



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

2019 NCES STATS-DC Data Conference

Providing Evidence to Drive Education

July 24 - 26, 2019

Hyatt Regency Washington on Capitol Hill | Washington, DC



Conference Website: <http://go.usa.gov/xmw7B>

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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
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2019 NCES STATS-DC Data Conference

July 24–26, 2019 // AGENDA AT-A-GLANCE

Room	Columbia C (Ballroom Level)	Columbia Foyer (Ballroom Level)	Concord (Ballroom Level)	Lexington (Ballroom Level)	Regency B (Ballroom Level)
Session	A	B	C	D	E
WEDNESDAY, JULY 24, 2019					
9:00–12:00	Common Core of Data (CCD) Fiscal Coordinators' Training, Columbia AB (Ballroom Level)				
1:00–1:45	Opening Plenary Session, Regency A				
2:00–5:30	Common Core of Data (CCD) Fiscal Coordinators' Training, Columbia AB (Ballroom Level)				
Concurrent Session 1 2:00–3:00	Surfing the Waves of Change: Privacy & Data Governance During Legislative and Organizational Shifts	Driving Education Through Innovation with Electronic Transcript Data	Data Success Story: How the WY ED Leverages Automated Data Collection and Validation*	Using Data to Drive Native American Student Success	IT and Data Security
Concurrent Session 2 3:15–4:15	Interoperability and Data Privacy: They Can Co-Exist!	State Interoperability Partnerships: Putting Our Needs Before Marketplace Needs	Dos and Don'ts for Providing Evidence to Drive Education	Growth Data: It's a Walk in the Park	Harnessing the Power of Teacher Prep Data
Concurrent Session 3 4:30–5:30	Increasing Data Quality: Show and Tell from a Virtual Data Quality Community of Practice	How South Dakota Tackled ESSA's Reporting and Data Requirements	Generate Governance Group (G3)	Early Childhood Integrated Data System (ECIDS)	New Jersey's Evolution of Educator Preparation Provider Performance Reports
THURSDAY, JULY 25, 2019					
9:00–12:30	EDFacts and Common Core of Data (CCD) Nonfiscal Coordinators' Training, Columbia AB (Ballroom Level)				
Concurrent Session 4 9:00–10:00	Next Steps for a Neighborhood Poverty Index	Using Data to Bridge the Digital Divide in America's Schools	Conquering the Challenges of Data Quality and Management Through Collaboration	The Data Use Maturity Model: Assessing Your Organization's Capacity for Data Use	Study of the Title I, Part A Grant Program Mathematical Formulas
Concurrent Session 5 10:15–11:15	California's Geography of Poverty and Its Effect on K-12 Education Outcomes	Unlocking IEP Data Through Interoperability	Getting Free Help with Your Statewide Longitudinal Data System (SLDS)	Approaches to Making Geographic Cost Adjustment Indices for Education	FERPA 201: So You Think You Know FERPA?
Concurrent Session 6 11:30–12:30	The Feasibility of Collecting School-Level Finance Data: An Evaluation of Data from the Second Year of the School-Level Finance Survey	A Continued Focus on Evidence in Program Implementation	Advancing Data Culture One Step at a Time	The Think College Data Network: Collecting Critical Data on Higher Education for Students with Intellectual Disability	Using SLDS Data to Reconnect Educationally Disengaged Youth
LUNCH	Lunch (on your own)				
1:45–4:00	CCD Fiscal Coordinators' Roundtable, Columbia AB (Ballroom Level)				
Concurrent Session 7 1:45–2:45	Barriers to Attendance: Investigating Relationships Between Distance, Discipline and Student Absenteeism	Empowering Educators to Explore Equity: Designing and Leveraging Dashboards	Bringing Early Childhood and K-12 Together	State of the States: Using 618 Data to Explore Trends in Special Education and Early Intervention	Using IDEA Data Quality Reports to Drive Program Improvement
Concurrent Session 8 3:00–4:00	Tools to Visualize the Geographic and Demographic Conditions of Schools, School Districts, and Colleges*	Cross-Departmental Data Identification and Sharing: A Discussion of Processes, Benefits, and Challenges	Big Lessons from Little Falls: The 3 Data Practices That Turned Untapped Potential into Unprecedented Performance	Examining Trends in Students' Early Literacy Skills	What EDFacts Public Data Can Do for You
Concurrent Session 9 4:15–5:15	The Value and Impact of Geocoding on SLDS Administrative Data	SEA and LEA Student Data Privacy: Locally Addressed, State-Level Supported	Applying Longitudinal Data Analysis Methods to Examine Poverty as a Predictor of Wage Trajectories	Development of a School Climate Survey and Index as a School Performance Measure in MD*	Supporting States in Improving Local Data Quality
FRIDAY, JULY 26, 2019					
Concurrent Session 10 9:00–10:00	Using Data - A Multi-Stakeholder Approach	Data Privacy Resources	Enhancing Data Quality Through Standard Processes and Internal Checks*	Public Library Data and Information	Title I Allocations
Concurrent Session 11 10:15–11:15	Co-Designing an Evaluation of Virtual Virginia Outcomes, Implementation, and Costs	Student and School Characteristics Associated with Academic Performance and English Language Proficiency*	EDFacts Data: A Technical Discussion for the Data Programmers	Learning Time and Achievement: Evidence from a Nationwide Natural Experiment	A Data-Informed Statewide Framework for Improving Early Childhood Outcomes
Concurrent Session 12 11:30–12:30	School Safety Databases: Detecting Threats, or Tracking Students?	Transparency: It's Clearly a Good Idea	Strategic Marketing for Research and Data Products	Empowering Families with Data: How Washington, DC Engaged Stakeholders to Build Its School Report Card	Balancing Data Privacy and Utility: Benefits and Challenges of Developing a Synthetic Version of the Maryland SLDS

COLOR KEY TO TOPICS

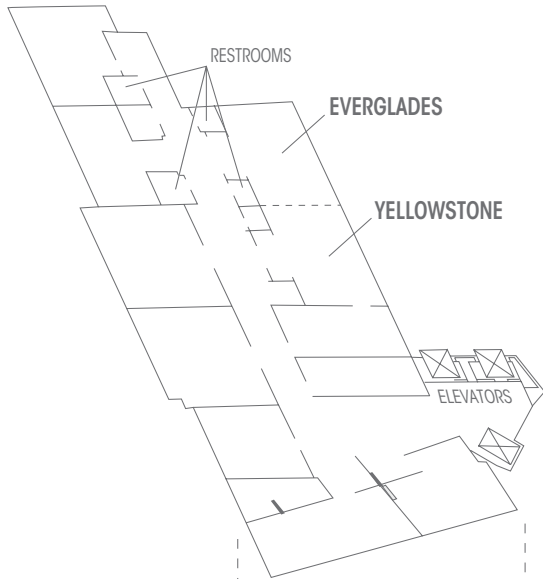
Data Collection	Fiscal Data	Data Use (Analytical)	Data Management	Other	Data Quality	SLDS	CCD	Data Use (Instructional)	Data Linking Beyond K-12	Data Privacy	Data Standards
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*These titles have been modified for the Agenda At-A-Glance. Complete titles can be found in the conference program and mobile app.

Regency C (Ballroom Level)	Regency D (Ballroom Level)	Congressional A (Lobby Level)	Congressional B (Lobby Level)	Congressional C/D (Lobby Level)	Room
F	G	H	J	K	Session
WEDNESDAY, JULY 24, 2019					
Common Core of Data (CCD) Fiscal Coordinators' Training, Columbia AB (Ballroom Level)					9:00-12:00
Opening Plenary Session, Regency A					1:00-1:45
Common Core of Data (CCD) Fiscal Coordinators' Training, Columbia AB (Ballroom Level)					2:00-5:30
Georgia Career Pipeline	Forum Guide to Exit Codes	All Hands On Deck! Supporting State Data Management Efforts Through Collaboration*	ECIDS: Implementation to Analysis, What the Numbers Mean and How to Interpret Them	A Model Now Proven: The Free/Open Privacy Standard Driving Relationships to Compliance	Concurrent Session 1 2:00-3:00
Research Practice Partnerships in Career and Technical Education: Multi-State Partnership with CTEx Lab	Forum Guide to Personalized Learning Data	Common Education Data Standards - How Will the Next 10 Years Build Upon the First 10 Years	Utilizing Partnerships and Technology to Create Actionable Career and Education Journeys	Collecting and Managing Displaced Student Data	Concurrent Session 2 3:15-4:15
A Building Based on Synergy	Forum Guide to Education Technology Decisionmaking	K12 and Higher Ed on Dual Enrollment	Leveraging CEDS for P20W SLDS Data Warehouse Design	Collaboration, Crowd Sourcing: It Takes a Village to Select Curricular Materials	Concurrent Session 3 4:30-5:30
THURSDAY, JULY 25, 2019					
EDFacts and Common Core of Data (CCD) Nonfiscal Coordinators' Training, Columbia AB (Ballroom Level)					9:00-12:30
Using Data to Drive Racially Equitable Skill Attainment	School Courses for the Exchange of Data (SCED)	Two States Stories: The Path from a Research Agenda to Actionable Outcomes	Collecting High Quality Data on the Suspension and Expulsion of Preschoolers	Aligning the Education Pipeline to Employer Needs with Cross Agency Collaboration	Concurrent Session 4 9:00-10:00
Early Childhood Homelessness State Profiles 2018: Use of Education Data for Policymakers and the General Public	Forum Guide to Data Governance	Incorporating Unemployment Insurance Wage Data Into Your SLDS	Leveraging SLDS Resources and Agency Collaboration to Provide a 360Degree View of Student Learning in ND*	Project Nessie: Improving SEA Interoperability is a Reality NOT a Myth!	Concurrent Session 5 10:15-11:15
The Case for Standardizing Employment Outcome Measures	Solving Teacher Shortage with Technology	Creating the Capacity for Data Use in the Pacific Region	Interoperability: The Tipping Point	Making the Data Work: Evaluating Vermont's Universal Prekindergarten Legislation	Concurrent Session 6 11:30-12:30
Lunch (on your own)					LUNCH
CCD Fiscal Coordinators' Roundtable, Columbia AB (Ballroom Level)					1:45-4:00
Common Core of Data 101	The Nation's Report Card: A Deeper Look at the Long-Term Trend Assessment	Interoperability: Empowering the Future	Collaborating to Build Montana's Capacity for High Quality Data	When Zeroes Are Really Zeroes: Ensuring High Quality Data in the 2017-18 CRDC	Concurrent Session 7 1:45-2:45
State Coordinators Training — Nonfiscal Common Core of Data (CCD)	Implementing Data Governance: Leveraging What You Have to Create What You Need	Chief Privacy Officers: Who They Are and Why Education Leaders Need Them	Ensuring Quality Data Through Internal Controls	Changes Planned for the 2019-20 Civil Rights Data Collection	Concurrent Session 8 3:00-4:00
EDFacts Data Quality Recap and Future Look	Formative Learning for Program Improvement in Louisiana	Protecting Privacy While Supporting Students Who Change Schools	Reporting Educational Outcomes for Hawaii's English Learners	Creating Impact with NAEP: Using NAEP's API for Reporting Results and Contextualizing NAEP Results with Policy Relevant Visuals	Concurrent Session 9 4:15-5:15
FRIDAY, JULY 26, 2019					
Data Sharing 101: Is Your Research Process FERPA Compliant?	Successful Partnerships to Support Educator Quality Data Use	The AD for ED: Brands in Higher Education and the Impact on University Choice	The Relationship Between the ESSA Expenditures per Pupil Reporting Provision and the Newly Expanded SLFS*	Standards That Work Together - Yes, You Read That Correctly!	Concurrent Session 10 9:00-10:00
Data Security and Preparing for the Unexpected: How to Develop a Plan to Protect Your Organization	Small State Doing Big Things - Vermont's Data System Plans and Preparation to Implement Generate	Accessing and Exploring NCES Data	Developing Effective Data Analytics from an SLDS/ECIDS: Dynamic Stakeholder Engagement Approach*	Managing Missing Data in SLDS Systems, Considerations to Improving Data Quality*	Concurrent Session 11 10:15-11:15
What Data Should I Be Collecting? A Framework to Identify Gaps in Data Collection for Statewide Initiatives	Balancing the Scale of Student Data Deletion and Retention in Education	CEDS Q&A: You Bring the Questions, We'll Bring the Answers	Financial Transparency Reporting: Highlights from Early States	A Cost-Utility Analysis of Statewide Student Information System Implementation Models in Kansas	Concurrent Session 12 11:30-12:30

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2ND FLOOR NATIONAL PARKS BOARDROOMS



Important Information

The U.S. Department of Education’s 2019 National Center for Education Statistics’ (NCES) STATS-DC Data Conference, from July 24–26, 2019, at the Hyatt Regency Washington on Capitol Hill hotel, offers:

- Discussions of technical and policy issues related to the collection, maintenance, and use of education data for education researchers, policymakers, and data system managers;
- Innovations in the design and implementation of education data collections and information systems from all levels of government;
- Informative sessions on the Common Core of Data (CCD), Statewide Longitudinal Data Systems (SLDS), and changes in how the Department of Education collects and uses data;
- Tutorials on data collection, data linking beyond K-12, data management, data privacy, data quality, data standards, data use (analytical and instructional), and fiscal data; and
- Updates on federal and state activities affecting data collection and reporting, with a focus on best practices in collecting, reporting, and using education statistics.

The following important information will help ensure the best possible experience at the 2019 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 Ballroom (lower) and Lobby Levels of the Hyatt Regency Washington on Capitol Hill
400 New Jersey Avenue, NW, Washington, DC 20001
Phone: 202-737-1234

<https://www.hyatt.com/en-US/hotel/washington-dc/hyatt-regency-washington-on-capitol-hill/wasrw>

Conference Materials and Registration

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

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

Wednesday, July 24—8:00 AM – 5:30 PM

Thursday, July 25—8:00 AM – 5:15 PM

Friday, July 2—8:00 AM – 12:30 PM

Staff is available to assist you throughout the conference.

Conference Etiquette

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

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

Concurrent Session Presenters

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

Important Information

Conference Evaluations

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

<https://www.surveymonkey.com/r/2019STATS-DC>

Conference Mobile App

Download the "Attendify" app from the App Store or Google Play or by following the instructions found on this site: <https://attendify.com/app/jujgdp/>. If your device is running a different operating system, you can access the app via the web browser: <http://jujgdp.m.attendify.com/>. Under "Which event are you attending?" Search for "2019 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. The Wi-Fi access code is noted to the right and will be available on your name badge and at the registration desk outside the Regency Ballroom (Ballroom Level).

In compliance with federal policy, no food or beverages will be provided. Information about restaurants is available at the Hyatt Regency Washington on Capitol Hill's concierge desk.

National Center for Education Statistics (NCES) Booth

Regency Foyer
(Ballroom 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

NETWORK: HYATT-MEETING

PASSWORD: NCES2019

Conference Website

<https://nces.ed.gov/whatsnew/conferences/statsdc/2019>

9:00 AM–12:00 PM
Columbia AB

Common Core of Data (CCD) Fiscal Coordinators' Training*

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

This session will cover the following:

- Title I Allocation Procedures;
- Every Student Succeeds Act (ESSA) expenditures per pupil provision;
- Cross-presentations by 10 States on implementation of ESSA;
- Relationship of School Level Finance Survey (SLFS) to ESSA;
- Attributing expenditures by education service agencies (ESA's) to districts;
- New Pension Data Collection;
- GASB 84-87 updates;
- NCES Accounting Handbook updates;
- Awards.

*This session is reserved for CCD Fiscal Coordinators.

