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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) 26th Annual Management Information Systems (MIS) Conference, from February 13–15, 2013, at the Mayflower Renaissance Hotel, offers

- discussions about best practices, innovative ideas, current issues, and practical how-to advice about management information systems for K–12 education with the people who work with information collection, management, transmittal, and reporting in school districts and state education agencies; and

- information sessions conducted by practitioners from K–12 information systems focusing on data collection, data linking beyond K–12, data management, data privacy, data quality, data standards, and data use (analytical and instructional).

The following important information will help ensure the best possible experience at the 2013 MIS Conference. If you have any questions or concerns, please contact Renée Rowland, NCES STATS-DC/MIS Conference Manager, at the registration desk.

Conference Venue

All plenary and concurrent sessions will be held on the 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, February 13
  8:00 a.m.–5:15 p.m.

- Thursday, February 14
  8:00 a.m.–5:15 p.m.

- Friday, February 15
  8:00 a.m.–11:15 a.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.

Concurrent Session Presenters

Please use the laptop provided in your breakout room and not your own laptop. Do not tamper with or disconnect the computer or data projector connections.

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

Conference Evaluations

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

Cyber Café

The Cyber Café (located in the East 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, February 13
  8:00 a.m.–5:00 p.m.
- Thursday, February 14
  8:00 a.m.–5:00 p.m.
- Friday, February 15
  8:00 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.

Note—Important Change

In compliance with recent federal policy changes, no food and beverages will be provided. Information regarding restaurants is available at the conference registration desk or the Mayflower's concierge.

Agenda At-a-Glance and Hotel Floor Plans

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

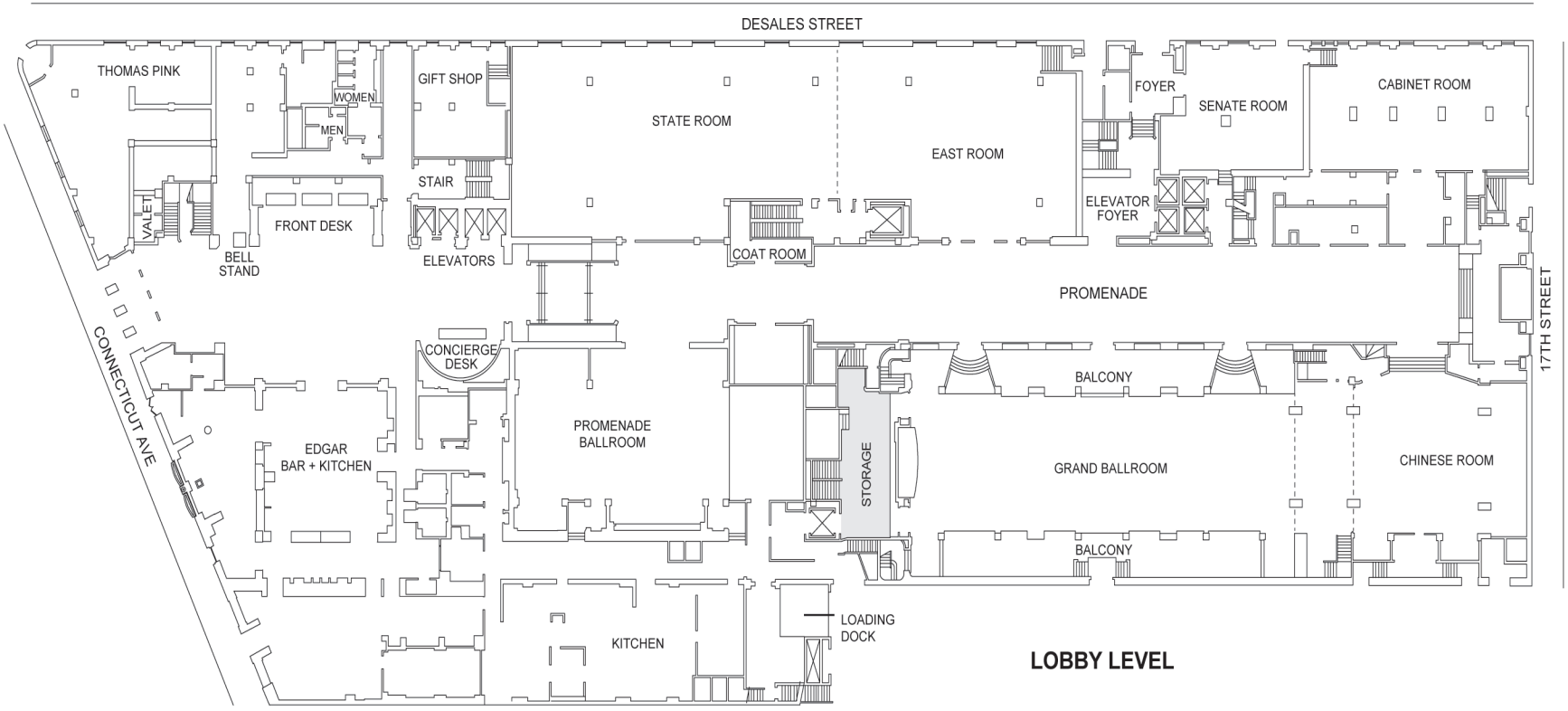
26th Annual Management Information Systems (MIS) Conference
February 13–15, 2013 — Agenda At-a-Glance

Room Name	Colonial	Chinese	State	Promenade Ballroom	Georgia
Session	**A**	**B**	**C**	**D**	**E**
Wednesday, February 13, 2013					
Opening Plenary Session, 9:00–10:00, Grand Ballroom					
Concurrent Session I 10:15–11:15	**The SEA-Supported, CEDS-Aligned, Blended, Personalized Learning, Big Data Future . . . and YOU** *Rabbitt, Huennekens, Goodell*	**Using a Research Center or Consortium to Meet State P–20W Research Needs** *Cratty, Gibson, Schmidt, Tydeman, Boughton, Joyce*	**Secondary School Course Classification System: School Codes for the Exchange of Data (SCED)** *Gosa, Dacey, Kruse*	**Leveraging Leading-Edge Technology in Modern Recruitments** *Micheals, Arguelles*	**Data System Expansion: Moving Into Other Sectors** *Cochenour, Mauzy, Lambert, Bunis, Parisi*
Concurrent Session II 11:30–12:30	**Common Education Data Standards (CEDS) 101: Tools and Use** *B. Young, Copa, Campbell*		**Labor and Education Data Sharing 101** *Rodriguez, Louton*	**Texas Student Data System (TSDS) StudentGPS Dashboards: Mapping Success for the Whole Student** *Gaston*	
Lunch (on Your Own)					
Concurrent Session III 1:45–2:45	**Teacher-Student Linkages: A Follow-Up on the New York State Data Model Approach for Teacher/Leader Evaluation and Instructional Improvement** *Roche, Swanson, Redgate*	**Federated and Centralized Models** *Sellers, Gibson, Parisi, Schroeder, McGrew*	**Virginia Longitudinal Data System—Stakeholder Outreach, Marketing, and Communications** *Bryant, Paik, Cummings*	**The Next Era of Data Use in Arkansas** *Decker, Glover*	**Southeast Education Data Exchange (SEED) Overview and Demonstration** *Holdren, Swiggum*
Concurrent Session IV 3:00–4:00	**ED*Facts* Shared State Solution (ES3)—An Update** *Ogle, Popp, Carlson, King*	**Grappling With the Voracious Demand for Education Data** *Domagala*	**Disclosure Avoidance and the U.S. Department of Education's School-Level Assessment Data Release** *Hawes*	**Education Standards Working Together Towards Best Practices** *B. Young, Fruth, Abel, Sessa, Fey, Redd*	**Facilitating Researcher Access to Statewide Longitudinal Data System (SLDS)** *R. Collins, Gosa, Canada*
Concurrent Session V 4:15–5:15	**The Strategic Data Project (SDP) Toolkit for Effective Data Use: A Resource Guide for Conducting Analytics With Your Data** *Knowles, Kawakita, Wagner*	**Tracking the Achievement of Children Receiving Part C Early Intervention Services (Birth to Three) Into the Third Grade** *Carran, Hooks, Dammann, Nunn*	**Connecting Common Education Data Standards (CEDS) and ED*Facts* Data Groups** *Santy, Huennekens, Williams*	**Engaging P–20 Stakeholders** *Taylor, Parisi*	**State Actions to Ensure Effective Data Use** *Dabney, Swiggum*
Thursday, February 14, 2013					
Concurrent Session VI 9:00–10:00	**Best Practice: Nightly Data Collection** *McMahon, Kumar*	**SLDS Session: Establishing, Documenting, and Institutionalizing K–12 Data Governance Policies and Processes** *(Limited to P–20W SLDS Staff from grantee and non-grantee states)* *Chatis, Tydeman, Huennekens, Gosa*	**Virginia Longitudinal Data System—Accessing Multiple Datasets and Merging Records** *Bryant, Goldschmidt, Adams, Schroeder*	**Ensuring Data Governance Across the P–20W Spectrum** *K. Brown, Beard, Taquino*	**Anywhere, Anytime, Over Time: Longitudinal Data to the Teacher Desktop** *Uhlig, Canada*
Concurrent Session VII 10:15–11:15	**Innovative Data Collection Techniques for Public School Boundary Information** *Phan, Conver, Allegretti*		**Apps4VA: Enlisting the Public in Apps Creation for Data Analysis** *Canada, McGowan*	**A Data-Driven Approach to . . . Training, Deployment, and Communication** *Rawson, Meador*	**Incorporating Head Start Data Into Your Statewide Longitudinal Data System (SLDS)** *Cochenour, Murphy, Mauzy*
Concurrent Session VIII 11:30–12:30	**Data Analysis Technical Assistance (DATA) User Group Meeting** *(Limited to SEA/LEA Staff)* *Cratty, Knowles*	**Data for Action: How Oklahoma Is Efficiently Expanding Data Tools** *Kraman, Barfield, Fey*	**Higher Education Longitudinal Data System in New York State** *Swanson, Setzer, Redgate*	**Using Name Change and Non-Education Administrative Data to Assist in Identity Matching** *Sabel, Jenner*	**Training Local Stakeholders to Use Longitudinal Data Systems (LDS)** *Taylor, Katahira, Swiggum, Garner*
Lunch (on Your Own)					
Concurrent Session IX 1:45–2:45	**Data Analysis Technical Assistance Community of Practice (DATA-COM)** *Cratty, Knowles*	**Cross-Border Collaboration—Idaho and Virginia Statewide Longitudinal Data System (SLDS) Programs** *Bryant, Canada, Mehl, Sellers*	**Engaging Internal Stakeholders/ Program Offices as Clients of a Statewide Longitudinal Data System (SLDS)** *Taylor, Pennington, Mohr, Rinehart*	**Maximizing Common Education Data Standards (CEDS)—The Kansas Story** *Hall, Gosa*	**National Assessment of Educational Progress (NAEP) Observable Data From Computer-Based Assessments** *Woods, Anderson*
Concurrent Session X 3:00–4:00		**SLDS Eye Candy: How Utah Uses Data to Visualize Transitions of College Graduates Into Specific Industry Sectors Using Open-Source Software** *Mingl, Silva, Brandt*	**District Tools for Understanding, Calculating, and Managing Adjusted Cohort Graduation Rates** *Erlichson, McGlynn*	**Surfacing Data in Meaningful Ways: South Carolina's Approach to Data for Parents, Teachers, Policymakers, and the Public** *Butler-Nalin, L. Collins, Fey*	**A Tool for Program Offices to Evaluate Their Data Quality Review Process: Early Lessons** *Worthington, Mann, Stettner-Eaton, Davis, Marburger, Miceli*
Concurrent Session XI 4:15–5:15		**Update on the Midwest Education Information Consortium (MEIC) Interstate ID Exchange Project** *Gosa, Ogle, Pennington*	**Effective Project Planning and Managing Change: How States Handle Unexpected Changes** *Taylor, McDougall, Brownlee, Olson*	**Common Education Data Standards (CEDS) Supporting Assessment Systems Development** *Fruth, Abbott, Abel*	**Using Early Childhood Data From a Statewide Longitudinal Data System (SLDS): Moving Beyond Collection** *Cochenour, Wat*
Friday, February 15, 2013					
Concurrent Session XII 9:00–10:00	**SLDS Workshop: Sustainability** *(Limited to P–20W SLDS Staff from grantee and non-grantee states)* *Sellers* *9:00–12:00*	**SLDS Workshop: Stakeholder Engagement** *(Limited to P–20W SLDS Staff from grantee and non-grantee states)* *Taylor* *9:00–12:00*	**Workshop: Estimating Teacher Effects** *(Limited to SEA/LEA Staff)* *Cratty* *9:00–12:00*	**SLDS Workshop: Data Use** *(Limited to P–20W SLDS Staff from grantee and non-grantee states)* *Chatis* *9:00–12:00*	**Data Literacy—Elusive Construct and How to Improve Capacity** *Mandinach, Friedman, Gummer*
Concurrent Session XIII 10:15–11:15					**State Higher Education Executive Officers' (SHEEO) Update on Postsecondary Data Sharing With K–12 and Labor** *Garcia, L'Orange*

Color Key to Topics	Data Collection	Data Linking Beyond K-12	Data Management	Data Privacy	Data Quality	Data Standards	Data Use (Analytical)	Data Use (Instructional)	SLDS Workshop	Other

