

Data Quality Campaign

10 Essential Elements of a State Longitudinal Data System

1. Statewide Student Identifier - met
2. Student-Level Enrollment, Demographic, and Program Participation Information – attendance, campus of enrollment, grade level, gender, ethnicity, economic status, English language learner status, participation in bilingual or English as a second language program, special education status, migrant status, Title I status, gifted and talented status - met
3. Student-Level Test Data with matching from year to year to measure growth - met
4. Information on Untested Students - met
5. Statewide Teacher Identifier with a Teacher-Student Match – not met
6. Student-Level Course Completion (Transcript) Data including Courses Completed and Grades Earned – not met
7. Student-Level SAT, ACT, and Advanced Placement Exam Data - met
8. Student-Level Graduation and Dropout Data - met
9. Ability to Match Student-Level P-12 and Higher Education Data - met
10. State Data Audit System to assess data quality, validity, and reliability – not met

Public Law 110-69 – August 9, 2007

America Competes

- Establish a statewide P-16 education longitudinal data system
- Provides each student, upon enrollment in a public elementary or secondary school in state with unique identifier such as barcode
- Unique identifier does not permit student to be individually identified by users of systems
- Unique identifier is retained throughout the student's enrollment in P-16 education in state

Privacy and Access

- Meets Family Education Rights and Privacy Act of 1974
- Limit the use of information in statewide P-16 education data system by institutions of higher education and State or local educational agencies or institutions

- Prohibit the disclosure of personally identifiable information
- Keep an accurate accounting of the date, nature, and purpose of each disclosure of personally identifiable information including description of information disclosed, name and address of person, agency, institution, or entity to whom the disclosure is made
- Require any non-governmental party obtaining personally identifiable information to sign a data use agreement prior to disclosing information
- Prohibits party from further disclosing information
- Prohibits the party from using information for any purpose other than purpose specified by agreement
- Requires party to destroy information when purpose for which the disclosure was made is accomplished
- Maintain adequate security measures to ensure confidentiality and integrity of the data system
- Provide rights to student instead of parent when student has reached age of 18 or is enrolled in postsecondary educational institution
- Ensure adequate enforcement of the requirements
- Unlawful for any Federal, State, or local governmental agency to use the unique identifier for any purpose other than authorized by Federal or State law

Requirements

- Preschool through grade 12 education and postsecondary education
- Unique statewide student identifier that does not permit student to be individually identified
- Student-level enrollment, demographic, and program participation information
- Student-level information about points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs
- Capacity to communicate with higher education data systems
- State data audit system assessing data quality, validity, and reliability
- Yearly test records of individual students
- Information on students not tested by grade or subject
- Teacher identifier system with the ability to match teachers to students
- Student-level transcript information, including courses completed and grades earned

- Student-level college readiness test scores
- Information regarding whether students transition from secondary to postsecondary education including enrollment in remedial coursework

Functions

- Identify factors that correlate to student's ability to successfully engage in and complete postsecondary level general education coursework without need for prior development coursework
- Identify factors to increase the percentage of low-income and minority students who are academically prepared to enter and successfully complete postsecondary-level general education coursework
- Use the data in the system to inform education policy and practice in order to better align State academic content standards and curricula with demands of workforce and Armed Forces.

State Fiscal Stabilization Fund

The State Fiscal Stabilization Fund (SFSF) program is a new one-time appropriation of \$53.6 billion under the American Recovery and Reinvestment Act of 2009 (ARRA). These funds will be used to minimize and avoid reductions in education and other essential services. SFSF is a key element of ARRA and is guided by the principles of ARRA.

Requirements

- Improvements in teacher effectiveness and in the equitable distribution of qualified teachers for all students
- Establish pre-K to college and career data systems that track progress and foster continuous improvement
- Make progress toward rigorous college- and career-ready standards and high-quality assessments that are valid and reliable for all students
- Provide targeted, intensive support and effective interventions for lowest performing schools

American Recovery and Reinvestment Act of 2009 - ARRA

Public Law 111-5 (H.R. 1), February 17, 2009; 123 Stat. 115

Uses

- Elementary and secondary education support
- Higher education support

- Achieving equity in teacher distribution (improve teacher effectiveness)
- Improving collection and use of data (longitudinal data system with elements from American COMPETES Act)
- Standards and assessments
- Support struggling schools

Race To The Top

The RTTT competition asks states to continue making substantial progress in the quality of their longitudinal data systems, and to dramatically improve ability to use longitudinal data to inform policy and practice from the class to the state house.

Requirements

- Data driven system for improvement by ensuring stakeholders have access to data to meet their distinct needs
- Includes all of the elements specified in the America COMPETES Act
- Accessible and useable data to stakeholders
- Data is used to improve instruction

Stakeholders

Teachers need to see performance data for each student, the ability to aggregate data to analyze trends, determine what content needs to be reinforced, and decide whether or how to alter teaching methods to ensure students acquire the content knowledge and skills in the state's college and career-ready, internationally-benchmarked standards.

School Administrators need data to help them guide staff time and resources to include teacher assignment, evaluation, and professional development. They also need data to determine student course assignments and targeted supports as well as interim and summative testing.

District Administrators need data to improve curriculum and practices both system-wide and in under-performing schools, to allocate teacher and staff resources, and to provide professional development opportunities.

