIS in Action: Powerful Tools for Visualizing Education Data	Data & Equity: What We Don't Know Can Hurt Us	SEAs and Researchers: Strengthening Partnerships to Overcome Privacy Obstacles	Telling Engaging Stories with Data
Concurrent Session V 10:15–11:15	The Statewide Longitudinal Data Systems (SLDS) Data Capacity Survey: First Look at Findings	Making Every Subject Count: Strengthening States' Data Infrastructure for Reporting on Non-Tested Subjects	Determining State and Local Education Technology Needs	The Every Student Succeeds Act "Expenditures per Pupil" Provision and Relationship to School Finance Data Collections at DoED	Gathering and Utilizing Industry Certification Data
Concurrent Session VI 11:30–12:30	New for 2018! Privacy & Security Guidance from ED	Building Knowledge for Today and Tomorrow: The Power of Research Partnerships	Forum Guide to Personalized Learning	Help Ensure Effective Data Governance and Management: Use the Updated DaSy Toolkit!	Fast, Free, and Flexible: An On-Ramp for Accessing and Exploring NCES Geographic Data
LUNCH	LUNCH (ON YOUR OWN)				
1:30–5:15	Joint Session of ED*Facts* and Common Core of Data (CCD) Fiscal Coordinators, 1:30–2:45 // CCD Fiscal Coordinators' Roundtable 3:00–5:15 // Grand Ballroom				
Concurrent Session VII 1:45–2:45	A Tactical Approach to Addressing Student Data Privacy Issues	So You Think You Know FERPA?	Are the Data Available? Leveraging CEDS Tools to Examine CTE Course Taking in Four States	Data Dissemination and Use	Setting Expectations in IEP Development and Usage
Concurrent Session VIII 3:00–4:00	Bugs or Dirt in Your ED*Facts* Data: Methods for Programmers to Check Data Quality	Powering Personalized Learning: From Vision to Implementation	The Nation's Report Card: A Look at the New NAEP Data Explorer	Training for State Coordinators of the Nonfiscal Common Core of Data Collection: Part I	Our Work is not Done: The Role of Communications in Sustainability
Concurrent Session IX 4:15–5:15	Ed-Fi to CEDS: Plug and Play	Helping Teachers Make Effective Use of Dashboards and Reports to Inform Instruction: Three States' Approaches	How Missouri is Using Data to Feed Children: From Process to Implementation and Early Successes	Training for State Coordinators of the Nonfiscal Common Core of Data Collection: Part II	Identity: Let's Secure and Operationalize That!
FRIDAY, JULY 27, 2018					
Concurrent Session X 9:00–10:00	Two States and ESSA: The Challenges and Progress with ED*Facts* Submissions	Generate - A Look at Implementation and Improving Data Quality	States Getting Support Along the Data Collection to Data Use Highway	Leveling the Technology Playing Field: Ed-Fi and the Equity Case for Interoperability	Creating Evidence to Achieve Equity: Jump-Starting a Research Partnership with Wisconsin's Statewide Longitudinal Data System
Concurrent Session XI 10:15–11:15	One Tool, One ED*Facts* Coordinator, 99% Timeliness and Accurate Results for ED*Facts* Submissions in Pennsylvania	Innovations in NAEP Analyses and Visualizations, 2017 Mathematics and Reading Results	Two States' Approaches to ESSA Report Cards	Follow the Money: Operationalizing the Finance Domain	Link Violence & Crime Data with Student Outcomes at School
Concurrent Session XII 11:30–12:30	New Mexico's Early Childhood Integrated Data System: Multiple Agencies, Many Source Systems, One Enchanting Solution!	IES Grants for Analyzing Your State or District Data	ED*Facts* Data: Where is it and How to Access it?	CRDC Longitudinal Data Vulnerabilities & Challenges: How to Analyze Three Cycles Collected 2011 to 2016	States are Key! State Support and the Success of NCES K-12 Longitudinal Studies

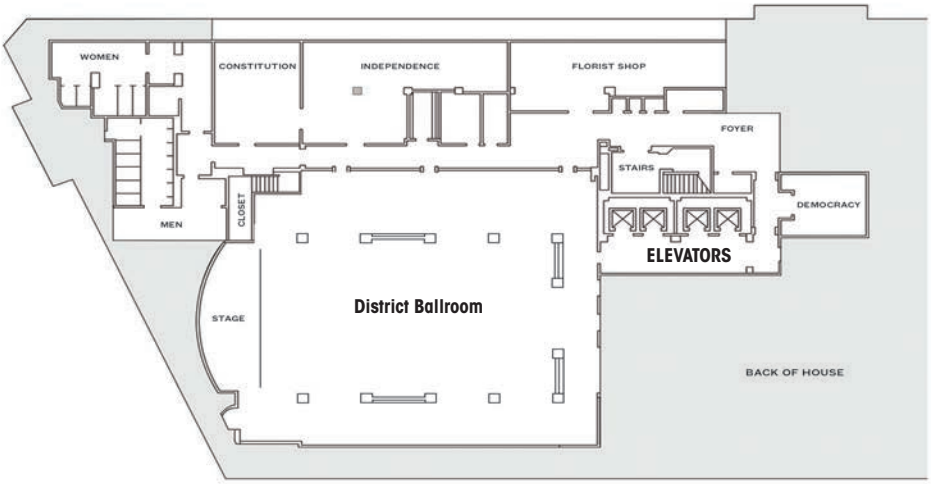
COLOR KEY TO TOPICS

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

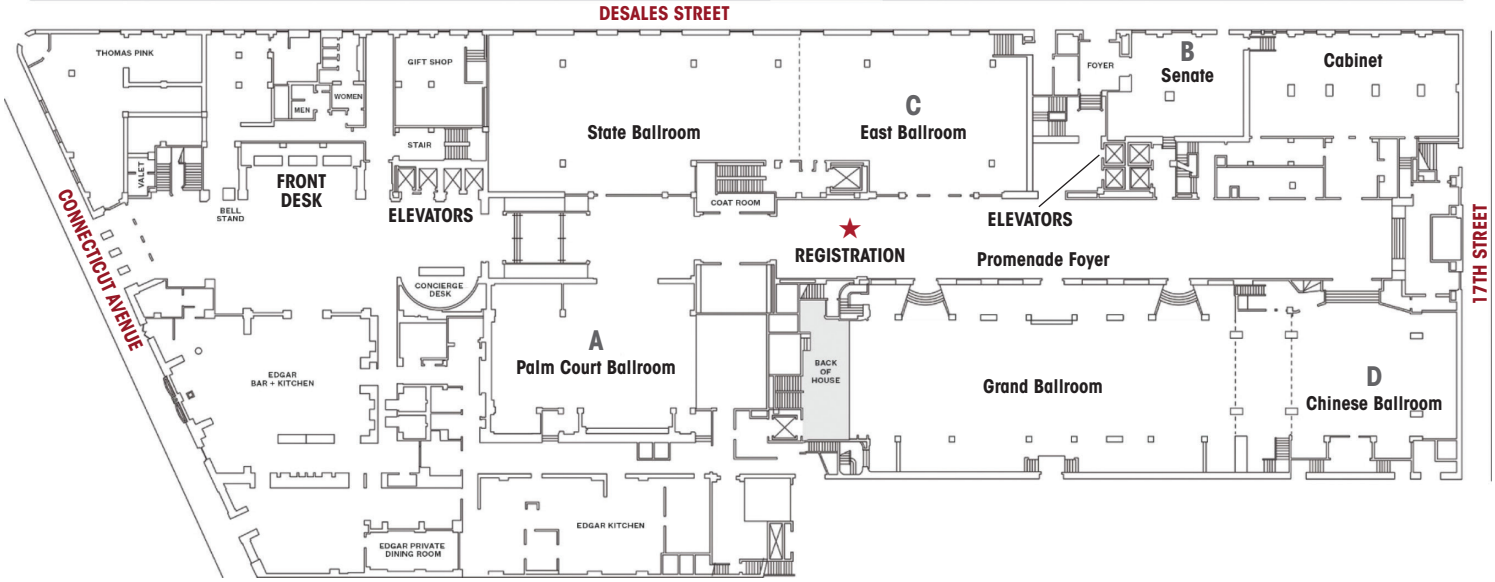
South Carolina (Second)	Rhode Island (Second)	Pennsylvania (Second)	New Hampshire (Second)	New Jersey (Second)	Room
F	G	H	J	K	Session
WEDNESDAY, JULY 25, 2018					
Common Core of Data (CCD) Fiscal Coordinators' Training, District Ballroom (Lower Level)					9:00–12:00
Opening Plenary Session, Grand Ballroom					1:15–2:15
Common Core of Data (CCD) Fiscal Coordinators' Training, District Ballroom (Lower Level)					2:30–5:20
Connecting the Dots: From Data Visualization to Useful Information	Empowering Parents: Mississippi's ESSA Report Card	Through the Looking Glass: A Review of LEA Website Transparency by PTAC	State Leadership for Interoperability: Leveraging Data for Academic Excellence	Data on Parents and Teachers from the American Community Survey	Concurrent Session I 2:30–3:20
Engaging in the Public Comment Process and Data Governance: A Federal, State, and Local Perspective	One State, Two Data Initiatives: Indiana's Embrace of e-Transcript & Credential Engine	The Generate Roadmap - Generate, G3 and You	Using Early Childhood Data to Inform Evidence-Based Decision Making in Illinois	Addressing Teacher-Labor and Teacher Quality Questions	Concurrent Session II 3:30–4:20
Implementing Data Processes and Business Rules for Improved Data Quality	How Tennessee Adults use Reconnect to go Back to School	Using Tennessee's SLDS to Identify and Address Challenges in Post-Secondary Enrollment	Timely Classroom Intervention	Developing Climate Surveys to Measure School Performance in Maryland: A REL-MSDE Research-Practice Partnership	Concurrent Session III 4:30–5:20
THURSDAY, JULY 26, 2018					
ED*Facts* and Common Core of Data (CCD) Nonfiscal Coordinators' Training, Grand Ballroom					9:00–12:30
Data Collection on School-Issued Devices: Consequences for Privacy and Equity	Beyond Messaging: Interoperability in Action	Facility Information Management	Psychological Interventions to Scale Increase High Stakes Test Results and Other Student Outcomes	Pathfinder: Roadmap to Success	Concurrent Session IV 9:00–10:00
DCARS a Cloud-Based Data Collection, Analysis, and Reporting System for Inclusive Postsecondary Education	The Art of the Possible: Data Governance Lessons Learned from Kentucky, Maryland, and Washington	The Future is Actionable Data in Teachers Hands	Data Governance: California's Tips for Getting Going, Building Momentum & Surfing the Waves of Collaboration	OKSDE and CEDS - Real World REST Based Data Collection	Concurrent Session V 10:15–11:15
State Sustainability Planning to Maintain and Support the SLDS	TNAtlas: Navigating Educator Preparation Data Access and Use to Support Continuous Improvement in Tennessee	Worried About School Level Per-Pupil Expenditure Reporting? Learn from the "Overachievers"	Integrating Early Childhood Data Systems to Power Integrated Data Use and Visualizations: Examples from Michigan	The Development of an Early Warning Indicator Data Dashboard: The Clark County Story	Concurrent Session VI 11:30–12:30
LUNCH (ON YOUR OWN)					LUNCH
Joint Session of ED*Facts* and Common Core of Data (CCD) Fiscal Coordinators, 1:30–2:45 // CCD Fiscal Coordinators' Roundtable 3:00–5:15 // Grand Ballroom					1:30–5:15
Integrated Data: How New Information Sparks Collaboration	State Data Centers: The Census Bureau's Premier Local Partners	Design Principles to Visualize Data for the Future of Education	Visualizing the Future of Education Through Data	Exploring Data to Determine Student Performance Returns on Investment in Professional Development	Concurrent Session VII 1:45–2:45
Using Data to Shine a Light on Education Equity	How Can SEAs Equip Districts to Protect Student Data?	Generate Governance Group—Guiding the Evolution of the Application	The Results Are In - Successful Strategies in Linking K12 and Higher Education Data	Predicting Early College Success for Indiana's High School Class of 2014	Concurrent Session VIII 3:00–4:00
Demo of the NCES CTE Statistics Website: A New Way to Organize and Find Information	SmartTeach: An Online Formative Assessment Application as Classroom Level Data System for Wisconsin Teachers	State Data Partnerships: Leveraging Relationships, Common Goals, and Data Standards to Maximize Limited Resources	What Does it Take to be Generate Ready?	Impact of Pre-Kindergarten Programs on Student Performance in Early Schooling in the State of Mississippi	Concurrent Session IX 4:15–5:15
FRIDAY, JULY 27, 2018					
New Findings from National Teacher and Principal Survey (NTPS) and School Survey on Crime and Safety (SSOCS)	Building a Continuum of Training for Educator Dashboards	Now What?: Analytic Tools that Use Integrated Early Childhood Data to Support Decision-Making	Demystifying Pathways Data: Career Pathways, Competency Pathways, Credential Pathways, Content Pathways	Using Data to Strengthen High School Transition	Concurrent Session X 9:00–10:00
How the Minnesota Department of Education is Working to Engage Teachers in the Use and Interpretation of Data	Collaboration Creates Effective Change: The Power of Qualitative Data	Using District Data to Impact Instruction	Leveraging Business Intelligence (BI) Tools to Unlock, Democratize, Govern and Visualize your Data	Thinking Beyond the School Day: How Secure Data Sharing and Community Partnerships Can Improve Student Learning	Concurrent Session XI 10:15–11:15
How to Develop and Disseminate Sustainable Online Data Use Training for Teachers	The Gender Deficit in Earnings Among Workers with Postsecondary Degrees or Credentials in Washington State	Implementing a Full CEDS Data Flow	Support, Improve, Communicate: How Data Literacy Empowers School and District Administrators	Analysis of School Lottery Data to Improve Policy	Concurrent Session XII 11:30–12:30

The Mayflower Hotel

Lower Level



Lobby Level



Second Floor

Important Information

The U.S. Department of Education's 2018 National Center for Education Statistics' (NCES) STATS-DC Data Conference, from July 25–27, 2018, at The Mayflower Hotel, offers:

- discussions on technical and policy issues related to the collection, maintenance, and use of education data for education researchers, policymakers, and data system managers from all levels of government who want to share innovations in the design and implementation of education data collections and information systems;
- training and business meetings for Common Core of Data (CCD) and EDFacts data coordinators;
- information sessions on CCD, data collection, data linking beyond K–12, data management, data privacy, data quality, data standards, data use (both analytical and instructional), fiscal data, Statewide Longitudinal Data Systems (SLDS), and changes in how the U.S. Department of Education collects and uses data; and
- updates on federal and state activities affecting data collection and reporting, with a focus on information about the best new approaches in collecting, reporting, and using education statistics.

The following important information will help ensure the best possible experience at the 2018 NCES STATS-DC Data Conference. If you have any questions or concerns, please contact Patrick Keaton, NCES STATS-DC Data Conference Manager, at the registration desk.

Conference Venue

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

The Mayflower Hotel

1127 Connecticut Avenue NW

Washington, DC 20036

Phone: 202-347-3000

www.marriott.com/hotels/travel/wasak-the-mayflower-hotel-autograph-collection

Conference Materials and Registration

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

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

Wednesday, July 25 — 8:00 a.m.–5:20 p.m.
Thursday, July 26 — 8:00 a.m.–5:15 p.m.
Friday, July 27 — 8:00 a.m.–12:30 p.m.

Staff is available to assist you throughout the conference.

Conference Etiquette

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

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

Concurrent Session Presenters

Please use the laptop provided in your breakout room and not your own laptop. Do not tamper with or disconnect the computer or data projector connections. After the conference, presenters will receive information by e-mail about posting presentation materials on the NCES website.

Important Information

Conference Evaluations

Your feedback is welcomed; please complete the online conference evaluation form at:

https://www.surveymonkey.com/r/2018STATS-DC

Conference Mobile App

Download the "Attendify – Network at Events" app from the App Store or Google Play. You can scan the QR code or access the app via the web browser: http://0yx51n.m.attendify.com/. Under "Which event are you attending?" search for "2018 STATS-DC Data Conference". Additional information is available at the registration desk.

