

## Keynote: Making Evidence Matter...

[Elizabeth Farley-Ripple](#)

We live in an era where expectations for using research and data have grown exponentially. Simultaneously, systems for producing and sharing evidence, whether student work, interim assessments, accountability reports, or research studies, have proliferated. Everything we do seems to have become data-based or research-based, and while we've made great progress in terms of better informing policy and practice, many of us have experienced challenges using evidence in meaningful and appropriate ways. Elizabeth Farley-Ripple will unpack the idea of educators as critical consumers of evidence.

June 6, 2018      1:00 PM      Ballrooms A, B, C

## [Edcamp](#)

Edcamp is a unique “unconference” opportunity to engage with other Summit attendees in an unstructured way. People are encouraged to have discussions and hands-on dialogue on the topics that matter most to them: their interests, passions, and questions. The Edcamp agenda will be created by the Summit participants during the Summit. Space near the Registration area will be set up for participants to post ideas and questions to build the Edcamp board. The final schedule board will be determined by noon on Thursday, June 7th.

June 7, 2018      12:30 PM      Ballrooms A, B, C

## Themes for the [2018 Maryland Connections Summit](#)

The Maryland Connections Summit will explore how Maryland's schools and systems collect, use, and reflect on data. Local school systems, educators, research partners, and education organizations will share their work. Presentations will fit broadly into one of four themes:

### [Evidence-Based Activities, Strategies, and Interventions](#)

The Every Student Succeeds Act ([ESSA](#)) requires that activities, strategies, interventions, and programs be selected based on existing data and research. This strand explores how schools and school systems select, implement, and evaluate activities, strategies, and interventions in Maryland's public schools.

### [No PARCC, No Problem](#)

Presentations will showcase strategies, data collection instruments, or other practices that provide feedback for decision-making when there is no standardized data.

### [Using Data to Implement and Communicate Change](#)

As education policy changes, organizations must become adept at understanding, implementing, and communicating those changes within and outside the organization. Presenters will share their experiences engaging educators and stakeholders.

### [Creating Infrastructures to Support Data Use](#)

This theme will explore the ways IT infrastructures and technology have been implemented to support data use. This theme will also include privacy related topics such as disclosure avoidance, suppression, and privacy.

## Creating Infrastructures to Support Data Use

### Data Literacy: Why It Is Important for Districts to Build Capacity

*Ellen Mandinach, WestEd; Diana Nunnaley, Using Data Solutions; Elizabeth Farley-Ripple, University of Delaware*

This session will discuss how educators acquire the data literacy skills needed to use data effectively. Participants will learn what data literacy is in terms of the requisite skills and knowledge and then hear from a professor who teaches courses for teachers and administrators and a professional development provider who has trained hundreds of schools and districts. The session will discuss how to ensure that educators know how to use data.

June 6, 2018      10:15 AM      Ballroom A

### Managing Data as an Asset: Why Data Governance is Important

*Nancy Smith, DataSmith Solutions*

This session focuses on the importance of data governance. Data are often treated like one more IT tool, but they are the foundation for funding, staffing, policies, and program decisions. Good data governance practices can help districts streamline and organize their data infrastructure, while helping administrators, teachers, and staff get the information they need to improve student outcomes. In this session, we will discuss how to integrate people, process management, and technology into an efficient and valuable data governance program.

June 6, 2018      11:15 AM      Ballroom C

### Transition from Static to Dynamic Dashboards

*Laura Bush, Baltimore City Public Schools; Patrick Horner, Baltimore City Public Schools*

Participants at this session will get an inside look at how Baltimore City Public Schools has started the transition from static data dashboard reports to dynamic real-time interactive tools that reside in its student information system, Infinite Campus. Baltimore City Public Schools will present the steps it took in collaborating with content and technical offices to develop two dashboards. These include a school-level climate dashboard capturing enrollment attendance and suspension data and a school-level early warning indicators dashboard capturing chronic absenteeism, suspension, and course performance.

June 6, 2018      2:00 PM      Room 305

### District Adoption and Implementation of a K-12 Learning Management System

*Laura Hyde, University of Maryland*

This session will focus on how one district implemented a learning management system. The session will describe the findings from the case study and discuss implications for practice.

