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Important Information

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

Important Information

The U.S. Department of Education's National Center for Education Statistics' (NCES) 25th Annual STATS-DC 2012 Data Conference, from July 11–13, 2012, at the Mayflower Renaissance Hotel, offers

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

- Information sessions by NCES postsecondary education experts on various data systems, such as the Integrated Postsecondary Education Data System (IPEDS), as well as sessions on the Common Core of Data (CCD), Common Education Data Standards (CEDS), data collection, data dissemination, data linking beyond K–12, data management, data privacy, data quality, data standards, data usage, education research, growth models, school finance, and Statewide Longitudinal Data Systems (SLDS); information about changes in how the U.S. Department of Education collects and uses data; and

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

The following important information will help ensure the best possible experience at the Summer Data Conference. If you have any questions or concerns, please contact Coffey Consulting, LLC (Coffey) staff at the registration desk.

Conference Venue

All plenary and concurrent sessions will be held on the Lower Level, Lobby Level (Promenade), and Second Floor of the

Mayflower Renaissance Hotel
1127 Connecticut Avenue NW
Washington, DC 20036
Phone: 202-347-3000
www.marriott.com/hotels/travel/wassh-the-mayflower-renaissance-washington-dc-hotel/

Conference Materials and Registration

Pre-registered attendees may pick up conference materials at the registration desk in the Promenade (Lobby Level).

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

- Wednesday, July 11
  7:30 a.m.–5:00 p.m.

- Thursday, July 12
  7:30 a.m.–5:00 p.m.

- Friday, July 13
  7:30 a.m.–12:00 p.m.

Staff is available to assist you throughout the conference.

Meeting Etiquette

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

- Silence your electronic devices prior to entering sessions.

- Arrive a few minutes before session start time.

Important Information

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.

Two weeks after the conference, Coffey will e-mail presenters information about posting presentation materials on the NCES website.

Conference Evaluations

Your feedback is welcomed; conference evaluation forms are in your tote bags.

Cyber Café

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

- Wednesday, July 11
  7:30 a.m.–5:00 p.m.

- Thursday, July 12
  7:30 a.m.–5:00 p.m.

- Friday, July 13
  7:30 a.m.–10:00 a.m.

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

Complimentary Wi-Fi is available on the Mezzanine Level.

Contact Information

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

Lost and Found

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

Message Board

The message board is located adjacent to the registration desk on the Promenade (Lobby Level). Please check for information or to post a message.

Name Badges

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

Agenda At-a-Glance and Hotel Floor Plans

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

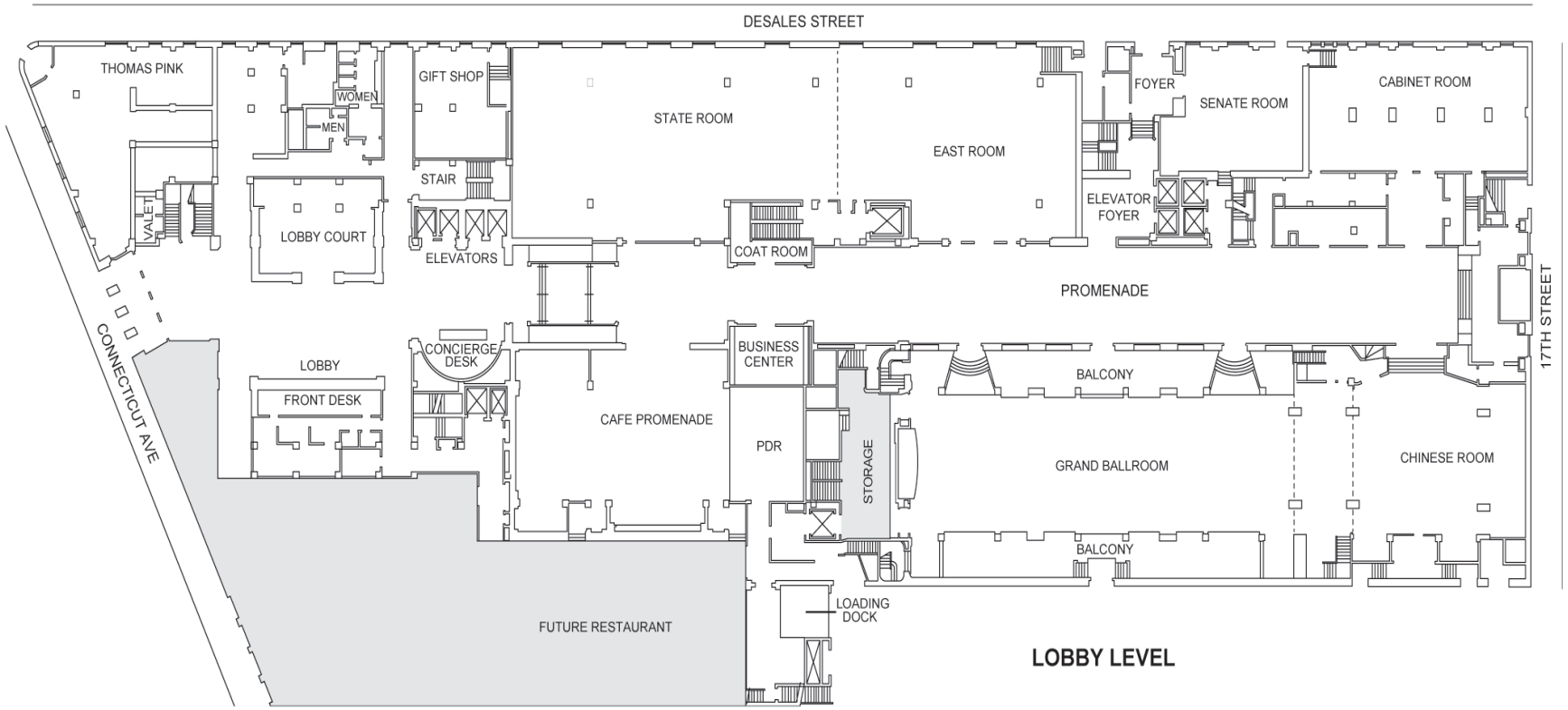
NCES 25th Annual STATS-DC 2012 Data Conference
July 11–13, 2012 — Agenda At-a-Glance

Room Name	Colonial	Chinese	East	Georgia	Massachusetts
Session	**A**	**B**	**C**	**D**	**E**
Wednesday, July 11, 2012					
Opening Plenary Session, 1:15–2:15 p.m., Grand Ballroom					
Concurrent Session I 2:30–3:20	**Data Quality Showcase: The Many Angles of Data Quality in Kansas** *Grillot, Gosa, Holder*	**Accessing and Exploring NCES K–12 Data: CCD, NHES, ECLS-K, ELS:2002, SASS, and NAEP** *Cornman, Christopher, Hastedt, Sikali*	**Using Common Education Data Standards (CEDS)** *Huennekens, Ogle, Ruggiero, Campbell*	**School and District Accountability Data and Elementary and Secondary Education Act (ESEA) Flexibility** *Santy*	**Enhancing Teacher Effectiveness Measures With Tripod Student Surveys** *Harris, Wilson, Ramsdell, Lally*
Concurrent Session II 3:30—4:20	**District Tools for Understanding and Managing Four-Year Adjusted Cohort Graduation Rates** *Erlichson, Davies*	**High School Rankings by the Media: What We Learned About the Importance of Data Quality in the CCD and Opportunities for Improvements** *Seastrom, Stetser, Montoya, Gonzalez, Morse*	**What Separates Males and Females? A Multivariate Analysis of the Conditional Effects of Gender and Race/ Ethnicity on Postsecondary Enrollment and Attainment** *Ross*	**The Bridge Between Data Standards and Learning Standards—Common Core State Standards (CCSS) and Common Education Data Standards (CEDS)** *Wentworth, Goodell, Grossmeier*	**Is There Value in the Value-Added Data Approach? A Statistical Overview** *Broch*
Concurrent Session III 4:30–5:20	**Title I Allocation Inputs** *Millett, Basel, Sonnenberg*	**From P–20 Data Sources to Business Intelligence Solutions: Data Acquisition, Entity Resolution, Master Data Management, and Comparative Analytics** *Holder*	**Common Education Data Standards (CEDS): Align and Connect** *B. Young, Campbell, Copa, Tello*	**Collecting Reliable Student-Level Career and Technical (C&T) Data and Measuring Its Impact on Student Success** *Boudreaux, Mossavat*	**Adopting Standards Is Easy… Implementation Is the Challenge** *Domagala*
Thursday, July 12, 2012					
Concurrent Session IV 8:30–9:30	**Common Core of Data (CCD) Fiscal Coordinators' Training**	**They Did What With the Data? Kansas' Creation of a Data Request Training Program** *Grillot, Gosa, K. Wright*	**Protection of Personally Identifiable Information Through Disclosure Avoidance Techniques—The Sequel** *Hawes, Rodriguez*	**Mapping ED*Facts* Reporting Requirements With Common Education Data Standards (CEDS) Online Tools** *Santy, Anthony, B. Young, Campbell*	**Growth Models: Vaporware and Heresy** *London, Haislet*
Concurrent Session V 9:45–10:45		**FY12 Statewide Longitudinal Data System (SLDS) Grant Kickoff Meeting (Part 1) — Grand Ballroom**			
		Arizona Ready-for-Rigor Project: Data Dashboard Development for a Statewide Teacher Incentive Fund (TIF) Grant *Polasky, Wasson, Nielsen, McElyea*	**Shaping Statewide Longitudinal Data Systems (SLDS) Next Steps: Using Evaluation Findings to Accelerate Momentum** *Dunn, Airola, Garrison*	**Data Quality in the Collection and Reporting of American Indian/Alaska Native Education Data** *Mackety, Villegas*	**Developing Data Standards for Course Information** *J. Brown, Laird*
Concurrent Session VI 11:00–12:00		**Statewide Longitudinal Data System (SLDS) Roundtable Discussions (Part 2) — Grand Ballroom**			
		Washington State's Use of the IBM Data Governance Unified Process Best Practices *Huennekens, Naiburg*	**Cross State Data Sharing—A Look at Regional Collaboration** *Kraman, Swiggum, Pennington, Campbell*	**Moving Forward With Data Quality and Graduation Cohorts** *Shepherd, Baumfalk, Heusman*	**Employment and Earnings Outcomes for Young Adult Bachelor's Degree Holders** *Kena, Sonnenberg*
Lunch (on Your Own)					
Concurrent Session VII 1:30–2:30	**Common Core of Data (CCD) Non-Fiscal Coordinators' Training**	**Lessons in Successful Educator Data Use From Initial Texas Student Data System Districts** *O'Toole, Rawson, Rollo*	**Common Education Data Standards (CEDS) Version 3 Standardizing Data to Support Formative Assessment Process Use in School Districts** *Burke, Rabbitt, Weinberger, Goodell*	**An Operational Open-Source System for Identity Management and Record Matching** *Holland, Gibson*	**Wyoming's Statewide Data Reporting and Analysis Tool** *Zimmerschied, McIntyre, Coe, Stefanakos*
Concurrent Session VIII 2:45–3:45		**Mapping Performance Within U.S. Department of Education Data Releases** *Santy, Clark*	**Common Education Data Standards (CEDS) and Race to the Top (RTTT) Assessments** *McKinney, B. Young, Abel, Fruth*	**Oregon—Creating Funding Opportunities Through Accurate Time Tracking** *Klein*	**Growing Up With a Growth Model: The Evolution of Virginia's Student Growth Percentile Reports** *Jonas, Carter*
Concurrent Session IX 4:00–5:00		**P–20W—Selling the Value for Sustainability** *Haislet, London*	**Building Cross-State Bridges** *Gosa, Ogle, Pennington*	**Getting on the Same Page—Communications for Effective Data Governance** *Stettner-Eaton, Marburger*	**The Evolution of Data Quality in Nebraska's Statewide Longitudinal Data System (SLDS)** *Aurand, Heusman, Baumfalk*
Friday, July 13, 2012					
Concurrent Session X 8:30–9:30	**Ed-Fi—Delivering Standardized Data for Large-Scale Collection and Use** *Rawson, Bay, Jaffe, Fey*	**Coming to the Data Quality Table: Collaboration Is Not Optional in Kansas' Data Quality Concentration Electives** *Grillot, K. Wright*	**Apps4VA—A Challenge Program to Encourage Innovative Use of and Applications for SLDS Data** *Hoekstra, Canada, McGowan*	**Longitudinal Data System (LDS) Multimedia Training and Coaching** *Haislet, London*	**Effective Linking of Longitudinal Education Data Using Link Plus and the Link Plus Toolkit** *Sabel*
Concurrent Session XI 9:45–10:45	**Illinois State Board of Education (ISBE) and Bloomington District 87: Vision of Real-Time Data Collection and Validation** *Williams, Peterson, A. Elia*	**Civil Rights Data: 2011–12 Is a Universe Collection** *Fitch, Potts, Lemke*	**Stakeholder Engagement Using Common Education Data Standards (CEDS)** *Ruggerio, Cochenour, Taylor*	**How to Access and Explore NCES Student Transcript Data** *J. Brown, Laird*	**Linking Data Via the Unique Student ID** *Fontenot, Franklin, Brownlee*
Concurrent Session XII 11:00–12:00	**Enabling Common Education Data Standards (CEDS) "On the Wire"** *Fruth, Paredes, Jackl, Nadeau*	**Using Data to Help Improve Students' Success in High School and Beyond: Approaches for Two Districts** *Foose, Rethinam, Ousmanou*	**Zero to Dashboards in 15 Months: Delaware's Accelerated Approach to Statewide Dashboards** *Robinson, Fey*	**The Graduation Response Actionable Data System (GRADS): An Early Warning Indicator System for College- and Career-Readiness in Georgia** *Kramer, Yamaguchi*	**So You Want Good Data? Why It's Not A Systems Problem and How to Fix It** *T. Wheeler*