1:00 PM–1:45 PM
Regency A

Opening Plenary Session

Keynote Speech

- *Scott Stump, Assistant Secretary, Office of Career, Technical, and Adult Education, U.S. Department of Education*

Prior to assuming the role of Assistant Secretary for Career, Technical and Adult Education, Scott Stump served as the Chief Operating Officer with Vivayic, Inc., a learning solutions provider devoted to helping individuals, organizations and corporations do good in the world. Before that, Scott served as the Assistant Provost/ State Director for Career & Technical Education (CTE) with the Colorado Community College System. Over his tenure with the system Stump also served as State FFA Advisor, Agriculture Program Director and interim President of Northeastern Junior College during the institution's presidential search process.

During his seven-year tenure as a State CTE Director, Scott served as an officer in the National Association of State Directors of Career & Technical Education. Through this role, he served on the National SkillsUSA Board of Directors as the NASDCTEc liaison.

Stump served two terms on the Prairie RE11-J school board and one year on the Colorado Association of School Boards Board of Directors.

1:45 PM–2:00 PM

Break

2:00 PM–5:30 PM
Columbia AB

**Common Core of Data (CCD) Fiscal Coordinators' Training*
(continued)**

Concurrent Session 1 — 2:00–3:00 PM

1-A

2:00 PM–3:00 PM

Columbia C

COMPLEXITY:

Entry Level

TOPIC:

Data Privacy

Surfing the Waves of Change: Privacy & Data Governance During Legislative and Organizational Shifts

- *Elizabeth Wisnia, California Department of Education*
- *Jerry Winkler, California Department of Education*
- *Niki Vang, California Department of Education*
- *Glenn Miller, California Department of Education*

Those who bravely choose to serve the public are often perpetually navigating the turbulent waters of election cycles, leadership changes, reorganization, and legislative updates. Come commiserate with the California Department of Education as we discuss keeping Data Governance and a Privacy Program afloat in a year that has featured a new governor, a new Superintendent of Public Instruction, lots of data stewards retiring/moving to different offices, major legislative shifts such as the California Consumer Privacy Act, and major shifts in data-related priorities.

1-B

2:00 PM–3:00 PM

Columbia Foyer

COMPLEXITY:

Intermediate Level

TOPIC:

Data Linking
Beyond K-12

Driving Education through Innovation with Electronic Transcript Data

- *Jason Weaver, Parchment*
- *Ken Sauer, Indiana Commission for Higher Education*
- *Michael Sessa, Postsecondary Education Standards Council*

Moderated by Michael Sessa, CEO Postsecondary Education Standards Council (PESC). State agencies are enabling innovative support of secondary students using transcript data. In this session, state agency leaders will share their efforts, including working to support graduation pathways, to facilitate communication of out of classroom learning through the inclusion of industry credentials and certifications on the academic transcript. Attendees will learn about agency goals and journeys to implement innovation and how the use of data standards can facilitate innovation and drive education.

1-C

2:00 PM–3:00 PM
 Concord

COMPLEXITY:
 Intermediate Level

TOPIC:
 Data Collection

Data Success Story: How the Wyoming Department of Education Leverages Automated Data Collection and Validation in Their Identity Management and Directory Manager

- *John Paul, Wyoming Department of Education*
- *Aziz Elia, CPSI, Ltd.*

Join John Paul from the Wyoming Department of Education as he discusses how the WDE is leveraging automated data collection and validation to manage identities and directory information for individuals in 48 school districts and 8 higher education institutions. Learn how the WDE combines legacy infrastructure and a unique API methodology to connect the diverse participants in Wyoming education. Get insider information into the key role data validation plays in the success of the entire system-- from student and staff identifiers to account management and more.

1-D

2:00 PM–3:00 PM
 Lexington

COMPLEXITY:
 Entry Level

TOPIC:
 Data Linking
 Beyond K-12

Using Data to Drive Native American Student Success

- *Sarah Leibrandt, Western Interstate Commission for Higher Education*
- *Michael Vente, Colorado Department of Higher Education*
- *Amy Feygin, American Institutes for Research*
- *Colleen Falkenstern, Western Interstate Commission for Higher Education*

Understanding how secondary and postsecondary programs affect education and workforce outcomes is crucial for states in deciding how best to meet the needs of underserved students. This is particularly true for Native American students, who have historically attained a postsecondary credential at lower rates than their peers. Join panelists from Colorado Department of Higher Education, REL Midwest conducting research in partnership with Minnesota Department of Education, and Western Interstate Commission for Higher Education to discuss how states have used data and how they hope to use data in the future to drive education success for Native students.

1-E

2:00 PM–3:00 PM
 Regency B

COMPLEXITY:
 Entry Level

TOPIC:
 Other

IT and Data Security

- *Barbara Timm, U.S. Department of Education*

This session is to review the basic concepts of IT and data security and apply those concepts to SEAs, LEAs, and schools.

1-F

2:00 PM–3:00 PM
Regency C

COMPLEXITY:
Entry Level

TOPIC:
Data Linking
Beyond K-12

Georgia Career Pipeline

- *Bob Swiggum, Georgia Department of Education*

Georgia has implemented the Georgia Career Pipeline which links the data between the DOE, the technical colleges of Georgia, the Georgia Department of Labor and the business community to provide a view of the talent graduating from our educational system.

1-G

2:00 PM–3:00 PM
Regency D

COMPLEXITY:
Entry Level

TOPIC:
Data Quality

Forum Guide to Exit Codes

- *Marilyn King, National Forum on Education Statistics*
- *Jan Petro, National Forum on Education Statistics*

In this interactive session, participants will discuss the National Forum on Education Statistics’ efforts to create a voluntary, common taxonomy for exit codes and to document best practices for tracking students who transfer, complete high school, drop out, and otherwise exit from an education agency. The Forum is in the process of updating its 2006 publication Accounting for Every Student: A Taxonomy for Standard Student Exit Codes. The forthcoming document will include a revised taxonomy, case studies from state and local education agencies, and best practices for collecting and maintaining exit code data. Join this session to share ideas for the development of this new publication.

1-H

2:00 PM–3:00 PM
Congressional A

COMPLEXITY:
Entry Level

TOPIC:
Data Standards

All Hands On Deck! Supporting State Data Management Efforts Through Collaboration Across Department of Education Offices, Technical Assistance Centers and State Leadership

- *Jim Campbell, AEM Corporation*
- *Amanda Hoffman, Office of Special Education Programs*
- *Nancy Sharkey, National Center for Education Statistics*
- *Erik Friend, Oklahoma State Department of Education*

Hear how two federal program offices (NCES & OSEP), three TA centers (SLDS, CEDS, CIID) and the state led G3 group are actively collaborating to support states in their data management and use efforts. Come to this session to hear from representatives of these offices and programs on their vision and objectives and explore ways to engage in this meaningful work.

1-J

2:00 PM–3:00 PM
Congressional B

COMPLEXITY:
Entry Level

TOPIC:
Other

ECIDS: Implementation to Analysis, What the Numbers Mean and How to Interpret Them

- *Luis Rangel, New Mexico Public Education Department*
- *Figen Bilir, eScholar*
- *Andrew Gomm, New Mexico Public Education Department*
- *Brenda Kofahl, New Mexico Public Education Department*

Learn the story behind multiple agencies, The New Mexico Public Education Department (PED), Child, Youth and Families Department (CYFD) and Department of Health (DOH) and their goals for implementing an Early Childhood Integrated Data System (ECIDS). This session will discuss milestones since the kickoff in March 2016, analysis of the data collected so far, interpretation of findings, and moving closer to achieving positive outcomes for each child from preschool through high school and beyond in New Mexico.

1-K

2:00 PM–3:00 PM
Congressional CD

COMPLEXITY:
Advanced Level

TOPIC:
Data Privacy

A Model Now Proven: The Free/Open Privacy Standard Driving Relationships to Compliance

- *Steve Smith, Cambridge Public Schools*
- *Scott Gallant, Webshield & Gallant Consulting Group*
- *Aish Agrawal, Houghton Mifflin Harcourt*

Is this the Holy grail of Privacy? Alliances of agencies and vendors, technical and legal teams, and competitors and partners alike are riding a 'network effect' enabled by SDPC. As we showcase live examples, you will learn how to adopt the free and open standards that identify the right data to the right application with mechanisms to detail at a finite level, contract terms, privacy/security requirements, and the controls that safeguard our students and communities

3:00 PM–3:15 PM

Break

Concurrent Session 2 — 3:15–4:15 PM

2-A

3:15 PM–4:15 PM

Columbia C

COMPLEXITY:
Intermediate Level

TOPIC:
Data Privacy

Interoperability and Data Privacy: They Can Co-Exist!

- *Larry Fruth II, Access 4 Learning Community*
- *Allen Miedema, Northshore School District, Washington*
- *Steve Setzer, Kimono*

Many feel that data interoperability and data privacy are competing against each other while they deliver in their roles as student data stewards. Actually, the proper mixture between interoperability and privacy are critical in the goal we all have of getting the right information to the right person at the right time safely and securely. This session will dive into that balance and challenge participants to help identify issues both need to address.

2-B

3:15 PM–4:15 PM

Columbia Foyer

COMPLEXITY:
Intermediate Level

TOPIC:
Data Standards

State Interoperability Partnerships: Putting Our Needs Before Marketplace Needs

- *Jay Pennington, Iowa Department of Education*
- *Danielle Norton, Massachusetts Department of Education*
- *Alex Jackl, Bardic Systems*

States are working together, and supported by A4L, to build interoperability solutions across standards and constituencies. This states-driven community is committed to being resources for each other and any state interested in building interoperability networks in their states, and regions. Come see how your state can be a part of this growing group working on the tactical work of interoperability within state agencies.

2-C

3:15 PM–4:15 PM

Concord

COMPLEXITY:
Entry Level

TOPIC:
Data Quality

Dos and Don'ts for Providing Evidence to Drive Education

- *Russell Altersitz, Logan Township School District*
- *Danielle Altersitz, Kingsway Regional School District, New Jersey*

We will present basic rules to follow that will enhance how you capture and store consistent data which can be shared with your collaborators such as Superintendents, Administrators, Teachers and data entry staff. When data is consistent it is trusted. When there is consistency the end users can collaborate to help teachers and administrators to affect classroom instruction, identify patterns, and evaluate program efficacy. Trustworthy data stimulates communication among the collaborators. This communication is the lever that moves the data into the realm of Providing Evidence to Drive Education.

2-D

3:15 PM–4:15 PM

Lexington

COMPLEXITY:
Intermediate Level

TOPIC:
Data Use
(Instructional)

Growth Data: It's a Walk in the Park

- *Jennifer Reinhart, Lancaster Lebanon Intermediate Unit 13, Pennsylvania*
- *Candice Felton, Lancaster Lebanon Intermediate Unit 13, Pennsylvania*

Join us for a stroll through “Growth Data Park”! Our stroll begins as student data is entered into a student information system. From there we’ll explore the benefits of submitting quality data to your state information management system. In the middle of our stroll we’ll encounter students, teachers, and leaders who are impacted by the data. You’ll learn ways they can analyze growth data to support the discovery of root causes, create meaningful action plans, and ultimately increase the likelihood of achievement.

2-E

3:15 PM–4:15 PM

Regency B

COMPLEXITY:
Entry Level

TOPIC:
Data Linking
Beyond K-12

Harnessing the Power of Teacher Prep Data

- *Nancy Smith, Ed-Fi Alliance*
- *Mark Olofson, Texas Education Agency*
- *Rosh Dhanawade, INsite/Indiana University*
- *Cari Reddick, UPD Consulting*

Teachers play a critical role in the lives of students, but what do we know about the educator prep programs that produce those teachers? In this session, we will introduce the Ed-Fi Teacher Preparation Data Model (TPDM) and explore how it can help educator prep programs, LEAs, and SEAs centralize and share data to get a full picture of teacher preparation. You will hear from SEA and university representatives to understand how the TPDM can support and enhance state reporting and continuous improvement efforts, and you will see a demo of Teacher Prep Program Dashboards.

2-F

3:15 PM–4:15 PM

Regency C

COMPLEXITY:
Entry Level

TOPIC:
Data Use
(Analytical)

Research Practice Partnerships in Career and Technical Education: Multi-State Partnership with CTE Lab

- *Jonathon Attridge, Tennessee Department of Education*

Over the last decade Career and Technical Education (CTE) enrollment has grown to the point where CTE accounts for a larger share of students’ high school experience than any other subject except for English and math. The 2018 reauthorization of the Perkins Act (Perkins V) has drawn renewed attention to financing and regulation of CTE in secondary and post-secondary institutions. Three states, Tennessee, Massachusetts, and Michigan, have engaged in research-practice partnerships with leading academic researchers to develop a multi-state CTE lab to evaluate independent policy developments at the state level as well as new initiatives arising from Perkins V. This session will focus on the broader goals and initial results of this partnership and explore how Tennessee has leveraged this partnership at the SEA level.

2-G

3:15 PM–4:15 PM

Regency D

COMPLEXITY:

Entry Level

TOPIC:

Data Use
(Instructional)

Forum Guide to Personalized Learning Data

- *Dean Folkers, National Forum on Education Statistics*

The National Forum on Education Statistics’ new resource on personalized learning data is intended to help education agencies as they consider whether and how to expand their use of personalized learning. Join us to discuss the new resource, which includes an overview of the topic and best practices drawn from the experiences of state and local education agencies. The presentation will focus on how data are used in different locations depending on their approach to personalized learning. It will also include examples from the case studies featured in the resource.

2-H

3:15 PM–4:15 PM

Congressional A

COMPLEXITY:

Intermediate Level

TOPIC:

Data Standards

Common Education Data Standards - How Will the Next 10 Years Build Upon the First 10 Years

- *Ross Santy, National Center for Education Statistics*

Common Education Data Standards (CEDS) grew from meetings of key education partners in the fall of 2009. After gathering input during meetings of stakeholders groups and through public comments the first version of CEDS was released in the fall of 2010. Since that time CEDS has evolved from 161 K-12 elements to over 1,500 elements covering K-12, postsecondary, early learning, adult education, career and technical education, and workforce data. CEDS has also developed from a set of definitions and relationships to incorporate an open source data model, adaptable, multi-purpose integrated data store and data warehouse. This panel session will look at the forces behind that evolution for the standard over its first 10 years, discuss what’s next and look into where CEDS is going beyond 2019. Come hear from a broad set of panelists who have been with CEDS over the past 10 years including education agencies, standards bodies, non-profits and the federal team supporting the work since the beginning.

2-J

3:15 PM–4:15 PM

Congressional B

COMPLEXITY:

Intermediate Level

TOPIC:

Data Linking
Beyond K-12

Utilizing Partnerships and Technology to Create Actionable Career and Education Journeys

- *Matt Gee, BrightHive*
- *Alli Phillips, PAIRIN*
- *Julia Pirnack, College In Colorado*
- *Michael Vente, Colorado Department of Higher Education*

Learn how Colorado designed a ground-breaking web service that will help individuals from middle schoolers through adults chart a journey to success from wherever they are today. Philanthropists, experts in data trusts and application development, and state agencies worked together to envision a system that connects career seekers to services and resources across the state, based on needs, desires and stage of life. We will discuss how this partnership was constructed, the impact of data-driven technology in candidate placement and specific examples of types of programs that use elevated solutions for job placement of students and adults in underserved populations.

2-K

3:15 PM–4:15 PM

Congressional CD

COMPLEXITY:

Entry Level

TOPIC:

Data Collection

Collecting and Managing Displaced Student Data

- *Jan Petro, Colorado Department of Education*
- *Whitcomb Johnstone, Irving Independent School District, Texas*

In the aftermath of a crisis, education agencies need accurate and timely data to track displaced student movement, inform placement decisions, deliver appropriate services, and allocate disaster relief funding. The National Forum on Education Statistics is developing a new resource that will focus on collecting, managing, and reporting data about students who have temporarily or permanently enrolled in another school, district, or state because of a crisis. Join us to learn more about this forthcoming resource, which features best practices that education agencies can adopt before, during, and after a crisis.