June 7, 2018      11:30 AM      Room 306

## Researcher Working Group Understanding the FERPA Studies Exception and How to Structure Written Agreements

*Eric Gray, Privacy Technical Assistance Center*

FERPA's studies exception is designed for researchers whose work is to help improve instruction and classroom outcomes among other reasons. However, understanding exactly how to use that exception and develop good agreements can be challenging. Join a PTAC subject matter expert in a discussion of the studies exception and stay for a working group on developing good written agreements. Please note that this is not a legal seminar and that all discussions of written agreements are developed from a best practice-perspective only.

June 7, 2018    11:30 AM    Ballroom C

## Evidence-Based Activities, Strategies, and Interventions

### Engaged and Accounted For: Using Chronic Absence Data to Organize a Comprehensive Strategy to Reduce Student Absences and Improve Achievement

*Sue Fothergill, Attendance Works; Jane Sundius, Attendance Works*

This session focuses on chronic absence data. Participants will learn about Maryland's newly defined measure of chronic absence, how it differs from other measures of attendance, and how prevalent chronic absence is across the state. They will also learn about research regarding the negative impact of chronic absence on student and school outcomes. Finally, participants will learn about and practice evidence-based methods to design and implement comprehensive prevention and remediation strategies.

June 6, 2018    10:15 AM    Room 307

### Evidence for ESSA: Systematic Reviews of School Leadership and Social Emotional Learning Interventions

*Stephani Wrabel, RAND*

This session will review the literature around evidence-based activities, summarize the evidence regulations, and describe common themes and challenges in applying the evidence criteria for the reviews. The focus of this review is on Tier I-III interventions but we will also review the requirements for the Tier IV evidence standard. We will share two tools that accompany the School Leadership Review. Attendees will receive an understanding of the evidence standards and how they apply to current research, a set of interventions that meet evidence standards, and considerations for applying this work in their local context.

June 6, 2018    10:15 AM    Room 308

### Actionable Evidence: Using the Rapid Cycle Evaluation Coach to Support Education Decision Making

*Mikia Manley, Mathematica; Ignacio Martinez, Mathematica; Alexandra Resch, Mathematica*

The Coach is a user-friendly web tool that allows individuals, no matter their experience, to learn how to conduct their own evaluations. The Coach guides users through the process of evaluating specific programs and answering

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the question that matters most: Is this program having the desired effect? This session will focus on how the Coach empowers education professionals to use rapid-cycle evaluations to inform their decision making, generate their own evidence, and communicate their findings with key stakeholders.

June 6, 2018 10:15 AM Ballroom B

### Eliminating the "Blame Game" in a Root Cause Analysis

*Ronald Thomas, Towson University; Tammy Bosley, Harford County Public Schools, William Paca/Old Post Road Elementary School*

This session examines the use of root cause analysis. It will describe a five-step protocol that school leadership or improvement teams can use to dig deeply into curriculum, instruction, and assessment data. The goal is to discover the component of capacity (the systems or processes that need to be tweaked) with the most leverage to make the biggest difference in student learning.

June 6, 2018 11:15 AM Room 308

### To Dual or Not to Dual Part 2: Is There A Place for Developmental or Maintenance Language Immersion Programs in Maryland?

*Carmen Henninger, Prince George's County Public Schools; Jane Ness, PGCPSS; Bonnie Pechulis, MSDE; Cameron Millspaugh, Prince George's County Public Schools*

This session will examine how Prince George's Public Schools is implementing two national research-based dual language models. Since its implementation four years ago, the two-way model at Cesar Chavez Elementary School has produced a positive impact on ESOL Access data. In this session, results from literacy exams and ACCESS from both schools will be examined in detail and compared to discuss trends and correlations.

June 6, 2018 2:00 PM Room 306

### Healthy Connection Between Fitness, Absenteeism, and Academic Performance

*Ellen Ormsby, BSN; Nicholas Thompson, Wicomico County Public Schools*

Youth fitness positively affects academic outcomes for students, and new research focuses on the relationship between fitness and school absenteeism. This session will enable participants to learn more about a variety of research efforts and local projects related to fitness data and other school performance measures.

