STAKEHOLDER VISION AND PRIORITIES

Research Summaries

A Report to the Iowa Department of Education
Submitted by State Public Policy Group - SPPG

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FOCUS GROUPS FINDINGS

June 2011

Submitted to Iowa Department of Education

by State Public Policy Group, Inc.

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PREFACE: STATE LONGITUDINAL DATA SYSTEM DEVELOPMENT IN IOWA

Over time, people involved in education have recognized the value of using data in decision-making. In order to effectively use data, they need appropriate tools to access, connect, and process the data. The Iowa Department of Education (DE) is working with stakeholders around the state to develop a practical tool for education staff at all levels that provides easy access to unified data about education systems and student learning over time. The Statewide Longitudinal Data System (SLDS) is supported with funding from the US Department of Education's Institute of Education Sciences. This initiative will provide education staff with enhanced capabilities to provide consistent, reliable, and accurate data about education in Iowa. By giving teachers and administrators the tools for in-depth data analysis, the SLDS will offer a more detailed picture of student learning and the factors that influence student performance. This initiative will also change the way student data moves between and across educational entities throughout the state, allowing for robust security and increased efficiency.

A statewide longitudinal data system has specific characteristics:

- Data collected is accurate, detailed and includes information related to students, teachers, finances, and other education-related data.
- An SLDS links data systems and collects information over time.
- Data is accessible to users through reporting and analysis tools.

The SLDS has to meet the needs of Iowa educators and education systems. The DE has worked over the past few years to enhance statewide education data systems, which creates a strong foundation for building the SLDS. The EdInsight education data warehouse is a component system of the larger Iowa SLDS project. Still, a statewide longitudinal data system as described above requires significant additional linking of data sets and system design to best serve Iowa's educators. The SLDS initiative provides many opportunities for data collection and analysis by:

- Generating a unified infrastructure for education-related data, which would combine information from multiple sources such as Easier, BEDS, EdInfo, CAR, workforce, and E-transcript
- Allowing automatic transmission of data that is already being collected from school districts to the Iowa Department of Education to improve the accuracy and timeliness of data
- Developing a system that provides information on a student's complete academic career from kindergarten through college
- Developing electronic transcripts for quick transfer of secondary student information to colleges and universities (E-transcript)
- Improving the ability to locate information on students transferring between districts
- Exploring the connection of financial information to other education education-related data
- Investigating linking education data with workforce information to offer in-depth analysis of student preparedness
- Connecting employee information to interventions and outcomes
- Providing aggregate outcome information that could easily be shared with parents and the public

Simply stated, the SLDS initiative streamlines and enhances the way that districts provide the data they already send to the state. In addition to making it easier for districts to provide accurate data with an anticipated reduced cost to the districts, education agencies will have access to compiled data from the state that they have not previously had. The Iowa Department of Education team is committed to the involvement of education entities across the state early in the process so that local information needs can be designed into Iowa's SLDS.

INTRODUCTION: STATEWIDE OUTREACH

Iowa's Statewide Longitudinal Data System will be constructed over time and in phases to allow stakeholders to access some integrated data while additional data sets, functions, and reports continue to be brought into the system. The vision for the SLDS is still developing as educators weigh the opportunities for use of integrated, longitudinal data alongside their views of education in future decades. The DE knows it is critical to include that vision in the plans for the SLDS in Iowa.

Statewide outreach will be conducted throughout the SLDS initiative to help shape the vision and understand educators' data needs and their views of tomorrow's education. Internally, DE began last year with agency assessments and internal focus groups. Those findings identified some basic issues and priorities while also underscoring the need to engage a broad spectrum of education stakeholders statewide. In 2011, the DE retained State Public Policy Group (SPPG) to design and conduct the statewide visioning and outreach initiative, working closely with the DE team. SPPG worked with Central Surveys, Inc. to design and conduct a stakeholder survey as part of the process.

In the current visioning and outreach effort, education interests that will be tapped for their perspectives include, but are not limited to:

- Iowa's public and private K-12 school personnel: superintendents, principals, teachers, curriculum directors, information technology (IT) specialists, human resources (HR) directors, and business managers
- Area Education Agency (AEA) directors, IT specialists, and teachers
- Post-secondary personnel: Regents institutions, private colleges and universities, and community colleges
- Early childhood and preschool leaders
- State agencies with relationships to education and data: Iowa Workforce Development and Department of Corrections

Statewide visioning and outreach consists of related activities to cumulatively develop a vision that represents the needs and perspectives of the stakeholders. Activities included are:

- Conversations with leaders in education across Iowa
- A series of focus groups of stakeholders throughout the state
- A detailed survey of stakeholders to more fully explore expectations, needs, and vision for student learning
- Meetings with existing organizations or committees of stakeholders
- Deliberation and review of findings by a core planning group

These activities will culminate in development of a vision for education within the context of Iowa's SLDS that holds great promise in shaping education, school and student achievement, and education policy for the future. This report focuses specifically on the findings of a series of 12 focus groups conducted in May and June 2011.

METHODOLOGY OF THE FOCUS GROUPS

Developing a vision for improving education in Iowa with the benefits of integrated, longitudinal education data necessarily involves listening to Iowans who utilize education data. Focus groups are one means to engage and gather information from a broad range of stakeholders. Focus groups allowed SPPG to add depth and breadth as the vision was developed by asking what stakeholders need to know to improve education; the role of data in answering those questions; and how integrated, longitudinal data will impact education in future decades.

The methodology SPPG used to design and conduct the focus groups brought participants together to respond to a consistent set of questions. Five categories of stakeholders were targeted, and sessions were organized by stakeholder category. Participation in focus groups is inherently self-selecting. SPPG made every attempt to ensure that the broadest range of perspectives was represented in each stakeholder group. Findings of the focus groups brought qualitative data to the effort to design an SLDS that best meets the needs of education. In addition, the information gathered was also used to develop a subsequent statewide survey of stakeholders to further refine users' needs and applications for education data.

Stakeholders targeted for participation in the focus groups were grouped into categories of similar function to be invited to a session:

- Public and private K-12 superintendents, principals, and AEA directors;
- Public and private K-12 teachers, curriculum directors, and instructional specialists;
- Public and private K-12 IT specialists, HR directors, and business managers;
- Regents institutions, private colleges and universities, and community colleges; and
- Department of Education staff.

Locations for focus groups were selected to provide geographic balance generally and by category. Twelve focus groups were conducted: one with DE staff; two with post-secondary stakeholders; and three sessions each for the three public and private K-12 categories listed above. Time of day was selected to best fit with anticipated needs of the category of stakeholder. Teacher sessions were held after school hours. The others were conducted during the routine business day, though avoiding the beginning and end of the school day for the administrator groups.

Electronic invitations were issued via email by the DE division director to maximize the importance and visibility of this effort and utilize the most likely means that messages be delivered and read. DE maintains the most current contact information for principals, superintendents, HR directors, business managers, AEA leadership, and the three types of higher education institutions. Teachers were the only group about which DE did not have complete information. In addition to sending a special message to administrators requesting that they forward the invitation to all of their teachers, SPPG reached agreement with the Iowa State Education Association that they forward the invitation to their members statewide.

Invitees were provided a link by which they could learn more about the focus group that fit their role in education and register electronically. In return, each registrant received an electronic confirmation of registration as well as a brief document about Iowa's statewide longitudinal data system initiative and details regarding the focus group location.

A second round of invitations was sent about 10 days after the first wave. Registrations were capped at 18 for each group, and the subsequent reminder invitations indicated which sessions were full. SPPG also made phone calls to stakeholders in the areas where registrations were light. The desired focus group size was 8 to 11, with additional registrations allowed to accommodate expected drop-off in actual attendance.

Each focus group was facilitated by an SPPG facilitator, and careful and concise notes were captured on a laptop by a second SPPG staff member. Consistency in sessions was assured by use of a script that was adapted slightly to fit and better relate to each category of participant. Five premises presented a bit of information about an element of education data, systems, or use of integrated data. Each premise was followed by a series of related questions. As time allowed, each participant was encouraged to respond to each question. At the conclusion of each session, participants were asked to complete a brief demographic survey to provide context to the findings.

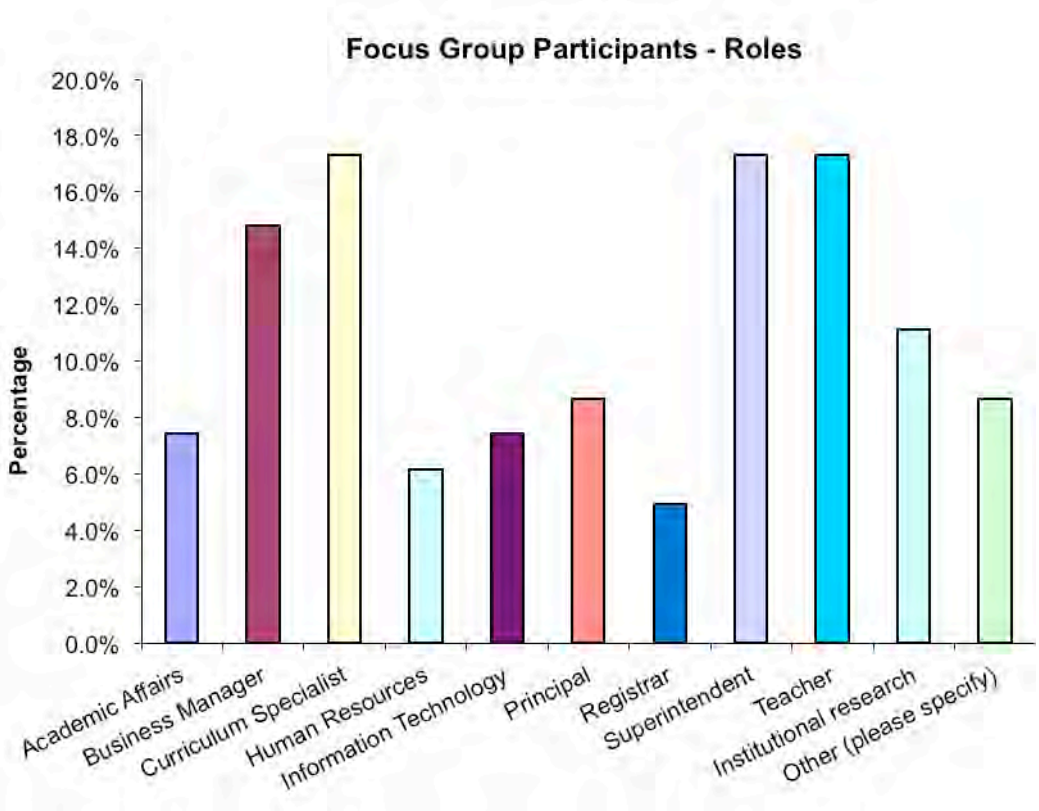
Focus groups were held within a short time frame. Of the 12 focus groups, 11 were conducted between May 10 and May 26. The final session, with DE staff, was conducted on June 2. A total of 146 individuals registered to attend; 96 actually attended. Details on the attendance by category and each session are provided here.

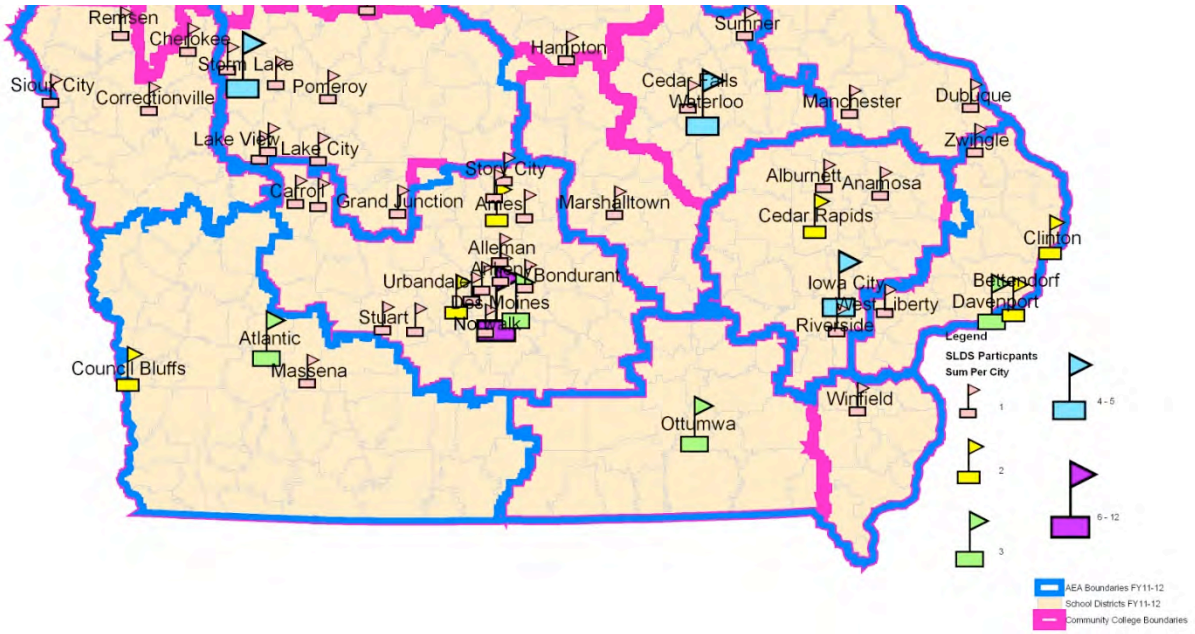
Invited Participants	Location	Number Registered	Number Attended
Post-Secondary Total			**22**
	Oskaloosa	9	9
	Waterloo	15	13
Superintendents and Principals Total			**24**
	Clive	14	7
	Storm Lake	13	7
	Bettendorf	16	10
Teachers and Curriculum Specialists Total			**21**
	Storm Lake	11	10
	Atlantic	11	3
	Iowa City	18	8

Business Managers, HR and IT Staff Total			**19**
	Mason City	6	4
	Ames	14	12
	Atlantic	9	3
Department of Education Staff Total	Des Moines	10	**10**
Total All Focus Groups		**146**	**96**

It can be noted that DE staff and post-secondary participants had the highest percentage of registrants actually participating in the focus groups. The K-12 groups of administrators, teachers, and central office staff had a higher drop-off rate which might be explained – and was anecdotally noted by SPPG staff handling registrations – by the need to respond to unexpected school-day demands.

As might be expected, participants from K-12 public schools far outnumbered those from any other organization type. Of the 80 participants completing the demographic questionnaire, 70% identified themselves as being from K-12 public schools. An additional 2.5% represented non-public K-12 and 2.5% were from Area Education Agencies. Community colleges showed the second-highest representation, at 18%. The other organization types ranged from 5% to 1.3% of participants across the 11 focus groups, excluding DE. The following chart illustrates the participation by type of educational organization.





Notes from each of the 12 focus groups were reviewed and compiled. Overarching themes and findings were identified, with detail on those and other findings contained in this report.

RECURRENT THEMES

In reviewing findings, similarities and differences of perception between stakeholder groups were noted. Teachers, administrators, curriculum specialists, information technology specialists, human resources managers, business managers, post-secondary stakeholders, and Department of Education staff shared six overarching themes, as shown in the focus group comments. Though these six themes were brought up repeatedly by stakeholders in each category, sometimes a stakeholder group put its own twist on a concept, with individuals, typically, applying the context of their own role and responsibilities in the thematic area.

The six themes are listed here, with a more in-depth narrative on each in the pages following.

1. The SLDS should foster meaningful use of data to benefit student learning.
2. Stakeholders want to know what works and does not work for student learning and growth.
3. With broad and common use of more types of data by many people for many purposes, there are higher risks of misinterpreting data, either by those analyzing it or those receiving it.
4. The current and future state of education includes a greater application of and reliance on data.
5. Access to data encompasses multiple elements.
6. For the SLDS to be of value, existing and new issues must be addressed.

The SLDS should foster meaningful use of data to benefit student learning. Participants frequently emphasized the abundance of data, the time required to make it useful, and the growing attention given to data by internal and external education interests. In this changing environment it is critical that the state longitudinal data system assist in identifying and making available meaningful data that is appropriate for the use. Overall, data needs to benefit student learning. All participants saw the value in utilization of meaningful student data. Some, additionally, indicated that there is plenty of data gathered or available that can be used, but it provides little benefit for student learning. Collecting data for the sake of having it is not a wise practice, according to the participants in the focus groups.

A few representative comments of focus groups participants are included here.

- It's whether you're collecting it to effect change.
- Most of the data you collect is state-required. Perception data can only be collected by your building. We also collect data on specific programs we want to monitor. But you only want to collect it if you're going to use it – that's the main issue.
- The more data there is, is it relevant? It could be information overload – just because we can get it, do we need it?
- I still think we collect a lot that we don't have time to analyze. We're better now with getting it just in time. We participate in NWEA (Northwest Education Association assessments and data tools) and teachers have better access to it than other services. You have to be more accurate and precise with Project Easier. It's gotten better. In a smaller district like us it's doable.
- We're being called to use data in inappropriate ways. For example, standardized testing – trying to say this validates whether a teacher is good or not, and we're being forced to make those

types of decisions and that's not an appropriate use – it's one piece. We're getting pressure with this business mentality that you've got to churn these kids out.