Massachusetts	New York	Pennsylvania	Rhode Island	South Carolina	Room Name
F	G	H	I	J	Session
Wednesday, February 13, 2013					
Opening Plenary Session, 9:00–10:00, Grand Ballroom					
Instructional Improvement Systems *Chatis, Conner, Kinaci, Popp, Ward*	**Weight, Weight, Please Tell Me!** *Bell*	**Shared Services: Convergence Becoming Reality** *Fruth, Paredes, Jackl*	**Restructuring P–12 Data Systems: Tennessee's Vision for the Future** *Charlesworth, Z. Young, Comer*	**Ensuring Data Quality, Timely Collections, and Effective Data Use From Your Statewide Longitudinal Data System (SLDS): The NJ SMART User Support and Training Program** *Erlichson, McGlynn, Cummins*	**Concurrent Session I 10:15–11:15**
Teachers as Stakeholders and Data Users *Taylor, Koffink, Katahira, Holdren*	**Use of Technical, Educators, and Analytics Membership (TEAM) to Improve Data Modeling in K–12 Education** *Mulvenon, Khojasteh*	**Using Statewide Longitudinal Data System (SLDS) Data to Create Workforce Outcome Reports** *Hurwitch*	**Increasing Access to ED*Facts* Through Public and Restricted Access Data** *Seastrom, Santy*	**The ABCs of Collecting Early Childhood Data** *Wright*	**Concurrent Session II 11:30–12:30**
Lunch (on Your Own)					
Planning for "eNAEP" Assessments—Potential Implications for Management Information System (MIS) Directors and Schools *Woods, Ferguson, Cole, Struense*	**A Business Intelligence Approach to Data Collection and Use** *Yan, Slagle*	**Kansas' Efforts in Developing the New System for Education Enterprise in Kansas (SEEK) Reporting Tool** *Baranski*	**Transitioning From PEPTrak to myTrak** *Scott, Craver, Bay*	**Developing and Deploying an Early Warning System With R and State Longitudinal Data System (SLDS) Data** *Knowles*	**Concurrent Session III 1:45–2:45**
Memoranda of Understanding (MOUs): Interstate and Intrastate Agreements *Rodriguez, Kiehne, Brooks*	**The Texas Student Data System & the Transition From the Person Identification Database (PID) to Unique ID—The Benefits & Reality** *Gaston, Hartman, Bilir*	**Pathways Between K–12, Higher Education, and Employment: Patterns From Ohio Administrative Data** *Hawley, Neilson*	**Why Vendor Variety and Standards Interoperability Are Key to Successful Implementation** *Griffin, Beekman*	**Data Unlimited: What a School System Can Accomplish When It Lets the Data Do the Talking** *Daniel*	**Concurrent Session IV 3:00–4:00**
Privacy Technical Assistance Center's (PTAC) Analysis of State Public Reports *Rodriguez, Bevier, Klein*	**Leveraging Real-Time Data Collection to Improve Achievement** *Peterson, Elia*	**Labor and Education Data: Success Stories** *Sellers, Jenner, Gibson, Taquino, Stevens*	**Kansas' Data Audit Framework Methodology: Improving Data Quality in Educational Longitudinal Data Systems** *Holder*	**Learning From Others in South Carolina: Development of A Single-Source Analytics Model for Use in K–12 Education** *Butler-Nalin, Mulvenon*	**Concurrent Session V 4:15–5:15**
Thursday, February 14, 2013					
Growth and Enhancement of Montana Students (GEMS)—Montana's Statewide Longitudinal Education Data System *Ereth, Mohr, Tonderum*	**Approaches to Agency Restructuring Toward Common Goals** *Taylor, Kiefer, Nesmith, Noel*	**Beyond Data Standards and Cleansing: Steps to Improve Information Quality** *Holleman*	**A School Turnaround Model With Unprecedented Results! Use of New Technology to Measure and Guide Progress** *Yeater, Rosete, Verdick*	**Data Standards for Content: Granular Learning Standards, Learning Resources** *Culatta, Goodell, Levin, Jay*	**Concurrent Session VI 9:00–10:00**
Anatomy of Data Linking in the P–20 World *Ballard, Jackl*	**Privacy Technical Assistance Center (PTAC) Toolkit: New Design! New Materials!** *Hawes, Rodriguez, Odom*	**Data Linking for Analytics—K–12 to Community College to University** *Watson, Ikenaga, Osumi*	**Context Matters in Diné Education: Factors Contributing to the Academic Achievement of Navajo Students** *White*	**Use Open-Source Software to Collect and Manage Data Easily and Cheaply** *Yan, Slagle*	**Concurrent Session VII 10:15–11:15**
Tennessee Connects the State With Race to the Top Longitudinal Data Systems *Lemon, Jenkins, Rife, Ligon*	**Automating State Reporting—A Regional Service Agency Success Story** *Fruth, Schmidt*	**Exploring North Carolina School Statistics: A Look at Our New Online Statistical Profile and ARRA/RTTT Financial Reporting Application** *Cox, Cernik*	**Preliminary, Provisional, and Final Data—Establishing a Data Release Life Cycle** *Santy*		**Concurrent Session VIII 11:30–12:30**
Lunch (on Your Own)					
MyDataButton *Sessa, Alderson, Bay*	**Including Course Records in Statewide Longitudinal Data Systems (SLDS): Benefits, Challenges, and Progress Made** *J. Brown, Laird*	**Starting From "Scratch" With a District Data System** *Fruth, Yap*	**How Good is Good Enough? Matching Records Across State Agencies** *Bunis, Clements*	**Using a Social Network and an Online Knowledge Base to Increase Collaboration and Communication Across Schools/Districts** *Koffink, Schwartz*	**Concurrent Session IX 1:45–2:45**
Designing and Implementing Data-Driven Educational Solutions for the District and State *Kleinman, Jackl, Hurwitch, Ballard, Tamayo*	**Longitudinal Analyses Using Linked Education and Workforce Data** *Jenner*	**Closing the Gap—Effective Use of Educational Data to Strengthen Classroom Instruction** *Krueger, Holland*	**Title I Allocation Inputs** *Taciak, Millett, Sonnenberg*	**Agile Development Using Scrum** *Retzlaff*	**Concurrent Session X 3:00–4:00**
School Accountability Data Integration in Practice *Swarm, Moore*	**Improving the SEA-LEA Data Relationship, Data Quality, Data Governance, and Support for Data Use** *Kraman, Smith*	**What's New With the NCES School District Demographics (SDDS) and Web Mapping Tools** *Phan, Allegretti, Lippmann*	**Effective Teaching—A New Hampshire Model for Educator Evaluations** *Koffink, Schwartz*		**Concurrent Session XI 4:15–5:15**
Friday, February 15, 2013					
Bridging Data to Nonprofit Organizations and Schools: A Promise Neighborhood Story *Mercado*	**Student Non-Promotional Mobility: Spatial-Temporal Analysis of Student Mobility Patterns and Outcomes Using a Statewide Longitudinal Data System (SLDS)** *S. Doore*	**District's Implementation of Cohort-Based Accountability: Tracking Academic Performance and Non-Academic Factors to Inform Decisionmaking Among Stakeholders** *Mwavita, Race, Kitchens*	**Benefitting Students, States, and Schools With Improved Transcript Services** *Sessa, Pittinsky, Torres, Wager*	**Comprehensive Intervention Model for Maine (CIMME): A Real-Time Decision Support Information System for Literacy Instruction and Intervention** *B. Doore*	**Concurrent Session XII 9:00–10:00**
Drilling Down the Data: Analyzing Enrollment Patterns of Females in Advanced Placement (STEM) Courses in North Carolina *Lynch, Hinson Quick, St. Claire Atkinson*					**Concurrent Session XIII 10:15–11:15**

MAYFLOWER RENAISSANCE HOTEL



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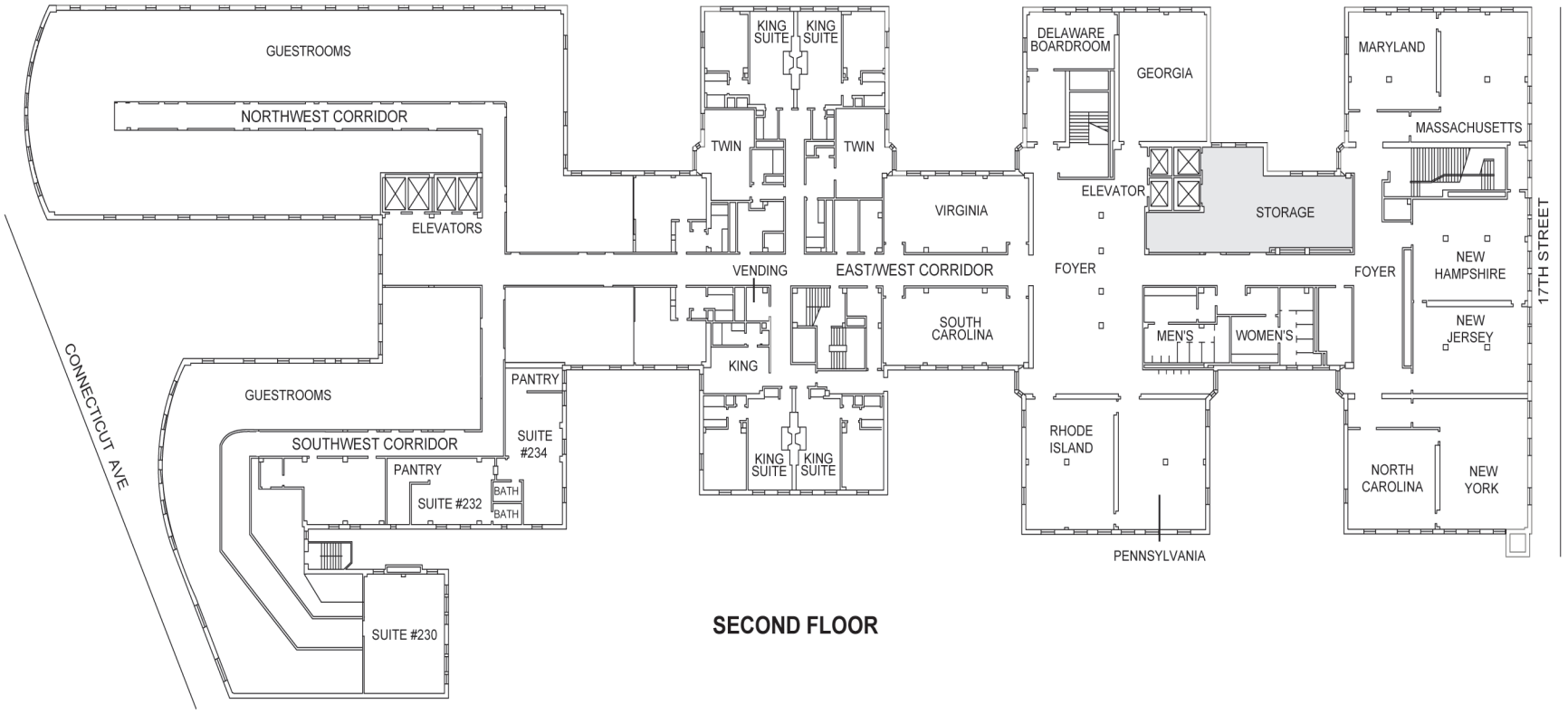

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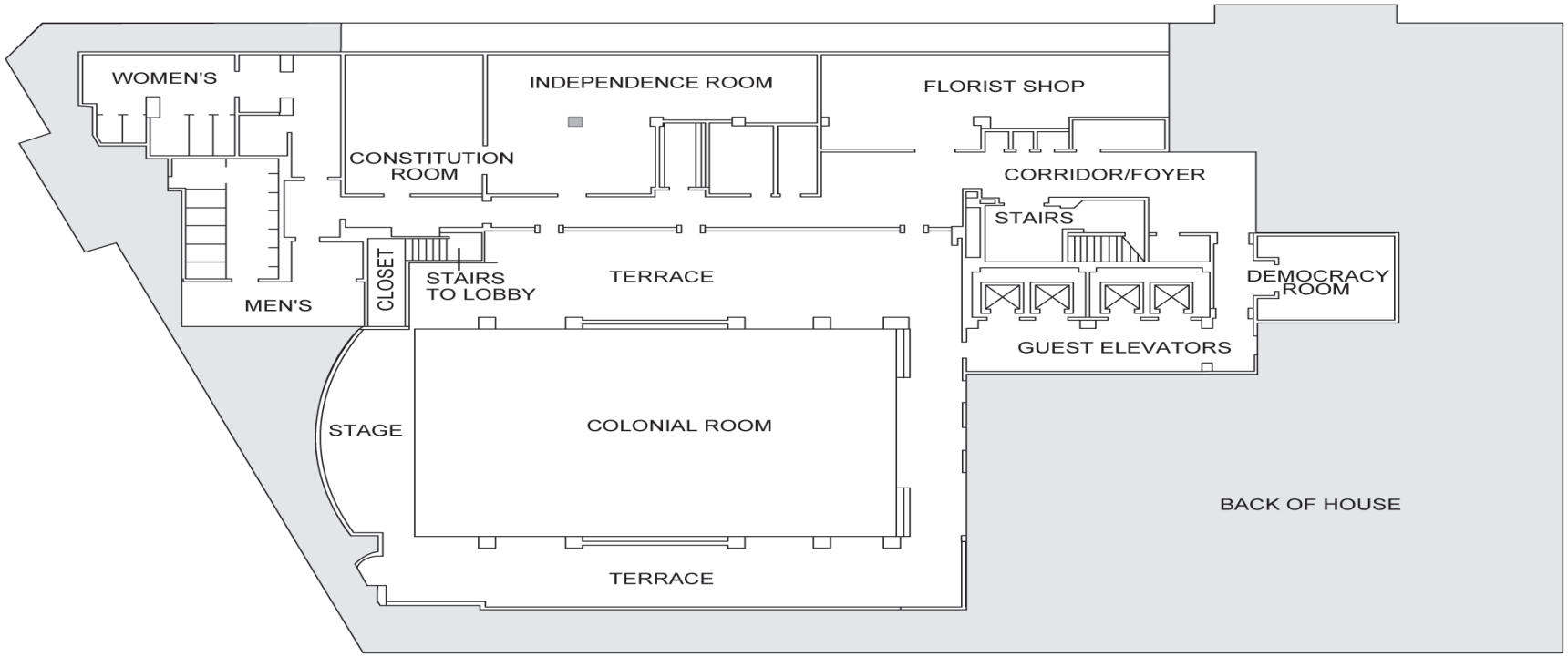

LOWER LEVEL

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.

8:00–5:15 **Registration ..... Promenade**

8:00–5:00 **Cyber Café and Demonstrations Open ..... East**
(This room will be closed during the Opening Plenary Session.)

9:00–10:00 Opening Plenary Session ..... Grand Ballroom

Welcome and Introductions

Jack Buckley, Commissioner
National Center for Education Statistics

Keynote Speech

Putting Data to Good Use: Applying State and District Data to Improvement in Education

Ruth Curran Neild, Commissioner
National Center for Education Evaluation and Regional Assistance (NCEE)
Institute of Education Sciences (IES), U.S. Department of Education

Dr. Neild will describe efforts by the Institute of Education Sciences to encourage education practitioners and researchers to use administrative data capably, carefully, and imaginatively to obtain better evidence on problems and solutions in education.

