

DATA QUALITY INSTITUTE

June 7, 2001

U. S. Department of Education's STATEWIDE LONGITUDINAL DATA SYSTEM RECOVERY ACT GRANTS State Application, December 2009

This state will take the necessary action steps as outlined by the DQC to ensure the effective use of data to enhance its existing SLDS to meet all of the elements defined in the America Competes Act. Funding is being requested in this grant proposal and in this state's Race to the Top (RTTT) proposal to enable this state to close the gaps between our current system and our vision for a P-20 SLDS. The following table provides a summary of the needs in this state related to each of the steps.

DQC Action Steps for Effective Use of Data	Needs in This State	
Expand the ability of state longitudinal data systems to link across the P-20 education pipeline and across state agencies	Link K-12 data systems with early childhood, postsecondary education, workforce, social services and other critical state agency data systems.	
	Create stable, sustained support for robust state longitudinal data systems.	
	Develop governance structures to guide data collection, sharing and use.	
	Build state data repositories that integrate student, staff, financial and facility data.	
The current P-12 student data system within the state department of education cannot be linked to data on students served by early childhood programs and services funded by other state agencies, nor can they be linked to postsecondary education student data. A mechanism for sharing transcript data electronically between P-12 and higher education does not exist.	Ensure that data can be accessed, analyzed and used, and communicate data to all stakeholders to promote continuous improvement	
		Implement systems to provide all stakeholders timely access to the information they need while protecting student privacy.
		Create progress reports with individual student data that provide information educators, parents and students can use to improve student performance.
	Create reports that include longitudinal statistics on school systems and groups of students to guide school, district and state-level improvement efforts.	
The Statewide Longitudinal Data Warehouse does not contain all of the data collected on early childhood, special education or teacher preparation programs and the reporting and analysis tools focus on accountability and compliance rather than longitudinal analysis of student progress over time, program effectiveness or teacher effectiveness.	Build the capacity of all stakeholders to use longitudinal data for effective decision making	
		Develop a purposeful research agenda and collaborate with universities, researchers and intermediary groups to explore the data for useful information.
		Implement policies and promote practices, including professional development and credentialing, to ensure that educators know how to access, analyze and use data appropriately.
Promote strategies to raise awareness of available data and ensure that all key stakeholders, including state policy makers, know how to access, analyze and use information.	This state has not developed a purposeful research agenda to explore the wealth of data for useful information. This state has a multitude of professional development opportunities but does not have a cohesive systemic approach to ensure educators know how to access, analyze and use data appropriately.	