- The effects of instruction on achievement, whether that's academic or behavioral.
- Once the financial data is linked, look at how the finance impacts achievement. Some people look and some don't.
- It's important that what goes into the warehouse be based on research and non-school factors that affect achievement, and the critical outcomes that we can agree to achieve as a state.
- We break it down to classroom level. We need teachers to understand and utilize data from an instructional standpoint. I would like to be able to look at subgroups within the classroom, such as ethnicity, free/reduced lunch, etc. Do these students continually fail to make progress at a certain point? This would allow us to make changes to impact instruction and learning.
- College admission – they're looking at GPA, ACT scores – also for financial aid and athletic eligibility.

Stakeholders want to know what works and does not work for student learning and growth. Stakeholders ranging from teachers to business managers want data to help understand what is effective and what is not in helping students learn and grow. Not only do they want to know how their own district, class, or individual student is performing, they want to be able to compare and identify districts where student performance is high, and then find out from those districts what specific approaches and programs are being used so they can replicate them in their districts. Significantly, focus group participants wanted long-term data, that is, to know how and what a high school graduate was doing in the years following graduation. Both post-secondary education and workforce data were noted as important to understanding what works in student education. Participants clearly viewed every stakeholder category and the roles each plays in their organization, whether or not directly tied to instruction, as critical to student learning and growth over the years.

Instruction was a fundamental area in which many sought to apply the knowledge of what works for kids. Teachers also specifically mentioned the importance of considering the whole child, knowing about and adapting to any health, family, economic, or other stressors on the family and teaching with those factors in mind. Student data is needed to place students appropriately and to guide teachers on individual student needs. Teachers, administrators, and business managers emphasized the need to know what is being done in other districts, not as a basis for competition, but to know what to apply in their own work. The SLDS would be able to provide the data on student learning so others would know where to go for information on these successes.

The organization itself, whether a K-12 district, AEA, community college, or post-secondary institution, benefits from knowing what works and what does not work as well. Whether it be in space allocation, food purchasing, instructional technology, or transportation, data informs decisions that directly or indirectly help students learn.

Allocation of resources is becoming more important than ever as financial resources decline while district and institutional needs continue to grow. All stakeholders recognize this, and that data play a significant role in determining what works best and where to invest or shift resources. Administrators

and business managers in particular offered examples of how data assist in decision making in an array of areas including course offerings, number of sections needed, hiring needs, professional development emphases, space improvements, and bus purchases.

Educators and educational institutions are hungry for improvement. They seek models, best practices, lessons learned, pilots, and other means of incorporating what works for others into their own organizations. This may mean instruction, or it may mean options for distance learning, better ways to integrate data to yield better guidance, or simply timesaving methods from use of data in decision making and reporting.

A few representative comments of focus groups participants are included here.

- You're always going to think of new things to do, so it should be flexible to modifications. Years from now they might want other things.
- By having all these systems combined you can make decisions on what programs to offer at your school, based on what students are going on to do after graduation. Just because you've always done it isn't a good enough reason to keep doing it. Not every student is geared for an 8 a.m. to 3 p.m. day – maybe school time could be flexible or expand, and use different methods of teaching.
- Everyone will have their own IEP on what they need to do to graduate. Teachers won't be the dispenser of information anymore. A lot of teachers are still in lecture mode and having students regurgitate information back to them. The student will focus more on what they need instead of what the teacher, district or state thinks they need.
- Decades ago we did not have the data for on-time use; it was more historical, after the fact. Given today's needs, we need data as timely as possible. We also have created huge amounts of data without figuring out how to analyze, interpret and use it.
- Ten years ago I was a classroom teacher. With ITBS data you'd look at the itemized sheet and compare the results with your initiatives – is there growth, are they moving in the direction we want? As a superintendent I look at it more like an intel summary, look at weaknesses and what we'll do to address them. Now when the data comes in you're not allowed to stay the course. You might start an initiative and then when the next year's data comes in and says you're weak in another area, you're told you have to start working on something else. We have to stay focused as leaders and not jump all over the place.
- This system needs to cater to many audiences at different levels of complexity. That will be a challenge. What the parents want to know versus the predictive things, those are worlds apart. Not a one size fits all.
- We use financial data and compare to other groups. We look at trends in our budget, such as faculty tenure impact on salary costs and insurance costs for the future. Two years from now we need to know where our budget will be.
- I monitor new teachers' professional development to meet state plan expectations – I gather this data and tweak training based on surveys. The teacher quality liaison keeps track of it for veteran staff.
- If we adopt a new learning program, I want to see if those who used it are doing better and are still successful years later. We need to track students beyond a year or two to see if it makes a difference.
- Show us if we impact kids at an early age, does it impact them later? For example, show that preschool works.

With broad and common use of more types of data by many people for many purposes, there are higher risks of misinterpreting data, either by those analyzing it or those receiving it. Even with increasing utilization of data in all walks of life, there is still discomfort with trusting data. Focus group participants in all stakeholder groups recognized the clear value of data in education along with some inherent risks. Risks largely focused around trusting that those who analyze data are well trained and knowledgeable about the data. At this point, many feel unqualified or apprehensive that they possess the skills to appropriately manipulate and analyze data. It was noted by many that data need to have a clearly-identified context so the user or reader has no questions as to the meaning of the data. Additional risk is seen if data is viewed by one without expertise in data analysis and causal relationships are attributed that are not valid.

Business managers and post-secondary participants carried additional concerns to a higher level than other stakeholders. Both groups were concerned that the public and/or media might misunderstand data and analysis, drawing misleading conclusions. Business managers, and administrators to a lesser degree, spoke to their need to provide information to the school board, public, and the media – none of which are expected to have expertise in data analysis and objectively applying findings to the circumstances. The expectation was not to deny the public the information, but, rather, to emphasize to developers of the SLDS the importance of safeguarding the validity of data and its analysis.

Post-secondary participants had related concerns with an additional twist. Only community colleges are part of the Department of Education and subject to department requirements. Private and Regents institutions are independent, and they see some risk if they were expected to publicly post or offer information without a clear educational reason to do so. A number of participants, beyond post-secondary, shared concerns that data could be used in ways that would become political in nature. They urged the SLDS developers to ensure data and analyses made publicly available included context and clear documentation.

A few representative comments of focus groups participants are included here.

- It's tough to get people to understand data – whether they accept what the data shows. For example, financial and building enrollment data – whenever you try to close a school, people don't understand. It's tough to blend the human side of school attendance with the financial and enrollment side. People don't care about the facts of small enrollment. What we hear is 'We want to do what's best for kids' and they might not understand that's what we're trying to do. The community doesn't want to accept it.
- The biggest issue is ethics. I had a former boss that said any data you have will get you there. If you're going into an inquiry already knowing what you're looking for, you can massage the data in a way to get those answers. Rather than if you have a question, and method for answering the question. You have to do that in an ethical manner.
- We have a lot of data that people could run that would lead to bad decisions. They could run it, and if you focus only on one item, you can make bad decisions.
- Teaching people how to understand the data. How far can you carry your interpretation before you've gone too far? People say "the data says," but that's not true – the data doesn't "say" anything. It's how you're interpreting the data. Are we all getting the same meaning from the same set of data?

- There's a tendency for people who don't understand data to establish a cause and effect relationship when there isn't one – that's a huge danger. People see all kinds of patterns and assume it's a cause and effect. That creates a huge dilemma – a lay person having access to everything. Do we want people to be able to make all these conclusions?
- From a registrar perspective, what concerns me the most is we have been closer to the privacy end of the spectrum (as opposed to collecting all data possible). I want to make sure we don't go too far toward the "get all data possible" end that there is no privacy. The pendulum appears to be swinging too far, too fast. We can't forget that we're talking about real people with real concerns about ownership of their own data.
- There's an amount of smugness – who among us would anybody trust to have access to raw data? Where I am, we've talked about putting MIS raw data online, but we can't.
- They don't have time, and they don't have the background, so they only do a bit of it when they have to. I also think it would be easier for them to do this in teams, then they could bounce ideas off each other. We need to create professional development time to analyze scores – ITBS, ACT, attendance data, tardies, and look for patterns. But that takes time.
- It puts us under greater scrutiny. Faculty are looking at effective course sequencing in high school, but they're already getting requests from the newspaper asking which high schools are preparing kids best for college. But faculty doesn't want to do a tell-all study, they just want to know what's best for kids. It will get to the point where the media can put in a Freedom of Information request and start crunching their own numbers, and declare which schools are good. Data becomes dangerous.
- I also have a problem with someone analyzing data who just took a statistics class in community college. I've seem some of the analysis from K-12 schools, and I'm not comfortable with someone who has not studied research methods having access to raw data. It's a matter of trust.

The current and future state of education includes a greater application of and reliance on data. Data is everywhere, and the education stakeholders participating in the focus groups recognize that. Parents are demanding more data; students are motivated by quickly seeing how they are performing; student achievement and learning have become standardized, quantitative reports; and administrators want to and are expected to utilize data in their daily decision making.

Participants were very clear on how education is changing and is changed by the evolution of data alongside the technology to make the data more easily usable. Data have allowed education to become more individualized and student-driven. Supported by the capabilities provided through data and technology, administrators are seeing great value. Teachers want students to look at and use their own data as motivation for learning, and students are responding eagerly. Teachers also want to respond to the opportunities data provide by customizing instruction for a student. Many stakeholders foresee that all students will eventually have an individual education plan (IEP), allowing both customized instruction and self-directed learning.

All aspects of education are increasingly data driven. Certainly, standardized tests and summative assessments have been the subject of much discussion and in policy where student performance is concerned. A number of administrators and teachers hoped that the SLDS would bring with it assessments that align with the Iowa Core. Many other data sets are also central to managing an educational institution's programs, and leaders are relying on data more often to back up decisions.

Choice of curriculum, transportation routes, staffing needs and management, professional development, Board reporting, financial management, safety and security, and facility maintenance are examples provided by participants of how all aspects of education increasingly rely on data to provide information for decision making and ongoing management.

Participants also noted that as data have become available and used more commonly, acceptance of its use has also increased. Some commented that as recently as five years ago, there would be some resistance to having all this information used for decision making. The change in attitude has been significant; now educators seek and embrace quality data to assist them in making the best decisions for their circumstance, whether it is for an individual student or an entire university. In fact, there is a clamor for more of the right kind of data, made usable through integration of data sets, and provided with a clear context in a usable format.

Coupled with the availability and acceptance of data comes increased scrutiny and accountability. While all stakeholders discussed the increase in scrutiny of their work from internal and external sources, the administrators and business managers spoke most often. They are responsible to their governing bodies, parents, public, media, and policymakers, and they clearly understand that responsibility. They welcome transparency and the accompanying scrutiny and accountability, and emphasize that it is extremely important that data they have is meaningful and accurate. In addition, external interests, such as policy makers and the media, often like to make comparisons between districts or institutions, and data from different districts is often like comparing apples to oranges. A way to ensure more accurate comparisons is important as data scrutiny and accountability increase.

A few representative comments of focus groups participants are included here.

- It makes everyone more accountable – teachers, administrators, business staff, everyone. We have data to show who and what is effective, instead of taking experience at face value. You won't have to rely on a teacher saying "I've been here this many years so I'm better than a new teacher."
- If we could have a per-student cost, districts could plan for students that cost more, and communicate with each other when these students transfer.
- It would let us prove every dollar we spend on professional development results in better performance. Now there's no measure for that.
- Are we putting too much emphasis on test results instead of performance? If the role of data becomes more important, we'd better have enough data to have a full picture.
- Being a school in need of assistance has made us more data-driven. At the middle school we've added the intensive and supplemental math and reading programs to get the scores up. We've started doing motivational things to get them ready for the test.
- I expect that kids will start using the data, plotting their own competencies and Iowa core data achievement data. That's where it should go.
- More parents are going to have access to that data and say "If you can't meet my kids' needs we'll go elsewhere." There will be more competition. Home schooling is increasing because parents feel like they have data and they can better meet their kids' needs. It's both a barrier and an opportunity.
- Most of the data the DE uses for accountability, comes from the schools because that's where the kids reside. The DE wouldn't be the original source of the data.

- The increased scrutiny from the public is making an impact. There are websites for schools now that show return on investment. Schools will need to think about our business model. Our district will buy something research-based, then we will not implement correctly or track implementation. Without fidelity to the program, we just abandon things and say it doesn't work.
- As a school we're very data-driven and the district is going that way as well. When we group kids for extra help, we have to have data, where before we went on gut feeling. That's because of leadership in my building.

Access to data encompasses multiple elements. Many focus group participants talked about access to data being of paramount importance. When pressed to talk further about "access," the meaning was very broad and could be considered as including several elements. While some spoke only of one element, over the course of the 12 sessions, it became clear that all are important to the development and appropriate use of the SLDS.

Ease of access topped the list of needs related to access. To participants, this means that they have permission to see certain data they need to best do their work. To others it means getting the raw data so they can analyze and develop reports that fit their needs. To most, ease of access also means that data will be available in user-friendly formats that explain the context and meaning of the data. Integration of data sets seemed important to those wanting access to data, including post-secondary and workforce data, noting the value of having data put together in ways to discern student growth on individual and systemic levels.

Privacy and confidentiality of individual students must be protected at all times when student data are accessed. There are balances necessary in providing ease of access with measures to protect individualized data from inappropriate use. All stakeholders recognize the importance of privacy and confidentiality and understand their responsibility as professionals to uphold those requirements.

To address access, many participants supported policy outlining tiered access to data. While wanting data as available as possible to educators and others with a need for those data, there is recognition that some limits must be placed. Some indicated that best be handled at the organization level, while others felt it should be consistent statewide.

Access discussions often led to discussion of the governance structure of the SLDS. The complexity and broad scope of the SLDS coupled with its being housed and managed by the Iowa Department of Education often raised the question of how would the SLDS be governed – who would watch over it, make sure it was working and providing value, give permission or guidance on who and how to use it, and provide the protections for the vast amount of data that would ultimately be available through the SLDS. Post-secondary stakeholders remained unsure of their role with the development of, participation in, and governance of the SLDS since Regents and private colleges and universities remain outside the purview of the DE. In general, participants come to recognize and support the need for system-wide governance of the SLDS, and they appreciate the structure based on their continued ownership of their own student and organizational data.

A few representative comments of focus groups participants are included here.

- Confidentiality. I don't want to open up a Pandora's box where people look just to see how their student is doing against someone else. That's a huge issue for some people, and it shouldn't be.
- As an AEA, now that we have EdInsight we can go down to student and building level and see students' IEPs and see trend data, and see what schools are doing in specific areas. Before we would've had to add a task to our staff's workload – now it's automatically generated.
- Timeliness is key. With our audit, it would be great to have it back right after it was done to make corrections before the start of the next year. That is how I feel about information from DE. If I have to wait until spring for special education data, I will do it myself.
- The technology capabilities and the infrastructure to support this system need to be in place.
- We need to plan for equity. There's a tremendous inequity – everyone needs to be able to access the system in a timely manner. Internal infrastructure and training are needed.
- That we make sure all the data in there is accurate before we start using it.
- I'm our district's system administrator. I don't use EdInsight, because I can get the data myself much more easily, and it's up to date. We only send data to the state three times a year. If I were to pull a report from EdInsight now in May, it would be data from our report to DE in December. I'm not saying we should send reports to DE more often.
- Privacy, when we get to the point where all of us are sharing the same data. Teacher and administrator evaluations are sent to DE as a new requirement. It's like big brother is watching us all the time.
- Data integrity. Also, you need to make sure reporting is flexible enough that decision makers and people interacting with the system can actually get access to meaningful data they need. Without that ability it'll be viewed as just another state project or mandate to take up our time.
- Protocols are needed.

For the SLDS to be of value, existing and new issues must be addressed. It is always easier to talk about things you have experience with – the current systems – than to imagine the future under a system that is abstract. This may be one reason that focus group participants talked a good bit about what needs to be improved in the current practices and systems. Without such improvements, they said, any new statewide longitudinal data system would not give them or the state the expected benefits. A few thoughts were also offered that would make the new SLDS system of greater value to all. A number of those issues do not need detailed explanation, but are, indeed, important to the value of the SLDS.

The unique state student ID number creates additional work in cases where it is missing from a student record or a student name is not matched correctly. Both K-12 and post-secondary systems are impacted, and with an SLDS that links across districts and between secondary and post-secondary systems, there will be an increased need for that state student identifier to be accurate from the outset.

Accuracy of data is always a concern in the quality of any data set. Errors in data entry were the most often-cited sources of inaccurate data. While often explained in the context of student information, such as spelling of names or entry of birth dates, other inaccuracies in such data sets as attendance and accounting result in internal inefficiencies and additional costs to correct data.