June 6, 2018 2:00 PM Room 308

### The Whys<sup>2</sup> and Hows<sup>2</sup> of Evidence-Informed Decisionmaking Under ESSA

*Martin Orland, Society for Research on Educational Effectiveness*

This session will provide a historical policy context for ESSA and changes from NCLB. The session will offer practical guidance to state and local decision makers in identifying high quality evidence-based interventions that meet ESSA standards. Finally, the session will outline the need to plan data collection and evaluation efforts from the beginning of the process, including the specific types of formative and summative data to collect and analyze.

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### All Hands on Deck: CTE Stakeholders + CTE Data = Student Success

*Candy Canan, Allegany County Public Schools*

Career & Technical Education (CTE) in Maryland Public Schools opens a path of success for students. Involving community stakeholders, business and industry partners, and staff to work toward the common goal of student success is key to the development of students who are truly college and career ready. The session explores various data points, strategies, and programs that systems can consider to improve learning for all students involved in CTE programs.

June 6, 2018      3:00 PM      Room 308

### Efficacy of the Double Check Coaching Model on Teacher Classroom Management and Student Behavior

*Elise Pas, Johns Hopkins University, Katrina Debnam, University of Virginia; Catherine Bradshaw, University of Virginia*

This session will describe a study that focuses on interventions targeted at disciplinary referrals. Through a set of five professional development trainings and individual classroom coaching using an adapted Classroom Check-up (CCU), the Double Check model seeks to improve staff cultural responsiveness and classroom management, reduce disproportionality in teachers' use of exclusionary discipline, and increase student engagement. This session will discuss the results of this work.

June 6, 2018      3:00 PM      Ballroom B

### Summit Learning: Snow Hill Middle School's Journey to Personalized Learning

*Christina Welch, Worcester County Public Schools (WCPS), Stone Hill Middle School; Cassidy Hamborski, WCPS; Brittany Tignor, WCPS*

This session will describe how Worcester County Public Schools implemented personalized learning. The session will describe the journey the district has taken and initial results.

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### Collectively Solving Chronic Absenteeism

*Bi Vuong, Proving Ground; Angie Martinez, KIPP DC; Alyssa Reinhart, Syracuse City School District*

This session will explain how data can be used to address chronic absenteeism, focusing on the Proving Ground continuous improvement process used in partner districts. Participants will learn about the strategies partners are considering as they work to improve student attendance. Participants will also hear directly from our partner agency about how it is integrating evidence into its decision-making process and using this partnership to facilitate continuous improvement. Participants will walk away from the session with ideas on how to align research and decision-making timelines and potential strategies for improving student attendance.

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## Math Done Write

*Lauren McGinnis, Worcester County Public Schools, Pocomoke Middle School; Jennifer Smith, WCPS, Pocomoke Middle School*

This presentation will share how teachers at Pocomoke Middle School in Worcester County have navigated the PARCC Data Management Reporting System to uncover data needed to fix the cracks in its Tier I instruction. Topics include increased application of Mathematics Standards of Practice (specifically SMP1), fluency within domain-specific vocabulary, cultivation of students' academic growth mindset, and navigation of diverse problem-solving strategies.

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## Impact and Outcomes of the Community Eligibility Provision (CEP)

*Susan Gross, Johns Hopkins Bloomberg School of Public Health; Tam Lynne Kelley, Maryland Hunger Solutions*

This session will focus on a recent study on the impact of the Community Eligibility Provision (CEP), which is a new federal meal funding option that allows schools to provide free breakfasts and lunches to all students. This project provides evidence that CEP is an effective strategy to both reduce food insecurity and improve education outcomes. These results will help administrators make decisions about using CEP in their schools.

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## Schools on the Move: Using Evidence and Implementation Science to Drive Improvement and Collaboration in a Network of Schools

*Tom DeWire, EdScale; Will McKenna, Afya; Karen Hughes, Afya*

Afya Baltimore, Inc. (ABI) is a network of three charter schools in Baltimore, ranging from high performing to school turnaround status and from the original founding to a school takeover. Collectively, the three schools are leveraging the power of short-focused strategic plans, evidence-based strategies, performance management routines, and targeted capacity building to get better results for their students. Collectively, they aim for each student to achieve at least one year of growth each school year. Attendees will learn about ABI practices, successes, and ongoing challenges, as well as try out the process for preparing for monthly strategy conversations on school progress.