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.

Name Badges

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

Note

Complimentary Wi-Fi is available throughout the meeting space of the hotel.

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

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

National Center for Education Statistics (NCES) Booth

Promenade Foyer
(Lobby Level)

Come to the NCES demonstration booth to find out about NCES tools, products, and surveys. Our expert staff will guide you through our web tools, and tell you about new surveys going out into the field. Bring your questions and join the conversation!

Wi-Fi Information

SSID: Mayflower Conference

PASSWORD: NCES2018

Conference Website

https://nces.ed.gov/whatsnew/conferences/statsdc/2018

Agenda with Session Descriptions

WEDNESDAY, JULY 25, 2018

9:00 a.m.–12:00 noon District Ballroom (Lower Level) *This session is reserved for CCD Fiscal Coordinators.	**Common Core of Data (CCD) Fiscal Coordinators' Training*** • *National Center for Education Statistics (NCES)* • *U.S. Census Bureau* This session will cover the following: • Every Student Succeeds Act (ESSA) Expenditures Per-Pupil Provision; • Similarities and differences between ESSA data and National Public Education Financial Survey (NPEFS), School District Finance Survey (F-33), and School-Level Finance Survey (SLFS) data; • New variables on SLFS; • New variables on F-33; • Title I allocation procedures (use of NPEFS and F-33 data); • Membership definition changes; • GASB updates.
1:15–2:15 p.m. Grand Ballroom	**Opening Plenary Session** **Keynote Speech** • *Lynn Woodworth, Ph.D., Commissioner, National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education* **Announcements** • *Patrick Keaton, National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education*
2:15–2:30 p.m.	**Break**
2:30–5:20 p.m. District Ballroom (Lower Level)	**Common Core of Data (CCD) Fiscal Coordinators'Training* (continued)**

Concurrent Session I — 2:30–3:20 p.m.

I-A

2:30–3:20 p.m.
Palm Court Ballroom

COMPLEXITY:
Entry Level

TOPIC:
Data Management

School Courses for the Exchange of Data (SCED)

- *Susan Williams, Quality Information Partners*

School Courses for the Exchange of Data (SCED) provides voluntary, common course codes that state and local education agencies use to manage and compare course information, develop course catalogs, and efficiently exchange coursetaking records. SCED is also used to facilitate education research, including National Center for Education Statistics transcript studies. The National Forum on Education Statistics has developed a suite of tools and resources to help education agencies implement and use SCED. Join us to learn more about these tools and resources, and discuss the numerous ways that education agencies are using SCED.

I-B

2:30–3:20 p.m.
Senate Room

COMPLEXITY:
Intermediate Level

TOPIC:
Data Privacy

Disclosure Avoidance: Policy and Practice

- *Julia Bloom-Weltman, AEM Corporation*
- *Michael Hawes, U.S. Department of Education*
- *Adrian Peoples, Delaware Department of Education*
- *Jill Stacey, Colorado Department of Education*

This presentation is for those who understand the necessity for protecting privacy when public reporting, but who have questions or concerns about implementation. We will start with a discussion of best practices in disclosure avoidance policies, and then will provide examples of how to implement a policy into practice. Delaware will show their standardized practice of complementary suppression. The U.S. Department of Education will present on best practices for applying complementary suppression and blurring methods to several scenarios.

I-C

2:30–3:20 p.m.
East Ballroom

COMPLEXITY:
Entry Level

TOPIC:
Data Use (Analytical)

Early Childhood Homelessness State Profiles: Leveraging ED*Facts* for Interagency Data Use

- *Amy Yamashiro, U.S. Department of Education*
- *Erica Lee, U.S. Department of Education*
- *John McLaughlin, U.S. Department of Education*

This session examines how an interagency working group used ED*Facts* data to inform an annual document, Early Childhood Homelessness State Profiles. The state profiles include ED*Facts* data, Health and Human Services data, and Census data to provide a snapshot of early childhood homelessness by state.

The speakers will describe the importance of the early childhood homelessness data, the impetus for the State Profiles product, the rationale for using ED*Facts* data, and reserve time for a general discussion.

I-D

2:30–3:20 p.m.
Chinese Ballroom

COMPLEXITY:
Intermediate Level

TOPIC:
Data Privacy

Balancing Student Privacy and Providing Useful Data

- *Katherine Edwards, Minnesota Department of Education*
- *Gayra Ostgaard, Minnesota Department of Education*
- *Kara Arzamendia, Minnesota Department of Education*

Have you ever looked at data and found that with a little bit of easy math you could work backwards to find data that had been suppressed for data privacy reasons? Minnesota will present their current proposal of determining rules for secondary suppression as well as the process they are completing to get stakeholder feedback on ensuring the data will continue to be as useful as possible to researchers and school personnel without access to secure data.

I-E

2:30–3:20 p.m.
Virginia

COMPLEXITY:
Intermediate Level

TOPIC:
Data Linking
Beyond K-12

Dual Enrollment Data Collected in a Postsecondary Survey

- *Richard Reeves, U.S. Department of Education*

Dual enrollment may be increasing both in the number of secondary/postsecondary partnerships, and in terms of the number of students using this track. The Integrated Postsecondary Education Data System (IPEDS) is considering expanding its collection to count secondary education students enrolled in postsecondary institutions under an agreement with secondary schools, districts, counties, state, or other level of governance. This talk will review findings from a Technical Review Panel held by RTI at NCES and a paper commissioned under the National Postsecondary Education Cooperative.

I-F

2:30–3:20 p.m.
South Carolina

COMPLEXITY:
Entry Level

TOPIC:
Data Use
(Instructional)

Connecting the Dots: From Data Visualization to Useful Information

- *Kerry Friedman, SRI International*
- *Haidee Bernstein, Westat*
- *Meredith Miceli, U.S. Department of Education*

Data professionals know that communicating data through visualization is key to promoting the understanding and use of data. However, creating effective data displays can require time, skill, and specialized tools. This session will share multiple straightforward ways to improve how your data is displayed and showcase low-cost or no-cost data visualization tools through a series of data visualization makeovers, including data maps, qualitative displays, charts, and more. State Special Education and Early Intervention data visuals will demonstrate how effective data visualization supports data quality and use.

I-G

2:30–3:20 p.m.
Rhode Island

COMPLEXITY:
Entry Level

TOPIC:
Data Use (Analytical)

Empowering Parents: Mississippi's ESSA Report Card

- *Ben Sylve, Mississippi Department of Education*
- *Deborah Donovan, Mississippi Department of Education*

The Mississippi Department of Education (MDE) is strategically focused on providing the community with a world-class data system to improve student outcomes. With the ESSA Report Card MDE is taking advantage of the opportunity to engage parents on providing a report card that is easy to understand, easy to use, and easy to access.

This session will describe how MDE is engaging parents, overcoming project obstacles such as procurement road blocks, and implementing project management methodologies to ensure alignment with parent, State, and Federal stakeholder requirements and timelines. The Mississippi report card will be presented during the session.

I-H

2:30–3:20 p.m.
Pennsylvania

COMPLEXITY:
Intermediate Level

TOPIC:
Data Privacy

Through the Looking Glass: A Review of LEA Website Transparency by PTAC

- *Eric Gray, U.S. Department of Education*
- *Baron Rodriguez, U.S. Department of Education*

Do you ever wonder how transparent your school's or district's website is? Are you concerned that your web presence isn't providing enough information to your stakeholders, or do you think you're doing good enough? Come see how you stack up! Join the Privacy Technical Assistance Center in their newest endeavor: a review of LEA websites for transparency best practices. Come find out how PTAC proposes to do this review (including the proposed timeline, mix of schools, etc.), what criteria we intend to look at, and help them discuss and refine their approach. Come for the discussion and stay for a review and further discussion of transparency best practices and learn what you can do to communicate more efficiently and creatively with your stakeholders so that they get the information that they need with a minimum of effort!

I-J

2:30–3:20 p.m.
New Hampshire

COMPLEXITY:
Entry Level

TOPIC:
Data Standards

State Leadership for Interoperability: Leveraging Data for Academic Excellence

- *Dean Folkers, Nebraska Department of Education*
- *Tracy Weeks, State Education Technology Directors' Association*
- *Patches Hill, Delaware Department of Education*
- *Angie Baker, Georgia Department of Education*

Let's take the concept of interoperability out of the server room and into the classroom by demonstrating how it impacts students directly. We can change the debate around why we seek interoperable systems from creating efficiencies and easing collection burden to empowering data driven decisions for students and ensuring support and services are delivered. In this session we will explore state use cases for interoperability as well as identify success and challenges to implementation. You will leave with a resource for making the case to your leadership for interoperability and a feeling of solidarity with states along the journey.

I-K

2:30–3:20 p.m.

New Jersey

COMPLEXITY:
Entry Level

TOPIC:
Data Use (Analytical)

Data on Parents and Teachers from the American Community Survey

- *Paula Mae Cooper, U.S. Census Bureau*
- *Devin Zibulsky, U.S. Census Bureau*

The Education Demographic, Geographic, and Economic (EDGE) Program utilizes American Community Survey (ACS) data collected by the U.S. Census Bureau to provide education-relevant data. This presentation highlights some notable recent results from EDGE's data on parents and teachers and provides guidance on how to access these data for analysis. EDGE provides hundreds of demographic, economic, and social characteristics of parents for the nation, states, and school districts. While limited to the nation and states, the tabulations on teachers contain estimates and median wages by a number of characteristics, including demographic, educational, and housing.

3:20–3:30 p.m.

Break

Concurrent Session II — 3:30–4:20 p.m.

II-A

3:30–4:20 p.m.
Palm Court Ballroom

COMPLEXITY:
Intermediate Level

TOPIC:
Data Collection

State and District Partnerships for the Civil Rights Data Collection

- *Janis Brown, U.S. Department of Education*
- *Levette Williams, Georgia Department of Education*
- *Susan Rose-Adametz, Wisconsin Department of Public Instruction*
- *Kathy Gosa, AEM Corporation*
- *Terra Dominguez, North Carolina Department of Public Instruction*
- *Rosa Olmeda, U.S. Department of Education*

The Civil Rights Data Collection, a biennial survey required from LEAs by USDE's Office for Civil Rights, collects data on leading civil rights indicators regarding access and barriers to educational opportunity for PK-12 students. Several SEAs have volunteered to assist LEAs with reporting data for the CRDC, and OCR has provided tools to support this collaboration. At this session, states will describe support they have provided, implementation of process changes, and the benefits and challenges of the partnership. In addition, OCR staff will describe plans for the 2017-18 CRDC, and available technical assistance and tools.

II-B

3:30–4:20 p.m.
Senate Room

COMPLEXITY:
Intermediate Level

TOPIC:
Data Linking
Beyond K-12

"Courting" P-20W Partners

- *Jeff Sellers, AEM Corporation*
- *Kate Akers, Kentucky Center for Education and Workforce Statistics (KCEWS)*
- *Kara Arzamendia, Minnesota Department of Education*
- *Melissa Beard, Washington Education Research and Data Center (ERDC)*

As states are developing P-20W SLDS, they are also looking for ways to expand data and capabilities to ensure they are able to be responsive to state data needs. This session will explore strategies for "courting" potential P-20W partners, defining and justifying the purpose for expanding partnerships, and potential categories for partnerships. The role and process for establishing data sharing agreements for these partnerships will also be discussed, along with how to sustain them long-term. This session includes panelists from Kentucky, Minnesota, Washington, and Hawaii, each discussing how they address these issues, and describing lessons learned as they've navigated establishing these partnerships.

II-C

3:30–4:20 p.m.
East Ballroom

COMPLEXITY:
Intermediate Level

TOPIC:
Data Privacy

Utah's Student Data Privacy Journey

- *Whitney Phillips, Utah State Board of Education*
- *Aaron Brough, Utah State Board of Education*

This session will review the journey that Utah has had concerning student data privacy over the last several years. Utah's Student Data Protection Act created criteria and funding to improve student data privacy initiatives across the state. The session will highlight excellent training resources, discuss the complexities of working with educational application vendors, and share the lessons they've learned along the way ,

II-D

3:30–4:20 p.m.
Chinese Ballroom

COMPLEXITY:
Entry Level

TOPIC:
Data Quality

Show Me the Data: Making the Most of Your State's Report Card

- *Brennan Parton, Data Quality Campaign*
- *JIll Zimmerman, Louisiana Department of Education*

Every state is working to improve their report cards and comply with ESSA. Join DQC and one exemplar state to learn how you can use language, navigation, and visualization to make your report card quality, accessible, and useful.

II-E

3:30–4:20 p.m.
Virginia

COMPLEXITY:
Entry Level

TOPIC:
Data Linking Beyond K-12

Reporting the Preschool Count in State Report Cards: A Review of the Approaches and Lessons Learned Across States

- *Elizabeth Fening, U.S. Department of Education*
- *Melissa Aro, Wisconsin Department of Public Instruction*
- *DJ Quirin Mai, Montana Office of Public Instruction*
- *Missy Coffey, AEM Corporation*

This session will interactively engage participants in a conversation about the collection, integration, and use of early learning program and service access data to report the preschool count in the state report card. A panel of states will share the challenges and solutions to reporting access of early learning at the state and federal policy levels to inform policy decisions and discuss how to develop capacity to use data to report on access to programs and services. Participants will come away with a better understanding of the various approaches states are using to report preschool count on the state report cards and CEDS tools to support their work.

II-F

3:30–4:20 p.m.
South Carolina

COMPLEXITY:
Intermediate Level

TOPIC:
Data Collection

Engaging in the Public Comment Process and Data Governance: A Federal, State, and Local Perspective

- *Beth Young, Quality Information Partners*
- *Sonya Edwards, California Department of Education*
- *Niki Vang, California Department of Education*
- *Marilyn King, Bozeman Public Schools (MT)*

All data collected by the U.S. Department of Education is approved by the Office of Management and Budget (OMB) and goes through two public review cycles where states and districts can provide their feedback on the proposed collection. This Fall, the next OMB Package for ED*Facts* will be released for public comment. Find out why you should care and how to participate in the process including how to monitor the Federal Register and use the Regulations.gov to review the package and submit comments. A state and district perspective will be provided and their best practices for participation shared.

II-G

3:30–4:20 p.m.

Rhode Island

COMPLEXITY:
Entry Level

TOPIC:
Data Linking Beyond K-12

One State, Two Data Initiatives: Indiana's Embrace of e-Transcript & Credential Engine

- *Ken Sauer, Indiana Commission for Higher Education*
- *Michael Sessa, PESC*

The Indiana e-Transcript Initiative was developed in 2005 as a partnership between the Indiana Commission for Higher Education (ICHE) and the Indiana Department of Education (IDOE). Indiana was the first state in the Midwest to adopt e-Transcript and now at least six other states have followed their lead. HEA 1341, passed by the 2013 Indiana General Assembly, establishes the e-Transcript Initiative by statute and calls for a common high school transcript to be developed by the IDOE in collaboration with ICHE. The service is made possible by an appropriation from the General Assembly, ensuring 24/7 online service and benefits for students, colleges and universities, high schools, and the State of Indiana. Now with a state-wide collaboration, ICHE is looking to link to the benefits of Credential Engine. As one of the first states implementing a pilot, ICHE continues to lead the march toward a digital state.

II-H

3:30–4:20 p.m.

Pennsylvania

COMPLEXITY:
Entry Level

TOPIC:
Data Management

The Generate Roadmap - Generate, G3 and You

- *Erik Friend, Oklahoma Department of Education*
- *Anthea Brady, AEM Corporation*
- *Dean Folkers, Nebraska Department of Education*
- *Bobby Keener, Virginia Department of Education*

Join the Generate Governance Group (G3) for a deep dive into the Generate tool. Attendees will experience a demo of Generate and hear what's on the roadmap for next data collections, reports and tools. G3 will provide a summary on how the group works and how Generate users and potential users can get involved. The SEA staff leading G3 and using Generate for ED*Facts* reporting will be available to answer questions.