Linking existing data to expand the options for reporting is a high priority of participants, and one that should be among the earliest activities in development of the SLDS. Many welcome bringing in

additional data sets, including data from internal and external sources, so long as there is care taken to do so based on relevance to student learning and growth.

Participants urge the DE to work with stakeholders in making ***strategic decisions on what data serve an appropriate educational purpose***. Priorities must then be established to ensure those data are gathered and integrated into the SLDS.

Timeliness of data provided by districts to the DE being made available back to districts in report form is a longstanding challenge to all parties. Districts believe the DE should make those data available to them at no cost in a timely manner, that is, before their age makes them of diminished value to district decision makers. It rankles participants that their districts need to purchase their own data from a third party to receive it in a useful format when the data purchased was originally provided by the districts to the DE.

Participants in many of the focus groups emphasized that in order to improve data quality, ***staff who input data need training***. They need to understand the critical nature of the data they enter and how it is used, and have improved skills to better prepare them to do the data entry. Many expressed disappointment that the most-interrupted and lowest-compensated staff are those most likely to be assigned data entry responsibilities.

The current data sets available from the state were described as difficult to access and use. In some cases the reports are not provided in usable formats, nor are the data sortable to improve usability. Frustration with the need to remember multiple passwords and lack of clarity about what information is currently available electronically from the DE were expressed by many participants. While it was recognized that the SLDS will address such issues as the need for multiple passwords, stakeholders were clear that significant ***training on the system for everyone using the SLDS*** will be necessary for it to be effective in supporting education in Iowa.

Time needs to be allocated for staff to analyze and apply what is learned from data. Even with the increased utilization of data in decision making in nearly every aspect of education, it is rare that time to focus on the data and its application is scheduled or designated as a priority. Consequently, much data analysis takes place outside of the regular workday, is self-taught, is self-motivated, and lacks the direction and support of the institution.

Professional development on the SLDS is necessary for teachers, business managers, human resources managers, administrators, and others. With the expansion of DE's current data capacity and creation of the SLDS over time, the ***DE must accompany its system with adequate and ongoing training*** for those who will be accessing and utilizing the data.

CONSIDERATIONS AND IMPLICATIONS OF FOCUS GROUP FINDINGS FOR SLDS VISION AND DEVELOPMENT

The preceding section reported the comments and perceptions of the participants in the 12 stakeholder focus groups. In this section, SPPG offers its observations based upon the experience gained in the focus groups, taking a broad perspective, and intended to provide DE with additional information on which to base its SLDS implementation decisions.

As a whole, focus group participants are not aware of, nor do they understand, the concept of or the state's efforts to establish a state longitudinal data system. Some expressed surprise when hearing from others in a focus group that certain information was currently accessible from the state. Some noted that EdInsight was complicated. Those who knew about the current initiative focusing on developing the SLDS were a small minority. Those who were aware, even some involved on committees related to SLDS, seemed less informed than SPPG expected.

The implication of a common low level of awareness and understanding of the concept of an SLDS is that there is a significant learning curve ahead for stakeholders. When one considers that focus group participants were self selected and likely were those most involved with and interested in data systems, the need for basic awareness and education of the stakeholder base about Iowa's SLDS initiative significantly increases.

The relative lack of awareness and understanding of the concept and Iowa's work to develop its SLDS explains why stakeholders in every group had a difficult time envisioning how they would use the SLDS to get the answers they need to aid in their work. Because an SLDS remains an unfamiliar and abstract concept, many stakeholders were only able to respond in focus groups based on their own experiences. For SPPG, this also means that development of the vision for SLDS in Iowa will require different approaches to better allow stakeholders to anticipate a future with integrated, long-term data and the opportunities it may present.

Data and relevant information to support student learning and growth are highly valued by stakeholders. They seek value-added services to assist them in analysis, understanding, applying data in their educational roles. In short, they value what the SLDS can bring them. Because of the high level of interest and the increasing use of data for decision making that SPPG heard in the participants' comments, it will be easy for stakeholders to have high expectations for this system. For DE's part, it will be important to continue sending the message that this system will be built in stages, and priorities on what is included are influenced considerably by the stakeholders' input.

Alongside participants' expressions of hope for the SLDS was some skepticism about whether the DE can deliver what is promised. Follow through on plans, completion of implementation in a timely manner, and ensuring that the time and ideas contributed by stakeholders are reflected in the SLDS will be important for long-term stakeholder buy-in, support, and use.

The SLDS holds great promise to education stakeholders for improvements in student learning and related systems. Some also anticipate that the intent of DE to not add to a reporting burden will be short-lived. They see that reporting will likely be expanded – and necessarily so – if they are to get what they really need from the SLDS. However, the cost of that additional reporting burden is troublesome to many. DE would be wise to consider this burden and how it can be further alleviated when designing the system.

Special attention will be important for post-secondary educational institutions, and likely others who have no direct tie or responsibility to DE. It is not clear to post-secondary institutions represented at the focus groups what benefits they will see from their efforts and participation in SLDS. Certainly, they see the current FERPA regulations as an obstacle to sharing information they would like to provide to the high schools, and high schools would like to receive. Some believe FERPA will ultimately determine how colleges and universities will engage.

Other considerations are priorities for post-secondary institutions. Those not governed by the DE see their institutional data as proprietary, and they compete for students. They are concerned with misinterpretation of data about a particular department, for instance, if a prospective student is shopping for a college; data across institutions are not comparable in such cases. Including such data as part of the SLDS, SPPG heard, would not be appropriate.

SPPG understands that buy-in, cost, and other issues for post-secondary institutions are currently being addressed through a separate committee. The committee's work will need to be shared with the broader post-secondary community as it develops to ensure these stakeholders are well-informed and have an opportunity to participate throughout the development of the SLDS.

At this stage of its work, SPPG sees among stakeholders some heightened awareness and interest in the SLDS and in the application of meaningful education data to enhance student learning. There is a great deal of work necessary over the next few years as this system begins to come to fruition. As the focus groups inform the survey development and stakeholders again speak on their priorities, additional understanding and guidance will be available to the Department of Education as it continues planning and implementation of the Iowa SLDS.

Statewide Longitudinal Data System

Focus Group Script

May 10 – June 2, 2011

1. Welcome and purpose of the focus group (10 minutes)

- SPPG facilitator welcomes everyone and introduces self.
- A statewide longitudinal data system – SLDS – is being developed by the Iowa Department of Education to more efficiently and effectively manage education data so it better meets your needs. This is one of 12 focus group discussions that will provide you a bit of information about the SLDS, but most important, identify your needs and wishes for information so you may be successful in your work.
- Sessions are being held in Oskaloosa, Clive, Storm Lake, Atlantic, Ames, Mason City, Waterloo, Bettendorf, Iowa City, and Des Moines. Invitations were distributed statewide electronically by the DE.
- We are talking to different stakeholders in separate groups – thank you for coming to a group that fits your role – K-12 teachers, AEA specialists, and curriculum specialist; K-12 superintendents and principals; K-12 business managers, HR managers, and data analysts; and post-secondary registrars, academic affairs, data analysts, and others from community colleges, private colleges and universities, and Regents institutions.
- As you can tell, this is very complicated project, and it won't be possible to accomplish all we want to do in two hours.
- SPPG's role in this effort is to visit with people like you who are involved in education day to day to find out what questions you have – what information you need – to better do your job and to help us understand the future of education and how data has an impact.
- Information from this and other focus groups and from your returned questionnaires will be summarized and guide development of a statewide survey of educators and stakeholders. The summary of the focus groups will also be part of our final report to the Department of Education.
- Let me introduce you to my colleague who will be taking notes during the session – and researcher Bob Longman of Central Surveys in Shenandoah who will be working with us on a survey later in the summer.
- Self-introductions of participants. Each introduces him/herself by name, organization, and their education role.

2. Structure of the focus group

- Use of a script is done for consistency across this and other focus groups. There is not a right or wrong response to the questions we ask. We're only interested in what you THINK about the issues we raise. The script is made up of a series of premise statements that we believe to be true and provide a bit of background information. Each statement is followed by a set of questions we want you to respond to.
- Your straightforward opinion is important to us. You won't hurt our feelings by the comments you make. Our job is to find out what you think and use that information to shape the SLDS so it works for you.

3. Rules for the session

- Everyone will participate.
- Be ready to volunteer your comments.
- Please be BRIEF in your comments and get to the point right away.
- We won't have time for everyone to answer every question, though we will take as many responses as time allows.

- Non-attributable comments are in our written summary. We are not interested in who said what, just what is said.
- Session will be limited to two hours, and I will do my best to ensure we move the discussion along to end on time.
- We will ask you to complete a brief demographic survey at the conclusion of the session to help us with our analysis.
- Any questions?

Premise 1

In all parts of our lives data are becoming more common and more important to decision making. In the last decade or so, advances in technology have generated a stronger emphasis on data, data analysis, and data-driven decision making in education. Expectations for using data have increased at all levels. These changing emphases and expectations may be met with eagerness, indifference, or hesitance, but we all are becoming more accustomed to making information the foundation of our decisions and strategies. With that in mind, we will start by talking about data in a general way.

1. How are you using data in your work today, and how has that changed from a decade ago?

2. What data do you use in your work, and why do you do so?

3. What are the sources of the data you use? (Do you also help create sources of data in your work?)

4. How is it decided what data need to be gathered?

Premise 2

Let's talk in a bit more detail about the uses you have for data. We will assume that you access and analyze data to answer important questions relating to some aspect of education or that you are in some way responsible for gathering and organizing data for use in the future. There are a variety of other issues related to data, such as its accuracy, its currency, its overall value, and its accessibility to those who want to use it. Few wish to create stores of data just for the sake of collecting it, but want to ensure data has a valid educational purpose. We want to talk now about what some of those purposes may be.

1. For K-12 schools – Do you use a Student Information System internally to collect, manage, and share data, and what is included in that system?

2. For business managers, HR, and post-secondary – How does your district/institution collect, manage, and share data for internal purposes?

3. Do you use the existing data tools – internal or external – and are they helpful to you?

4. For what purposes do you need aggregate information?

5. For what purposes do you need individual/student information?

6. In your role, what unanswered questions do you have that either individual or aggregate data could help you with if you had access to it?

7. How and with whom do you share or transfer information externally?

Premise 3

It's time to think about the future – education 10 to 15 years from now. Technology will continue to make it easier and faster to access good quality education information. This is your chance to think ahead about what you may need.

1. What do you anticipate education needs for data will be in 2025? (Systemic, aggregate, student)

2. What opportunities do data provide for you in your role that should be part of planning for the future?

3. What are the barriers need to be considered in the role and use of data? (collection, reporting, accuracy, quality, analysis, appropriate uses of data, privacy, access)

SLDS Background – PowerPoint

Premise 4

We've shown you the very basic elements of Iowa's State Longitudinal Data System as it is anticipated to be constructed. As a review, the key components are that it can compile and retain data over time, various types of data are included, data are linked, access to data is expanded through reporting and analysis options through the SLDS. It is important to remember that the system is not yet built – and the main reason we are here is to learn from you more about what education questions you have that you can't easily be answered from current systems – then those solutions can be included in the system. The SLDS gives K-12 districts, AEAs, post-secondary institutions, workforce agencies, and others greatly expanded opportunities to layer information to answer complex questions.

1. What is the value of this data integration in your education role?

2. What specific questions would you want answered if you had this integrated system that could draw from student data, test data, demographics, district finances, employee information, special education, post-secondary, and other sets of data?

3. What systemic education questions might you have that these data could enlighten?

Premise 5

Finally, we will spend a few minutes at the 100,000 foot view of education as it continues to incorporate greater use of data and focus on optimal student learning. We have only two questions.

1. How does access to and use of longitudinal data change education?

2. Education will change and evolve on its own. What data are needed to understand and help manage that change?

3. King of the World question: What one thing is most important to consider when building the SLDS for Iowa's education system?

Wrap-up

As we close, please take a few more minutes to complete our demographic report for this session. There are also several open-ended questions you can also answer. You can leave it at your place and we will pick them up when you're finished.

Thank you so much for your work today in helping sort through the many ideas for the SLDS. The work of the 12 focus groups will be evident in the survey to be sent electronically sometime around Labor Day. Please be on the lookout for it and be sure to encourage all your colleagues to respond as well.

SURVEY FINDINGS

FEBRUARY 2012

Conducted by Central Surveys, Inc

For State Public Policy Group, Inc.

Overview of Findings: Stakeholder Survey Regarding Development of a Statewide Longitudinal Data System

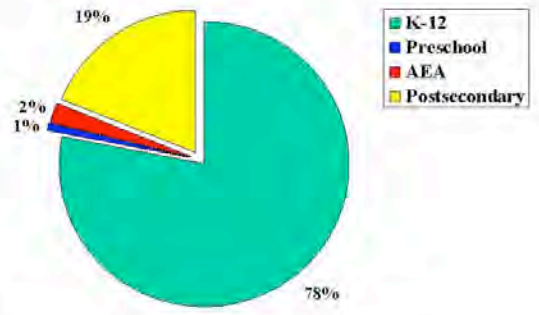
- Online survey of stakeholders conducted for the Iowa Department of Education by Central Surveys, Inc. during December 2011 and January 2012
  - The survey instrument was developed by Central Surveys based on information gleaned from focus group sessions, collaboration with State Public Policy Group, the Iowa Department of Education, and the Core Planning Group (established to guide the development of the State Longitudinal Data System).
- Invitations to participate in the survey were sent electronically to stakeholders by the Department of Education.
  - Stakeholder groups targeted include PK-12 districts, AEAs, postsecondary institutions (community colleges and Regents universities but not private colleges and universities*), and private preschools.
  - Respondents include school superintendents, principals and assistant principals, teachers, special education specialists, business managers, HR managers, IT managers, etc.

** The intent was to also include representatives of Iowa's private colleges and universities, but no appropriate list was available at the time the survey was launched.*

1

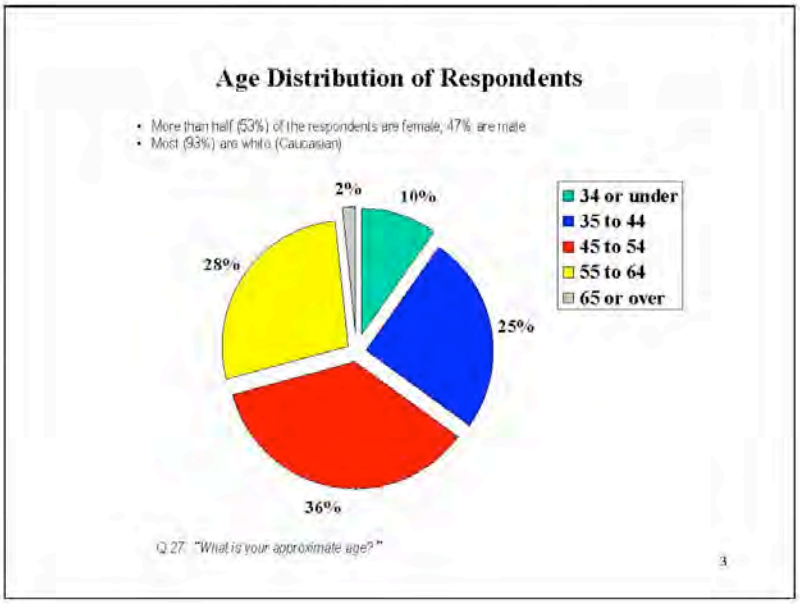
Over three-fourths of the respondents are employed by K-12 School Districts.

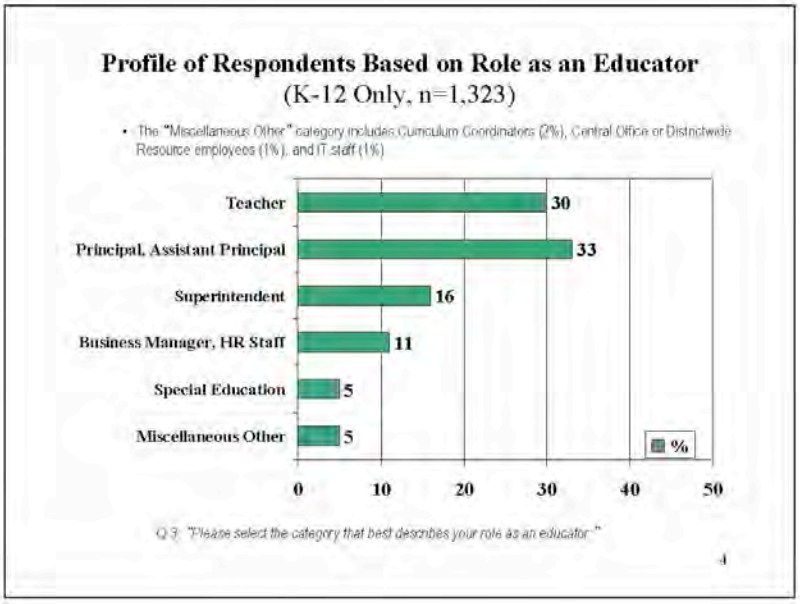
- Presumably, those indicating "Preschool" represent private or free-standing preschools. Many of those indicating that they are employed by K-12 districts actually work at the preschool level in their school districts.