Color Key to Topics	CCD	CEDS	Data Collection	Data Dissem.	Data Linking Beyond K-12	Data Mgmt.	Data Privacy	Data Quality	Data Standards	Data Usage	Education Research	Growth Models	Other	Postsec. Data Envir. & Data Systems	School Finance	SLDS

New York	Pennsylvania	Rhode Island	South Carolina	Room Name
F	G	H	I	Session
Wednesday, July 11, 2012				
Opening Plenary Session, 1:15–2:15 p.m., Grand Ballroom				
Making the Best Use of Your Data: Effective Strategies for Research Partnerships and In-House Analysis *Cratty*	**Book of Data Governance—What It Means to Be a Virginia Statewide Longitudinal Data System (SLDS) Member** *Canada, Paik, Sellers*	**Utilizing Software for Data-Driven, Effective Student Interventions** *Giles, Chesowsky*	**Connecting Data to Improve Instructional Outcomes** *Conner, A. Young*	**Concurrent Session I 2:30–3:20**
Leveraging Statewide Longitudinal Data Systems for ED*Facts* Reporting *McFarland, Lemke, Beecham*	**Plan Reviewed…The Journey Begins** *Masterson*	**Getting Free Help: States' Experiences With the Statewide Longitudinal Data System (SLDS) State Support Team** *Chatis, Votta, Kiehne*	**Can We Really Do This? A Story of Multi-State Procurement** *Ward, Kinaci*	**Concurrent Session II 3:30–4:20**
Linking School and Student Achievement Data From a Large-Scale Database With the CCD: Applications for Research *Cummings, Otterstedt, VanHorn*	**Continuous School Improvement Framework: K–12 Longitudinal Data System (LDS) Data Usage in Hawaii** *Katahira, Bernhardt, Breithaupt*	**Collaborating in Building a Shareable ED*Facts* Solution** *Ogle, S. King*	**Using R and Longitudinal Data System (LDS) Records to Answer Policy Questions** *Knowles*	**Concurrent Session III 4:30–5:20**
Thursday, July 12, 2012				
College and Career Readiness: The Policy Agenda and State Longitudinal Data Systems (SLDS) *Kraman, Blosveren*	**P–20 Master Person Index** *Korsmo, Parker, Kumar*	**GAAWARDS—Georgia's Hybrid Governance Approach** *Lundberg, K. Elia, Parsons, McCampbell*	**Applying for an Institute of Education Sciences (IES) Grant to Do Research Using Administrative Data** *Ruby*	**Concurrent Session IV 8:30–9:30**
FY12 Statewide Longitudinal Data System (SLDS) Grant Kickoff Meeting (Part 1) — Grand Ballroom				
Overcoming Barriers of Turf, Trust, Technical Issues, and Time Through P–20W Data Governance *Sonn, Williams*	**Maximizing ED*Facts* Usage Across U.S. Department of Education Initiatives** *Sutcliffe, Smith, Yun*	**Postsecondary Data: Integrated Postsecondary Education Data System (IPEDS)** *Cubarrubia*	**Taking a Statewide Longitudinal Data System (SLDS) From Fundamentals to Advanced Capabilities** *Straw, Morgan, Pritzl*	**Concurrent Session V 9:45–10:45**
Statewide Longitudinal Data System (SLDS) Roundtable Discussions (Part 2) — Grand Ballroom				
Hawaii Partnership for Educational Research Consortium *Higaki, Tydeman*	**Evaluation of Using Data Professional Development Program: Year 1 Implementation, Fidelity, and Evaluation Design** *Cavalluzzo, Holian, Nunnaley*	**Postsecondary Data: NCES Postsecondary Studies and Data Tools** *Soldner*	**Ad Hoc Query Tool** *Garber*	**Concurrent Session VI 11:00–12:00**
Lunch (on Your Own)				
Utah Data Alliance *Brandt, Lambert, Curtin*	**Santa Ana Unified School District—Building Data Dashboards: From Early Warning to College and Career Readiness** *Ito, Enz, McNicholas*	**Defining Data Literacy for Educators** *Neild, Mandinach, Gummer*	**Puerto Rico's Persistently Low-Achieving Schools Data Collection System** *Hernandez-Agosto, R. Wheeler, Denomy*	**Concurrent Session VII 1:30–2:30**
"What Makes for a Good Test?" *Fidelman*	**The School District Demographics System (SDDS) Goes Mobile!** *Phan, Lippmann*	**Leveraging the Power of Geographic Information System (GIS) Applications to Display Information From the Tennessee Longitudinal Data System** *D. Wright, Ojha*	**Data Issues Resolution Process** *Tydeman*	**Concurrent Session VIII 2:45–3:45**
DataFirst: A Tool on How to Use Data for Local Decisionmaking *Hull*	**New Models Are Not Just for Car Shows! Teacher Evaluations Deserve Them Too!** *Gilman, Stefanakos*	**Federated Data Systems: Portals, Workflows, and Data Requests** *Bryant, Rohatgi, Goldschmidt*	**Using Statewide Longitudinal Data Systems (SLDS) to Provide Reference Values for Planning Evaluations** *Hedberg, Hedges*	**Concurrent Session IX 4:00–5:00**
Friday, July 13, 2012				
Calculating Per-Pupil Finance Ratios *Glander, Cornman*	**Postsecondary Data: Consumer Information Disclosures** *Finkel, Cubarrubia*	**Adult Education Data and Virginia's Longitudinal Data System: Expanding to New Stakeholders** *Bryant, Stamper, Thomas*	**Building Partnerships—Characteristics of a Successful K–12-Higher Education Faculty Partnership** *Shoemaker, McCardle*	**Concurrent Session X 8:30–9:30**
Geocoding Our Nation's Schools *Phan, Lippmann*	**Strategies for Communicating to Districts** *Jones*	**Ohio Workforce Data Quality Initiative** *Hawley, Hsu*	**Data Governance and the Ohio Educational Research Center** *Danzuso, Boughton*	**Concurrent Session XI 9:45–10:45**
Saving Money, Increasing Flexibility: Colorado's Approach to Streamlining Data Collection and Improving Use *Domagala, Miller, Z. Young*	**Nightly Collection Data Pump** *McMahon, Kumar, Parker*	**The Minnesota Systems Interoperability Framework (SIF) Pilot Project—What We Did and Where We Are Going** *Rhombs, Sherman, A. Elia*	**Implementation of Geographic Information Systems (GIS) in Joint Enrollment, Adult Literacy, Penetration Rates, and Other Reporting Metrics** *Bassis*	**Concurrent Session XII 11:00–12:00**

MAYFLOWER RENAISSANCE HOTEL



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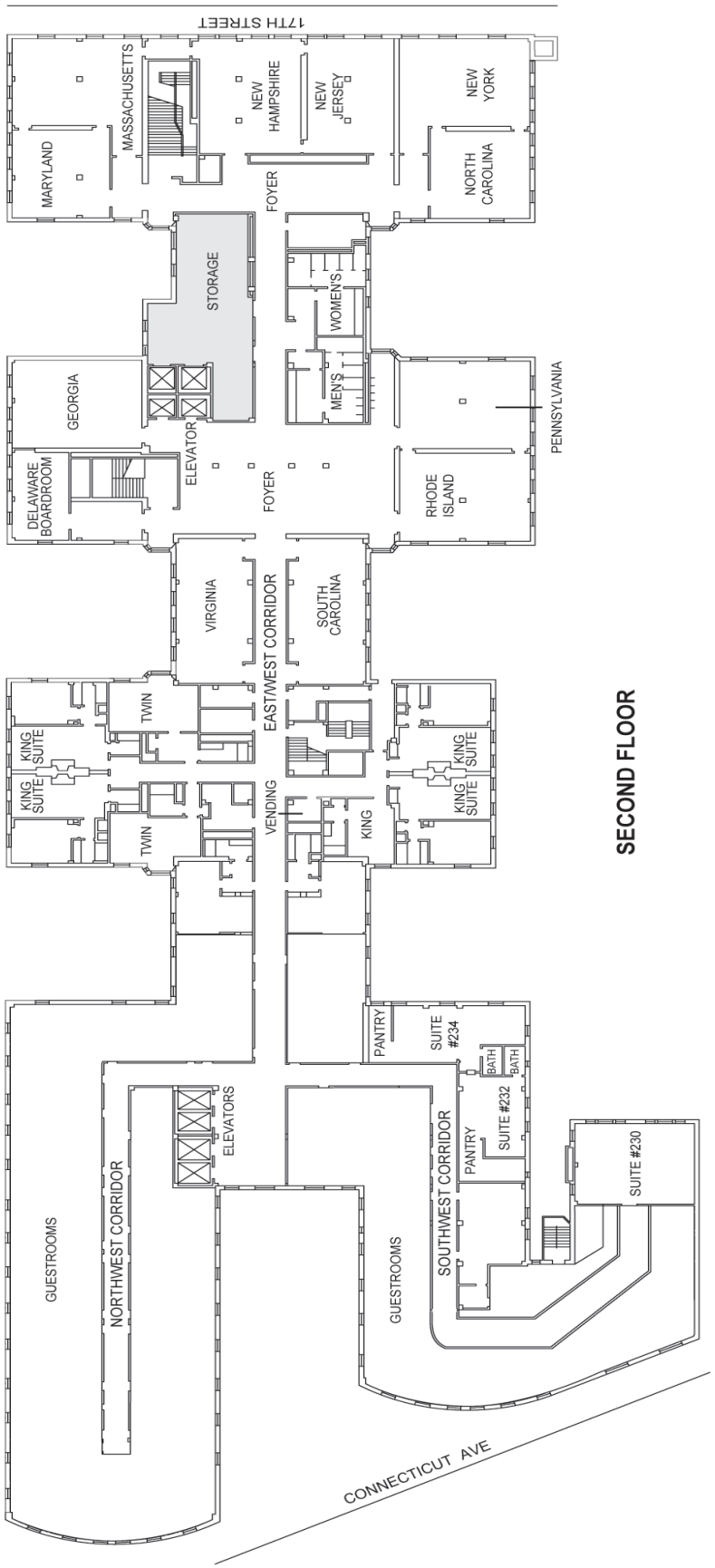

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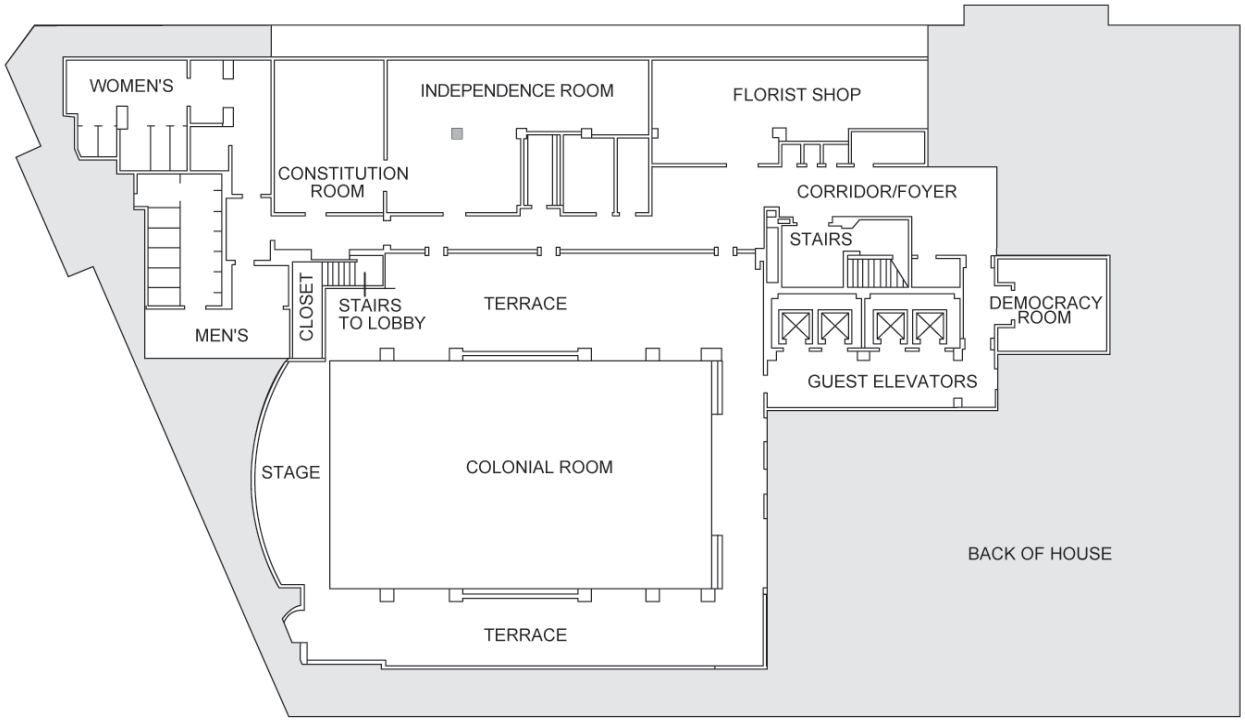

LOWER LEVEL

Agenda With Session Descriptions

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

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

7:30–5:00 **Registration ..... Promenade**

7:30–8:30 **Morning Break ..... State**

7:30–5:00 **Cyber Café and Demonstrations Open ..... State**
(This room will be closed during the Opening Plenary Session.)