Announcements

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

10:00–10:15 Break

10:15–11:15 Concurrent Session I Presentations

I-A The SEA-Supported, CEDS-Aligned, Blended, Personalized Learning, Big Data Future . . . and YOU..... Colonial

Lee Rabbitt, Rhode Island Department of Elementary and Secondary Education
Bill Huennekens, Washington State Office of Superintendent of Public Instruction
Jim Goodell, Quality Information Partners

10:15–11:15

Are you ready for the shift to state-education-agency-supported data use by teachers, parents, and students for personalized learning? How about the shift from traditional models of instruction to blended and virtual? How about the shift from seat-time-based course scheduling to mastery learning? Are you ready for the shift to micro-standards and mining of big sets of micro-data? This session will help you develop a vision for your future role supporting "data for action" at the state or local level in this changing education landscape.

I-B Using a Research Center or Consortium to Meet State P–20W Research Needs.....Chinese

Dorothyjean Cratty, National Center for Education Statistics
Neal Gibson, Arkansas Research Center
Jim Schmidt, Washington Education Research and Data Center
Christina Tydeman, Hawaii State Department of Education
Heather Boughton, Ohio Department of Education
Erin Joyce, Battelle for Kids

10:15–12:30

This session will present four states' approaches to meeting the research demands of education practitioners, policymakers, and the public. P–20W agency partners in many states are working together through research centers or consortia to answer the most pressing questions with their state longitudinal data. The four state presentations from Arkansas, Hawaii, Ohio, and Washington will cover the development, function, and sustainability of their research centers. They will discuss how different stakeholders inform the research agenda and how the findings are disseminated. Presenters will also share some examples of the research conducted. The presentations will be followed by a discussion period.

I-C Secondary School Course Classification System: School Codes for the Exchange of Data (SCED).....State

Kathy Gosa, Kansas State Department of Education
Bruce Dacey, Delaware Department of Education
Rachel Kruse, Iowa Department of Education

10:15–11:15

The *Secondary School Course Classification System: School Codes for the Exchange of Data* (SCED) was published in 2007 by the U.S. Department of Education, National Center for Education Statistics. It provides a taxonomy and course descriptions for secondary education intended to assist education agencies with maintaining longitudinal record systems. The National Forum on Education Statistics has convened a working group to review the SCED codes and release a revised version as an online resource. This session will provide information on proposed updates to the SCED course codes and plans for a new, best-practices document.

I-D Leveraging Leading-Edge Technology in Modern Recruitments .....Promenade Ballroom

Joshua Micheals and Johnny Arguelles, San Joaquin County Office of Education (California)

10:15–11:15

Most school districts treat their online recruitment efforts the same as they treat classified recruitment ads in newspapers. This session will describe how districts can update their online efforts by using modern database technology to collect, screen, and interpret results of online recruitments. Through the partnership of the California County Superintendents Educational Services Association and the San Joaquin County Office of Education, the Education Job Opportunities Information Network (EDJOIN) has revolutionized the way school districts conduct the recruitment process. By connecting with existing state databases, allowing for custom data collection, and centralizing the process to make access simpler for applicants, districts have a wealth of data at the click of a button.

I-E Data System Expansion: Moving Into Other Sectors.....Georgia

Missy Cochenour, AEM Corporation
Denise Mauzy, Opportunities in a Professional Education Network (OPEN) Initiative at the University of Missouri
Jennifer Lambert, University of Utah
Shara Bunis, Pennsylvania Department of Education
Domenico Parisi, National Strategic Planning and Analysis Research Center (nSPARC) at Mississippi State University

10:15–12:30

This session will discuss the strategies states can use to expand their data systems beyond K–12. A sector specialist will provide examples of challenges and solutions unique to each sector and also present strategies common across all sectors.

I-F Instructional Improvement Systems ..... Massachusetts

Corey Chatis, SLDS State Support Team
Dede Conner, Kentucky Department of Education
Suzan Kinaci, Massachusetts Department of Elementary and Secondary Education
Joyce Popp, Idaho State Department of Education
Marsha Ward, Ohio Department of Education

10:15–11:15

This panel will discuss how states have approached the scope and implementation of instructional improvement systems, including their relationship with state longitudinal data systems (SLDS) and strategies for supporting teacher data use. Massachusetts will discuss its initiatives with Race to the Top and the Edwin Teaching and Learning program. Kentucky will discuss incorporating the common core and the Assessment for Learning. Idaho will discuss standards and assessment, and the integration with SLDS.

I-G Weight, Weight, Please Tell Me! ..... New York

John Bell, The University of Alabama

10:15–11:15

Weights are essential to the correct analysis of almost every NCES data file. This session will explain a little of the "why" and a lot of the "how" with regard to the use of weights with publicly available education data. Particular attention will be paid to the National Household Education Survey (NHES), and examples will be presented using a variety of software, including both popular commercial software and freeware.

I-H Shared Services: Convergence Becoming Reality .....Pennsylvania

Larry Fruth and Vince Paredes, SIF Association
Alex Jackl, Choice Solutions, Inc.

10:15–11:15

The devil in implementing standards, like so many things, is in the detail. IMS Global Learning Consortium, Schools Interoperability Framework (SIF), Smarter Balanced Assessment Consortium (SBAC), Partnership for Assessment of Readiness for College and Careers (PARCC), Shared Learning Collaborative (SLC), and others are working together to create a set of service definitions, choreographies, and possibly even service academic performance indicators (APIs) themselves that can be shared across standards initiatives so that education stakeholders do not have to write an API or adapter per initiative! Join a panel of the people working on this to hear about the progress and how you can take advantage of what has been done.

I-I Restructuring P–12 Data Systems: Tennessee's Vision for the Future ..... Rhode Island

Richard Charlesworth, Tennessee Department of Education
Zeynep Young and Ed Comer, Double Line Partners

10:15–11:15

This session will address how the Tennessee Department of Education (TDOE) is undertaking a significant effort to host a new education data system in a secure cloud, offering to lower total-cost ownership and better achieve elasticity and scalability. In parallel, TDOE is standing up Ed-Fi-based student dashboards to deliver timely, actionable data to educators.

I-J Ensuring Data Quality, Timely Collections, and Effective Data Use From Your Statewide Longitudinal Data System (SLDS): The NJ SMART User Support and Training Program ..... South Carolina

Bari Erlichson, New Jersey Department of Education
Jim McGlynn and Kathleen Cummins, PCG Education

10:15–11:15

The New Jersey Department of Education has created a statewide data culture where exceptionally high local education agency participation and data quality is the norm for their statewide longitudinal data system (SLDS), despite managing submissions from more than 675 districts and charter schools. Participants in this session will learn about the effective strategies being applied in New Jersey that foster the quality, capacity, and culture necessary to ensure reliable data; timely federal, state and local reporting; and the effective use of data from the NJ SMART SLDS.

11:15–11:30 Break

11:30–12:30 Concurrent Session II Presentations

II-A Common Education Data Standards (CEDS) 101: Tools and Use..... Colonial

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

11:30–12:30

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

II-B Using a Research Center or Consortium to Meet State P–20W Research Needs.....Chinese

Dorothyjean Cratty, National Center for Education Statistics
Neal Gibson, Arkansas Research Center
Jim Schmidt, Washington Education Research and Data Center
Christina Tydeman, Hawaii State Department of Education
Heather Boughton, Ohio Department of Education
Erin Joyce, Battelle for Kids

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This session will present four states' approaches to meeting the research demands of education practitioners, policymakers, and the public. P–20W agency partners in many states are working together through research centers or consortia to answer the most pressing questions with their state longitudinal data. The four state presentations from Arkansas, Hawaii, Ohio, and Washington will cover the development, function, and sustainability of their research centers. They will discuss how different stakeholders inform the research agenda and how the findings are disseminated. Presenters will also share some examples of the research conducted. The presentations will be followed by a discussion period.

II-C Labor and Education Data Sharing 101 .....State

Baron Rodriguez, AEM Corporation
Kate Louton, U.S. Department of Labor

11:30–12:30

This session will address some of the most common misconceptions and misunderstandings around the sharing of data between education and labor agencies. The goal of this session is to clarify what types of data can be shared and through what systems this may be accomplished.

II-D Texas Student Data System (TSDS) StudentGPS Dashboards: Mapping Success for the Whole Student .....Promenade Ballroom

Sharon Gaston, Texas Education Agency

11:30–12:30

The Texas Student Data System's (TSDS) vision is to reduce the data collection burden on the local education agencies and provide timely, actionable data to every educator to improve student achievement. This session will provide an overview of TSDS, including component architecture, implementation timeline, expected benefits, and an in-depth demonstration of how the classroom, campus, and district performance dashboards can be used to influence both instruction and remediation strategies.

II-E Data System Expansion: Moving Into Other Sectors.....Georgia

Missy Cochenour, AEM Corporation
Denise Mauzy, Opportunities in a Professional Education Network (OPEN) Initiative at the University of Missouri
Jennifer Lambert, University of Utah
Shara Bunis, Pennsylvania Department of Education
Domenico Parisi, National Strategic Planning and Analysis Research Center (nSPARC) at Mississippi State University

10:15–12:30

This session will discuss the strategies states can use to expand their data systems beyond K–12. A sector specialist will provide examples of challenges and solutions unique to each sector and also present strategies common across all sectors.

II-F Teachers as Stakeholders and Data Users ..... Massachusetts

Robin Taylor, SLDS State Support Team
Irene Koffink, New Hampshire Department of Education
Justin Katahira, Hawaii State Department of Education
Deb Holdren, Georgia Department of Education

11:30–12:30

The long-term vision of many state longitudinal data systems is to provide important and relevant data directly to classroom teachers. Panelists in this session will present how they have engaged teachers in the planning, delivery, and training to make data from the state longitudinal data systems useful and meaningful. Important lessons learned will be discussed, including how and when to engage teachers and what training is necessary to support data use.

II-G Use of Technical, Educators, and Analytics Membership (TEAM) to Improve Data Modeling in K–12 Education..... New York

Sean Mulvenon and Jam Khojasteh, University of Arkansas

11:30–12:30

The Technical, Educators, and Analytics Membership (TEAM) approach represents a new educational collaboration that is being developed among several state educational agencies (SEAs) and local educational agencies (LEAs) in partnership with postsecondary education. Many schools have a difficult time finding the technical expertise they need in the areas of K-12 data modeling, analytics, and report development. TEAM capitalizes on the expertise of educators to outline important information, analytics, and reports for use by classroom teachers, principals, curriculum experts, or others in the school systems. The educator component of TEAM represents SEAs and LEAs working to develop single-source data systems, while the postsecondary faculty members are providing the technical and analytics expertise in support of these K–12 systems. The goal of this presentation is to provide an overview of the concept of TEAM and invite the active participation of attendees on how to become more involved with this approach to improving K–12 data systems.

II-H Using Statewide Longitudinal Data System (SLDS) Data to Create Workforce Outcome Reports.....Pennsylvania

William Hurwitch, Maine Department of Education

11:30–12:30

The Maine Department of Education and the Department of Labor, Center for Workforce Research and Information, are collaborating to produce outcome reports for high school, postsecondary, and adult education graduates. This session will provide an overview of the data sources and show examples of the wage and employment outcome reports. The reports are designed to inform the public and enhance decisionmaking, strategic planning, and program evaluation.

II-I Increasing Access to ED*Facts* Through Public and Restricted Access Data.....Rhode Island

Marilyn Seastrom, National Center for Education Statistics
Ross Santy, U.S. Department of Education

11:30–12:30

Starting in November 2012, selected data collected through ED*Facts* were made available to qualified researchers through the NCES restricted use data license program. This is only one way in which the U.S. Department of Education is making data from ED*Facts* available to an audience beyond internal program officers and state agency officials. This session will provide an overview of the current NCES restricted use licensing process, timelines for publicly available data, and plans for future releases.

II-J The ABCs of Collecting Early Childhood Data ..... South Carolina

Kimberly Wright, Kansas State Department of Education

11:30–12:30

In 2011, the Kansas State Department of Education started the process of integrating early childhood data with K–12 data. In this session, you will hear the ABCs of how Kansas approached working with early childhood programs, such as 4-Year-Old At-Risk and Parents as Teachers. You will hear the lessons learned from entering the realm of early childhood and the successes in linking it with the K–12 world.

12:30–1:45 Lunch (on Your Own)

1:45–2:45 Concurrent Session III Presentations

III-A Teacher-Student Linkages: A Follow-Up on the New York State Data Model Approach for Teacher/Leader Evaluation and Instructional Improvement ..... Colonial

Patrick Roche and Charlene Swanson, New York State Education Department
Russ Redgate, eScholar LLC

1:45–2:45

At the NCES Summer Data Conference in July 2011, the New York State Education Department (NYSED) and eScholar presented the data model to be implemented for Teacher/Leader Evaluation and Instructional Improvement. In this session, the presenters will discuss lessons learned and how NYSED's thinking has evolved subsequent to July 2011, including policy and technical considerations. Policy considerations include the complexities of relationships among students, their teachers, and courses. Approaches to incorporating data about courses, assessments, and academic standards were also involved. The audience will have an opportunity to share experiences in these areas.

III-B Federated and Centralized Models ..... Chinese

Jeff Sellers, SLDS State Support Team
Neal Gibson, Arkansas Research Center
Domenico Parisi and Aaron Schroeder,
National Strategic Planning and Analysis Research Center (nSPARC) at Mississippi State University
Charles McGrew, Kentucky P–20 Data Collaborative

1:45–2:45

In this session, panelists from Arkansas, Mississippi, Virginia, and Kentucky will discuss their states' use of a federated or centralized model of system architecture. Panelists will present their rationale for choosing the model they did, the roles and responsibilities of participating agencies, the matching process employed, data access and response time, and rules for data integrity.

III-C Virginia Longitudinal Data System—Stakeholder Outreach, Marketing, and Communications.....State

Matthew Bryant, Virginia Department of Education
Henry Paik, Center for Innovative Technology
Steve Cummings, The Hodges Partnership

1:45–2:45

Developing an effective communications and marketing strategy is a critical part of the Virginia Longitudinal Data System (VLDS), helping ensure understanding of the system, ongoing support, and effective use. It is particularly vital in bringing on new datasets and informing new stakeholders of the purpose and function of the system. This presentation will cover the VLDS communication and marketing strategy, planning, and results.

