Data Summit 2016

Draft Session Schedule

Day	Time	Session Title	Lead Presenter Name
Sunday	7:00 - 8:00	Sunday night keynote	Dave Volkman

Day	Time	Session Title	Lead Presenter Name
Monday	8:30 - 9:30	Keynote	Pedro A. Rivera
Monday	9:45 - 10:45	PIMS Tips and Tricks	Amber Lind
Monday	9:45 - 10:45	Beyond Your Special Education Report	Barry Frye
Monday	9:45 - 10:45	PIMS Panel Discussion - General	Brian Truesdale
Monday	9:45 - 10:45	Data Uses	Dan Welsh
Monday	9:45 - 10:45	PAsecureID and OCDEL Near Matches	Michelle Hill
Monday	9:45 - 10:45	PowerSchool Special Education	Renee Pardo
Monday	9:45 - 10:45	"Data" Speak to me!	Robert Copeland
Monday	9:45 - 10:45	ESSA	Sam Koch
Monday	9:45 - 10:45	What Happens to the Assessment and Accountability Data After PIMS Submissions?	Shazia Waters
Monday	9:45 - 10:45	Starfish, a Tool for Connection, Engagement, and Retention	Stefanie Crouse
Monday	9:45 - 10:45	Understanding MSIX and other Components of Migrant Data	Vaughn Murray
Monday	11:00 - 12:00	PIMS Errors (including Validation, DQE, & ETL errors)	Amber Lind
Monday	11:00 - 12:00	FERPA	Baron Rodrigues
Monday	11:00 - 12:00	Writing Procedures and Training a Culture of Quality Review	Dianne Bates
Monday	11:00 - 12:00	Framework for Growth	Dr. Tracy Hinish
Monday	11:00 - 12:00	Perkins, PIMS, and the Data Quality Process	Kevin Springman
Monday	11:00 - 12:00	Level 2 – 101: An Insider's Guide for Processing Level II Applications in TIMS	Nancy Cheris
Monday	11:00 - 12:00	Implementing an Early Warning System at a District: Experiences from Pennsylvania and Beyond	Nancy Smith
Monday	11:00 - 12:00	How to Effectively Use "Small" Data to Guide Instruction	Rich Czyz
Monday	11:00 - 12:00	16-17 Proposed PIMS Manual Changes	Stacey McCreary
Monday	11:00 - 12:00	Creating Data Dashboards with Pivot Tables and Charts	Theo Smith
Monday	11:00 - 12:00	Transfer Pathways	Wil Del Pilar
		LUNCH BREAK	
Monday	1:15 - 2:15	Adult CTE Program Data	Beth Marshall
Monday	1:15 - 2:15	It's my data and you can't have it!	Brian Hayden
Monday	1:15 - 2:15	Intermediate Unit Round Table	Cindy Gavazzi
Monday	1:15 - 2:15	Are Career Pathways the Answer?	Dale Hamby
Monday	1:15 - 2:15	HQT	Jamal Wakeem
Monday	1:15 - 2:15	Who Is Minding The Details - PDE Data Governance and Data Dictionary	Julie Patton
Monday	1:15 - 2:15	SPP Changes	Matt Stem
Monday	1:15 - 2:15	Educator Dashboard Early Warning System/Intervention Catalog	Sally Flaherty
Monday	1:15 - 2:15	Inpax informational session	Sam Rosenberg
Monday	1:15 - 2:15	The What, When, Where and Why of Errors When Loading to PIMS	Thresa Stafford
Monday	1:15 - 2:15	Access - basic	Tony Durante
Monday	2:30 - 3:30	EdNA (Education Names and Addresses) Informational Session	Diana Kriebel
Monday	2:30 - 3:30	Re-tooling for success: Four practical strategies for improving your School Performance Profile	Dr. Tim Stoops
Monday	2:30 - 3:30	Developing a Governance Board and Process with Limited Personnel and Budget	Janet Sardon
Monday	2:30 - 3:30	Correcting common Grad Cohort Drop mistakes	JC Carroll
Monday	2:30 - 3:30	Truancy - a Magistrate's perspective	Jim Ferrier
Monday	2:30 - 3:30	PowerSchool Early Warning Dashboard and PIMS updates	Kris Wilkinson
Monday	2:30 - 3:30	PVAAS Reporting: Making Meaning from the Data	Kristen Lewald
Monday	2:30 - 3:30	Putting Data Center Stage: Designing Professional Development for Using Data	Sally Flaherty
Monday	2:30 - 3:30	Data Interaction's eMetric system	Shazia Waters
Monday	2:30 - 3:30	Verifying EI Data	Tammy Soltis
Monday	2:30 - 3:30	Access - basic plus	Tony Durante