12:00–1:15 **Lunch on Your Own**

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

Welcome and Introductions

Jack Buckley, Commissioner, National Center for Education Statistics

Keynote Speech

Online Race to the Top Assessments: The Successes, the Challenges, and the Promise

Joanne Weiss, Chief of Staff to the Secretary, U.S. Department of Education

Joanne Weiss, Chief of Staff to U.S. Secretary of Education Arne Duncan, will provide remarks, followed by Q&A, on the online Race to the Top Assessments being developed by two multi-state consortia under grants from the U.S. Department of Education. She will provide an overview of the progress being made, the challenges that lie ahead, and some promising solutions that are beginning to emerge.

Announcements

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

2:15–2:30 Break

2:30–3:20 Concurrent Session I Presentations

I-A Data Quality Showcase: The Many Angles of Data Quality in Kansas ..... Colonial

Kateri Grillot, Kathy Gosa, and Kelly Holder; Kansas State Department of Education

2:30–3:20

Achieving data quality is not as straightforward as it may appear on the surface—and to be effective, efforts to achieve quality need to be approached from many angles. In Kansas, we have found that data quality requires a systemic approach that addresses common quality issues on a variety of fronts, both technical and nontechnical. In this session, you will hear how Kansas has approached data quality systemically through data quality audits, training, dashboard development, master data management practices, and software application edits and standards.

I-B Accessing and Exploring NCES K–12 Data: Common Core of Data (CCD), National Household Education Surveys (NHES), Early Childhood Longitudinal Study-Kindergarten Class of 1998–99 (ECLS-K), Education Longitudinal Study of 2002 (ELS:2002), Schools and Staffing Survey (SASS), and the National Assessment of Educational Progress (NAEP) .....Chinese

Stephen Cornman, Elise Christopher, Sarah Hastedt, and Emmanuel Sikali
National Center for Education Statistics

2:30–3:20

The National Center for Education Statistics (NCES) has recently unveiled several state-of-the-art data tools to easily access and use data. This session provides guidance and advice on using these tools to navigate several NCES data sets. It discusses methods to access the Common Core of Data (CCD) public use data files and utilize the Search for Public/Private Schools and Districts tools, Fiscal Peer Search Tool, Build-a-Table (BAT), and the Elementary/Secondary Information System (ELSI). The session covers navigation of the Educational Data Analysis Tool featuring data sets from National Household Education Surveys (NHES), the Early Childhood Longitudinal Study-Kindergarten Class of 1998–99 (ECLS-K), the Education Longitudinal Study of 2002 (ELS:2002), and the Schools and Staffing Survey (SASS). It also provides an overview of the National Assessment of Educational Progress Data Explorer (NDE). The data explorers are online tools that allow users to create custom statistical tables and graphics. The NDE is a rich and dynamic database of all National Assessment of Educational Progress (NAEP) data.

I-C Using Common Education Data Standards (CEDS)..... East

Bill Huennekens, Washington State Office of Superintendent of Public Instruction
Tom Ogle, Missouri Department of Elementary and Secondary Education
Tony Ruggiero, Delaware Department of Education
Jim Campbell, AEM Corporation

2:30–3:20

With the release of the Common Education Data Standards (CEDS) Version 2, many states are looking at ways CEDS may impact their data initiatives. This session addresses how Delaware, Missouri, and Washington have started using CEDS in their states.

I-D School and District Accountability Data and Elementary and Secondary Education Act (ESEA) Flexibility .....Georgia

Ross Santy, U.S. Department of Education

2:30–3:20

Thirty-eight (38) states have applied for flexibility under the Elementary and Secondary Education Act (ESEA) to implement state-specific models of school and district accountability. As of April 2012, 11 states have been approved and will begin implementing a revised accountability model when making 2011-12 accountability determinations. This session covers the core areas of ESEA Flexibility and its impact upon data reported publicly on report cards and to the federal government through ED*Facts*, and two states currently approved for flexibility will discuss the changes in their states and how released data are affected.

I-E Enhancing Teacher Effectiveness Measures With Tripod Student Surveys ..... Massachusetts

Rorie Harris and Tracey Wilson, Memphis City Schools (Tennessee)
Rob Ramsdell, Cambridge Education/Tripod Project
Jennifer Lally, Choice Solutions, Inc.

2:30–3:20

By incorporating districtwide administration of student surveys as a component of a coherent system of multiple measures, Memphis has the ability to enhance the quality and reliability of its teacher evaluation and feedback systems. Through the delivery of the Tripod survey assessment program, educators can receive online access to carefully organized feedback about student engagement, classroom learning conditions, and school climate. Results from student surveys enable decisionmakers at every level to focus priorities, track improvement, and evaluate results. Having these data enable us to truly differentiate learning so we can support every single teacher along the effectiveness spectrum.

I-F Making the Best Use of Your Data: Effective Strategies for Research Partnerships and In-House Analysis..... New York

Dorothyjean Cratty, National Center for Education Statistics

2:30–3:20

Whether you are working with two great years of data or ten disheveled ones, there are a number of effective strategies for turning administrative data files into research-ready data sets. This session discusses techniques and resources that states and districts can use to leverage the power of any data system. Examples of longitudinal analysis on dropouts, college readiness, course taking, teacher assignment, etc. are demonstrated using an actual, imperfect statewide longitudinal data system. These examples demonstrate a range of techniques for conducting rigorous analysis with data systems that are still under construction. They can be helpful for in-house analysis as well as for preparing and documenting data files to ensure their best use by research partners.

I-G Book of Data Governance—What It Means to be a Virginia Statewide Longitudinal Data System (SLDS) Member .....Pennsylvania

Bethann Canada, Virginia Department of Education
Henry Paik, Center for Innovative Technology
Jeff Sellers, Statewide Longitudinal Data System (SLDS) State Support Team

2:30–3:20

This session provides details for stakeholder membership criteria for Virginia's Statewide Longitudinal Data System (SLDS), including data sharing and usage for K–12, postsecondary, workforce, and other data providers and consumers. The Virginia Longitudinal Data System Book of Data Governance is described in this practical session, covering topics such as the governance framework, data quality standards, data sharing agreements, and system governance.

I-H Utilizing Software for Data-driven, Effective Student Interventions.....Rhode Island

Cathy Giles, Reading Public Schools (Massachusetts)
Chris Chesowsky, Longleaf Solutions

2:30–3:20

J.W. Killam Elementary School in Reading, Massachusetts, has recently transformed its student intervention process. J.W. Killam began using new data-driven, interactive, guided methods by implementing the PK–12 performance management software BaselineEdge. The school has unified disparate district data into a single system that allows administrators to easily analyze available facts and make informed decisions on student interventions. Cathy Giles, principal of J.W. Killam, will walk through the current process of student intervention planning at J.W. Killam and discuss the struggles this new technology resolved within her school. She will demonstrate utilizing data to identify at-risk students, grouping these students into appropriate tiers, assigning students to intervention plans, and determining the effectiveness of plans by measuring student performance against goals.

I-I Connecting Data to Improve Instructional Outcomes..... South Carolina

DeDe Conner, Kentucky Department of Education
Amy Young, Schoolnet, Inc.

2:30–3:20

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

3:20–3:30 Break

3:30–4:20 Concurrent Session II Presentations

II-A District Tools for Understanding and Managing Four-Year Adjusted Cohort Graduation Rates ..... Colonial

Bari Erlichson, New Jersey Department of Education
Catrin Davies, Public Consulting Group

3:30–4:20

In this session, participants learn about the pathways taken by the New Jersey Department of Education to calculate the four-year adjusted cohort graduation rate, report on it, and educate stakeholders. Participants gain insight to the process for calculating the new measure; the trainings that were developed to support and inform district personnel; the reporting tools that were deployed to help educators identify students who are at risk; and the steps taken to empower stakeholders with an informed understanding of the new calculation.

II-B High School Rankings by the Media: What We Learned About the Importance of Data Quality in the Common Core of Data and Opportunities for Improvements.....Chinese

Marilyn Seastrom, Acting Deputy Commissioner and Chief Statistician
National Center for Education Statistics
Marie Stetser, NCES Program Director, Common Core of Data
National Center for Education Statistics
Julian Montoya, Nevada Department of Education
John Gonzalez, New York City Public Schools
Robert J. Morse, U.S. News & World Report

3:30–4:20

In May 2012, *U.S. News and World Report* published a High School Rankings report that used several Common Core of Data (CCD) variables from the 2009-10 school data file in the ranking methodology. A student-teacher ratio was also included in the report. Following its publication, several schools that appeared in the rankings refuted the data that appeared in the report. This was followed by many press inquiries to several State Education Agencies, Local Education Agencies, and the National Center for Education Statistics about the quality of the data used. It became obvious that some of the published CCD enrollment and teacher data were inaccurate. This session will discuss the errors that were found in the data, why this happened, and planned improvements to prevent future errors from being included in the report. The session will include discussion from SEA, LEA, and NCES perspectives.

II-C What Separates Males and Females? A Multivariate Analysis of the Conditional Effects of Gender and Race/Ethnicity on Postsecondary Enrollment and Attainment..... East

Terris Ross, National Center for Education Statistics

3:30–4:20

Numerous studies have documented persistent gaps between the educational attainment of White, Black, and Hispanic males. Further, there is evidence of growing gender gaps within these racial/ethnic groups, as females participate and persist in education at higher rates than their male counterparts (Aud, Fox, and KewalRamani 2010; Aud et al. 2011; Kuh, Kinzie, Buckley, Bridges, and Hayek 2006; Radford, Berkner, Wheeless, and Shepherd 2010; Snyder and Dillow 2011). This study uses logistic regression models (separately by gender and race/ethnicity) to determine the extent to which background variables, achievement measures, math course taking, engagement indicators, and risk factors—such as part-time employment—affect the likelihood of on-time graduation and postsecondary enrollment and attainment for males and females.

II-D The Bridge Between Data Standards and Learning Standards—Common Core State Standards (CCSS) and Common Education Data Standards (CEDS).....Georgia

Maureen Wentworth, Council of Chief State School Officers
Jim Goodell, Quality Information Partners
Greg Grossmeier, Creative Commons

3:30–4:20

The Common Core State Standards (CCSS) are a bridge to equitable expectations for student learning across state lines. The Common Education Data Standards (CEDS) bridge existing data standards and systems with a common vocabulary for data across the P–20W spectrum. But, what about the connection between the data standards and the content standards? This session addresses how key organizations are working together to bridge what has been a gray area between data standards and content standards. The session demonstrates how CCSS data are contained within CEDS defined elements, including metadata describing relationships between and among competencies, learning resources, and competency-based pathways. The presenters will discuss how the topic is serving as a bridge for collaborative work across other separate initiatives, such as Learning Registry (LR) and the Learning Resource Metadata Initiative (LRMI).

II-E Is There Value in the Value-Added Data Approach? A Statistical Overview ..... Massachusetts

Elana Broch, Princeton University

3:30–4:20

A popular approach to assessing teacher performance is the use of "value-added" data analysis. The technique recently received media attention when the New York City Board of Education was required to publicly release performance data based on this methodology for 18,000 teachers. This technique is an extension of regression, where one or more variables are used to predict an expected value. Performance can then be measured in terms of the deviation from this expected value. This session is a gentle introduction/refresher to linear and multiple regression, culminating in an gentle introduction to value-added data. The pros and cons of using value-added data are discussed, and participants are encouraged to bring examples of the use of value-added data in their states.

II-F Leveraging Statewide Longitudinal Data Systems for ED*Facts* Reporting ..... New York

Joel McFarland, U.S. Department of Education
Ross Lemke, AEM Corporation
Bob Beecham

3:30–4:20

This session discusses how states define a "statewide longitudinal data system (SLDS)" in relation to the overall data system and how states leverage their SLDS for ED*Facts* reporting to the U.S. Department of Education. Our research found that states vary widely in their use of SLDS for federal data reporting. This session shares different state models for utilizing their SLDS for federal reporting.

II-G Plan Reviewed…The Journey Begins .....Pennsylvania

Mark Masterson, Arizona Department of Education

3:30–4:20

The Arizona Department of Education (ADE) presents its concept of a cloud-based, integrated, statewide education data system that provides the pathway to next-generation learning for all students. ADE proposes its vision of an education maturity model that incorporates current initiatives in data analytics, security, data and curriculum standards, and student success management. ADE shares its challenging beginnings, progress to date, and the valuable lessons learned along the way.

II-H Getting Free Help: States' Experiences With the Statewide Longitudinal Data System (SLDS) State Support Team .....Rhode Island

Corey Chatis, Statewide Longitudinal Data System (SLDS) State Support Team
Peg Votta, Rhode Island Department of Elementary and Secondary Education
Jan Kiehne, Connecticut State Colleges and Universities (ConnSCU)

3:30–4:20

The Statewide Longitudinal Data System (SLDS) State Support Team (SST) provides free technical assistance services to all states regarding their planning, implementation, and use of longitudinal data systems. In this session, SST members provide an overview of the technical assistance available, and state staff from Rhode Island and Connecticut discuss their experiences working with the SST on P–20W data warehouse design and data governance efforts.