4:15 PM–4:30 PM

Break

Concurrent Session 3 — 4:30–5:30 PM

3-A

4:30 PM–5:30 PM

Columbia C

COMPLEXITY:
Intermediate Level

TOPIC:
Data Quality

Increasing Data Quality: Show and Tell from a Virtual Data Quality Community of Practice

- *Melissa Aro, Wisconsin Department of Public Instruction*
- *Ayaka Nukui, Idaho State Department of Education*
- *Zena Rudo, State Support Network Data Quality CoP*
- *Carla Howe, State Longitudinal Data System State Support Team*

The road to increasing data quality is lengthy, but many SEAs have developed tangible tools, solutions, and strategies to make the path smoother and more efficient. In this session, you will hear about practices and processes from Wisconsin and Idaho that participated in the State Support Network's Data Quality Community of Practice (CoP). These states will share how they benefited from this CoP and the collaboration efforts with the Statewide Longitudinal Data Systems program. Join to learn data-quality practices and processes and walk away with related artifacts that could help you on your own data quality journey.

3-B

4:30 PM–5:30 PM

Columbia Foyer

COMPLEXITY:
Entry Level

TOPIC:
SLDS

How South Dakota Tackled ESSA's Reporting and Data Requirements

- *Sara Kock, South Dakota Department of Education*
- *Walli Tarzi, Otis Educational Systems, Inc.*

Every Student Succeeds Act (ESSA) requires changes to what states collect and report to the public, especially on the accountability report card. South Dakota worked with Otis Educational Systems, Inc., to leverage the state's SLDS to create two versions of the report card: a public parent-friendly version and a private in-depth version for schools. During this session, participants will get to experience both versions. Presenters will share how the needs of parents and districts impacted the design, how the Department engaged districts on using the report card as a tool for continuous improvement, and important lessons learned.

3-C

4:30 PM–5:30 PM

Concord

COMPLEXITY:
Entry Level

TOPIC:
Data Use
(Analytical)

Generate Governance Group (G3)

- *Erik Friend, Oklahoma State Department of Education*
- *Dean Folkers, Nebraska Department of Education*
- *Bill Huennkens, Center for Integration of IDEA Data*

Join the Generate Governance Group (G3) to learn about the recent work to build a structure so that you can provide guidance and support for the evolution of Generate. G3 will release the recently completed charter, solicit nominations for un-filled Core Member positions, provide a summary on how the group works and discuss how interested participants can get involved. The G3 Leadership team will be available to answer questions and facilitate discussions. Further, G3 will provide updates on the Generate tool and attendees will experience a demonstration of the new functionality with Generate and hear about future development plans.

3-D

4:30 PM–5:30 PM
Lexington

COMPLEXITY:
Intermediate Level

TOPIC:
Data Use
(Analytical)

Early Childhood Integrated Data System (ECIDS)

- *James Richardson, U.S. Virgin Islands Department of Education*
- *Carissa Zakers, U.S. Virgin Islands Department of Education*
- *Kamal Kumar, Otis Educational Systems*

The US Virgin Island Department of Education (VIDE), through a grant from the USED, has been working on our ECIDS since 2015. This brought together various governmental agencies and programs and the sharing of data. The data was then integrated with the existing P-20 system, VIVIS (Virgin Islands Virtual Information System). Having this data together in one repository has allowed for greater transparency and analysis. The data was matched and loaded into VIVIS, where it allowed us to start analyzing the benefits of various programs to our children. Additionally, it gives agencies and programs the ability to see their data in new light, in a longitudinal setting to see the trends which affect them and our community.

3-E

4:30 PM–5:30 PM
Regency B

COMPLEXITY:
Entry Level

TOPIC:
Data Use
(Analytical)

New Jersey's Evolvement of Educator Preparation Provider Performance Reports

- *Elizabeth Fernandez-Vina, New Jersey Department of Education*
- *Kendra Carter, Public Consulting Group*

The New Jersey Department of Education has worked with Educator Preparation Program Providers in New Jersey to develop reports connecting New Jersey public school teachers' performance and persistence data to the institutions where they completed certification coursework. This session will walk attendees through the evolution of these reports since 2014, including various enhancements introduced this year, and additional dashboarding developments to come.

3-F

4:30 PM–5:30 PM
Regency C

COMPLEXITY:
Entry Level

TOPIC:
Other

A Building Based on Synergy

- *Dan Brungardt, Unified School District 204, Kansas*

Unified School District 204, a small school district located on the edge of the Kansas City metro, recently built a technical building with the goal of technical education classes having the ability to combine skills to create a working environment similar to medium sized businesses. This building brings manufacturing, marketing, entrepreneurship, video production and other programs together in one space which allows for the programs to work on projects together.

3-G

4:30 PM–5:30 PM

Regency D

COMPLEXITY:

Entry Level

TOPIC:

Other

Forum Guide to Education Technology Decision-Making

- *Steve Smith, Cambridge Public Schools, Massachusetts*
- *Jay Pennington, Iowa Department of Education*

Education agencies strive to use technology efficiently and effectively to benefit students and improve educational systems. New technologies can help agency staff provide high-quality learning environments, streamline operations, and reduce reporting burdens. Moreover, advances in technology are continually providing new opportunities for system improvements. In this rapidly changing environment, the work necessary to implement new technologies can be a complex and challenging endeavor. Join us to discuss a new resource from the National Forum on Education Statistics that addresses the widespread use and integration of technology in education agencies and provides best practices to assist with technology decision making.

3-H

4:30 PM–5:30 PM

Congressional A

COMPLEXITY:

Entry Level

TOPIC:

SLDS

K12 and Higher Ed on Dual Enrollment

- *Brian Douglas, Tennessee Higher Education Commission*
- *Caroline Martin, Tennessee Department of Education*

Dual enrollment allows students to work toward both a high school diploma and a college degree simultaneously. Tennessee has a long-standing history of promoting these types of programs and provides resources for students to participate in them, like the dual enrollment grant. From the state's perspective, getting the full picture of the dual enrollment landscape can be challenging especially when looking at both public and private high schools.

This presentation will center on the how K12 and higher education have come together to identify DE participants by using P20 Connect, Tennessee's State Longitudinal Data System, and how differing definitions impact stakeholders.

3-J

4:30 PM–5:30 PM

Congressional B

COMPLEXITY:

Entry Level

TOPIC:

SLDS

Leveraging CEDS for P20W SLDS Data Warehouse Design

- *Rick Thompson, South Carolina Department of Education*
- *Mike McGroarty, Center for Educational Performance and Information at State of Michigan*
- *Duane Brown, AEM Corporation*
- *Kathy Gosa, AEM Corporation*

Many states are considering or working on revamping their data system to take advantage of current tools and strategies. Since most SLDS's were initially developed over 10 years ago, significant advantages can be gained through modernization. This session focuses on advantages of using CEDS as a foundation for modernization work, and will kick-off the CEDS Data Warehouse Design Community of Practice. During the session you'll hear from a panel of states that have leveraged CEDS as part of their modernization efforts, as well as data system and CEDS experts. Come join us to find out how you can get involved.

3-K

4:30 PM–5:30 PM
Congressional CD

COMPLEXITY:
Entry Level

TOPIC:
Data Use
(Instructional)

Collaboration, Crowd Sourcing: It Takes a Village to Select Curricular Materials

- *Judy Kowarsky, Maryland State Department of Education*
- *Bob Swiggum, Georgia Department of Education*
- *Morrall Thompson, Maryland State Department of Education*

High-quality curricular materials ensure effective teaching and learning for students at all levels and abilities. Learn how collaborative programs in Maryland and Georgia inform selections of curricular materials in schools and districts.

Maryland is sharing the wealth of knowledge from teacher to teacher and district to district to inform the selection of vetted, unbiased and evidence-based materials. Collaborators exchange ratings and qualitative reviews regarding standards alignment, usability, equity, and achievement outcomes.

Georgia disseminates its curricular resources via a statewide longitudinal system to ensure every public school teacher in Georgia has easy access to high quality digital instructional resources. Through this same system, parent and student portals provide access to the identical instructional resources.

THURSDAY, JULY 25, 2019

9:00 AM–12:30 PM
Columbia AB

EDFacts and Common Core of Data (CCD) Nonfiscal Coordinators' Training

- *National Center for Education Statistics (NCES)*

This session will cover important updates for state EDFacts/CCD Nonfiscal Coordinators. Topics this year will include the EDFacts Business Rules Single Inventory, Data Quality Reviews and an update on the EDFacts OMB Data Collection package. There will also be demonstrations of the new CSPR Tool as well as the re-designed ED Data Express. The EDFacts track provides an excellent opportunity for states to talk directly to ED staff from the EDFacts team and other ED program offices in attendance. The EDFacts Partner Support Center will also be represented and will help facilitate face-to-face interaction.

JULY 25

Concurrent Session 4

Concurrent Session 4 — 9:00–10:00 AM

4-A

9:00 AM–10:00 AM
Columbia C

COMPLEXITY:
Intermediate Level

TOPIC:
Data Use
(Analytical)

Next Steps for a Neighborhood Poverty Index

- *Doug Geverdt, National Center for Education Statistics*

Educational research routinely confirms that socioeconomic conditions impact educational outcomes for students and schools. Unfortunately, researchers have few indicators available to measure socioeconomic conditions, and traditional measures are increasingly affected by changes in federal program requirements. This presentation briefly reviews challenges with existing economic indicators and discusses an experimental neighborhood poverty indicator that NCES is exploring as part of an on-going research program.

4-B

9:00 AM–10:00 AM
Columbia Foyer

COMPLEXITY:
Entry Level

TOPIC:
Data Use
(Analytical)

Using Data to Bridge the Digital Divide in America's Schools

- *Benjamin Robinson, Universal Service Administrative Company*
- *Spencer Rand, Universal Service Administrative Company*
- *Amit Singh, Universal Service Administrative Company*

Since its inception in 1996, the Federal Communication Commission's Schools and Libraries Program, commonly known as E-rate, has helped ensure that schools can obtain affordable, high speed broadband service. Recent efforts at program modernization have included publishing open data to increase stakeholder access to program data and enable the E-rate community to generate insights and increase transparency into program operations. This session will explore how USAC, as the administrator of the E-rate program, uses open data and publicly available data to investigate which communities benefit from E-rate funding and where gaps exist in connecting America's schools to digital learning opportunities.

4-C

9:00 AM–10:00 AM
Concord

COMPLEXITY:
Entry Level

TOPIC:
Data Quality

Conquering the Challenges of Data Quality and Management through Collaboration

- *Fred Edora, IDEA Data Center*
- *Anthea Brady, Center for the Integration of IDEA Data (CIID)*
- *Susan Beck, West Virginia Department of Education*
- *Renee Eckles-Hardy, West Virginia Department of Education*

West Virginia improved its data management and federal reporting processes for IDEA Part B data through collaboration with the IDEA Data Center (IDC) and Center for the Integration of IDEA Data (CIID). Working with TA providers from both centers, the WV Department of Education identified and improved data processes, using process improvements to facilitate special education and general education data integration. WVDE used the Common Education Data Standards data model and implemented CIID's Generate tool to develop EDFacts files for IDEA Part B. Join WVDE, CIID, and IDC to learn what it takes to improve data quality and data management.

4-D

9:00 AM–10:00 AM
Lexington

COMPLEXITY:
Intermediate Level

TOPIC:
Data Use
(Analytical)

The Data Use Maturity Model: Assessing Your Organization's Capacity for Data Use

- *Thomas Howell, Michigan Center for Educational Performance and Information*
- *Kimberly Gondwe, Council of Chief State School Officers*
- *Kathy Gosa, AEM Corporation*
- *Carla Howe, AEM Corporation*

Data use is difficult to measure, and states' have varying strengths and challenges in their capacity to use data. The CCSSO's EIMAC Data Network has created a Data Use Maturity Model for states to assess their strengths and gaps in this area. Join this session to learn about the Data Use Maturity model and how you can leverage it in your organization. Data Network participating states will share their plans, and how additional resources from the Statewide Longitudinal Data Systems program can help. You will learn about related artifacts that could help your organization understand more about its data use maturity and some necessary next steps to evolve further.

4-E

9:00 AM–10:00 AM
Regency B

COMPLEXITY:
Advanced Level

TOPIC:
Fiscal Data

Study of the Title I, Part A Grant Program Mathematical Formulas

- *Thomas Snyder, National Center for Education Statistics*
- *William Sonnenberg, National Center for Education Statistics*
- *Rachel Dinkes, American Institutes for Research*
- *Stephen Q. Cornman, U.S. Department of Education*

The Title I, Part A Grant Program Mathematical Formulas responds to a congressional mandate under the Every Student Succeeds Act (ESSA) (Sec. 9211) to examine the distribution of Title I funds to understand how the current formulas affect various types of districts, such as large or small districts, those in poor or rich areas, and those in urban or rural areas. The legislation directed the Institute of Education Sciences (IES) to respond to nine specific analytic tasks in a report. These analytic tasks specifically called for comparisons of districts across the 12 NCES geographic locales, ranging from large cities to remote rural areas.

4-F

9:00 AM–10:00 AM

Regency C

COMPLEXITY:

Entry Level

TOPIC:

Data Use
(Analytical)

Using Data to Drive Racially Equitable Skill Attainment

- *Jenna Leventoff, Workforce Data Quality Campaign*
- *Rachel Vilsack, Minnesota Department of Employment and Economic Development*

By 2030, more than half of the workforce will be made up of people of color. Despite our nation's changing demographics, the United States has a persistent equity gap. People of color routinely fall behind their peers in completing college, credential attainment and earnings. However, Minnesota has created data dashboards disaggregated by race and ethnicity, that advocates have used to build support for programs that help a variety of people build the skills they need to successfully enter the workforce. This session will discuss effectively collecting, utilizing and making transparent demographic data to narrow the equity gap.

4-G

9:00 AM–10:00 AM

Regency D

COMPLEXITY:

Entry Level

TOPIC:

Other

School Courses for the Exchange of Data (SCED)

- *Susan Williams, Virginia Department of Education*
- *Rachel Kruse, Iowa Department of Education*

The National Forum on Education Statistics developed the School Courses for the Exchange of Data (SCED) to meet the need among schools, districts, states, and National Center for Education Statistics (NCES) transcript studies for common, comparable course codes. Join this session to learn about the latest updates to SCED and to explore the many online tools available to help with SCED implementation and use. Session participants will have an opportunity to discuss different uses of SCED with representatives who have implemented the codes in state and local agencies.

4-H

9:00 AM–10:00 AM

Congressional A

COMPLEXITY:

Intermediate Level

TOPIC:

Other

Two States Stories: The Path from a Research Agenda to Actionable Outcomes

- *Julie Patton, Pennsylvania Department of Education*
- *Yan Li, Mississippi Department of Education*
- *Candy Miller, Pennsylvania Department of Education*
- *Rhonda Johnson, Pennsylvania Department of Education*
- *Brian Hutchison, Pennsylvania Department of Education*
- *John Kramer, Mississippi Department of Education*

Funded by SLDS (FY2015), both the Mississippi Department of Education (MDE) and the Pennsylvania Department of Education (PDE) have developed research agendas to shape and inform their work. In this session, each state will share their journey in establishing an actionable research agenda to build research capacity within the department for answering priority questions, and discuss their work and progress on current research projects being conducted which reveal insights practitioners can use to improve student learning and outcomes.