State policymakers need access to data on a robust set of college- and career-ready indicators to measure and report school, district, and state progress towards college and career readiness goals. They also need to include measures of progress in the state's accountability system, identify schools and districts in need of targeted supports and interventions as well as those deserving recognition for outstanding achievements. Finally they need to analyze trends across schools and districts and to evaluate policies.

Parents need information not only about how well their students are performing on assessments and in courses, but also how well local schools are performing against college and career readiness expectations, the effectiveness of their teachers, the nature and rigor of schools' curriculum, and postsecondary enrollment and success rates of their graduates.

Reports

Diagnostic reports

Early warning system reports

College and career readiness reports

High school feedback reports

Dates

January 11, 2010 - State Fiscal Stabilization Fund Phase II application due

January 19, 2010 – Race to the Top Phase 1 applications due

April 2010 – Winners announced for Phase 1 and feedback provided to applicants who do not win

Jun 1, 2010 4:30:00 PM, DC time – Race to the Top Phase 2 applications due.

September 2010 – Winners announced for Race to the Top Phase 2

SB1828

Public Act 096-0107

P-20 Longitudinal Educational Data System Act

The Illinois Longitudinal Data System (ILDS) has been established under Public Act 096-0107 by the 96th General Assembly with an effective date of July 20, 2009. A longitudinal student unit record data system will be established and maintained allowing educators and policymakers the ability to analyze and assess student progress from early learning programs through postsecondary education and into employment. The Illinois Longitudinal Data System will provide sound data collection, reporting, and analysis to ensure that Illinois students are adequately prepared for college and the global workforce. School districts and institutions of higher learning can improve instructional and educational decision-making using data that is collected and made available by the Illinois Longitudinal Data System. The act requires the Illinois State Board of Education (ISBE), the Illinois Community College Board (ICCB), and the Illinois Board of Higher Education (IBHE) -- State Education Authorities (SEA)-- to establish a longitudinal data system and data warehouse by entering into agreements that link early learning, elementary, and

secondary school unit records with higher education student unit records. Full system functionality is scheduled by June 30, 2013, provided that funding is available.

Who will collect and maintain the data?

The Illinois State Board of Education (ISBE) is authorized to collect and maintain data from school districts, schools, and early learning programs and disclose this data to the longitudinal data system. ISBE will collect data from charters schools with more than one campus in a manner that can be disaggregated by campus site.

The Illinois Community College Board (ICCB) is responsible for collecting and maintaining authoritative enrollment, completion, and student characteristic information on community college students.

The Illinois Board of Higher Education (IBHE) is responsible for collecting and maintaining authoritative enrollment, completion, and student characteristic information on students enrolled in institutions of higher learning other than community colleges.

What is the purpose of establishing the Illinois Longitudinal Data System?

- To reduce the data collection burden on school districts and institutions of higher learning.
- Provide authorized officials of early learning programs, schools, school districts, and institutions of higher learning with access to their own student-level data, summary reports, and data that can be integrated with additional data maintained outside of the system to inform education decision-making.
- Link data to instructional management tools that support instruction and assist collaboration among teachers and postsecondary instructors.
- Enhance and expand existing high school-to-postsecondary reporting systems to inform school and school district officials, education policymakers, and members of the public about public school students' performance in postsecondary education.
- Provide data reporting, analysis, and planning tools that assist with financial oversight, human resource management, and other education support functions.
- Improve student access to educational opportunities by linking data to student college and career planning portals, facilitating the submission of electronic transcripts and scholarship and financial aid applications, and enabling the transfer of student records to officials of a school or institution of higher learning where a student enrolls or seeks to enroll.
- Establish a public Internet web interface that provides non-confidential data reports and permits queries so that parents, the media, and other members of the public can more easily access information pertaining to statewide, district, and school performance.

- Provide research and reports to the General Assembly that assist with evaluating the effectiveness of specific programs that enable legislators to ...

What are the requirements of the Illinois Longitudinal Data System?

- A unique statewide student identifier that connects student data across key databases across years. The unique statewide student identifier must not be derived from a student's social security number and must be provided to institutions of higher learning to aid in linking early learning through secondary and post-secondary.
- Student-level enrollment, demographic, and program participation information, including dual credit programs.
- The ability to match the individual students' elementary and secondary test records from year to year to measure academic growth.
- Information on untested students in the elementary and secondary levels, and the reasons they were not tested.
- A teacher and administrative identifier system with the ability to match students to early learning, elementary, and secondary teachers and elementary and secondary administrators.
- Student-level transcript information, including information on courses completed and grades earned from middle and high schools. ISBE will establish a statewide course classification system based upon the federal School Codes for Exchange Data.
- Student-level college readiness test scores.
- Student-level graduation and dropout data and information on enrollment and transfers.
- The ability to match early learning through secondary student unit records with institution of higher learning student unit record systems.
- A state data audit system for assessing data quality, validity, and reliability.

How will data be shared?

Any State agency, board, authority, or commission may enter into a data sharing agreement with one or more of the State Education Authorities: ISBE, ICCB, IBHE. Data sharing agreements must be in accordance with the privacy protection laws and be approved by the State Superintendent of Education, the chief executive officer of the ICCB, and the executive director of the IBHE. Data must be destroyed or returned when no longer needed for the authorized purposes under the data sharing agreement. The collection, use, maintenance, disclosure, and sharing of data authorized by this Act must be conducted in accordance with privacy protection laws.

