

Conference Theme: Making Data Meaningful

Fall 2014 MERA Conference Agenda

Day 1



Monday, November 24, 2014

9:00 am – 4 pm

Dr. Stephanie Evergreen —“Presenting Data Effectively”

Crystal clear slides, and graphs are valuable – they save an audience’s mental energies, keep a reader engaged, and make you look smart. In this workshop, attendees will learn the science behind presenting data effectively and will leave with direct, pointed changes that can be immediately administered to significantly increase impact. The workshop will address principles of data visualization and slideshow design that support legibility, comprehension, and retention of our data in the minds of our clients. Together we will focus on how to make visual sense of data and distribute it in a way that readers will love. Grounded in visual processing theory, the principles will enhance attendees’ ability to communicate more effectively with peers, colleagues, and clients through a focus on the proper use of color, arrangement, graphics, and text.

Session Evaluation

Please take a moment to complete a brief on-line evaluation of today’s session. Your input will be valuable for future programming.

You can access the survey in one of two ways:

- **If you have a smart phone with a QR Code reader, please use the QR code below to access the on-line survey.**
- **Alternatively you may use web address provided below and complete the survey.**



<http://goo.gl/8OdW4q>

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Day 2

Tuesday, November 25, 2014



8:45 – 3:40 pm

8:45 – 10:00 am

David Judd & Andrew Middlestead — Michigan Student Assessment, where we are at, and where we're going

Andy and Dave will be presenting the latest information about the Michigan Assessment landscape. They will share up-to-the minute information in this rapidly changing environment.

BREAK (10:00 – 10:15 am)

10:15 – 11:00 am

Dr. Jim Gullen— Progressing Toward a More Mature Discussion About Student Growth

This session will present some of the challenges faced with measuring student growth. Current models will be presented and explained and some preliminary results from one ISD will be shared.

11:00 am – 11:45 am

Paul Bielawski—CEPI Updates

Paul will provide updates on CEPI data collections, reports, and the MI School Data portal site. Emphasis will be on updated reports on the MI School Data site and future plans including data linking K-12 and college enrollment which will be updated in the Fall.

LUNCH (11:45 – 12:30 pm)

12:30 – 1:15 pm

Ann McMaster Lapointe— Understanding Effect Size Can Key Higher Impact Interventions

This session will give an overview of Effect Size in school settings and the relationship of effect size in program evaluation. Simple examples of effect size application on teaching and learning.

1:15 – 2:00 pm

Kathy Fandale , Kristina Martin & Nancy Buyle— Macomb's Approach to Early Warning - Helping All Students

MISD developed an Early Warning System (EWS) in PowerSchool to track student grades, attendance, behavior, and credits toward graduation. Alerts are updated every 24 hours to identify those students who may be at risk in one or more of these areas. The purpose is to identify and support at-risk students ASAP, in order to get them back on track. EWS in Macomb County began as a pilot project in [2013-2014](#) with three pilot districts. The project is expanding to the rest of the county in [2014-2015](#). This session will provide an overview of EWS, discuss feedback from the pilot districts, and outline future plans for the project.

BREAK (2:00 – 2:15 pm)

Fall 2014 MERA Conference Agenda

Day 2 (Continued)



2:15 – 3:15 pm

Dr. Michael Lance — Towards a Typology of Reports for Educators

The task of creating charts for educators to aid in decision-making can be deceptively simple. This presentation aims to illuminate and organize the many facets and layers of a complete suite of charts for decision-makers at the school and district levels.

3:15 – 3:45 pm

Dr. David Treder— Analyses of Selected Accountability Metrics

This session will take a look at several Michigan accountability indices by examining their reliability (i.e., consistency) and interactions with school-type and other demographic variables.

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