III-D The Next Era of Data Use in Arkansas .....Promenade Ballroom

Cody Decker and Holly Glover, Arkansas Department of Education

1:45–2:45

The Arkansas Department of Education (ADE) has a long history of leading-edge data analysis and reporting, including robust data systems and visualization tools. In this session, you will learn how ADE is expanding its tools and the data horizon for all educators by leveraging existing materials from the Ed-Fi Alliance and other states. Specifics on stakeholder engagement, road maps, and pilot plans will be shared, along with useful resources ADE collected along the way.

III-E Southeast Education Data Exchange (SEED) Overview and Demonstration .....Georgia

Debra Holdren and Bob Swiggum, Georgia Department of Education

1:45–2:45

States from the Southeast are collaborating to create the SE Education Data Exchange (SEED) to share K–12 student data for students who move across state lines. SEED helps states ensure continuity of services for mobile students and at the same time improve accuracy of graduation/ drop-out rates. During this session, you will see this tool in action.

III-F Planning for "eNAEP" Assessments—Potential Implications for Management Information System (MIS) Directors and Schools..... Massachusetts

Bobbi Woods, National Center for Education Statistics
Scott Ferguson and Jud Cole, Fulcrum IT Services LLC
Rich Struense, CITA-ATT

1:45–2:45

National Assessment of Educational Progress (NAEP) panelists will present in this session plans for the transition to web-based assessments using school equipment and discuss how NAEP can help states with their own transition to technology-delivered assessments. The panelists will discuss outreach to NAEP states, districts, and schools; strategies for validating the readiness of school equipment; technical considerations and challenges; modifications of pre-assessment visits; and the administration of NAEP assessments. Participants will be asked to provide feedback that will be used to refine NAEP's approach in conducting web-based assessments.

III-G A Business Intelligence Approach to Data Collection and Use ..... New York

Bo Yan and Mike Slagle, Blue Valley School District (Kansas)

1:45–2:45

Applying the Business Intelligence approach, which combines data, technology, and statistical analysis, the Blue Valley School District developed a data system for its gifted program, which enables teachers to make better-informed decisions about the gifted eligibility of student candidates while saving significant time. The system is innovative in four aspects: 1) it is intelligent; 2) its development involved collaboration among three departments (education services, information technology, and research and evaluation), which is rare in K–12; 3) it is low-cost; and 4) it is more likely to be adopted.

III-H Kansas' Efforts in Developing the New System for Education Enterprise in Kansas (SEEK) Reporting Tool.....Pennsylvania

John Baranski, Kansas State Department of Education

1:45–2:45

The System for Education Enterprise in Kansas (SEEK) is one of the tools used by the Kansas State Department of Education to present longitudinal data to education stakeholders. SEEK has recently been rebuilt based on feedback from education data users and technical stakeholders. This presentation will analyze lessons learned from the previous versions of SEEK and demonstrate new enhancements to the application, including the High School Feedback and Data Audit reports.

III-I Transitioning From PEPTrak to myTrak.....Rhode Island

Natasha Scott and Lisa Craver, Cumberland County Schools (North Carolina)
Shawn Bay, eScholar LLC

1:45–2:45

Cumberland County Schools is a large district in North Carolina that serves more than 53,000 students. Beginning in 2010, Cumberland County partnered with eScholar to develop a new application to empower the educational team, including educators, parents, and students, to create personalized education plans and set academic intervention and behavioral goals. Since that time, the software has been fully developed and implemented across the district. Harnessing the power of comprehensive longitudinal data from the district's data warehouse has enabled the district to measure the effectiveness of the process and to continue to improve student learning. This presentation will provide an overview of the process, key features of the application, lessons learned along the way, and future outlook.

III-J Developing and Deploying an Early Warning System With R and State Longitudinal Data System (SLDS) Data.....South Carolina

Jared Knowles, Wisconsin Department of Public Instruction

1:45–2:45

This session will explore Wisconsin's work using data from the state longitudinal data system to develop early warning models of dropout and late graduation for students currently in middle school. Early work has shown that the system is able to accurately identify more than 60 percent of such students in the state by the end of seventh grade. This system is built entirely using open-source analytics tools and data common to all states. This session will address the current status of this work, challenges in building the system, plans for communicating the results to school districts statewide, and future improvements and extensions of the system.

2:45–3:00 Break

3:00–4:00 Concurrent Session IV Presentations

IV-A ED*Facts* Shared State Solution (ES3)—An Update ..... Colonial

Tom Ogle, Missouri Department of Elementary and Secondary Education
Joyce Popp, Idaho State Department of Education
Kim Carlson, South Dakota Department of Education
Steven King, ESP Solutions Group

3:00–4:00

The common components of ED*Facts* for all states have been standardized and shared across Idaho, Missouri, South Dakota, and Tennessee—so far. The ED*Facts* Shared State Solution (ES3) provides mechanisms for staging ED*Facts* data in a common way and sharing routines for creating compliant submission files. With multiple states contributing to reports and maintenance, ES3 provides an open solution for other partner states to join. Best practices have been incorporated into the architecture, processes, and documentation. In this session, each state's presenter will describe how ES3 benefits ED*Facts* data quality and reporting.

IV-B Grappling With the Voracious Demand for Education Data .....Chinese

Daniel Domagala, Colorado Department of Education

3:00–4:00

Colorado is utilizing a three-pronged approach to disseminating analytical data: 1) an information "portal" center for browsing; 2) an engaging "showcase" display of emerging themes or data stories; and 3) access to raw/bulk data. This presentation will demonstrate some of these delivery mechanisms and discuss emerging trends and strategies in the area of effective data delivery.

IV-C Disclosure Avoidance and the U.S. Department of Educations's School-Level Assessment Data Release.....State

Michael Hawes, U.S. Department of Education

3:00–4:00

This presentation will address the disclosure avoidance methodology used for the U.S. Department of Education's release of the school-level assessment data by grade and subgroup. The session also will discuss several resources that the Department of Education has recently developed to assist states with data privacy and disclosure-avoidance issues.

IV-D Education Standards Working Together Towards Best Practices ..... Promenade Ballroom

Beth Young, Quality Information Partners
Larry Fruth, SIF Association
Rob Abel, IMS Global Learning Consortium
Michael Sessa, Postsecondary Electronic Standards Council (PESC)
Lori Fey, Michael & Susan Dell Foundation
Brandt Redd, Bill & Melinda Gates Foundation

3:00–4:00

The education standards landscape is vibrant but can be confusing; this session will provide a detailed road map for users. These standards support users by providing a P–20W education data language, a method for exchanging this data, and data use implementations at the state, district, school, and classroom level. Each of these standards play a different part in supporting the education community, and this session will highlight several projects where these standards work together to provide a solution for users.

IV-E Facilitating Researcher Access to Statewide Longitudinal Data System (SLDS) ..... Georgia

Rosemary Collins, National Center for Education Statistics
Kathy Gosa, Kansas State Department of Education
Bethann Canada, Virginia Department of Education

3:00–4:00

The Kansas State Department of Education and the Virginia Department of Education will present in this session their different approaches to providing researcher access to their longitudinal data systems, including information about their data access policies, restrictions on use of data, open/public records requests, responsibility for review/approval of a data request, levels of data access, funding strategies for data access, and researcher training/preparation for use of data.

IV-F Memoranda of Understanding (MOUs): Interstate and Intrastate Agreements ..... Massachusetts

Baron Rodriguez, AEM Corporation
Jan Kiehne, Connecticut State Colleges and Universities (ConnSCU)
Connie Brooks, Iowa Department of Education

3:00–4:00

Want to see what a well-rounded Memorandum of Understanding (MOU) looks like and the process some of your peer states have undertaken to create this very important document? This session will provide an overview of the process involved in developing the key components of Connecticut's MOU and also discuss Midwest Education Information Consortium's (MEIC's) approach and MOU for sharing of data for the purposes of fulfilling the American Recovery and Reinvestment Act reporting requirements on graduates.

IV-G The Texas Student Data System and the Transition From the Person Identification Database (PID) to Unique ID—The Benefits and Reality ..... New York

Sharon Gaston, Texas Education Agency
Andrea Hartman and Figen Bilir, eScholar LLC

3:00–4:00

The Texas Student Data System (TSDS) is one of the largest district-facing data warehouses ever created in the United States. One of the cornerstones of the TSDS is the implementation of Unique ID, which provides a unique identifier for all staff and students in the state. During this session, representatives from Texas Education Agency and eScholar will discuss the transition process and the lessons learned from the statewide implementation, training, and deployment. Participants will learn about the benefits of the Unique ID system as well as the risks associated with implementing a new statewide identifier system for more than four million students and staff.

IV-H Pathways Between K–12, Higher Education, and Employment: Patterns From Ohio Administrative Data .....Pennsylvania

Joshua Hawley, Ohio Education Research Center, Ohio State University
Lisa Neilson, Center for Human Resource Research, Ohio State University

3:00–4:00

State governments and universities have developed new data systems to track individuals from early childhood education to workforce. Ohio's new P–20 system and Workforce Data Quality Initiative are both building systems capable of tracking people across the lifespan. Using this new data system, researchers have studied the progress higher education enrollees are making in the workforce. How the higher education system is responding to business demands for skilled workers is a major policy issue in Ohio and other states. This presentation will describe the employment outcomes from higher education, showing the capabilities of the new linked data systems for state policy analysts and the research community.

IV-I Why Vendor Variety and Standards Interoperability Are Key to Successful Implementation.....Rhode Island

Joe Griffin, Keller Independent School District (Texas)
Tim Beekman, SAFARI Montage

3:00–4:00

The importance of interoperability and adherence to standards in today's educational environment cannot be overstated. Keller Independent School District (KISD) in Texas has been recognized as a leader in instructional technology. In this session, Joe Griffin, Chief Technology Officer at KISD, will share his experiences and views on this timely topic, along with Tim Beekman, President and Co-Founder of SAFARI Montage. Mr. Beekman serves on the Board of the IMS Global Learning Consortium, which develops open interoperability standards for education. The focus of the

discussion will be on interoperability and the need for adherence to standards by a wide range of information technology vendors.

IV-J Data Unlimited: What a School System Can Accomplish When It Lets the Data Do the Talking ..... South Carolina

Ashley Daniel, Rogers Public Schools (Arkansas)

3:00–4:00

The steps one Arkansas school district took to guide and facilitate an educator movement toward more data-informed instruction will be outlined and explained in this session. The movement began in 2005 with developing a districtwide strategic plan and hiring a district-level statistician. The district has made significant academic gains through increasing data accessibility, facilitating staff data trainings, and evaluating and monitoring program implementations in conjunction with improving the alignment of curriculum, instruction, and assessment. Other outcomes have included closing achievement gaps, reducing dropout rates, and improving classroom instruction. Educational decisions from the boardroom to the classroom are now based on data.

4:00–4:15 Break

4:15–5:15 Concurrent Session V Presentations

V-A The Strategic Data Project (SDP) Toolkit for Effective Data Use: A Resource Guide for Conducting Analytics With Your Data ..... Colonial

Jared Knowles, Wisconsin Department of Public Instruction
Todd Kawakita, Harvard Graduate School of Education
Nicole Wagner, Los Angeles Unified School District (California)

4:15–5:15

Housed at the Center for Education Policy Research at Harvard University, the Strategic Data Project (SDP) partners with school districts, charter school networks, and state education agencies to bring high-quality research methods and data analysis to bear on strategic management and policy decisions. Our mission is to transform the use of data in education to improve student achievement. During this session, participants will understand how to conduct rigorous analytics in the areas of college-going success and human capital with existing data. Participants will hear from data strategists on the ground using the SDP Toolkit to perform rigorous analytics at the district and state level.

V-B Tracking the Achievement of Children Receiving Part C Early Intervention Services (Birth to Three) Into the Third Grade .....Chinese

Deborah Carran and Sara Hooks, Johns Hopkins University, School of Education
Stacey Dammann, York College of Pennsylvania
Jacqueline Nunn, Johns Hopkins University, Center for Technology in Education

4:15–5:15

Part C services provided under the Individuals with Disabilities Education Act (IDEA) for young children with special needs are intended to prevent, reduce, or ameliorate the long-term impact of developmental delays and disabilities. Only recently have states' longitudinal data systems permitted the linkage of data silos to track children across programs to determine the K–3 impact of Part C services. A historical cohort study tracked 58,839 children from one mid-Atlantic state in grade three during 2011–12, back to kindergarten (2008–09), and then back to Part C programs (exited in 2006–07). This study was designed to examine who the children were who received early intervening services for a cohort in 2006–07, what their educational placement was by grade three (2010–11), and how the Part C cohort was performing on high-stakes assessments compared to their peers. This session will discuss this study's findings.

V-C Connecting Common Education Data Standards (CEDS) and ED*Facts* Data Groups.....State

Ross Santy, U.S. Department of Education
Bill Huennekens, Washington State Office of Superintendent of Public Instruction
Levette Williams, Georgia Department of Education

4:15–5:15

The Common Education Data Standards (CEDS) Connect tool presents an opportunity for any state, district, or other user of educational data to document the ways in which specific elements are used for a specific use case. One potential use case is the reporting of aggregate statistics to the U.S. Department of Education (ED) through ED*Facts*, which every state education agency is required to do. This session will provide an overview of work currently being done within ED to document each ED*Facts* Data Group as a connection within the CEDS Connect tool. These connections can become the starting point for an improved national conversation and dialogue about how these aggregate statistics are actually calculated and reported from existing data on students, teachers, or schools. The session also will cover the work being started by several state education agencies to map their source systems and reporting processes in order to take advantage of the ED*Facts* Connections when published by ED.

V-D Engaging P–20 Stakeholders ..... Promenade Ballroom

Robin Taylor, SLDS State Support Team
Domenico Parisi, National Strategic Planning and Analysis Research Center (nSPARC) at Mississippi State University

4:15–5:15

Strategies for engaging P–20 stakeholders will be discussed in this session, including who is engaged and why, how stakeholders with varying backgrounds are engaged, roles and responsibilities of stakeholders, and lessons learned from engaging P–20 stakeholders. The session will include a demonstration of Mississippi's Longitudinal Data System (SLDS), more commonly known as Mississippi LifeTracks, as an example of a P–20 data system. LifeTracks is an interoperable data system that securely and efficiently facilitates research and analysis and provides linkages between early childhood, K–12, postsecondary education, and the workforce.