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## No PARCC, No Problem

### The RAND American Educator Panels: How State and Nationally Representative Panels of Teachers and School Leaders Can Inform Policy and Decision Making

*Jennifer McCombs, RAND*

This presentation will focus on the creation of the RAND American Educator Panels in Maryland and nationally, a brief overview of results from completed surveys with Maryland educators, and comparisons with national

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benchmarks. We will discuss how state and local education agencies, foundations, researchers, and policymakers can use these data and results to inform decision making in Maryland on issues such as educational reforms, teaching strategies, implementation of state standards, and curriculum use and development.

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### Program Evaluation in the Absence of Randomization: How Can Propensity Score Methods Help?

*Angela Henneberger, Maryland Longitudinal Data System Center*

This session will focus on the use of propensity score methods in program evaluation. The session will provide an overview of these methods and will introduce the steps necessary for analysis. It will discuss the strengths and limitations of using this approach with education data.

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### Selecting Data to SOAR

*Ann Kellogg, Maryland Higher Education Commission and Maryland Longitudinal Data System Center; Barbara Schmertz, MHEC*

This session will focus on the Student Outcome and Achievement Report. The Maryland Higher Education Commission and the Maryland State Longitudinal Data System Center partnered to provide more complete data to stakeholders. This session will discuss the report and the reporting process.

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### Measuring School Discipline Policies Across Different Contexts: The Case of District Responses to Maryland's Revised Code of Conduct

*Chris Curran, University of Maryland Baltimore County; Maida Finch, Baltimore City Public Schools*

This session will focus on school discipline, specifically the Maryland Code of Conduct. The session will discuss the ways in which stakeholders can examine discipline policy across schools within the same district and across classrooms within the same school. The session will potentially spark conversations and ideas around ways to more systematically examine approaches to school discipline in the state.

June 6, 2018      2:00 PM      Ballroom C

### Data Dive in about Twenty-Five (minutes)

*Eva Yiu, Howard County Public School System; Mary Klyap, HCPSS; Sorsha Mulroe, HCPSS; Shannon Fuller, HCPSS*

This session will guide participants through the development of a data dive structure that was specifically designed to support teachers in weekly or biweekly 30-minute data dives, accommodating the daily schedules that often get in the way of data conversations. The presenters will share teacher-friendly tools that support the data dives, including the data dive process, data calendar, and data points. Essential components to drive action-oriented data dives will also be discussed. Participants will walk away with a clear understanding of themes to guide data conversations, such as monitoring standards-based skills development and analyzing multiple data points.

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June 6, 2018      3:00 PM      Ballroom A

### Making the Most of FARMS Data to Explore Effects of Student and School Poverty

*Bess Rose, Maryland Longitudinal Data System Center and the University of Maryland; Angela Henneberger, MLDC; Dawnsa Mushonga, University of Maryland*

This session focuses on indicators that reflect students living in poverty. This presentation will briefly outline the importance of research on the effects of student and school poverty, describe methods the Maryland Longitudinal Data System Center researchers used, share some key findings, and suggest ways for others to make the most of available data to identify the areas of greatest need within their own student and school populations.

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### How Formative Assessment Becomes More Powerful When Data Is Collected in Real Time and Students Can Monitor Their Own Growth

*Joseph Mills, Towson University; David Robson, Towson University*

This presentation will focus on formative assessments and some of the challenges to data collection in the formative assessment process. The session will include a demonstration of software that has been used in the classroom. The software makes it easy for teachers to present a few questions, score student responses, store the results, and analyze the data. The software runs on a smartphone, captures student responses via the phone camera, and stores the results in the cloud.

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### Supporting Early Literacy Through Well-Designed Performance-Based Literacy Tasks

*Lisa Billings, Worcester County; Bonnie Hain, Center Point Education Solutions; Lura Hanks, Washington County Public Schools*

This session will focus on early literacy assessment. Attendees will come away with a clear understanding of how these engaging performance tasks were designed, developed, and implemented with teachers. Attendees will also have the opportunity to immediately apply what they have learned to create their own performance-based task using authentic informational and literary texts.

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### Fostering a Growth Mindset and Getting Results at a 2017 National Blue Ribbon Elementary School

*Judith Wilson, Montgomery County Public Schools; Pamela Strauss, MCPS*

This presentation focuses on the concept of growth mindset. Staff from one elementary school will describe their journey that showcases their strategies, best practices, and data collection tools. The presentation will include a video of a collaborative team planning meeting, showing how teachers are using data to inform their decisions.