II-I Can We Really Do This? A Story of Multi-State Procurement..... South Carolina

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

3:30–4:20

In this session, representatives from Massachusetts and Ohio share the benefits of and challenges faced during the current multi-state request for proposals (RFPs) effort for a statewide Instructional Improvement System (IIS). The presenters discuss the ups, downs, and lessons learned, as well as share some tips that could help you. Learn how these states made the decision to join together for a single procurement and how you could do the same.

4:20–4:30 Break

4:30–5:20 Concurrent Session III Presentations

III-A Title I Allocation Inputs ..... Colonial

Ian Millett and Wes Basel, U.S. Census Bureau
Bill Sonnenberg, National Center for Education Statistics

4:30–5:20

The annual production and use of school-age poverty estimates for the Title I Allocation process is a multi-step project undertaken by the U.S. Census Bureau and the National Center for Education Statistics. This presentation describes the process in some detail, including the biennial update to school district boundaries that represents the functional start of the process and the model-based procedures used to create the estimates from multiple data sources. NCES will describe the process whereby poverty estimates are combined with other data to derive the actual allocations.

III-B From P–20 Data Sources to Business Intelligence Solutions: Data Acquisition, Entity Resolution, Master Data Management, and Comparative Analytics .....Chinese

Kelly Holder, Kansas State Department of Education

4:30–5:20

The Kansas State Department of Education (KSDE) and the Kansas Board of Regents (KBOR) have collaborated to create a longitudinal P–20 data store. The purpose of the data store is to integrate K–12 data with postsecondary enrollment and completion data for research, analysis, and reporting. Data sources include KSDE, KBOR, National Student Clearinghouse (NSC), Advanced Placement (AP), SAT (Scholastic Aptitude Test), the Kansas Department of Labor (KDOL), and the Department of Defense. This presentation examines the challenges faced by KSDE when creating the P–20 data store and will share information about the lessons learned from each of those challenges.

III-C Common Education Data Standards (CEDS): Align and Connect ..... East

Beth Young, Quality Information Partners
Jim Campbell, Nancy Copa, and Hector Tello; AEM Corporation

4:30–5:20

This session takes an in-depth look at how education stakeholders can utilize the available resources of the Common Education Data Standards (CEDS). Participants will learn about the two main CEDS Tools: Align and Connect. The Align Tool allows users to upload data dictionaries and compare the definitions and focuses of collection with other users. A live demonstration will show how the details of alignment and currently available data dictionary comparisons can be used. The Connect Tool allows users to populate a catalog of existing policy and use questions as well as see connections that other users have made and easily adopt and adapt these connections for their own use.

III-D Collecting Reliable Student-Level Career and Technical (C&T) Data and Measuring Its Impact on Student Success ..... Georgia

Laura Boudreaux, Louisiana Department of Education
Mark Mossavat, MMCS Consulting, LLC

4:30–5:20

The State of Louisiana and its partner provide participants with a demonstration of its Career and Technical (C&T) Data Collection, aggregation, and analysis activities. Specifically, it discusses steps taken to ensure data accuracy and reliability as well as how the collected data are utilized not only to meet the Carl Perkins compliance reporting requirements but also to measure the impact of C&T education and activities on student success during and after high school.

III-E Adopting Standards Is Easy...Implementation Is the Challenge ..... Massachusetts

Daniel Domagala, Colorado Department of Education

4:30–5:20

The general consensus is that data standards are good. Recent convergence and evolution of national standards efforts are also generally viewed as a positive trend. So how can state and local education agencies take advantage of these emerging standards without disrupting existing systems or jeopardizing prior investments? This presentation outlines Colorado's ROI-based decision to migrate towards Common Education Data Standards (CEDS)/Ed-Fi data standards and discusses the ensuing ripple effect and implementation challenges.

III-F Linking School and Student Achievement Data From a Large-Scale Database With the Common Core of Data (CCD): Applications for Research ..... New York

Kelli Cummings, Janet Otterstedt, and Noah VanHorn; University of Oregon

4:30–5:20

The DIBELS Data System (DDS) is owned by the University of Oregon (UO) and managed by the UO Center on Teaching and Learning (CTL). The DDS contains reading and math achievement data from 19,000 schools (K–6; 1998 to present), across all states. Following up from a 2011 presentation, the presenters describe the intersection of DDS achievement data with the NCES Common Core; report results from a 2012 DDS School Survey to confirm the NCES match and verify enrollment; and share NCES analyses from a subset of schools that have used the DDS for 10 consecutive years.

III-G Continuous School Improvement Framework: K–12 Longitudinal Data System (LDS) Data Usage in Hawaii .....Pennsylvania

Justin Katahira, Hawaii Department of Education
Victoria Bernhardt, Education for the Future Initiative, California State University, Chico
Charles Breithaupt, VersiFit Technologies, LLC

4:30–5:20

Unlock the Power of Data for Continuous School Improvement. Schools can become much more efficient and innovative learning organizations when they use data effectively. When schools use data well, they are able to identify which processes are working and not working to ensure that all students become proficient. Using data to improve all processes enables teachers, collectively, to take their practices to the next level and make a difference for all students.

III-H Collaborating in Building a Shareable ED*Facts* Solution .....Rhode Island

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

4:30–5:20

Typically, individual states have built custom ED*Facts* solutions. Missouri and South Dakota, working with ESP Solutions Group and based on work from Idaho, are building a solution that can be freely shared with other states. The solution is designed from the ground up to be easily configured and maintained. It uses standard Microsoft SQL technology and includes robust error tracking, process logging, and notification. The system includes monitoring and validation reporting. Once installed, the system can easily be managed, modified, and maintained by a state if it chooses. The solution is built on top of a common unit record set of staging tables aligned with Common Education Data Standards (CEDS) and includes SSIS ETL routines to load these staging tables and creates the aggregate data and files for ED*Facts* submission. Learn how your state can participate and collaborate in this joint venture.

III-I Using R and Longitudinal Data System (LDS) Records to Answer Policy Questions..... South Carolina

Jared Knowles, Wisconsin Department of Public Instruction

4:30–5:20

R is a powerful open source data analysis platform that can be used to analyze, visualize, and statistically model data using best available methods. Examples of real-world policy questions answered using R are presented, as well as a demonstration of reproducible code to replicate these analyses using data from other state education agencies (SEAs) and local education agencies (LEAs).

7:30–5:00 **Registration** ..... **Promenade**

7:30–8:30 **Morning Break** ..... **State**

7:30–5:00 **Cyber Café and Demonstrations Open** ..... **State**

Common Core of Data (CCD) Fiscal Coordinators' Training
8:30–12:00 ..... Colonial

National Center for Education Statistics and U.S. Census Bureau

This session covers new developments in the Common Core of Data (CCD) National Public Education Financial Survey (NPEFS) and Local Education Agency (LEA) Finance Survey, including changes in the submission dates for State Revenue and Expenditure Reports for FY 2011, revisions to those reports, and revisions to prior year reports; changes to the NPEFS data submission website; and clarification of business and editing rules. This session also covers special topics that include reporting fiscal data for charter schools, reporting federal stimulus (American Recovery and Reinvestment Act—ARRA) funds on the NPEFS and LEA Finance surveys, review procedures for ARRA data between the two surveys, the review of and comparison of crucial variable definitions, indirect costs, and Governmental Accounting Standards Board (GASB) updates. **Attendance is limited to SEA Coordinators for the fiscal components of CCD.**

8:30–9:30 Concurrent Session IV Presentations

IV-B **They Did What With the Data? Kansas' Creation of a Data Request Training Program** ..... **Chinese**

Kateri Grillot, Kathy Gosa, and Kimberly Wright; Kansas State Department of Education

8:30–9:30

State agencies are developing sophisticated and complex state longitudinal data systems based upon a wide variety of education data collected from schools to meet state and federal reporting guidelines. This data collection creates a rich data store with countless opportunities for education research. However, since this data store can be rather complex and in some cases may include personally identifiable information, it demands a conscientious process for requesting and releasing the data. To encourage proper and informed use of education data, the Kansas State Department of Education has created a curriculum to improve the quality of data requests and foster the informed use of education data.

IV-C Protection of Personally Identifiable Information Through Disclosure Avoidance Techniques—The Sequel ..... East

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

8:30–9:30

This session builds on concepts covered at the February 2012 MIS Conference. Topics for discussion include assessing the risk of disclosure in public-release data tables, choosing disclosure avoidance techniques that maximize the public utility of data, and correctly applying disclosure avoidance when reporting data at multiple levels (e.g., at the school, district, and state levels). The presenters also discuss recent developments at the U.S. Department of Education relating to disclosure avoidance and public release of data.

IV-D Mapping ED*Facts* Reporting Requirements With Common Education Data Standards (CEDS) Online Tools .....Georgia

Ross Santy, U.S. Department of Education
Emily Anthony, National Center for Education Statistics
Beth Young, Quality Information Partners
Jim Campbell, AEM Corporation

8:30–9:30

With the release of Common Education Data Standards (CEDS) Version 2, a more complete data model now exists against which a number of data usage requirements can be evaluated, mapped, and planned. As part of the roll out of CEDS, the National Center for Education Statistics (NCES) has made an online Align Tool available to enable users to document ways in which CEDS supports specific use cases. One of the use cases for state data systems is to satisfy federal reporting requirements to ED*Facts*. This session provides models for how ED*Facts* File Specifications, the CEDS Data Model and online CEDS Align Tool, can be used to create standardized documentation on how data being reported into ED*Facts* are aligned with the structures of CEDS data elements. The session also touches upon tools that U.S. Department of Education program offices are using to tie their information needs within program management and monitoring back to the CEDS data model.

IV-E Growth Models: Vaporware and Heresy ..... Massachusetts

Robert London and Chandra Haislet, Maryland State Department of Education

8:30–9:30

This interactive discussion shares the practical issues and limitations of implementing growth models as a student performance measure and for educator evaluations. It is clear that implementing growth models in a meaningful way has technical, computational, and data issues. The big question is how are these growth estimates really being useful in helping educators get students career and college ready?

IV-F College and Career Readiness: The Policy Agenda and State Longitudinal Data Systems (SLDS) ..... New York

John Kraman, Oklahoma State Department of Education
Kate Blosveren, Achieve, Inc.

8:30–9:30

Achieve has been the home of the College and Career Readiness Agenda since the creation of the American Diploma Project in 2001. The presenters discuss the history and the research foundation of the College and Career Readiness Agenda, the adoption of College and Career-Ready policies by states, and the Agenda's connection to the Common Core State Standards. Presenters discuss how the College and Career Readiness Agenda connects to the development of State Longitudinal Data Systems and student-level data, with specific reference to the work of the Oklahoma State Department of Education and P–20 Data Coordinating Council.

IV-G P–20 Master Person Index.....Pennsylvania

Tracy Korsmo, North Dakota Department of Public Instruction
Eddie Parker and Kamal Kumar, Otis Educational Systems

8:30–9:30

As the State of North Dakota completed the initial phase of its Statewide Longitudinal Data System (SLDS), the work naturally expanded into the P–20 system. But before the P–20 system could be put in place, it needed to uniquely identify not only K–12 students and staff but also infants, toddlers and children, postsecondary students, and adults. The Master Person Index system became this central clearinghouse or exchange, where all data get registered to uniquely identify the various incarnations of a person. This central Master Person Index allows for the cross-referencing of data across years, agencies, and systems within a state to uniquely identify a person.

IV-H GAAWARDS—Georgia's Hybrid Governance Approach .....Rhode Island

Jackie Lundberg and Kriste Elia, Georgia Governor's Office of Student Achievement
Andy Parsons, Technical College System of Georgia
Chuck McCampbell, Georgia Professional Standards Commission

8:30–9:30

This GAAWARDS Governance presentation centers around Georgia's vision for a P–20W system and its hybrid approach to designing and building a data governance model that allows it to achieve that vision and keep it going forward. The presenters discuss the groups within the governance model and the procedures in place around appropriate use of data, issue resolution, and types of users (general vs. special).

IV-I Applying for an Institute of Education Sciences (IES) Grant to Do Research Using Administrative Data ..... South Carolina

Allen Ruby, National Center for Education Research, Institute of Education Sciences

8:30–9:30

The Institute of Education Sciences (IES) contains two centers that offer grants to support research, development, and evaluation: the National Center for Education Research (NCER) and the National Center for Special Education Research (NCSER). The presenter discusses the grant programs available from these two centers that states, districts, and researchers based in other institutions can use to analyze state and district longitudinal data.

9:30–9:45 Break

FY12 Statewide Longitudinal Data Systems (SLDS) Grant Kickoff Meeting (Part 1)

9:45–10:45 ..... Grand Ballroom

National Center for Education Statistics

This session is required for and limited to all FY12 Statewide Longitudinal Data Systems (SLDS) Grantees. FY12 SLDS Grantees *must* attend this session to learn about grant procedures, including monitoring and reports; discuss technical assistance opportunities with the State Support Team; and collaborate with peers around common objectives.