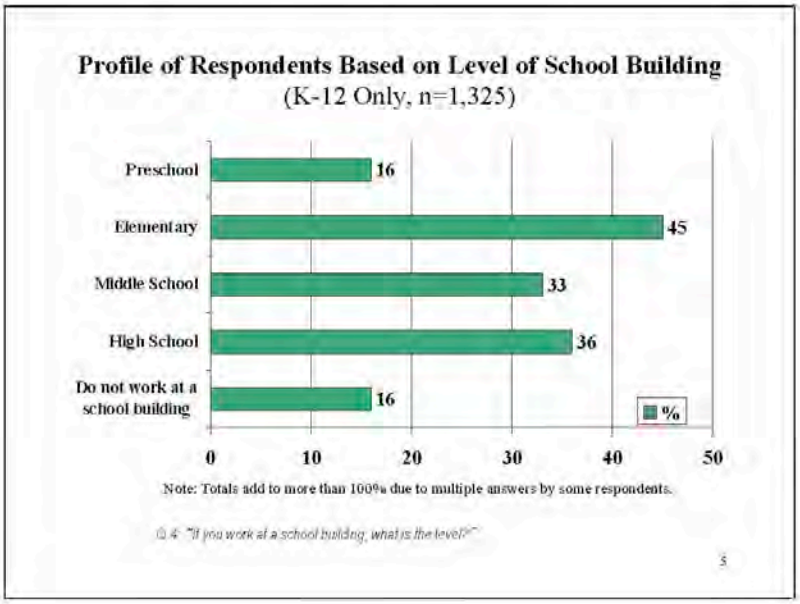


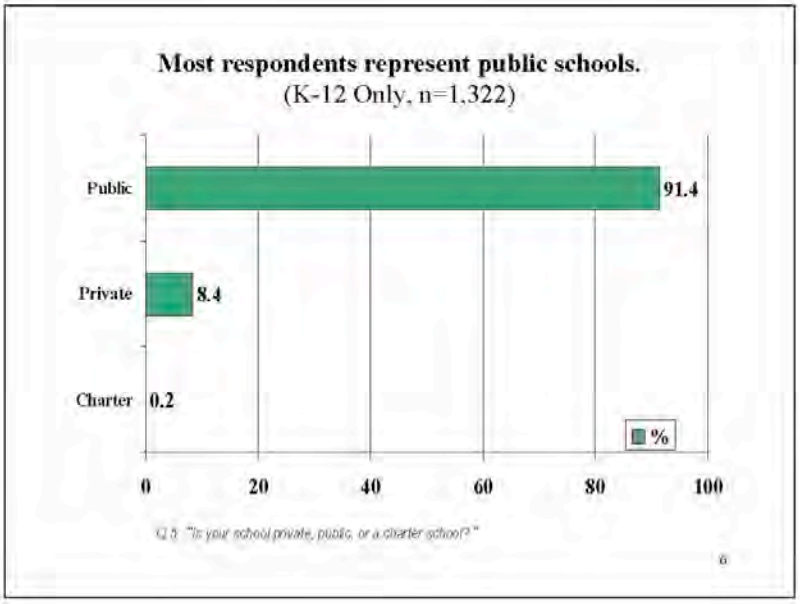
Q.1: "Please select the category that describes the focus of your role as an educator."

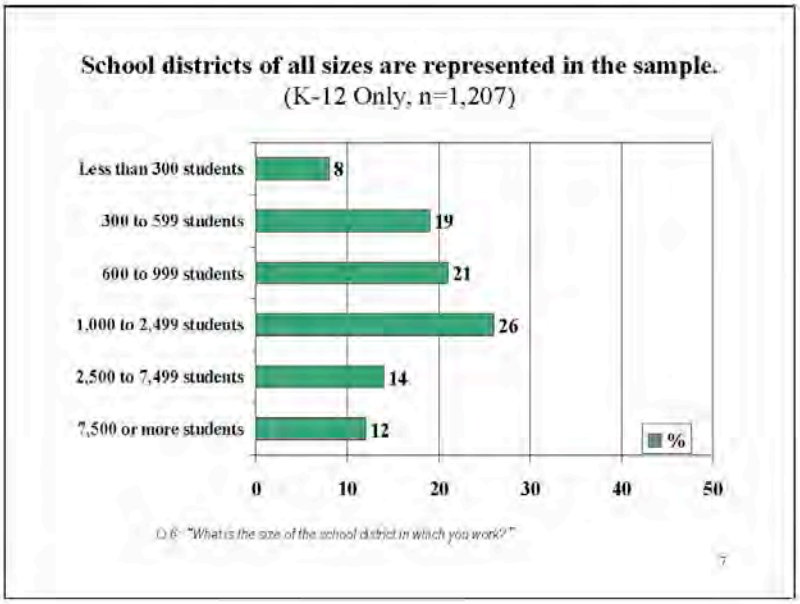
2

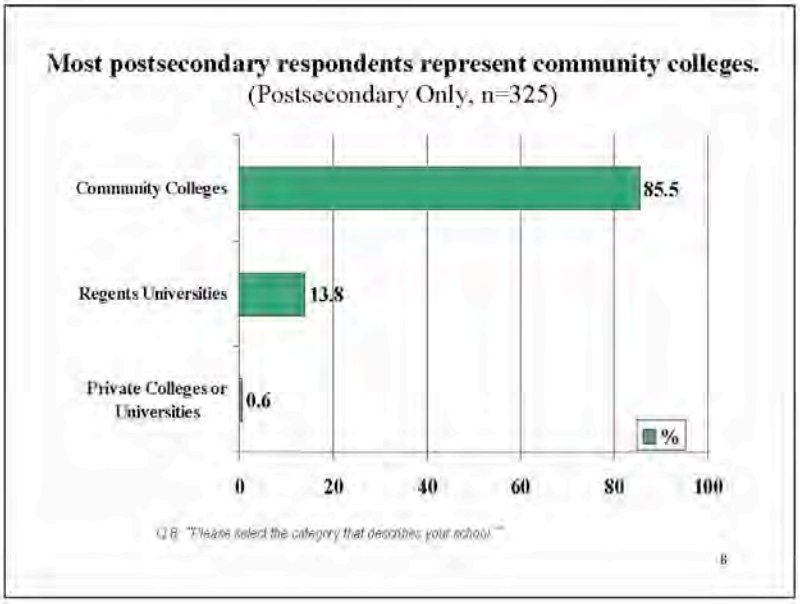

Age Distribution of Respondents
• More than half (53%) of the respondents are female, 47% are male
• Most (93%) are white (Caucasian)
2%
10%
28%
25%
36%
34 or under
35 to 44
45 to 54
55 to 64
65 or over
Q 27: "What is your approximate age?"
3

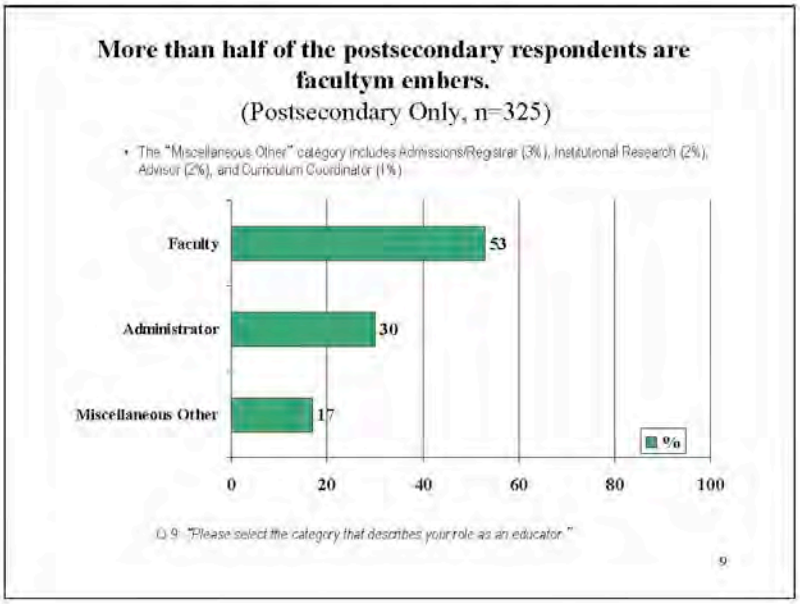

Profile of Respondents Based on Role as an Educator
(K-12 Only, n=1,323)
• The "Miscellaneous Other" category includes Curriculum Coordinators (2%), Central Office or Districtwide Resource employees (1%), and IT staff (1%)
Teacher
30
Principal, Assistant Principal
33
Superintendent
16
Business Manager, HR Staff
11
Special Education
5
Miscellaneous Other
5
%
0
10
20
30
40
50
Q 3: "Please select the category that best describes your role as an educator."
4

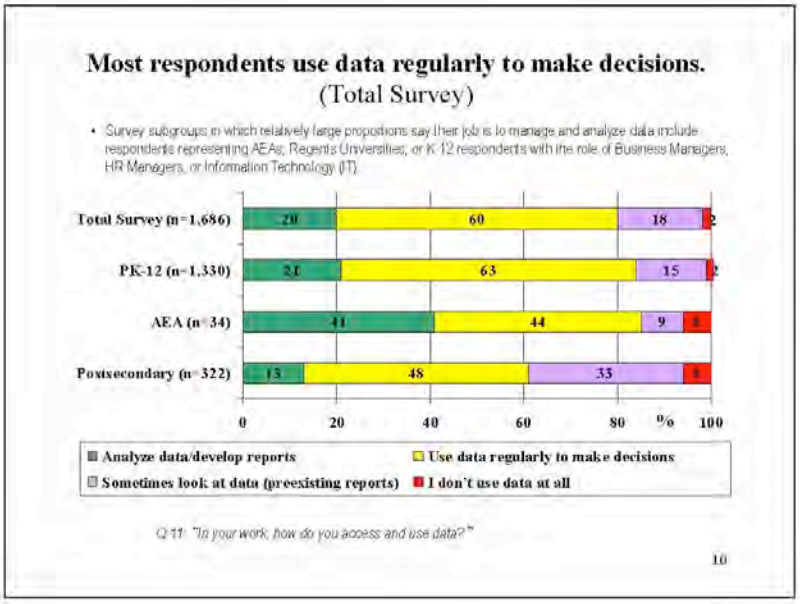

Profile of Respondents Based on Level of School Building
(K-12 Only, n=1,325)
Preschool
16
Elementary
45
Middle School
33
High School
36
Do not work at a school building
16
%
0
10
20
30
40
50
Note: Totals add to more than 100% due to multiple answers by some respondents.
Q.4 "If you work at a school building, what is the level?"
5

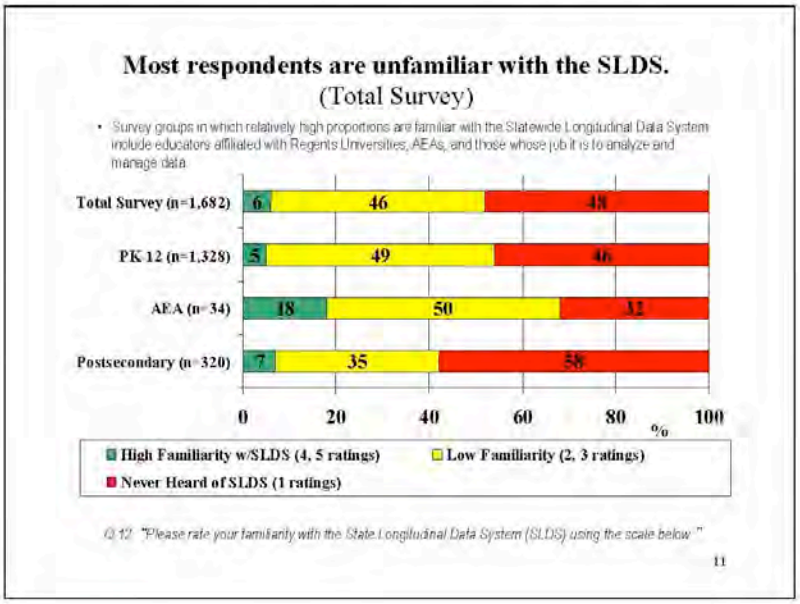

Most respondents represent public schools.
(K-12 Only, n=1,322)
Public
91.4
Private
8.4
Charter
0.2
%
0
20
40
60
80
100
Q.5 "Is your school private, public, or a charter school?"
6

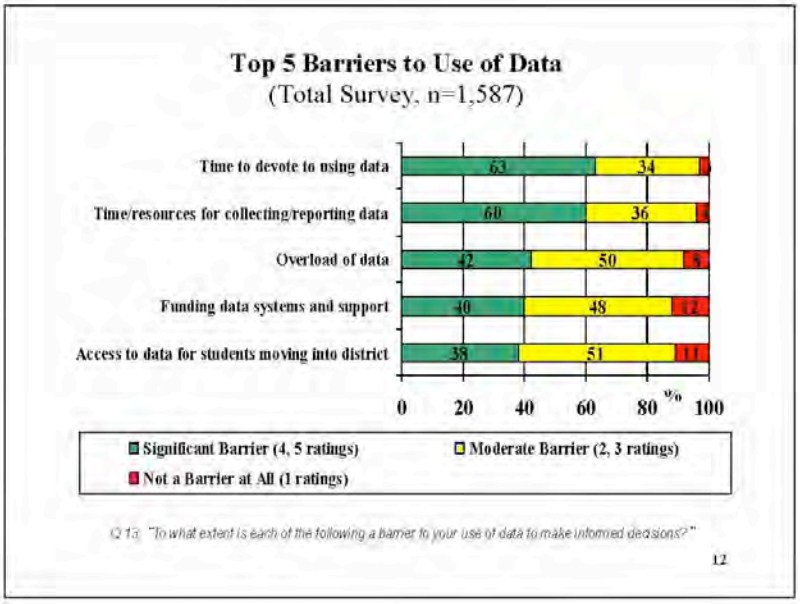

School districts of all sizes are represented in the sample.
(K-12 Only, n=1,207)
Less than 300 students
8
300 to 599 students
19
600 to 999 students
21
1,000 to 2,499 students
26
2,500 to 7,499 students
14
7,500 or more students
12
%
0
10
20
30
40
50
Q.6 "What is the size of the school district in which you work?"
7

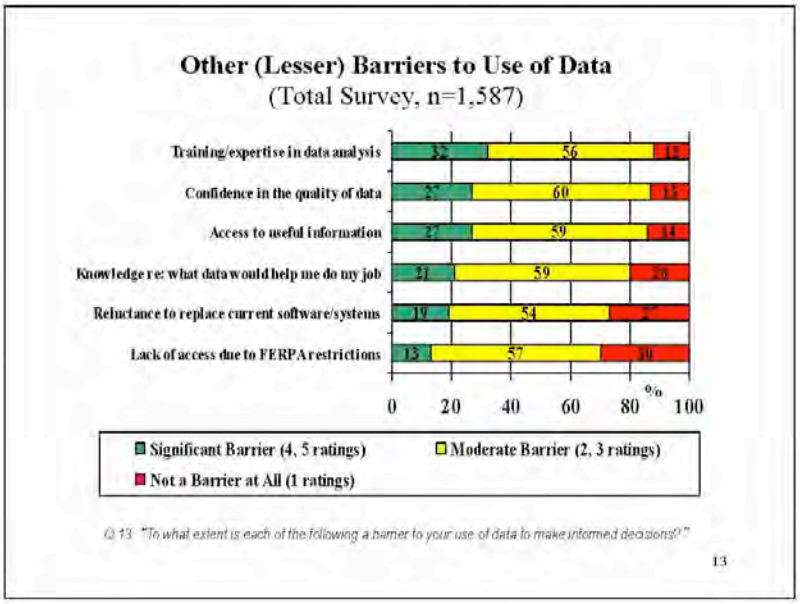

Most postsecondary respondents represent community colleges.
(Postsecondary Only, n=325)
Community Colleges
85.5
Regents Universities
13.8
Private Colleges or Universities
0.6
%
0
20
40
60
80
100
Q.8 "Please select the category that describes your school."
8