Day	Time	Lead Presenter Name	Session Title
Tuesday	8:30 - 9:30	Maureen Wentworth	ESSA - Federal perspective
Tuesday	9:45 - 10:45	Amber Lind	New PIMS Administrators - Technical side of uploading to PIMS
Tuesday	9:45 - 10:45	Barry Frye	Special Education Exits - This Is A Test!
Tuesday	9:45 - 10:45	Brian Stamford	Five Ways to Ensure Effective CDT Administration
Tuesday	9:45 - 10:45	Casey Cover	A Positive and Collaborative Approach to PIMS Data Quality: Creating a Data Governance Team
Tuesday	9:45 - 10:45	Dan Welsh	Data Uses
Tuesday	9:45 - 10:45	Gail Heinemeyer	Got Attendance Data…Now What?
Tuesday	9:45 - 10:45	Greg Hess	Special Education 101
Tuesday	9:45 - 10:45	Joe Cowan	The EDFacts Initiative: A Broad Spectrum of Data Usage
Tuesday	9:45 - 10:45	Lisa Rothenberger	The "Recipe" for "What is PIMS?"…………A Somewhat Simple Way of Understanding PIMS!
Tuesday	9:45 - 10:45	Sally Flaherty	Putting Data Center Stage: Designing Professional Development for Using Data
Tuesday	9:45 - 10:45	Tony Durante	Beyond FAQs for PIMS
Tuesday	11:00 - 12:00	Amber Lind	Working with PIMS Reports - Cognos and Sandbox Reporting
Tuesday	11:00 - 12:00	Brian West	Staff and SupPer
Tuesday	11:00 - 12:00	Dianne Bates	Database Techniques 101
Tuesday	11:00 - 12:00	Dianne Bates	Data and Curriculum: Narrowing the Communication Gap
Tuesday	11:00 - 12:00	Jason Schoeneberger	Tracking School Tardiness: Automating Data Acquisition and Analysis for Monitoring School Attendance
Tuesday	11:00 - 12:00	John "Ski" Sygielski	What community colleges see in recent high school graduates - reality vs. data
Tuesday	11:00 - 12:00	John Weiss	2016 Attribution Map and Chapter 4
Tuesday	11:00 - 12:00	JR Renna	Do More With Data - Visualization, Engagement, & Inspirational Tips
Tuesday	11:00 - 12:00	Peter Benson	International Standards and Best Practice for Quality Data
Tuesday	11:00 - 12:00	Shane Cross	Time to Go Above and Beyond to Discover a More Complete Picture of Program Effectiveness
Tuesday	11:00 - 12:00	Steve Novakovich	SPP
			LUNCH BREAK
Tuesday	1:15 - 2:15	Amber Lind	PIMS Errors (including Validation, DQE, & ETL errors)
Tuesday	1:15 - 2:15	Barry Frye	October 1 - December 1 - Child Accounting
Tuesday	1:15 - 2:15	Dianne Bates	Database Techniques 201
Tuesday	1:15 - 2:15	Kevin Mauro	Navigating the Standards Aligned System: Overview and Customized Specifics
Tuesday	1:15 - 2:15	Pat Dilella	The Philadelphia Story-How We Do PIMS
Tuesday	1:15 - 2:15	Jeff Holter	Special Education Data Collection - What Administrators Need to Know
Tuesday	1:15 - 2:15	Ross Blust	PSSA and Keystone Exam Data Forensics
Tuesday	1:15 - 2:15	Stacey McCreary	16-17 Proposed PIMS Manual Changes
Tuesday	1:15 - 2:15	Steve Novakovich	How Data Affects SPP and RFRM
Tuesday	1:15 - 2:15	Todd Luke	Data, Big Data, and Dashboards to Improve CTE
Tuesday	1:15 - 2:15	Wil Del Pilar	TAOC Data in Review - Lessons Learned
Tuesday	2:30 - 3:30	Amelia Vance	SPECED2
Tuesday	2:30 - 3:30	Brian Truesdale	PIMS Panel Discussion - General
Tuesday	2:30 - 3:30	Christopher Rosing	MyPDESuite: Application Access and Security Administration
Tuesday	2:30 - 3:30	David Garnes	SOAR Programs & Perkins Postsecondary PIMS Data
Tuesday	2:30 - 3:30	Jamal Wakeem	HQT
Tuesday	2:30 - 3:30	JC Carroll	Updates to the Grad Cohort Drop process
Tuesday	2:30 - 3:30	Michelle Hill	PAsecureID and SLDS
Tuesday	2:30 - 3:30	Mike Dotts	Postsecondary Choices - The Condition of Access in PA
Tuesday	2:30 - 3:30	Cameron Milton	Managing Large Districts
Tuesday	2:30 - 3:30	Sam Koch	ESSA
Tuesday	2:30 - 3:30	Theo Smith	Creating Data Dashboards with Pivot Tables and Charts
Tuesday	3:45 - 5:45	Bo Garritano	Inpax - physical demonstration

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Day	Time	Lead Presenter Name	Session Title
Wednesday	9:45 - 10:45	Brian Truesdale	PIMS Panel Discussion - General
Wednesday	9:45 - 10:45	Jodi Rissinger	Special Education Data Submissions December and July
Wednesday	9:45 - 10:45	Julie Kane	Postsecondary Education Patterns
Wednesday	9:45 - 10:45	Sally Flaherty	Educator Dashboard Early Warning System/Intervention Catalog
Wednesday	9:45 - 10:45	Scott Rogers	Follow-up Survey a CTE Panel
Wednesday	9:45 - 10:45	Stacey McCreary	16-17 Proposed PIMS Manual Changes
Wednesday	9:45 - 10:45	Stephanie Clark	PAsecureID Roundtable Discussion
Wednesday	9:45 - 10:45	Thresa Stafford	The What, When, Where and Why of Errors When Loading to PIMS
Wednesday	11:00 - 12:00	Deb Rodrigues	Coming Attractions: What's New at PDE
		Open Discussion	SIS Vendor User Groups

Full session descriptions on the following pages (listed alphabetically).

