VLDS INSIGHTS Conference
Agenda with Descriptions

Session	Room B 114	Room B 110	Room B 109
8:00-9:00 Lobby	Registration/Networking Breakfast		
8:00-9:00 Room B114	**VLDS Demo** *Goldschmidt*		
9:00-9:10 University Hall	**Welcome** *Creamer*		
9:10-10:00 University Hall	**Keynote** *Dr. Bill Hazel*		
Breakout Session 1 10:15–11:00	**When is research and information enough to warrant change in policy?** *Massa* When does new research reach a point to indicate policy change? Tod Massa of SCHEV examines how, and more importantly, when policy changes result from new research insights.	**New VLDS Partnership Agencies** *Goldschmidt, Price, Rowe* What you need to know about becoming a partner agency in the VLDS. Organizing your data, setting up the exposure database, and installing the VLDS software. Working within your agency to educate and collaborate constructively on the benefits of the VLDS.	**Apps4VA: High School Innovators** *Bell, Halpert, Students* A panel of students shares the inspiring story of what high school students can create with VLDS data. Hear from these next generation innovators who are utilizing data in new and exciting ways.
Breakout Session 2 11:15–12:00	**Value Creation in the Commonwealth Through the Use of Data Analytics** *Fung* Data is a huge asset to the Commonwealth. How do we turn data into value? What are the challenges that have been encountered to get to there? Find out what programs and initiatives the Secretary of Technology has been developing and has underway to help the cause.	**The Return on Investment of Virginia's Vocational Rehabilitation Program** *Ashley, Rowe, Stern* DARS will present findings from a scientifically rigorous approach to estimating return on investment (ROI) of the Virginia vocational rehabilitation program for people with disabilities. This approach uses readily-available administrative data on longitudinal earnings and VR service provision to estimate earnings impacts of specific VR services provided to individuals with various types of disabilities. Discussion will include how these findings can inform VR policy and programmatic decisions.	**Apps4VA at JMU: Student Projects Featuring VLDS Data** *Mayfield* Over 250 students from JMU Computer Science have participated in Apps4VA, a software development competition based on VLDS data for researchers. This session will explore results from the past three school years, discuss how the program has evolved, and provide educators with resources to implement similar projects.
12:00-1:00 University Hall	**Lunch** **Guided Discussion:** *McGowan*		
Breakout Session 3 1:00–1:45	**Education Data in the States: A National Perspective** *Hochleitner* States continue to develop new ways to use education data in service of students and families. This session will offer a landscape of states' progress in building systems and policies to support the effective use of data, based on the 2014 results from DQC's annual Data for Action survey. The session will also highlight specific examples of new and innovative state efforts to make information available to families and the public, develop high-school feedback reports, and establish cross-agency governance.	**Data-Driven Support for Students on the Path to College: Identifying Useful Variables for College Planning Throughout High Schools** *Knight* The path to college consists of a complex set of choices and achievements completed over a long period of time. In this session, we will provide an overview of how our research team took up the challenge of identifying ways to make more information about postsecondary education available by exploring how college readiness data can be brought directly to guidance counselors, students, and families in an easy-to-use manner to help them make important and difficult decisions. We investigated this issue from a variety of perspectives, including defining and understanding the problem by engaging high school counselors and advisors, and exploring how the Virginia Longitudinal Data System (VLDS) might be leveraged to better understand the system and inform policy and practice.	**Using SOL Data to Inform Program Impact** *McGhee* The Rural Math Excel Partnership study funded by an i3 grant from the Department of Education is using Standards of Learning (SOL) test scores from the Virginia Department of Education to measure student achievement in mathematics as it relates to the effects of the initiative being studies in six participating districts across treatment and comparison conditions. Analyses will be conducted at the individual student level and linked to the teachers from each participating school division.
Breakout Session 4 2:00–2:45	**Using VLDS to Predict 8th grade Outcomes for Virginia's Preschoolers** *Jonas, Ruzek* The Virginia University Research Consortium used VLDS to assess how public preschool participation was associated with students' long-term outcomes. Results showed on-time promotion advantages through 8th grade to students who had attended public prekindergarten compared to peers, but no group differences in 8th grade literacy achievement. Encouragingly, most students could be followed across the nine years (N= 77,451) and secure matching and data delivery worked smoothly. Using available data, it was not possible to specify children's preschool program. Findings will be contextualized and insights discussed regarding ways to improve the state's capacity to evaluate early educational programs using the VLDS.	**Statewide Instructional Improvement System** *Canada* VDOE explains the project to improve the way school divisions are supported by the Commonwealth in using data to improve instruction. Virginia's unique Instructional Improvement Architecture includes a system that will allow educators to compare students' state and local data side by side to enable them to develop strategies and interventions. Virginia also is developing a first-of-its-kind data literacy professional development center to help teachers, administrators and others understand the role data plays in improving students' outcomes, what the data means and how it can be used to create more dynamic classrooms.	**We've Got the Data. Now What?** *Ravenscroft* As states bring their longitudinal data systems live, the emphasis at the state and federal level is shifting from system development to system use. Yet this is uncertain terrain; what methods are states using to demonstrate results to the public without compromising privacy? What privacy or policy issues are states facing? How can a state LDS make a measurable impact on policy and programming? Drawing on interviews with states that have pursued a variety of avenues to answering these questions, this session examines the various research and reporting initiatives states are undertaking with their statewide longitudinal data systems. The session will provide an overview of the ways in which states have leveraged their longitudinal data systems not only for one-off research initiatives, but also to provide public-facing reporting functionality to members of the public in an effort to create a culture of data-driven decision-making.