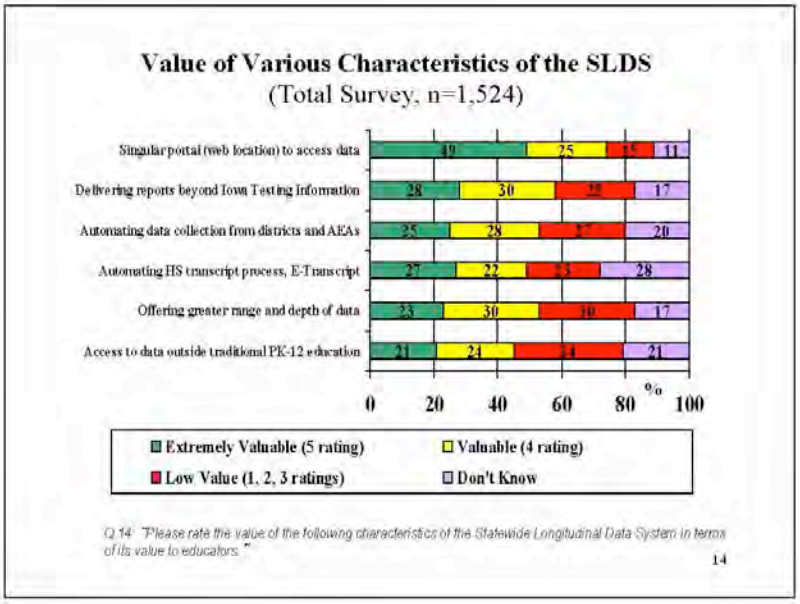

More than half of the postsecondary respondents are facultym embers.
(Postsecondary Only, n=325)
• The "Miscellaneous Other" category includes Admissions/Registrar (3%), Institutional Research (2%), Advisor (2%), and Curriculum Coordinator (1%)
Faculty
53
Administrator
30
Miscellaneous Other
17
%
0
20
40
60
80
100
Q 9: "Please select the category that describes your role as an educator."
9

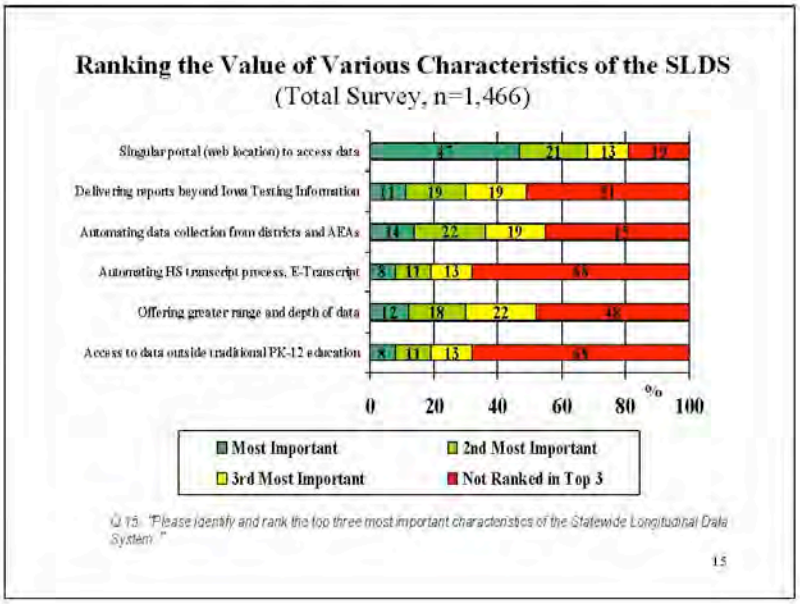

Most respondents use data regularly to make decisions.
(Total Survey)
• Survey subgroups in which relatively large proportions say their job is to manage and analyze data include respondents representing AEAs, Regents Universities, or K-12 respondents with the role of Business Managers, HR Managers, or Information Technology (IT)
Total Survey (n=1,686)
20
60
18
2
PK-12 (n=1,330)
21
63
15
2
AEA (n=34)
41
44
9
6
Postsecondary (n=322)
13
48
33
6
0
20
40
60
80
%
100
Analyze data/develop reports
Use data regularly to make decisions
Sometimes look at data (preexisting reports)
I don't use data at all
Q 11: "In your work, how do you access and use data?"
10

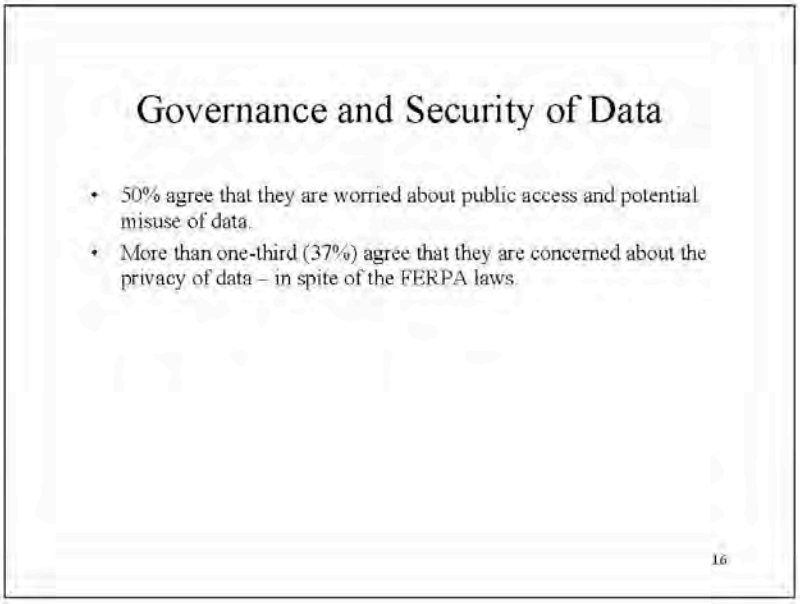

Most respondents are unfamiliar with the SLDS.
(Total Survey)
• Survey groups in which relatively high proportions are familiar with the Statewide Longitudinal Data System include educators affiliated with Regents Universities, AEAs, and those whose job it is to analyze and manage data
Total Survey (n=1,682)
6
46
48
PK 12 (n=1,328)
5
49
46
AEA (n=34)
18
50
32
Postsecondary (n=320)
7
35
58
0
20
40
60
80
100
%
High Familiarity w/SLDS (4, 5 ratings)
Low Familiarity (2, 3 ratings)
Never Heard of SLDS (1 ratings)
Q12 "Please rate your familiarity with the State Longitudinal Data System (SLDS) using the scale below."
11

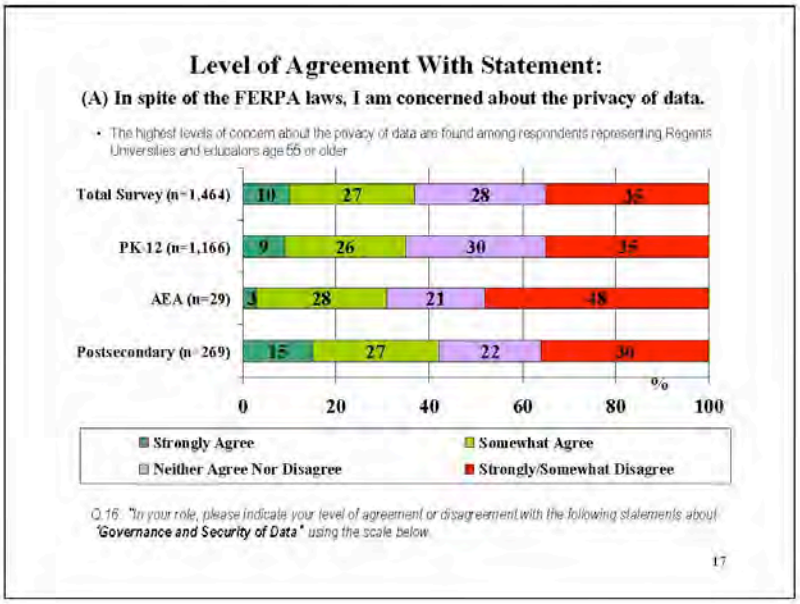

Top 5 Barriers to Use of Data
(Total Survey, n=1,587)
Time to devote to using data
63
34
Time/resources for collecting/reporting data
60
36
Overload of data
42
50
Funding data systems and support
40
48
Access to data for students moving into district
38
51
11
0
20
40
60
80
%
100
Significant Barrier (4, 5 ratings)
Moderate Barrier (2, 3 ratings)
Not a Barrier at All (1 ratings)
Q13 "To what extent is each of the following a barrier to your use of data to make informed decisions?"
12

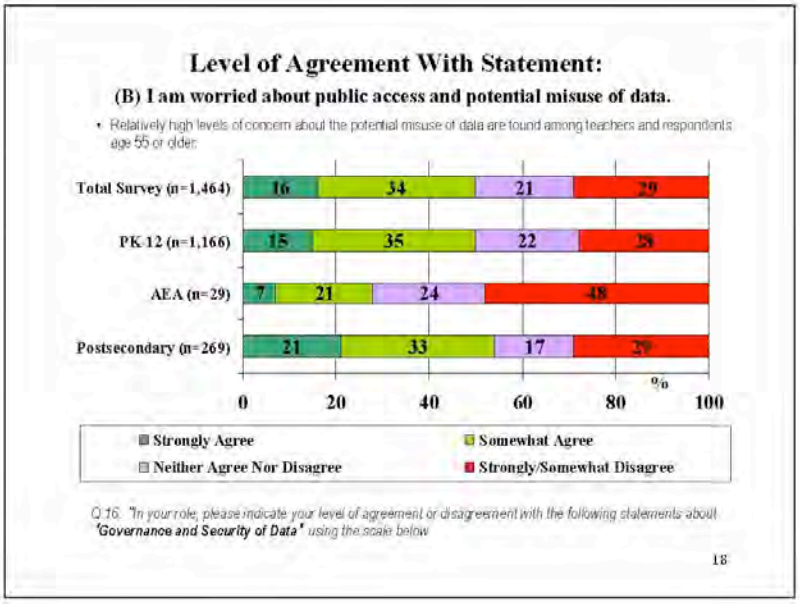

Other (Lesser) Barriers to Use of Data
(Total Survey, n=1,587)
Training/expertise in data analysis
Confidence in the quality of data
Access to useful information
Knowledge re: what data would help me do my job
Reluctance to replace current software/systems
Lack of access due to FERPA restrictions
0
20
40
60
80
100
%
Significant Barrier (4, 5 ratings)
Moderate Barrier (2, 3 ratings)
Not a Barrier at All (1 ratings)
Q 13 "To what extent is each of the following a barrier to your use of data to make informed decisions?"
13


Value of Various Characteristics of the SLDS
(Total Survey, n=1,524)
Singular portal (web location) to access data
Delivering reports beyond Iowa Testing information
Automating data collection from districts and AEAs
Automating HS transcript process, E-Transcript
Offering greater range and depth of data
Access to data outside traditional PK-12 education
0
20
40
60
80
100
%
Extremely Valuable (5 rating)
Valuable (4 rating)
Low Value (1, 2, 3 ratings)
Don't Know
Q 14 "Please rate the value of the following characteristics of the Statewide Longitudinal Data System in terms of its value to educators."
14


Ranking the Value of Various Characteristics of the SLDS
(Total Survey, n=1,466)
Singular portal (web location) to access data
Delivering reports beyond Iowa Testing Information
Automating data collection from districts and AEAs
Automating HS transcript process, E-Transcript
Offering greater range and depth of data
Access to data outside traditional PK-12 education
0
20
40
60
80
100
%
Most Important
2nd Most Important
3rd Most Important
Not Ranked in Top 3
Q 15. "Please identify and rank the top three most important characteristics of the Statewide Longitudinal Data System."
15


Governance and Security of Data
• 50% agree that they are worried about public access and potential misuse of data.
• More than one-third (37%) agree that they are concerned about the privacy of data – in spite of the FERPA laws.
16


Level of Agreement With Statement:
(A) In spite of the FERPA laws, I am concerned about the privacy of data.
• The highest levels of concern about the privacy of data are found among respondents representing Regents Universities and educators age 55 or older
Total Survey (n=1,464)
10
27
28
35
PK-12 (n=1,166)
9
26
30
35
AEA (n=29)
3
28
21
48
Postsecondary (n=269)
15
27
22
30
%
0
20
40
60
80
100
Strongly Agree
Somewhat Agree
Neither Agree Nor Disagree
Strongly/Somewhat Disagree
Q.16: "In your role, please indicate your level of agreement or disagreement with the following statements about 'Governance and Security of Data' using the scale below.
17


Level of Agreement With Statement:
(B) I am worried about public access and potential misuse of data.
• Relatively high levels of concern about the potential misuse of data are found among teachers and respondents age 55 or older
Total Survey (n=1,464)
16
34
21
29
PK-12 (n=1,166)
15
35
22
28
AEA (n=29)
7
21
24
48
Postsecondary (n=269)
21
33
17
29
%
0
20
40
60
80
100
Strongly Agree
Somewhat Agree
Neither Agree Nor Disagree
Strongly/Somewhat Disagree
Q.16: "In your role, please indicate your level of agreement or disagreement with the following statements about 'Governance and Security of Data' using the scale below.
18

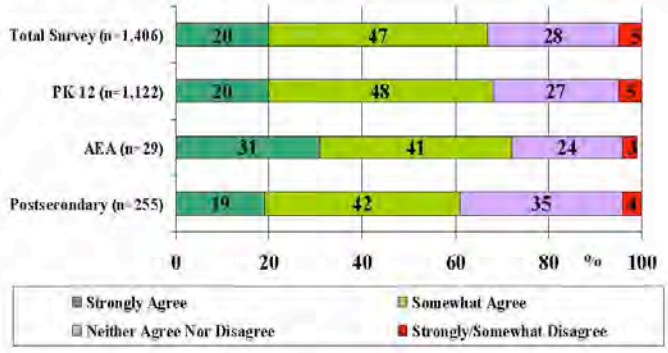
Possible Benefits of the Statewide Longitudinal Data System

- Among nine statements, the highest level of agreement (76%) is in reference to this statement:
  "Automation and uniformity of reports will result in availability of more timely, accurate data for decision-making."
- The lowest level of agreement (41%) is in reference to this statement:
  "The Statewide Longitudinal Data System will have significant value to postsecondary institutions."
  - Two-thirds of respondents representing postsecondary institutions agree with this statement, however, compared to only 36% of PK-12 educators.

19

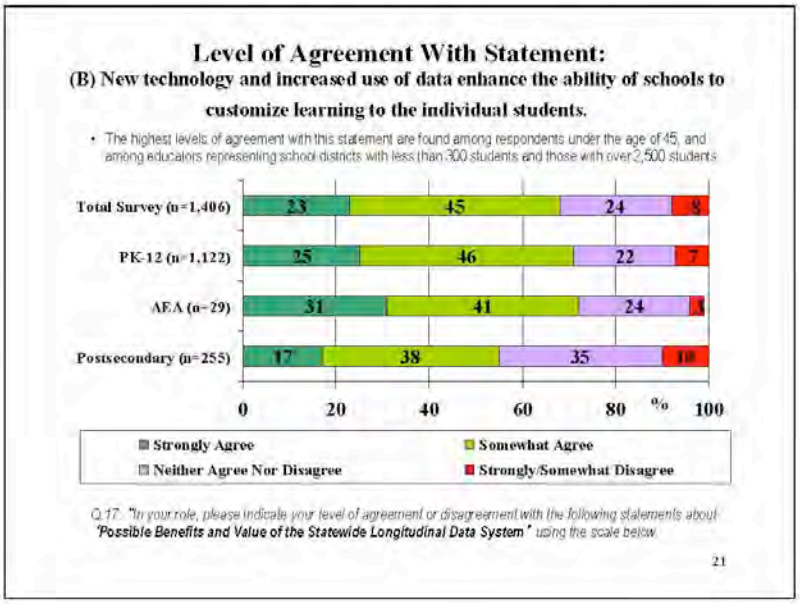
Level of Agreement With Statement:

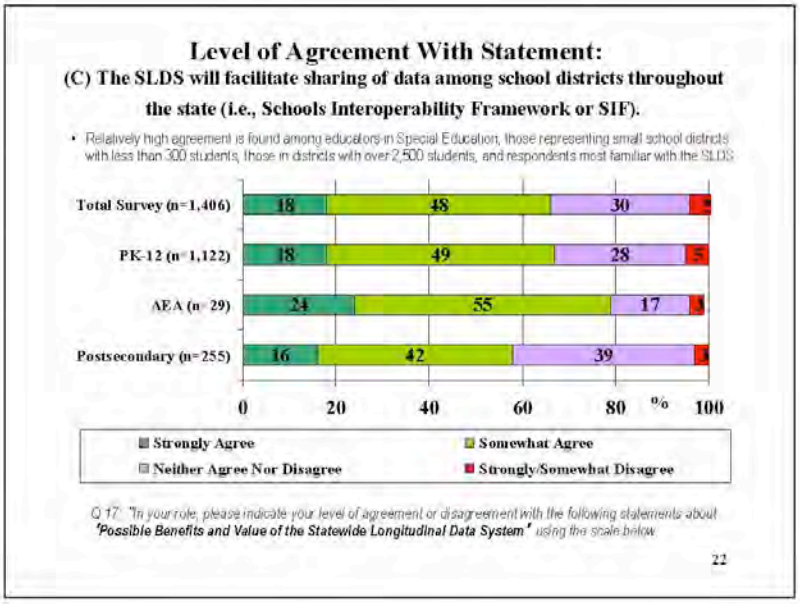
(A) The SLDS will provide easier access to accurate, timely data essential to our decision-making in a time that our schools face increased scrutiny and accountability.