Session Title	Lead Presenter Name	Session Description
A Positive and Collaborative Approach to PIMS Data Quality: Creating a Data Governance Team	Casey Cover	Guided by Appreciative Inquiry and a growth-oriented culture, four individuals from the Bedford Area School District created a Data Governance Team to bring together all those involved in the data entry and maintenance process within their District. Our experience demonstrates the importance of using a positive approach when trying to elicit change and bring together a group of people who would otherwise be disconnected by buildings, positions, and experience. Topics to be discussed include the need for Teamwork; Understanding roles, responsibilities, and office dynamic; Administrative Support; and the need for contingency plans.
Access - basic	Tony Durante	Access for beginners - bring your own device with access 2013 pre-loaded
Access - basic plus	Tony Durante	Access for advanced beginners
Adult CTE Program Data	Beth Marshall	Review reporting procedures for Adult CTE approved programs. This will include: completion, industry certifications, PA Secure ID's and reportable hours.
Are Career Pathways the Answer?	Dale Hamby	There is general agreement that post secondary education is required to be successful in the new economy. The form of this education is open to debate, everywhere from the kitchen table to the US government. Career Pathways are touted as the solution to tying K-12 schooling, post secondary education and careers together. Is it the way forward or is it another passing fad? During this session we will look at efforts to tie education and workforce issues together and reflect on some of the data issues associated with the effort. In preparation for the session, consider this question, "Do your
Attribution Map and Chapter 4 2016	John Weiss	This will be an interactive discussion of the 2016 Attribution Map and Chapter 4: Academic Standards and Assessment, which provide guidance to LEAs on Pennsylvania's requirements for assessment and accountability reporting. The Attribution Map identifies the school's responsibility for the education of students. Both participation rate and student performance results will be discussed in this presentation. The participation rate calculation has changed for the 2015-2016 school year for the PSSA. Participants will gain an understanding of the relationship of accurate data submissions and the accountability reporting of student results.
Beyond FAQs for PIMS	Tony Durante	Open discussion on the most frequently answered PIMS questions.
Beyond Your Special Education Report	Barry Frye	Twice a year, your district receives a Comparison Report that contains total counts comparing the most recent and previous years. Counts provided on the report include disability, educational environment, race, gender, and limited English proficiency. The counts for the current year on the December 1 report are particularly important because they are tied directly to the IDEA funds that your district will receive. One purpose of the report is for your district to identify any unusual changes between the two years and after investigating, make the necessary corrections. Since the Comparison Report shows only counts, it can be time consuming to determine the students behind the numbers. Using sample data, this presentation will show what I've been able to provide the IU8 school districts to assist in their Comparison Report verification process. This information represents what is currently available to any school district that uploads Special Education data to PIMS. The presentation will include an expanded Comparison Report for disabilities showing five additional columns identified as: a) The number of students who remained the same between the two years b) The number of students whose disability changed to this disability c) The number of new students reported with this disability d) The number of students who were active last year and who exited e) The number of students to be verified as "Moved-Known to be Continuing" The presentation will also include representative reports showing the students behind the five column counts. Following the presentation there will be an open discussion.
Coming Attractions: What's New at PDE	Deb Rodrigues	What's new and noteworthy for PDE
Correcting common Grad Cohort Drop mistakes	JC Carroll	Using Cognos reports to find and correct errors in Grade 9 Entry Dates and Graduation Status Codes which will reduce unnacounted for students and improve the accuracy of 4, 5, and 6 year Grad Drop Cohort reporting.

Session Title	Lead Presenter Name	Session Description
Creating Data Dashboards with Pivot Tables and Charts	Theo Smith	This presentation will show participants how to verify data through a linked data dashboard using pivot tables, pivot charts, and slicers in Microsoft Excel 2013. Participants should already have a basic familiarity with Excel.
Data Speak to me!	Robert Copeland	Schools are awash in assessments and summative information and teachers are often found staring at numbers waiting for the numbers to provide useful information., The real purpose of assessment should be to offer information on how to differentiate instruction and provide a basis for student learning. This presentation will begin with a discussion on differentiation and then to the appropriate use of data.
Data and Curriculum: Narrowing the Communication Gap	Dianne Bates	Database administrators and curriculum coordinators can work together to develop reporting and analysis techniques based on data available to support instruction in the classroom. Topics in this presentation will include combining state assessment data, PVAAS projection data, demographic and enrollment data, attendance and discipline data, course grades, and/or local assessment data to provide a clear picture of instruction and student achievement and analysis to determine strong and weak points in an existing curriculum.
Data Interaction's eMetric system	Shazia Waters	This is a demonstration of Data Interaction's eMetric system, which shows student level data for each Local Education Agency. Participants will learn about the data reports, both Group Summary and Assessment Anchors. They will leave the presentation with the ability to determine the students that need to re-test in the Keystone Exams regardless of where they took the Keystones in Pennsylvania.
Data Uses	Dan Welsh	Data visualizations
Data, Big Data, and Dashboards to Improve CTE	Todd Luke	Presentation will demonstrate how local NOCTI data can be utilized at every level within PA, as a continuous improvement model, to improve curriculum and instruction for CTE. This model will demonstrate how schools use the model locally, regionally and across the state currently as part of individual sites, PLC groups, or PLN regional groups. Attendees will leave with all information needed to access state level inquiry data to improve CTE at their site.
Database Techniques 101	Dianne Bates	Is your student information system missing exactly the report you need? Do you wish there was a better way to find errors in your data? Database Techniques 101 is designed to introduce beginners to the concept of a database and what it can do for them and their district. The session will use Microsoft Access as a tool to mine data for error checking and quality review of state reporting, as well as trends and analysis for internal reporting within district. This is a hands-on session, and it is STRONGLY RECOMMENDED that you have a laptop with Microsoft Access 2013 installed prior to attending so that you can follow along with the lab exercises.
Developing a Governance Board and Process with Limited Personnel and Budget	Janet Sardon	In this interactive presentation, participants will learn how to develop a PIMS/data quality governance board, design a schedule for monthly meetings, capitalize on human resources, and create buy-in of all stakeholders to enhance data quality within a small- or medium-sized school district. With limited funds, the Yough school district focused its attention on hard work and dedication to the importance of data. Participants will look into the process of governance development, gather handouts that are used on a yearly basis, and discuss the bumps, bruises, and successes along the way.
Do More With Data - Visualization, Engagement, & Inspirational Tips	JR Renna	We all know that data is powerful, but so often it is handicapped because looking at tables and spreadsheets can be pretty boring. In this session, I'll share some tools and strategies to help increase engagement with data through interactivity & visualization. We'll also talk about how automation can help get stakeholders on board with your data-based initiatives.
EdNA (Education Names and Addresses)	Diana Kriebel	EdNA (Education Names and Addresses) Informational Session

