

BUILDING STATE CAPACITY TO USE LONGITUDINAL DATA SYSTEMS

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MOVING BEYOND ACCOUNTABILITY

Why is there federal support for states to build capacity to use longitudinal data systems?

- Moving beyond accountability to continuous improvement using education data “to improve student learning and outcomes; as well as to facilitate research to increase student achievement and close achievement gaps.” (*Stateside Longitudinal Data System Website*)

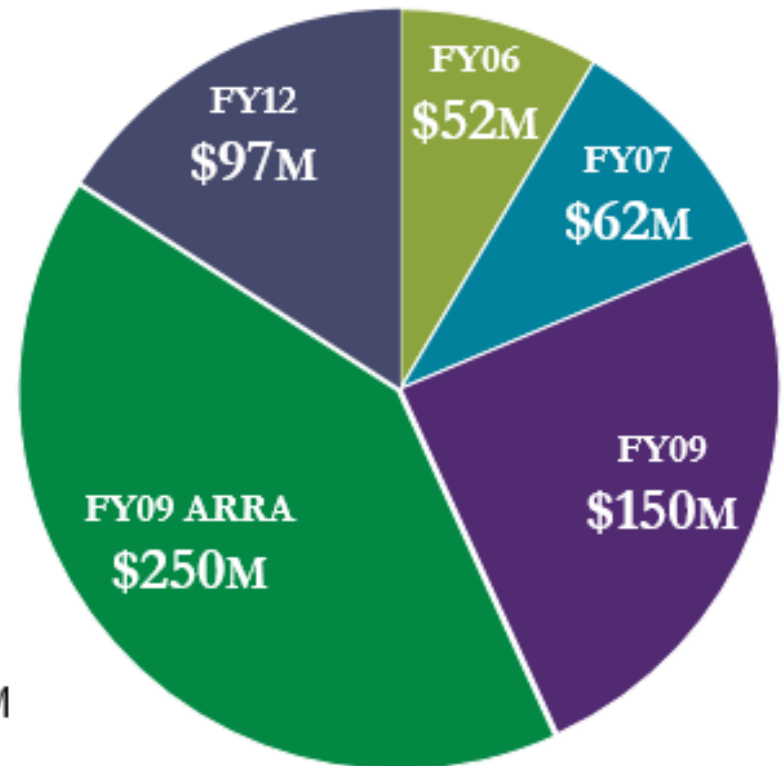
What does building capacity to use longitudinal data mean?

1. *Individual capacity*- developing the knowledge and skills necessary to use longitudinal data, such as training on using longitudinal data systems to access information to inform decisions
2. *Organizational capacity*- shifting to a data informed culture- SLDS and others become part of the way they do business thereby making state administrators and policymakers work more efficient