Q 17. "In your role, please indicate your level of agreement or disagreement with the following statements about 'Possible Benefits and Value of the Statewide Longitudinal Data System' using the scale below.

20

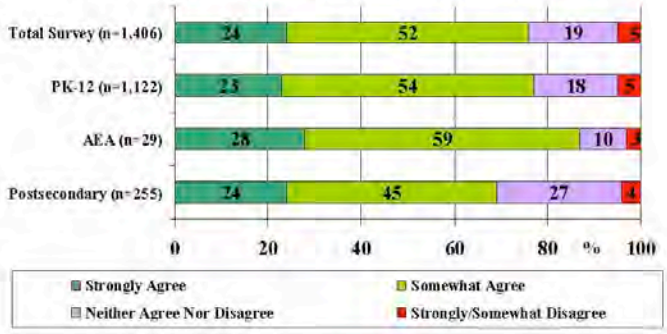

Level of Agreement With Statement:
(B) New technology and increased use of data enhance the ability of schools to customize learning to the individual students.
• The highest levels of agreement with this statement are found among respondents under the age of 45, and among educators representing school districts with less than 300 students and those with over 2,500 students
Total Survey (n=1,406)
23
45
24
8
PK-12 (n=1,122)
25
46
22
7
AEA (n=29)
31
41
24
3
Postsecondary (n=255)
17
38
35
10
0
20
40
60
80
%
100
Strongly Agree
Somewhat Agree
Neither Agree Nor Disagree
Strongly/Somewhat Disagree
Q.17 "In your role, please indicate your level of agreement or disagreement with the following statements about 'Possible Benefits and Value of the Statewide Longitudinal Data System' using the scale below.
21


Level of Agreement With Statement:
(C) The SLDS will facilitate sharing of data among school districts throughout the state (i.e., Schools Interoperability Framework or SIF).
• Relatively high agreement is found among educators in Special Education, those representing small school districts with less than 300 students, those in districts with over 2,500 students, and respondents most familiar with the SLDS
Total Survey (n=1,406)
18
48
30
3
PK-12 (n=1,122)
18
49
28
5
AEA (n=29)
24
55
17
3
Postsecondary (n=255)
16
42
39
3
0
20
40
60
80
%
100
Strongly Agree
Somewhat Agree
Neither Agree Nor Disagree
Strongly/Somewhat Disagree
Q.17 "In your role, please indicate your level of agreement or disagreement with the following statements about 'Possible Benefits and Value of the Statewide Longitudinal Data System' using the scale below.
22

Level of Agreement With Statement:

(D) Automation and uniformity of reports will result in availability of more timely, accurate data for decision-making.

- Sizable proportions in all subgroups agree with this statement; very few disagree.



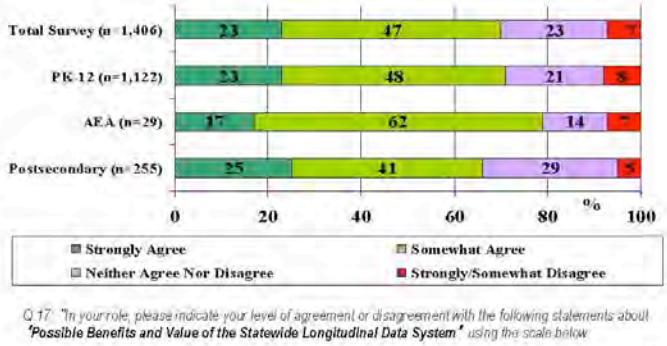
Q.17 *"In your role, please indicate your level of agreement or disagreement with the following statements about* ***'Possible Benefits and Value of the Statewide Longitudinal Data System'*** *using the scale below.*

23

Level of Agreement With Statement:

(E) Uniformity of report formats will facilitate comparisons with other similar schools – making it easier to identify 'best practices' for student instruction and resource allocation.

- Sizable proportions in all subgroups agree with this statement. The strongest agreement is found among educators representing very large (2,500+ students) and very small (less than 300 students) school districts and among female respondents.



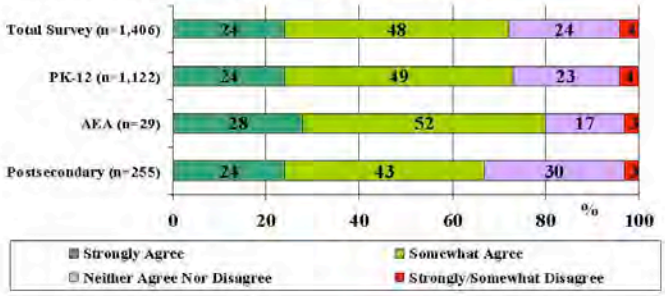
Q.17 *"In your role, please indicate your level of agreement or disagreement with the following statements about* ***'Possible Benefits and Value of the Statewide Longitudinal Data System'*** *using the scale below.*

24

Level of Agreement With Statement:

(F) The SLDS will link existing databases – providing a single comprehensive source of data and reducing the need to access multiple databases to find needed information.

- The level of agreement with this statement tends to increase with the level of familiarity with the SLDS. Generally, the level of agreement is higher among administrators than among teachers, and is higher among White/Caucasian respondents than among African Americans (or members of other race/ethnic groups).



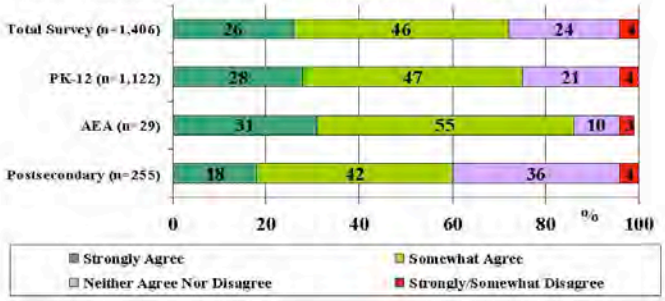
Q.17 "In your role, please indicate your level of agreement or disagreement with the following statements about 'Possible Benefits and Value of the Statewide Longitudinal Data System' using the scale below.

25

Level of Agreement With Statement:

(G) A major advantage of integrating existing data in the SLDS is that linking data will eliminate the need for duplicate reporting by districts.

- As on the previous chart, the level of agreement with this statement tends to increase with the level of familiarity with the SLDS. Again, the level of agreement is higher among administrators than among teachers, and is higher among White/Caucasian respondents than among African Americans (or members of other race/ethnic groups).



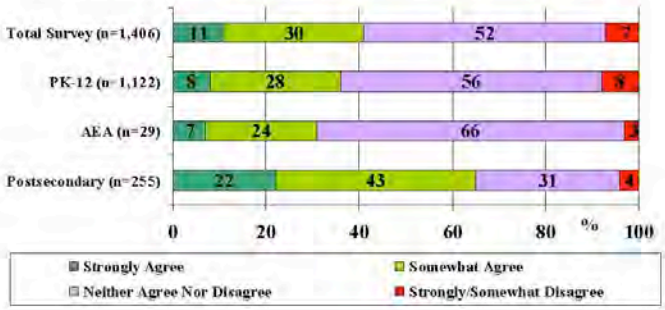
Q.17 "In your role, please indicate your level of agreement or disagreement with the following statements about 'Possible Benefits and Value of the Statewide Longitudinal Data System' using the scale below.

26

Level of Agreement With Statement:

(H) The Statewide Longitudinal Data System will have significant value to postsecondary institutions.

- Respondents representing postsecondary institutions are nearly twice as likely to agree with this statement, compared to those representing K-12 school districts.



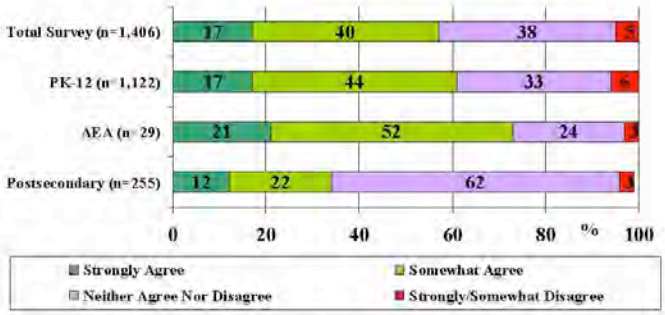
Q.17 "In your role, please indicate your level of agreement or disagreement with the following statements about *'Possible Benefits and Value of the Statewide Longitudinal Data System'* using the scale below.

27

Level of Agreement With Statement:

(I) The SLDS will have significant value to PK-12 Districts.

- Administrators (superintendents, principals, business managers, HR/IT managers) are significantly more likely to agree with this statement than are teachers or members of the special education subgroup.



Q.17 "In your role, please indicate your level of agreement or disagreement with the following statements about *'Possible Benefits and Value of the Statewide Longitudinal Data System'* using the scale below.

28

Function and Development of the Statewide Longitudinal Data System

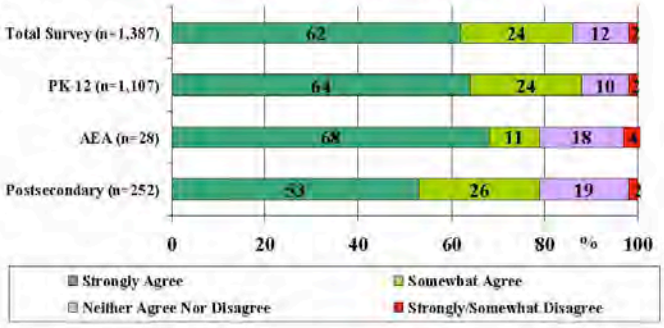
- Among six statements, the highest levels of agreement (86% and 85% respectively) are in reference to the following statements:
  - *"The primary focus in development of the Statewide Longitudinal Data System should always be to support better learning for students."*
  - *"A high priority in designing the system should be to provide quick and easy access to approved users of the data."*
- Majorities agree with all six statements in this section.

29

Level of Agreement With Statement:

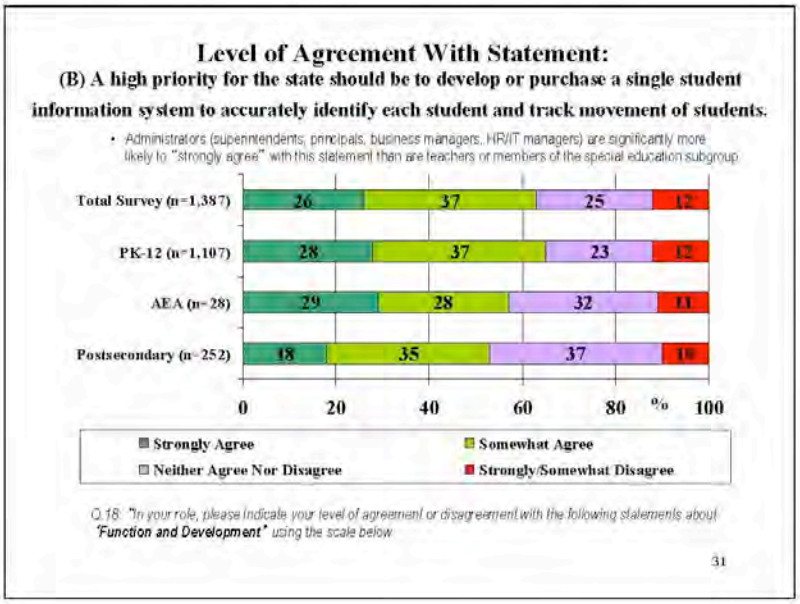
(A) The primary focus in development of the SLDS should always be to support better learning for students.

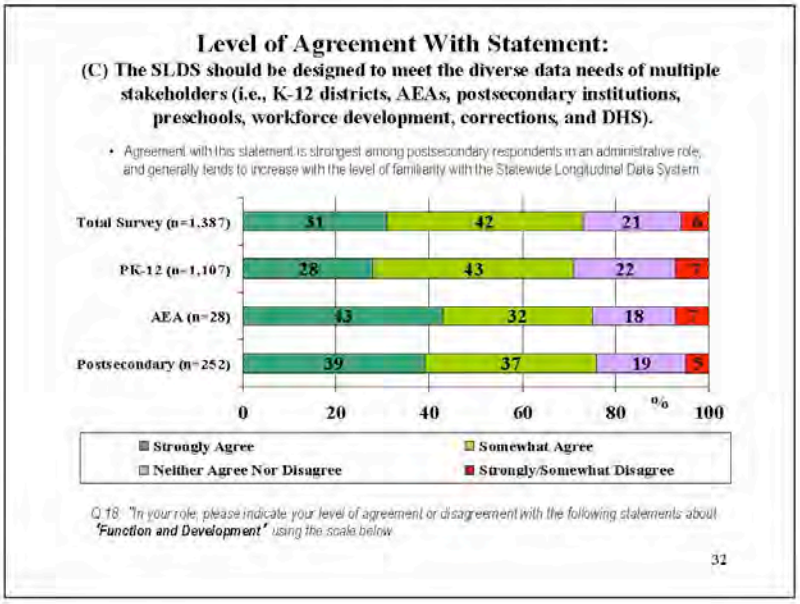
- There is strong agreement with this statement among all subgroups of respondents

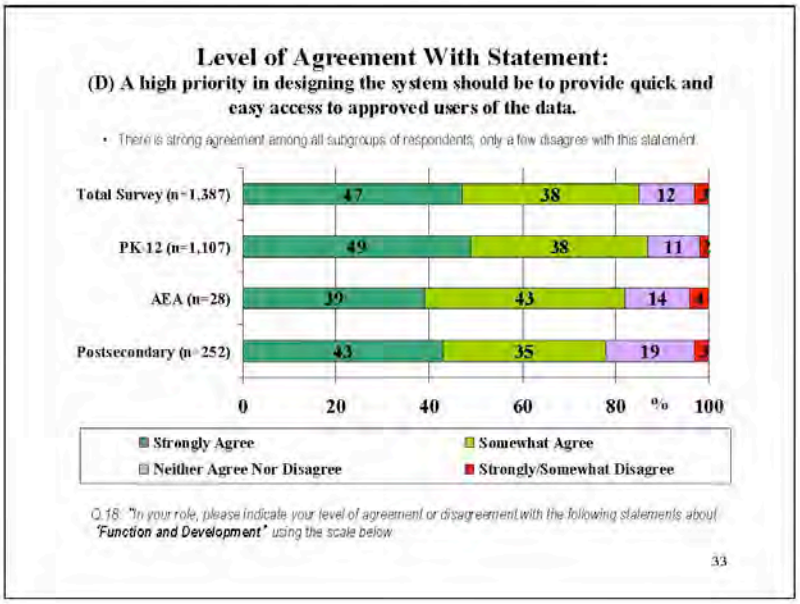


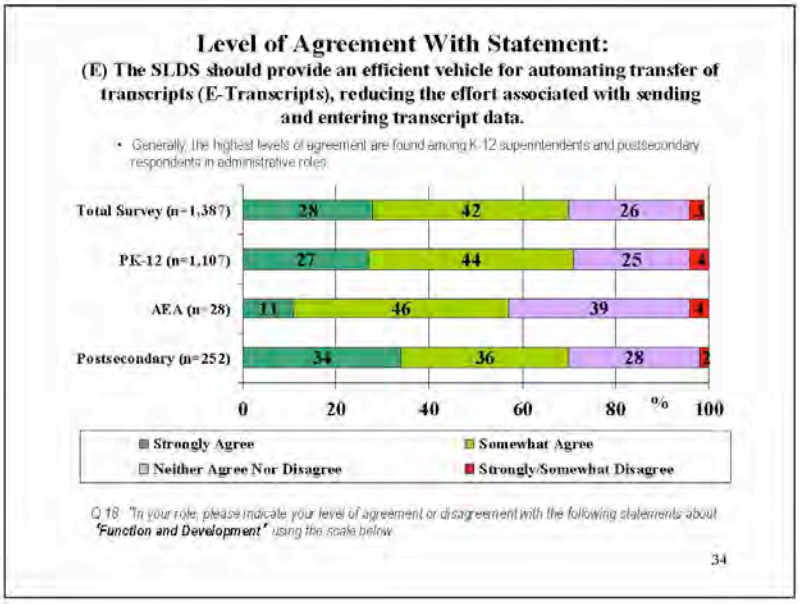
Q 18 "In your role, please indicate your level of agreement or disagreement with the following statements about **'Function and Development'** using the scale below