Session Title	Lead Presenter Name	Session Description
Educator Dashboard Early Warning System/Intervention Catalog	Sally Flaherty	The Educator Dashboard Early Warning System and Intervention Catalog is a free tool available for all Local Educational Entities (LEA) within the Commonwealth of Pennsylvania. This dashboard supports education teams to make data based decisions to keep students on their education path for increased graduation rates, student achievement and strengthening community partnerships. The Intervention Catalog is a customizable tool which contains district-specific interventions for application in working with students. This Catalog enables School Districts to increase community partnerships and provides a quick reference tool for student assistance teams. This session will give a demonstration of the tool; link it to current initiatives and programs currently being implemented at the LEA; possible intervention connections with state wide agencies and an overview of using the tool for school improvement monitoring.
ESSA	Sam Koch	Participants will explore and reflect upon the specific and important roles they play in Pennsylvania's accountability system. Presenters will provide an overview of the recently altered federal landscape, including what has changed - and what hasn't - in the wake of the Every Student Succeeds Act (ESSA). Participants will leave each session with a better understanding of why data matters in a rapidly evolving state and federal landscape.
ESSA - Federal perspective	Maureen Wentworth	How ESSA affects your data submissions
FERPA	Baron Rodrigues	FERPA
Five Ways to Ensure Effective CDT Administration	Brian Stamford	The Classroom Diagnostic Tools (CDT) are a set of online assessments designed to measure specific student strengths, areas of need, skills, and knowledge throughout the school year to help guide instruction and intervention. The online assessments are available for students in grades 3–HS and are fully aligned with the Standards Aligned System (SAS). The assessments are based on content covered by the Keystone Exams and the Pennsylvania System of School Assessments. Proper planning and communication is the vital to success in using the CDT. From efficient communication between the District Technology Coordinator and District Assessment Coordinator to accurate data imports, PIMS coordinators and technology support personnel play a key role in this process. This session will discuss five steps to ensuring an effective CDT administration. Participants will explore DRC materials provided to assist districts in properly setting up the assessment, and leave with greater clarity on the various roles and responsibilities associated with this tool.
Follow-up Survey a CTE Panel	Scott Rogers	The Classroom Diagnostic Tools (CDT) are a set of online assessments designed to measure specific student strengths, areas of need, skills, and knowledge throughout the school year to help guide instruction and intervention. The online assessments are available for students in grades 3–HS and are fully aligned with the Standards Aligned System (SAS). The assessments are based on content covered by the Keystone Exams and the Pennsylvania System of School Assessments. Proper planning and communication is the vital to success in using the CDT. From efficient communication between the District Technology Coordinator and District Assessment Coordinator to accurate data imports, PIMS coordinators and technology support personnel play a key role in this process. This session will discuss five steps to ensuring an effective CDT administration. Participants will explore DRC materials provided to assist districts in properly setting up the assessment, and leave with greater clarity on the various roles and responsibilities associated with this tool.