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## Using Data to Implement and Communicate Change

### Like-School Comparisons in a Schoolwide Measure: Using Nearest Neighbors to Support School Improvement Efforts

*Liepa Boberiene, Baltimore City Public Schools; Chris Wohn, BCPS*

Schoolwide measures such as school report cards have been criticized by educators and stakeholders as being unfair and holding schools to unrealistic expectations. At the same time, they have been criticized by researchers as measuring confounding variables, including differences in demographic characteristics of schools. We changed the calculation approach so that rather than ranking schools within an entire grade band, schools were only ranked relative to demographically similar schools.

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### Using Data to Build a Secondary Transition System

*Marcella Franczkowski, MSDE; Misty Stuart, MSDE; MaryPat Dye, Carroll County Public Schools*

MSDE's Division of Special Education/Early Intervention Services has made efforts through its strategic plan to focus on collaborative implementation work to narrow the achievement gaps between students with and without disabilities. In Maryland, secondary transition between ages 14 and 21 has been identified as one of the three action imperatives. This session will showcase exemplary data-driven processes, including the use of innovative state-developed tools that impact the transition IEP team's decision making, ultimately impacting state, local, and individual data (graduation, dropout, transition planning process, and positive outcomes upon exit). The session will also spotlight how the division used its data to inform local policies, practices, and processes.

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### Facilitating True Systemic Improvement: Engaging Central Office Departments in Continuous Improvement

*Anthony Sims, Prince George's County Public Schools; Rotunda Floyd, PGCPs*

This presentation will discuss implementation of the Engagement Protocol and associated data developed to operationalize Prince George's County Public Schools' strategic mission and theory of action, which established a system-wide mechanism to promote common continuous systemic improvement across all central office departments and schools. The lessons learned from adapting the Data Wise Improvement Process to the functions of central office departments provide a replicable model for facilitating and supporting improvement synergy in central office departments that is anchored in data-driven analyses of professional practice.

June 6, 2018      10:15      Room 306

### Using Data with Students to Drive Change

*Leslie Tolley, Dorchester County Public Schools, North Dorchester Middle School; Kimberly Reddish, DCPS, North Dorchester Middle School; Crystal Carpenter, DCPS, North Dorchester Middle School*

This session will focus on data for instructional use, describing how North Dorchester Middle School is using data to improve student performance. Come and learn how the principal and school-based professional development coaches are working together with students, parents, and staff to make gains grounded in data!

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### Data Driven, Not Data Drowning: A Conceptual Framework for Data-Driven Decision Making

*Brian Gill, Mathematica and REL Mid Atlantic; Ellen Mandinach, WestEd*

This session will present a conceptual framework that explores how being driven by data requires more than the existence of a data infrastructure, accessible data, and a culture of data use. It also requires careful attention that data are both relevant and diagnostic for each decision maker and decision. Meaningful use of data begins with understanding who will access, analyze, or review the data and for what purpose.

June 6, 2018      11:15 AM      Ballroom B

### Collaborating to Build Pathways to College and Career Readiness

*Anthony Sims, Prince George's County Public Schools; Anthony Whittington, PGCPSS; Benjamin Levinger, PGCPSS*

This session will focus on data issues around college and career readiness (CCR). The session presents an engagement strategy designed to enhance the capacity of school staff to use student performance data to identify the systems and structures needed to accelerate academic success for students transitioning from middle school to high school. The strategy engages school teams to develop data snapshot profiles, with a focus on CCR indicators. The tool uses data to support the middle to high school articulation process and permits leadership teams to consider budget, program, and staffing implications based on student performance needs and strengths.

June 6, 2018      2:00 PM      Room 304

### From Legislation to Action: A Case Study in the Collaboration, Communication, and Creativity Needed to Implement State Policy Effectively

*Barbara Schmertz, Maryland Higher Education Commission*

This session will describe a case study conducted on legislation that mandated institutional-level data collection and statewide reporting and data on campus climate and sexual assault. This session will cover the important aspects of a busy 18 months of work and collaboration, with an emphasis on planning and implementing the data collection and the required state reporting. Participants will learn what went into establishing and overseeing a statewide work group, the challenges of establishing a data collection for such sensitive data, the processes we implemented to obtain stakeholder input and buy-in at key points, and the ways that institutions navigated the mandated collection and used the data they collected.