II-J

3:30–4:20 p.m.

New Hampshire

COMPLEXITY:
Entry Level

TOPIC:
Data Use (Analytical)

Using Early Childhood Data to Inform Evidence-Based Decision Making in Illinois

- *Xiaojin Wang, Illinois Early Childhood Asset Map*

Developed in 2006, the Illinois Early Childhood Asset Map (IECAM) serves as a one-stop source of early care and education information and demographic data, and provides a tool for transparent resource allocation and planning, empowering data-driven decision-making. This presentation will address, how IECAM effectively assists Illinois State Board of Education (ISBE) with targeting its the Early Childhood Block Grant (ECBG) funding to areas most in need of services, the various data mapping and visualization tools such as interactive maps that IECAM uses, and a few collaborative projects in which IECAM is engaged.

II-K	Addressing Teacher-Labor and Teacher Quality Questions
3:30–4:20 p.m. New Jersey **COMPLEXITY:** Entry Level **TOPIC:** Data Management	• *Jay Pennington, Iowa Department of Education* • *Marsha Lewis, Ohio University* • *Angie Tombari, Kentucky Center for Education and Workforce Statistics* Members of the SLDS Teacher-Labor Market Analysis workgroup are identifying important questions that states have in this area, and are working in collaboration with CEDS staff to develop connections which identify data sources, elements, and algorithms for addressing them. The initial focus is on teacher retention, but we expect to work in collaboration with the Department's Teacher Quality Programs (TQP) Office and grantees to identify additional questions and connections. Join this session to hear about the initial three connections, and how you can leverage them in your work. We'll also be looking for your input and ideas for next steps.

4:20–4:30 p.m.	**Break**

Concurrent Session III — 4:30–5:20 p.m.

III-A

4:30–5:20 p.m.
Palm Court Ballroom

COMPLEXITY:
Entry Level

TOPIC:
CCD

Introduction to the Common Core of Data: America's Public Schools

- *Mark Glander, National Center for Education Statistics*

The Common Core of Data (CCD) is the U.S. Department of Education's primary database on public elementary and secondary education. It is an annual, comprehensive collection that gathers data on the universe of public K-12 schools and school districts. This session is for new or occasional users of public K-12 data. It will include an overview of the CCD data collection, a brief walk-through of the CCD web pages, and a demonstration of the on-line tools available for accessing CCD data.

III-B

4:30–5:20 p.m.
Senate Room

COMPLEXITY:
Entry Level

TOPIC:
Data Use (Instructional)

Pump Up the Volume (Of Your Data Use Training)!

- *Jana Chang, Hawaii Department of Education*

Want people to be excited about data use? Want to energize your audience around research? Looking for a fun and fast way to figure out what kind of data people value? The first ten minutes of your data-use training are critical. The way you engage your audience sets the energy level for effective learning and collaboration. In this session, you will experience and learn how Team Hawaii uses energizers to "prime" educators for data use training, and, at the same time, how we use these energizers to build connections with our audience.

III-C

4:30–5:20 p.m.
East Ballroom

COMPLEXITY:
Entry Level

TOPIC:
Data Quality

A Continued Focus on Data Quality

- *Julia Redmon, AEM Corporation*
- *Beth Sinclair, AEM Corporation*
- *Elizabeth Fening, U.S. Department of Education*

One of the ED*Facts* team's roles is to provide support to the ED data stewards and internal data users to assess the quality of ED*Facts* data. Come join us for a session on data quality and changes made to ED processes and resources over the past year. This session will include an overview of the CCD, CSPR, and ED*Facts* data quality review schedules and process, a first look at the consolidated business rules list that includes post submission data quality checks, and how ED currently uses DMS, OMB MAX, and Excel for Outreach. The team will also provide additional information to states on how to write good data notes and how ED uses the notes states provide (both during the data quality reviews and as part of file documentation).

III-D

4:30–5:20 p.m.
Chinese Ballroom

COMPLEXITY:
Entry Level

TOPIC:
SLDS

States' Strategies for Promoting and Evaluating the SLDS

- *Robin Clausen, Montana Office of Public Instruction*
- *Anita Larson, Minnesota Department of Education*
- *Kathy Gosa, AEM Corporation*

Are you concerned with maintaining support and funding that's needed to sustain your state's data systems? Join this session to hear from two states regarding their efforts to gain widespread use and funding for their SLDS. Montana's marketing campaign included a stakeholder survey and use of social media to reach a broader audience. Minnesota has promoted the SLEDS system and solicited feedback, and is navigating the process to obtain stable funding for their ECLDS.

III-E

4:30–5:20 p.m.
Virginia

COMPLEXITY:
Entry Level

TOPIC:
Data Use (Analytical)

Forum Guide to Early Warning Systems

- *Marilyn King, Bozeman School District #7*

Early warning systems use predictive analytics to identify students who are at risk of dropping out of school, which provides targeted data that state and local education agencies (SEAs and LEAs) can use to develop student interventions that minimize negative student outcomes. The National Forum on Education Statistics is developing a new resource to help SEAs and LEAs plan, develop, implement, and use early warning systems. This session will provide an overview of the forthcoming Forum Guide to Early Warning Systems and highlight case studies from SEAs and LEAs that have implemented, or are in the process of implementing, an early warning system.

III-F

4:30–5:20 p.m.
South Carolina

COMPLEXITY:
Intermediate Level

TOPIC:
Data Management

Implementing Data Processes and Business Rules for Improved Data Quality

- *Tony Ruggiero, IDEA Data Center*
- *Lindsay Wise, IDEA Data Center*
- *Erik Friend, Oklahoma State Department of Education*

Documenting and implementing data collection processes and business rules is key to achieving high-quality data for federal reporting and making informed policy and program decisions. This session will highlight the use of the IDEA Data Center's IDEA Data Processes Toolkit to document data processes and will introduce the newest protocol in the toolkit - the Business Rules Template. States use these tools to create and maintain consistent practices that produce valid and reliable data. Join us for an opportunity to learn about the value of documentation and how states are using it as part of their data management practices.

III-G

4:30–5:20 p.m.

Rhode Island

COMPLEXITY:
Entry Level

TOPIC:
Data Collection

How Tennessee Adults use Reconnect to go Back to School

- *Brian Douglas, Tennessee Higher Education Commission*

The Tennessee Reconnect Grant is a last-dollar scholarship program that affords Tennessee adult learners the opportunity to obtain an associate degree free of tuition and mandatory fees. This scholarship is available beginning in fall 2018. This session will discuss the details of the Tennessee Reconnect Grant and the ways in which Tennessee Reconnect Communities, the Tennessee Higher Education Commission, and Tennessee public institutions help adults learners prepare to attend college.

III-H

4:30–5:20 p.m.

Pennsylvania

COMPLEXITY:
Intermediate Level

TOPIC:
SLDS

Using Tennessee's SLDS to Identify and Address Challenges in Post-Secondary Enrollment

- *Jason Parker, Tennessee Department of Education*
- *Emily Wilcox, Tennessee Department of Education*

With its Drive to 55 initiative, Tennessee is committed to helping more citizens earn the post-secondary degree or credential they need to access high-wage, high-skill employment. The Tennessee Department of Education is using the state's SLDS, P20 Connect, to identify systemic challenges in post-secondary enrollment and completion. Through research partnership and stakeholder engagement, Tennessee will implement and evaluate a series of interventions designed to increase seamless postsecondary enrollment of high school graduates following the 2018-19 school year. The session will preview Tennessee's vision for potential avenues of operationalizing this work statewide in the years to come.

III-J

4:30–5:20 p.m.

New Hampshire

COMPLEXITY:
Intermediate Level

TOPIC:
Data Management

Timely Classroom Intervention

- *Cory Little, Nebo School District*
- *Steve Setzer, Kimono*

Managing learning data and securely sharing it back to the student information system is one of the biggest burdens for educators today. Teachers spend far too much time entering grades into multiple systems, and manual data entry just increases the risk of errors. Learn how districts in Utah are saving teachers as much as 2 hours per day using SIF to send assignment scores from the LMS back to the SIS; even supporting grading categories and weighted score activities.

III-K

4:30–5:20 p.m.

New Jersey

COMPLEXITY:
Entry Level

TOPIC:
Data Use (Analytical)

Developing Climate Surveys to Measure School Performance in Maryland: A REL-MSDE Research-Practice Partnership

- *Christine Ross, Mathematica Policy Research*
- *Dara Zeehandelaar Shaw, Maryland State Department of Education*
- *Tim Kautz, Mathematica Policy Research*

Recently, a few states have broken new ground by adopting school climate surveys as a measure of school quality for their statewide accountability systems under the Every Student Succeeds Act (ESSA). This presentation will discuss how a research-practice partnership between the REL Mid-Atlantic and MSDE helped the state to meet the challenges of designing and planning statewide surveys of students and staff to be used for ESSA accountability and school improvement. The presentation will discuss how the research-practice partnership supported survey development and will support analysis of the data and the use of the survey information for accountability and school improvement.

THURSDAY, JULY 26, 2018

9:00 a.m.–12:30 p.m.
Grand Ballroom

ED*Facts* and Common Core of Data (CCD) Nonfiscal Coordinators' Training

- *National Center for Education Statistics (NCES)*

This session will cover important updates for state ED*Facts*/CCD Nonfiscal Coordinators on the future of the Consolidated State Performance Report in terms of the data that are collected as well as the method of collection. The new ED*Facts* Business Rules Single Inventory will be presented and the session will also include a presentation by the U.S. Department of Education's (ED's) Charter School Office aimed at improving the quality of data submissions by states. The ED*Facts* track provides an excellent opportunity for states to talk directly to ED staff from the ED*Facts* team and other ED program offices in attendance. The ED*Facts* Partner Support Center will also be represented and will help facilitate face-to-face interaction.

Concurrent Session IV — 9:00–10:00 a.m.

IV-A

9:00–10:00 a.m.
Palm Court Ballroom

COMPLEXITY:
Entry Level

TOPIC:
Data Use (Instructional)

Title I Allocations

- *Carolyn Gann, U.S. Census Bureau*
- *William Sonnenberg, National Center for Education Statistics*
- *Max Hutchinson, U.S. Census Bureau*

For over 50 years, Title I of the Elementary and Secondary Education Act has provided federal funding to low-income school districts. NCES partners with the U.S. Census Bureau to estimate child poverty within the most up-to-date school district boundaries. This presentation will describe the current allocation process, the model-based procedures used to create school district level poverty estimates, and the school district boundary update through the School District Review Program, which will run annually starting in August 2018.

IV-B

9:00–10:00 a.m.
Senate Room

COMPLEXITY:
Entry Level

TOPIC:
Data Use (Analytical)

GIS in Action: Powerful Tools for Visualizing Education Data

- *Stephen Gervais, San Bernardino City Unified School District, San Bernardino California*

Using California's chronic absenteeism dataset from a statewide perspective to the LEA level, this presentation will demonstrate how geographic information science (GIS) can be used to visualize and enhance our understanding of education data. Spatial methods will be used to identify statistical hotspots where significant clustering of student absenteeism occurs. Grouping methods will be used to identify significant factors among schools with high rates of chronic absenteeism and classify them. Geographically weighted regression will be used to model and predict chronic absenteeism at an LEA level. This presentation is suitable for anyone interested in visualizing education data using maps.

IV-C

9:00–10:00 a.m.

East Ballroom

COMPLEXITY:
Entry Level

TOPIC:
Data Use (Analytical)

Data & Equity: What We Don't Know Can Hurt Us

- *Sarah Leibrandt, Western Interstate Commission for Higher Education*
- *Andy Corbin, Wyoming Community College Commission*
- *Joseph Curtin, Utah System of Higher Education*
- *Michael Vente, Colorado Department of Higher Education*

Understanding how postsecondary programs affect earnings and employment stability is crucial for states deciding how best to meet the needs of the historically underserved. The Western Interstate Commission for Higher Education recently launched an interstate taskforce of states dedicated to eliminating their equity gaps through targeted data analysis and policy and practice solutions. Panelists will discuss how their states have used data - and how they hope to use data in the future - to track disaggregated student outcomes. Audience members are invited to share their experiences regarding how data can be used to support the equity imperative.

IV-D

9:00–10:00 a.m.

Chinese Ballroom

COMPLEXITY:
Entry Level

TOPIC:
Data Use (Analytical)

SEAs and Researchers: Strengthening Partnerships to Overcome Privacy Obstacles

- *Julie Riordan, REL Northeast and Islands*
- *Carl Frederick, Wisconsin Department of Public Instruction*
- *Kerry Lawton, Wisconsin Department of Public Instruction*
- *Carla Howe, AEM Corporation*
- *Baron Rodriguez, AEM Corporation*

For SEAs and researchers, the opportunity to collaborate and act as partners allows both parties to address common education concerns. Join this session to learn more about the resources available to set up a transparent research request process that encompasses appropriate data protections and how the Regional Educational Laboratories can use such resources to support research initiatives using state and local education data systems. Hear from representatives from the Wisconsin Department of Public Instruction as they share how they've developed and leveraged a transparent request process that has led to successful partnerships with researchers while protecting the privacy of education data.

IV-E

9:00–10:00 a.m.

Virginia

COMPLEXITY:
Entry Level

TOPIC:
Data Use (Analytical)

Telling Engaging Stories with Data

- *Nikki Churchwell, U.S. Department of Education*
- *Ivan Metzger, U.S. Department of Education*
- *Jeffrey Thayne, Education Research and Data Center*

In this session, panelists will share their experiences engaging audiences with data stories. Often, when conducting, presenting, and publicizing longitudinal research and policy findings, we can "bury the lead" in pages of methods and analyses that – while lending credibility to research – does not always communicate research findings and implications in the most user-friendly way. State and Federal Panelists will discuss two approaches to using data to tell stories to unbury the lead, make research results accessible to a broader audience, and use webpage design to help users gain new insights into pressing policy questions.

IV-F

9:00–10:00 a.m.
South Carolina

COMPLEXITY:
Entry Level

TOPIC:
Data Collection

Data Collection on School-Issued Devices: Consequences for Privacy and Equity

- *Tyler Park, Future of Privacy Forum*
- *Amelia Vance, Future of Privacy Forum*
- *Michael Hawes, U.S. Department of Education*
- *Teddy Hartman, Enhancing Insights LLC*

In an age where teens can be charged with child porn for sexting selfies or suspended for inflammatory social media posts, how much data should schools collect on school-issued devices? Monitoring can identify suicidal students, keep students on task, and protect devices, but also exacerbate inequities. Panelists will discuss these concerns.

IV-G

9:00–10:00 a.m.
Rhode Island

COMPLEXITY:
Entry Level

TOPIC:
Data Standards

Beyond Messaging: Interoperability in Action

- *Don Dailey, Michigan Data Hub - Kalamazoo RESA*
- *Dean Folkers, Nebraska Department of Education*
- *Troy Wheeler, Ed-Fi Alliance*

You've heard the hype, you've seen the marketing: Interoperability is the wave of the future and the future is NOW! Join us for a discussion of interoperability in action across several states. Hear their successes, challenges, and ongoing work to make interoperability a reality for students. We'll talk about use cases, operationalizing the work, and plans for additional features and functionality. You'll hear firsthand the benefits being realized and the impact the hard work is having.

IV-H

9:00–10:00 a.m.
Pennsylvania

COMPLEXITY:
Entry Level

TOPIC:
Data Management

Facility Information Management

- *Marilyn King, Bozeman School District #7*

Well-maintained, safe facilities are a critical element of a high-quality educational environment. Both facility maintenance and the management of facility information require substantial commitment and expertise. The National Forum on Education Statistics developed the Forum Guide to Facility Information Management: A Resource for State and Local Education Agencies to help education agencies plan, design, build, use, and improve their facility information systems. Join us to discuss topics from the resource, including measures of school facility quality, related data elements, and best practices from state and local education agencies.

IV-J

9:00–10:00 a.m.