Session Title	Lead Presenter Name	Session Description
Framework for Growth	Dr. Tracy Hinish	Framework for Growth (FfG) is a partnership with the Tuscarora Intermediate Unit, PLS 3rd Learning, the Academic Development Institute (ADI), Mount Union Area School District, and Southern Huntingdon County School District. During the 2015-16 school year, the partners collaborated on a pilot project with the respective district and school leadership teams to establish goals around leading indicators of school performance. Teams identify areas for improvement and create action plans that set forth tasks to be completed by all staff members in the building. Teams are supported through a coach and navigator who meet consistently with the teams to provide feedback and offer suggestions for improvement. Written coaching comments were logged in an online system that maintained a record of all meetings and team accomplishments. Successful implementation of these leading indicators is continuously monitored through the use of supporting evidence/data. This presentation will focus on reflections of the first year of implementation as described above as well as connections with the goal of the FfG project-- to enhance student learning by strengthening professional practice. Use of data, both as leading indicators of school performance as well as evidence to validate full implementation of each indicator, is emphasized.
Got Attendance Data…Now What?	Gail Heinemeyer	Isolated bits of data, raw numbers, and text have no meaning without context. Context turns data into information that can be summarized, organized, and analyzed. Focusing on the issue of school attendance, this session will examine protocols for making sense of data and how that data can be used effectively to address student achievement. We will look at the Data-Driven Dialogue process and Victoria Bernhardt's Multiple Measures, as well as key questions to evaluate how your school/district addresses
How Data Affects SPP and RFRM	Steve Novakovich	
How to Effectively Use "Small" Data to Guide Instruction	Rich Czyz	In many school districts, summative and formative assessments, student learning goals and objectives, and standardized tests have created a wealth of data points for each and every student. However, the wealth of data has yet to produce substantive improvement in many schools. While some school districts have utilized data to positively impact instruction, many districts are still inundated with data and have not trained teachers in properly analyzing and interpreting data. While it is ?big data? that can drive district decisions regarding instruction and accountability, it is the ?small data? gathered on a daily basis in classrooms that can really make an actual difference for teachers and students, leading to improved learning outcomes. Within the classroom, there are several steps that teachers can take to utilize formative data to improve instruction, and therefore, improve student learning outcomes. Attendees will learn how incorporating several practical steps can help educators utilize ?small? data to positively impact learning.
HQT	Jamal Wakeem	Open discussion on HQT
Implementing an Early Warning System at a District: Experiences from Pennsylvania and Beyond (EWS)	Nancy Smith	Dr. Nancy Smith will moderate a panel discussion focusing on the use and effectiveness of Early Warning Systems from the perspective of district representatives from Pennsylvania, Delaware and Virginia. The goals of this panel are: 1) To highlight how Early Warning Systems have been used in districts in Pennsylvania and across the country. 2) To provide a vehicle for dialogue among districts about the benefits and challenges of implementing an Early Warning System. 3) To improve understanding of the latest research findings about Early Warning Systems (EWS)
Inpax - physical demonstration	Bo Garritano	
Inpax informational session	Sam Rosenberg	

Session Title	Lead Presenter Name	Session Description
Intermediate Unit Round Table	Cindy Gavazzi	This session is targeted to Intermediate Unit data managers and will encompass a facilitated discussion of data issues common to Intermediate Units. Specific topics will include gaining consistency in reporting among IUs, discussion of data system solutions, and the integration of data among disparate systems. Issues requiring guidance from PDE will be identified with post-meeting feedback provided to attendees.
International Standards and Best Practice for Quality Data	Peter Benson	ISO 8000 is the international standard for quality data, it is driving how data quality is measured and how quality data is exchanged. The fundamental principles of the standard relate to explicit and unambiguous language independent encoding, the essence of data portability which is rapidly becoming a global best practices. The standard also deals with provenance, a rapidly evolving requirement and the key to establishing data accuracy and data validation. Beyond the fundamental principles of ISO 8000 as they relate to data quality, a new part of ISO 8000 is being developed to specifically cover quality identifiers. An identifier is an alias for a data set and the automated resolution of the identifier to the data it represents in a standard form offers exciting potential for automated data validation and authentication. Natural identifiers are also being developed for locations, individuals and organization, these identifiers are low cost and represent a unique opportunity to solve many of our entity resolution problems as well as provide a way to reference entities without disclosing private data. This presentation will cover the basics of ISO 8000 and how it being applied in practice to solve real challenges in creating, maintaining
It's my data and you can't have it!	Brian Hayden	Too often, IR and IT staffs find themselves working against each other – unwilling to share data, arguing over responsibilities, and creating roadblocks across the institution. Beginning in 2014, the Community College of Beaver County had significant retirements, including its long time data miner. Facing an extended search for find a replacement, the Chief Technology Officer took the lead to better coordinate the efforts of our IT and IR staffs to get through a year's reporting cycle, train a new data miner, and permanently change our culture to one of cooperation and partnership. In addition, we worked with faculty and administrators to find better ways to provide them with knowledge of and access to our data so that they could actually make use of this information to improve the academic and student services experiences at our College. We will discuss what we learned about the importance of ongoing communication, establishing reasonable deadlines, and understanding each other's skills and styles.
Keynote	Pedro A. Rivera	
Level 2 – 101: An Insider's Guide for Processing Level II Application in TIMS	Nancy Cheris	Level 2 – 101: An Insider's Guide for Processing Level II Applications in TIMS
Managing Large Districts	Cameron Milton	
MyPDESuite: Application Access and Security Administration	Christopher Rosing	
Navigating the Standards Aligned System: Overview and Customized Specifics	Kevin Mauro	The Standards Aligned System website contains mutiple resources for use by educators. This session will give an overview of the SAS portal and provide key navigation tips and locations for discovering the information it holds.
New PIMS Administrators - Technical side of submitting to PIMS	Amber Lind	This presentation will introduce the applications and processes involved in submitting data to PIMS.
October 1 - December 1 - Child Accounting	Barry Frye	This presentation will discuss various scenarios that a school district might encounter in the submissions listed in the title. In can be confusing when trying to understand who reports whom, what, and when. If you have an outplaced student, here are some questions you may be asking yourself. A. Is the student Special Education? B. Do I remove the student from my SIS? C. Is the facility or the service provider a PIMS Reporting Agency? D. Do I report the student for December 1? E. Does the December 1 collection affect Child Accounting? F. Do I report the student for December 1? Your questions pertaining to who reports whom, what, and when along with others will be discussed and answered.

