



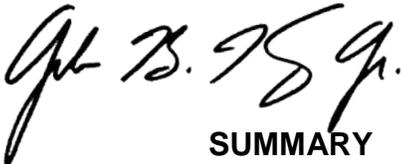
TO: The Honorable the Members of the Board of Regents

FROM: Ken Slentz 

SUBJECT: P-20 Data System Update

DATE: April 5, 2012

AUTHORIZATION(S):


SUMMARY

Issue for Discussion

The Department is engaged in a major, four-year reform and expansion of the P-12 data system. The following is a status update with next steps identified.

Reason(s) for Consideration

For information.

Proposed Handling

This issue will come before the Board of Regents for discussion at the April 2012 meeting.

Background Information

With support from the federal Race to the Top (RTTT) and Statewide Longitudinal Data System (SLDS) grant programs, as well as State capital funds, we are working on the following five data system deliverables.

Deliverable 1: Collect Teacher-Student Data Linkage Information

Description: To support classroom instruction reporting and the implementation of teacher/principal evaluation requirements, the data system will collect and report additional information on teachers and the courses they teach.

Update:

For the 2011-12 school year, we are collecting teacher-student data linkage (TSDL) information for courses associated with a State assessment (grades 3-8 ELA and mathematics, grades 4 and 8 science, and high school courses leading to a Regents examination). TSDL includes basic roster information, including the start and end dates for the teacher(s) assigned to and the students enrolled in a course. TSDL also includes additional information about the time length of courses and teacher-student linkage durations, to be collected for research purposes only during the 2011-12 school year.

We have deployed district-, school-, and teacher-level roster verification reports that allow teachers and other school/district personnel to review and correct the data before they are final. This is the first time the Department has been able to provide data reports directly to teachers, and this functionality will serve as the basis for teacher access to our Education Data Portal (see Deliverable 3).

After gathering stakeholder feedback, we released a P-12 comprehensive course catalog (see <http://www.p12.nysed.gov/irs/courseCatalog/home.html>). Schools and districts will not be required to adopt State course codes, but they will need to map local codes to the State codes for reporting purposes. These common course codes are necessary to meet the requirements of this deliverable, as well as the requirements of the Education Data Portal and Instructional Reporting and Improvement System (Deliverable 3).

Beginning with the 2012-13 school year, when the new evaluation processes apply to all teachers, we will begin collecting TSDL information for all teachers and courses, including teachers employed by a BOCES.

Deliverable 2: P-12 and Higher Education Linkages

Description: Linking the P-12 and higher education data systems will allow for richer longitudinal analyses and the identification of additional opportunities to improve educational programs and prepare students for college and careers.

Update:

For the 2011-12 school year, SUNY and CUNY will provide end-of-term student-level data to the Department's P-20 data system. This information will include the student's institution of higher education enrollment, full/part-time enrollment status, academic program of study, credit hours earned, participation in remedial coursework, and completed degrees. In addition, SUNY and CUNY will begin to integrate the statewide P-12 unique student identifier into their campus systems and processes.

Beginning with the 2012-13 school year, we will begin to collect student enrollment and performance in key courses from SUNY and CUNY, including teacher preparation coursework, "gatekeeper" courses (e.g., freshman English and math), and enrollment in courses designed to support the needs of students with disabilities and English language learners.

At the conclusion of the 2011-12 school year, these higher education data will allow the Department to evaluate career- and college-ready metrics (e.g., students who graduate from high school with a 75 or greater on the English language arts Regents and a 80 or greater on a math Regents) as a predictor of whether a student is required to enroll in a college remediation program across both CUNY and SUNY campuses. At the conclusion of the 2012-13 school year, we will also be able to evaluate career- and college-ready standards as a predictor of grades earned in key college courses (e.g., freshman English) across both CUNY and SUNY campuses.

In order to provide this higher education outcome information to P-12 high schools, we will deploy “Where are they now?” (WATN) reports beginning in the fall 2012. These reports will be designed to integrate the best practices and lessons learned from similar reports utilized within the New York City Department of Education (NYCDOE) based on CUNY outcome data, as well as reports being implemented in other regions of the State. The WATN reports will incorporate basic data from over 4,000 institutions of higher education from the National Student Clearinghouse, as well as more detailed information from SUNY and CUNY. High schools will, for the first time, have comprehensive access to information on their graduates’ enrollment, persistence, and success in post-secondary education programs.