V-E State Actions to Ensure Effective Data Use ..... Georgia

Elizabeth Dabney, Data Quality Campaign
Bob Swiggum, Georgia Department of Education

4:15–5:15

Are states able to use data effectively to improve student achievement? Data Quality Campaign (DQC) annually surveys states to chart their progress toward implementing the DQC's "10 State Actions to Ensure Effective Data Use" and toward addressing other key policy issues. In this session, DQC will present an overview of the 2012 survey results, and the Georgia Department of Education will provide one state's perspective on taking such steps as providing teachers access to their students' longitudinal data. DQC will also discuss both the movement from focusing on building data systems to focusing on using data to meet stakeholders' needs and the 2013 DQC survey.

V-F Privacy Technical Assistance Center's (PTAC) Analysis of State Public Reports ..... Massachusetts

Baron Rodriguez, AEM Corporation
Marcus Bevier, South Dakota Department of Education
Josh Klein, Oregon Department of Education

4:15–5:15

Privacy Technical Assistance Center (PTAC) will share the work done to evaluate state education agency public reports, suppression techniques, and general recommendations around data disclosure avoidance methodologies. Each state will receive a sealed copy of the evaluation, and a few peer states will provide their thoughts on the results they received.

V-G Leveraging Real-Time Data Collection to Improve Achievement..... New York

Jim Peterson, Bloomington Public Schools District 87 (Illinois)
Aziz Elia, CPSI, Ltd.

4:15–5:15

IlliniCloud started as a grass-roots effort to build a shared, cloud-based technology infrastructure. The Race to the Top component includes collaboration with the state, Illinois Interactive Report Card (IIRC), and the Shared Learning Collaborative (SLC) to allow educators access to data, resources, and tools that will enhance student performance. The pilot project incorporates real-time district data extracts and validations that provide data to a cloud-based data store. In this session, District 87 will discuss error reporting, data correction and analytical tools to allow interoperability between student data, assessments, and other learning-related data. The impact this project has on students and educators and future goals will also be discussed.

V-H Labor and Education Data: Success Stories .....Pennsylvania

Jeff Sellers, SLDS State Support Team
Carol Jenner, Washington State Education Research and Data Center
Neal Gibson, Arkansas Research Center
Michael Taquino, National Strategic Planning and Analysis Research Center (nSPARC) at Mississippi State University
David Stevens, The Jacob France Institute, University of Baltimore

4:15–5:15

This session will be facilitated by SLDS State Support Team member Jeff Sellers. This session will cover types of workforce data, how workforce data can be linked to education data, the added value workforce data brings to K–12 education data, limits to the use of workforce data, and examples of workforce data use. Arkansas, Mississippi, and Washington will present success stories around linking education and workforce data.

V-I Kansas' Data Audit Framework Methodology:
Improving Data Quality in Educational Longitudinal Data Systems.....Rhode Island

Kelly Holder, Kansas State Department of Education

4:15–5:15

The Kansas State Department of Education (KSDE) has recently implemented a series of data audits in an effort to continuously improve data quality. In this presentation, KSDE will discuss the framework used in data auditing, the methodology used for data profiling, and the steps for the validation of data as it arrives in source systems and is later staged to stars or cubes. Empirical examples of how business logic has been implemented as a result of KSDE's data audits will also be provided.

V-J Learning From Others in South Carolina: Development of A Single-Source Analytics Model for Use in K–12 Education ..... South Carolina

Paul Butler-Nalin, South Carolina Department of Education
Sean Mulvenon, University of Arkansas

4:15–5:15

The South Carolina Department of Education has recently begun adopting a single-source model approach to improve the use of educational data in its school systems in efforts to improve student achievement. In the past, multiple data platforms have made it difficult or time consuming to integrate data from different sources, vendors, or even school systems into one system for use in completing the necessary analytics for reports. A presentation by the educational statisticians from the University of Arkansas outlined a single-source approach, emphasizing how to "capture" data from multiple sources in an improved data analytics and reporting system. The goal of this presentation is to demonstrate how, with limited support and a commitment to the process, this transition can be completed by any district or state while improving the cost efficiency and effectiveness of their data systems.

8:00–5:15 **Registration ..... Promenade**

8:00–5:00 **Cyber Café and Demonstrations Open ..... East**

9:00–10:00 Concurrent Session VI Presentations

VI-A **Best Practice: Nightly Data Collection ..... Colonial**

James McMahon, Louisiana Department of Education
Kamal Kumar, Otis Educational Systems, Inc.

9:00–10:00

The Louisiana Department of Education found itself needing more data for analysis and reporting. However, the department wanted to limit or reduce the burden placed on the districts and charter schools to provide such data. This session will address how Louisiana, working with its statewide longitudinal data system (SLDS) partner, implemented a process and system that collects and loads data into the SLDS nightly in an automated manner. It is a simple, quick, non-intrusive solution that has relieved a major headache for the state as well as its districts. The source systems providing the data are hosted at various sites across the state and outside the state. Louisiana is now considering expanding this solution to collect data statewide and completely removing the state reporting requirement from its districts. Additionally, this may also be the solution to support the Partnership for Assessment of Readiness for College and Careers (PARCC) requirement for nightly data.

VI-B **SLDS Session: Establishing, Documenting, and Institutionalizing K–12 Data Governance Policies and Processes ..... Chinese**

Corey Chatis, SLDS State Support Team
Christina Tydeman, Hawaii State Department of Education
Bill Huennekens, Washington State Office of Superintendent of Public Instruction
Kathy Gosa, Kansas State Department of Education

This session is limited to P–20W SLDS Staff from grantee and non-grantee states. This session was originally scheduled for the SLDS Best Practices Conference.

9:00–11:15

This panel discussion will address the critical components of P–20 data governance, including lessons learned and success stories from Washington, Kansas, and Hawaii. Hawaii will discuss the governance structure and data resolution process. Washington will discuss roles and decisionmaking authority and its data management committee. Kansas will walk through the governance escalation process and the data steward board. This discussion will be followed by small-group breakouts to discuss participants' specific questions/challenges.

VI-C Virginia Longitudinal Data System—Accessing Multiple Datasets and Merging Records ..... State

Matthew Bryant, Virginia Department of Education
Will Goldschmidt, Virginia Information Technologies Agency (VITA)
Jeremy Adams, Virginia Tech University
Aaron Schroeder, National Strategic Planning and Analysis Research Center (nSPARC) at Mississippi State University

9:00–10:00

The Virginia Longitudinal Data System (VLDS) provides researchers with access to data from multiple datasets. These data are available only after cohort records from the datasets have been matched, requiring either a common identifier or performing matching routines. This presentation will provide a description and demonstration of the solution used by the VLDS and will address some of the challenges presented with working with multiple, disparate datasets.

VI-D Ensuring Data Governance Across the P–20W Spectrum..... Promenade Ballroom

Keith Brown, SLDS State Support Team
Melissa Beard, Washington State Office of Financial Management
Michael Taquino, National Strategic Planning and Analysis Research Center (nSPARC) at Mississippi State University

9:00–10:00

This session will be facilitated by Statewide Longitudinal Data System (SLDS) State Support Team member Keith Brown. The session will cover transitioning from a single-sector data governance structure to a P–20W data governance structure, strategies for engaging relevant stakeholders, roles and responsibilities, decisionmaking processes, accountability, and mandated or collaborative governance. Representatives from Washington and Mississippi will present their P–20W governance best practices and lessons learned, with an opportunity for discussion.

VI-E Anywhere, Anytime, Over Time: Longitudinal Data to the Teacher Desktop..... Georgia

David Uhlig, Charlottesville City Public Schools (Virginia)
Bethann Canada, Virginia Department of Education

9:00–10:00

In Spring 2011, Charlottesville City Schools was awarded a Longitudinal Data Systems grant through the Virginia Department of Education and the U.S. Department of Education. The district's proposal was to integrate Pearson Inform with its PowerSchool Student Information System (SIS) to bring disparate assessment data together in one interface in a FERPA-compliant manner to allow teachers and administrators to implement academic improvement plans for all students. This presentation and demonstration will highlight the following aspects of the grant criteria: linking student data

with teachers responsible for their instruction, providing data on teacher and principal evaluation systems, and providing teachers and principals with information on student growth and achievement.

VI-F Growth and Enhancement of Montana Students (GEMS)—Montana's Statewide Longitudinal Education Data System ..... Massachusetts

Jamey Ereth and Sue Mohr, Montana Office of Public Instruction
Michael Tonderum, Aspect Software, Inc.

9:00–10:00

This presentation will give an overview and demonstration of Montana's new statewide longitudinal data system that provides access to multiple years of data and interactive reports on student achievement, graduation rates, enrollment, program and course offerings, district and school profiles, the National Assessment of Education Progress (NAEP), and financial information reported by school district, to name a few. Additionally, Growth and Enhancement of Montana Students (GEMS) provides users the ability to compare Montana schools side by side.

GEMS is based on the Microsoft Business Intelligence offering. Montana also has added some third-party components in the mix to help it efficiently manage metadata and business process workflows inside the system.

In this presentation, we will focus on the GEMS Web portal and demonstrate all of its functionality and/or we could add on other areas of interest, such as how the project developed by discussing our roadmap from the planning phase into our implementation phase; we could also discuss our Data Governance process that we have developed along with the GEMS project, or get technical about the framework and platform—or all of the above.

VI-G Approaches to Agency Restructuring Toward Common Goals ..... New York

Robin Taylor, SLDS State Support Team
Kurt Kiefer, Wisconsin Department of Public Instruction
Kim Nesmith, Louisiana Department of Education
Jeff Noel, District of Columbia Office of the State Superintendent of Education

9:00–10:00

Each presenting state in this session will describe its plan for restructuring toward common goals within its own agency or as a collaborative process involving other state agencies. Presenters will detail reasons behind restructuring, lessons learned so far in the process, and their vision for the finalized agency structure. States will also provide examples of establishing common goals, lessons learned in agency restructuring, and ways they used the statewide longitudinal data system to assist in agency restructuring.

VI-H Beyond Data Standards and Cleansing: Steps to Improve Information Quality.....Pennsylvania

Cyndi Holleman, Florida Department of Education

9:00–10:00

Florida has had an automated student and staff reporting system in place for more than 25 years and uses many data indicators for the state's high-stakes accountability and funding system. Full-time equivalent (FTE), class size initiatives, graduation and dropout rates, discipline data, and highly qualified teacher data are a few of the high-profile data categories required by state and federal legislation. This session will highlight the procedures and various data reports used to ensure the accuracy and validity of electronically submitted student and staff data.

VI-I A School Turnaround Model With Unprecedented Results!
Use of New Technology to Measure and Guide Progress.....Rhode Island

Kari Yeater, North Monterey County Unified School District (California)
Nina Rosete and Dawn Verdick, iResult, LLC

9:00–10:00

This session will describe how a district with three Turnaround Schools won a $16 million school improvement grant, increased its academic performance index by an average of 40-plus points, doubled the number of students who went on to attend college, and received federal monitoring's implementation rating of "flawless"—all through the use of impact management technology. The secret was realizing that academic problems are often caused by a combination of social, learning, and behavioral challenges. Using a model of community-centric education reform, educators and non-profit organizations shared responsibility for addressing these challenges to improve academic results. Using iResult's Impact Management Solution, schools and non-profits shared student data, identified real-time needs, and executed programs to fill the gaps and get students back on track.

VI-J Data Standards for Content: Granular
Learning Standards, Learning Resources.....South Carolina

Richard Culatta, U.S. Department of Education
Jim Goodell, Quality Information Partners
Douglas Levin, State Educational Technology Directors Association (SETDA)
Michael Jay, Educational Systemics

9:00–10:00

Since the 2012 Data Conference, there have been significant new developments related to learning standards, education resources (including open educational resources and assessment repositories), and corresponding data standards. This session will examine key developments, including those related to the Common Core State Standards-Granular Identifiers and Metadata (CCSS-GIM) project, the Common Education Data Standards (CEDS) Version 3 release, the Learning Registry, and the Learning Resource Metadata Initiative (LRMI).

10:00–10:15 Break

10:15–11:15 Concurrent Session VII Presentations

VII-A Innovative Data Collection Techniques for Public School Boundary Information ..... Colonial

Tai Phan, National Center for Education Statistics
Andrea Conver, Sanametrix
Adrienne Allegretti, Blue Raster, LLC

10:15–11:15

As part of a project to obtain public school boundaries, NCES began work on a tool that allows school districts to electronically draw or upload school boundaries through a new online application. Once all boundaries have been drawn, the data is stored and provided to NCES for further geoprocessing and analysis. This session will explain how the tool will allow users to export data for state and/or district use in a variety of formats and will also support the upcoming 2013-2014 national school boundary collection for the Public School Boundary Geodatabase (PSBG). Once processed, the data will be distributed on the SDDS Map Viewer (http://nces.ed.gov/surveys/sdds).

VII-B SLDS Session: Establishing, Documenting, and Institutionalizing K–12 Data Governance Policies and Processes.....Chinese

Corey Chatis, SLDS State Support Team
Christina Tydeman, Hawaii State Department of Education
Bill Huennekens, Washington State Office of Superintendent of Public Instruction
Kathy Gosa, Kansas State Department of Education

This session is limited to P–20W SLDS Staff from grantee and non-grantee states. This session was originally scheduled for the SLDS Best Practices Conference.

9:00–11:15

This panel discussion will address the critical components of P–20 data governance, including lessons learned and success stories from Washington, Kansas, and Hawaii. Hawaii will discuss the governance structure and data resolution process. Washington will discuss roles and decisionmaking authority and its data management committee. Kansas will walk through the governance escalation process and the data steward board. This discussion will be followed by small-group breakouts to discuss participants' specific questions/challenges.

VII-C Apps4VA: Enlisting the Public in Apps Creation for Data Analysis.....State

Bethann Canada, Virginia Department of Education
Paul McGowan, Center for Innovative Technology

10:15–11:15

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

VII-D A Data-Driven Approach to . . . Training, Deployment, and Communication.....Promenade Ballroom

Brian Rawson, Texas Education Agency
Melanie Meador, Deloitte Consulting LLP

10:15–11:15

In 2013, the Texas Education Agency (TEA) will begin the statewide deployment of the Texas Student Data System (TSDS) to more than 1,200 independent school districts that serve nearly five million students. As part of its extensive preparation and planning, TEA conducted surveys to assess the awareness, readiness, and capabilities of the districts and regional service centers to adopt TSDS. In addition to allowing TEA to be very focused with its initial outreach activities, the results of the surveys helped shape TEA's communications across the state and its planning for communications and deployment. This presentation will look at the survey objectives, how the results informed strategy and planning, and how a data-driven approach optimizes the use of resources while supporting high levels of adoption.