4-J

9:00 AM–10:00 AM
Congressional B

COMPLEXITY:
Entry Level

TOPIC:
Data Quality

Collecting High Quality Data on the Suspension and Expulsion of Preschoolers

- *Kerry Friedman, SRI International*
- *Lisa Backer, Minnesota Department of Education*
- *Andrea Algatt, Office of Child Development and Early Learning, Pennsylvania*

Preschool children are expelled at three times the rate of K-12 students with African-American children and boys expelled at disproportionate rates. States have been implementing strategies to address these troubling national statistics but collecting reliable data is challenging. There are no common definitions for what constitutes suspension or expulsions for young children and the issue of soft suspensions (e.g., asking a parent to pick up a child early) can be overlooked. Following an overview presentation on definitional issues, two states will discuss how they are approaching obtaining high-quality data on this important issue.

4-K

9:00 AM–10:00 AM
Congressional CD

COMPLEXITY:
Intermediate Level

TOPIC:
Data Linking
Beyond K-12

Aligning the Education Pipeline to Employer Needs with Cross Agency Collaboration

- *Jessica Cunningham, Kentucky Center for Statistics*
- *Scott Secamiglio, Kentucky Center for Statistics*
- *David Mahan, Council on Postsecondary Education*
- *Kiley Whitaker, Kentucky Department of Education*

Kentucky was tasked to align educational pathways to the current and future workforce needs of the Commonwealth. KYSTATS (houses the state longitudinal data system) has connected data in K-12, postsecondary, labor market information, and employment/wages, with the cross-agency collaboration of experts at the Department of Education and the Council on Postsecondary Education, to help align Career and Technical Education Pathways and evaluate postsecondary programs to fulfil the projected demand of occupations in Kentucky. Together, this group will talk about the Career and Technical Education Feedback Report, the Postsecondary Feedback Report, and the future of connecting educators and employers in Kentucky.

10:00 AM–10:15 AM

Break

Concurrent Session 5 — 10:15–11:15 AM

5-A

10:15 AM–11:15 AM

Columbia C

COMPLEXITY:
Entry Level

TOPIC:
Data Use
(Analytical)

California's Geography of Poverty and Its Effect on K-12 Education Outcomes

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

California serves more than 6 million K-12 students in over 10,000 schools in urban, suburban, and rural communities. Adjusting for the cost-of-living, California also has a poverty rate that is one of the highest in the nation. Making sense of this information through traditional means is challenging. This presentation will use mapping and spatial analysis to examine California's geography of poverty and help visualize the connection between poverty and low academic achievement in K-12 schools. Spatial methods for grouping and classifying data will be shared that can be used to develop actionable information at the statewide, regional, and local levels.

5-B

10:15 AM–11:15 AM

Columbia Foyer

COMPLEXITY:
Intermediate Level

TOPIC:
Data Use
(Analytical)

Unlocking IEP Data through Interoperability

- *Monica Hogan, Boston Public Schools*
- *Sean Casey, Ed-Fi Alliance*
- *Shannon Kerlick, Ed-Fi Alliance*

How can we better understand the experiences of students with disabilities -- from referral to special ed through receiving services -- and triangulate those with academic achievement and other student indicators? We spend so much money as a nation on special ed services, but do we really know what's effective and how to scale it? Generally, no -- because there's limited ability to do that kind of research at this point at the local level. You can use state reported and federally reported data points, but what will really make the difference is the ability to dig into the more detailed data that a district has in Individualized Education Programs (IEPs). Bringing interoperable data, including assessment data, can help us ensure that students are getting the accommodations that they need in order to be successful. This panel will discuss efforts to bring this data together and provide insights for teachers and administrators.

5-C

10:15 AM–11:15 AM

Concord

COMPLEXITY:
Entry Level

TOPIC:
SLDS

Getting Free Help with Your Statewide Longitudinal Data System (SLDS)

- *Corey Chatis, Statewide Longitudinal Data Systems State Support Team*
- *Jonathon Attridge, Tennessee Department of Education*
- *Jeff Falter, Missouri Department of Elementary and Secondary Education*
- *Carla Howe, State Longitudinal Data System State Support Team*

Do you wish you could get free, experienced help with the complicated work of planning, enhancing, using, and sustaining a statewide longitudinal data system (SLDS)? Well, you can! Join this session to learn about SLDS resources and how the SLDS State Support Team (SST), a group of technical assistance experts, can support your work and connect you with other states that have accomplished what you aim to achieve. Two states will share how SST have helped them. The SST is available at no cost to your state, regardless of whether or not you have a grant.

5-D

10:15 AM–11:15 AM

Lexington

COMPLEXITY:
Advanced Level

TOPIC:
Fiscal Data

Approaches to Making Geographic Cost Adjustment Indices for Education

- *Stephen Q. Cornman, U.S. Department of Education*
- *Lori Taylor, Texas A&M University*
- *Jim Dewey, Florida Polytechnic University*
- *Marie Marcum, U.S. Department of Education*

This session will explore geographic cost adjustment indexes that can facilitate comparison of educational expenditures across school districts/local educational agencies or states. Typical educational expenditure data identify dollar amounts without any geographic adjustments and do not reflect the actual purchasing power of the school district or state. There is very high demand for an index that provides geographic cost adjustment factors to facilitate cross-area comparisons at the state, county, and school district levels.

This session will discuss various geographic cost adjustment indexes, including the Comparable Wage Index for Teachers (CWIFT); the Florida Price Level Index (FPLI); and a new approach developed by BLS applying the relationship between wages and bundles of occupational skills to creation of an education-focused wage index. Recently NCES and the Census Bureau developed the Comparable Wage Index for Teachers (CWIFT), which is a measure of the systematic, regional variations in the salaries of college graduates who are not K-12 educators (in this context, those with occupations or employers in elementary or secondary education). This geographic cost adjustment index was applied to data and findings of the Congressionally mandated report entitled the Study on the Title I Formula that analyzes the Title I, Part A formula and the formula's impact on local education agencies (LEAs).

The Florida Price Level Index (FPLI) methodology is an index solution developed and produced at Florida Polytechnic University and has been used for the District Cost Differential in the Florida Education Finance Program since 2003. The FPLI uses establishment wage data from the Bureau of Labor Statistics' (BLS) Occupational Employment Survey (OES) to estimate an index of relative wages across 67 Florida counties.

5-E

10:15 AM–11:15 AM

Regency B

COMPLEXITY:
Intermediate Level

TOPIC:
Data Privacy

FERPA 201: So You Think You Know FERPA?

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

Are you a FERPA expert? Come test your knowledge against the experts from Department of Education's Privacy Technical Assistance Center. This session will challenge your knowledge of the Family Education Rights and Privacy Act, and give participants a chance to not only discuss these difficult scenarios, but bring their own stumbers to the experts for answers!

5-F

10:15 AM–11:15 AM
 Regency C

COMPLEXITY:
 Entry Level

TOPIC:
 Data Use
 (Analytical)

Early Childhood Homelessness State Profiles 2018: Use of Education Data for Policymakers and the General Public

- *Amy Yamashiro, U.S. Department of Education*
- *Marsha Basloe, Child Care Services Association*
- *Mandy Sorge, National Governors Association*
- *Barbara Duffield, School House Connection*

Education data from the Early Childhood Homelessness State Profiles 2018 have been shared with all 50+ U.S. Governors and through interviews and press releases by Sesame Street’s homeless muppet, Lily. After a brief overview of the impetus for developing the state profiles, the first panelist will discuss their use to inform policy at the state level starting with North Carolina. The next two panelists will shift the focus to how these data were used at the national level with policymakers and the general public. After brief remarks by the chair, the panel will open to a general discussion.

5-G

10:15 AM–11:15 AM
 Regency D

COMPLEXITY:
 Entry Level

TOPIC:
 Data Quality

Forum Guide to Data Governance

- *Georgia Hughes-Webb, National Forum on Education Statistics*

The National Forum on Education Statistics is developing a new resource that will feature data governance best practices for federal, state, and local education agencies. This resource will highlight examples from agencies that have implemented effective data governance programs, discuss common challenges and solutions, and provide links to existing data governance resources that agencies have found particularly useful. Join this interactive presentation to discuss and share best practices on topics such as the management, collection, use, and communication of education data; effective data sharing; data privacy; and methods for reviewing and modifying data governance processes to meet technological advances and changing needs.

5-H

10:15 AM–11:15 AM
 Congressional A

COMPLEXITY:
 Intermediate Level

TOPIC:
 Data Linking
 Beyond K-12

Incorporating Unemployment Insurance Wage Data Into Your SLDS

- *John Sabel, State of Washington Education Research and Data Center*

The Unemployment Insurance (UI) wage data is a vital resource for a state’s SLDS, as employment outcome is one of key measurements for evaluating public policy. UI wage data can be used to measure employment status and earnings for any student cohort that can be defined, such as for high school leavers or college graduates. Rich as it is, UI wage data can be challenging to link into a SLDS. This session will present how Washington State has overcome these difficulties in its own P20W SLDS through the use of sophisticated algorithms. Lessons learned and potential improvements will also be discussed.

5-J

10:15 AM–11:15 AM

Congressional B

COMPLEXITY:
Advanced Level

TOPIC:
SLDS

“Insight”: Leveraging SLDS Resources and Agency Collaboration to Provide a 360Degree View of Student Learning in North Dakota’s K-12 Public Schools

- *Tracy Korsmo, North Dakota Information Technology Department*
- *Ross Roemmich, North Dakota Department of Public Instruction*
- *Gregory Carlson, North Dakota University System*
- *Walli Tarzi, Otis Educational Systems, Inc.*

This presentation showcases North Dakota’s interactive “Insights” public education dashboards (<https://insights.nd.gov/>), created collaboratively through the North Dakota Department of Public Instruction, North Dakota University System, and North Dakota Information Technology Department in consultation with Otis Educational Systems, Inc. Public dashboards leverage SLDS resources, providing a 360 degree view of the public K-12 student learning experience featuring metrics including NDSA proficiency and participation, graduation rates, student assessment proficiency growth, student engagement, NAEP performance, per-pupil expenditures, and postsecondary enrollment. State, district, and school measures with demographic displays and available data exports facilitate analysis of student subgroups and grade level comparisons.

5-K

10:15 AM–11:15 AM

Congressional CD

COMPLEXITY:
Entry Level

TOPIC:
Data Standards

Project Nessie: Improving SEA Interoperability is a Reality NOT a Myth!

- *Bob Swiggum, Georgia Department of Education*
- *Kimberly Gondwe, Council of Chief State School Officers*
- *Tricia Farris, AEM Corporation*
- *Jim Campbell, AEM Corporation*

Through Project Nessie, the Council of Chief State School Officers is partnering with the State Education Technology Directors Association to strategically align both organizations’ efforts on improving State Education Agency data and system interoperability by expanding adoption of standards (i.e. Ed-Fi, CEDS), solutions, and practices necessary to impact the education community broadly. This session will provide an overview of the work that is shaped by a shared belief in improving data interoperability as a key element in improving student outcomes. Bring your questions, excitement for data interoperability, and love of mythical sea creatures!

11:15 AM–11:30 AM

Break

Concurrent Session 6 — 11:30 AM–12:30 PM

6-A

11:30 AM–12:30 PM

Columbia C

COMPLEXITY:
Intermediate Level

TOPIC: Fiscal Data

The Feasibility of Collecting School-Level Finance Data: An Evaluation of Data from the Second Year of the School-Level Finance Survey

- *Stephen Wheeler, U.S. Census Bureau*
- *Stephen Q. Cornman, National Center for Education Statistics*
- *Lei Zhou, Activate Research*
- *Osei Ampadu, U.S. Census Bureau*

This presentation will discuss findings from the second year of a two-year study that commenced in FY 2014. The presentation will discuss the results from the new School-Level Finance Survey (SLFS) report that is part of NCES's Research and Development (R&D) series of reports and focus on whether the SLFS is a viable, efficient, and cost-effective method to collect school-level finance data. This report examines the feasibility of state education agencies (SEAs) reporting finance data at the school level as part of the FY 2015 (School year 2014-15) SLFS pilot established by the National Center for Education Statistics (NCES) in the U.S. Department of Education.

6-B

11:30 AM–12:30 PM

Columbia Foyer

COMPLEXITY:
Entry Level

TOPIC:
Other

A Continued Focus on Evidence in Program Implementation

- *Victoria Hammer, U.S. Department of Education*
- *Julie Warner, U.S. Department of Education*

The Policy and Program Studies Service (PPSS) is the U.S. Department of Education's internal think-tank. PPSS provides resources to support data and evidence-based decision-making at the state, local, and federal levels. PPSS staff work to understand program implementation and support data quality, transparency, and utility. This presentation will discuss how PPSS' program evaluation reports, data stories, and practice products can help address state and local needs. Presenters will provide an overview of new evidence requirements under ESSA and how to access and use PPSS products to meet local needs.

6-C

11:30 AM–12:30 PM

Concord

COMPLEXITY:
Intermediate Level

TOPIC:
Other

Advancing Data Culture One Step at a Time

- *Haidee Bernstein, DaSy Center/SRI*
- *Lisa Backer, Minnesota Department of Education*
- *Mary Anketell, Early Intervention Technical Assistance, Pennsylvania*

Join an interactive session that underscores the importance of data culture and highlights state examples. These examples will evidence how a strong data culture emphasizes collaboration as a keystone for success and empowers professionals to make decisions. State presenters will emphasize how they have promoted data culture locally through vision, beliefs, accountability, collaboration, modeling, and commitment to ongoing instructional and programmatic improvements. Resources to support local and state data culture efforts will be shared.

JULY 25

Concurrent Session 6

6-D

11:30 AM–12:30 PM
Lexington

COMPLEXITY:
Entry Level

TOPIC:
Data Collection

The Think College Data Network: Collecting Critical Data on Higher Education for Students with Intellectual Disability

- *Clare Papay, Think College, University of Massachusetts Boston*
- *Frank Smith, Think College, University of Massachusetts Boston*

The Higher Education Opportunity Act of 2008 authorized a model demonstration program, Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSID) and a National Coordinating Center (NCC). The evaluation protocol implemented by the TPSID NCC was reviewed and approved by NCES, OPE, and OMB. This web-based data collection effort reflects a uniform dataset for collection of program and student variables from the TPSIDs and their partner sites across the country. This dataset is currently the largest and most comprehensive source of information on inclusive higher education for students with ID.

6-E

11:30 AM–12:30 PM
Regency B

COMPLEXITY:
Entry Level

TOPIC:
Data Linking
Beyond K-12

Using SLDS Data to Reconnect Educationally Disengaged Youth

- *Niranjan Murali, Office of the State Superintendent of Education*
- *Christopher (Kit) Faiella, Office of the State Superintendent of Education*

The DC ReEngagement Center is a “single-door” through which educationally disengaged youth aged 16-24 can reconnect back to educational options and other critical services. This session will highlight how the DC ReEngagement Center links its student data with existing SEA data to improve programming. Examples of data linking that will be discussed include leveraging student exit data for outreach, linking student intake data to SLDS data to inform service delivery, and using attendance data to verify that students remain engaged. This session will also highlight how DC ReEngagement Center data informs the District’s broader work with disconnected youth.

6-F

11:30 AM–12:30 PM
Regency C

COMPLEXITY:
Intermediate Level

TOPIC:
Data Linking
Beyond K-12

The Case for Standardizing Employment Outcome Measures

- *Tracy Korsmo, North Dakota Information Technology Department*
- *Ann Kellogg, Maryland Longitudinal Data System Center*
- *Charles McGrew, National Center for Education Statistics*
- *Kathy Gosa, State Longitudinal Data System State Support Team*

Over the past year the Employment Outcome Metrics workgroup has been collaborating to determine what it takes to have comparable metrics across states for employment outcomes. During this session, we will discuss the need and use cases for standard employment outcome measures (EOM) that are comparable across states, the pilot process we went through to identify and calculate a simple comparable EOM, the preliminary results from the states who chose to participate, and next steps.