Session Title	Lead Presenter Name	Session Description
PAsecureID and OCDEL Near Matches	Michelle Hill	You've uploaded your file of students, and started the process of assigning PAsecureIDs. The near matches show up, and the match is to an OCDEL student. Indication of a near match should be researched to avoid duplication of records for a student who may already be in the system. This session will talk about the steps you can take to get additional information on the student (parent name, residential county) to ensure it is indeed the same child, and the importance of taking the time to do this.
PAsecureID and SLDS	Michelle Hill	PAsecureID is a unique identifier that is assigned to all children participating in the K-12 system. It is also assigned to children participating in Pennsylvania's early childhood education programs. Did you know that Pennsylvania is the only state with the capacity to link child-level data across all ECE programs and to the K-12 data system? This session will begin to explore what we are able to do now, and what policy questions we hope to answer in the near future.
PAsecureID Roundtable Discussion	Stephanie Clark	A roundtable discussion concerning PAsecureID.
Perkins, PIMS, and the Data Quality Process	Kevin Springman	Perkins definitions and associated PIMs elements will be discussed. Quality control through the Data Quality Engine and common CTE submission issues will also be addressed.
PIMS Errors (including Validation, DQE, & ETL errors)	Amber Lind	Participants will gain an understanding of the most common error messages generated by PIMS during data submissions and learn how to correct them.
PIMS Panel Discussion - General	Brian Truesdale	Panel discussion covering several PIMS data sets. Covers data reporting and use. Audience participation encouraged.
PIMS Tips and Tricks	Amber Lind	PIMS Support Center staff will offer advice on some of the common issues local education agencies run into when working with PIMS, Sandbox, and DQE and ways to address those issues to reduce stress and
Postsecondary Choices - The Condition of Access in	Mike Dotts	
Postsecondary Education Patterns	Julie Kane	
PowerSchool Early Warning Dashboard and PIMS updates	Kris Wilkinson	PowerSchool offers one of the most time-tested and successful solutions available for meeting state compliance requirements. This session will provide information recent updates that continue our tradition of meeting changing and emerging requirements in a timely fashion.PowerSchool will provide an overview of preformatted extracts available for Pennsylvania's Early Warning System (EWS) dashboard, which went live for fall of 2015. The system, available free of charge to Pennsylvania districts, is based on Johns Hopkins research on dropout prevention by Dr. Robert Balfanz. It uses Attendance, Behavior and Course Grades (ABC's) to identify at-risk students in middle school, before they dropout. We will also provide an overview of our roadmap for planned enhancements and compliance updates scheduled through back to school 2016, including: PIMS · Migration of Compliance (State Reporting) custom fields. · CDT-Student Template · CDT-Test Session Template · CDT-Teacher Template · CDT-Student Group Template EWS – Updates · Implementation of Web Services

Session Title	Lead Presenter Name	Session Description
PowerSchool Special Education	Renee Pardo	Successfully managing the special education process and meeting state compliance needs can be a challenging proposition, often involving a student information system (SIS) and SPED software package that don't communicate effectively with each other. Many SISs offer limited functionality for SPED case management, creating a need for a second software system. Unfortunately, having different stand-alone systems can require hours of dual data entry by school staff. PowerSchool, the most widely used SIS in Pennsylvania, has partnered with special education industry leader TIENET to deliver PowerSchool Special Education, a best-of-breed solution to case management, gifted, 504, and Medicaid billing. Available directly within the PowerSchool user interface, PowerSchool Special Education offers the best of both worlds—a single place where all SPED and compliance data can be entered and with the depth of functionality that school districts need for SPED management tasks.
Proposed PIMS Manual Changes 16-17	Stacey McCreary	To allow better communication and an opportunity to comment, this session will review proposed PIMS manual changes and submission dates for the 2016/17 school year. All PIMS Administrators and child accounting personnel should attend this session for a chance to work with PDE staff. Participants will gain a better understanding of the purpose and need for the changes, be able to share why this may or may not work with their student information system, or learn a better way to glean this information .
PSSA and Keystone Exam Data Forensics	Ross Blust	The Pennsylvania Department of Education selected individuals to conduct Data Forensics analyses of the PSSA and Keystone Exam data. Specifically, the PSSA and Keystone Exam student data and school data were analyzed looking for outliers. Outliers were those schools and/or students with scores not considered statistically likely to occur. Having an outlier score, facilitated the review of the data from thousands of schools and hundreds of thousands of students. The analyses included an examination of the wrong to right (WR) answer changes. Overall, students were found to make few to no changes in their answers for PSSA and the Keystone Exam. Hence, it was possible to detect when many students with many WR changes in answers were present in a specific school, grade, and subject. The Data Forensics work examined the change in student performance across years at the school, grade, and subject level. Both cohort and non-cohort data were considered for the PSSA and Keystone Exam. Student performance was based on the scaled scores and the four performance levels. The student performance data were summarized at the levels noted. An outlier score was calculated to assist with reviewing the data for thousands of schools. The approach employed was rather conservative statistically. It was an effort to avoid false positives (Type I Error). The conservative approach was evident in the calculation of the outlier scores. Recognition and thanks needs to be offered to two other state government agencies supporting the Data Forensics effort. Both the Office of the Inspector General and the Office of the Attorney General worked with the Data Forensics staff. The support provided included working on investigations and with criminal prosecutions. As a result of the work over four years, the student scores appeared to be closer to true and accurate scores. Student scores have become more consistent at the
Putting Data Center Stage: Designing Professional Development for Using Data	Sally Flaherty	Data is available for every educator to use for student success. It doesn't mean its used as often as it could be. How does the busy administrator get the staff to use data to focus on student success? Too often educators are so busy doing the work, they don't know how to make the work easier. This session will give practical examples of incorporating data in the daily life and the professional development of educators and administrators. A framework will be given for implementation based on research from Middle School Matters, IES, and REL. Use of the Educator Dashboard Early Warning System/Intervention Catalog will be modeled, but it is not necessary to have the Dashboard to benefit from this session.
PVAAS Reporting: Making Meaning from the Data	Kristen Lewald	PVAAS leverages longitudinal student assessment data and high end data analytics to yield web-based reporting to in administrators and teachers in PA's public schools. PVAAS provides an annual "thermometer" regarding the growth of students and the projected performance of student on future assessments. PVAAS is a critical indicator about the effectiveness of curriculum, assessment, instruction and overall school/district organization. This session will provide an overview of PVAAS reporting at the school and teacher levels. This will include an explanation of the PVAAS reporting and HOW to making meaning of the information provided to administrators and teachers.