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## Peering Under the Hood of Data-Informed Decision-Making: A Problem of Practice Session to Realize the Promise of Administrative Data

*Steven Malick, Mathematica and REL Mid-Atlantic*

This session recognizes that the link between important policy and practice questions and the data needed to address those questions may be inadequate, based on current data systems. Drawing on their experiences working with the School District of Philadelphia, the presenters will guide participants through a process to (1) identify and refine pressing questions, (2) discuss how to identify gaps in data availability, and (3) develop an action plan for moving forward in answering participants' pressing questions.

June 6, 2018      2:00 PM      Ballroom B

## Getting Informed with BCPS Inform: How Dynamic Dashboards are Changing Data-Driven Decision Making in Baltimore County Public Schools

*Monica Hetrick, Baltimore County Public Schools; Kimberly Sanner, BCPS; Vicki Sappe*

This session will describe how Baltimore County Public Schools is using data and a data dashboard to address the achievement gap. The session will describe the development of the dashboards and their use to address a pressing educational issue.

June 6, 2018      3:00 PM      Room 304

## The Power of the Protocol

*Caroline Decaire-Goldin, Prince George's County Public Schools*

Participants will experience data analysis both with, and without, using a protocol. Further, participants will role-play as parents and various staff members to analyze the impact that protocols have on the efficacy of data analysis sessions with various stakeholders. Additional discussion will focus on when and why protocols should be used, and how existing protocols can be modified to meet limited time constraints. A resource bank of data analysis protocols will also be shared.

June 6, 2018      3:00 PM      Room 305

## Data Security Best Practices

*Mike Tassej, Privacy Technical Assistance Center*

This is one of four key presentations by the Privacy Technical Assistance Center (PTAC) staff on issues of data privacy. The Technical Security Expert from PTAC presents a compelling case on why you should stop clicking on strange links you find in your emails and on the internet! Our data security best practices presentation focuses on common threats and attack vectors that can endanger the integrity of your school's network and could result in a breach of student information. Join us to discuss best practices to protect yourself and your school from bad cyberspace actors!

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### DATA JOURNEY - A Systemic Data Protocol

*Jerome Stover, Dorchester County Public Schools; Diana Mitchell, DCPS*

How can ALL stakeholders, including the community, become a part of your data systemically? During this session, we will discuss and share the new data protocol that is being implemented systemically in Dorchester County Public Schools. Including all stakeholders is key to growth and sustainability. We will discuss how community members and partners, board of education members, principals, content supervisors, classroom teachers, and students all have a vital role within the data journey.

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### Data Culture at the Secondary Level: From Computer to Conversation

*Regenna Jalon, Dorchester County Public Schools, North Dorchester High School; Brittney Baker, NDHS; Nicole Horton, DCPS, Cambridge South Dorchester High School*

This session will describe how secondary instructional coaches in Dorchester County are using data. The session will provide a glimpse of what in-house professional development looks like at the high school level, where every teacher, regardless of content area, shares at least one collaborative planning period with an instructional coach and other colleagues per week. Instructional coaches, principals, assistant principals, department chairs, and subject supervisors will benefit from this session.

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### More Than a Number: Tools for Talking about Education Data

*Elizabeth Dabney, Data Quality Campaign*

This session will share the Data Quality Campaign's communications toolkit, which emphasizes core components of strategy for talking about education data. This resource is designed for state and local leaders to help plan and develop communications about the value of data and their collection, use, and protection in Maryland and about why data are valuable to student learning.

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### The IEP Team Process: Data-Informed Decision Making to Support the Development, Implementation, and Evaluation of Specially Designed Instruction

*Daniel Martz, MSDE*

This session will focus on the IEP process. As part of this professional learning experience, the presentation will highlight tools the state has developed to support IEP teams and build capacity.

June 7, 2018      9:30 AM      Ballroom B

### FERPA 101

*Eric Gray, Privacy Technical Assistance Center, Mike Tassey, PTAC*

Join the PTAC team in a discussion of the Family Education Rights and Privacy Act. This presentation is designed to answer all of the questions you've ever had about FERPA, but were afraid to ask. No experience necessary: PTAC

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starts from the beginning and addresses the core concepts of student privacy law with plain language and scenarios gleaned from the real world. Join us, be part of the discussion, learn something new, and don't be scared—the FERPA monster doesn't bite!