New Hampshire

COMPLEXITY:
Entry Level

TOPIC:
Data Use (Analytical)

Psychological Interventions to Scale Increase High Stakes Test Results and Other Student Outcomes

- *Alvin Larson, Meriden Public Schools*

Transitional grades into middle or high school can be pivotal in altering student self-perceptions. Students having difficulty in their new school may start to believe "I'm not capable," "No one cares," or "I don't belong." Such attributions aggravate their future success. This LEA implemented two psychological interventions at scale: one provided themed essays from former students on a problem they had and how it got better over time; another intervention mediated identified student beliefs that created barriers to SBAC motivation and success. Preliminary results indicate positive changes in SBAC achievement, classroom academics, student behavior and their sense of belonging to school.

IV-K

9:00–10:00 a.m.

New Jersey

COMPLEXITY:
Entry Level

TOPIC:
Data Linking Beyond K-12

Pathfinder: Roadmap to Success

- *Jeni Spaulding, State of Michigan Talent Investment Agency*
- *TBD*

This presentation will introduce the Michigan Education and Career Pathfinder, a free online career planning and exploration tool. Through matching of administrative education and wage records, Pathfinder provides stakeholders with crucial outcome metrics for education programs, from employment and wages, to return on investment, for higher education programs at Michigan's public postsecondary institutions. Moreover, the tool links programs of study with related in-demand occupations and key labor market information. In addition to demonstrating the Pathfinder tool, this presentation will discuss how the tool was developed and shed light on how such tools are within the reach of any state.

10:00–10:15 a.m.	**Break**

Concurrent Session V — 10:15–11:15 a.m.

V-A

10:15–11:15 a.m.
Palm Court Ballroom

COMPLEXITY:
Entry Level

TOPIC:
SLDS

The Statewide Longitudinal Data Systems (SLDS) Data Capacity Survey: First Look at Findings

- *Julia Bloom-Weltman, AEM Corporation*
- *Kristen King, U.S. Department of Education*

Understanding the capability of state data systems is critical so that the nation as a whole can maintain and utilize education data with accuracy and efficiency. In order to assess the present data capacity of jurisdictions, the Statewide Longitudinal Data Systems (SLDS) Data Capacity Survey was created to inventory systems. This session provides descriptive information on the responses from the first data collection from the summer of 2017 regarding current and planned capacities of states.

V-B

10:15–11:15 a.m.
Senate Room

COMPLEXITY:
Entry Level

TOPIC:
Data Use (Analytical)

Making Every Subject Count: Strengthening States' Data Infrastructure for Reporting on Non-Tested Subjects

- *Claus von Zastrow, Education Commission of the States*
- *Ayanna Hudson, National Endowment for the Arts*

Most states have data systems to track students and teachers over time. However, only a few publish information about disciplines for which there are no standard assessments. This session will focus on one such discipline: the arts. It will feature facilitated discussion of a partnership between the National Endowment for the Arts and the Education Commission of the States that helps states use existing state data to report actionable information on the health of arts education. Session participants will explore how states can use their data systems to give leaders and communities the information they need to improve education in untested subjects.

V-C

10:15–11:15 a.m.
East Ballroom

COMPLEXITY:
Entry Level

TOPIC:
Other

Determining State and Local Education Technology Needs

- *Steve Smith, Cambridge Public Schools*

The work necessary to implement new technology initiatives to support teaching and learning can be a complex and challenging endeavor. The National Forum on Education Statistics is developing a new resource that will address the widespread use and integration of technology in state and local education agencies and assist agencies with technology decision-making. This session will provide an overview of the resource, which focuses on technology governance and planning, including needs assessments, as well as technology implementation, integration, maintenance, support, training, and evaluation.

V-D

10:15–11:15 a.m.

Chinese Ballroom

COMPLEXITY:
Entry Level

TOPIC:
Fiscal Data

The Every Student Succeeds Act (ESSA) "Expenditures per Pupil" Provision and Relationship to School Finance Data Collections at the U.S. Department of Education

- *Stephen Q. Cornman, U.S. Department of Education*
- *Stephanie Stullich, U.S. Department of Education*
- *Stephen Wheeler, U.S. Census Bureau*
- *Alexis Schauss, North Carolina Department of Public Instruction*
- *Frank Cernik, North Carolina Department of Public Instruction*
- *Beth Scioneaux, Louisiana Department of Education*
- *Jim Long, Ohio Department of Education*

There is a significant demand for finance data at the school level. Policymakers, researchers, and the public have voiced concerns about the equitable distribution of school funding within and across school districts. This session will examine a new requirement under the Every Student Succeeds Act (ESSA) for states and school districts to add to their annual report cards "the per-pupil expenditures of Federal, State, and local funds, including actual personnel expenditures and actual nonpersonnel expenditures of Federal, State, and local funds, disaggregated by source of funds, for each local educational agency and each school in the State for the preceding fiscal year." (§1111 (h)(1)(C)(x) and (h)(2)(C)). State Education Agencies (SEAS) and local education agencies (LEAS) must report school-level expenditure data on report cards commencing with the 2018-19 school year. This session will also discuss differences between this data reporting requirement and current fiscal data collections being conducted by the U.S. Department of Education. In response to the growing demand, the National Center for Education Statistics (NCES) recently developed the School-Level Finance Survey (SLFS). The SLFS is essentially an expansion of the School District Finance Survey (F-33) and the National Public Education Finance Survey (NPEFS) to include some variables at the school level.

In this session, the panel will present the ESSA provisions on reporting per-pupil expenditures at the LEA and school level and variables not found on SLFS that could be included on the state and local report cards. The presenters will also discuss findings from previous ED data collections and studies of school-level finance data. In addition, presenters from SEAs will discuss the changes in accounting standards necessary to report school-level finance data, the challenges of consistency and comparability between individual LEA's, training plans, and methods to display school-level finance data on the ESSA report cards.

V-E

10:15–11:15 a.m.

Virginia

COMPLEXITY:
Entry Level

TOPIC:
Data Collection

Gathering and Utilizing Industry Certification Data

- *Brian Douglas, Tennessee Higher Education Commission*
- *Jenna Leventoff, Workforce Data Quality Campaign*
- *Jonathon Attridge, Tennessee Department of Education*

Industry certifications are credentials awarded by industry groups and can have value at both the K-12 and postsecondary level. However, it can be challenging for states to understand whether their students are obtaining these credentials because they are not awarded by state agencies. During this session, Tennessee will speak to the value of industry certification data, explain how they have begun to get it into their state longitudinal data system, and share the research they have conducted with it.

V-F

10:15–11:15 a.m.

South Carolina

COMPLEXITY:
Intermediate Level

TOPIC:
Data Collection

DCARS a Cloud-Based Data Collection, Analysis, and Reporting System for Inclusive Postsecondary Education

- *Eric Folk, University of Hawaii at Manoa*
- *Robert Stodden, University of Hawaii Center on Disability Studies*
- *Sean Nagamatsu, University of Hawaii Center on Disability Studies*

The Postsecondary Support Project (PSP) is an inclusive postsecondary education project based at the University of Hawaii. We support students with significant disabilities to attend college and develop the skills needed for college and employment success. PSP receives funding from the USDOE, and Hawaii's DVR and DD agencies. Our cloud-based data collection, analysis, and reporting system (DCARS), allows us to collect and manage data from six college campus sites. DCARS also offers a way to efficiently monitor evaluation indicators and provide timely reports to our funders. This inexpensive and highly customizable system has generated keen interest with other education-related programs.

V-G

10:15–11:15 a.m.

Rhode Island

COMPLEXITY:
Intermediate Level

TOPIC:
Data Management

The Art of the Possible: Data Governance Lessons Learned from Kentucky, Maryland, and Washington

- *Elizabeth Dabney, Data Quality Campaign*
- *Ross Goldstein, Maryland Longitudinal Data System Center*
- *Jim Schmidt, Washington State Education Research and Data Center*
- *Kate Akers, Kentucky Center for Education and Workforce Statistics*

A strong cross-agency data governance structure is critical for building the relationships and trust needed to securely share and analyze data across agencies to inform policy and practice. In this facilitated panel discussion, join the Data Quality Campaign to learn from the Maryland Longitudinal Data System Center, the Kentucky Center for Education and Workforce Statistics, and Washington's Education Research and Data Center. Hear about how these states were able to create strong cross-agency data governance, the challenges they overcame, and their lessons learned. Receive a copy of DQC's cross-agency data governance case study on Kentucky, Maryland, and Washington.

V-H

10:15–11:15 a.m.

Pennsylvania

COMPLEXITY:
Intermediate Level

TOPIC:
Data Use (Instructional)

The Future is Actionable Data in Teachers Hands

- *Russell Altersitz, Logan Township School District*
- *Kristi Jansen, Logan Township School District*
- *Patrica Haney, Logan Township School District*

See how the work of a district Data Team (Curriculum Supervisor and Data Analyst, with the support of the District Superintendent) has provided teachers with the tools (assessment data and evidence tables derived from state standards) to use data to improve the teaching and learning process. This process has led teachers to collaborate with each other to identify strengths and weaknesses. This collaboration has resulted in continuous improvement in student achievement. The presenters will provide examples of tools, exercises and data output used over the past two years to engage teachers in the effective use of data to improve instruction.

V-J

10:15–11:15 a.m.

New Hampshire

COMPLEXITY:
Entry Level

TOPIC:
Data Management

Data Governance: California's Tips for Getting Going, Building Momentum & Surfing the Waves of Collaboration

- *Elizabeth Wisnia, California Department of Education*

Since launching in January 2015, California's Educational Data Governance (EDGO) Program has accomplished and learned much about what it takes to make data governance an integral part of the organizational culture. In this session, lessons learned, resources, and tips will be shared. Participants will be encouraged to share their own best practices for obtaining and maintaining stakeholder engagement while establishing a data governance program.

V-K

10:15–11:15 a.m.

New Jersey

COMPLEXITY:
Intermediate Level

TOPIC:
Data Collection

OKSDE and CEDS - Real World REST Based Data Collection

- *Aziz Elia, CPSI, Ltd.*
- *Erik Friend, Oklahoma State Department of Education*

The Oklahoma State Department of Education is expanding its Wave real-time data collection with a CEDS ODS. This session covers the design and implementation of the CEDS ODS at OKSDE. Real time data collection, data provisioning and data validation will be covered along with topics such as how to use the REST API to manage the data. Learn how OKSDE will use the CEDS data model XSD Schema to perform ETL functions and publish CEDS-based data objects via REST APIs. It will also cover how the state manages data security, data governance, filtering, and PII data field encryption.

11:15–11:30 a.m.	**Break**

Concurrent Session VI — 11:30 a.m.–12:30 p.m.

VI-A

11:30 a.m.–12:30 p.m.

Palm Court Ballroom

COMPLEXITY:
Intermediate Level

TOPIC:
Data Privacy

New for 2018! Privacy & Security Guidance from ED

- *Michael Hawes, U.S. Department of Education*
- *Baron Rodriguez, U.S. Department of Education*

The Privacy Office and PTAC have been hard at work answering your toughest questions and issues! We are excited to highlight several new updates on guidance sent to the field in the areas of targeted advertising from vendors, use and restrictions of appropriate use of online educational services or applications by schools, implications of contracted testing companies asking "voluntary" survey questions of students and video surveillance at schools. Join us for an interactive conversation regarding these topics and more!

VI-B

11:30 a.m.–12:30 p.m.

Senate Room

COMPLEXITY:
Entry Level

TOPIC:
Data Use (Analytical)

Building Knowledge for Today and Tomorrow: The Power of Research Partnerships

- *Rachel Anderson, Data Quality Campaign*
- *Jonathan Attridge, Tennessee Department of Education*

When policymakers and researchers work together to answer questions about education, students and schools do better. Research partnerships can power the effective data use and analysis that drive real education improvements for students. Join the Tennessee Department of Education and the Data Quality Campaign (DQC) to learn how states can build effective research partnerships to answer their most pressing policy and practice questions, and turn those answers into actions. Participants will receive new DQC recommendations and resources on the power and possibilities of education research.

VI-C

11:30 a.m.–12:30 p.m.

East Ballroom

COMPLEXITY:
Entry Level

TOPIC:
Data Use
(Instructional)

Forum Guide to Personalized Learning

- *Dean Folkers, Nebraska Department of Education*

The National Forum on Education Statistics is developing a new resource to help education agency staff learn more about personalized learning data. Join us to discuss the new resource, which includes case studies from districts and states that have implemented personalized learning. This presentation will also discuss practices used by state and local education agencies to collect data for personalized learning; use those data to meet personalized learning goals; and support the relationships, resources, and systems needed for effective personalized learning.

VI-D

11:30 a.m.–12:30 p.m.

Chinese Ballroom

COMPLEXITY:
Intermediate Level

TOPIC:
Data Management

Help Ensure Effective Data Governance and Management: Use the Updated DaSy Toolkit!

- *Sharon Walsh, Center for IDEA Early Childhood Data Systems (DaSy)*
- *Meredith Miceli, Office of Special Education Programs of OSERS*
- *Haidee Bernstein, Center for IDEA Early Childhood Data Systems (DaSy)*

Come discuss and peruse the DaSy Toolkit! Developed for IDEA but applicable for a broad array of programs. A representative of the U.S. Department of Education will discuss current federal data governance and management activities. The federally funded Center for IDEA Early Childhood Data Systems (DaSy) staff will then provide an overview and demonstration emphasizing the two newest sections of the toolkit - Electronic Communications and Data Partnerships. All 10 toolkit topics offer an overview, consideration questions, and a fillable Microsoft Word template to assist state program staff with creating or enhancing their data governance policies and procedures.

VI-E

11:30 a.m.–12:30 p.m.

Virginia

COMPLEXITY:
Intermediate Level

TOPIC:
Data Use (Analytical)

Fast, Free, and Flexible: An On-Ramp for Accessing and Exploring NCES Geographic Data

- *Doug Geverdt, National Center for Education Statistics*
- *Andrea Conver, Sanametrix*

This session will introduce a new platform for accessing and exploring geographic data developed by the NCES Education Demographic and Geographic Estimates (EDGE) program. Come learn about new datasets, web services, and free mapping tools to help you understand the spatial context of education and share your findings with others. This presentation will offer guidance for GIS users and help non-GIS users wow their friends and colleagues with newfound spatial wizardry freely available and easily accessible from a browser.

VI-F

11:30 a.m.–12:30 p.m.

South Carolina

COMPLEXITY:
Entry Level

TOPIC:
SLDS

State Sustainability Planning to Maintain and Support the SLDS

- *Kara Arzamendia, Minnesota Department of Education*
- *Robin Clausen, Montana Office of Public Instruction*
- *John Shake, Illinois State Board of Education*
- *Kathy Gosa, AEM Corporation,*

Kathy Gosa, AEM CorporationJohn Shake, Illinois State Board of Education Grants are a great way to expand the capabilities and feature of your SLDS, and to add capacity and find new ways to engage stakeholders. However, these grant projects must be supported and maintained past the grant in order to remain relevant and realize return on the investments made. During this session you will hear from three 2015 SLDS grantees regarding the strategies their states are using to address SLDS sustainability, including how they are formalizing the work, leveraging it for state and agency priorities, communicating the value and vision of the system, and engaging stakeholders in the process.

VI-G

11:30–12:30 p.m.

Rhode Island

COMPLEXITY:
Entry Level

TOPIC:
Other

TNAtlas: Navigating Educator Preparation Data Access and Use to Support Continuous Improvement in Tennessee

- *Hugh Potter, Tennessee Department of Education*
- *Shaye Olmstead, Tennessee Department of Education*

Presenters will share how Tennessee is connecting educator talent and educator preparation data systems to support educator preparation provider (EPP) and program approval and accountability. Presenters will also demo the Annual Reports on Educator Preparation, which include an accountability-focused performance report that informs state-approval of educator preparation providers and their programs, alongside a data insights tool that supports EPPs' use of data to discover areas of strength as well as opportunities for continuous improvement. Both SEA and EPPs are able to explore provider-level data that can be disaggregated by clusters, specialty area programs leading to licensure, clinical practice type, and program type.