30


Level of Agreement With Statement:
(B) A high priority for the state should be to develop or purchase a single student information system to accurately identify each student and track movement of students.
• Administrators (superintendents, principals, business managers, HR/IT managers) are significantly more likely to "strongly agree" with this statement than are teachers or members of the special education subgroup
Total Survey (n=1,387) 26 37 25 12
PK-12 (n=1,107) 28 37 23 12
AEA (n=28) 29 28 32 11
Postsecondary (n=252) 18 35 37 10
0 20 40 60 80 % 100
Strongly Agree
Somewhat Agree
Neither Agree Nor Disagree
Strongly/Somewhat Disagree
Q.18 "In your role, please indicate your level of agreement or disagreement with the following statements about 'Function and Development' using the scale below
31


Level of Agreement With Statement:
(C) The SLDS should be designed to meet the diverse data needs of multiple stakeholders (i.e., K-12 districts, AEAs, postsecondary institutions, preschools, workforce development, corrections, and DHS).
• Agreement with this statement is strongest among postsecondary respondents in an administrative role, and generally tends to increase with the level of familiarity with the Statewide Longitudinal Data System
Total Survey (n=1,387) 31 42 21 6
PK-12 (n=1,107) 28 43 22 7
AEA (n=28) 43 32 18 7
Postsecondary (n=252) 39 37 19 5
0 20 40 60 80 % 100
Strongly Agree
Somewhat Agree
Neither Agree Nor Disagree
Strongly/Somewhat Disagree
Q.18 "In your role, please indicate your level of agreement or disagreement with the following statements about 'Function and Development' using the scale below
32

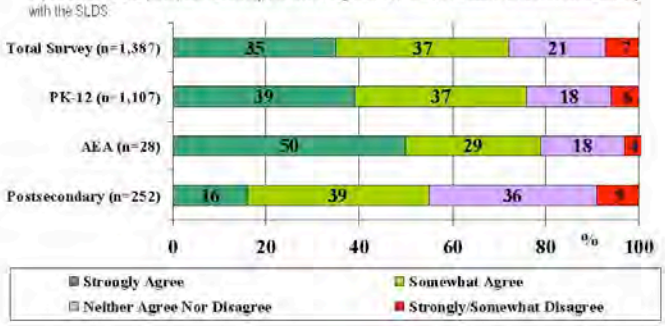

Level of Agreement With Statement:
(D) A high priority in designing the system should be to provide quick and easy access to approved users of the data.
• There is strong agreement among all subgroups of respondents; only a few disagree with this statement.
Total Survey (n=1,387)
47
38
12
PK-12 (n=1,107)
49
38
11
AEA (n=28)
39
43
14
4
Postsecondary (n=252)
43
35
19
0
20
40
60
80
%
100
Strongly Agree
Somewhat Agree
Neither Agree Nor Disagree
Strongly/Somewhat Disagree
Q.18 "In your role, please indicate your level of agreement or disagreement with the following statements about 'Function and Development' using the scale below
33


Level of Agreement With Statement:
(E) The SLDS should provide an efficient vehicle for automating transfer of transcripts (E-Transcripts), reducing the effort associated with sending and entering transcript data.
• Generally, the highest levels of agreement are found among K-12 superintendents and postsecondary respondents in administrative roles.
Total Survey (n=1,387)
28
42
26
PK-12 (n=1,107)
27
44
25
4
AEA (n=28)
11
46
39
4
Postsecondary (n=252)
34
36
28
0
20
40
60
80
%
100
Strongly Agree
Somewhat Agree
Neither Agree Nor Disagree
Strongly/Somewhat Disagree
Q.18 "In your role, please indicate your level of agreement or disagreement with the following statements about 'Function and Development' using the scale below
34

Level of Agreement With Statement:

(F) Assessments should be included in the Statewide Longitudinal Data System and aligned with Common Core and Iowa Core.

- The level of agreement with this statement is highest among respondents representing AEAs and among K-12 superintendents and principals. Generally, the level of agreement tends to increase with the level of familiarity with the SLDS.



*Q.18: "In your role, please indicate your level of agreement or disagreement with the following statements about **'Function and Development'** using the scale below.*

35

Content of the SLDS

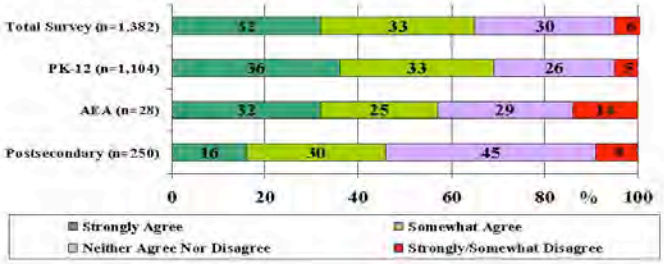
- Majorities agree with all three statements about the content of the Statewide Longitudinal Data System.

36

Level of Agreement With Statement:

(A) The primary mission of DE in developing the SLDS should be to integrate existing data systems – such as EdInsight, Edinfo, Easier, BEDS, IMS, Assessment, State Student Identifiers, and E-Transcript – rather than to gather new types of information.

- Administrators (K-12 superintendents, principals, business managers, HR/IT managers) are significantly more likely to "strongly agree" with this statement than are teachers or members of the special education subgroup.
- Those who analyze/manage data as part of their job are significantly more likely than average to agree with this statement. Generally, the level of agreement increases significantly with the level of familiarity with the SLDS.



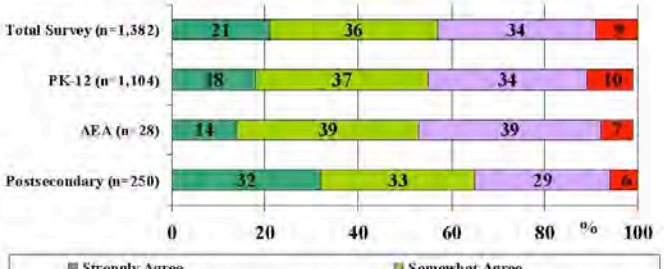
Q.19 *"In your role, please indicate your level of agreement or disagreement with the following statements about 'Content of Statewide Longitudinal Data System' using the scale below.*

37

Level of Agreement With Statement:

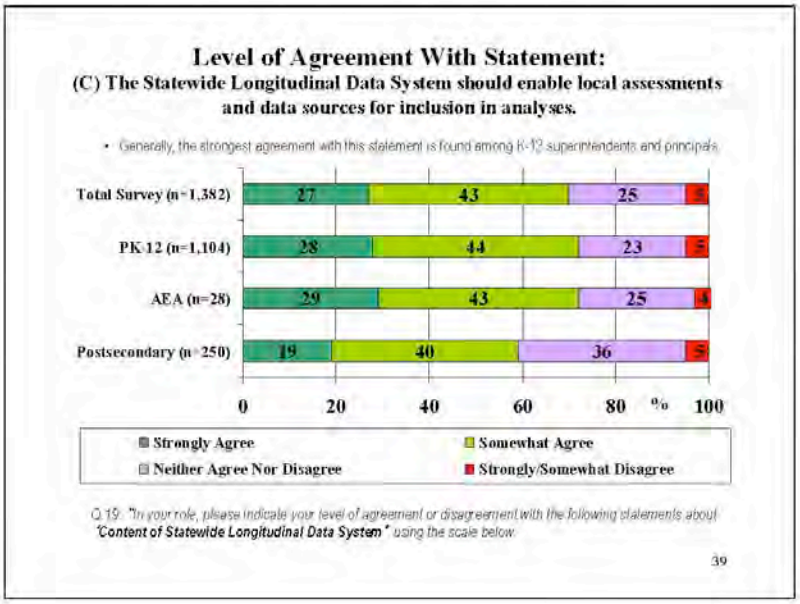
(B) The SLDS design should allow future incorporation of data from external sources – such as census data, postsecondary, workforce, finance, DHS, and corrections.

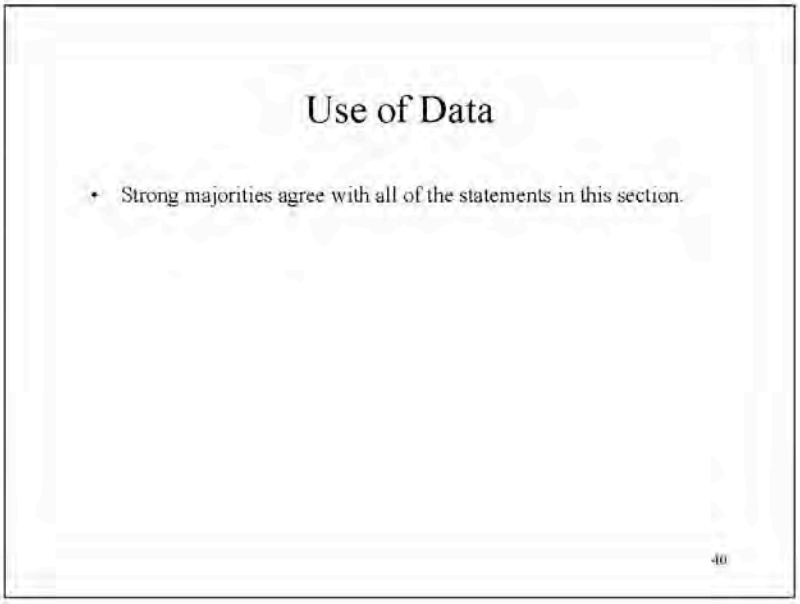
- The highest levels of agreement with this statement are found among postsecondary respondents in administrative positions, K-12 superintendents, and those who are most familiar with the Statewide Longitudinal Data System.



Q.19 *"In your role, please indicate your level of agreement or disagreement with the following statements about 'Content of Statewide Longitudinal Data System' using the scale below.*

38

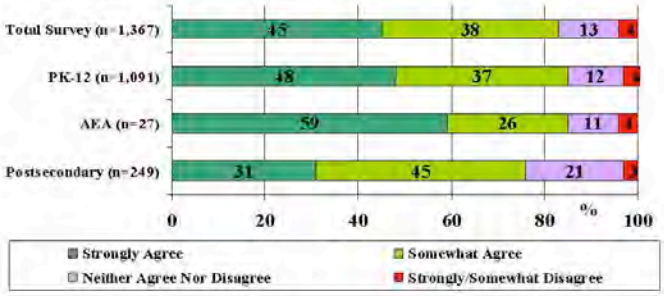

Level of Agreement With Statement:
(C) The Statewide Longitudinal Data System should enable local assessments and data sources for inclusion in analyses.
• Generally, the strongest agreement with this statement is found among K-12 superintendents and principals.
Total Survey (n=1,382)
27
43
25
5
PK-12 (n=1,104)
28
44
23
5
AEA (n=28)
29
43
25
4
Postsecondary (n=250)
19
40
36
5
0
20
40
60
80
%
100
Strongly Agree
Somewhat Agree
Neither Agree Nor Disagree
Strongly/Somewhat Disagree
Q.19: "In your role, please indicate your level of agreement or disagreement with the following statements about 'Content of Statewide Longitudinal Data System' using the scale below.
39


Use of Data
• Strong majorities agree with all of the statements in this section.
40

Level of Agreement With Statement:

(A) Schools depend on having accurate, timely data as a basis for most of our important decisions affecting student instruction and allocation of resources.

- Relatively high levels of agreement are found among respondents representing AEAs, K-12 principals and superintendents, and educators who analyze/manage data as part of their job. Generally, the level of agreement tends to increase with the level of familiarity with the Statewide Longitudinal Data System.



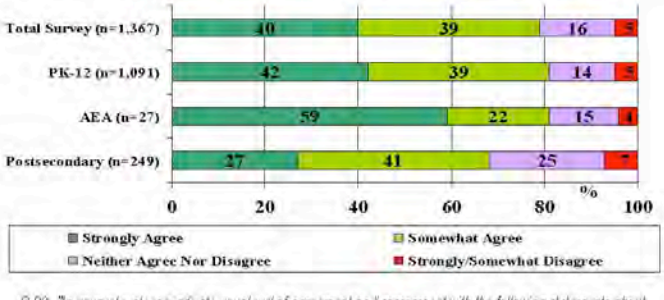
*Q.20 "In your role, please indicate your level of agreement or disagreement with the following statements about **'Use of Data'** using the scale below.*

41

Level of Agreement With Statement:

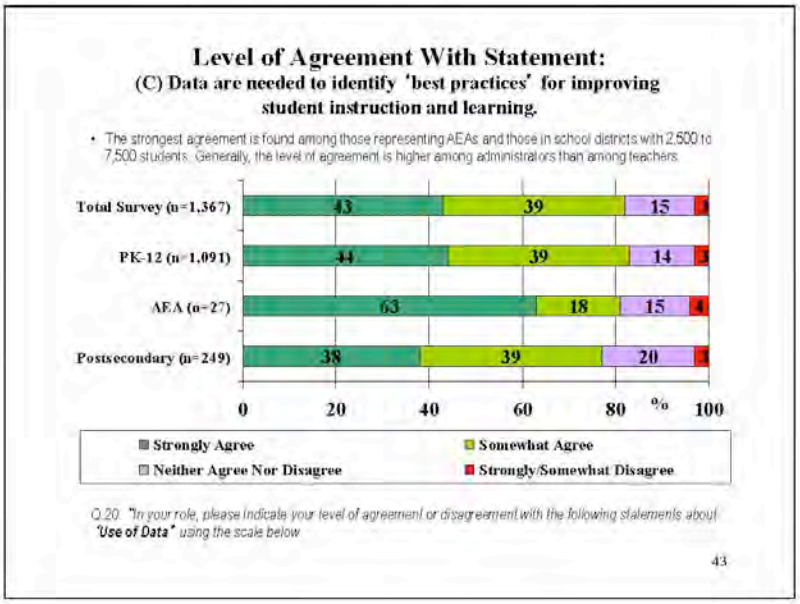
(B) Data are needed to support professional development and accountability.

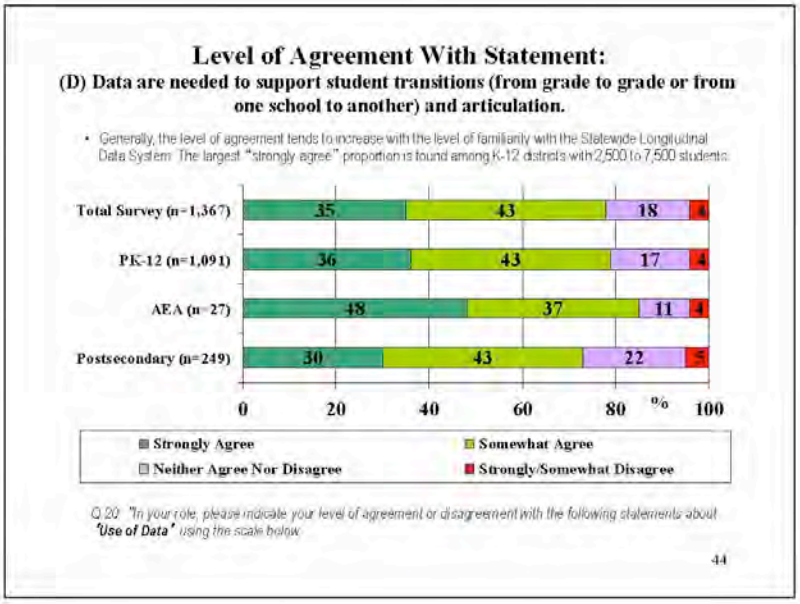
- Administrators (K-12 superintendents, principals, business managers, HR/IT managers) are significantly more likely to "strongly agree" with this statement than are teachers or members of the special education subgroup.
- Those who analyze/manage data as part of their job are significantly more likely than average to agree with this statement. Generally, the level of agreement increases significantly with the level of familiarity with the SLDS.



*Q.20 "In your role, please indicate your level of agreement or disagreement with the following statements about **'Use of Data'** using the scale below.*

42

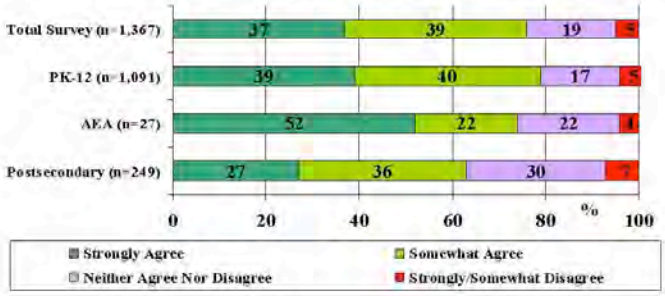

Level of Agreement With Statement:
(C) Data are needed to identify 'best practices' for improving student instruction and learning.
• The strongest agreement is found among those representing AEAs and those in school districts with 2,500 to 7,500 students. Generally, the level of agreement is higher among administrators than among teachers.
Total Survey (n=1,367)
43
39
15
PK-12 (n=1,091)
44
39
14
AEA (n=27)
63
18
15
4
Postsecondary (n=249)
38
39
20
0
20
40
60
80
%
100
Strongly Agree
Somewhat Agree
Neither Agree Nor Disagree
Strongly/Somewhat Disagree
Q.20 "In your role, please indicate your level of agreement or disagreement with the following statements about 'Use of Data' using the scale below.
43


Level of Agreement With Statement:
(D) Data are needed to support student transitions (from grade to grade or from one school to another) and articulation.
• Generally, the level of agreement tends to increase with the level of familiarity with the Statewide Longitudinal Data System. The largest "strongly agree" proportion is found among K-12 districts with 2,500 to 7,500 students.
Total Survey (n=1,367)
35
43
18
4
PK-12 (n=1,091)
36
43
17
4
AEA (n=27)
48
37
11
4
Postsecondary (n=249)
30
43
22
5
0
20
40
60
80
%
100
Strongly Agree
Somewhat Agree
Neither Agree Nor Disagree
Strongly/Somewhat Disagree
Q.20 "In your role, please indicate your level of agreement or disagreement with the following statements about 'Use of Data' using the scale below.
44

Level of Agreement With Statement:

(E) Data are needed to support the rationale for organizational changes – for example, team teaching, scheduling, whole-grade sharing, or school consolidations.