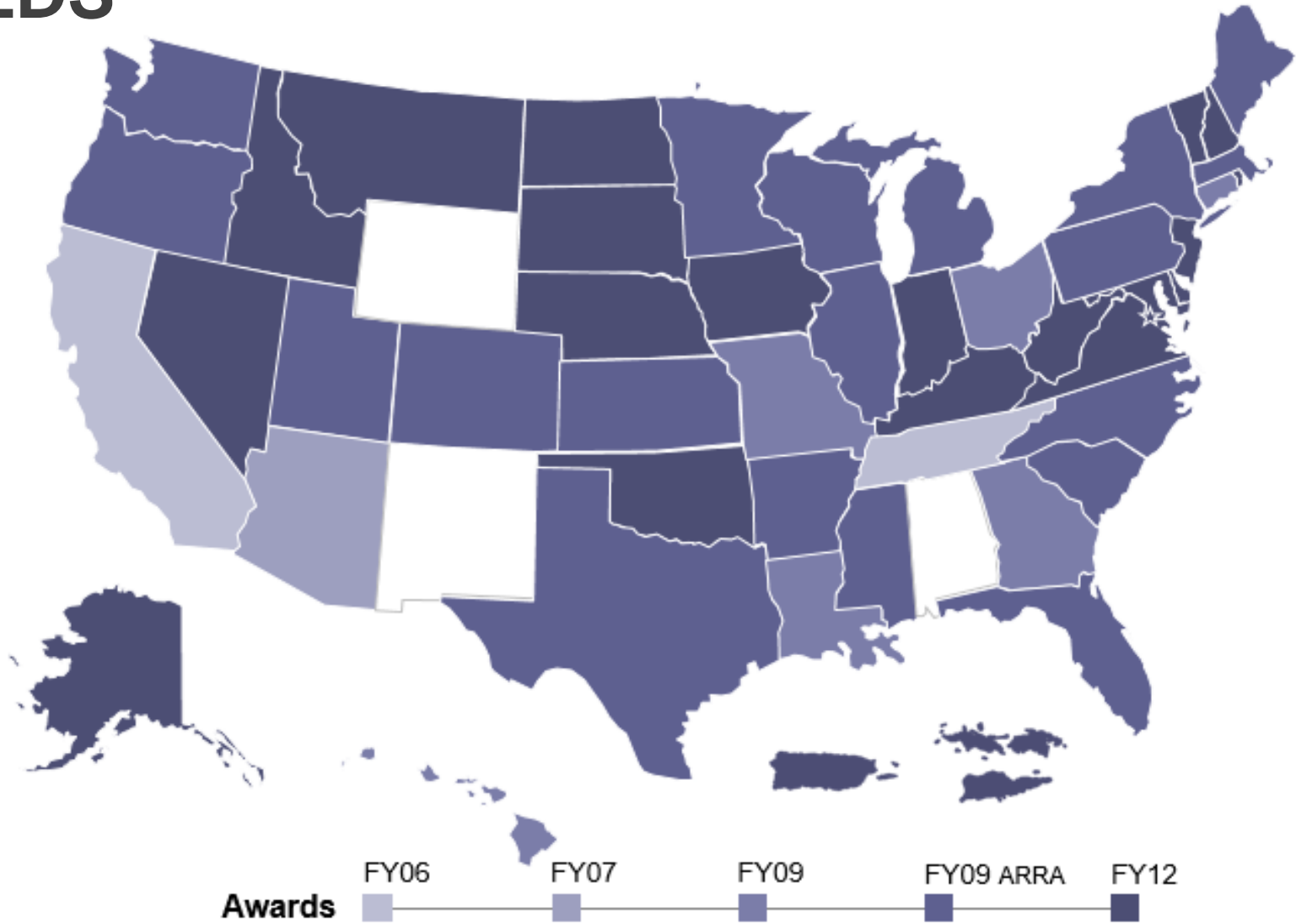
SLDS HAS FUNDED \$613M

To date, 47 states, DC, PR, and VI have been awarded SLDS grants totaling \$613M:

- **1st Round (FY06):** Nov. 2005 – 14 grantees awarded over \$52M
- **2nd Round (FY07):** June 2007 – 13 grantees awarded over \$62M
- **3rd Round (FY09):** April 2009 – 27 grantees awarded over \$150M
- **4th Round (FY09 ARRA):** May 2010 – 20 states awarded \$250M under American Recovery & Reinvestment Act (ARRA)
- **5th Round (FY12):** May 2012 – 24 grantees awarded over \$97M