9:45–10:45 Concurrent Session V Presentations

V-B Arizona Ready-for-Rigor Project: Data Dashboard Development for a Statewide Teacher Incentive Fund (TIF) Grant ..... Chinese

Sarah Polasky, Barnaby Wasson, Ann Nielsen, and Virginia McElyea; Arizona State University

9:45–10:45

Supported by a $43.8 million Teacher Incentive Fund grant (USDOE #S385A100163), the Arizona Ready-for-Rigor Project supports school reform at over 60 high-need public schools statewide. Two of the grant's focal areas are teacher effectiveness and teacher retention. This session reviews initial project structure, Year 1 successes, and lessons learned in relation to developing an integrated longitudinal data and visualization system in a large-scale implementation grant. Presenters emphasize the ongoing development of linking student growth with teacher evaluations to create a data dashboard that supports using data for instructional decisionmaking.

V-C Shaping Statewide Longitudinal Data Systems (SLDS) Next Steps: Using Evaluation Findings to Accelerate Momentum ..... East

Karee Dunn and Denise Airola, University of Arkansas
Mickey Garrison, Douglas Education Service District (Oregon)

9:45–10:45

Evaluation results from Oregon's Statewide Longitudinal Data System (SLDS) statewide implementation of job-embedded Data Driven Decision-Making (DDDM) training via the Oregon DATA Project (ODP) indicated teachers made progress with DDDM and students reaped the benefits. But how will the ODP maintain forward momentum and even accelerate it? By looking back to determine what the next steps should be. In this presentation, lessons learned and next steps are discussed, including advanced data training through webinars, plans for future interactive online training, and plans to develop regional training sites to address geographical challenges in the state in ways that support the continuation of ongoing face-to-face DDDM training.

V-D Data Quality in the Collection and Reporting of American Indian/Alaska Native Education Data ..... Georgia

Dawn Mackety and Malia Villegas, National Congress of American Indians

9:45–10:45

Executive Order 13592 seeks to improve Native education by requiring the development of "sufficient data resources to inform progress on Federal performance indicators, in close collaboration with the…National Center for Education Statistics." Panelists highlight data quality issues and opportunities in relation to American Indian/Alaska Native (AI/AN) and tribal education. Discussion includes the impact of the U.S. Department of Education's implementation of OMB Racial and Ethnicity Classifications on the availability of AI/AN data and the impact of the recent decision to disinclude Bureau of Indian Education (BIE) schools from the SASS. Panelists discuss alternative data collection methodologies and suggest alternative data reporting approaches to improve NCES policy.

V-E Developing Data Standards for Course Information ..... Massachusetts

Janis Brown, National Center for Education Statistics
Jennifer Laird, MPR Associates, Inc.

9:45–10:45

Momentum in the field of education to use common yardsticks is evidenced by the Common Core State Standards Initiative and Common Education Data Standards. While student transcripts and course records are universal sources of data across schools and districts nationwide, the coding of the data may not be standardized. As states continue to develop longitudinal data systems and capture course information and transcript data, it is important to have a common yardstick to identify and classify the information. This session provides information on course standards and coding methodologies used in transcript studies conducted by the National Center for Education Statistics.

V-F Overcoming Barriers of Turf, Trust, Technical Issues, and Time Through P–20W Data Governance..... New York

Laura Sonn, Data Quality Campaign
Brandon Williams, Illinois State Board of Education

9:45–10:45

P–20W data governance requires policymaker leadership to ensure a purpose-driven statewide longitudinal data system. When policy leaders drive P–20W data governance, states ensure that the data system is purpose-driven based on the state's vision for education that crosses all agencies, the right people from multiple agencies are part of the conversation in setting the short- and long-term education direction for the state, and all agencies and actors are held accountable for the effective use of longitudinal data to advance education. Presenters discuss the role of executive leadership in executing P–20W data governance and the successes and challenges that Illinois has faced in the process of establishing data governance.

V-G Maximizing ED*Facts* Usage Across U.S. Department of Education Initiatives .....Pennsylvania

Rachel Sutcliffe, U.S. Department of Education
Nancy Smith, DataSmith Solutions
Jim Yun, AEM Corporation

9:45–10:45

The U.S. Department of Education (ED) continues to place a high priority across initiatives to use data to inform both policy and research. Recent contracts through the Institute of Education Sciences's (IES) Regional Education Laboratory (REL) program and upcoming grants through the Comprehensive Centers include requirements for Statewide Longitudinal Data Systems (SLDS) technical assistance and data use. This session discusses a new initiative to explore ways for the RELs and Comprehensive Centers to include ED*Facts* data in their programs. Activities include workgroups to explore appropriate access to and use of ED*Facts* data and to identify areas for training and technical assistance.

V-H Postsecondary Data: Integrated Postsecondary Education Data System (IPEDS).....Rhode Island

Archie Cubarrubia, National Center for Education Statistics

9:45–10:45

This session provides an overview of the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS), the core postsecondary data collection conducted annually by the National Center for Education Statistics (NCES). IPEDS gathers information from every college, university, and technical and vocational institution that participates in the federal student financial aid programs. The Higher Education Act of 1965, as amended, requires that institutions that participate in federal student aid programs report data on enrollments, program completions, graduation rates, faculty and staff, finances, institutional prices, and student financial aid. These data are made available to students and parents through the College Navigator college search website and to researchers and others through the IPEDS Data Center. In this session, participants will become familiar with institutional data reported to IPEDS and data tools available.

V-I Taking a Statewide Longitudinal Data System (SLDS) From Fundamentals to Advanced Capabilities ..... South Carolina

Melissa Straw, Wisconsin Department of Public Instruction
Ernie Morgan, University of Wisconsin-Madison
Brian Pritzl, VersiFit Software, LLC

9:45–10:45

The development of a statewide longitudinal data system presents a myriad of daunting tasks. Building the advanced user functionalities necessary to truly transform the process by which educators interpret data and then implement that data via their decisionmaking procedures may appear an interminable goal. The Wisconsin Department of Public Instruction demonstrates the fundamental processes and tools it, along with key partners, is currently developing and piloting in several districts across the state. Advanced features include unique presentations of student academic growth (including statistical projections of growth) and value-added data (including differential effects) at the school, grade, and classroom levels.

10:45–11:00 Break

Statewide Longitudinal Data Systems (SLDS) Roundtable Discussions (Part 2)

11:00–12:00 ..... Grand Ballroom

National Center for Education Statistics

This session gives you an opportunity to talk with colleagues about a variety of issues surrounding the development and use of longitudinal data systems. State Support Team (SST) members facilitate each roundtable. **Attendance is limited to local education agency (LEA) and state education agency (SEA) staff.** Roundtables will be organized around the following topics:

- Meeting State Fiscal Stabilization Fund (SFSF) longitudinal reporting requirements
- Using statewide longitudinal data systems (SLDS) for federal reporting
- Centralized vs. federated data warehouse
- Student growth models
- Common Education Data Standards (CEDS)

11:00–12:00 Concurrent Session VI Presentations

VI-B Washington State's Use of the IBM Data Governance Unified Process Best Practices .....Chinese

Bill Huennekens, Washington State Office of Superintendent of Public Instruction
Eric Naiburg, IBM

11:00–12:00

This session explores how the Washington State Office of Superintendent of Public Instruction has leveraged data governance best practices to better take advantage of its available information. Starting with the principle that data governance is "the discipline of treating data as an enterprise asset," Washington State has taken advantage of the book *The IBM Data Governance Unified Process* to leverage the best practices outlined in the text and define a road map for continuous improvement. Attend this session to learn about the IBM process and how Washington State is using it to further develop their Data Governance Program.

VI-C Cross State Data Sharing—A Look at Regional Collaboration..... East

John Kraman, Oklahoma State Department of Education
Bob Swiggum, Georgia Department of Education
Jay Pennington, Iowa Department of Education
Jim Campbell, AEM Corporation

11:00–12:00

State education agencies have grappled for some time with the ever-increasing mobility of students across state lines. Modern state data systems have elevated the potential for cross-state data sharing to ensure that a student's education remains uninterrupted regardless of their mobility. This session looks at three regional efforts and the objectives and challenges they represent.

VI-D Moving Forward With Data Quality and Graduation Cohorts.....Georgia

Eva Shepherd, Ben Baumfalk, and Matt Heusman; Nebraska Department of Education

11:00–12:00

Nebraska has employed a number of approaches to ensure data quality for Graduation Cohort data. The cohort process uses enrollment codes to determine if a student belongs to a school's cohort. Districts can analyze their data using validation and verification tools that allow districts to look at multiple cohorts. This information aids them in forecasting and taking proactive action. It includes a longitudinal evaluation of students with multiple student IDs. This session provides an overview of the Graduation Cohort system design and the tools and training that allow districts to collaborate and analyze their cohort data.

VI-E Employment and Earnings Outcomes for Young Adult Bachelor's Degree Holders ..... Massachusetts

Grace Kena and William Sonnenberg, National Center for Education Statistics

11:00–12:00

Using data from the American Community Survey, this session examines outcomes for young adult bachelor's degree holders in employment and earnings. Methodological approaches as well as relationships between employment and earnings and characteristics including sex, race/ethnicity, nativity, and field of study will be explored.

VI-F Hawaii Partnership for Educational Research Consortium ..... New York

Jennifer Higaki and Christina Tydeman, Hawaii State Department of Education

11:00–12:00

The Hawaii Partnership for Educational Research Consortium (HPERC) is a collaborative effort between the Hawaii State Department of Education and Hawaii's research community to develop a common research agenda, build statewide capacity to conduct educational research, and leverage educational research opportunities within the state. Key elements of HPERC are an annual research symposium, an advisory committee of partnership organizations, and efforts to clarify and streamline the Hawaii State Department of Education's research and data request processes. The presenters share strategies used to initiate the partnership as well as successes, challenges, and lessons learned.

VI-G Evaluation of Using Data Professional Development Program: Year 1 Implementation, Fidelity, and Evaluation Design ..... Pennsylvania

Linda Cavalluzzo and Laura Holian, CNA Education
Diana Nunnaley, TERC

11:00–12:00

As states and districts increase the collection of student data, teachers are asked to use, interpret, and analyze data frequently. There are many books and professional development programs that purport to help teachers make use of student data to improve instruction and student achievement (Boudett, City, and Murnane 2010; Bernhardt 2009; Love 2008), but there is little rigorous evaluation of these programs. This randomized controlled trial of the Using Data professional development program was funded by the Institute for Education Sciences in 2010. This presentation describes the Using Data intervention, analysis plan, and preliminary Year 1 descriptive findings.

VI-H Postsecondary Data: NCES Postsecondary Studies and Data Tools .....Rhode Island

Matthew Soldner, National Center for Education Statistics

11:00–12:00

In this session, participants are introduced to the National Center for Education Statistics' (NCES) suite of three postsecondary studies, its on-line data tool, and ways to gain access for advanced research using micro-level data. Attendees become familiar with the National Postsecondary Student Aid Study, used to describe how students and their families pay for education beyond high school; the Beginning Postsecondary Students Longitudinal Study, used to generate the national graduation rate and to better understand the relationship between student and institutional characteristics and college completion; and the Baccalaureate and Beyond Longitudinal Study, used to explore the early labor market outcomes of bachelor's degree recipients and their decision to take additional education and training after the BA. After becoming familiar with the studies, participants arre introduced to PowerStats, an on-line data tool that uses these data sets to generate complex tables and simple linear and logistic regressions. Finally, attendees with interests in more advanced statistical methods are provided a brief introduction on how to request NCES micro-level data through the Center's restricted-use data licensing program.

VI-I Ad Hoc Query Tool ..... South Carolina

Carl Garber, Georgia Department of Education

11:00–12:00

This session introduces attendees to the Georgia Department of Education's ADHOC Query Report (tool). The ADHOC Query allows users to generate reports based on criteria selected by the user. Local education agencies (LEAs) can generate reports that show demographic, funding, enrollment, course, and program participation data, just to name a few. Come and learn about this new report "tool" and how LEAs can benefit from it!

12:00–1:30 Lunch on Your Own

Common Core of Data (CCD) Non-Fiscal Coordinators' Training
1:30–5:00..... Colonial

National Center for Education Statistics, U.S. Census Bureau, and EDFacts

This session will be a business and training meeting for all Common Core of Data (CCD) Non-Fiscal Coordinators, involving input from CCD program staff and CCD state coordinators. There will be discussion and clarification of CCD business and editing rules so that state coordinators may be ensured that their files will be processed and released as quickly as possible. Efficiency in this process is especially critical, since many programs providing support and assistance to public school systems now require the National Center for Education Statistics (NCES) school and district ID numbers on all applications. **Attendance is limited to SEA Coordinators for the non-fiscal components of CCD.**

1:30–2:30 Concurrent Session VII Presentations

VII-B Lessons in Successful Educator Data Use From Initial Texas Student Data System Districts.....Chinese

Jami O'Toole, Michael & Susan Dell Foundation
Brian Rawson, Texas Education Agency
Kathy Rollo, Lubbock Independent School District (Texas)

1:30–2:30

The Texas Student Data System (TSDS) has been deployed in four districts as part of the phased statewide roll out. This session covers lessons learned about district supports, processes, and training that have led to successful educator use of the TSDS dashboards. Most importantly, participants hear what actions educators are taking based on the frequent, holistic data now available and how districts are defining and tracking success.