VII-E Incorporating Head Start Data Into Your Statewide Longitudinal Data System (SLDS).....Georgia

Missy Cochenour, SLDS State Support Team
Colleen Murphy, Utah Early Childhood Comprehensive Systems Initiative
Denise Mauzy, Opportunities in a Professional Education Network (OPEN) Initiative at the University of Missouri

10:15–11:15

This session will be facilitated by Statewide Longitudinal Data System (SLDS) State Support Team member Missy Cochenour. State panelists will share best practices and lessons learned from their states' work to incorporate Head Start data into their SLDSs. Additionally, panelists will discuss possible elements to begin the exchange and how they can be used to further conversations in a

state and build buy-in and support, effective models for engagement, and needed processes and policies.

VII-F Anatomy of Data Linking in the P–20 World ..... Massachusetts

Laurel Ballard, Wyoming Department of Enterprise Technology Services
Alex Jackl, Choice Solutions, Inc.

10:15–11:15

Linking records through time and horizontally across agencies and institutions is not a trivial problem. The effort involves attending to such issues as periodicity, source ownership, data grain, PII-issues, data privacy laws (both local and federal), and the fact that there are more fiefdoms and political boundaries than can be imagined, as well as having to deal with vendors vying for position and placement. What is a state to do? This session will walk through the issues Wyoming struggled with as it tackled this problem and explore how it dealt with the legislature, its higher education partners and cross-agency politics. Bring your questions and thoughts as we have an open dialogue about these issues starting with how the state of Wyoming began its struggle and how we resolved these data-linkage issues.

VII-G Privacy Technical Assistance Center (PTAC) Toolkit: New Design! New Materials! ..... New York

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

10:15–11:15

Privacy Technical Assistance Center (PTAC) has a variety of new publications, training videos, and reference materials. Join us as we navigate PTAC's new website and latest publications. PTAC will also provide a preview of upcoming publications, trainings, and events for 2013.

VII-H Data Linking for Analytics—K–12 to Community College to University.....Pennsylvania

John Watson, Institute for Evidence-Based Change
Todd Ikenaga and Jean Osumi, University of Hawaii

10:15–11:15

With a focus on data use and an emphasis on cross-segment data tracking, we will present in this session the techniques and outcomes of projects from multiple states that link education data with labor data. Also included will be a discussion of the various analytics reports and output prepared, including dynamic web-based reporting, various dashboards, and OLAP cubes and cube browsers.

VII-I Context Matters in Diné Education: Factors Contributing to the Academic Achievement of Navajo Students.....Rhode Island

Kalvin White, Navajo Nation Department of Diné Education

10:15–11:15

This presentation will address contextual factors that impact the academic achievement of Navajo students attending schools on the Navajo Nation. The Navajo Nation has implemented a multi-level data analysis method to identify the nontraditional factors impacting student academic achievement. Results of this study are based upon the data collection completed for 800 Navajo students.

VII-J Use Open-Source Software to Collect and Manage Data Easily and Cheaply ..... South Carolina

Bo Yan and Mike Slagle, Blue Valley School District (Kansas)

10:15–11:15

Many districts have adopted a large data system, such as PowerSchool, to collect and manage generic data, such as demographics and enrollment; however, such systems lack the flexibility to collect and manage particular data, which is often needed for specific programs. In this session, the presenters will demonstrate how Moodle and LimeSurvey, two pieces of open-source software, have been employed to build online interfaces where data can be easily collected and managed. This presentation will be particularly useful for districts that are trying to find a cheap and easy way to collect and manage data that cannot be easily dealt with by their large, generic data system.

11:15–11:30 Break

11:30–12:30 Concurrent Session VIII Presentations

VIII-A Data Analysis Technical Assistance (DATA) User Group Meeting..... Colonial

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

This session is limited to SEA/LEA Staff.

11:30–12:30

This will be a group meeting of state and local education agency staff involved in conducting and/or vetting analysis, using their agencies' administrative data to share information on statistical methods and resources. The Data Analysis Technical Assistance (DATA) User Group is the core of a broader data analysis community of practice (DATA-COM) where agency analysts can draw on the expertise of each other and of researchers capable of helping education agencies increase statistical capacity.

If you are not a state or local education agency analyst but are interested in participating in the broader community of practice, you are welcome to attend the open DATA-COM session (IX-A at 1:45 p.m.).

VIII-B Data for Action: How Oklahoma Is Efficiently Expanding Data Tools.....Chinese

John Kraman, Oklahoma State Department of Education
Kathleen Barfield, Edvance Research, Inc.
Lori Fey, Michael & Susan Dell Foundation

11:30–12:30

Across Oklahoma, educators are accessing new data tools while the data infrastructure is being updated and improved. This session will offer a look into the Early Warning Indicator System and the School Data Partner Tool, as well as plans to expand functionality to encompass powerful Ed-Fi-enabled dashboards and key training and intervention tracking components, PM Village, which was originally developed by Edvance Research. Hear how stakeholders are reacting to, using, and informing the development of these evolving tools.

VIII-C Higher Education Longitudinal Data System in New York State .....State

Charlene Swanson and Andrew Setzer, New York State Education Department
Russ Redgate, eScholar LLC

11:30–12:30

The New York State Education Department (NYSED) with its P–20 statewide longitudinal data system (SLDS) platform vendor, eScholar, will discuss in this session the goals and objectives driving NYSED to expand its education SLDS data collection to include higher education information from the State University of New York (SUNY) and the City University of New York (CUNY). Topics include policy considerations, identification and enlistment of various stakeholders, current and future scope of data collection efforts, and NYSED's roadmap for using these data to improve curriculum and policy decisions throughout the education continuum. Attendees of this session will be given the opportunity to share their experiences implementing postsecondary data collection.

VIII-D Using Name Change and Non-Education Administrative Data to Assist in Identity Matching .....Promenade Ballroom

John Sabel, Washington State Education Research and Data Center
Carol Jenner, Washington Office of Financial Management

11:30–12:30

Identity matching techniques often utilize name data to assist in linking data longitudinally and across sectors. Though these techniques can handle some variations in names, they have difficulty with significant name changes. In these cases, using outside sources of name changes becomes essential. This session will describe those sources that are used by the Washington State Education Research and Data Center (ERDC) to match seemingly disparate data. Though these sources are specific to Washington State residents, analogous sources could potentially be available in other states. This session will also describe how these sources are prepared and how they are used in identity matching.

VIII-E Training Local Stakeholders to Use Longitudinal Data Systems (LDS).....Georgia

Robin Taylor, SLDS State Support Team
Justin Katahira, Hawaii State Department of Education
Bob Swiggum, Georgia Department of Education
Steve Garner, Delaware Department of Education

11:30–12:30

Panelists will give an overview of local stakeholder training for their state's longitudinal data system, including who is trained, who provides the training, what content is included in the training, and how training occurs. Panelists will also discuss lessons learned regarding increasing stakeholder participation and increasing training effectiveness.

VIII-F Tennessee Connects the State With Race to the Top Longitudinal Data Systems..... Massachusetts

Tammy Lemon and Tom Jenkins, The University of Tennessee
Jim Rife and Glynn Ligon, ESP Solutions Group

11:30–12:30

The University of Tennessee's Center for Business and Economic Research (CBER) has consolidated data from labor, higher education, and K–12 education agencies. This session will explore how CBER has used the diverse data sources to create a true P–20 longitudinal data system (Measure Tennessee) designed to answer any question the governor, legislatures, researchers, educators, program administrators, parents, college applicants, or students could imagine. We will share insight on our journey through governance issues, security demands, metadata alignment mappings, master person indexing, and ETL-ing while creating the Measure Tennessee data system. Domains—you can only begin to count the domains.

VIII-G Automating State Reporting—A Regional Service Agency Success Story ..... New York

Larry Fruth, SIF Association
Jennifer Schmidt, Tri-Rivers Educational Computer Association (TRECA)

11:30–12:30

The regional agency focus on supporting its local school districts is continuing to expand in this age of "doing more with less." Add on top of that now the increased role of mandated state reporting, and you have a recipe for increasing stress and time. This session will focus on the standardized approach that Ohio has taken to automate state reporting to ease the "pain" on schools and regional service agencies—the good and the bad!

VIII-H Exploring North Carolina School Statistics: A Look at Our New Online Statistical Profile and ARRA/RTTT Financial Reporting Application .....Pennsylvania

Andrew Cox and Frank Cernik, North Carolina Department of Public Instruction

11:30–12:30

This session will explore the collection of, use of, and reporting of financial and student accounting data that is published on the North Carolina Public Schools website in its new online Statistical Profile (a compilation of statistical data at the state, local education agency, and charter school levels) that is easily accessible for public use. In addition, the presenters will explore statistical data published in North Carolina's ARRA/RTTT Financial Reporting Application.

VIII-I Preliminary, Provisional, and Final Data—Establishing a Data Release Life Cycle.....Rhode Island

Ross Santy, U.S. Department of Education

11:30–12:30

Data collected for programmatic or policy purposes go through an annual life cycle that can make it difficult to put out data in a timely fashion. Over the past year and a half, the U.S. Department of Education (ED) has been organizing around a three-stage model for data release that should result in shorter timelines between collection and publication. This session will cover how the three stages will be applied to a subset of data collected through ED*Facts*. The session will also include opportunities to provide feedback to ED on how the three-stage model could interact with state and/or local models of data release.

12:30–1:45 Lunch (on Your Own)

1:45–2:45 Concurrent Session IX Presentations

IX-A Data Analysis Technical Assistance Community of Practice (DATA-COM) ..... Colonial

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

1:45–2:45

This will be an open session for the broad data analysis community of practice supporting the exchange of information and resources for state and district education agencies and their partners. The focus of this exchange will be on statistical methods for analyzing administrative data. This is not a policy or information technology discussion session, but an "in-the-weeds" methodological knowledge utilization session. Some of the areas of interest to the core Data Analysis Technical Assistance (DATA) User Group of state and local education agency analysts are growth models, teacher effects, early warning indicators, student population projections, synthetic datasets, GIS data, data visualizations, and powerful descriptive analysis.

IX-B Cross-Border Collaboration—Idaho and Virginia Statewide Longitudinal Data System (SLDS) Programs ..... Chinese

Matthew Bryant and Bethann Canada, Virginia Department of Education
Andy Mehl, Idaho State Board of Education
Jeff Sellers, SLDS State Support Team

1:45–2:45

The Idaho and Virginia Statewide Longitudinal Data System (SLDS) programs have embarked on an innovative path to formally cooperate and share technology in building their respective systems. Virginia is readying to launch the Virginia Longitudinal Data System, and Idaho is in the preliminary stages of SLDS design. The two states are undertaking a formal cooperative agreement to share technology and resources. This panel will discuss the plans and also the involvement of the State Support Team.

IX-C Engaging Internal Stakeholders/Program Offices as Clients of a Statewide Longitudinal Data System (SLDS) ..... State

Robin Taylor, SLDS State Support Team
Jay Pennington, Iowa Department of Education
Sue Mohr, Montana Office of Public Instruction
Cathy Rinehart, Kansas State Department of Education

1:45–2:45

An important but often overlooked group of statewide longitudinal data system (SLDS) stakeholders are those within the state education agency (SEA), program offices, SEA leadership, and other internal staff. Panelists at this session will provide an overview of how they successfully engaged SEA internal stakeholders and what they learned from doing so. Panelists will also provide some strategies and tips for stakeholder participation.

IX-D Maximizing Common Education Data Standards (CEDS)—The Kansas Story ..... Promenade Ballroom

Andrea Hall and Kathy Gosa, Kansas State Department of Education

1:45–2:45

Common Education Data Standards (CEDS) has created a means by which Kansas can more efficiently collaborate and communicate with other organizations, program areas, researchers, data analysts, and other education stakeholders. Having a central location to align, map, and compare its data elements to national standards and other states provides Kansas with more information to use in discussions with program areas and other organizations when defining and validating our own data definitions. This centralizing effort has also given Kansas the means to implement and

maintain its metadata, which, when accompanied by the availability of the common education data standards, helps it meet its objective of easing the burden on Kansas schools by minimizing the collection of redundant data. During this session, the presenters will discuss the benefits that Kansas sees through data alignment and use of CEDS Align and Connect tools. The presenters will describe Kansas' process of identifying and defining data elements; aligning and mapping them within CEDS; and making them useful by researchers, organizations, and other states. Finally, the presenters will discuss how this entire process will enhance and make more meaningful the information it is reporting back to its districts, schools, and other stakeholders.

IX-E National Assessment of Educational Progress (NAEP) Observable Data From Computer-Based Assessments ..... Georgia

Bobbi Woods, National Center for Education Statistics
Gregory Anderson, Fulcrum IT Services LLC

1:45–2:45

What did the National Assessment of Educational Progress (NAEP) learn from capturing student observable data during 2011 and 2012 in writing and during 2011 in math computer-based assessments? In this presentation, NAEP will share insights gleaned from an analysis of observable data—how fourth, eighth, and twelfth graders interacted with the NAEP computer-based assessment system. For example, what is the total number of times a student uses a particular system feature and when is the action performed? Recording these actions provides for a greater breadth of data, the potential for additional post-assessment analysis, and critical input for future system enhancements. The presentation will also show how and when students used key test customization and accommodation features.

IX-F MyDataButton ..... Massachusetts

Michael Sessa, Postsecondary Electronic Standards Council (PESC)
Jeffrey Alderson, ConnectEDU, Inc.
Shawn Bay, eScholar LLC

1:45–2:45

The White House and the U.S. Department of Education have teamed up to ensure the availability of student data for students themselves through an initiative called MyDataButton. Representatives from Postsecondary Electronic Standards Council (PESC) have been participating in this initiative and at this session will provide an overview of the initiative, what systems are involved, and how others can get involved.

IX-G Including Course Records in Statewide Longitudinal Data Systems (SLDS): Benefits, Challenges, and Progress Made ..... New York

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

1:45–2:45

Student transcripts and course records are universal sources of data across schools and districts. An increasing number of states are incorporating these data into their longitudinal data systems. This session describes the benefits and challenges of doing so. Results from a recent survey of state representatives about the status of centralized course record databases in their state will be presented. The respondents were asked about the types of course record data elements included in these databases, their use of common course coding systems, and planned future developments for those databases.