VI-H

11:30 a.m.–12:30 p.m.

Pennsylvania

COMPLEXITY:
Entry Level

TOPIC:
Fiscal Data

Worried About School Level Per-Pupil Expenditure Reporting? Learn from the "Overachievers"

- *Katie Hagan, Edunomics Lab at Georgetown University*
- *Bill Hurwitch, SLDS State Support Team*
- *Amy Rowell, Georgia Department of Education*
- *Robert O'Donnell, Massachusetts Department of Education*

The Every Student Succeeds Act (ESSA) includes a requirement that every state annually report school-level per-pupil expenditures. States technically have an additional year before they have to report the data, but a handful of state education agencies plan to report 2017-18 data on school and district report cards this year. This session will feature a panel of such "overachieving" states. Regardless of experience, all have learned a tremendous amount in the process of preparing their data reports and visualizations. The panelists will share steps they took to get to the point of reporting and lessons they learned along the way. The session will be hosted and moderated by SLDS State Support Team and the Edunomics Lab at Georgetown University.

VI-J

11:30 a.m.–12:30 p.m.

New Hampshire

COMPLEXITY:
Entry Level

TOPIC:
Data Linking Beyond K-12

Integrating Early Childhood Data Systems to Power Integrated Data Use and Visualizations: Examples from Michigan

- *Lauren Paluta, Michigan Center for Educational Performance and Information*
- *Michael McGroarty, Michigan Center for Educational Performance and Information*

Michigan has expanded its integration and use of early childhood data under the Race to the Top-Early Learning Challenge (RTT-ELC) grant program. In this session, Michigan will showcase its new suite of early childhood reports and work backwards to share steps taken to build the early childhood integrated data system behind the visualizations. Visualizations include three reports linking early childhood participation to K-3 student outcomes. Lessons learned will be shared along with a preview of future steps planned to sustain and expand upon the foundation laid under RTT-ELC.

VI-K

11:30 a.m.–12:30 p.m.
New Jersey

COMPLEXITY:
Entry Level

TOPIC:
Data Use (Analytical)

The Development of an Early Warning Indicator Data Dashboard: The Clark County Story

- *Ellen Mandinach, WestEd/REL West*
- *Jason Snipes, REL West*
- *Dirk Florence, Clark County School District*

This presentation will describe the collaboration between REL West and the Clark County School District to develop an Early Warning Indicator data dashboard to provide data to school administrators to examine metrics that may indicate that students are off-track to graduate. It will describe the underlying research, demonstrate the EWI dashboard, and discuss how administrators and data teams are embracing the dashboard to help keep student on-track to graduate. The presentation will describe how the indicators were derived and what data are being made to CCSD staff to help them make informed decisions about their most challenged students.

12:30–1:30 p.m.

LUNCH (ON YOUR OWN)

1:30 pm – 2:45 pm
Grand Ballroom
(Lobby Level)

Joint Meeting of State ED*Facts*, CCD Nonfiscal Coordinators, and Fiscal Coordinators

- *National Center for Education Statistics (NCES)*

The U.S. Department of Education collects a variety of data items from state educational agencies (SEAs) through the ED*Facts* data collection system and administering school finance surveys. Although the non-fiscal and fiscal data submissions by SEAs are separate and distinct, it is unequivocal that there is a relationship between data items from both sets of surveys.

This session will serve to informally introduce State ED*Facts* and Fiscal Coordinators to each other, facilitate the information exchange between the coordinators, discuss issues that impact data from both sets of surveys, and demonstrate how data items in fiscal surveys are directly dependent on data from the non-fiscal surveys.

For example, the School District Finance Survey (F-33) utilizes the membership variable from the non-fiscal local education agency (LEA) universe file. Membership is the denominator in calculating expenditures per pupil, which are a factor in calculating Education Finance Incentive Grants (EFIG) grants under Title I. Furthermore, the Title I allocations process uses eligibility counts based on geographic information provided by each State. The panelists in this session will describe the type of LEA that is the intended initial recipient of these dollars. The session will also discuss new variables in the F-33 survey designed to attribute the expenditures of regional education service agencies (RESAs) and supervisory unions (SUs) to individual school districts. Finally, we will discuss the importance of clarifying definitions of terms such as Local Education Agency, School District, School, and Program, and make recommendations to improve data reporting practices.

3:00 pm – 5:15 pm Grand Ballroom (Lobby Level)	**CCD Fiscal Coordinators' Roundtable** • *Amy Rowell, Georgia Department of Education* • *Chris May, Michigan Department of Education* • *Janice Evans, Iowa Department of Education* • *Paul Taylor, Montana Department of Education* • *Tyler Backus, Maine Department of Education* • *Stephen Q. Cornman, National Center for Education Statistics* Here is your opportunity to engage in a robust, uninhibited discussion of school finance reporting issues with your colleagues in other states. Bring your questions and answers and be prepared to discuss issues like these: What is the nature of school finance data required under the Every Student Succeeds Act (ESSA)? • ESSA Financial Reporting – Discussion as to status of states with the financial reporting – what are states planning to present – will they be following the guidance developed by the Financial Transparency Workgroup? What efforts are being made to ensure that building level administrators are prepared with the information and key points when asked questions about this information? • How will the pending changes under GASB impact your treatment of Scholarships and Student Activity Funds? • For those that have recently gone through an Indirect Cost Program review, what was your experience and what types of changes are now required, if any? • How should scholarships (special revenue or agency funds) be treated for data reporting? • Are you familiar with the USDA requirement to write off "bad debt" in Food Service Funds? • Do you have experience utilizing the Special Revenue vs. Enterprise fund type (and basis of accounting) for these funds? • What is your method for coding of instructional technology (primarily 1:1 devices): instruction vs. support? Is your coding different if the instructional technology is purchased within a Capital Projects Fund? • Do you have experience applying GASB #75 or #84?

Concurrent Session VII — 1:45–2:45 p.m.

VII-A

1:45–2:45 p.m.
Palm Court Ballroom

COMPLEXITY:
Intermediate Level

TOPIC:
Data Privacy

A Tactical Approach to Addressing Student Data Privacy Issues

- *Steve Smith, Cambridge Public Schools*
- *Allen Miedema, Northshore School District*
- *Laura Hansen, Metro Nashville Public Schools*
- *Charlotte Ellis, Maine Department of Education*

The Student Data Privacy Consortium (SDPC) is providing tactical tools to LEAs and SEAs across the U.S. With SDPC Alliances forming in close to 1/2 of the states the consortium is impacting over 3,000 districts and 14 million students. Come learn how the SDPC is assisting LEAs and SEAs with practical tools addressing application vetting, contract management, and privacy program development. Whether your state already has an alliance or not, come join us for an update on current projects and a lively conversation about privacy best practices.

VII-B

1:45–2:45 p.m.
Senate Room

COMPLEXITY:
Intermediate Level

TOPIC:
Data Privacy

So You Think You Know FERPA?

- *Ross Lemke, U.S. Department of Education*
- *Frank Miller, U.S. Department of Education*

Have you worked with student data for a while? Do you have this privacy stuff down? Come join the Privacy Technical Assistance Center and the Office of the Chief Privacy Officer to delve into some advanced scenarios based on recent guidance and real cases received by PTAC, or bring your own questions for us to answer. You know how much we love saying "It Depends."

VII-C

1:45–2:45 p.m.
East Ballroom

COMPLEXITY:
Entry Level

TOPIC:
Data Use (Analytical)

Are the Data Available? Leveraging CEDS Tools to Examine CTE Course Taking in Four States

- *Becky Kelleman, Marzano Research*
- *R. Marc Brodersen, Marzano Research*
- *Dean Folkers, Nebraska Department of Education*
- *Stacy Smith, Kansas State Department of Education*

Presenters will highlight the work of the REL Central College and Career Readiness Research Alliance that is focused on examining educational and workforce outcomes associated with Career and Technical Education (CTE) course-taking. REL Central is partnering with four states to identify requisite data and use Common Education Data Standard (CEDS) tools to develop CTE data-dictionaries to support the development of research plans to study these relationships. REL Central will outline the processes the partners are taking and state agencies will share their challenges with studying CTE course-taking and how the partnership is supporting them to address their research questions.

VII-D

1:45–2:45 p.m.
Chinese Ballroom

COMPLEXITY:
Intermediate Level

TOPIC:
Data Use (Analytical)

Data Dissemination and Use

- *Lindsay Wise, IDEA Data Center*
- *Fred Edora, IDEA Data Center*

The IDEA Data Center will introduce two powerful data dissemination and use tools, the Interactive Public Reporting Engine and Part B Indicator Data Display Wizard. Presenters will demonstrate the tools and discuss how states can use them to go beyond meeting compliance reporting requirements to making data accessible to the public and usable for multiple purposes. Presenters will guide participants through an interactive discussion on how states can use the tools to engage stakeholders in conversations about data and make informed decisions as part of a larger systems approach to improving outcomes for children and youth with disabilities.

VII-E

1:45–2:45 p.m.
Virginia

COMPLEXITY:
Intermediate Level

TOPIC:
Other

Setting Expectations in IEP Development and Usage

- *Larry Fruth II, A4L Community*
- *TQ White, ERDC MN*
- *Jim McGlynn, PCG US*
- *Rob Curtin, Massachusetts Department of Education*

IEPs are critical for learners and the practitioners who provide their learning opportunities including parents—and it is the law. Three years ago, the Access 4 Learning (A4L) community undertook the challenge to gather experts in IEP development and usage and link them to IEP application vendors to create a standardized IEP that could address some IEP challenges. The Common Education Data Standards (CEDS) project then utilized this work adding IEP information to their data model. In the end, creating an effective IEP takes time, effort and patience. Technology tools on the market today should support this critical, yet complicated process. Come see how this work can be used to support learning for all!

VII-F

1:45–2:45 p.m.
South Carolina

COMPLEXITY:
Entry Level

TOPIC:
Data Use (Analytical)

Integrated Data: How New Information Sparks Collaboration

- *Anita Larson, Statewide Testing and Assessment*

Statewide early childhood integrated data systems produce information that has never been available before. In some cases, this new information is prompting organic, outcome-driven collaborative work that improves outreach and creates efficiencies, resulting in better public services to families and children. Minnesota will share early collaboration successes emerging in the first two years of its ECIDS.

VII-G

1:45–2:45 p.m.
Rhode Island

COMPLEXITY:
Entry Level

TOPIC:
Data Use
(Instructional)

State Data Centers: The Census Bureau's Premier Local Partners

- *Gregg Bell, University of Alabama*

In addition to the Decennial Census, the U.S. Census Bureau collects and maintains data on a wide array of topics. State Data Centers, in association with the Census Bureau, serve the information needs of the nation by disseminating demographic and economic data to academic institutions, businesses, and private citizens. In addition to the lead agency in every state, a nationwide network of 1,400 affiliates assists in this mission. This session will discuss the many census products available and the services offered by State Data Centers to help you make the most of the U.S. Census Bureau's vast data offerings.

VII-H

1:45–2:45 p.m.
Pennsylvania

COMPLEXITY:
Intermediate Level

TOPIC:
Data Use
(Instructional)

Design Principles to Visualize Data for the Future of Education

- *Mark Murray, Arlington ISD*
- *Andrea Hartman, eScholar LLC*

Would you like your state or local education agency to actually use and share the data collected through your various systems? Attend this session to see how the Arlington Independent School District, one of the largest school districts in Texas, is creating and deploying user-friendly and visually engaging data dashboards for administrators and for their teachers. This session will go over data design principles and how to incorporate them into your dashboards.

VII-J

1:45–2:45 p.m.
New Hampshire

COMPLEXITY:
Entry Level

TOPIC:
Data Linking
Beyond K-12

Visualizing the Future of Education Through Data

- *Scott Secamiglio, Kentucky Center for Statistics*

Data visualization can be used to present complex analysis in ways that are informative, easy to understand, but require an understanding of best practice and potential obstacles. This presentation will discuss how the Kentucky Center for Statistics solved the four common problems: How do you get stakeholders to engage in dynamic reporting? What are the most common problems encountered? How have visualization best practices changed over time? How do you maintain privacy and security of your data?

VII-K

1:45–2:45 p.m.
New Jersey

COMPLEXITY:
Intermediate Level

TOPIC:
Data Use (Analytical)

Exploring Data to Determine Student Performance Returns on Investment in Professional Development

- *Rick Gaisford, Utah State Board of Education*
- *Megan Harney, MIDAS Education*
- *Patrick Leonard, MIDAS Education*

Utah is an early innovator in ensuring high-quality professional development statewide. The Utah State Board of Education (USBE) uses MIDAS Education to facilitate PD application, review, approval, delivery, and analytics.

With more than 55,000 sessions in the past year, USBE is applying MIDAS's Multi-Dimensional Data Explorer (MDDE) to analyze the returns on student performance with regard to investments in professional development.

MDDE allows for consumption of data from any source, enabling summative and formative analysis of student performance and costs, including pre-service programs, career experiences, and professional development. USBE helps districts measure ROI on their largest expense - people.

2:45–3:00 p.m.	**Break**

Concurrent Session VIII — 3:00–4:00 p.m.

VIII-A

3:00–4:00 p.m.
Palm Court Ballroom

COMPLEXITY:
Intermediate Level

TOPIC:
Data Quality

Bugs or Dirt in Your ED*Facts* Data: Methods for Programmers to Check Data Quality

- *Aaron Brown, South Carolina Department of Education*

When discussing data quality, the focus is often on schools or districts accurately submitting data to the SEA so that the SEA can submit it to U.S. ED via ED*Facts*. This talk instead focuses on the programmer's perspective, with emphasis on checking assumptions about data (which includes evaluating how clean data is to begin with) and ensuring that no data is lost or corrupted while processing the data for ED*Facts* (which includes preventing additional dirt from being added.) While of primary benefit to SEA staff who generate ED*Facts* files, this should also be helpful for those who supervise programmers.

VIII-B

3:00–4:00 p.m.
Senate Room

COMPLEXITY:
Intermediate Level

TOPIC:
Data Use (Instructional)

Powering Personalized Learning: From Vision to Implementation

- *Sean Casey, Ed-Fi Alliance*
- *Daniela Fairchild, Rhode Island Department of Innovation*
- *Rachel Anderson, Data Quality Campaign*

For all students to be college and career ready, they need a learning experience that is tailored to their unique needs, skills, and interests. Data is a critical element that makes this personalized learning possible. This session will demonstrate how states and districts are using data to support students on their path to success. Participants will leave the session with the tools they need to articulate the vision of personalized learning and resources to help support that reality.

VIII-C

3:00–4:00 p.m.
East Ballroom

COMPLEXITY:
Entry Level

TOPIC:
Data Use (Analytical)

The Nation's Report Card: A Look at the New NAEP Data Explorer

- *Ebony Walton, National Center for Education Statistics*
- *Emmanuel Sikali, National Center for Education Statistics*
- *Robert Finnegan, Educational Testing Service*

A helpful web application for researchers, educators, advocates, and policymakers, the NAEP Data Explorer (NDE) provides the opportunity to analyze a multitude of data on student achievement and contextual variables correlated with performance on The Nation's Report Card. Newly redesigned in 2018, the NDE makes it easier than ever for users to find data that interest them and create customized reports in a variety of formats. In this presentation, panelists will demonstrate how to navigate the NDE, share its new features, and explain the best practices that were considered during the design and development of this exciting tool.

VIII-D

3:00–4:00 p.m.

Chinese Ballroom

COMPLEXITY:
Intermediate Level

TOPIC:
CCD

Training for State Coordinators of the Nonfiscal Common Core of Data Collection: Part I

- *Mark Glander, National Center for Education Statistics*
- *Beth Sinclair, AEM Corporation*

This session will provide an overview of the ED*Facts*/CCD data collection process. This will be especially helpful for newly designated coordinators who may be unfamiliar with ED*Facts* and CCD. The session will describe the relationship between ED*Facts* and CCD, the roles and responsibilities of the individuals and organizations involved in the data collection, and the uses made of CCD data. Particular reporting issues will also be addressed. Time will be allowed for questions and feedback from coordinators.