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### Problem, Research, Action: Poverty Measurement Transition in Baltimore City Public Schools

*Amir Francois, Baltimore City Public School System; Chris Wohn, BCPSS; Ramona Carrico, BCPSS*

This presentation will cover the methodology of the longitudinal and historical poverty analysis and subsequent school-level and student subgroup analyses. The second part of the presentation will discuss how the Office of Achievement and Accountability (OAA) in Baltimore City Public Schools used past data and analyses to develop a multivariate prediction model that gave school-level poverty rates had City Schools not transitioned to community eligibility and changed the poverty measurement process. Lastly, the presentation will discuss OAA's efforts to communicate the analysis and predictive modeling to district leadership and school-based stakeholders to guide an informed decision-making process.

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### Best Practices in Data Dissemination for Organization Support and Change

*Michelle Hall, Anne Arundel County Public Schools; Kristi Possa, AACPS*

This session will focus on sharing standardized methods of data communication so that stakeholders can make informed instructional decisions. Participants will be exposed to several different methods of data dissemination used in Anne Arundel County Public Schools that enable stakeholders to easily make data-driven decisions.

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## Better Data: A Catalyst for Advocacy, Policy, and Improvement

*Susan Spinnato, MSDE; Alysia Lee, MSDE; Lori Snyder, AEMS*

This session will provide an overview of new data resources that are available to provide information about arts education. Panel members will share multiple new data resources at the state, system, and school levels that will inform state policymakers, school system officials, advocates, and parents on the state of arts education in their communities. Throughout the discussion, participants will have the opportunity to ask questions, explore the data resources, and brainstorm communication strategies around data findings.

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## Learning to Vet Online Educational Applications for Privacy Best Practices

*Eric Gray, Privacy Technical Assistance Center; Mike Tasse, PTAC*

So you've found that perfect app for the classroom! You're sure it'll bring extra life or utility to your lessons. And the best part? It's free! Okay, what now? Do you click that "download" button? Not so fast! First, come and join PTAC to discuss best practices for vetting these online applications. We'll discuss how the Family Education Rights and Privacy Act interacts with online educational services, so you can better understand what you're looking at when you review these apps and before you click that "accept" button on the terms of service agreement.

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## Making Data Dashboards Actionable: Baltimore City's Application of Early Warning Indicators

*Laura Bush, Baltimore City Public Schools; Sean Hall, BCPS*

This session will focus on Baltimore City Public Schools' use of an early warning indicator data dashboard. Participants at this session will get an inside look at how Baltimore City Public Schools supports schools in applying the early warning indicator dashboard as part of district level decision making and school-level targeting of supports to students. Educational research has demonstrated that flagging students who have early warning indicators of issues on attendance, behavior, or coursework and matching these students with interventions can lead struggling students back on a path to graduation.

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## Parents as Consumers of Information: What Do They Want and What Do They Need from Data Displays?

*Ellen Mandinach, WestEd; Ryan Miskell, WestEd*

This session describes a study that was conducted to understand the information parents want and need to make educational decisions. It also discusses best practices in website design to make information accessible and understandable for parents. The kinds of information parents want and how they access it can inform communication patterns for schools and districts.

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## If You Want to Pass, Attend Class: Exploring the Relationship Between Attendance and Final Grades

*Cheryl Rollins, Morgan State University; Tiffany Thompson-Johnson, Morgan State University*

This presentation will look at the relationship between class attendance in college and final grades at a local university using attendance taken through an Integrated Planning and Advising for Student Success (IPASS) technology tool that the university purchased through a grant. This tool enables faculty members to alert students when they have missed class, when they have not turned in assignments, or when they are in danger of failing the class.

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## Understanding School Climate Through the Lens of Individual Student Experience

*Samantha Murray, Independent Consultant*

This presentation will focus on issues around school climate. Participants are encouraged to actively participate in a facilitated discussion that serves two purposes. The first is to consider a definition of student experience through both a theoretical and practical lens and in the context of school climate and school improvement efforts. The second is to consider possible data collection strategies to better understand students' experiences and that can enable LEAs to drill down into their data on school climate and student and school performance to aid in root cause analysis and improvement activities.

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