

Statewide P-20 Longitudinal Data System (LDS) Update

**Center for Educational Performance and Information
(CEPI)**



Primary Functions of CEPI

- Collect, manage and report on educational data about Michigan's public schools
- Current State School Aid Act suggests that "The Center shall...
 - (a) Coordinate the collection of all data required by state and federal law from all entities receiving funds under this act.
 - (b) Collect data in the most efficient manner possible in order to reduce the administrative burden on reporting entities."



Why expand focus to P-20?

- Public and private sources of funding are now beginning to **require recipients to track longitudinal “results.”** That is, accountability and impact on student outcomes.

- Private foundations
- Re-authorization of the Elementary and Secondary Education Act
- American Recovery and Reinvestment Act (ARRA)

Most sources are now using the Data Quality Campaign's “Ten Essential Elements of Longitudinal Data Systems” as a measuring stick for gauging state progress



Driving Forces - Public

- The **No Child Left Behind Act of 2001** is the primary driving force behind K-12 longitudinal data collection and reporting.
- **US ED Longitudinal Data Systems Grant (2006)** requires us to build the capacity to connect to P-12 to postsecondary – upgraded student data system; future modifications could include higher education if needed
- **US ED Longitudinal Data System Grant #2 (2009)** moves the state beyond capacity building to proto-typing data analysis and reporting using a functional LDS (data marts, OLAP cubes, analysis tools)



Driving Forces - Public (Cont.)

- In Michigan, **Lt. Governor Cherry's Commission on Higher Education and Economic Growth** is driving the extension on both ends from pre-K to higher education and workforce development.
- The Michigan College Access Network (MCAN) and the **College Access Portal Project** requires automation and integration of the transcript exchange process as a part of a focused effort to double the number of Michigan students who attend college and obtain a degree.



Driving Forces - Public (Cont.)

- **American Recovery and Reinvestment Act of 2009 (ARRA)**
 - \$1.3 billion from State Fiscal Stabilization Fund to support education (P-20)
 - The Four Assurances, CEPI's focus on "Improving Collection and Use of Data"
 - America Competes Act – primary focus on systems containing elements of data and system-wide exchange processes from the Data Quality Campaign
- All ARRA sub-grants require continued focus on data interoperability, P-20 connections, and LDS



Driving Forces - Private

- **Data Quality Campaign (DQC)** 10 Essential Elements of an LDS include:
 - electronic transcript exchange including course completion and grades
 - student-level college readiness scores
 - ability to link K-12 and higher-education student data
- **State Higher Education Executive Officers (SHEEO)** 15 Essential Characteristics and Functionality of a State Postsecondary Data System
 - State issued unique identifier
 - Enrollment and completion data, student demographics, transfer data, persistence and graduation data
 - Remediation data, developmental education participation data
 - Student-level course and transcript data



DQC Ten Essential Elements – Where is Michigan?

- ✓ 1. A unique statewide student identifier that connects student data across key databases across years (*CEPI's Unique Identification Code UIC*)
- ✓ 2. Student-level enrollment, demographic and program participation information
- ✓ 3. The ability to match individual students' test records from year to year to measure academic growth
- ✗ 4. Information on untested students and the reasons they were not tested
- ✗ 5. A teacher identifier system with the ability to match teachers to students

DQC Ten Essential Elements – Where is Michigan?

- ✘ 6. **Student-level transcript information, including information on courses completed and grades earned**
- ✘ 7. Student-level college readiness test scores
- ✓ 8. Student-level graduation and dropout data
- ✘ 9. **The ability to match student records between the P–12 and higher education systems**
- ✓ 10. A state data audit system assessing data quality, validity and reliability



America Competes Elements

- Successful student transition to higher education; including enrollment in remedial coursework
- Other information necessary to address alignment and adequate preparation for success in higher education



What is an LDS?

- Generally, a system made up of many variables that allow for data connectivity, analysis and reporting over time.
 - Applications designed in ways that facilitate links for connecting data
 - Interoperable framework for data exchange (common definitions, structures, timing, etc.)
 - Tools: hardware and software
 - Query capability for analyzing data, predicting impacts of variables, and providing decision support models



At the **state** level, what will it take to meet the challenge?

- Develop the foundations of the P-20 longitudinal data system
- Extend the Unique Identification Code (UIC) to postsecondary institutions
- Implement the Michigan e-transcript system
- Ready systems for potential data mandates related to ARRA...guidance is still coming
- Lead a P-20 Data Council that ensures FERPA compliance and protects education partners



At the **K-12** level, what will it take to meet the challenge?

- Focus on **data quality**
- Build **capacity** internally for principals and teachers to analyze and use assessment data and other student information to inform policy and improve academic progress
- Leverage e-transcript services to free up counselors to focus on student academic needs
- Assist in connecting teacher and student data efficiently and accurately
- Participate in a P-20 data council

At the **postsecondary** level, what will it take to meet the challenge?

- Use the UIC – add it to postsecondary student information systems as it is made available
- Assign staff members to work with state staff to obtain UICs for new students and to maintain existing UICs. Processes to be determined, seeking lowest impact
- Participate in a P-20 data council, improve analysis
- *Future – work with CEPI to use the MSDS to collect data on important outcomes in alignment with mandates, **if** issued
- *Future – work with CEPI to analyze and/or obtain longitudinal analyses and reporting on students and other educational data



Thomas Howell, Director
Center for Educational
Performance and Information

howellt@michigan.gov

517/241-2374

www.michigan.gov/cepi