VII-C Common Education Data Standards (CEDS) Version 3 Standardizing Data to Support Formative Assessment Process Use in School Districts ..... East

Nancy Burke, Grafton Public School District (North Dakota)
Lee Rabbitt, Newport Public Schools (Rhode Island)
David Weinberger, Yonkers Public Schools (New York)
Jim Goodell, Quality Information Partners

1:30–2:30

The Common Education Data Standards (CEDS) current work has a renewed focus on data elements that support teaching and learning. A specific focus for the K–12 stakeholder group has been the formative assessment process by which teachers and students use data to inform where they need to go (i.e., learning progressions); where they are; and how to close the gap. In this session, local education agency representatives from the CEDS K–12 Stakeholders Group discuss

how science research and promising practice models have been used to develop a process model and guiding principles, which serve as the basis for defining data elements and models in CEDS Version 3. Audience feedback on the draft elements and models is encouraged.

VII-D An Operational Open-Source System for Identity Management and Record Matching.....Georgia

Greg Holland and Neal Gibson, Arkansas Research Center

1:30–2:30

The Arkansas Research Center has developed an open-source identity management and record-matching system, part of Arkansas' P–20W deidentified brokered system, TrustEd. There are two modules in the system, Knowledgebase Identity Manager (KIM) and TrustEd Identifier Manager (TIM). KIM is a knowledgebase approach to identity matching. TIM takes output from KIM to create an agency-specific identifier, using format-preserving encryption. TIM also provides temporary crosswalks between different agency identifiers for research that require linking two or more agencies' data. The system is freely available under the FreeBSD license and can be easily modified. The system has currently been benchmarked at 6,000,000 records per hour.

VII-E Wyoming's Statewide Data Reporting and Analysis Tool..... Massachusetts

Leslie Zimmerschied and Joshua McIntyre, Wyoming Department of Education
Sheila Coe and Manos Stefanakos, Choice Solutions, Inc.

1:30–2:30

The Wyoming Department of Education (WDE) is moving from being a collector of data for compliance purposes to using its statewide longitudinal data system to become an information service provider. Through the use of statewide data reporting and analysis tools, WDE is seeking to convert district and school data to information usable by superintendents, principals, and teachers. A great deal of statewide collaboration has gone into minimizing the burden on districts to provide data. Working with pilot district technical staff and representatives from the student information system vendors, WDE is utilizing existing data and reports to collect and provide information back to school and districts users on items such as student's at-risk, assessment information, and student profiles.

VII-F Utah Data Alliance ..... New York

John Brandt, Utah State Office of Education
Jennifer Lambert, The University of Utah
Joe Curtin, Office of the Commissioner for Higher Education, Utah System of Higher Education

1:30–2:30

As a collaborative, multi-organization partnership, the Utah Data Alliance (UDA) seeks to enhance the quality of educational research and analysis in Utah regarding policies, practices, and programs by utilizing an integrated and confidential statewide longitudinal data system. The UDA provides research findings to policy- and decisionmakers with the goal of improving education

and workforce policy and practice. The UDA is comprised of six state agencies contributing data from early learning through the workforce. This session includes background (grant, mission, objectives, partners, stakeholders), data components, design and architecture, agreements and processes, milestones, and current products.

VII-G Santa Ana Unified School District—Building Data Dashboards: From Early Warning to College and Career Readiness .....Pennsylvania

Alexandra Ito and Ricardo Enz, Santa Ana Unified School District (California)
Lisa McNicholas, eScholar LLC

1:30–2:30

With the aim of supporting student success in high school graduation and college and career readiness, the Santa Ana Unified School District (SAUSD) implemented an "early warning" system using predictive data. SAUSD shares lessons learned in developing early warning data indicators and dashboards as well as integrating an eScholar data warehouse with business intelligence. Results and feedback from the field are also discussed. For the next phase of the project, SAUSD shares its process for gathering requirements for the College and Career Readiness indicators and dashboards and plans for eventual districtwide roll out.

VII-H Defining Data Literacy for Educators.....Rhode Island

Ruth Neild, National Center for Education Evaluation and Regional Assistance (NCEE)
Ellen Mandinach, WestEd
Edith Gummer, National Science Foundation

1:30–2:30

Policymakers emphasize the importance of data use in education, yet the field of data-driven decisionmaking lacks an operational definition of data literacy. Once there is a definition, stakeholders—from professional development providers, to schools of education, to licensing and credentialing agencies—will have a common understanding as they affect change to better prepare current and future educators to use data. This session reports on a conference that brought together diverse experts to discuss and develop the definition. The objective was to define data literacy and identify the knowledge and skills educators use in classrooms, schools, and districts.

VII-I Puerto Rico's Persistently Low-Achieving Schools Data Collection System..... South Carolina

Jonathan Hernandez-Agosto, Puerto Rico Department Of Education
Robin Wheeler, PRDE
John Denomy, COGECO Inc.

1:30–2:30

Puerto Rico's persistently low-achieving schools have dramatically reduced the time and effort to produce data-driven improvement plans using a real-time system that collects and analyzes survey, interview, and observation data. The data collected is based on recent research by the Center for Innovation and Improvement on the key performance indicators of successful schools. Its broad-ranging study ensures that schools have the opportunity to consider all relevant factors objectively. The outcome is an improvement plan that is specific to the needs of the school. It also provides districts and the commonwealth the opportunity to identify common challenges.

2:30–2:45 Break

2:45–3:45 Concurrent Session VIII Presentations

VIII-B Mapping Performance Within U.S. Department of Education Data Releases.....Chinese

Ross Santy and Jane Clark, U.S. Department of Education

2:45–3:45

For the past two years, the U.S. Department of Education has been increasing its capability to flexibly develop and host geographic presentations of its data. This interactive session outlines the technical and policy decisions behind current efforts to visually display K–12 performance data in online maps. Presenters from the ED*Facts* initiative and from the Office of Elementary and Secondary Education share prototypes of pages being considered for data.ed.gov and ED Data Express. The session encourages discussion and feedback to help shape products slated for deployment online later this year.

VIII-C Common Education Data Standards (CEDS) and Race to the Top (RTTT) Assessments ..... East

Jessica McKinney, U.S. Department of Education
Beth Young, Quality Information Partners
Rob Abel, IMS Global Learning Consortium, Inc.
Larry Fruth, SIF Association

2:45–3:45

Learn about work being done as part of the Common Education Data Standards (CEDS) project to support Race to the Top (RTTT) Assessments. This work will support the next-generation assessment systems being built by the Consortia, which will ensure that next-generation assessment data are interoperable with respect to assessment item format, storage, display, transmission, and other areas. These voluntary common standards will enable comparisons across and within states to measure student performance and inform instruction. This work is being done by creating an Assessment Interoperability Framework and developing standards to support the movement of the elements.

VIII-D Oregon—Creating Funding Opportunities Through Accurate Time Tracking ..... Georgia

Josh Klein, Oregon Department of Education

2:45–3:45

The Oregon Department of Education requires staff to track time on all technology projects. The resulting data set creates the foundation for a sophisticated funding model that allows technology projects to be billed to a variety of funding streams while providing accurate project costs and complete supporting documentation. This presentation highlights the processes supporting this distributed funding model and explores how time-tracking data can be used for staff development, project management, technology budgeting, and the calculation of agency performance metrics. A demonstration of the "Tracker" and "eTimesheet" applications that enable this funding model are also included.

VIII-E Growing Up With a Growth Model: The Evolution of Virginia's Student Growth Percentile Reports ..... Massachusetts

Deborah Jonas and Nathan Carter, Virginia Department of Education

2:45–3:45

The Virginia Department of Education (VDOE) experienced a unique set of challenges in using student growth percentiles (SGP) for federal and state accountability purposes. Some of the challenges included establishing appropriate business rules for applying the SGP model, understanding how new tests in reading and math could impact measurements of growth, developing different types of SGP reports that communicate results effectively to different stakeholder groups, and offering professional development opportunities so stakeholders would understand how to use the new information responsibly. In this session, the presenters provide more details about these types of challenges and share the technical and capacity-building strategies VDOE employed in response.

VIII-F "What Makes for a Good Test?" ..... New York

Carolyn Fidelman, National Center for Education Statistics

2:45–3:45

Many of us depend on meaningful test scores for a variety of research goals, but how much do you know about what is behind that magical number? This session provides a brief overview of the basics of good standardized test design, use, and the interpretation of test quality indicators; differences in the ways attitude and opinion measures and measures of academic ability are developed, with particular focus on content and construct validity; interpretation of the information in technical reports such as basic descriptives, alpha reliability, point biserial values, and item response theory (IRT) parameters; and ways to evaluate the comparability of scores from different tests.

VIII-G The School District Demographics System (SDDS) Goes Mobile! .....Pennsylvania

Tai Phan, National Center for Education Statistics
Michael Lippmann, Blue Raster

2:45–3:45

Mobile devices (e.g., smart phones and tablets) are revolutionizing the way our nation consumes information. With the increasing ubiquity of mobile devices, mobile applications have the potential to reach more users and offer location relevant data. The School District Demographics System (SDDS) is now available for use on both Apple iOS and Android mobile devices. This session presents an overview of current efforts to bring the SDDS to mobile devices, including relevant use cases.

VIII-H Leveraging the Power of Geographic Information System (GIS) Applications to Display Information From the Tennessee Longitudinal Data System .....Rhode Island

David Wright and Indrani Ojha, Tennessee Higher Education Commission

2:45–3:45

The Tennessee Longitudinal Data System (TLDS) is being constructed from federal Race to the Top funds to connect statewide K–12, postsecondary, and labor market participation data. Web-based geographic information system (GIS) web applications provide the potential to bring together large amounts of information from disparate sources for graphic display at state, regional, or county levels. Detailed data tables included in web-tool design provide even more granular drill-down capability. This session demonstrates a map-driven interface developed by the Tennessee Higher Education Commission and the Office of Information Resources to display TLDS data in user-defined formats.

VIII-I Data Issues Resolution Process ..... South Carolina

Christina Tydeman, Hawaii State Department of Education

2:45–3:45

If at first you don't succeed, try and try again. In 2011, the Hawaii State Department of Education overhauled its data governance process. As a single state education agency (SEA)/local education agency (LEA), Hawaii was challenged to redefine data ownership roles related to IT and program stakeholders while developing an issues resolution process that addressed both LEA and SEA needs. An internal Data Issues Resolution workspace was created and has been a key tool for monitoring and facilitating progress, as well as provide documentation and ongoing access to the resulting decisions. The presenter demonstrates the workspace and shares resources about the process, structure, and lessons learned.

3:45–4:00 Break

4:00–5:00 Concurrent Session IX Presentations

IX-B P–20W—Selling the Value for Sustainability ..... Chinese

Chandra Haislet and Rob London, Maryland State Department of Education

4:00–5:00

P–20 in Maryland is a stand-alone system that combines data from several agencies. While the system is being designed to answer educational policy questions to support decisionmakers, selling the value of the system so that decisionmakers will use it is a challenge. Without decisionmaker support for the P–20, sustainability becomes a secondary challenge. This presentation discusses the human change component of making the P–20 part of data information gathering routine to support the decisions that agencies make and thus ensure that the system is valued and financially supported.

IX-C Building Cross-State Bridges ..... East

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

4:00–5:00

The state education agencies of Iowa, Kansas, Missouri, and Nebraska, in collaboration with eScholar, have been working together to build a foundation for data exchange among their states. The eScholar Interstate ID eXchange project is the first step in the process and will enable state administrators to locate students who may have continued school in a different state. This capability will aid these state education agencies in identifying false drop-outs and more accurately report key education metrics. The panel discusses the work they have been doing, the technologies being used, and the challenges they encountered for their states.

IX-D Getting on the Same Page—Communications for Effective Data Governance .....Georgia

Bobbi Stettner-Eaton, U.S. Department of Education
Darla Marburger, Claraview

4:00–5:00

It is not enough in data governance to set standards, policies, and processes for managing data, including issue resolution. Communication is key to informing the functions of and implementing the products of data governance. This session discusses how investments in a Data Governance Communications Plan can positively impact data governance by engaging stakeholders, reducing confusion, and producing effective change in managing data.

IX-E The Evolution of Data Quality in Nebraska's Statewide Longitudinal Data System (SLDS).....Massachusetts

Jill Aurand, Matt Heusman, and Ben Baumfalk; Nebraska Department of Education

4:00–5:00

Nebraska has had a Statewide Longitudinal Data System (SLDS) for the last six years and has faced the challenge of data quality. A multi-faceted approach was taken, incorporating a data validation and verification website, a group of trainers developing and implementing a data quality curriculum, and opportunities for local education agency and intermediate education agency staff to work collaboratively through joint workdays. Join us to learn how our data validation and verification system and our data quality training have evolved over time, the challenges and opportunities we have encountered, and the future changes that are in store—all in the name of data quality.

IX-F DataFirst: A Tool on How to Use Data for Local Decisionmaking..... New York

Jim Hull, National School Boards Association

4:00–5:00

The National School Boards Association's Center for Public Education developed DataFirst for governance training to better prepare school board members to use data more effectively in their policymaking. The training is comprised of a foundations module to educate board members on data presentation and analysis, along with two content modules dealing with teacher quality and preparing students for high school and beyond. This session provides an overview of the DataFirst data-driven decisionmaking process by demonstrating DataFirst.org, which was designed to educate not only school board members about proper data use but also the general public.

IX-G New Models Are Not Just for Car Shows!
Teacher Evaluations Deserve Them Too! .....Pennsylvania

Lance Gilman, Maine Department of Education
Manos Stefanakos, Choice Solutions, Inc.

4:00–5:00

In support of new teacher effectiveness legislation, Maine has implemented a teacher incentive evaluation tool that allows local control of the measures and thresholds used in the calculation models and rubrics. This approach allows districts to address concerns about fairness, effectiveness, and contractual restraints when designing their teacher scorecards and to avoid "one-size-fits-all" methodology. The presenters demonstrate the tool and discuss the feedback and lessons learned from the pilot districts.