6-G

11:30 AM–12:30 PM

Regency D

COMPLEXITY:
Intermediate Level

TOPIC:
Data Use
(Analytical)

Solving Teacher Shortage with Technology

- *Angel Loreda, Maine Department of Education*
- *Dean Hupp, Hupp Info Tech*

Learn how the new Maine Educator Information System (MEIS) can provide the educational community of Maine with data to assist in the identification of shortage areas. From this data, educator preparation program administrators at the various universities and colleges of Maine can develop recruitment strategies to address the shortage areas. An additional benefit is the potential dialogue between the educator, postsecondary institutions, and the Certification Team. The new functionality also provides job posting abilities at the district level and helps educators and districts find each other when the district needs and educator qualifications align. In addition, the new real time data available to institutions allows them to proactively market new programs directed at the areas most in need of qualified educators.

6-H

11:30 AM–12:30 PM

Congressional A

COMPLEXITY:
Entry Level

TOPIC:
SLDS

Creating the Capacity for Data Use in the Pacific Region

- *Christina Tydeman, Regional Educational Laboratory Pacific*
- *Jan Fukada, Hawaii Department of Education*
- *Marty Mamea, American Samoa Department of Education*
- *Zenaida Natividad, Guam Department of Education*

The remote and unique geography and cultural diversity of the Pacific region create substantial challenges for the development and use of statewide longitudinal data systems (SLDS). Through a panel discussion, representatives of the Hawaii Department of Education, American Samoa Department of Education, Guam Department of Education, Hawaii P-20 Partnerships for Education, and REL Pacific explore how - over the past 10 years - entities within the Pacific region have approached developing local readiness and capacity for implementation and use of an SLDS.

6-J

11:30 AM–12:30 PM

Congressional B

COMPLEXITY:
Entry Level

TOPIC:
Data Use
(Instructional)

Interoperability: The Tipping Point

- *Eric Jansson, Ed-Fi Alliance*
- *Melissa Aro, Wisconsin Department of Public Instruction*
- *Don Dailey, Kalamazoo Regional Educational Service Agency, Michigan*

Building infrastructure is hard work - implementing APIs, developing validation engines, rolling out data quality portals, creating dashboard tools, and building support across reluctant districts. And then, you reach the TIPPING POINT and all the hard work starts to pay off! Districts are able to use their data. Districts are excited to use their data! Tools like Xello (career planning), assessment rostering, school improvement planning, dashboards, e-cumulative folders are no longer vapor ware or big ideas but actual tools that real people are using to support their work and improve student learning. At this session you'll hear first-hand the benefits being realized and the impact of the hard work of implementation.

6-K

11:30 AM–12:30 PM
Congressional CD

COMPLEXITY:
Intermediate Level

TOPIC:
Data Quality

Making the Data Work: Evaluating Vermont’s Universal Prekindergarten Legislation

- *Wendy Geller, Vermont Agency of Education*
- *Clare Irwin, Education Development Center*
- *Kyle DeMeo Cook, Education Development Center*
- *Heather Mattison, Vermont Agency of Human Services*

The Vermont Agencies of Education and Human Services have partnered with Education Development Center on several research and evaluation activities to better understand the implementation of and inform changes to Vermont’s universal prekindergarten legislation. Vermont’s mixed-delivery, universal prekindergarten model is co-administered by both agencies and provides access to 10 hours of prekindergarten education per week for all 3 and 4 year olds in the state. Through our collaboration, we have uncovered and addressed several data quality concerns. This presentation will describe our partnership, data considerations within a mixed-delivery prekindergarten model, and discuss implications for practice, policy, and research.

12:30 PM–1:45 PM

LUNCH (ON YOUR OWN)

1:45 PM–4:00 PM
Columbia AB

Common Core of Data (CCD) Fiscal Coordinators’ Roundtable

- *Amy Rowell, Georgia Department of Education*
- *Christopher May, Michigan Department of Education*
- *Paul Taylor, Montana Office of Public Instruction*
- *Stephen Q. Cornman, National Center for Education Statistics*

Here is your opportunity to engage in a discussion of various school finance reporting issues with your colleagues in other states. Bring your questions and answers and be prepared to discuss current financial reporting issues such as:

- ESSA Financial Reporting
- GASB Updates
- Indirect Cost Plans
- RESA Expenditure Reporting
- Schoolwide Consolidation
- Maintenance of Effort
- and new ESSA federal allocation models

Concurrent Session 7 — 1:45–2:45 PM

7-A

1:45 PM–2:45 PM

Columbia C

COMPLEXITY:
Intermediate Level

TOPIC:
Data Use
(Analytical)

Barriers to Attendance: Investigating Relationships between Distance, Discipline and Student Absenteeism

- *Gus Warren, Office of the State Superintendent of Education*
- *Cailyn Torpie, Office of the State Superintendent of Education*

Prior research has demonstrated a strong relationship between absenteeism and student outcomes. To explore factors that could present barriers to student attendance, the Office of the State Superintendent of Education in Washington, D.C. merged daily attendance data with other data sources, including discipline and student address data. This session will explore initial findings of how distance to school and school disciplinary practices are associated with student absenteeism for DC students. Session participants will discuss how to use geospatial tools and various student-level data sources to examine these relationships and to inform policies that improve student attendance.

7-B

1:45 PM–2:45 PM

Columbia Foyer

COMPLEXITY:
Entry Level

TOPIC:
Data Use
(Analytical)

Empowering Educators to Explore Equity: Designing and Leveraging Dashboards

- *Sela Unga, Hawaii P-20 Partnerships for Education*

Hawaii is one of the most diverse states in the nation with 75% of the population being a racial minority. However, race/ethnicity is just one measure of diversity. This presentation will tell the story of how Hawaii enhanced its high school feedback report to disaggregate metrics by various academic and demographic characteristics. By attending this session, participants will learn about how Hawaii chose which metrics and populations to display and how Hawaii engages educators in using this dashboard to examine their schools' trends.

7-C

1:45 PM–2:45 PM

Concord

COMPLEXITY:
Intermediate Level

TOPIC:
Data Linking
Beyond K-12

Bringing Early Childhood and K-12 Together

- *Avisia Whiteman, Minnesota Department of Education*
- *Shirlene Tapuai, American Samoa Department of Education*
- *Jennifer Verbrugge, Minnesota Department of Education*
- *Marty Mamea, American Samoa Department of Education*

Early learning and K-12 often exist in two completely separate educational worlds. Because children learn and grow exponentially in their first five years, bringing Pre-K and K-12 together to provide more sustained high-quality learning experiences could have a positive impact on student success in school and life. Yet, because accountability systems focus exclusively on third grade and beyond, Pre-K is often overlooked. Learn more about tools and programs American Samoa and Minnesota are using to work toward improved connections between Pre-K and K-12.

7-D

1:45 PM–2:45 PM
Lexington

COMPLEXITY:
Entry Level

TOPIC:
Data Use
(Analytical)

State of the States: Using 618 Data to Explore Trends in Special Education and Early Intervention

- *Becca Smith, U.S. Department of Education*
- *Hadley Moore, IDEA Data Center*

Every year states are required to submit data on the children served under the Individuals with Disabilities Education Act (IDEA). States spend an enormous amount of effort and resources to collect and report this data that can be used to inform discussions and decisions. Come to this session to obtain a high-level overview of the changes in special education and early intervention over the last 10 years and how to utilize the IDEA Data Center's Interactive Public Reporting Engine to explore your own areas of interest at the state and national levels.

7-E

1:45 PM–2:45 PM
Regency B

COMPLEXITY:
Intermediate Level

TOPIC:
Data Quality

Using IDEA Data Quality Reports to Drive Program Improvement

- *Tiffany Boyd, IDEA Data Center*
- *Danielle Crain, IDEA Data Center*
- *Richelle Davis, U.S. Department of Education*

Each year, the Office of Special Education (OSEP) reviews IDEA 618 data that states submit to ensure that states accurately counted all students with disabilities. Come learn OSEP's rationale, the process it follows, and various factors involved in its preparation of the IDEA Data Quality Reports. Explore common themes from past reviews and learn how states can use the reports to identify systemic issues that affect data quality. Learn about tools and strategies for analyzing the reports and ways Part B data managers and ED*Facts* coordinators can collaborate to make the most out of the data quality review process.

7-F

1:45 PM–2:45 PM
Regency C

COMPLEXITY:
Intermediate Level

TOPIC:
CCD

Common Core of Data 101

- *Patrick Keaton, National Center for Education Statistics*
- *Beth Sinclair, Applied Engineering Management*

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 both new and seasoned users of public K-12 data. It will include an overview of the CCD data collection, changes to public file formats in recent years, and pro tips for using the CCD Elementary/Secondary Information System (EISi).

7-G

1:45 PM–2:45 PM
Regency D

COMPLEXITY:
Entry Level

TOPIC:
Data Use
(Analytical)

The Nation's Report Card: A Deeper Look at the Long-Term Trend Assessment

- *Samantha Burg, Andrew Kolstad*
- *Daniel McGrath, National Center for Education Statistics*
- *Andrew Kolstad, P20 Strategies LLC/Hager Sharp*

NAEP's long-term trend (LTT) assessment will be administered in 2019/2020 for the first time since 2012. Compared to the grade-based assessments in main NAEP, LTT is an age-based assessment that has consistently measured students' educational progress in mathematics and reading since the early 1970s. In this presentation, panelists will discuss the history of LTT, the design of LTT versus main NAEP, and what can be analyzed in both the LTT and main NAEP datasets.

7-H

1:45 PM–2:45 PM
Congressional A

COMPLEXITY:
Intermediate Level

TOPIC:
Data Standards

Interoperability: Empowering the Future

- *Maureen Wentworth, Ed-FI Alliance*
- *Peter Tamayo, Oregon Department of Education*
- *Jim Campbell, AEM Corporation*
- *Christine Fox, State Education Technology Directors Association*
- *Scott Gutowski, Pittsburg Public Schools*

Interoperability is not a zero-sum game. This is a multi-faceted problem which requires a multi-pronged approach from the entire interoperability movement. The digital ecosystem of the future must be more nimble, easier to expand, and driven by students, teachers, and education disruptors. Today, our sector is too often rigid, inflexible, and still solving yesterday's problems. This session will explore the steps being taken to ensure open, standards-based, and interoperable solutions become the norm across education. Join leaders that have involvement across the interoperability ecosystem for an interactive discussion on the real-world use cases exploring where technical solutions can and do work together. Presenters will provide valuable context, tools and resources to inform attendees on available options and approaches.

7-J

1:45 PM–2:45 PM
Congressional B

COMPLEXITY:
Entry Level

TOPIC:
Data Quality

Collaborating to Build Montana's Capacity for High Quality Data

- *Jamey Ereth, Montana Office of Public Instruction*
- *Meghann Spring, Montana Office of Public Instruction*
- *DJ QuirinMai, Montana Office of Public Instruction*
- *Fred Edora, AEM Corporation*
- *Kathy Gosa, AEM Corporation*

Montana has a vision for more efficient and higher quality data collection, reporting, and use. To achieve this vision state staff are collaborating with three data-focused TA centers, and over the past several years Montana has received technical assistance from CEDS, SLDS, and CIID to build their capacity and streamline data management and governance processes for reporting and using high quality education data. This session provides a glimpse into aspects of the collaboration, as presenters from Montana and each of the TA centers highlight milestones and spotlight Montana's roadmap to increase the state's capacity to report high quality data.

7-K

1:45 PM–2:45 PM
Congressional CD

COMPLEXITY:
Intermediate Level

TOPIC:
Data Quality

When Zeroes Are Really Zeroes: Ensuring High Quality Data in the 2017-18 CRDC

- *Julia Bloom-Weltman, AEM Corporation*
- *Marshal Fettro, AEM Corporation*
- *Laura Long, AEM Corporation*
- *Stephanie McDonald, U.S. Department of Education*

Data quality efforts are critical for the usefulness and robustness of Federal surveys like the Civil Rights Data Collection (CRDC). The CRDC is a universe collection of school districts and schools on key education and civil rights issues in our nation's public schools. In this session, we will discuss the importance of districts and states in ensuring high quality data considering recent discussions surrounding restraint and seclusion, offenses, discipline, and harassment or bullying. We will cover tips and tricks we have learned to help ensure quality data.

2:45 PM–3:00 PM

Break

JULY 25

Concurrent Session 7

Concurrent Session 8 — 3:00–4:00 PM

8-A

3:00 PM–4:00 PM

Columbia C

COMPLEXITY:
Intermediate Level

TOPIC:
Data Use
(Instructional)

Location, Location, Location: New Tools to Visualize the Geographic and Demographic Conditions of Schools, School Districts, and Colleges

- *Douglas Geverdt, National Center for Education Statistics*
- *Kendra Taylor, Sanametrix*
- *Andrea Conner, Sanametrix*

Population data on economic, social, and housing conditions can provide important insights into the social context of school districts. And data on the geography of education, like school district boundaries, public and private school locations, and locales allows for a greater understanding of how education and place are linked. The Education Demographic and Geographic Estimates (EDGE) program at NCES provides several applications on their website that allow data users to explore the social and spatial context of education. In this session, we provide an overview of the web applications that are publicly available and demonstrate how to utilize them. We highlight applications that, among other things, allow users to see if schools are far enough away from unsafe activities (SAFE Map), to create their own maps using American Community Survey data (ACS-ED Maps), and to search for colleges by location, tuition, programs, and other characteristics (College Map).

8-B

3:00 PM–4:00 PM

Columbia Foyer

COMPLEXITY:
Intermediate Level

TOPIC:
Data Collection

Cross-Departmental Data Identification and Sharing: A Discussion of Processes, Benefits, and Challenges

- *Marc Brodersen, Regional Educational Laboratory, Central*
- *Nancy Copa, Common Education Data Standards (CEDS)*
- *Laura Scheibe, South Dakota Department of Education*
- *Scott DesLauriers, South Dakota Board of Technical Education*
- *Tasha Dannenbring, South Dakota Board of Regents*
- *Douglas Gagnon, Regional Educational Laboratory, Central*
- *Steven Tedeschi, Regional Educational Laboratory, Central*

Obtaining data and linking data across state departments are universal struggles. Determining the right data to request and people to work with can be overwhelming. In this session, learn how REL Central and South Dakota collaborated to overcome data challenges related to a study examining Career and Technical Education postsecondary outcomes. Presenters will discuss how REL Central used Common Education Data Standards (CEDS) tools to help identify study data and facilitate cross-departmental data discussions. South Dakota partners will share challenges and benefits they have experienced in discussing and using cross-departmental data.

JULY 25

Concurrent Session 8

8-C

3:00 PM–4:00 PM

Concord

COMPLEXITY:

Entry Level

TOPIC:

Data Use
(Instructional)

Big Lessons from Little Falls: The 3 Data Practices that Turned Untapped Potential into Unprecedented Performance

- Tracey Marinelli, Little Falls School District, New Jersey
- Tracey Severns, Teach4Results

How does a school district go from underperforming to qualifying for a Blue Ribbon in just 3 years? During this interactive session, participants will learn how school leaders used a data-fueled, inquiry-based approach to transform separate “siloes” schools into a district-wide, high-functioning data team that achieved unprecedented results. Participants will experience the three high-yield data analysis activities that were used to engage teachers in the process of improving professional practice and optimizing student achievement. Participants will leave with ready-to-use resources that will make implementation easy and immediate.

8-D

3:00 PM–4:00 PM

Lexington

COMPLEXITY:

Entry Level

TOPIC:

Data Use
(Analytical)

Examining Trends in Students’ Early Literacy Skills

- Sean Campbell, Goochland County Public Schools, Virginia
- Stephanie Nunn, SRI Education
- Todd Grindal, SRI Education

Finding ways to leverage a wealth of student background, experience, and outcomes data longitudinally, and in a way that informs the resources and supports provided to educators, can be challenging for building and division-level staff. This project identifies multiple sources of longitudinal data and identifies early predictors of student success on a grade 3 state assessment. We plan to use these results in a subsequent phase of this project to identify evidence-based intervention strategies to include in professional development activities and enhance academic success in early reading.