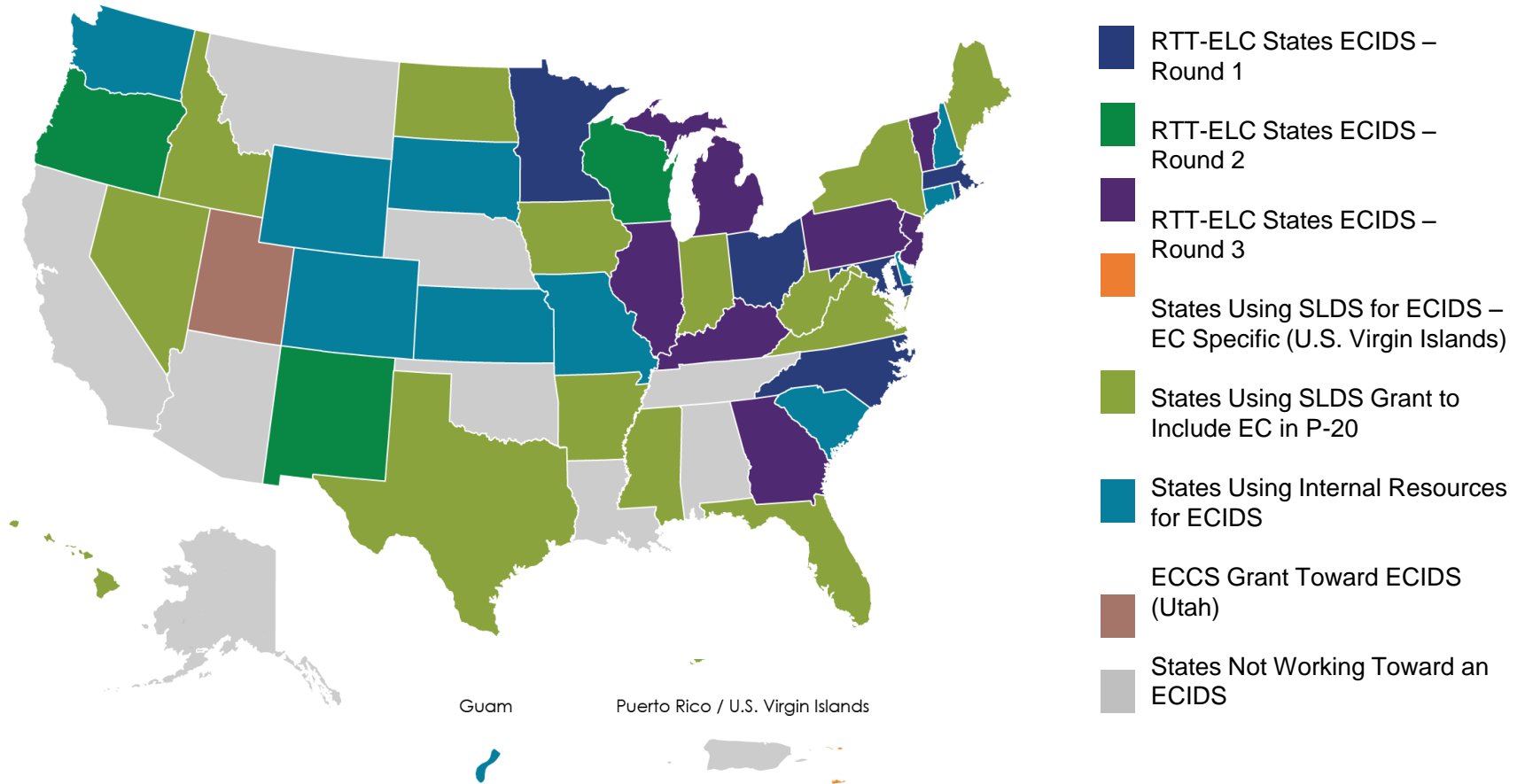


THE RESULT...NEARLY EVERY STATE HAS AN SLDS



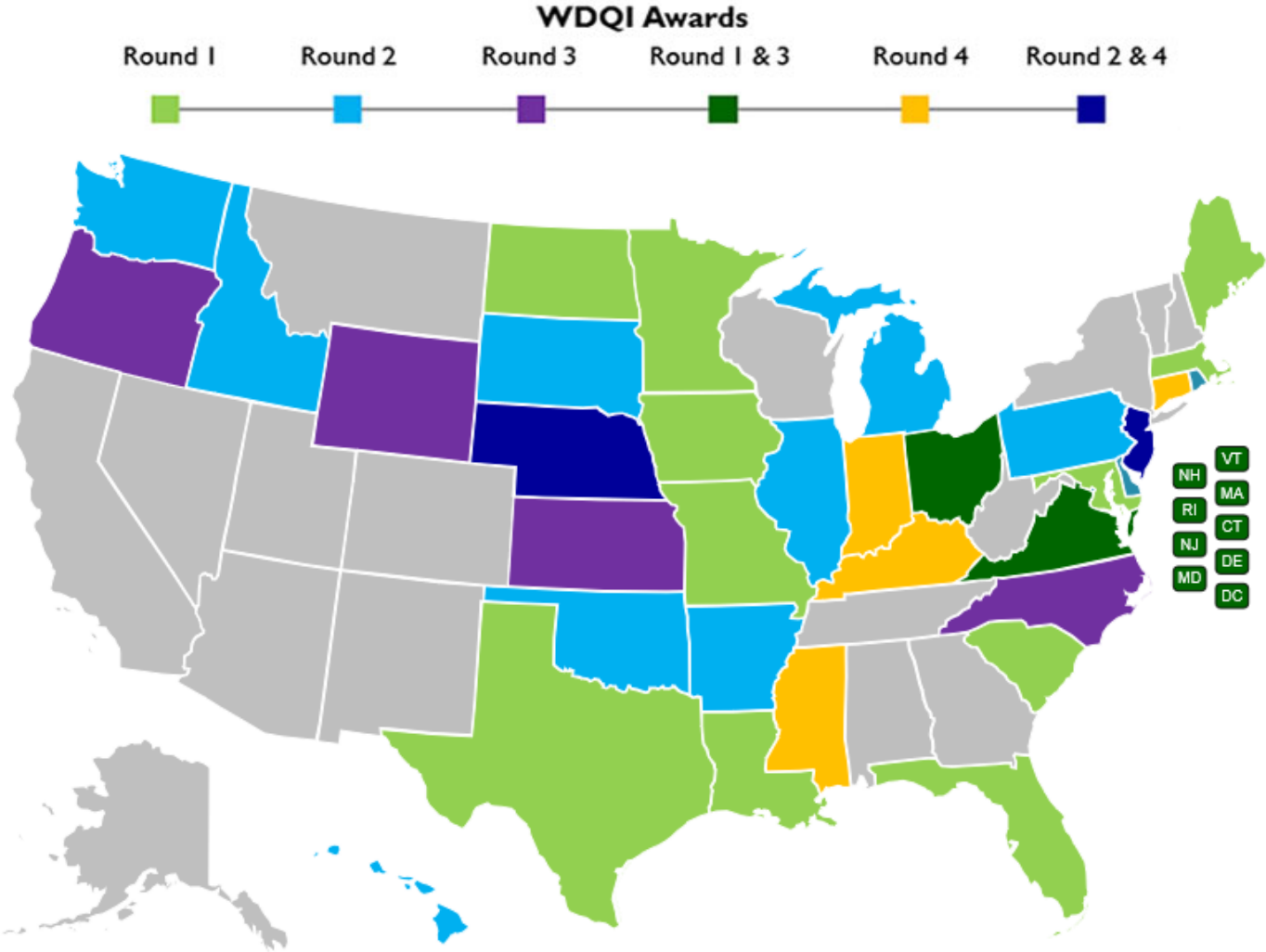
ECIDS FUNDING CUTS ACROSS FEDERAL PROGRAMS

In 2011 when we started PA was the only state that had anything close to an ECIDS. For the first time in 2015 at least 4 states will be able to use their ECIDS to inform decisions.



For more information on what an ECIDS click [here](#)

DEPARTMENT OF LABOR INVESTMENT \$36M



Information from:
<http://www.doleta.gov/performance/workforcedatagrants09.cfm>

FEDERAL SUPPORT THROUGH TA CENTERS

- [EDTAP](#) (National Center for Education Statistics)
 - Support to help state grantees develop and use longitudinal data systems
- [DaSy](#), [IDC](#), [CIID](#), [CIFR](#), [NCSI](#) (Office of Special Education Programs)
 - Support to help states to build state capacity to their special education data
- [PTAC](#) (Family Policy Compliance Office)
 - Supports education stakeholders knowledge development about data privacy, confidentiality, and security practices related to student-level longitudinal data systems and other uses of student data.

HOW HAVE STATES BUILT CAPACITY TO USE LONGITUDINAL DATA?

❖ Designed longitudinal data systems (infrastructure)

Individual Capacity

- Hired Data Coaches (MN, WI)
- Designed their data systems that include more user information around the data as they access the data (IA)
- Develop their own research teams (WI)
- Partner with analytic state agencies (WA)
- Research consortiums to have researchers support the state research agenda (HI, OH)

Organizational Capacity

- Increased reporting functionality to inform policy and practice such as:
 - School readiness
 - College and career readiness
 - Quality programming
 - Instructional support

CHILD OUTCOMES BASED ON PROGRAM SEQUENCING

UT is building capacity to use longitudinal data systems by going beyond compliance to look at how multiple EC programs impact child outcomes.