Deliverable 3: Education Data Portal and Instructional Reporting and Improvement System

Description: The Education Data Portal and Instructional Reporting and Improvement System will provide a content management system, collaboration platform, and dashboard reports so that educators, students, and families can access and analyze educational data, make decisions, and take actions to improve student outcomes. For the first time, teachers and parents will be able to view achievement and other instructional information using a state-supported system. School personnel will have much quicker access to educational records as students move between P-12 programs and districts. This core functionality is scheduled for deployment in the fall of 2013.

Update:

We have implemented a comprehensive procurement strategy to ensure that our data system is integrated, flexible, and scaleable. Our design plan includes two RFP’s that integrate data dashboard reports and educator access to Common Core-aligned curriculum/instructional resources within an online portal environment. These deliverables will leverage a shared infrastructure and services to minimize cost to the taxpayer and increase long-term sustainability.

Shared Learning Collaborative

The Shared Learning Collaborative (SLC) is a consortium of states organized to help increase the benefits and long-term sustainability of data, curriculum, and instructional improvement initiatives. The SLC is facilitated by the Council of Chief State School Officers (CCSSO) and has received initial funding from the Carnegie Corporation and the Bill & Melinda Gates Foundation. Participating states include

Colorado, Delaware, Georgia, Illinois, Kentucky, North Carolina, Louisiana, and Massachusetts.

A primary purpose of the SLC is to help promote the efficient expenditure of taxpayer funds by providing for the common needs of all participating states, including shared infrastructure and services (the Shared Learning Infrastructure, or SLI) that integrate, deliver, and display educational data and curriculum resources for educators, students, and families. Participation will allow New York to focus its limited resources on the delivery of innovative data tools and curriculum/instructional resources to support our professional development and student learning goals.

Each SLC participating state and school/district will retain sole ownership of its data. Data security will be protected through legally binding agreements that provide the strictest rules for authorized access, require the collection and retention of access audit records, and are aligned with the data security policies of New York, the federal government, and the SLC governance board. The protection of student privacy is and will remain the priority throughout the development and implementation of the SLC.

Education Data Portal (EDP)

New York's comprehensive procurement strategy includes issuing contracts to multiple vendors for Data Dashboard Solutions that provide educators, students, and families with access to dashboard reports that include early warning system and electronic transcript features. In addition, the State will award a contract for Content Management and System Services to provide a single sign-on point of entry for users of the EDP, as well as a content management system and collaboration environment for integrated professional development activities for educators.

All educational data for the EDP will be provided through the SLI from either the State or by school districts adding supplemental data as desired. If schools and districts decide to purchase additional data tools beyond what EDP provides, they will be able to do so without incurring the additional expense of integrating and standardizing the data already present in the SLI. In addition, these additional tools can be integrated into the single sign-on EDP environment.

EngageNY.org

Since the EDP will not be released until fall 2013, the Department is introducing new features to EngageNY.org for roll-out in summer 2012, including improved navigation and basic community collaboration features. In the fall 2013, EngageNY.org will become part of the EDP.

Deliverable 4: P-20 Data System

Description: Linking the P-16 data system to data maintained by other State agencies will allow for richer longitudinal analyses and the identification of additional opportunities to assist students and improve programs.

Update:

We are developing a strategy for matching individual records across multiple data systems. We are collaborating with our colleagues in other State agencies (e.g., Labor, Early Childhood) and other areas of the Department (e.g., Adult Education, Teacher Certification) to integrate these data across systems, consistent with signed data sharing agreements and necessary privacy and security protections. It is anticipated that these data system integrations will occur during the 2013-14 school year. However, we will need to secure changes in State statute in order to move forward with linking P-12 and workforce data for assessing P-12 career readiness and post-secondary career outcomes.

Deliverable 5: Improve Data Quality and System Performance

Description: We are working with our partners to make it easier for schools and districts to submit, review, and verify high quality data.

Update:

We have recently launched a Student Management System Certification Center to help student and human resource system vendors provide better services to their school and district customers by ensuring that their products meet all New York data collection and reporting requirements. We will soon award the contract for a District Data Coordinator Technical Assistance Center to ensure that schools and district personnel best understand how to collect and report the complicated data sets required for federal and State reporting purposes.

We are developing an additional data application to improve the ease and quality of data when submitting historical updates to the data system. We continue to release new data verification reports and eliminate duplicate reporting requirements. NYCDOE has begun to integrate the Department's updated verification reporting system into its internal operations.

We have upgraded computer processing capacity with our regional data center partners to provide quicker data reports and quicker data refreshes. We are improving our School Report Card functionality, including the introduction of geo-location features (see <https://reportcards.nysed.gov>). Following the 2012-13 school year, we will have the ability to release the report cards much earlier in the school year (fall 2013 versus late spring 2014).

Finally, we are collaborating with the research community to provide easier access to the public for expanded aggregated data tables.