8-E

3:00 PM–4:00 PM

Regency B

COMPLEXITY:

Entry Level

TOPIC:

Data Use
(Analytical)

What EDFacts Public Data Can Do for You

- Melissa Wilks, Quality Information Partners, Inc.
- Danett Song, Quality Information Partners, Inc
- Mark Dinardo, U.S. Department of Education

EDFacts public data can be a powerful resource to understand the demographics of students and the characteristics of the public education system in the United States. When combined with other sources of federal and state data, EDFacts data can provide an even greater insight into children’s outcomes and the state of education. EDFacts data analysts will provide information on how to use EDFacts data in conjunction with other publicly available data and show practical tips and tricks in creating visualizations for a variety of audiences. They will offer examples of Tableau and Microsoft Excel visualizations that use EDFacts data in conjunction with data from the Census, the Department of Health and Human Services, and the Department of Labor.

<h2 style="margin: 0;">8-F</h2>	<h3 style="margin: 0;">State Coordinators Training — Nonfiscal Common Core of Data (CCD)</h3> <ul style="list-style-type: none"> • <i>Patrick Keaton, National Center for Education Statistics</i> • <i>Beth Sinclair, Applied Engineering Management</i> <p>This session will support both new and seasoned state CCD nonfiscal coordinators. The first part of the session will describe the relationship between ED<i>Facts</i> and CCD, the roles and responsibilities of the individuals and organizations involved in the data collection, and how CCD data are used. The second half of the session will highlight common reporting issues and provide time for questions and feedback from coordinators.</p>
<p style="margin: 0;">3:00 PM–4:00 PM Regency C</p> <p style="margin: 0;">COMPLEXITY: Intermediate Level</p> <p style="margin: 0;">TOPIC: CCD</p>	

<h2 style="margin: 0;">8-G</h2>	<h3 style="margin: 0;">Implementing Data Governance: Leveraging What You Have to Create What You Need</h3> <ul style="list-style-type: none"> • <i>Laura Hansen, Metropolitan Nashville Public Schools</i> • <i>Becky Hampton, Metropolitan Nashville Public Schools</i> <p>Metro Nashville Public Schools used existing resources to implement data governance. Using resources and structures already available to the district, MNPS was able to gain inter-departmental buy-in to create a model for governance practices. Slowly the discipline has gained recognition in other departments of the school district and has been adopted to resolve data issues, support new data system implementations and facilitate cross departmental collaboration.</p>
<p style="margin: 0;">3:00 PM–4:00 PM Regency D</p> <p style="margin: 0;">COMPLEXITY: Entry Level</p> <p style="margin: 0;">TOPIC: Other</p>	

<h2 style="margin: 0;">8-H</h2>	<h3 style="margin: 0;">Chief Privacy Officers: Who They Are and Why Education Leaders Need Them</h3> <ul style="list-style-type: none"> • <i>Elizabeth Laird, Center for Democracy & Technology</i> • <i>Levette Williams, Georgia Department of Education</i> • <i>Joseph Baranello, New York City Department of Education</i> <p>To respond to new demands to protect student data, the education system would benefit from deploying a strategy that has been successful in other sectors and industries: hiring a chief privacy officer (CPO) who is responsible for the organization’s privacy policies and practices. This session will focus on recommendations that support the success of a senior privacy leader in education as well as lessons learned from two sitting CPOs representing a state education agency and the largest school district in the country.</p>
<p style="margin: 0;">3:00 PM–4:00 PM Congressional A</p> <p style="margin: 0;">COMPLEXITY: Entry Level</p> <p style="margin: 0;">TOPIC: Data Privacy</p>	

8-J

3:00 PM–4:00 PM
Congressional B

COMPLEXITY:
Entry Level

TOPIC:
Other

Ensuring Quality Data through Internal Controls

- *Barbara Timm, U.S. Department of Education*

This session is to review how SEAs, LEAs and schools can use internal controls to ensure the quality of administrative data. The session will review the internal control standards used by the federal government and most public and private entities. The session will focus on how those standards can be applied to administrative data of SEAs, LEAs and Schools.

This session is to support *EDFacts*.

8-K

3:00 PM–4:00 PM
Congressional CD

COMPLEXITY:
Intermediate Level

TOPIC:
Data Collection

Changes Planned for the 2019–20 Civil Rights Data Collection

- *Rosa Olmeda, U.S. Department of Education*
- *Stephanie Miller, U.S. Department of Education*

The Civil Rights Data Collection (CRDC) is a biennial survey required by the U.S. Department of Education's Office for Civil Rights (OCR) since 1968. The CRDC collects data on leading civil rights indicators related to access and barriers to educational opportunity at the early childhood through grade 12 levels. For the upcoming 2019–20 CRDC, OCR expects to collect data from a universe of all public local educational agencies and their schools. Attend this session to learn about the proposed changes to the CRDC for the 2019–20 collection.

4:00 PM–4:15 PM

Break

Concurrent Session 9 — 4:15–5:15 PM

9-A

4:15 PM–5:15 PM

Columbia C

COMPLEXITY:
Intermediate Level

TOPIC:
SLDS

The Value and Impact of Geocoding on SLDS Administrative Data

- *Scott Secamiglio, Kentucky Center for Statistics*
- *Kris Stevens, Kentucky Center for Statistics*

Analysis at the school district or county level inherently means that different administrative areas or institutions can have wildly differing populations. Geocoding educational administrative data to the Census block level allows analysts to circumvent this problem during analysis and visualization of SLDS, SEA or LEA data sets. This session will discuss the technical process involved in incorporating geocoding into SLDS data, analytic use cases, and examples of using geocoded data in our current reporting and analysis pipeline. Finally, it will detail how geocoding allows education sector data analysts to incorporate third-party data to help fill in the missing puzzle pieces.

9-B

4:15 PM–5:15 PM

Columbia Foyer

COMPLEXITY:
Intermediate Level

TOPIC:
Data Privacy

SEA and LEA Student Data Privacy: Locally Addressed, State-Level Supported

- *Jessica Kallin, Utah State Board of Education*
- *Peter Drescher, Vermont Agency of Education*
- *Peter Tamayo, Oregon Department of Education*

While student privacy issues are best addressed at their school source levels, many state agencies have been increasingly supporting their schools through projects, partnerships, and effective practice sharing. This session will highlight LEA/SEA partnerships that are possible to support everyone's data steward roles for learners.

9-C

4:15 PM–5:15 PM

Concord

COMPLEXITY:
Intermediate Level

TOPIC:
Data Use
(Analytical)

Applying Longitudinal Data Analysis Methods to Examine Poverty as a Predictor of Wage Trajectories

- *Bess Rose, Maryland Longitudinal Data System Center*

One method researchers can use to analyze longitudinal cross-sector data, like those in the Maryland Longitudinal Data System (MLDS), is repeated measure or growth curve modeling. This method enables researchers to estimate individuals' initial outcomes at a set point in time, their subsequent growth for each increment of time, and the impact of individual events or policy changes on the shape of these trajectories. This presentation will provide an overview of growth modeling techniques and an applied example using MLDS data from a study of the relationship of student and school poverty with long-term outcomes.

JULY 25

Concurrent Session 9

9-D

4:15 PM–5:15 PM

Lexington

COMPLEXITY:
Intermediate Level

TOPIC:
Data Use
(Analytical)

Development of a School Climate Survey and Index as a School Performance Measure in Maryland: a REL-MSDE Research Partnership

- *Amir Francois, Maryland State Department of Education*
- *Tim Kautz, Mathematica Policy Research*
- *Christine Ross, Mathematica Policy Research*

The presentation will discuss the REL Mid-Atlantic research partnership with the Maryland State Department of Education (MSDE) to develop and validate a climate survey of students and educators, and use the results to create a summary measure for use in the state's school accountability system. We will discuss how the survey was developed based on existing surveys with documented psychometric properties; how district representatives were involved in survey development; and experiences from a field test including psychometric analyses, and development of the school climate index.

9-E

4:15 PM–5:15 PM

Regency B

COMPLEXITY:
Intermediate Level

TOPIC:
Data Quality

Supporting States in Improving Local Data Quality

- *Heather Reynolds, IDEA Data Center, Westat*
- *Lindsay Wise, IDEA Data Center, Westat*
- *Joanna LaGuardia, California Department of Education*

To improve data quality, states must effectively support LEAs in developing and implementing local high-quality data practices. The IDEA Data Center partnered with California to create an LEA toolkit the state can use with its LEAs to help achieve the state's goal of increasing LEA capacity to assess and improve local data quality processes, IT data systems, and data use. Presenters will discuss what they learned about helping states develop tools for LEA use and supporting LEAs in use of the tools and development of processes, as well as possible implications for future work in building and sustaining LEA capacity.

9-F

4:15 PM–5:15 PM

Regency C

COMPLEXITY:
Intermediate Level

TOPIC:
Data Quality

EDFacts Data Quality Recap and Future Look

- *Julia Redmon, AEM Corporation*
- *Elizabeth Fening, National Center for Education Statistics*

The EDFacts team supports the U.S. Department of Education EDFacts data stewards and other internal data users to assess the quality of EDFacts data. Come join us for a session summarizing improvements in data quality from the last cycle, changes made to ED processes and resources over the past year, and a summary of what's to come. This session will include an overview of the CCD and EDFacts data quality review schedules, a walk-through of the EDFacts Business Rules Single Inventory (BRSI) resource—which contains all submission and post submission rules run on EDFacts data—and lessons learned that will inform improvements in the next review cycle. The team will also highlight how ED uses the state responses to data quality (for data quality reviews, informing internal ED analyses and program office monitoring, and providing context in public file documentation).

9-G

4:15 PM–5:15 PM

Regency D

COMPLEXITY:
Entry Level

TOPIC:
Data Use
(Instructional)

Formative Learning for Program Improvement in Louisiana

- *Nicholas Cheng, UPD Consulting*
- *Nicole Bono, Louisiana Department of Education*

The Louisiana DOE and UPD Consulting team will share the process, inquiry questions, metrics, and findings from their formative learning process designed to enable the LDOE to understand the levels of implementation success of the Content Leader Guidebooks program and the local and programmatic conditions that impacted first year instructional outcomes. The team will discuss the various data sources used to triangulate a complete picture of implementation in multiple communities across the state and will provide insights about what they learned through engaging in this process.

9-H

4:15 PM–5:15 PM

Congressional A

COMPLEXITY:
Entry Level

TOPIC:
Data Privacy

Protecting Privacy While Supporting Students Who Change Schools

- *Elizabeth Laird, Center for Democracy & Technology*
- *Nicole Lee-Mwandha, Office of the State Superintendent of Education*
- *Gwen Rubinstein, Office of the State Superintendent of Education*

Changing schools for reasons other than grade progression, especially during the school year, can negatively affect educational achievement. As policymakers and practitioners seek to address these inequities, they are looking to data portability, sometimes referred to as a data backpack, as a possible solution to close these gaps. At the same time, they have to consider the potential harms that could come to the student from porting that data. This session will provide recommendations on striking the right balance to leverage the benefits of data portability while mitigating the potential privacy harms. It will feature the work of Washington, DC to support students experiencing homelessness, who change schools more frequently than their peers, while protecting their privacy.

9-J

4:15 PM–5:15 PM

Congressional B

COMPLEXITY:
Entry Level

TOPIC:
Data Use
(Instructional)

Reporting Educational Outcomes for Hawaii’s English Learners

- *Meera Garud, Hawaii P-20 Partnerships for Education*

Hawaii is one of the most ethnically and linguistically diverse states. Under an Asian American and Pacific Islander (AAPI) data disaggregation grant, Hawaii has developed new resources that help educators explore the linguistic diversity of Hawaii’s public schools and examine academic outcomes for English Learners (ELs). The presenter will describe how being an embedded analyst in a workgroup of EL subject matter experts helped her better understand the group’s information needs. Participants will leave with a deeper understanding of Hawaii’s EL population and ideas for how to report on diverse populations.

4:15 PM–5:15 PM

Congressional CD

COMPLEXITY:

Entry Level

TOPIC:Data Use
(Analytical)

Creating Impact with NAEP: Using NAEP’s API for Reporting Results and Contextualizing NAEP Results with Policy Relevant Visuals

- *Brian Cramer, Optimal Solutions Group*
- *Sadaf Asrar, Optimal Solutions Group*
- *Sarah Guile, Optimal Solutions Group*
- *Rahul Rathi, Optimal Solutions Group*

This presentation will focus on two related topics: Using NAEP’s API for reporting results and contextualizing NAEP results with policy relevant visuals. A publicly accessible API for analyzing NAEP data is now available on the Nation’s Report Card (NRC). While the API allows users to quickly obtain large amounts of NAEP data in JSON format for data exploration and analysis, the structure and format of the data extract is difficult to navigate and may not be very user friendly to the general public. This presentation will demonstrate how to turn the data queried through the NAEP API into user friendly tables and develop static and dynamic reports to answer critical policy questions relevant to a range of NAEP stakeholders.

Contextualizing NAEP student achievement is important for helping the public understand the results. NCES’ efforts in this area have expanded in recent years with greater reporting of results from NAEP’s survey questionnaires and the Common Core of Data through reports and tools on the Nation’s Report Card (NRC). This presentation will show how a broader set of data sources can be linked to create visualizations for contextualizing state-or district-level NAEP student achievement. Some of the data presented to contextualize NAEP student achievement will focus on teacher pay, certification, and professional development; school and student expenditures; pre-K programs; curriculum standards; and course requirements. The visualizations allow NAEP results to be filtered through the lens of the contextual data to provide users a better understanding of the variation in NAEP student achievement for states or districts.

Concurrent Session 10 — 9:00–10:00 AM

10-A

9:00 AM–10:00 AM
Columbia C

COMPLEXITY:
Entry Level

TOPIC:
Data Use
(Instructional)

Using Data - A Multi-Stakeholder Approach

- *Caitlin Davis, New Hampshire Department of Education*
- *Mike Schwartz, New Hampshire Department of Education*
- *Melissa Valence, New Hampshire Department of Education*

Learn about the multi-tiered approach New Hampshire has implemented to facilitate the use of data. Teachers can get data with the required detail to inform instructional practices. A new iPlatform allows legislators, parents, researchers, and the public to access disaggregated data looking for correlations and comparisons. Parents will receive student level results electronically in a timely manner. Learn about the tools providing this access as well as an approach to provide data coach support to schools and districts. We will share lessons learned and we look forward to an interactive exchange.

10-B

9:00 AM–10:00 AM
Columbia Foyer

COMPLEXITY:
Intermediate Level

TOPIC:
Data Privacy

Data Privacy Resources

- *Whitney Phillips, Utah State Board of Education*
- *Jessica Kallin, Utah School Board of Education*

This session will provide SEA and LEA leaders with multiple resources that will help improve student data privacy. Resources include data sharing agreement templates, model data governance plans, model data breach response and notification plans, training videos, guidebook, etc.

10-C

9:00 AM–10:00 AM
Concord

COMPLEXITY:
Entry Level

TOPIC:
Data Quality

Enhancing Data Quality through Standard Processes and Internal Checks: A Practical Guide for Programmers and ED*Facts* Coordinators

- *Kayan Lewis, Texas Education Agency*

This presentation will outline practical steps that states can take to ensure quality ED*Facts* data. Data quality is ensured by processes that are transparent, adhere to standard rules and definitions, and follow logical assumptions about the data. Applying these tenets ensures that data are valid and usable. Because Texas is home to 5.4 million students, 1,200+ local education agencies, and 9,500+ schools, our data processing must be automated, standardized, and well-documented so data quality is apparent to the users. Attendees will get an easy-to-implement checklist that programmers and ED*Facts* coordinators can use to ensure the high-quality data ED requires.