VIII-E

3:00–4:00 p.m.

Virginia

COMPLEXITY:
Entry Level

TOPIC:
Other

Our Work is not Done: The Role of Communications in Sustainability

- *Jean Osumi, University of Hawaii*
- *Dan Doerger, Hawaii P-20 Partnerships for Education*

How do you communicate the value of a P20W SLDS to people who do not know who you are or what you do? In Hawaii, we have always worked with our stakeholders to help guide program and policy changes, but we realized that we were not sharing these successes with a wider audience. In the past year, we have begun to tell the stories of how people are using data to improve educational and workforce outcomes. In this session, we will share how Hawaii's approach to communications and sustainability has evolved, discuss strategies that might work for other states, and facilitate discussion to find out what other states are doing to communicate their value and sustain their work.

VIII-F

3:00–4:00 p.m.

South Carolina

COMPLEXITY:
Entry Level

TOPIC:
Data Use (Analytical)

Using Data to Shine a Light on Education Equity

- *Chelsea Goodly, Data Quality Campaign*
- *Meagan Steiner, Massachusetts Department of Education*

The power of data lies in its ability to help those closest to students ask and answer critical questions about what's happening in schools and classrooms. When used to inform meaningful dialogue around what's working, what's not, and how to improve, data can objectively orient schools, districts, and communities to policies and practices that matter most for equity. Join DQC and a representative from the Massachusetts Department of Education for a conversation about how you can ensure equity is at the center in your state.

VIII-G

3:00–4:00 p.m.
Rhode Island

COMPLEXITY:
Entry Level

TOPIC:
Data Privacy

How Can SEAs Equip Districts to Protect Student Data?

- *Kim Nesmith, Louisiana Department of Education*
- *Amelia Vance, Future of Privacy Forum*
- *Whitney Phillips, Utah Department of Education*
- *Monica Bulger, Future of Privacy Forum*

With the increased availability and utilization of educational technology and passage of state student data privacy laws, how do state education agencies assist districts in protecting student data and complying with privacy laws? Join us in this session as Louisiana and Utah share how they are they are training their districts. Amelia Vance from the Future of Privacy Forum (FPF) will facilitate the discussion and Monica Bulger, Senior Fellow with FPF, will provide a sneak preview of training resources that FPF is developing.

VIII-H

3:00–4:00 p.m.
Pennsylvania

COMPLEXITY:
Intermediate Level

TOPIC:
Data Management

Generate Governance Group-- Guiding the Evolution of the Application

- *Bill Huennekens, AEM Corporation*
- *Erik Friend, Oklahoma Department of Education*
- *Bobby Keener, Virginia Department of Education*
- *Dean Folkers, Nebraska Department of Education*

Join the Generate Governance Group (G3) and learn about the plan for building a community of Generate users as viable group for connecting users, raising awareness of what Generate is an how it is used, visibility as a tool across the K12 landscape and providing guidance on the evolution of the tool. Feedback will be sought from participants on the plan and agenda items for future G3 meetings and work.

VIII-J

3:00–4:00 p.m.
New Hampshire

COMPLEXITY:
Intermediate Level

TOPIC:
Data Linking
Beyond K-12

The Results Are In - Successful Strategies in Linking K12 and Higher Education Data

- *Bill Hurwitch, SLDS State Support Team*
- *Andy Mehl, Idaho Office of the State Board of Education*
- *Cathleen McHugh, Idaho Office of the State Board of Education*
- *Tracy Korsmo, North Dakota Department of Public Instruction*

States are seeing the value in linking data beyond K12 with higher education sectors. This session includes panelists from Idaho and North Dakota who will describe their data linking programs and share their experiences and results. Idaho has made significant progress in using data to increase college attendance and North Dakota is using K12 and higher education data to track teacher effectiveness. This session will highlight the successful efforts in both states to leverage SLDS data to support key policies and programs. The panel will be facilitated by Bill Hurwitch and Jeff Sellers from the SLDS State Support Team.

VIII-K	Predicting Early College Success for Indiana's High School Class of 2014
3:00–4:00 p.m. New Jersey **COMPLEXITY:** Intermediate Level **TOPIC:** SLDS	• *Elisabeth Davis, American Institutes for Research* • *Tyler Brown, Management Performance Hub* A postsecondary credential is essential in today's workforce, yet a gap in college completion remains between students from high versus low income backgrounds. To this end, REL Midwest partnered with the Indiana Network of Knowledge (now the Management Performance Hub) to examine early college success among Indiana high school graduates; focusing on different types of financial aid for low-income students. Analysts used data from the state's longitudinal data system and found that students from low income households who received a 21st Century Scholarship showed greater early college success, whereas those receiving only Pell grants showed less early college success.
4:00–4:15 p.m.	**Break**

Concurrent Session IX — 4:15–5:15 p.m.

IX-A

4:15–5:15 p.m.
Palm Court Ballroom

COMPLEXITY:
Intermediate Level

TOPIC:
Data Standards

Ed-Fi to CEDS-- Plug and Play

- *Duane Brown, Common Education Data Standards*
- *Dean Folkers, Nebraska Department of Education*
- *DeDe Conner, Kentucky Department of Education*
- *Maureen Wentworth, Ed-Fi Alliance*

Nebraska and Kentucky are piloting two resources through the end of this year that will enable SEAs who utilize Ed-Fi to move data from source systems into a Common Education Data Standards (CEDS) data store. Both states are implementing the free CIID Generate tool, which is built on CEDS and is automating ED*Facts* reporting. One resource moves data from an Ed-Fi ODS into Generate and the other will move data directly from a Student Information System into CEDS via the Ed-Fi API. Come hear about these projects and the resources that will be available in the Ed-Fi Exchange next summer.

IX-B

4:15–5:15 p.m.
Senate Room

COMPLEXITY:
Intermediate Level

TOPIC:
Data Use
(Instructional)

Helping Teachers Make Effective Use of Dashboards and Reports to Inform Instruction: Three States' Approaches

- *Julie Patton, Pennsylvania Department of Education*
- *Kristen Reynolds, Texas Education Agency*
- *Debbie Stirling, Illinois State Board of Education*

How do you ensure that the time and effort spent developing dashboards and reports for teachers results in better decisions and improved instruction? Join us for a facilitated panel discussion in which Illinois, Pennsylvania, and Texas describe the staffing, tools, training, and other strategies we are using to help ensure that educators have the knowledge, skills, and support they need to effectively use data from the SLDS to inform their instruction. We will discuss what has worked well in the past, what we're still working on, and lessons learned from other states. Following the panel, we'll open up the discussion to participants.

IX-C

4:15–5:15 p.m.
East Ballroom

COMPLEXITY:
Entry Level

TOPIC:
Other

How Missouri is Using Data to Feed Children: From Process to Implementation and Early Successes

- *Erin Center, Department of Elementary and Secondary Education*
- *Juan Guerrero, eScholar LLC*

Learn about how Missouri overcame the challenges faced with identifying students that are eligible for free meals. Participants will learn from Missouri's approach and early success using an identity matching solution to improve their Direct Certification process with data sets such as; SNAP, TANF, and Foster Care.

IX-D

4:15–5:15 p.m.

Chinese Ballroom

COMPLEXITY:
Intermediate Level

TOPIC:
CCD

Training for State Coordinators of the Nonfiscal Common Core of Data Collection: Part II

- *Mark Glander, National Center for Education Statistics*
- *Beth Sinclair, AEM Corporation*

This session will focus on the mechanics of reporting CCD data through ED*Facts* and the Data Management System (DMS). The session will include a live demonstration of the DMS system, updates on recent system enhancements, and usage tips from the CCD team. There will be time at the end of the session for coordinators to ask questions and provide feedback.

IX-E

4:15–5:15 p.m.

Virginia

COMPLEXITY:
Intermediate Level

TOPIC:
Data Privacy

Identity: Let's Secure and Operationalize That!

- *Shannon Kerlick, Ed-Fi Alliance*
- *Billy Buchanan, Fayette County Schools (KY)*

Does improving interoperability of student data systems conflict with student privacy concerns? How will state and district agencies work together to provide student mobility or single sign on? How does an agency share the right data with the right party at the right time?

The CEDS-aligned Ed-Fi Unifying Data Model (UDM) and API specification were designed to capture the depth and breadth of student, staff, and contextual data, and much more, in a secure and manageable operational system. This session will explore best practices for deploying identity and access management capabilities in concert with an Ed-Fi ODS/API. Participants will leave with the benefits and tradeoffs from implementations in the field and how to plan for secure and accountable interoperability in student data systems.

IX-F

4:15–5:15 p.m.

South Carolina

COMPLEXITY:
Entry Level

TOPIC:
Data Privacy

Demo of the NCES CTE Statistics Website: A New Way to Organize and Find Information

- *Lisa Hudson, National Center for Education Statistics*

NCES has developed a website to provide national statistics (and some limited state statistics) on Career and Technical Education (CTE). In this interactive demonstration, NCES staff will ask participants to help test the usability of the CTE Statistics website. Participants will be asked to locate statistical information about CTE on the website, using either their own questions or questions supplied by NCES, to evaluate the site's ease of use; and to evaluate the value of the different types of information provided on the site.

IX-G

4:15–5:15 p.m.

Rhode Island

COMPLEXITY:
Intermediate Level

TOPIC:
Data Collection

SmartTeach: An Online Formative Assessment Application as Classroom Level Data System for Wisconsin Teachers

- *Kim Reniero, Wisconsin Department of Public Instruction*
- *Lauren Zellmer, Wisconsin Department of Public Instruction*

The Wisconsin Department of Public Instruction has promoted formative assessment practices as well as the collection and use of formative assessment data to the forefront of teaching and learning. The SLDS grant funded the creation of the SmartTeach application, an online tool used by classroom teachers to collect and track classroom and student-level formative assessment data. Learn how this application was imagined, created, and finally, disseminated via a pilot throughout the state. Get a sneak preview of the enhancements and features that have been added per teachers recommendations to make classroom level data collection and analysis even easier.

IX-H

4:15–5:15 p.m.

Pennsylvania

COMPLEXITY:
Intermediate Level

TOPIC:
Other

State Data Partnerships: Leveraging Relationships, Common Goals, and Data Standards to Maximize Limited Resources

- *Robert Curtin, Massachussetts Department of Elementary and Secondary Education*
- *Brian Townsend, Vermont Agency of Digital Services*
- *Jay Pennington, Iowa Department of Education*
- *Alexander Jackl, Bardic Systems, Inc.*

One of the challenges facing all states is how to do more with less and how to future proof their education technology and data ecosystems. There is no easy answer to this, but one way is the "State Data Partnership". It is a team of states and their partners that are committed to using standards like NCES' Common Education Data Standards (CEDS), Access4Learning's SIF, and the Student Data Privacy Consortium (SDPC) to work together and leverage the work they collectively as a community have done and are doing. SIF states will lead a panel discussion and brief presentation to discuss our path forward and extend an invitation for other states to join the work. Iowa, Massachusetts, and Vermont are all using SIF, which is the US's most widely used K-12 data interoperability standard.

IX-J

4:15–5:15 p.m.

New Hampshire

COMPLEXITY:
Entry Level

TOPIC:
Data Management

What Does it Take to be Generate Ready?

- *Fred Edora, Center for the Integration of IDEA Data (CIID)*
- *Deborah Donovan, Mississippi Department of Education*

Are you looking for a way to streamline your ED*Facts* reporting? Have you considered Generate, but don't know where to start and what it would require? Join this session to hear from a state who is in the process of implementing Generate. They'll share their perspective on the effort that is needed to prepare technically as well the governance, organizational, and stakeholder considerations to plan for. Staff from the Center for Integration of IDEA Data will facilitate the session and respond to questions.

IX-K

4:15–5:15 p.m.

New Jersey

COMPLEXITY:
Intermediate Level

TOPIC:
SLDS

Impact of Pre-Kindergarten Programs on Student Performance in Early Schooling in the State of Mississippi

- *Yan Li, Mississippi Department of Education*
- *John Kraman, Mississippi Department of Education*
- *Domenico "Mimmo" Parisi, National Strategic Planning & Analysis Research Center, Mississippi State University*

In Mississippi, MDE and NSPARC are collaborating through the SLDS program to leverage research that expands stakeholder understanding of educational practices, and helps continually refine, improve, and mature educational programs. Mississippi is using Kindergarten Readiness data from four Pre-K cohorts to study the effectiveness of Early Learning Collaboratives (ELCs) and other Pre-K programs in a pooled cross-sectional analysis. This phase-two study expands upon the findings of the phase-one study that measured ELC's initial impact on Kindergarten Readiness in 2015-16. Phase three will explore longitudinally the influence of ELCs on the Kindergarten Readiness and Third Grade Literacy of all available cohorts.

FRIDAY, JULY 27, 2018

Concurrent Session X — 9:00–10:00 a.m.

X-A

9:00–10:00 a.m.
Palm Court Ballroom

COMPLEXITY:
Entry Level

TOPIC:
Data Standards

Two States and ESSA: The Challenges and Progress with ED*Facts* Submissions

- *Joseph Cowan, Pennsylvania Department of Education*
- *KC Elander, North Carolina Department of Public Instruction*
- *Elissa Seto, eScholar LLC*

Learn how the Pennsylvania Department of Education (PDE) and the North Carolina Department of Public Instruction (NCDPI) are adapting and submitting their ED*Facts* files in a timely and accurate fashion with the new requirements from ESSA. PDE and NCDPI will discuss the progress it has made with its statewide data collections to support ED*Facts* reporting, and their adaptation of ED*Facts* reporting with the new parameters amended by ESSA.

X-B

9:00–10:00 a.m.
Senate Room

COMPLEXITY:
Intermediate Level

TOPIC:
Data Quality

Generate - A Look at Implementation and Improving Data Quality

- *Lindsay Wise, Center for the Integration of IDEA Data*
- *Melissa Swann, Nevada Department of Education*

Generate is a free tool developed by the Center for Integration of IDEA Data (CIID) that automates and simplifies IDEA ED*Facts* submission. It is built using Common Education Data Standards (CEDS) elements, definitions, and option sets. As the pilot state, Nevada and CIID relied on each other as partners to install Generate for the first time. In addition to learning about the process of installation, participants will hear a discussion of challenges overcome and successes around data quality. Nevada will share how the state is looking ahead and planning for sustainability and data consistency in future years.

X-C

9:00–10:00 a.m.
East Ballroom

COMPLEXITY:
Intermediate Level

TOPIC:
Other

States Getting Support Along the Data Collection to Data Use Highway

- *Gayra Ostgaard, Minnesota Department of Education*
- *Rick Thompson, South Carolina Department of Education*
- *Nancy Copa, AEM Corporation*
- *Kathy Gosa, AEM Corporation*
- *Duane Brown, AEM Corporation*

Looking for assistance along the data collection to data use highway? Come learn how Minnesota and South Carolina are accessing free technical assistance across four TA sources (CIID, CEDS, SLDS, and ED*Facts* PSC) to help accelerate their work with CEDS mapping, data collection and reporting, data system modernization, governance, data quality, Generate, ED*Facts* modernization, and sustainability. This interactive session will help you get up to speed with what's available and how to access these TA supports to move your state along the data highway.

X-D

9:00–10:00 a.m.

Chinese Ballroom

COMPLEXITY:
Entry Level

TOPIC:
Data Standards

Leveling the Technology Playing Field: Ed-Fi and the Equity Case for Interoperability

- *Dean Folkers, Nebraska Department of Education*
- *Don Dailey, Michigan Data Hubs - Kalamazoo RESA*
- *Maureen Wentworth, Ed-Fi Alliance*

Every student deserves a high-quality education. Ensuring equity in our schools requires that we also think about the technology tools and information systems available to our schools and districts across our states. This session will highlight great work happening in states to ensure equitable access to information and technology systems that support all students.

X-E

9:00–10:00 a.m.