IX-H Starting From "Scratch" With a District Data System.....Pennsylvania

Larry Fruth, SIF Association
James Yap, Byram Hills Central School District (New York)

1:45–2:45

This interactive session will provide attendees with information on how to leverage lessons learned in data management when moving from a highly developed interoperable data enterprise to a non-linked system in a new district and back up the other side. Information includes a customer needs analysis, systems integration and usage of open standards, and automatic ETL usage, including usage of the Common Education Standards work.

IX-I How Good is Good Enough? Matching Records Across State Agencies .....Rhode Island

Shara Bunis, Pennsylvania Department of Education
Barbara Clements, ESP Solutions Group

1:45–2:45

Merging data from different agencies presents a number of policy, technical, and security/privacy issues that need to be addressed. Solving the technical issues may actually be much easier than solving the data matching and data governance issues. This session will explore the key drivers affecting identity matching and the issues and possible solutions for data management and data governance.

IX-J Using a Social Network and an Online Knowledge Base to Increase Collaboration and Communication Across Schools/Districts ..... South Carolina

Irene Koffink and Michael Schwartz, New Hampshire Department of Education

1:45–2:45

For the past four years, every school in New Hampshire has had access to a statewide data system enabling schools to leverage data to inform instruction. Educators across the state use data to personalize education, identify curricula changes, target groups of students, assist with special education plans, and guide education in many other ways. After providing training and assistance to schools in a myriad of ways, New Hampshire has now built a social network that combines an online, targeted knowledge base with a virtual network. This network offers online tools, blogging, and collaboration between schools and with content experts. Come learn more about this online social network that New Hampshire has built with 2Revolutions and EduPlanet. Hear about the lessons learned, initial successes, and ongoing plans.

2:45–3:00 Break

Common Education Data Standards (CEDS) Workshop
3:00–5:15 ..... East

Jim Campbell, SLDS State Support Team

The Common Education Data Standards (CEDS) project is not just a standard and a set of powerful tools. CEDS is a conversation starter and a path to effective P–20W data sharing and utilization. This two-hour, hands-on CEDS session located in the Cyber Café will include two differentiated "CEDS Lab" sessions, in which participants can confer with each other and with CEDS leads Jim Campbell, Nancy Copa, and Beth Young as state teams Align and Connect their data systems' dictionaries to the CEDS. The first hour-long session is intended for state and district users who are less experienced with the CEDS toolkit (for example, states that have started mapping a data system to CEDS but are experiencing challenges with the mapping process). The second session is aimed at more experienced state and district users (for example, states that have completed—or are close to having completed—mapping and publishing one or more of their systems to CEDS and may be expanding their work with CEDS to include data governance, data sharing based on the CEDS model, and/or use of the CEDS Connect tools).

Because the Cyber Café will have 15 computers connected to the Internet, participation in the CEDS Labs is limited for states that need to take advantage of hotel-provided Internet access. Additional space will be available (but still limited) for state and district teams that can bring their own "hot spots."

3:00–4:00 Concurrent Session X Presentations

X-B **Statewide Longitudinal Data System (SLDS) Eye Candy: How Utah Uses Data to Visualize Transitions of College Graduates Into Specific Industry Sectors Using Open-Source Software.....Chinese**

Andrew Mingl and Ricardo Silva, Utah College of Applied Technology
John Brandt, Utah State Office of Education

3:00–4:00

This session will provide conference attendees step-by-step instructions on using open-source software tools to powerfully visualize postsecondary graduates by career cluster as they transition into specific industry workforce sectors and subsectors. Transform your boring statewide longitudinal data system (SLDS) Excel files into organic, eye-catching graphs for policymakers and administrators within your state. Using free, open-source software designed to map the relationship of chromosomes between species, the Utah Data Alliance is mapping the transition of postsecondary graduates from career pathways and clusters into specific industry and industry subsectors for better alignment of higher education and workforce.

X-C **District Tools for Understanding, Calculating, and Managing Adjusted Cohort Graduation Rates.....State**

Bari Erlichson, New Jersey Department of Education
Jim McGlynn, PCG Education

3:00–4:00

In this session, participants will learn about the pathways taken by the New Jersey Department of Education to calculate four- and five-year-adjusted cohort graduation rates, manage and process student-level graduation appeals from local education agencies, and report on that data through NJ SMART, the statewide longitudinal data system. Participants will gain insight into the process for calculating the performance measure, the trainings that were developed to support and inform district personnel, and the reporting tools that have been deployed to help educators identify students who are at risk.

X-D Surfacing Data in Meaningful Ways: South Carolina's Approach to Data for Parents, Teachers, Policymakers, and the Public..... Promenade Ballroom

Paul Butler-Nalin, South Carolina Department of Education
Laurie Collins, UPD Consulting
Lori Fey, Michael & Susan Dell Foundation

3:00–4:00

By utilizing education data standards, the South Carolina Department of Education is providing data for a wide range of stakeholders—without starting from scratch. In this session, you will hear how existing data components and research are being revitalized to provide actionable information to decisionmakers across the educational spectrum.

X-E A Tool for Program Offices to Evaluate Their Data Quality Review Process: Early Lessons..... Georgia

Kelly Worthington, Noah Mann, Bobbi Stettner-Eaton, Richelle Davis, Darla Marburger, and Meredith Miceli, U.S. Department of Education

3:00–4:00

This session will describe current ED*Facts* Data Governance Board (EDGB) work around data quality, including a newly developed tool for program offices to examine and build systems for examining data quality. Presenters will discuss early program implementation of the EDGB tool. Program representatives will discuss how the tool was used to strengthen data-review procedures at the same time that the program's data-review process transitioned from a grantee task to an "in-house" responsibility in the fall of 2012.

X-F Designing and Implementing Data-Driven Educational Solutions for the District and State..... Massachusetts

Ron Kleinman, SIF Association
Alex Jackl, Choice Solutions, Inc.
William Hurwitch, Maine Department of Education
Laurel Ballard, Wyoming Department of Enterprise Technology Services
Peter Tamayo, Washington State Office of Superintendent of Public Instruction

3:00–4:00

This session identifies the real-world challenges to successfully integrating a set of diverse educational applications into a single, unified data solution, and provides attendees with the necessary techniques to address them. Areas covered include 1) data management: ensuring educational data collected by an application gets to where it needs to go in real time; 2) data privacy: guaranteeing that organizational security policies are maintained and enforced (including

restricting access to individual elements in student discipline and health records); and 3) data standards: mandating the format of data both when stored in a database and when being transmitted over the wire between applications.

X-G Longitudinal Analyses Using Linked Education and Workforce Data ..... New York

Carol Jenner, Washington Office of Financial Management

3:00–4:00

Workforce information is multifaceted and includes individual-level employment and unemployment data as well as characteristics of community or regional-level labor markets. This session will describe the ways in which workforce data can be incorporated into an education-focused longitudinal data system. This presentation will also address the types of workforce information available, what questions can be addressed by incorporating workforce data into the longitudinal data system, sources of workforce data, how to acquire workforce data, and tips for preparing workforce data for incorporation in a P–20W data system. A variety of examples using workforce data in conjunction with K–12 and postsecondary data will be presented.

X-H Closing the Gap—Effective Use of Educational Data to Strengthen Classroom Instruction ..... Pennsylvania

Keith Krueger, Consortium for School Networking
Shawnte Holland, Gartner, Inc.

3:00–4:00

Similar to longitudinal data systems, student information systems (SIS) and learning management systems (LMS) have the capacity to store large amounts of student data, but state and district educators seeking to utilize these systems are confronted with a bewildering array of products and features for next-generation management systems. Through the Closing the Gap—Turning Data Into Action project, participants will gain an understanding of the current state of SIS/LMS solutions and how they are being used by K–12 educators to strengthen classroom practice. Session topics include SIS/LMS vendor product report, selection and implementation templates, case studies, and practical professional development materials.

X-I Title I Allocation Inputs ..... Rhode Island

Jasen Taciak and Ian Millett, U.S. Census Bureau
William Sonnenberg, National Center for Education Statistics

3:00–4:00

The annual production and use of school-age poverty estimates for the Title I Allocation process is a multistep project undertaken by the U.S. Census Bureau and the National Center for Education Statistics. This presentation will describe that 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.

X-J Agile Development Using Scrum..... South Carolina

Daniel Retzlaff, Wisconsin Department of Public Instruction

3:00–4:00

This presentation will demonstrate how the Wisconsin Department of Public Instruction uses Scrum for applications development for its data collection and data management systems. The presenter will provide an interactive tutorial of what Agile/Scrum is; how Wisconsin implemented it; what benefits it has to offer for a development team or business and data analysts; and how it helps Wisconsin's local education agencies (LEAs).

4:00–4:15 Break

4:15–5:15 Concurrent Session XI Presentations

XI-B Update on the Midwest Education Information Consortium (MEIC) Interstate ID Exchange Project.....Chinese

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

4:15–5:15

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 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 presenters in this session will discuss their progress, the technologies being used, and the challenges they encountered for their state.

XI-C Effective Project Planning and Managing Change: How States Handle Unexpected Changes.....State

Robin Taylor, SLDS State Support Team
Christina McDougall, Washington State Education Research and Data Center
Matthew Brownlee, District of Columbia Office of the State Superintendent of Education
Tom Olson, South Carolina Department of Education

4:15–5:15

Washington, Wisconsin, and the District of Columbia will share relevant tips, strategies used, and the lessons they learned when faced with unexpected challenges to their original plan for statewide longitudinal data system (SLDS) development and improvement.

XI-D Common Education Data Standards (CEDS) Supporting Assessment Systems Development.....Promenade Ballroom

Larry Fruth, SIF Association
Jill Abbott, Abbott Advisor Group
Rob Abel, IMS Global Learning Consortium

4:15–5:15

The Race to the Top Assessment (RTTA) Grant Program presents some grand challenges for assessment systems. One of the critical components when building comprehensive assessment systems involves the various technical considerations and the advantages of utilizing open technical standards. The SIF Association and IMS Global Learning Consortium communities, in partnership with the Smarter Balanced Assessment Consortium and the Partnership for Assessment of Readiness for College and Careers consortia, have joined forces to develop a standards-based technical solution in support of the RTTA Grant Program for deployment in states and schools. This session will explore the capacity of this technical solution to inform the continually maturing Common Education Data Standards (CEDS) and the ways in which CEDS suggestions for Assessment Interoperability Framework (AIF) will be considered in all AIF deliverables.

XI-E Using Early Childhood Data From a Statewide Longitudinal Data System (SLDS): Moving Beyond Collection ..... Georgia

Missy Cochenour, AEM Corporation
Albert Wat, National Governors Association

4:15–5:15

This session will address how states are using early childhood data from a statewide longitudinal data system to inform decisions at the state and local levels and discuss the future from a national perspective about what can be done.

XI-F School Accountability Data Integration in Practice ..... Massachusetts

Trev Swarm and Alan Moore, Laramie County School District #1 (Wyoming)

4:15–5:15

This presentation will explore the integration of a district-wide focus on school accountability with an existing data warehouse platform. An overview of the accountability program will be followed by discussion of the integration and automation of its critical standardized test score metrics into the district data warehouse. Growth and status-based metrics will be the primary focus. Demonstrations of reports and self-service tools built around that platform will also be given.

XI-G Improving the SEA-LEA Data Relationship, Data Quality, Data Governance, and Support for Data Use ..... New York

John Kraman, Oklahoma State Department of Education
Nancy Smith, DataSmith Solutions

4:15–5:15

The Oklahoma State Department of Education (OSDE) and DataSmith Solutions surveyed all 530 districts in the state about the "Data Pipeline," which encompasses the technology, people, and processes required to move data from the classroom to the state and back again. Come hear about the findings from this survey and how the OSDE will remain engaged with districts to develop and implement the solutions to the most pressing data pipeline challenges.

XI-H What's New With the NCES School District Demographics (SDDS) and Web Mapping Tools .....Pennsylvania

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

4:15–5:15

Come see the new features NCES is adding to its School District Demographics System (SDDS) website! This session will present an overview of the latest features and data enhancements (five-year American Community Survey [ACS] and Census Profile Data Percentages) for the SDDS Interactive Map Viewer, including digitized school boundary files and locale code assignments. The presenters will share the future vision of SDDS and how we are adapting to modern ways of consuming data with mobile devices.

XI-I Effective Teaching—A New Hampshire Model for Educator Evaluations .....Rhode Island

Irene Koffink and Michael Schwartz, New Hampshire Department of Education

4:15–5:15

A New Hampshire Task Force for Effective Teaching was created and charged with designing a New Hampshire approach to educator evaluation. New Hampshire now has a model for educator evaluations that includes student outcome measures. With funding provided by the statewide longitudinal data system (SLDS) grant, New Hampshire is operating a statewide model system. Two primary components of this effort include 1) a statewide system that enables administrators to run student outcome reports, including student growth measures as well as student and parent surveys and other student learning objectives outcomes; and 2) an Educator Information System that enables administrators to track and manage the evaluation process—from tracking which educators are due for an evaluation to tracking the status of evaluation steps, including recording of classroom observations. New Hampshire is building upon a statewide data reporting package called PeformancePLUS and a statewide Educator Information System developed by Hupp Technologies. This session will give you an opportunity to learn more about New Hampshire's efforts, challenges, and successes.

8:00–11:15 **Registration ..... Promenade**

8:00–10:00 **Cyber Café and Demonstrations Open ..... East**

SLDS Workshop: Sustainability
9:00–12:00 ..... Colonial

Jeff Sellers, SLDS State Support Team

This session is limited to P–20W SLDS Staff from grantee and non-grantee states. This session was originally scheduled for the SLDS Best Practices Conference.

As states have received grant funding to develop and implement statewide longitudinal data systems (SLDS)—K–12 and P–20W—the issue of sustainability becomes a real concern. As many grants are coming to a close, strategies for sustaining these systems must be addressed as soon as possible. Other grants are just starting, and this is the ideal time to get sustainability "on the radar" and keep those responsible for those decisions "in the loop" as SLDS progress is made. Whether your grant is running out soon, you're just starting, or you don't even have a grant but are working on your SLDS, you need a plan for sustainability.

Join us for a workshop on strategies and plans for sustainability. The agenda will include an evaluation of your current situation and a discussion of options, opportunities, and strategies for sustainability. The session will close with a formulation of the components of a plan that you can take back to your site to assist you in establishing ongoing sustainability for your SLDS.

SLDS Workshop: Stakeholder Engagement
9:00–12:00 ..... Chinese

Robin Taylor, SLDS State Support Team

This session is limited to P–20W SLDS Staff from grantee and non-grantee states. This session was originally scheduled for the SLDS Best Practices Conference.