10-D

Public Library Data and Information

9:00 AM–10:00 AM

Lexington

COMPLEXITY:

Entry Level

TOPIC:

Data Use
(Analytical)

- *Lisa Frehill, Institute of Museum and Library Services*
- *Marisa Pelczar, Institute of Museum and Library Services*

This session presents information about two datasets: (1) the Public Libraries Survey (PLS), which gathers data annually from more than 9,200 public libraries; and (2) the State Library Administrative Agency (SLAA) Survey, which provides insights about how each of the 50 U.S. states and the District of Columbia support libraries across sectors.

This session will show how to access and use the data and information included in supplementary tables and reports including use of a Search and Compare tool. Descriptive metrics derived from the data will be reviewed.

10-E

Title I Allocations

9:00 AM–10:00 AM

Regency B

COMPLEXITY:

Entry Level

TOPIC:

Data Use
(Analytical)

- *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 annual school district boundary update through the School District Review Program.

10-F

Data Sharing 101: Is Your Research Process FERPA Compliant?

9:00 AM–10:00 AM

Regency C

COMPLEXITY:

Entry Level

TOPIC:

Data Privacy

- *Sean Cottrell, U.S. Department of Education*
- *Ross Lemke, U.S. Department of Education*
- *Eric Gray, U.S. Department of Education*

Join the Privacy Technical Assistance Center experts on a deep dive in to the world of FERPA exceptions. This session will explore the Audit/Evaluation and Studies exception under the Family Education Rights and Privacy Act and help you decide how best to structure your next research project to be compliant with the law! This session will also discuss requirements and best practices for developing written agreements under both of these commonly-used exceptions.

10-G

9:00 AM–10:00 AM

Regency D

COMPLEXITY:

Entry Level

TOPIC:

Data Use
(Instructional)

Successful Partnerships to Support Educator Quality Data Use

- *Orman Feres, U.S. Department of Education*
- *Corey Chatis, Statewide Longitudinal Data Systems State Support Team*
- *Monica Young, AEM Corporation*

Over the last several months, teams across the Teacher Quality Programs (TQP) office and the SLDS program office have supported grantees as they design integrated data systems and modules for use by teachers. During this session, learn how TQP grantees benefited from the collaboration and partnership efforts between the TQP TA Center and the SLDS State Support Team to ensure grantees' data system infrastructure is built and used in ways that directly support the grant objectives. This partnership demonstrates a shift in approach to providing collaborative on-site TA that can be scaled more broadly to support other LEAs, SEAs, and partnering organizations. Learn how you and your organization could benefit from collaboration efforts.

10-H

9:00 AM–10:00 AM

Congressional A

COMPLEXITY:

Intermediate Level

TOPIC:

Data Linking
Beyond K-12

The AD for ED: Brands in Higher Education and the Impact on University Choice

- *Galit Eizman, Harvard University*
- *Alice Ruichen Wang, Renmin University of China*

What influences higher education choices? In this paper we examine the relationship between brand names, university choice and willingness to pay for branded institutions. Using randomized control trial and revealed preferences method, we offer participants detailed information about selected universities, require them to select their preferred university, and give a donation, or purchase merchandise of this institution - with or without knowing the university name. The results provide a fascinating evidence for the statistically significant difference between the choices made by treatment and control groups. These results indicate a possible mismatch and off-equilibrium situation in the current higher education market.

10-J

9:00 AM–10:00 AM

Congressional B

COMPLEXITY:
Intermediate Level

TOPIC:
Fiscal Data

The Relationship between the Every Student Succeeds Act (ESSA) Expenditures per Pupil Reporting Provision and the Newly Expanded School-Level Finance Survey (SLFS)

- *Stephen Q. Cornman, U.S. Department of Education*
- *Christopher May, Michigan Department of Education*
- *Tammy Lehmen, Missouri Department of Education*
- *Tyler Backus, Maine Department of Education*
- *Ralph Fortunato, Washington Office of Superintendent of Public Instruction*

There is a new requirement under the Every Student Succeeds Act (ESSA) for states and local education agencies (LEAs) 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)).

Panelists from NCES and the Census Bureau will summarize the ESSA provision on reporting expenditures per-pupil at the LEA and school levels; review new guidance on ESSA from the U.S. Department of Education (ED); describe variables within the newly expanded School-Level Finance Survey (SLFS) that make the survey directly analogous to reporting under ESSA, and describe the challenges encountered in collecting school-level finance data and the response of state education agencies (SEAs), the Census Bureau, and ED to surmount those challenges.

The state coordinators will discuss the changes in internal processes and accounting standards necessary to collect and report school-level finance data, training of school and school district staff as related to school-level finance reporting, and methods for displaying school-level finance data on the ESSA report cards. The coordinators will also discuss their states’ current progress in developing complete and consistent school-level reporting procedures, including obstacles and lessons learned while developing these procedures.

10-K

9:00 AM–10:00 AM

Congressional CD

COMPLEXITY:
Entry Level

TOPIC:
Data Standards

Standards That Work Together - Yes, You Read That Correctly!

- *Jill Aurand, Nebraska Department of Education*
- *Sayee Srinivasan, Ed-Fi Alliance*
- *Tricia Farris, AEM Corporation*

In October 2018, v0.1 of Generate Plug was released on the Ed-Fi Exchange. Since then, AEM Corporation and the Ed-Fi Alliance have been working with the Nebraska Department of Education to operationalize that application and enable *EDFacts* reporting with the aid of Generate. This session, which is version 2.0 of last year’s overview of the Ed-Fi Generate Plug-in session, will provide an update of and progress on the work as well as a demonstration of the functionality. Bring your questions, your curiosity, and your excitement for easing the burden of federal reporting.

10:00 AM–10:15 AM

Break

Concurrent Session 11 — 10:15–11:15 AM

11-A

10:15 AM–11:15 AM

Columbia C

COMPLEXITY:
Entry Level

TOPIC:
Data Use
(Analytical)

Co-Designing an Evaluation of Virtual Virginia Outcomes, Implementation, and Costs

- *Jessica Mislevy, Regional Educational Laboratory Appalachia*
- *Jennifer Piver-Renna, Virginia Department of Education*
- *Jaunelle Pratt-Williams, Regional Educational Laboratory Appalachia*

The Virginia Department of Education partnered with REL Appalachia @ SRI International to co-design and support an evaluation of Virtual Virginia, a state-funded program which offers online courses for middle and high school students. Presenters will share approaches developed through this work for collecting new sources of implementation and cost data, and integrating them with studies of a program's outcomes to inform decisions of policy and practice. Participants will learn ways to strengthen evaluation rigor using extant data, strategies to improve survey response rates, and methods to understand local cost that state education agencies can implement.

11-B

10:15 AM–11:15 AM

Columbia Foyer

COMPLEXITY:
Entry Level

TOPIC:
Other

Student and School Characteristics Associated with Academic Performance and English Language Proficiency Among English Learner Students in Grades 3 - 8 in the Cleveland Metropolitan School District

- *Rachel Garrett, American Institutes for Research*
- *Jose Gonzalez, Cleveland Metropolitan School District*

The Cleveland Metropolitan School District (CSMD) has recently seen an increase in the size and diversity of its English learner student population. Regional Educational Laboratory Midwest collaborated with CSMD to examine the relationships between student and school characteristics with English learner student academic performance and English language proficiency. This included a focus on the relationships between school climate measures and English learner student performance. The findings can help CSMD determine where to focus its efforts and what relationships merit further investigation. The findings also may be relevant for other urban districts with growing English learner student populations.

11-C

10:15 AM–11:15 AM

Concord

COMPLEXITY:

Entry Level

TOPIC:

Data Use
(Instructional)

EDFacts Data: A Technical Discussion for the Data Programmers

- *Jennifer Davies, U.S. Department of Education*
- *Alexandra Henning, Quality Information Partners, Inc*
- *Laura Williams, Twenty Bridge*

This session will be led by EDFacts data programmers and will include a quick overview of what EDFacts data is available publicly and how to access it. The major portion of the session will be an open forum discussion geared towards the researcher/data programmer. As the staff that prepare the EDFacts data products, we have a unique view of the data sources and would like to discuss how the data are utilized when they leave our hands. Possible discussions will include:

- Compatibility with other systems such as Python
- What are some of the tips you have for using the current file formats?
- How is privacy protection handled?
- What are the preferred apps to use?
- SAS example code for importing a file from CSV or Excel into SAS, printing data contents, comparing two file versions, merging two or more files, querying a table, and printing summary statistics
- Newbie to the data? What info can we provide?

11-D

10:15 AM–11:15 AM

Lexington

COMPLEXITY:

Intermediate Level

TOPIC:

Data Use
(Analytical)

Learning Time and Achievement: Evidence from a Nationwide Natural Experiment

- *John Klopfer, United States Naval Academy*

This paper uses the National Assessment of Educational Progress (NAEP) to measure learning during the school year. I identify learning using random variation in assessment dates, within and across years of testing, in a nationally representative sample of 40,000 schools. Baseline learning in 4th grade is double that in 8th grade, when measured in test standard deviations: in math, 4th grade students gain 0.80 SD, and 8th grade students gain 0.40 SD, per additional year of instruction; in reading, 4th grade students gain 0.50 SD, and 8th grade students gain 0.25 SD. The estimates are precise ($t=10$ to 20), robust across specifications, and stable across years of NAEP testing. Question-level evidence shows that differences across grades and subjects are not due to response patterns, question difficulty, or reliability. Instead, learning rates decline from 4th to 8th grade partly because tests are cumulative (as in Cascio and Staiger, 2012), and partly because the taught curriculum is progressively less aligned with the tested curriculum.

11-E

10:15 AM–11:15 AM
Regency B

COMPLEXITY:
Intermediate Level

TOPIC:
Data Use
(Analytical)

A Data-Informed Statewide Framework for Improving Early Childhood Outcomes

- *Rebecca Planchard, North Carolina Department of Health and Human Services*
- *Hayley Young, North Carolina Department of Health and Human Services*

This presentation will provide attendees with guidance and lessons learned on developing the North Carolina Early Childhood Action Plan (NC ECAP), a statewide, data-informed framework to measurably improve outcomes for young children by 2025. The presentation will also provide strategies for aligning data systems, collection, and access to this type of statewide framework. NC ECAP prioritizes ten quantitative goals for children ages 0-8 that, when achieved, will provide all NC children a fair opportunity to grow up healthy in safe and nurturing families, schools and communities so that they are learning and ready to succeed.

11-F

10:15 AM–11:15 AM
Regency C

COMPLEXITY:
Intermediate Level

TOPIC:
Data Privacy

Data Security and Preparing for the Unexpected: How to Develop a Plan to Protect Your Organization

- *Ross Lemke, U.S. Department of Education*
- *Mike Tassej, U.S. Department of Education*

Understanding Data Security isn't all about understanding the present security threats. A strong security posture requires the development of comprehensive data security policies that effectively translate to useable procedures. Join the technical security experts from the Privacy Technical Assistance Center for this discussion of both ongoing threats and a how-to on developing a robust security policy.

11-G

10:15 AM–11:15 AM
Regency D

COMPLEXITY:
Entry Level

TOPIC:
Data Quality

Small State Doing Big Things - Vermont's Data System Plans and Preparation to Implement Generate

- *Samantha Steiner, Vermont Agency of Education*
- *Bill Huennekens, Center for the Integration of IDEA Data (CIID)*
- *Wendy Geller, Vermont Agency of Education*

Attend this session to learn about the plans the Vermont Agency of Education has for its data systems and the preparation work under way for implementing Generate. Vermont staff will further outline their interest and why they are implementing Generate. CIID staff will participate to address questions and provide a brief update on the status of Generate development and implementations.

11-H

10:15 AM–11:15 AM
Congressional A

COMPLEXITY:
Intermediate Level

TOPIC:
Data Use
(Analytical)

Accessing and Exploring NCES Data

- *Stephen Q. Cornman, U.S. Department of Education*
- *Andrew White, U.S. Department of Education*
- *Emmanuel Sikali, U.S. Department of Education*
- *Douglas Geverdt, U.S. Department of Education*

The National Center for Education Statistics (NCES) has several state-of-the-art data tools that allow users to easily access and analyze data. This session provides participants with a comprehensive overview of those tools to access data sets. Participants will learn how to access public-use and restricted-use data sets, create reports and data tables, find published reports and conduct analyses in selected statistical tools. NCES offers a large variety of national, state, local, school and student data sets including assessment data, cross sectional data, survey data and administrative records, and participants will better understand which data sets cover their educational topic of interest.

The workshop will introduce NCES' Distance Learning Dataset Training System (DLDT). The workshop will also offer an in-depth instruction on four NCES data tools, including the Elementary/Secondary Information System (ELSI); the National Assessment of Educational Progress (NAEP) Data Explorer; Educational Demographic and Geographic Estimates (EDGE) data tools to explore ACS and GIS data; and the new Integrated Postsecondary Education Data System (IPEDS).

Participants are not required to have any pre-requisite skills to attend and should bring their personal laptops for interactive activities. Each participant will receive an Accessing and Exploring NCES Data "cookbook," that provides comprehensive instruction and screen shots explaining how to navigate a myriad of NCES data tools and the DLDT.

11-J

10:15 AM–11:15 AM
Congressional B

COMPLEXITY:
Intermediate Level

TOPIC:
Data Use
(Analytical)

Developing Effective Data Analytics from an SLDS/ECIDS: A Dynamic Stakeholder Engagement Approach for Analytics

- *Missy Coffey, ECDataWorks*
- *Phil Sirinides, University of Pennsylvania*
- *Howard Morrison, Texas Education Agency*
- *Jennifer Verbrugge, Minnesota Department of Education*

In this session the panel will share an evidence-based, dynamic stakeholder approach to developing data analytics from and SLDS and ECIDS. The model will be shared with participants with state experience on implementation from Minnesota and Texas. In addition, the evaluation of the model will be shared and participants will have an opportunity to interact with the model and discuss how variations may work for their states as effective analytics are developed.

11-K

10:15 AM–11:15 AM

Congressional CD

COMPLEXITY:
Intermediate Level

TOPIC:
SLDS

Known Unknowns and Unknown Unknowns: Managing Missing Data in SLDS Systems, Practical and Theoretical Considerations to Improving Data Quality

- *Sean Simone, Rutgers University, The State University of New Jersey*

This session will provide an overview of challenges in managing and documenting missing data in SLDS systems using practical examples from New Jersey's P20W data system. The presentation will draw from the existing literature on survey methods using the Total Error Framework as a strategy for addressing the potential bias associated with missing population data. While specific strategies will be discussed, the presentation will present on methods used by survey statisticians that have potential to be appropriated by SLDS system owners to provide unbiased metrics.

11:15 AM–11:30 AM

Break

Concurrent Session 12 — 11:30 AM–12:30 PM

12-A

11:30 AM–12:30 PM

Columbia C

COMPLEXITY:
Entry Level

TOPIC:
Data Privacy

School Safety Databases: Detecting Threats, or Tracking Students?

- *Amelia Vance, Future of Privacy Forum*
- *Whitney Phillips, Utah State Board of Education*
- *Melissa Tebbenkamp, Raytown Quality Schools*
- *Ross Lemke, U.S. Department of Education*

Protecting students from safety threats in school is important. Many districts and states are expanding their school safety practices to include building databases of information about potential threats — but these measures often do not take students' privacy into account. Discussants will weigh in on the difficult balance facing administrators working to ensure both a safe, and privacy protective, learning environment.