IX-H Federated Data Systems: Portals, Workflows, and Data Requests .....Rhode Island

Matthew Bryant, Virginia Department of Education
Ajay Rohatgi and Will Goldschmidt, Virginia Information Technologies Agency

4:00–5:00

Want to see a federated system design in action? This session shows the Virginia Statewide Longitudinal Data System "federated" design and demonstrates a researcher accessing the portal, formulating a data request, and submitting that request for agency approval, along with the workflows supporting this activity. Special attention will be paid to Family Educational Rights and Privacy Act (FERPA) considerations built into the workflows.

IX-I Using State Longitudinal Data Systems (SLDS) to Provide Reference Values or Planning Evaluations ..... South Carolina

Eric Hedberg, National Opinion Research Center at the University of Chicago
Larry Hedges, Northwestern University

4:00–5:00

Before a multi-level randomized study is carried out it is difficult to know important design parameters such as intraclass correlations and R2 values. Traditionally, evaluators have used either previous studies or compendiums from national samples (Hedges and Hedberg, 2007) for guidance on these parameters. State Longitudinal Data Systems (SLDS) have all the data necessary to calculate these parameters. Not only would these estimates be more accurate, but they also would provide the appropriate information to evaluators who tend to work locally. This session showcases how states can easily estimate these parameters and provide them to regional educational laboratories (RELS) and other evaluators.

7:30–12:00 **Registration ..... Promenade**

7:30–8:30 **Morning Break ..... State**

7:30–10:00 **Cyber Café and Demonstrations Open ..... State**
(This room closes at 10:00 a.m.)

8:30–9:30 Concurrent Session X Presentations

X-A **Ed-Fi—Delivering Standardized Data for Large-Scale Collection and Use ..... Colonial**

Brian Rawson, Texas Education Agency
Shawn Bay, eScholar LLC
Doug Jaffe, New York State Regents Research Fund
Lori Fey, Michael & Susan Dell Foundation

8:30–9:30

This panel provides the perspective of two large state education agencies that are using Ed-Fi in different ways to drive their statewide initiatives to put Statewide Longitudinal Data System (SLDS) data to work helping individual students. Texas is expanding its longitudinal data system to provide "district facing" dashboards for 1,237 districts. Ed-Fi provides a common interface across this large and diverse set of districts that has a very wide variety of data systems in place. New York is leveraging Ed-Fi as a standard for transmitting clean data from its longitudinal data system to support the deployment of the Shared Learning Infrastructure.

X-B **Coming to the Data Quality Table: Collaboration Is Not Optional in Kansas' Data Quality Concentration Electives ..... Chinese**

Kateri Grillot and Kimberly Wright, Kansas State Department of Education

8:30–9:30

In 2009, Kansas' Data Quality Certification Program identified a need to offer data quality training focused on a number of program areas. Since that time, the Kansas State Department of Education has developed data quality trainings in the areas of enrollment, transportation, assessments, accountability, career and technical education, migrant, special education, and—coming in the 2012-2013 school year—graduation and dropout data. In this session, learn about the development process that required close collaboration with a variety of program areas.

X-C Apps4VA—A Challenge Program to Encourage Innovative Use of and Applications for Statewide Longitudinal Data System (SLDS) Data ..... East

Jason Hoekstra, U.S. Department of Education
Bethann Canada, Virginia Department of Education
Paul McGowan, Center for Innovative Technology

8:30–9:30

Early in 2012, the Virginia Department of Education launched "Apps4VA," an innovative challenge program designed to raise awareness across Virginia of the Statewide Longitudinal Data System (SLDS) data in order to accomplish the following: to tap into a wide range of talent and creativity; to encourage innovative applications, reports, and usage of the data in ways that increase teacher effectiveness; and to improve student outcomes and prepare today's students for the jobs of tomorrow. The multiple challenges include a "Startup Weekend," a "Hackathon" (an open web-based competition), and a unique competition for Virginia's High School Students.

X-D Longitudinal Data System (LDS) Multimedia Training and Coaching .....Georgia

Chandra Haislet and Rob London, Maryland State Department of Education

8:30–9:30

Teaching administrators and teachers how to use Longitudinal Data System (LDS) data for school, classroom, and student improvement is a challenging task. Maryland, similar to other states, is preparing to roll out a multimedia learning management system (LMS) and school-based teaching program to help teach the usefulness of data. This presentation provides an overview of the training and education program, provides a demonstration of the avatar-based multimedia modules, and discusses the outcome program to determine if the training and coaching program is effective.

X-E Effective Linking of Longitudinal Education Data Using Link Plus and the Link Plus Toolkit..... Massachusetts

John Sabel, Washington State Office of Financial Management

8:30–9:30

Link Plus is a free, probabilistic linking program that can be used to link education data sets containing imperfect identifiers. But linking large longitudinal data sets can be time consuming and difficult. These difficulties can be circumvented by using Link Plus in conjunction with the Link Plus Toolkit, a downloadable set of SAS programs. The Link Plus Toolkit can group potential matches into customizable classes with related characteristics. Each class can then be evaluated as a group, automating the process of accepting or rejecting matches. This combination of programs can reduce the time spent manually reviewing potential matches.

X-F Calculating Per-Pupil Finance Ratios ..... New York

Mark Glander and Stephen Cornman, National Center for Education Statistics

8:30–9:30

Beginning with the 2009-10 data collection, NCES is recommending a change in the calculation of current expenditures per-pupil at the Local Education Agency (LEA) level. This estimate is derived from the Local Education Agency (School District) Finance Survey (F-33) data and is reported in the annual First-Look publications that accompany that file's release. It is also provided in the Common Core of Data's (CCD) online tools (BAT, ELSi, and the district locator). In this session, CCD staff discuss the reasons for this proposed change and the expected differences it will make in reported current expenditures per-pupil. The presenters will solicit input from data providers and researchers.

X-G Postsecondary Data: Consumer Information Disclosures .....Pennsylvania

Jessica Finkel and Archie Cubarrubia, National Center for Education Statistics

8:30–9:30

This session provides an overview of the disclosures that postsecondary institutions are required by statute or regulation to make to consumers. These disclosures include the net price calculator, gainful employment program information, textbook information, and more. Participants also learn about the tools that the U.S. Department of Education has developed to help institutions meet these requirements.

X-H Adult Education Data and Virginia's Longitudinal Data System: Expanding to New Stakeholders .....Rhode Island

Matthew Bryant, Randall Stamper, and Najmah Thomas; Virginia Department of Education

8:30–9:30

This session covers Virginia's undertakings to broaden its Statewide Longitudinal Data System (SLDS) efforts to include Virginia's Adult Education and Literacy data. Subjects covered include the process to incorporate Adult Education data in the Virginia SLDS, unique privacy considerations, and ways to leverage data sharing agreements in the Adult Education context.

X-I Building Partnerships—Characteristics of a Successful K–12-Higher Education Faculty Partnership ..... South Carolina

Barbara Shoemaker and Pam McCardle, University of Kentucky

8:30–9:30

The use of data-based decision for designing professional development is still a new idea for teachers and higher education faculty. The collaboration between the two has shown an improved use of various data sets while creating an improved partnership. Previously, K–12 teachers had a basic skepticism about "new research-based improvement programs" and concern that they will be regarded as "research subjects" while higher education science, technology, engineering; and math (STEM) faculty, especially from the content disciplines, do not often possess a knowledge of and appreciation for the environment and challenges of the K–12 education community.

9:30–9:45 Break

9:45–10:45 Concurrent Session XI Presentations

XI-A Illinois State Board of Education (ISBE) and Bloomington District 87: Vision of Real-Time Data Collection and Validation..... Colonial

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

9:45–10:45

The Illinois State Board of Education (ISBE) and Illinois Interactive Report Card (IIRC) are investigating the use of real-time data collection and validation toolsets as a way to gather data from school districts in Illinois. The ultimate objective is to allow educators access to data, resources, and tools that will enhance student performance. The new pilot project being implemented will incorporate real-time extract, transform and load (ETL) and validation options to provide data to a central, cloud-based data store available for Illinois school districts including a data store, data validation and correction, error reporting services, and a set of analytical tools to allow interoperability between student data, assessments, and other data related to student achievement and learning. Bloomington District 87 presents its vision of the real-time architecture, the way the architecture fits in with the district's current Schools Interoperability Framework (SIF) deployment, and the potential impact this project has on its students and educators. In addition they will discuss how they plan to ultimately link to the new proposed Shared Learning Collaborative (SLC) initiative through the underlying data center infrastructure IaaS/SaaS pilot called IlliniCloud.

XI-B Civil Rights Data: 2011-12 Is a Universe Collection .....Chinese

Rebecca Fitch and Abby Potts, U.S. Department of Education
Ross Lemke, AEM Corporation

9:45–10:45

The Civil Rights Data Collection (CRDC) currently underway is an extensive consortium of educational institutions and agencies across the nation. This presentation discusses various aspects of this mandatory collection—from participants (which include every public school district in the nation and their schools, along with state-operated programs, juvenile justice agencies, charter schools, and regional education service agencies that operate schools) to the CRDC timeframe, tools used by CRDC participants to collect and submit their data, and the continuous effort to reduce respondent burden and enhance data quality. The presenters provide a description of the data elements collected at both school and district levels, which make CRDC a valuable source of information about access to educational opportunities in our nation's public schools.

XI-C Stakeholder Engagement Using Common Education Data Standards (CEDS) ..... East

Tony Ruggerio, Delaware Department of Education
Missy Cochenour and Robin Taylor, State Support Team

9:45–10:45

This session focuses on the use of two State Support Team (SST) services—Common Education Data Standards (CEDS) and Engaging Stakeholders—in early childhood data systems and in efforts to link data to K–12. Participants discuss with one state best practices and ideas about implementing CEDS to link systems. In addition, the state provides advice to other states around engaging stakeholders, including the importance of involving stakeholders early in the process, ways to get stakeholders involved, and the benefits of engaging stakeholders using the new Stakeholder Engagement Template.

XI-D How to Access and Explore NCES Student Transcript Data .....Georgia

Janis Brown, National Center for Education Statistics
Jennifer Laird, MPR Associates, Inc.

9:45–10:45

The High School Transcript Study, associated with the National Assessment of Educational Progress (NAEP), provides information on the course-taking patterns of high school students across the nation. Information about the courses high school students take, the credits they earn, their grade point averages, and their performance is available through the data set. The data can be easily accessed and explored through the NAEP Data Explorer, a state-of-the-art online data tool. This session provides an overview of the NAEP High School Transcript Study and guidance on how to use the Data Explorer tool to navigate the data set.

XI-E Linking Data Via the Unique Student ID ..... Massachusetts

Tom Fontenot, Dwight Franklin, and Matthew Brownlee
District of Columbia Office of the State Superintendent of Education

9:45–10:45

In 2011, the District of Columbia Office of the State Superintendent of Education (DC OSSE) implemented an automated commercial off-the-shelf (COTS) unique student identification management system developed by eScholar. As a result of this implementation, DC OSSE integrated 40+ data sets via a single unique student identifier and subsequently increased data reliability and quality.

XI-F Geocoding Our Nation's Schools ..... New York

Tai Phan, National Center for Education Statistics
Michael Lippmann, Blue Raster

9:45–10:45

Geocoding, the process of converting standardized addresses into geographic coordinates, is a crucial step in "geo-enabling" data. This session presents an overview of methodologies for geocoding, including the approach the National Center for Education Statistics (NCES) is currently using for geocoding our nation's schools. Those who attend will leave knowing how to prepare data for geocoding, how to select an appropriate geocoding service, and how to avoid potential geocoding pitfalls.

XI-G Strategies for Communicating to Districts ..... Pennsylvania

Wanda Jones, Georgia Department of Education

9:45–10:45

With so many collection requirements and new updates each year, how do you ensure that local education agencies (LEAs) comply with reporting deadlines? Various strategies used to communicate with LEAs in support of the data collection and reporting process are discussed. This session highlights strategies and tools used for training, supporting, and communicating with LEAs.

XI-H Ohio Workforce Data Quality Initiative ..... Rhode Island

Joshua Hawley and Yun-Hsiang Hsu, The Ohio State University

9:45–10:45

Ohio Workforce Data Quality Initiative (WDQI) is a federally funded project aimed at incorporating statewide education, employment, and welfare data systems among different public agencies into one single repository. This repository includes individual-level information and links workforce data with educational data to increase the availability and use of administrative data for the development of policies, programs, and services that assist individuals. Researchers can also utilize this combined data system to answer a wide range of questions, including program design and efficiency, cost and financial return, program outcomes, and the underlying economic changes that impact the education and workforce sectors. This presentation demonstrates the data contained in Ohio's WDQI, as well as offers illustrations from several ongoing research projects.

XI-I Data Governance and the Ohio Educational Research Center ..... South Carolina

Matthew Danzuso and Heather Boughton, Ohio Department of Education

9:45–10:45

As Ohio begins to build its P–20 Statewide Longitudinal Data System (SLDS) Repository, a statewide data governance structure must be in place. As part of its Race to the Top commitment, the Ohio Department of Education (ODE) has started the Ohio Education Research Center (OERC), an entity charged with developing and implementing a P–20 education research agenda in Ohio. Balancing these two priorities is important to further the work of the ODE and the Ohio research community as a whole. This presentation provides an update on Ohio's data governance structure and discusses the progress with its data sharing processes and the work the OERC has begun to do. It also discusses how all these initiatives interrelate and how Ohio plans to balance data governance with a research community that needs access to data to fulfill the goal of providing high-quality research on education in Ohio.