Engaging stakeholders in the longitudinal data system process is critical to the success and purposeful use of such a system once it is implemented. Through the use of the Stakeholder Engagement Template, a state agency can plan a strategy to bring key groups to the table to provide input and feedback into the data system. However, states that have engaged stakeholders in the design, development, and implementation of their longitudinal data system report that building and executing a plan is not enough.

Join us for a workshop on strategies and techniques for maximizing stakeholder engagement across any sector—early childhood, K–12, or P–20W. The agenda will include a self-assessment to determine where you are in the process of engaging stakeholders, an introduction of strategies to increase the input and involvement you get from your stakeholders, the creation of a plan of action

to move you to your desired state, and development of a personalized picture of what successful stakeholder engagement will look like in your state. The workshop will be interactive and will include several activities designed to assist states in increasing stakeholder engagement and the quality of the engagement. Bring your current stakeholder engagement plan and your ideas. You will leave with information designed specifically for your state and statewide longitudinal data system (SLDS).

Workshop: Estimating Teacher Effects
9:00–12:00 ..... State

Dorothyjean Cratty, National Center for Education Statistics

This session is limited to SEA/LEA Staff.

States and districts use a variety of statistical models to measure teacher effects—also referred to as "teacher quality estimates" or "teacher value-added contributions to student achievement." These estimates may be used as a component of teacher evaluations, as an assessment of teacher prep programs, or as a mechanism for targeting professional development. This workshop will cover the challenges and implications of the different statistical specifications as well as some guidance on interpreting the results for stakeholders. The technical level of the material covered will be determined by the experience level of the attendees, although a range of resources for learning more about the analytics will also be reviewed.

This workshop will also focus on the data decisions involved in measuring teacher effects using student achievement growth. Even if your state or district contracts out the measurement of teacher effects, it is useful to understand as much as possible about the different specifications in use and in development. The workshop will provide information that will aide in communicating about these decisions with educators, policymakers, and the researchers designing and revising the models.

SLDS Workshop: Data Use
9:00–12:00 ..... Promenade Ballroom

Corey Chatis, SLDS State Support Team

This session is limited to P–20W SLDS Staff from grantee and non-grantee states. This session was originally scheduled for the SLDS Best Practices Conference.

Creating a longitudinal data system provides almost endless possibilities for stakeholders—from teachers to state policymakers to institutional researchers—to use data to inform their decisions and influence their behaviors. However, many states have learned the hard way that "build it and they will come" doesn't hold true. Supporting use requires states to identify, prioritize, and engage their user groups and define the intended uses of the system by role. It is also important to ensure that users have the support and resources they need to understand the information provided

by the statewide longitudinal data system (SLDS), as well as how to use the SLDS to inform their work. Whether you are in the planning stage of your SLDS or reaching the end of your grant, it is always the right time to develop a plan and implement strategies for ensuring the SLDS becomes an essential information resource within your state.

Join us for a workshop on strategies to support effective data use. The session will start off with a self-evaluation of your state's current status, followed by an interactive session that explores the critical components of an effective, comprehensive data-use strategy, including how participants have implemented various components. The session will conclude with the development of state-specific visions of what successful data use would entail and action steps to move toward the desired end state.

9:00–10:00 Concurrent Session XII Presentations

XII-E Data Literacy—Elusive Construct and How to Improve Capacity .....Georgia

Ellen Mandinach and Jeremy Friedman, WestEd and REL—West
Edith Gummer, National Science Foundation

9:00–10:00

This session will discuss a continued effort to develop a conceptual framework for data literacy, identifying the skills and knowledge educators need to be considered data literate. It will also discuss efforts to understand what institutions of higher education can do to improve data literacy and address the systemic nature and complexities of achieving data literacy among educators.

XII-F Bridging Data to Nonprofit Organizations and Schools: A Promise Neighborhood Story ..... Massachusetts

Micaela Mercado, Rockefeller Philanthropy Advisors, Zone 126 Promise Neighborhood

9:00–10:00

This session will address the process by which Zone 126, a federal Promise Neighborhood Planning grantee, developed a data infrastructure and system. This system is currently being implemented within a collaborative comprised of nonprofit organizations, Zone 126, and local public schools. The session will also provide an overview of lessons learned and challenges associated with implementing a data system within a Promise Neighborhood.

XII-G Student Non-Promotional Mobility: Spatial-Temporal Analysis of Student Mobility Patterns and Outcomes Using a Statewide Longitudinal Data System (SLDS)..... New York

Stacy Doore, University of Maine, Center for Research and Evaluation

9:00–10:00

This session will present a study that examines patterns and changes in specific types of student migration flows over space and time, providing an in-depth description of interdistrict nonpromotional mobility. The analysis focuses on school districts in two specific periods: pre-consolidation period (2006–2007) and post-consolidation period (2010–2011). The study uses exploratory spatial and network analysis methods to examine spatial dependencies and underlying dynamics in the spatial distribution of mobility rates. A number of recommendations are offered to improve the quality of enrollment data and enhance system structures to streamline educational information management and knowledge sharing in longitudinal systems.

XII-H District's Implementation of Cohort-Based Accountability: Tracking Academic Performance and Non-Academic Factors to Inform Decisionmaking Among Stakeholders .....Pennsylvania

Mwarumba Mwavita, Oklahoma State University
Kim Race and Joe Kitchens, Western Heights Public Schools (Oklahoma)

9:00–10:00

This presentation will focus on how one school district was able to define and establish its student cohort by sharing business rules that govern this process and will provide examples of how the district has been able to track student academic and nonacademic factors that influence student success. A correlation of those factors that support on-track graduation and projected success to post-high-school education will be presented. Further discussion will focus on how this cohort-based accountability provides information to students to help them engage in their learning; to teachers to plan data-driven instructional strategies; to administrators to appropriately allocate funds for specific instructional needs; and to parents to engage them in their students' learning.

XII-I Benefitting Students, States, and Schools With Improved Transcript Services .....Rhode Island

Michael Sessa, Postsecondary Electronic Standards Council (PESC)
Matthew Pittinsky, Parchment
Ricardo Torres, National Student Clearinghouse
J. James Wager, SCRIP-SAFE

9:00–10:00

With a majority of states and provinces now supporting Postsecondary Electronic Standards Council (PESC) Approved Transcript standards, a number of leading service providers are correspondingly improving their transcript processing services. Through the adoption of standards and EDexchange

guiding principles originating from PESC's Common Data Services (CDS) Task Force, schools, students, states, and all users will be able to expect uniform service related to data exchange of academic transcripts. This session will present a panel of providers who will highlight these improved services and explain how standards help make services consistent.

XII-J Comprehensive Intervention Model for Maine (CIMME): A Real-Time Decision Support Information System for Literacy Instruction and Intervention..... South Carolina

Brian Doore, University of Maine, Center for Research and Evaluation

9:00–10:00

This presentation will outline the features of a decision support and analysis system that maximizes the power of literacy instruction through continuous access to student data and intervention outcomes. The Comprehensive Intervention Model for Maine (CIMME) system provides early literacy instructors with real-time data about the progress of students, informing instructional decisionmaking within a response to intervention (RTI) framework. This secure and valuable tool provides fine-scale literacy assessment data in accessible formats, facilitating continuous progress monitoring for educators, administrators, and researchers. The system is compatible with existing student information system (SIS) platforms to promote the integrated use of multiple sources of literacy assessment information.

10:00–10:15 Break

10:15–11:15 Concurrent Session XIII Presentations

XIII-E State Higher Education Executive Officers' (SHEEO) Update on Postsecondary Data Sharing With K–12 and Labor.....Georgia

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

10:15–11:15

State Higher Education Executive Officers' recent update to its *Strong Foundations: The State of State Postsecondary Data Systems* (2010) report focuses on the growing extent to which postsecondary coordinating and governing boards share data, especially via their connections to K–12 and workforce agencies. This session will explore the many ways that states are now sharing data via P–20 data warehouses due to the infusion of statewide longitudinal data system grants to the states. Nineteen states now have a state P–20 data warehouse or federated data model, and 20 more states are in the process of building such structures. Thirty-two postsecondary agencies/entities in 28 states have access to both K–12 and labor data elements via the state education (K–12) and labor/workforce agencies.

XIII-F Drilling Down the Data: Analyzing Enrollment Patterns of Females in Advanced Placement (STEM) Courses in North Carolina ..... Massachusetts

Kathleen Lynch, Cambridge College and Walden University
Angela Hinson Quick and June St. Claire Atkinson
North Carolina Department of Public Instruction

10:15–11:15

This presentation will report on a study exploring gender patterns within enrollment in Advanced Placement (AP) science, technology, engineering, and math (STEM) courses in North Carolina. Five years of data on students in grades 9–12 were collected from the North Carolina Windows into Student Education (NCWISE) database, and an analysis of STEM and non-STEM enrollment was performed. The analysis revealed patterns of gender differences in enrollment, showed the impact of expanding opportunity through online AP courses, and revealed a cycle of developmental support for learning opportunities leading up to STEM participation. Finally, the presentation will report on the implications of the study for policymaking.

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.

Ruth Curran Neild
Commissioner, National Center for Education Evaluation and Regional Assistance (NCEE)
Institute of Education Sciences (IES), U.S. Department of Education

Dr. Neild is Commissioner of the National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences (IES), U.S. Department of Education (ED). NCEE conducts implementation and impact studies of ED programs and initiatives; supports locally prioritized research, evaluation, and analytic technical assistance through the Regional Educational Laboratories; and disseminates research reviews, references and sources through the What Works Clearinghouse, the Education Resources Information Center (ERIC), and the National Library of Education. Her scholarly interests focus on the transition to ninth grade; high school graduation and dropout; high school reform; high school choice; and teacher quality. Much of her work has involved analyses of longitudinal administrative data sets from school districts and data merged across agencies. Prior to joining IES, she was a Research Scientist at the Center for Social Organization of Schools at Johns Hopkins University. There, she was the Co-Principal Investigator of a randomized trial of two curricula for helping high school freshmen who are underprepared in mathematics to succeed in Algebra 1. Her publications have appeared in peer-reviewed journals, in popular journals for practitioners, and as broadly disseminated research reports. She has a Ph.D. in sociology from the University of Pennsylvania.

Demonstration Descriptions

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

Choice Solutions, Inc.

Jennifer Lally and Zach Tussing

Choice Solutions is an end-to-end global enterprise IT service and solutions provider with a proud tradition of helping educational entities build better citizens for tomorrow. Founded with a vision of partnering with state and local agencies, Choice Solutions brings a holistic approach to moving and delivering education information and services to 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 school districts, regional education centers, and privately run education agencies. By taking a partner-centric approach with customers and strategic business partners, the Choice Team is able to bring the wealth of experience, knowledge, and passion that is essential to drive innovation and success in today's rapidly evolving education technology market.

Clever, Inc.

Matt Pasternack

Student mobility in schools presents a challenge for online learning, since vendors are unable to keep up with rapidly changing student roster data. Students wait days to get accounts. Teachers think that online learning products "don't work." Districts spend months implementing methods to exchange enrollment data with their vendors. Clever helps 3,000 schools and districts sync student accounts between their student information systems and their online learning providers. Set-up takes less than five minutes and is non-technical. Clever uses bank-level security and is Family Educational Rights and Privacy Act (FERPA) compliant. Best of all, districts are not charged directly for this service.

CPSI, Ltd.

Aziz Elia, Michelle Elia, and Gay Sherman

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), Shared Learning Collaborative (SLC), 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 LLP

Philip Benowitz and Alan Hartwig

Deloitte Consulting provides a variety of education data system related services, including systems integration, custom development, commercial off-the-shelf (COTS) software implementation, change management, and training.

eScholar LLC

Shawn Bay, Wolf Boehme, and Nisa Torres

Personalized education starts at eScholar. As the leading innovator in providing data and technology solutions in education, eScholar creates products that provide clean, integrated data; drive effectiveness; and improve education results. eScholar myTrack™ allows teachers, parents, and students to create and manage various individual goals, including but not limited to, academic, behavior, career, and college-readiness goals. eScholar myTrack also recommends pathways with specific, data-based strategies to help individuals reach success. Other award-winning products and services, such as eScholar Complete Data Warehouse®, eScholar Uniq-ID®, eScholar Interstate ID eXchange™, and eScholar U™, continue to drive state-of-the-art application of longitudinal data to improve education. Stop by for a demonstration of eScholar myTrack 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 nearly 5,000 districts with more than 20 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 comprised of 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, Mike Penny, and Michelle Hupp

Hupp Information Technologies is an education solutions company specializing in teacher certification/licensure, child nutrition, school accreditation, school report cards, and school staffing and salary systems. Come by for a demonstration of our various software solutions.

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.

Pearson

Gary Johnson, Diane Weaver, and Todd Perry

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

Postsecondary Electronic Standards Council (PESC)

Jennifer Kim and Michael Sessa

Postsecondary Electronic Standards Council (PESC) envisions national and international interoperability within the education domain, supported by a trustworthy, interconnected network called EdUnify. EdUnify is built by and between communities of interest in which data flows seamlessly from one system to another and throughout the entire ecosystem when and where needed without compatibility barriers but in a safe, secure, reliable, and efficient manner.

ProActive School Inc.

Don Gauger, Ralph Winnicker, and Jerry Ulan

Six Sigma quality processes help you manage dirty data. Most of us are impacted daily by the “garbage in; garbage out” phenomena in data management and usage. There are proven techniques that can be used to manage the “clean up” of critical data for decisionmakers, such as administrators, teachers, and other education participants. This demonstration provides a blueprint for process improvement and effective ways to measure performance using Six Sigma related to data quality.

SAS

Rob Harper, Shannon Lasater, Scott MacConnell, and Missi Poynter

SAS provides solutions to the K–12 market, including curriculum resources, schooling-effectiveness technologies, and administrative solutions. Using SAS, administrators can consolidate, report, and analyze data to make proactive, data-driven decisions and determine probable future outcomes. Using a single accurate picture of information drives reliable answers to serious questions and demonstrates success and effectiveness of programs—not just at the end of the year but throughout the entire school year.

U.S. Department of Education's Privacy Technical Assistance Center (PTAC)

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

The Privacy Technical Assistance Center (PTAC) has a variety of new publications, training videos, and reference materials. Join us as we navigate PTAC's new website and latest publications. PTAC will also provide a preview of upcoming publications, trainings, and events for 2013.

Topical Index to Sessions

National Center for Education Statistics
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