As a result they are looking for ways to ensure the appropriate sequence of services are provided to children and their families

Utah Department of Health

Created: Jan. 15, 2015

Program Sequences of Children Receiving Multiple Services

Jan. 1, 2014 - Dec. 31, 2014

Children

Count of children between 0 – 5 years old during reporting period by program sequence, where a sequences can a starting of service, following some time later by the starting off another service. The starting of the services do not have occur with the reporting period.

| | |
|-----------------------------------|-----|
| HMG → OHV | 87 |
| HMG → HS | 12 |
| HMG → EI-C | 180 |
| HMG → OHV → EI-C | 65 |
| HMG → OHV → EI-C → EI-B | 57 |
| HMG → OHV → EI-C → EI-B → T1 | 8 |
| HMG → OHV → EI-C → EI-B → HS | 2 |
| HMG → OHV → EI-C → EI-B → HS → T1 | 1 |
| OHV → EI-C | 106 |
| OHV → EI-B | 20 |
| OHV → EI-C → EI-B | 80 |
| OHV → EI-C → EI-B → T1 | 12 |
| OHV → EI-C → EI-B → HS | 4 |
| OHV → EI-C → EI-B → HS → T1 | 2 |
| EI-C → EI-B | 22 |
| EI-C → EI-B → T1 | 14 |
| EI-C → EI-B → HS | 5 |
| EI-C → EI-B → HS → T1 | 2 |

TELL A STORY USING THE INFORMATION

[RI Data Stories](#) meet people where they are as they understand policy makers and the public may not be data savvy, but they guide the important issues and makes the conclusion clear so that the users does not make mistaken assumptions.

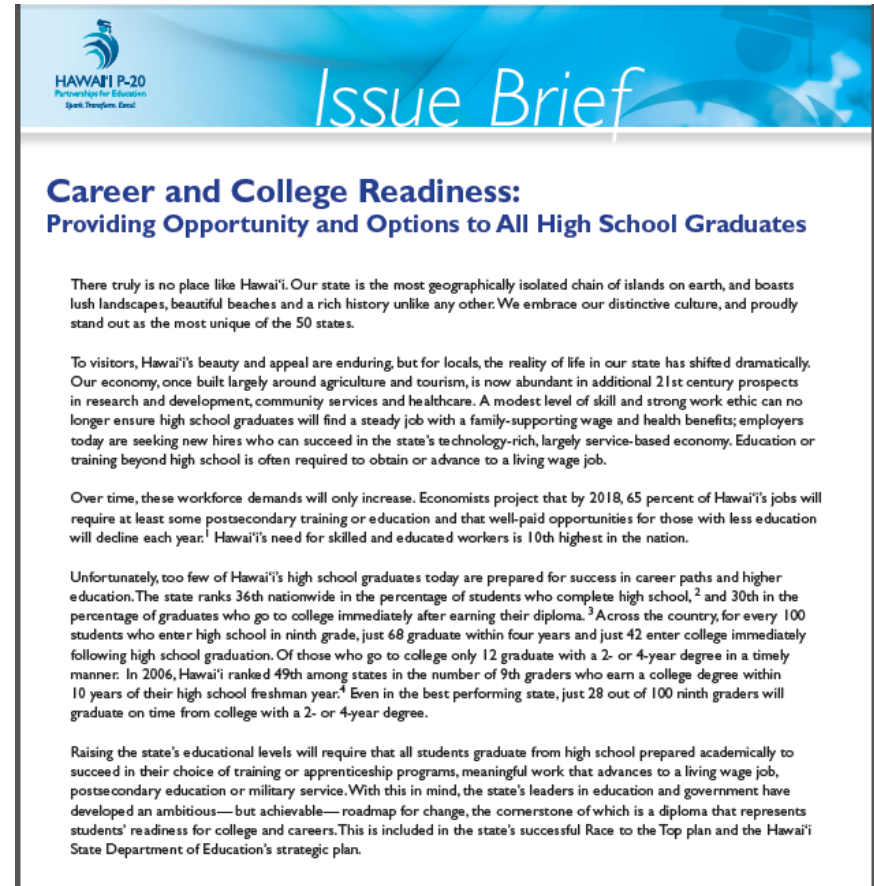
The screenshot shows the RI DataHUB website interface. At the top, there is a navigation bar with 'RI DataHUB' on the left and 'Data Stories', 'Data Reports', 'Data Catalog', and 'About' on the right. Below the navigation bar is a horizontal menu with categories: 'All Data Stories', 'Workforce', 'Education', 'Early-Warning', 'Children & Youth Cabinet', 'Health', 'Civic Engagement', and 'Juvenile Justice'. The main content area features a data story titled 'High School Absenteeism and College Persistence'. The story includes an 'Essential Question' and a description of the data. A large blue box highlights the 'Introduction' text, which discusses the costs of chronic absenteeism and provides specific data points for Boston, Baltimore, and New York City. At the bottom of the page, there are links for 'Print Friendly Pages' and 'See Related Stories', along with a pagination control showing 'Page 1 of 12' and 'Next' navigation arrows.