Virginia

COMPLEXITY:
Entry Level

TOPIC:
SLDS

Creating Evidence to Achieve Equity: Jump-Starting a Research Partnership with Wisconsin's Statewide Longitudinal Data System

- *Kerry Lawton, Wisconsin Department of Public Instruction*
- *Eric Grodsky, University of Wisconsin-Madison*
- *Maria Cancian, University of Wisconsin-Madison*

This session will present a case study of a research partnership designed to leverage Wisconsin's longitudinal data system to better understand barriers to equal opportunity and close long standing achievement gaps. Presenters will describe how they developed specific studies through the partnership and present initial findings on identifying equity-promoting practices and creating more nuanced measures of economic disadvantage. The presenters will also focus discussion on the partnerships created, including: (a) how they were formed, (b) the benefits they bring to projects focused on equity, and (c) current efforts to institutionalize the partnership to achieve sustainability and long-term mutual benefit.

X-F

9:00–10:00 a.m.

South Carolina

COMPLEXITY:
Intermediate Level

TOPIC:
Data Use (Analytical)

New Findings from National Teacher and Principal Survey (NTPS) and School Survey on Crime and Safety (SSOCS)

- *Maura Spiegelman, U.S. Department of Education*
- *Rachel Hansen, National Center for Education Statistics*

The National Center for Education Statistics conducts sample surveys of principals, school administrators, and teachers in order to understand topics and experiences in K-12 education that cannot be addressed solely from administrative data. For example, NTPS asks questions about instructional time, principals' working conditions and perceptions, and teachers' workloads, salaries, and satisfaction. SSOCS asks questions about school security staff, school climate, and threat assessment teams. Join us to learn more about these surveys and to discuss recent findings on topics of interest to teachers, principals, and local and state education agencies.

X-G

9:00–10:00 a.m.

Rhode Island

COMPLEXITY:
Intermediate Level

TOPIC:
Data Use (Instructional)

Building a Continuum of Training for Educator Dashboards

- *Kristen Reynolds, Texas Education Agency*

Implementing educator-facing dashboards requires differentiated training for a variety of users, ranging from technical and navigational training to guidance for data use and instructional support. Join Texas as we discuss how feedback from the field and inspiration from other states has shaped how we approach training and how we ensure that different audiences feel informed, supported, and prepared for success. We'll cover changes to materials and delivery and introduce a new initiative around data use professional development and technical assistance.

X-H

9:00–10:00 a.m.

Pennsylvania

COMPLEXITY:
Intermediate Level

TOPIC:
Data Use (Analytical)

Now What?: Analytic Tools that Use Integrated Early Childhood Data to Support Decision-Making

- *Missy Coffey, AEM Corporation*
- *Bentley Ponder, Georgia Department of Early Care & Learning*
- *Howard Morrison, Texas Education Agency*
- *Courtney Petrosky, Minnesota Department of Education*

As states work to build the infrastructure and processes to integrate early childhood data, they must begin to use the data for decision making. This session will focus on the progress of four ECDataWorks partner states who are developing innovative, analytic tools that use integrated early childhood data to support key audiences. Representatives from each state will introduce the tools they have been developing, share successes and challenges of the development process, and highlight how the tools will support their state's work. Participants will be encouraged to ask questions and participate in discussion.

X-J

9:00–10:00 a.m.

New Hampshire

COMPLEXITY:
Entry Level

TOPIC:
Data Linking Beyond K-12

Demystifying Pathways Data: Career Pathways, Competency Pathways, Credential Pathways, Content Pathways

- *Jim Goodell, QIP/EDTAP*
- *Pam Frugoli, U.S. Department of Labor*
- *Cam Scott, Boston Public Schools*
- *Donald Dailey, Michigan Department of Education*

This interactive session will start with an overview of the landscape of existing and emerging data standards and specifications for career, competency, credential, and content pathways, the conceptual similarities/differences and state and local use cases. That will lead into a lively discussion with panelists and participants about pathways data sets and uses.

X-K	Using Data to Strengthen High School Transition
9:00–10:00 a.m. New Jersey **COMPLEXITY:** Entry Level **TOPIC:** Data Use (Analytical)	• *Jessica Jackson, DC Office of the State Superintendent of Education* This session will focus on soliciting feedback for the Bridge to High School Data Exchange (http://www.raisedc.org/bridgetohs). This was created by schools, for schools, to equip educators with key student-level information and opportunities to connect with one another in order to better serve rising 9th graders. We'll start with a general overview of current data elements and program activities, then share ideas for the future of the project. In addition, we'll ask for participants to provide feedback on these ideas, as well as their own insights for capturing qualitative and quantitative information to better serve Washington, DC's students during high school transition.

10:00–11:15 a.m.	**Break**

Concurrent Session XI — 10:15–11:15 a.m.

XI-A

10:15–11:15 a.m.
Palm Court Ballroom

COMPLEXITY:
Entry Level

TOPIC:
Data Quality

One Tool, One ED*Facts* Coordinator, 99% Timeliness and Accurate Results for ED*Facts* Submissions in Pennsylvania

- *Joseph Cowan, Pennsylvania Department of Education*
- *Tim Garrison, eScholar LLC*

This session will address the Pennsylvania Department of Education's (PDE's) evolution on streamlining ED*Facts* reporting from multiple resources (human, processes, tools) to a single ED*Facts* coordinator and tool in the past five years. The timeliness of submission rate has increased from 89% to 99% with accurate results and an automated process. The presentation will discuss the change on processes on business and technical sides with before and after submissions.

XI-B

10:15–11:15 a.m.
Senate Room

COMPLEXITY:
Entry Level

TOPIC:
Data Use (Analytical)

Innovations in NAEP Analyses and Visualizations, 2017 Mathematics and Reading Results

- *Brian Cramer, Optimal Solutions Group*
- *Ebony Walton, National Center for Education Statistics*
- *Grady Wilburn, National Center for Education Statistics*

NAEP continues to innovate with the analyses and visualizations reported and disseminated to the public. In recent years, for example, the Nations Report Cards have added interactive maps, videos, indices from survey questionnaire data, and bubble charts to provide users with the ability to explore relationships between contextual data and NAEP student performance. Building on these innovations, this presentation will highlight additional innovative analyses and visualizations from the 2017 mathematics and reading results. The focus will be on highlighting student attitudes, school spending, teacher practices, student and school educational resources, and equity measures at the state and district levels. It will also take a deeper dive into the relationships between NAEP contextual variable and student performance. The presentation will feature data visualization techniques that allow for a more nuanced understanding of the data.

XI-C

10:15–11:15 a.m.
East Ballroom

COMPLEXITY:
Intermediate Level

TOPIC:
Data Use (Analytical)

Two States' Approaches to ESSA Report Cards

- *Jay Pennington, Iowa Department of Education*
- *Tom Howell, Michigan Department of Management and Budget*
- *Kathy Gosa, AEM Corporation*

State Report Cards are a vital source for sharing information about the progress of schools, districts, and the state overall, with parents, students, families, communities, policymakers, and the general public. This session will focus on the experience of Michigan and Iowa in transforming their State and District Report Cards to address ESSA requirements. Join this session to learn about their strategies, processes, concerns, and lessons learned - and get a preview of their 2017-18 Report Cards.

XI-D

10:15–11:15 a.m.

Chinese Ballroom

COMPLEXITY:
Intermediate Level

TOPIC:
Fiscal Data

Follow the Money: Operationalizing the Finance Domain

- *Maureen Wentworth, Ed-Fi Alliance*
- *Jill Aurand, Nebraska Department of Education*
- *Duane Brown, AEM Corporation*
- *Brent Engelman, Council of Chief State School Officers*

The ESSA Financial Transparency requirement is a significant new data collection with its own challenges and opportunities. In response to state needs, Ed-Fi, with support from CEDS and CCSSO, launched a workgroup to build out the financial data domain to support the implementation of the ESSA transparency requirement. This workgroup met in April to begin the work of mapping existing data standards to the ESSA requirements and building out the data model to support implementation. This session will provide an overview and update of the work and solicit your feedback on next steps.

XI-E

10:15–11:15 a.m.

Virginia

COMPLEXITY:
Advanced Level

TOPIC:
Data Use (Analytical)

Link Violence & Crime Data with Student Outcomes at School

- *Shanshan Wang, Fayette County Public Schools*
- *William Buchanan, Fayette County Public Schools*

The Fayette County Public Schools is working with local and district law enforcement and student support services to investigate the influence of violent crime in the community on student outcomes. We want to estimate the radius of the buffer around the location of a violent crime at which there is a detectable effect on student outcomes, with an emphasis on attendance. We also are interested in estimating any cumulative effects (both within and between school years) to understand more about concentration effects.

XI-F

10:15–11:15 a.m.

South Carolina

COMPLEXITY:
Intermediate Level

TOPIC:
Data Use (Analytical)

How the Minnesota Department of Education is Working to Engage Teachers in the Use and Interpretation of Data

- *Holly Pope, Minnesota Department of Education*

At the Minnesota Department of Education (MDE), our precedence is ensuring educators around the state understand data. One tool used to support educators' understanding and interpretation of data is the Testing 1, 2, 3 website, which is currently being developed in response to the Statewide Longitudinal Educational Data Systems (SLEDS) grant. This website is being created specifically to give teachers a common place to access testing resources, learn what data is available and what reports are generated, learn how to interpret these data reports, and much more! During this presentation, attendees will hear how MDE assists and engages teachers through meaningful use of data to help inform their instructional decisions.

XI-G

10:15–11:15 a.m.

Rhode Island

COMPLEXITY:
Intermediate Level

TOPIC:
Data Use
(Instructional)

Collaboration Creates Effective Change: The Power of Qualitative Data

- *Lesley Beavers, Maryland State Department of Education*
- *Morrall Thompson, Maryland State Department of Education*
- *Judy Kowarsky, Maryland State Department of Education*

In Maryland, the SLDS grant impacts instruction. Using data as the leading force and checkpoint, resulting in collaborative efforts to:

- identify and share information related to the curriculum and resources used throughout the state
- create a publicly accessible repository of searchable vetted educational resources that leverages qualitative crowd-sourcing data usage information for future development/revision
- implement peer coaching leveraging qualitative and quantitative data analysis to improve instruction

These efforts provide avenues for educational decision-making from the classroom level to the district level by collaborating with our best practices as a state.

XI-H

10:15–11:15 a.m.

Pennsylvania

COMPLEXITY:
Entry Level

TOPIC:
Data Management

Using District Data to Impact Instruction

- *Daniel Brungardt, Unified School District 204*

Student district management systems contain a treasure trove of student information including state assessment scores, grades, attendance, discipline, and misc. other information. The information stored within a student management system can be pulled and combined with other demographic data to gather performance information including grade level, subject matter, teacher, race and/or sex. The presenter will share practical information on how it is used in their district to impact instruction.

XI-J

10:15–11:15 a.m.

New Hampshire

COMPLEXITY:
Intermediate Level

TOPIC:
Data Use
(Instructional)

Leveraging Business Intelligence (BI) Tools to Unlock, Democratize, Govern and Visualize your Data

- *Aaron Gernhardt, Fort Wayne Community Schools*
- *Steven White, Fort Wayne Community Schools*
- *Figen Bilir, eScholar LLC*

Learn how Business Intelligence (BI) tools improve Fort Wayne Community Schools (FWCS) data analysis by transitioning from static reports to dynamic, visual and interactive dashboards, built on the foundation of the longitudinal data warehouse FWCS has employed since 2000. This session will answer how, what, and why these visualized reports were built, demonstrate a report creation, and discuss pros and cons of using a self-serve BI tool. With nearly 30,000 students, FWCS is one of the largest school districts in Indiana.

XI-K	Thinking Beyond the School Day: How Secure Data Sharing and Community Partnerships Can Improve Student Learning
10:15–11:15 a.m. New Jersey **COMPLEXITY:** Entry Level **TOPIC:** Data Linking Beyond K-12	• *Abigail Cohen, Data Quality Campaign* • *Laura Hansen, Metro Nashville Public Schools* Faced with increasingly diverse pathways through school and into the workforce, families, educators, and policymakers must think creatively about how to equip students with the skills they need to be successful. Collaborative partnerships between out-of-school time programs and schools, supported by the secure sharing of education data, can help prepare students for their future by bridging learning in and out of the classroom. Join the Data Quality Campaign and representatives from Metro Nashville Public Schools to hear how they are using data to support these collaborations and the important role states can play to support this work.
11:15 a.m.–11:30 a.m.	**Break**

Concurrent Session XII — 11:30 a.m.–12:30 p.m.

XII-A

11:30 a.m.–12:30 p.m.
Palm Court Ballroom

COMPLEXITY:
Entry Level

TOPIC:
Data Use (Analytical)

New Mexico's Early Childhood Integrated Data System: Multiple Agencies, Many Source Systems, One Enchanting Solution!

- *Kathryn Cleary, New Mexico Public Education Department*
- *Figen Bilir, eScholar LLC*

The New Mexico Public Education Department (PED), Child, Youth and Families Department (CYFD), and Department of Health (DOH) implemented a commercial off-the-shelf Early Childhood Integrated Data System (ECIDS) to make informed decisions that promote outcomes for NM's children from birth to high school and beyond. This session will discuss the project implementation, lessons learned, best practices, envisioned examples of reports as a result, and next steps of ECIDS.

XII-B

11:30 a.m.–12:30 p.m.
Senate Room

COMPLEXITY:
Entry Level

TOPIC:
Other

IES Grants for Analyzing Your State or District Data

- *Allen Ruby, U.S. Department of Education*

IES provides grants to support research through two of its Centers: the National Center on Education Research and the National Center on Special Education Research. This session will describe these grant programs with a specific emphasis on grants that can be used to analyze state and district administrative data by SEA/LEA personnel and/or by researchers located in other institutions (such as research firms, and colleges and universities). Examples of funded projects will be provided along with advice on the grant application process.

XII-C

11:30 a.m.–12:30 p.m.
East Ballroom

COMPLEXITY:
Entry Level

TOPIC:
Data Use
(Instructional)

ED*Facts* Data: Where is it and How to Access it?

- *Jennifer Davies, U.S. Department of Education*
- *Melissa Wilks, QI Partners*

The U.S. Department of Education (ED) has collected and made available to the public a wide range of data pertaining to different aspects of Elementary and Secondary education. EDFacts data are available publicly in many places and there are a number of tools and data files that are available for public use. This presentation will introduce some of the ways EDFacts data are used and presented by ED, as well as provide information on some of the ways the public are using EDFacts data every day. Included in the discussion will be the Common Core of Data files, ELSi, EDDataExpress, the IDEA Section 618 Data Products, and other program offices sites offering EDFacts data. The presentation will conclude with a demonstration of extracting data from the EDFacts Initiative website, using analytic tools to connect it with other ED data. The analytic tools to be demonstrated are: Excel, SAS Enterprise Guide and Tableau.

XII-D

11:30 a.m.–12:30 p.m.

Chinese Ballroom

COMPLEXITY:
Entry Level

TOPIC:
Data Quality

CRDC Longitudinal Data Vulnerabilities & Challenges: How to Analyze Three Cycles Collected 2011 to 2016

- *Jennifer Burrell, American Institutes for Research*

Longitudinal data collection is considered the gold standard approach to understanding education issues over time. However, this design is complicated and presents analytical challenges due to changes in data reporting systems, changes in data definitions and data elements, and missing data. This presentation will highlight challenges specific to a longitudinal analysis of CRDC cycles 2011-12, 2013-14, and 2015-16. CRDC has expanded since its first cycle in 1968 and now includes biennial data from every public school district in the United States. Data vulnerabilities and challenges will be discussed. Tips for approaching a 3-cycle CRDC trends analysis will be presented.

XII-E

11:30 a.m.–12:30 p.m.