12-B

11:30 AM–12:30 PM

Columbia Foyer

COMPLEXITY:
Entry Level

TOPIC:
Other

Transparency: It's Clearly a Good Idea

- *Eric Gray, U.S. Department of Education*
- *Andra Williams, U.S. Department of Education*
- *Frank Miller, U.S. Department of Education*

Transparency is an important aspect of any data governance program. Join the Privacy Technical Assistance Center as we discuss best practices for increasing transparency in your organization. Come for the discussion, but stay for the discussion of the early findings from PTAC's district website transparency review project that is currently ongoing.

12-C

11:30 AM–12:30 PM

Concord

COMPLEXITY:
Intermediate Level

TOPIC:
SLDS

Strategic Marketing for Research and Data Products

- *Jeremias Solari, Utah Data Research Center (SLDS)*
- *Britnee Johnston, Utah Data Research Center (SLDS)*
- *Cory Stahle, Utah Data Research Center (SLDS)*

Learn how to create more awareness of your research and data products through a strategic marketing plan. The Utah Data Research Center will share marketing tactics for developing a brand identity and improving communication with its stakeholders. This included the creation of a style guide to provide a consistent look of every Utah Data Research Center product. The guide sets the color palettes, typography, graph frameworks, technologies, and editorial style to ensure all staff are following the same brand. Other tactics included creating a standard report template in R Markdown and managing a blog and Twitter account.

12-D

11:30 AM–12:30 PM
Lexington

COMPLEXITY:
Entry Level

TOPIC:
Other

Empowering Families with Data: How Washington, DC Engaged Stakeholders to Build Its School Report Card

- *Abigail Cohen, Data Quality Campaign*
- *Chloe Woodward-Magrane, Office of the State Superintendent of Education*
- *Kerry Savage, Parents Amplifying Voices in Education*
- *Yolanda Corbett, Parents Amplifying Voices in Education*

School report cards are the primary way that state leaders communicate information that families want and need about schools, but too often, these resources are difficult to find and understand. Leaders in Washington, DC capitalized on the opportunity presented by the Every Student Succeeds Act to strategically engage stakeholders in the development of their new report card to ensure the resource met the needs of families across the District. As states prepare for a new round of outreach related to their state Perkins V plans and continued outreach around their state report cards, hear directly from state education agency and community leaders to learn more about DC’s unique approach and their lessons learned.

12-E

11:30 AM–12:30 PM
Regency B

COMPLEXITY:
Intermediate Level

TOPIC:
Data Privacy

Balancing Data Privacy and Utility: Benefits and Challenges of Developing a Synthetic Version of the Maryland SLDS

- *Mark Lachowicz, University of Maryland College Park*

State longitudinal data systems that house education and workforce data are indispensable for understanding the dynamics of student growth, and the influence of education on critical life outcomes. Data with such detailed information both raise concerns about security and privacy, and bring into focus state and federal laws limiting access. Synthetic datasets present a viable means of providing access that balance the data quality requirements of researchers and policymakers while meeting security and privacy laws and concerns. We describe a federally-funded project to develop a synthetic version of the Maryland Longitudinal Data System covering high school, post-secondary, and workforce data.

12-F

11:30 AM–12:30 PM
Regency C

COMPLEXITY:
Entry Level

TOPIC:
Other

What Data Should I Be Collecting? A Framework to Identify Gaps in Data Collection for Statewide Initiatives

- *Jessica Bailey, Regional Educational Laboratory Northeast and Islands*
- *Spencer Sherman, Rhode Island Department of Education*
- *David English, Regional Educational Laboratory Northeast and Islands*

Are you interested in comprehensively identifying and measuring outcomes of an initiative in your state to track its progress and outcomes? If so, join us to learn about a framework and process used to enhance Rhode Island’s data catalog for its college and career initiative called PrepareRI. The data catalog includes metrics that the state uses to track its progress toward PrepareRI goals. The Regional Educational Laboratory Northeast and Islands assisted the state in identifying gaps in metrics and creating new metrics using a framework that can be applied to other initiatives in other settings and states.

12-G

11:30 AM–12:30 PM
Regency D

COMPLEXITY:
Entry Level

TOPIC:
Data Privacy

Balancing the Scale of Student Data Deletion and Retention in Education

- *Hannah Quay-de la Vallee, Center for Democracy & Technology*
- *Marcia Bohannon, Colorado Department of Education*

Retaining data longer than it is useful creates legal liability, increases the risk of a data incident, costs more money to search and maintain, and most importantly can be damaging to students if that information is leaked or misused. The session will include a presentation on the current state of deletion and retention in education followed by recommendations and a discussion of how Colorado is making progress on this issue.

12-H

11:30 AM–12:30 PM
Congressional A

COMPLEXITY:
Entry Level

TOPIC:
Data Management

CEDS Q&A: You Bring the Questions, We'll Bring the Answers

- *Andrea Hall, AEM Corporation*
- *Tyler Mills, Utah State Board of Education*

Are you about to begin aligning your data sources to the Common Education Data Standards (CEDS), or are you already involved in the process but have questions? Are you mapping in preparation for implementing Generate but aren't sure where to start? Do you have a research question or an idea for a CEDS Connection but don't know where to begin? Come hear how the CEDS and CIID teams worked alongside Utah to further their efforts in data mapping. You will get face-to-face time with the CEDS and CIID teams, so bring your data dictionaries and research questions to this CEDS work session. If you bring the questions, we'll bring the answers.

12-J

11:30 AM–12:30 PM
Congressional B

COMPLEXITY:
Entry Level

TOPIC:
Fiscal Data

Financial Transparency Reporting: Highlights from Early States

- *Katie Hagan, Edunomics Lab at Georgetown University*
- *Bill Hurwitch, State Longitudinal Data System State Support Team*
- *Vicky Dyer, Washington State Office of Superintendent of Public Instruction*
- *David Stringfellow, State of Utah*

In one year, all school and district report cards will include spending by school. Approximately 15 states have started publishing this data in some format, and there is much to be learned from these early releases. This panel of state representatives and subject matter experts will assess existing visualizations, share insights from early efforts to prepare for the requirement, and provide concrete steps for states still designing this element of report cards.

12-K

11:30 AM–12:30 PM
Congressional CD

COMPLEXITY:
Intermediate Level

TOPIC:
Data Collection

A Cost-Utility Analysis of Statewide Student Information System Implementation Models in Kansas

- *Kathi Grossenbacher, Kansas State Department of Education*
- *Fiona Hollands, Center for Benefit-Cost Studies of Education, Teachers College, Columbia University*
- *Yilin Pan, Center for Benefit-Cost Studies of Education, Teachers College, Columbia University*
- *Julie Cook, Kansas State Department of Education*

In 2017, the Kansas State Department of Education (KSDE) was tasked by the State Board of Education with creating a standardized, actionable, dynamic student data and reporting system to improve data access, timeliness and quality while reducing cost and burden on Kansas schools. KSDE collaborated with the Center for Benefit-Cost Studies of Education (CBCSE), Teachers College, Columbia University to conduct a cost-utility analysis of six possible models for implementing a statewide Student Information System. Our presentation will give a high-level overview of the project KSDE embarked upon with a deep dive into the utilization of the cost-utility analysis tool developed by CBCSE and how the tool may benefit other educational entities in decision-making processes.

Exhibitor Descriptions

AIS Network

- *Laurie Head, AIS Network*
- *Bethann Canada, AIS Network*
- *Jay Atkinson, AIS Network*

Virginia School Quality Profiles Enhancements

Award-winning web developer AIS Network will demonstrate recent enhancements to 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, the U.S. Department of Education, the Data Quality Campaign and others.

Center for the Integration of IDEA Data

- *Travis Peterson, AEM/CIID*
- *Bill Huennkens, AEM/CIID*
- *Anna Mark, AEM/CIID*

Is there a way to manage special education data within the state longitudinal data system (SLDS) to make *EDFacts* reporting easier? The Center for the Integration of IDEA Data (CIID) will share how states are realizing benefits in sustainability and efficiency by management and integration of IDEA Part B 616 and 618 data. Visit our poster to learn how your state can work with CIID to complete federal data reporting more efficiently with the use of its free tool, *Generate*, and have higher quality IDEA data to inform decision-making around students with disabilities.

Common Education Data Standards

- *Andrea Hall, CEDS/AEM Corporation*
- *Nancy Copa, CEDS/AEM Corporation*

The Common Education Data Standards (CEDS) table will provide attendees an opportunity to learn more about how CEDS can help, including interactive information. Attendees will also have an opportunity to engage with a CEDS team member to ask questions, gather information, and/or schedule a demonstration or training.

CPSI, Ltd.

- *Michelle Elia, CPSI, Ltd.*
- *Aziz Elia, CPSI, Ltd.*

The State Guide to Easy CEDS/Generate Automation using CPSI's xDStore (CEDS Edition)

At the state level, data collection can be a daunting task. Each district has different configurations and abilities to pass data, plus there are many data silos at the state that have relevant data. Optimally, the data should be automatically collected and validated without placing extra burdens on district and state staff. Plus, the data needs to be integrated into your data warehouse and transformed into the Common Education Data Standards (CEDS) format for reporting. Learn how CPSI can help you collect and validate data easily while leveraging our automated REST-based Operational Data Store for CEDS/Generate.

EDFacts Partner Support Center

- *Doreen Fay, AEM Corporation*

Come by the *EDFacts* Partner Support Center (PSC) table to meet PSC staff, inquire on open issues, and ask any technical or functional questions.

Ed-Fi Alliance

- *Caroline Kazmierski, Ed-Fi Alliance*
- *Andie Iverson, Ed-Fi Alliance*

Unlocking Data Interoperability

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, eScholar*
- *Elissa Seto, eScholar*

eScholar is the nation's leading innovator in education data solutions to support personalized education. For over 20 years, we have served over 20 million students and continue to set the standard for education data management services.

ESP Solutions Group

- *Glynn Ligon, ESP Solutions Group, Inc.*
- *Jim Rife, ESP Solutions Group, Inc.*

ESP Solutions Group, Inc. (ESP) is solely focused on improving the quality of education data. We collaborate with our project partners to optimize the collection, management, reporting, and use of data within local and state agencies. Since 1993, we have advised school districts, all state education agencies, and the U.S. Department of Education on the practice of P20W data management. We are nationally recognized experts in implementing the data and technology requirements of state accountability systems; the Every Student Succeeds Act (ESSA), Ed-Fi, ED*Facts*, Schools Interoperability Framework (SIF)/Access 4 Learning (4AL), and Common Education Data Standards (CEDS). ESP's collective expertise is represented in our Journal Series and Optimal Reference Guides (downloads are available at <http://www.espsolutionsgroup.com/library/>).

Hupp Information Technologies

- *Dean Hupp, Hupp Information Technologies*

Solving Teacher Shortage with Technology

HIT provides a complete toolset for state education agencies that ranges from certification and licensure to accreditation and educator evaluation. Come by and see our industry-leading tools and learn how our solutions help state agencies address their most pressing issues.

Insight Policy Research

- *Albert Liu, Insight Policy Research*
- *Kelsey Gray, Insight Policy Research*

Visualizing NCES Findings with Tableau

Tableau is a powerful tool that can enable educators, policymakers, and stakeholders to better understand empirical data through data visualization. Insight Policy Research has developed Tableau data visualizations for federal agencies and will apply lessons learned to analyses conducted on behalf of NCES. We will develop data visualizations based on a set of NCES web tables that analyze data from the National Teacher and Principal Survey. We will highlight key findings, link them with secondary findings, and display technical notes for interested readers. The data visualizations will be customized for display on both the web and print.

Kimono

- *Steve Setzer, Kimono*

Kimono is a cloud-based, interoperability platform for states, districts, and higher education institutions 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.

National Center for Education Statistics Programs

- *Thomas Snyder, NCES*
- *Amanda Dean, AIR*
- *Danielle Heiny, AIR*
- *Candace Kent, Hager Sharp*

The National Center for Education Statistics (NCES) exhibit will showcase the entire range of NCES surveys and programs. There will be a specific focus on new products and web tools.

Office of the Maricopa County School Superintendent

- *Eric Hockman, Office of the Maricopa County School Superintendent*
- *Jeff Powell, Hourglass Education Technology Solutions*

A Robust Decision Support System

To increase student outcomes that's why we're all here. Doing so is a lot easier when your organization collects the right kind of data and provides leaders and the teachers the resources they need to make informed decisions. This exhibit will allow participants to interact with the REILize Decision Support System (RDSS), a robust data management system designed to collect the data necessary to drive K-12 education decision making. We will showcase current system functionality and provide details about upcoming enhancements. We will also share specific information about how the system was utilized by school districts in Maricopa County, Arizona.

Optimal Solutions Group

- *Brian Cramer, Optimal Solutions Group*
- *Sarah Guile, Optimal Solutions Group*
- *Sadaf Asrar, Optimal Solutions Group*
- *Vikesh Chauhan, Optimal Solutions Group*

A Demonstration of Optimal's Policy Relevant, Customizable, and Easy to Use Education Tools

Optimal would like to demonstrate the education tools it has developed for various agencies over the years. These tools contain various types of education-related data and allow for the generation of customizable, policy-relevant visualizations and reports for various audiences.

PESC

- *Michael Sessa, PESC*
- *Jennifer Kim, PESC*

PESC leads the establishment and adoption of trusted open data standards across the education domain by serving as a data standard setting and data standards development body.

Statewide Longitudinal Data Systems (SLDS) Technical Assistance

- *Carla Howe, SLDS State Support Team*
- *Corey Chatis, SLDS State Support Team*
- *Kathy Gosa, SLDS State Support Team*
- *Jeff Watson, SLDS State Support Team*

Visit the Statewide Longitudinal Data Systems (SLDS) Technical Assistance (TA) center table to meet with SLDS State Support Team TA experts to ask your state, territory, or agency-specific questions. You will be able to access resources for your SLDS-related needs ranging from data governance to data use, and you will find out how you can access additional self-service resources for your future needs.

Strategic Data Project

- *Miriam Greenberg, Harvard University*
- *Alison Guerriero, Harvard University*

Harvard's Strategic Data Project works with education agencies to find and train data leaders to uncover trends, measure solutions, and effectively communicate evidence to stakeholders. Our inspiring network of system leaders, fellows, and faculty come together to share how to best use data to make a difference in the lives of students.

Student Data Privacy Consortium (SDPC)

- *Steve Smith (Student Data Privacy Consortium)*

The Student Data Privacy Consortium (SDPC) is designed to address the day-to-day, real-world multi-faceted issues that schools, states, territories, and vendors face when protecting learner information. SDPC's vision is to develop common activities, artifacts, templates, tools, and effective practices that can be leveraged through a unique collaborative of end users and marketplace providers working together. For further information, visit <https://privacy.A4L.org>.

UPD Consulting

- *Ann Willemsen, UPD Consulting*
- *Ana Quintana, UPD Consulting*
- *Doug Austin, UPD Consulting*

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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6-D Entry Level	3-D Intermediate Level	3-F Entry Level	3-J Entry Level	1-F Entry Level
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12-K Intermediate Level	4-B Entry Level	4-H Intermediate Level	6-H Entry Level	4-K Intermediate Level
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	7-A Intermediate Level	12-D Entry Level	7-F Intermediate Level	Data Privacy
	7-B Entry Level	12-F Entry Level	8-F Intermediate Level	1-A Entry Level
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	7-G Entry Level	Data Quality		2-A Intermediate Level
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	8-E Entry Level	2-C Entry Level	2-G Entry Level	8-H Entry Level
	9-C Intermediate Level	3-A Intermediate Level	3-K Entry Level	9-B Intermediate Level
	9-D Intermediate Level	4-C Entry Level	6-J Entry Level	9-H Entry Level
	9-K Entry Level	4-J Entry Level	8-A Intermediate Level	10-B Intermediate Level
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