Session Title	Lead Presenter Name	Session Description
Re-tooling for success: Four practical strategies for improving your School Performance Profile	Dr. Tim Stoops	The presentation will give participants insight into our ground-level, collaborative-based movement and efforts to improve student achievement. The four research-based domains include sharing experiences with building common assessments, restructuring the master schedule, examining curricular alignment, and evaluating the rigor of instruction. The presenters will discuss our building's evolution towards re-formulating our vision and practice with emphasis on student achievement as reflected in the School Performance Profile score.
SIS Vendor User Groups	Open Discussion	Open discussions with others using the same SIS vendors
SOAR Programs & Perkins Postsecondary PIMS Data	David Garnes	This session will present an overview of the Pennsylvania Department of Education's Students Occupationally & Academically Ready (SOAR) Programs of Study Initiative and the annual Perkins Postsecondary PIMS data collection process. Beginning in 2008, the Pennsylvania SOAR Program Initiative has currently developed 41 Career & Technical Education Programs of Study. SOAR Programs include the opportunity for a qualifying student to earn postsecondary course credit(s) through the PDE statewide articulation agreements established with 42 postsecondary institution partners located in PA, NY, and MD. The session will provide guidance and resources to learn more about the SOAR Programs Initiative and key data elements addressed in the Perkins Postsecondary PIMS Data Collection. Websites to learn about the Pennsylvania Articulation and Transfer Center at www.PAcollegetransfer.com and the PA Bureau of Career and Technical Education Program Of Study Search Engine at www.collegetransfer.net
SPECED2	Amelia Vance	
Special Education 101	Greg Hess	
Special Education Data Collection - What	Jeff Holter	
Special Education Data Submissions December and	Jodi Rissinger	
Special Education Exits - This Is A Test!	Barry Frye	Since special education is "special," the session will review who, what, when, and how. Participants can test their knowledge in preparation for the end of year Special Education Exit submission. This presentation will answer questions such as "How should I report a student who reached maximum age and also graduated?" and "How do I report Educational Environment?" The presentation will be followed by a brief test, along with a review and discussion of this important collection .
SPP	Steve Novakovich	
SPP Changes	Matt Stem	Interactive presentation on how SPP calculations will be changing.
Staff and SupPer	Brian West	A general overview of the Staff and SupPer data set
Starfish, a Tool for Connection, Engagement, and Retention	Stefanie Crouse	With support from an IPAS grant from the Gates Foundation, Montgomery County Community College was able to move forward to a redesigned model for academic advising, using Starfish as an integrative systematic tool that allows students, their academic advisors, cohort advisors for special populations, and their teaching faculty to connect in ways that support and enrich the student's retention and persistence goals. Through intensive and intentional points of contact, academic advisors are able to provide more proactive advising, improving students' connection to academic advising, as well as their likelihood for academic success. Through the integration with Starfish and other systems, Montgomery County Community College faculty have the opportunity to report mandatory federal attendance reporting, mid-semester progress reporting, and early alerts. Th data collected from these assessments, combined with the integration from the Blackboard gradebook, allows academic advisors to have deliberate and specific conversations with students aimed at targeting their specific, individual needs.
Sunday night keynote	Dave Volkman	
TAOC Data in Review - Lessons Learned	Wil Del Pilar	