Virginia

COMPLEXITY:
Entry Level

TOPIC:
Data Collection

States are Key! State support and the success of NCES K-12 Longitudinal Studies

- *Elise Christopher, National Center for Education Statistics*
- *Jill McCarroll, National Center for Education Statistics*

States are a critical partner in the success of NCES K-12 longitudinal studies. State level support helps to assure that studies conducted by the Longitudinal Surveys Branch accurately represent our nation's students and schools. NCES study leads will describe existing and upcoming data collections at the early childhood, middle grade, and high school levels, their relevance to states, and which studies will be recruiting in states during the next few school terms. Findings from existing longitudinal studies that may be of particular interest to states will be featured. Carolyn Fidelman, National Center for Education Statistics

XII-F

11:30 a.m.–12:30 p.m.

South Carolina

COMPLEXITY:
Entry Level

TOPIC:
Data Use
(Instructional)

How to Develop and Disseminate Sustainable Online Data Use Training for Teachers

- *Nathan Anderson, North Dakota Information Technology Department*

This session will focus on North Dakota's approach to maintaining sustainable online data use training for teachers. Participants will learn how ND defined the state role in training teachers, the supports teachers needed that were different from other audiences, how ND's online curriculum is intended to meet the need, key partnerships contributing to curriculum development and dissemination, and the methods for evaluating the extent to which the online curriculum reaches the intended audience, implemented as planned, and achieving desired outcomes. A demonstration of the online curriculum, Develop Your Data Mindset: Essentials of Educational Data Use, will be provided.

XII-G

11:30 a.m.–12:30 p.m.

Rhode Island

COMPLEXITY:
Intermediate Level

TOPIC:
Data Use (Analytical)

The Gender Deficit in Earnings Among Workers with Postsecondary Degrees or Credentials in Washington State

- *Greg Weeks, Washington State Office of Financial Management*

This research uses a propensity score matching methodology to estimate selection-corrected post-graduation earnings by gender for five distinct postsecondary degrees and credentials in Washington state. Findings confirm that completing a postsecondary credential or degree generally leads to higher annual real earnings, though women consistently earn less than men, regardless of educational achievement. Female earnings as a percent of male earnings remains fairly static across all five postsecondary credentials. The paper explores this gender deficit in earnings by examining the effects of degrees and credentials as well as subject area for workers with bachelor's degrees. .

XII-H

11:30 a.m.–12:30 p.m.

Pennsylvania

COMPLEXITY:
Intermediate Level

TOPIC:
SLDS

Implementing a Full CEDS Data Flow

- *Rick Thompson, South Carolina Department of Education*
- *Duane Brown, Common Education Data Standards*

Through their Aquinas project, South Carolina is building out a new integrated data collection, validation, reporting, and business intelligence suite. Their foundation is the Common Education Data Standards (CEDS) data model. Come and see what a full CEDS implementation looks like and find out more about how #CEDSCanHelp with data implementation.

XII-J

11:30 a.m.–12:30 p.m.

New Hampshire

COMPLEXITY:
Entry Level

TOPIC:
Data Use (Analytical)

Support, Improve, Communicate: How Data Literacy Empowers School and District Administrators

- *Jennifer Briones, Data Quality Campaign*
- *Gregory Mullenholz, Montgomery County Public Schools, Maryland*

When school and district administrators have the timely, useful data they need, they are empowered to support instruction, foster continuous improvement, and communicate broadly about school and district challenges and successes. This is the picture of a data-literate administrator - someone who can leverage multiple sources of data to lead a culture of data use and improve outcomes for all students. Join the Data Quality Campaign and representatives from leading states to learn about creating the conditions and ensuring the capacity needed for administrators to be data literate.

XII-K

11:30 a.m.–12:30 p.m.

New Jersey

COMPLEXITY:
Entry Level

TOPIC:
Data Use (Analytical)

Analysis of School Lottery Data to Improve Policy

- *Catherine Peretti, DC Office of the State Superintendent of Education*
- *Aaron Parrot, DC Office of the State Superintendent of Education*
- *Steven Glazerman, Mathematica Policy Research*
- *Ignacio Martinez, Mathematica Policy Research*

The panel will discuss the data that comes from parent rankings of public schools from a citywide school lottery and how these can be used to inform policy. The first presentation describes an empirical analysis of how giving lottery preference to at-risk families could increase opportunity and its effects on other applicants. The second presentation will show how the data can be used to gauge what parents value when they choose schools. The third presentation will show how such findings can be used to forecast enrollment demand and predict the effects of alternative policies on sorting and segregation.

Demonstration Descriptions

AIS Network

- *Laurie Head*
- *Bethann Canada*
- *Jay Atkinson*

Award-winning web developer AIS Network will demonstrate the Virginia School Quality Profiles, an interactive state school report card tool developed for the Virginia Department of Education. Virginia's state school report card has won five national awards and one regional award and has been recognized by the Council of Chief State School Officers.

Certica Solutions

- *Kathryn Grady*
- *Bryan Bleil*

Data Integration & Application Interoperability: Data Connect(TM) is the interoperability platform based on the Ed-Fi(R) operational data store (ODS) and API. Designed to be turnkey and fully managed, Data Connect enables "democratization" of scalable data architecture: local education agencies are now able to take advantage of standards-based data integration and application interoperability without costly, lengthy implementations and the need for IT resources to update, support and maintain the integrated data environment. Learn how districts are adopting Ed-Fi and Data Connect to enable consolidated, centralized, district-wide data architecture with cost-effective data integration and extensive opportunities for data reporting and analytics.

Common Education Data Standards (CEDS)/ Center for the Integration of IDEA Data (CIID)

- *Nancy Copa (CEDS)*
- *Travis Peterson (CIID)*

This demonstration will focus on the work the Common Education Data Standards (CEDS) and the Center for the Integration of IDEA Data (CIID) are working with states to document data governance, to integrate their IDEA data into an SLDS, and to use the data for policy making and reporting requirements. Our table will provide information on the overall goals of CEDS and CIID and how we are developing and implementing our software tool, Generate, to help states both integrate their data and help automate EDFacts reporting. We will share resources that explain how working with CEDS and CIID can help with the data challenges you are facing today. Stop by the booth to learn more about how CIID and #CEDSCanHelp you.

CPSI, Ltd.

- *Michelle Elia*
- *Aziz Elia*

The OneUser Data Privacy system from CPSI offers all of the tools you need to control, secure, and implement data privacy policies used by all students, teachers, and other staff. With OneUser Data Privacy, districts are given the power to enable teachers and parents controlling access to their own child's data. Advanced privacy and security controls allow your district to easily roll out incoming state and federal policies quickly and easily with no programming required. The OneUser solution from CPSI offers districts a complete set of tools for data collection, data standardization, and data distribution using the OneUser App OnBoarder.

DBDriven

- *Will Goldschmidt*
- *Dan Boersma*
- *Craig Gilmore*

DBDriven and OWINN will demonstrate the Nevada P-20 to Workforce Research Data System (NPWR), a statewide longitudinal data system (SLDS) solution. NPWR is an end-to-end SLDS solutions that provides a researcher portal, agency governance, automated business workflows, and public and private reports. NPWR securely matches and identifies record level data among partner agencies.

A fully auditable solution which easily expands to include additional state agencies, the NPWR solution represents a best-in-class example of an SLDS solution designed by the end user and supported through an interstate partnership with Virginia. The demonstration will provide an overview of system functionality.

Demonstrated Success

- *Michael Schwartz*

School leaders struggle providing instructional feedback to guide teachers. Students often struggle with academic growth because of climate and culture obstacles. Formal teacher evaluations require a clear understanding of the metrics being used to evaluate, and improvement relies on the ability to identify school or district-wide improvement needs. Finally, schools must be able to collect and analyze data, such as student behavior incidents or response to intervention referrals, to target improvement. If any of these items seem relevant to your school(s), learn how to collect and analyze this information in a format that is easy for teachers and administrators.

e360 Software

- *Travis Matthews*
- *Kevin Bowsher*

The Certify platform was created out of a critical need in the marketplace for a simple, user-friendly version of educator certification software. Certify focuses on the state's most valuable resource - the educator. Features such as a mobile application and a fully integrated professional development module ease the burden currently placed on educators applying for credentials and obtaining professional development. Stop by and check out the most modern and user-friendly certification software on the market today.

Ed-Fi Alliance

- *Caroline Kazmierski*
- *Andie Iverson*
- *Maureen Wentworth*

The Ed-Fi Alliance is a community of educators, technologists, and thought leaders shaping the future of education technology through the ecosystem of Ed-Fi Technologies. At this year's conference the Ed-Fi Alliance will highlight the benefits of interoperability and guide participants through a detailed strategic plan for achieving full interoperability using the Ed-Fi Data Standard. At our interactive demonstration table, conference attendees will learn what to plan for when designing an IT architecture that supports seamless data exchange, how to work with ed-tech vendors towards interoperability, how to build support and get others on board, and be able to ask unlimited questions!

eScholar

- *Mishan Ho-Rezvani*
- *Elissa Seto*

eScholar is the nation's leading innovator in education data solutions to support personalized education. We serve over 20 million students and set the standard for education data management services.

ESP Solutions Group

- *Glynn Ligon*
- *Jim Rife*
- *Joshua Goodman*

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

Future of Privacy Forum

- *Amelia Vance*
- *Sara Collins*
- *Erika Ross*
- *Tyler Park*

The Future of Privacy Forum is a non-profit focused on consumer privacy issues, including education privacy. We primarily equip and convene key stakeholders to find actionable solutions to the privacy concerns raised by the speed of technological development. Among other projects, FPF maintains FERPA_Sherpa, a website compiling education privacy resources with sections for parents, schools, ed tech, and other stakeholders. FPF will provide free student privacy educational materials at our demonstration table and an opportunity to sign up to take part in our free monthly student privacy webinars for states and districts.

Hupp Information Technologies

- *Dean Hupp*
- *Michelle Hupp*

Hupp Information Technologies, Inc. is the national leader in Teacher Certification automation for state agencies. The new HIT-LS Version 3.5 has been released and incorporates many new features that will help increase office productivity, reduce backlogs, and improve customer service. We look forward to seeing you for a demonstration at our booth.

Kimono

- *Steve Setzer*

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

Mathematica Policy Research/Ed Impact Lab

- *Steven Glazerman*
- *Ignacio Martinez*

The Educator Impact Laboratory at Mathematica Policy Research develops predictive analytics tools to help school leaders make data-driven decisions. At this table we will demonstrate the PARCC Predictor, a tool for predicting students' end of year performance based on data coming in throughout the school year. We will also demonstrate other tools developed by Mathematica Policy Research, such as the Rapid Cycle Evaluation Ed Tech Coach.

MIDAS Education

- *Rick Gaisford*
- *Megan Harney*
- *Patrick Leonard*

MIDAS Education has developed a Multi-Dimensional Data Explorer (MDDE) that can consume data from any source and allows non-technical, non-data-scientists to easily access, analyze, and visualize real-time data. This revolutionary tool facilitates the analysis of virtually any educational metrics.

End users can explore trends in student achievement by any important subgroup, including demographics, health, family engagement, socioeconomic, and other factors. Student performance can be quantified in myriad ways, including formative and summative measures. End users can further connect these trends to investments in staffing, professional development, and curriculum—enabling true analysis of returns on investment.

National Center for Education Statistics

- *Tom Snyder*
- *Lauren Musu-Gillette*
- *Cris de Brey*

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

National Forum on Education Statistics

- *Rachel Kruse*
- *Ghedam Bairu*
- *Susan Williams*

The National Forum on Education Statistics developed School Courses for the Exchange of Data (SCED) to meet the need among schools, districts, and states for common and comparable course codes. This demonstration will showcase the numerous resources available to assist state and local education agencies with SCED implementation and use, such as SCED Finder, the Forum Guide to SCED, and SCED videos. What are the parts of the SCED Identifier? What are the benefits of using SCED codes? How can SEA and LEA request a new SCED code? Stop by for an opportunity to meet with state and local education agency representatives who developed SCED to answer any questions you have on SCED.

Optimal Solutions Group

- *Brian Cramer*
- *Rahul Rathi*
- *Rukayat Akinbiyi*

The analysis and reporting of survey questionnaire data from the National Assessment of Educational Progress (NAEP) have increased in recent years, as indicated by the Student Experiences section on the Nations Report Cards, NCES's soon to be released NAEP Survey Questionnaire reports, and the products circulated by NAEP stakeholders focusing on contextual data. Survey questionnaire data help to contextualize students' performance on NAEP and can provide actionable data to policymakers, school leaders, and teachers for improving educational outcomes. In addition to NAEP survey questionnaire data, the analysis of key state education policies and NAEP student performance can be useful for contextualizing the NAEP results, especially at the state level. For example, looking at the relationships between the type of end-of-year state assessments used by states, the mode used for administering these assessments, and/or states' standards/curricula adopted can provide insights into state trends and comparisons across states on NAEP. To make these comparisons easy and allow users to discover interesting stories, (1) different sources of data need to be linked and harmonized and (2) data need to be presented in a format that allows for customizable, interactive, and engaging reports. This presentation will discuss a tool being developed that will house both NAEP performance data and data on key education policies. This demonstration will highlight some of the data in the tool, the kinds of analyses that can be performed, and the types of visualizations that can be created to make important comparisons and identify interesting relationships between NAEP performance and state education policies.

PESC

- *Jennifer Kim*
- *Michael Sessa*
- *Ken Sauer*

PESC leads the establishment and adoption of open data standards across the education community by serving as an open standards-development and open standards-setting body producing PESC Approved Standards.

PESC Members believe that fostering open, transparent collaboration across educational communities to solve common, industry-shared problems brings much needed clarity and coherence to the education ecosystem.

Public Consulting Group

- *Jim McGlynn*
- *Jennifer Meller*
- *David Fitzgerald*

States and large school districts are exploring new ways to transform the volumes of data they collect into more meaningful, interactive, narrative-driven "data stories". Focusing initially on special education topics, such as "Least Restrictive Environment," come learn how some states and local education agencies are shifting away from reports and dashboards, and towards new tools to help drive public understanding and more meaningful stakeholder engagement around school performance and how communities can rally together to help support improvement.

SRI Education

- *Megan Cox*
- *Donna Spiker*
- *Wei-Bing Chen*

Pay For Success (PFS), an innovative financing mechanism being used to expand early childhood and other programs. This demonstration will provide an overview of PFS and how the types of administrative and child-level data contained in state education data systems can be used to establish that an evidence-based intervention results in positive student outcomes. These data are essential in evaluating PFS projects once implemented. Presenters will highlight findings and corresponding data sources from a PFS feasibility study that used state level-data to determine whether expanding an evidence-based intervention in one state-funded preschool program was feasible and cost-effective.

SLDS State Support Team/ECDataWorks

- *Baron Rodriguez (SLDS)*
- *Missy Coffey (ECDataWorks)*

The State Support Team (SST), an initiative of the Statewide Longitudinal Data Systems (SLDS) Grant Program, is a group of experienced state data systems experts whose objective is to help all states and territories develop, manage, use, and sustain their SLDS. Common areas of SST assistance include data governance, stakeholder engagement, project management, sustainability, and data use. The SST also provides assistance in transparency, collaboration and linkage of data across state and local agencies, vendor management, system design, strategic planning, and implementation of research agendas. SST support is free and available to all states and territories.

ECDataWorks works with states to conceptualize, develop, and implement analytic tools that facilitate the organization, delivery, and strategic use of early childhood data. They offer a range of support and are using lessons learned to leverage work across states and support national conversations about the use of early childhood data. With many states working to build ECIDS and focusing their goals on effective data use, conference participants will benefit from the opportunity to learn more about the work states have done through this project. Live demos of the tools that Minnesota and Utah have developed will be shown at the demonstration table.

UPD Consulting

- *Ann Willemssen*
- *Patrick Cook*
- *Doug Austin*

UPD is an education management consulting firm focused on the technology and use of data to make decisions and implement initiatives. Our senior staff would like to talk with you one-on-one about a challenge you are facing in your organization's data use culture, Ed-Fi implementation, systems interoperability, data governance work, and continuous improvement processes. As part of our demonstration, we will help you identify some ideas and potential resolutions specific to your challenges and assist you in developing next steps to move forward to a solution.

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