As a result RI has seen an increase in the use of the state data in their various stakeholder groups

HIGH SCHOOL OUTCOMES

HI used their longitudinal data to connect their high school diploma data and college readiness outcomes

As a result HI is considering changing their HS diploma requirements if student need more math or certain math courses



HAWAII P-20
Partnership for Education
Spark. Develop. Excel.

Issue Brief

Career and College Readiness: Providing Opportunity and Options to All High School Graduates

There truly is no place like Hawai'i. Our state is the most geographically isolated chain of islands on earth, and boasts lush landscapes, beautiful beaches and a rich history unlike any other. We embrace our distinctive culture, and proudly stand out as the most unique of the 50 states.

To visitors, Hawai'i's beauty and appeal are enduring, but for locals, the reality of life in our state has shifted dramatically. Our economy, once built largely around agriculture and tourism, is now abundant in additional 21st century prospects in research and development, community services and healthcare. A modest level of skill and strong work ethic can no longer ensure high school graduates will find a steady job with a family-supporting wage and health benefits; employers today are seeking new hires who can succeed in the state's technology-rich, largely service-based economy. Education or training beyond high school is often required to obtain or advance to a living wage job.

Over time, these workforce demands will only increase. Economists project that by 2018, 65 percent of Hawai'i's jobs will require at least some postsecondary training or education and that well-paid opportunities for those with less education will decline each year.¹ Hawai'i's need for skilled and educated workers is 10th highest in the nation.

Unfortunately, too few of Hawai'i's high school graduates today are prepared for success in career paths and higher education. The state ranks 36th nationwide in the percentage of students who complete high school,² and 30th in the percentage of graduates who go to college immediately after earning their diploma.³ Across the country, for every 100 students who enter high school in ninth grade, just 68 graduate within four years and just 42 enter college immediately following high school graduation. Of those who go to college only 12 graduate with a 2- or 4-year degree in a timely manner. In 2006, Hawai'i ranked 49th among states in the number of 9th graders who earn a college degree within 10 years of their high school freshman year.⁴ Even in the best performing state, just 28 out of 100 ninth graders will graduate on time from college with a 2- or 4-year degree.

Raising the state's educational levels will require that all students graduate from high school prepared academically to succeed in their choice of training or apprenticeship programs, meaningful work that advances to a living wage job, postsecondary education or military service. With this in mind, the state's leaders in education and government have developed an ambitious—but achievable—roadmap for change, the cornerstone of which is a diploma that represents students' readiness for college and careers. This is included in the state's successful Race to the Top plan and the Hawai'i State Department of Education's strategic plan.

A FEW LESSONS LEARNED

- User support has to be **assessed** (knowledge and skills to use data) need to be understood from the data
- There are **organizational factors** that contribute to work
- Help users understand this was **not replacing administrative data** systems but pulling it together from various audiences to inform different decisions
- There has been a **cultural shift** from data for data's sake to one of using data an embedded resources for instruction, programmatic, and policy work
- SLDS are still relatively **new data systems** so understanding how they have increased the capacity is not easily measured
- There is **not much existing research** on the state data driven decision making for states to leverage as they use (e.g. collaboration, data literacy skills, data anxiety and self-efficacy)

FUTURE DIRECTION

New SLDS FY 15 Awarded Funding

American Samoa, Hawaii, Illinois, Kentucky, Maryland, Massachusetts, Minnesota, Mississippi, Montana, North Dakota, Pennsylvania, Tennessee, Texas, Utah, Washington, Wisconsin

Where states are going next using federal support- Use longitudinal data to:

1. Financial Equity and Return on Investment
 2. Educator Talent Management
 3. Early Learning
 4. College and Career
 5. Evaluation and Research
 6. Instructional Support
- Building training programs and tools for use of the SLDS/ECIDS
 - Conducting research and evaluation on state capacity to use longitudinal data

ACRONYMS

- [CIFR](#)- The Center for IDEA Fiscal Reporting
- [CIID](#) –The Center for Integrated IDEA Data
- [DaSy](#)- The Center for IDEA Early Childhood Data Systems
- ECIDS- Early Childhood Integrated Data Systems
- [IDC](#)- The IDEA Data Center
- [NCSI](#)- The National Center for Systemic Improvement
- [PTAC](#)- The Privacy Technical Assistance Center
- SLDS- Statewide Longitudinal Data Systems