10:45–11:00 Break

11:00–12:00 Concurrent Session XII Presentations

XII-A Enabling Common Education Data Standards (CEDS) "On the Wire" ..... Colonial

Larry Fruth and Vince Paredes, SIF Association
Alex Jackl, Choice Solutions, Inc.
Greg Nadeau, Public Consulting Group

11:00–12:00

With the many efforts underway to standardize education data, there is some question as to how to fit all the pieces together. Can we make a coherent picture from this puzzle—perhaps via Common Education Data Standards (CEDS)? The SIF Association leadership has agreed to an aggressive technical shift to support CEDS by recasting the SIF 3.0 Specification to incorporate all of CEDS Version 2 while also renewing emphasis on the use of commercial web standards to exchange data—enabling "CEDS on the Wire" across the country. This session provides a status report and an opportunity to ask questions, provide feedback, and find out how to become more involved in a community of practice around the implementation of CEDS.

XII-B Using Data to Help Improve Students' Success in High School and Beyond: Approaches for Two Districts.....Chinese

Renee Foose, Howard County Public Schools (Maryland)
Vasuki Rethinam and Yakoubou Ousmanou, Montgomery County Public Schools (Maryland)

11:00–12:00

Montgomery County and Baltimore County Public Schools have each used research to understand students' high school experiences to help target support for students to improve their outcomes in high school and beyond. In Baltimore, data were used to explore high school factors that relate to college readiness and immediate enrollment in any postsecondary institutions. In Montgomery County, the district has utilized a prediction model to identify students who are at academic risk. In both districts, students are being identified for additional support as early as 8th grade. Presenters will share how districts and schools can make use of these data to implement impactful changes.

XII-C Zero to Dashboards in 15 Months: Delaware's Accelerated Approach to Statewide Dashboards ..... East

Reese Robinson, Delaware Department of Education
Lori Fey, Michael & Susan Dell Foundation

11:00–12:00

Delaware, one of the first two Race to the Top awardees, developed and deployed a systems strategy that took the Department from Remote File Inclusion (RFI) to live, statewide dashboards in less than 18 months. In this session, you will hear how the strategy leveraged the Ed-Fi tool suite as well as the lessons learned in implementation and initial educator reactions and feedback. The session also covers the practical aspects of implementing Common Education Data Standards (CEDS) in this environment.

XII-D The Graduation Response Actionable Data System (GRADS): An Early Warning Indicator System for College- and Career-Readiness in Georgia.....Georgia

Dennis Kramer II, Georgia Department of Education
Ryoko Yamaguchi, Plus Alpha Research & Consulting, LLC

11:00–12:00

This presentation focuses on research using Georgia's State Longitudinal Data System (SLDS) to create an early warning indicator system statewide for college- and career-readiness amongst its high school students. The purpose of the Graduation Response Actionable Data System (GRADS) is (1) to create a statewide early warning indicator system to promote high school graduation, on-track college preparation, and post-secondary success; and (2) to develop toolkits and professional development activities so that the indicator can be utilized for school improvement. Eventually, the SLDS will be linked to postsecondary education data to model a K–16 on-track indicator system.

XII-E So You Want Good Data? Why It's Not A Systems Problem and How to Fix It..... Massachusetts

Troy Wheeler, Idaho State Department of Education

11:00–12:00

Why human and business process factors trump even the best data systems designs. This session is a frank, and hopefully fun, discussion about the true issues surrounding data collection and quality and ten actions you can take.

XII-F Saving Money, Increasing Flexibility: Colorado's Approach to Streamlining Data Collection and Improving Use ..... New York

Dan Domagala, Colorado Department of Education
Adam Miller, Michael & Susan Dell Foundation
Zeynep Young, Double Line Partners

11:00–12:00

Colorado Department of Education has a multi-phased approach to enhancing data collection and use capabilities statewide. In this session, you will hear the approach of the Phase I work to streamline data collections from local agencies using the Ed-Fi tool suite. Everything from the initial rationale for using the Ed-Fi tools to the results of the collections analysis process are covered, along with lessons learned to benefit others undertaking similar efforts.

XII-G Nightly Collection Data Pump ..... Pennsylvania

James McMahon, Louisiana Department of Education
Kamal Kumar and Eddie Parker, Otis Educational Systems

11:00–12:00

The Louisiana Department of Education had a need to quickly and efficiently collect student enrollment, attendance, and discipline data from district and charter school organizations within the state. The SIS data was hosted at various sites both inside the state and outside the state. Using the Vertical Data Submitter (aka "Data Pump"), Louisiana was able to collect this data with a simple app in a very short period of time. It plans on using this tool to expand data collection statewide and aggregate all SIS data on a nightly basis in Louisiana.

XII-H The Minnesota Systems Interoperability Framework (SIF) Pilot Project—What We Did and Where We Are Going ..... Rhode Island

Craig Rhombs, Minnesota Department of Education
Gay Sherman and Aziz Elia, CPSI, Ltd.

11:00–12:00

The Minnesota Department of Education is conducting a pilot that began in 2011 to gain experience using the Systems Interoperability Framework (SIF) protocol to exchange district data. The pilot is investigating the exchange of student existence/identity data using a real time data collection model with districts selected in a grant process. Funding for this project is part of a larger effort associated with the Federal American Recovery and Reinvestment Act (ARRA) Grant to determine the feasibility of using SIF. Final results of the SIF pilot will be published for future consideration and expansion. This session covers the project and lessons learned.

XII-I Implementation of Geographic Information Systems (GIS) in Joint Enrollment, Adult Literacy, Penetration Rates, and Other Reporting Metrics..... South Carolina

Vladimir Bassis, Iowa Department of Education

11:00–12:00

While geographic information systems (GIS) have been used successfully in a variety of fields, education has not taken full advantage of spatial databases for decisionmaking processes. Contrary to popular assumptions, GIS can be affordable and does not mandate special background beyond reasonable knowledge of database management. This presentation demonstrates GIS methods for creating enhanced visual presentations of educational data and the role of GIS as a unique tool for decisionmaking in education. Among other examples of GIS utilization, this presentation includes tracking Iowa high school students into their postsecondary education in Iowa community colleges, distributing funds for adult literacy education, and mapping patterns of the migration of Iowa community college students.

Keynote Speakers' Biographies

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

Jack Buckley
Commissioner, National Center for Education Statistics
Institute of Education Statistics, U.S. Department of Education

Sean P. "Jack" Buckley was confirmed December 2010 by the U.S. Senate as the Commissioner of the National Center for Education Statistics, and his term runs through June 21, 2015. He brings a commitment to enhancing the relevance, timeliness, and methodological rigor of NCES's work in all areas of education.

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

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

Joanne Weiss
Chief of Staff to the Secretary
U.S. Department of Education

Joanne Weiss is Chief of Staff to the U.S. Secretary of Education, Arne Duncan. She joined the Department in 2009 to serve as Senior Advisor to the Secretary and Director of the Race to the Top Fund, where she led the Department's $4.35 billion Race to the Top program, designed to encourage and reward States making system-wide, comprehensive education reforms. Prior to joining the Administration, Joanne was Partner and Chief Operating Officer at NewSchools Venture Fund, where she focused on investments and management assistance for a variety of charter management organizations, human capital solutions providers, and academic tools and systems designers. Prior to her work at NewSchools, Joanne spent twenty years as CEO, and before that as VP of curriculum and technology, for companies providing technology-based products and services to underserved students in K–12 and higher education.

Demonstration Descriptions

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

Aspect Software, Inc.

John Luddy and Ric Greenwall

Aspect Software (Aspect) is a nationally managed Microsoft services partner with a strong education services practice. Aspect has more than ten years of experience working with state and local education agencies to meet their data and information management needs. Aspect holds partner certifications in core Microsoft competency areas specific to education, such as portals and collaboration, data warehousing, dashboard and reporting solutions, digital marketing, unified communications, and student/teacher success management solutions.

Cambridge Education/The Tripod Project

Terri Nicole-Singleton and Rob Ramsdell, Cambridge Education
Jennifer Lally, Choice Solutions, Inc.

Cambridge Education is uniquely well suited to provide districts and states with support as they improve their systems of evaluation and performance management. We have developed extensive expertise through our involvement with the Gates Measures of Effective Teaching Project and through partnerships on teacher evaluation initiatives in a range of settings including Memphis, Washington, DC, and Pittsburgh, as well as the states of North Carolina, Hawaii, Maine, and Kentucky. Developed and refined over the past ten years, our Tripod survey assessments and analysis methods deliver measures of effective teaching, student engagement, and school climate.

Choice Solutions

Brennain Delaney and Zachary Tussing

As the market leader in P–20W Education Longitudinal Data Systems, Choice Solutions is an end-to-end global Enterprise IT Service and Solutions provider with a proud tradition of helping educational entities and workforce-focused institutions build better citizens for tomorrow. Founded with a vision of partnering state and local agencies, we offer a holistic approach to moving and delivering education information and services to the proper stakeholders. With a portfolio of trusted and quality solutions, Choice Solutions has the privilege of serving many government organizations, including 15 state departments of education and numerous districts, regional education centers, and privately run agencies. Visit our booth anytime during the conference and learn what we can do to help you and your organization get the most out of your data.

Common Education Data Standards (CEDS) Tools

While education institutions across the P–20 (early learning through postsecondary) environment use many different conventions for capturing data and meeting information needs, there are certain data that must be easily understood, compared, and shared by all. For these, we need a shared vocabulary for education data—that is, we need common education data standards. The Common Education Data Standards (CEDS) is a national, collaborative effort to develop voluntary data standards for a key set of education data elements to streamline the exchange, comparison, and understanding of data within and across P–20 institutions and sectors. Beyond the standards (definitions, option sets, technical specifications,

etc.), CEDS has developed a data model and an innovative new tool to help organizations across P–20 to align with CEDS and effectively leverage the standards to support data sharing and utilization. Please come visit this table if you would like to receive some one-on-one training on how to use the CEDS Align Tool. (Visit https://ceds.ed.gov for more information and access to the standards and CEDS tools.)

CPSI, Ltd.

Gay Sherman, Michelle Elia, and Aziz Elia

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

Deloitte Consulting

Philip Benowitz

Deloitte will present its custom and COTS statewide longitudinal data system (SLDS) and related experience.

eScholar LLC

Nisa Torres, Shawn Bay, and Wolf Boehme

eScholar—Building Futures One Goal at a Time—is the leading innovator in providing data and technology solutions to drive education. eScholar products provide clean integrated data that can be used to drive effective innovations that promote and improve individual student achievement and consequently systemically improve education. eScholar myTrack harnesses the power of comprehensive longitudinal data to inform personal educational goals and to measure progress. Our award-winning eScholar Complete Data Warehouse, Uniq-ID system and newly released Interstate ID eXchange continue to drive the state-of-the-art in using longitudinal data to improve education. Stop by our booth for a demonstration of our new product and learn how eScholar can support personalized education in your organization. eScholar provides comprehensive solutions that are relied on statewide by 13 state education agencies, supporting 4,800 districts with more than 18 million early childhood through postsecondary students. www.escholar.com

ESP Solutions Group

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

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

Hupp Information Technologies

Dean Hupp

Hupp Information Technologies is the market leader in state-level teacher certification, state-level school accreditation, and automation of highly qualified teacher reporting.

Infinite Campus

Joe Fox

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

Longleaf Solutions

Chris Chesowsky and Mary Conroy

Baseline Edge is a software application from Longleaf Solutions. The application helps school districts pull data from all of the various data systems within the district so that all of their data is in one place. With this data, districts can manage their student interventions by identifying at-risk students, assigning students to intervention plans, monitoring tools to manage these plans, and interactive dashboards to easily inform users on the progression of these plans. The system also assists districts with benchmarking themselves against other districts by using publicly available district data, managing their district and school improvement plans, managing their budget, etc. though dashboards, and also has an expansive research tool to allow districts to quickly search through educational research articles.

National Assessment of Educational Progress (NAEP)

Joanne Lim, Hager Sharp Inc.

The National Assessment of Educational Progress (NAEP) is a project of the National Center for Education Statistics (NCES) and is the largest continuing and nationally representative assessment of what our nation's students know and can do. NAEP releases detailed data sets on student performance, contextual variables, and demographic information that will be of key interest to researchers at the NCES Summer Data Conference. We will distribute NAEP reports, frameworks, and research guides; answer questions about NAEP data; and introduce attendees to the NAEP online data tools.

Pearson

Gary Johnson, Ric Ferrentino, and Andrew Cary

Linking Systems to Create a Lifelong Data Continuum. State education agencies need technologies that connect infrastructure, instruction, and assessment—the keys to advancing education at a scale that matters. By using technology to bring together a holistic view of the big picture, we surface actionable, data-driven insights—to forever improve the way we teach and make personalized learning a reality for everyone.

Visit our demonstration area and learn about our instructional improvement solutions, electronic student record/transcript solution, and standards-based data systems that enable interagency linking, automate processes, increase data accuracy, and reduce costs. We'll partner with you to help you connect the insights of many for the potential of one.

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National Center for Education Statistics
Institute of Education Sciences
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