Session Title	Lead Presenter Name	Session Description
The "Recipe" for "What is PIMS?"…………A Somewhat Simple Way of Understanding PIMS!	Lisa Rothenberger	PIMS has grown rapidly and now includes the collection of so much information that the system can seem very complicated. Many superintendents, directors, supervisors, secretaries, teachers, maintenance, food service, and even parents don't understand what an actual PIMS submission entails, how it ties together, how much an AUN is affected financially (gain or loss), and how the public perceives a district/public education entity. This idea for a presentation grew out of Lisa Rothenberger's experience with PIMS since its introduction in a pilot program. In her presentation, she will share what PIMS Administrators do and the effects of PIMS on the district as a whole by explaining the system in recipe format—the ingredients, how they are mixed together, and the reaction one ingredient can have on another to produce a result that is—one hopes—like a wonderfully baked chocolate chip cookie!
The EDFacts Initiative: A Broad Spectrum of Data	Joe Cowan	
The Philadelphia Story-How We Do PIMS	Pat Dilella	The largest school district in the state will share their challenges, lessons learned and best practices in creating templates, working with a unique Student Information System, and delivering timely submissions for the PIMS collections. We will discuss data quality issues and how we implement data governance on issues like PA Secure ID process. Recommendations of how to increase efficiency and accuracy in data reporting regardless of a computer system's physical architecture and operating system. We want to hear from other districts and their experiences in send/receive students to/from the Philadelphia School
The What, When, Where and Why of Errors When Loading to PIMS	Thresa Stafford	This will cover common errors encountered from the initial upload until the final green check is received in Batch Manager . What, when, where and why is it checked?
Time to Go Above and Beyond to Discover a More Complete Picture of Program Effectiveness	Shane Cross	A good story is full of details and paints a clear picture of what's happening within the minds of its audience. If you were asked to explain the effectiveness of a program within your district, how detailed of a story could you tell? To what degree does the program's implementation impact student learning? How do you know… what is the evidence? Within this session, hear how a suburban district outside Philadelphia is working to build upon a well-established curriculum improvement cycle by focusing on an inquiry-based approach to triangulating both quantitative and qualitative data. Participants will leave with ideas for systemically improving evaluation methods for measuring the effectiveness of written, taught,
Tracking School Tardiness: Automating Data Acquisition and Analysis for Monitoring School Attendance	Jason Schoeneberger	Spring Cove School District's Director of Data Quality, Reporting, and Performance Analysis had been manually compiling a weekly report on unexcused tardiness across the district, then adding hours of unexcused tardiness to unexcused absences for a more comprehensive tally of missed school days. At the same time, REL Mid-Atlantic had been developing a data toolkit, with a set of step-by-step guides for linking analytic software (e.g., Excel, SPSS, SAS) to relational databases used as data warehouses by local and state education agencies, and procedures designed to automate reports. Through its needs-sensing activities, REL Mid-Atlantic identified an opportunity to provide technical assistance to Spring Cove and help the district automate the attendance tracking reports. The final product includes an Excel report, updated daily, containing day-by-day attendance records summarized to the student level for the purposes of monitoring student tardiness and attendance patterns. This session will show how the database connection to Excel was made, how the report functions, and how district personnel can use it to monitor students at risk and intervene appropriately.
Transfer Pathways	Wil Del Pilar	
Truancy - a Magistrate's perspective	Jim Ferrier	
Understanding MSIX and other Components of Migrant Data	Vaughn Murray	This session will provide an overview of the federal Migrant Student Information eXchange (MSIX) system, as well as general information related to migrant education data. MSIX is a system sponsored by the U.S. Department of Education that collects data from across the nation on migrant students. This system serves as a resource for U.S. schools to access information on migrant students to assist with enrollment, placement, and credit accrual. Many districts have questions about how to record and report migrant data or general questions about identifying migrant students. This session will serve as a resource for answering these questions and will also explore the relationship between MSIX , the Pennsylvania Information Management System, and the Pennsylvania migrant education data system
Updates to the Grad Cohort Drop process	JC Carroll	Updates to the Grad Cohort Drop process

Session Title	Lead Presenter Name	Session Description
Verifying EI Data	Tammy Soltis	This session will help IU Penn Data Administrators understand the verification process IUs are expected to accomplish each year based on the 12-1 child count and how to convert the OCDEL EI 12-1 file into pivot tables that will aid in verifying the reports sent to administrators. These reports include IU Verify Tables 1 through 5.
What community colleges see in recent high school	John "Ski" Sygielski	
What Happens to the Assessment and Accountability Data After PIMS Submissions?	Shazia Waters	This presentation is designed for PIMS administrators. Participants will learn about the important data fields and PIMS templates for the submission of Precodes and Accountability. This presentation will describe the cycle of assessment and accountability data. Although this presentation is designed for new PIMS administrators, those who need clarification on the submission of the assessment and accountability data are welcome to attend.
Who Is Minding The Details - PDE Data	Julie Patton	Who Is Minding The Details - PDE Data Governance and Data Dictionary
Working with PIMS Reports - Cognos and Sandbox	Amber Lind	Participants will learn the basics of locating and running PIMS reports and Sandbox reports.
Writing Procedures and Training a Culture of Quality Review	Dianne Bates	We have all heard the phrase "Garbage in, garbage out" but how do you stop garbage data in the first place? Often, the PIMS team is not able to verify data as they are not in the buildings and a level of trust must be established that what is recorded in the system is what actually happened. This session follows writing procedures, manuals, and summaries for various levels from Admin to Data Entry Personnel and how to train a culture of Data Quality through Quality Review practices and accountability at all levels.