- The strongest agreement with this statement is found among AEAs, K-12 administrators, respondents age 44 or younger, and those representing larger school districts (2,500 to 7,500 students). Generally, the level of agreement with the statement tends to increase with the level of familiarity with the Statewide Longitudinal Data System.



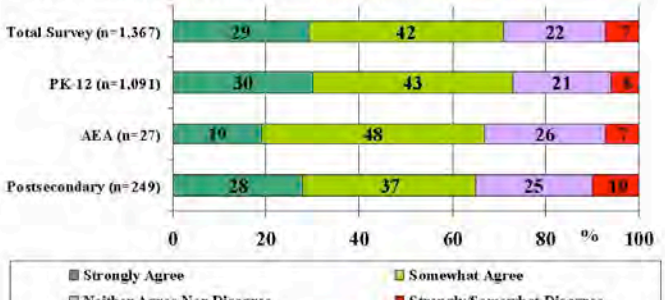
*Q.20 "In your role, please indicate your level of agreement or disagreement with the following statements about **'Use of Data'** using the scale below.*

45

Level of Agreement With Statement:

(F) Approved users should have access to raw data so that they can conduct their own analysis of data and format the reports to meet their own needs.

- The strongest agreement with this statement is found among respondents age 44 or younger, those representing Regents Universities, and those who manage/analyze data as part of their jobs.



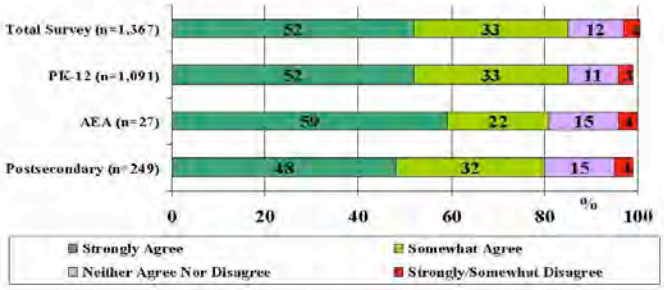
*Q.20 "In your role, please indicate your level of agreement or disagreement with the following statements about **'Use of Data'** using the scale below.*

46

Level of Agreement With Statement:

(G) Educators with access to raw data should be trained in the analysis and interpretation of data.

- The strength of agreement with this statement tends to increase based on how much respondents use data in their jobs and with their level of familiarity with the Statewide Longitudinal Data System.
- The highest "strongly agree" proportion is found among administrators representing Regents Universities.



*Q.20 "In your role, please indicate your level of agreement or disagreement with the following statements about **'Use of Data'** using the scale below.*

47

Reporting and Output

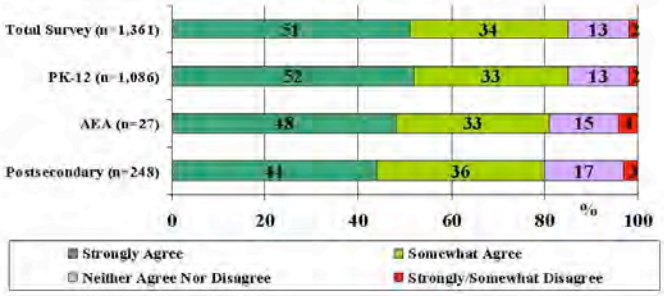
- Strong majorities agree with all five statements about reporting and output.

48

Level of Agreement With Statement:

(A) The DE should automate processes for entering data and provide training to all people who input data into the Statewide Longitudinal Data System.

- The largest "strongly agree" proportions are found among those who manage and analyze data as part of their job (also business managers, HR/IT managers), those most familiar with the SLDS, and those representing the smallest school districts (300 students or less) or very large districts (2,500 to 7,500 students).



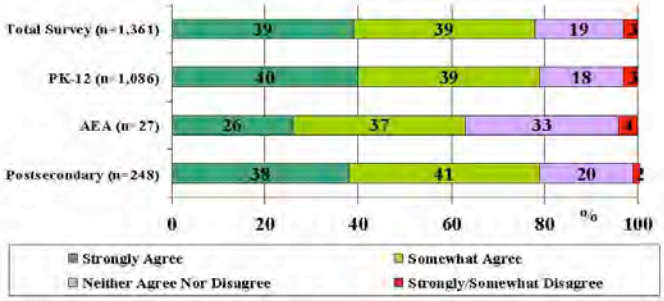
Q.21 "In your role, please indicate your level of agreement or disagreement with the following statements about *'Reporting and Output'* using the scale below.

49

Level of Agreement With Statement:

(B) The DE should standardize formats for reporting of the SLDS data back to the approved users.

- The highest proportions saying they "strongly agree" with this statement are found among K-12 superintendents and administrators at the postsecondary level.
- Also, the "strongly agree" proportion tends to increase as the age of respondents increases.

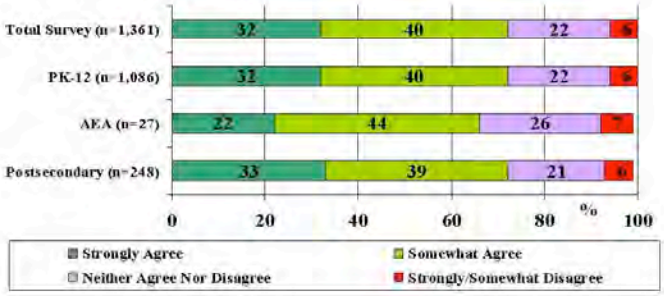


Q.21 "In your role, please indicate your level of agreement or disagreement with the following statements about *'Reporting and Output'* using the scale below.

50

Level of Agreement With Statement:
(C) Standard reports by qualified analysts are needed to reduce the danger that data will be manipulated and misused.

- The level of agreement with this statement is higher among K-12 principals and superintendents than among teachers or those in special education. Generally, the level of agreement increases with the level of familiarity with the Statewide Longitudinal Data System.

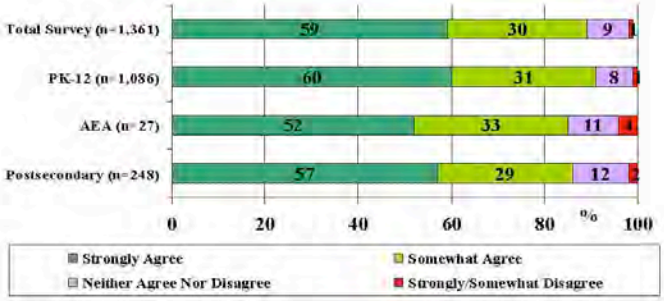


Q.21 *"In your role, please indicate your level of agreement or disagreement with the following statements about **'Reporting and Output'** using the scale below.*

51

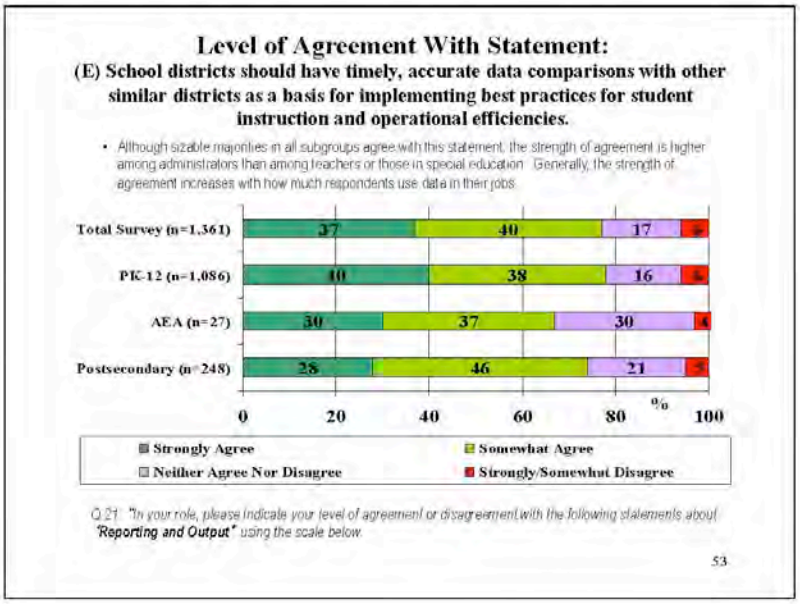
Level of Agreement With Statement:
(D) Data reports should have clear context to prevent misinterpretation of data.

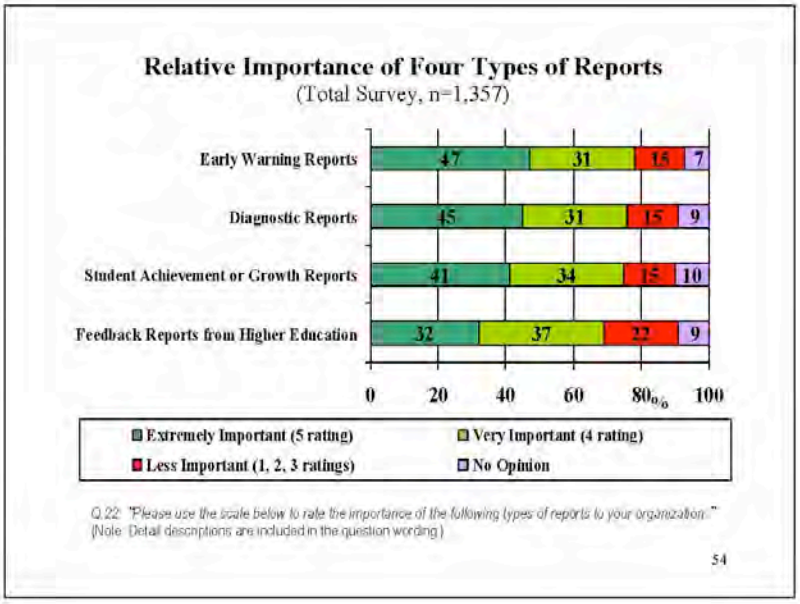
- The level of agreement with this statement tends to increase with the level of familiarity with the SLDS and how much people use data in their jobs. The highest "strongly agree" proportion is found among those representing the Regents Universities.

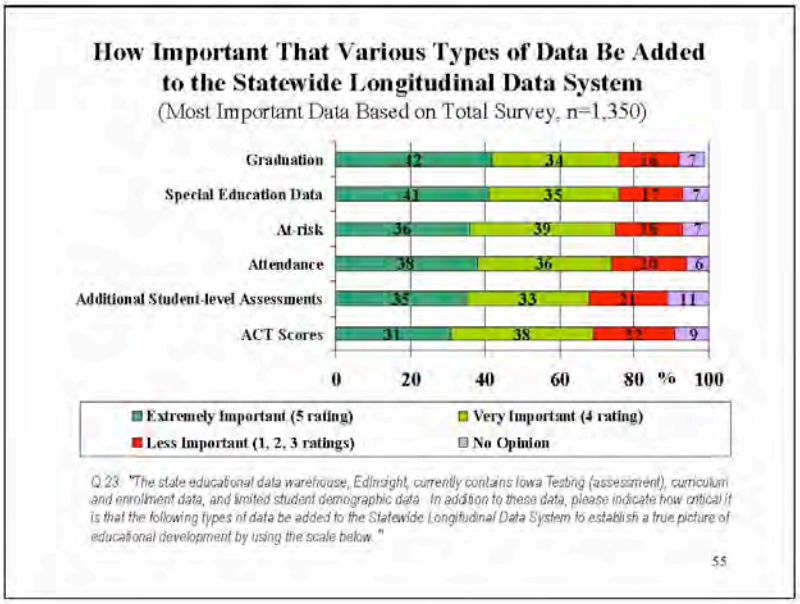


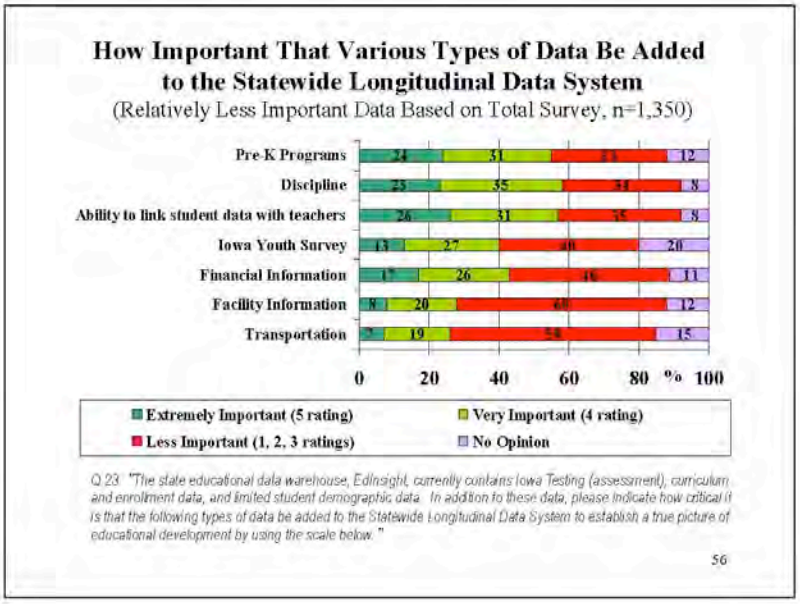
Q.21 *"In your role, please indicate your level of agreement or disagreement with the following statements about **'Reporting and Output'** using the scale below.*

52


Level of Agreement With Statement:
(E) School districts should have timely, accurate data comparisons with other similar districts as a basis for implementing best practices for student instruction and operational efficiencies.
• Although sizable majorities in all subgroups agree with this statement, the strength of agreement is higher among administrators than among teachers or those in special education. Generally, the strength of agreement increases with how much respondents use data in their jobs.
Total Survey (n=1,361)
PK-12 (n=1,086)
AEA (n=27)
Postsecondary (n=248)
37
40
17
40
38
16
30
37
30
28
46
21
0
20
40
60
80
100
%
Strongly Agree
Somewhat Agree
Neither Agree Nor Disagree
Strongly/Somewhat Disagree
Q.21 "In your role, please indicate your level of agreement or disagreement with the following statements about "Reporting and Output" using the scale below.
53

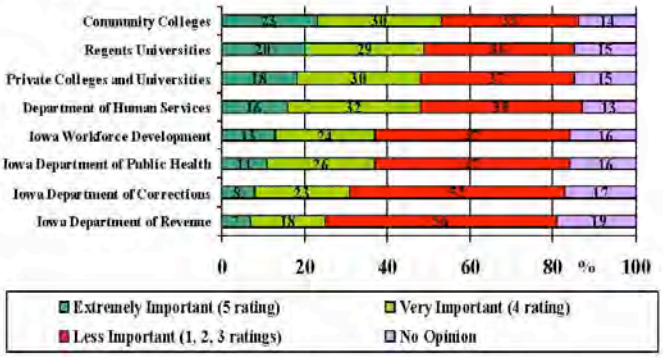

Relative Importance of Four Types of Reports
(Total Survey, n=1,357)
Early Warning Reports
Diagnostic Reports
Student Achievement or Growth Reports
Feedback Reports from Higher Education
47
31
15
7
45
31
15
9
41
34
15
10
32
37
22
9
0
20
40
60
80
100
%
Extremely Important (5 rating)
Very Important (4 rating)
Less Important (1, 2, 3 ratings)
No Opinion
Q.22 "Please use the scale below to rate the importance of the following types of reports to your organization."
(Note: Detail descriptions are included in the question wording.)
54


How Important That Various Types of Data Be Added to the Statewide Longitudinal Data System
(Most Important Data Based on Total Survey, n=1,350)
Graduation
Special Education Data
At-risk
Attendance
Additional Student-level Assessments
ACT Scores
0 20 40 60 80 % 100
Extremely Important (5 rating)
Very Important (4 rating)
Less Important (1, 2, 3 ratings)
No Opinion
Q.23 "The state educational data warehouse, EdInsight, currently contains Iowa Testing (assessment), curriculum and enrollment data, and limited student demographic data. In addition to these data, please indicate how critical it is that the following types of data be added to the Statewide Longitudinal Data System to establish a true picture of educational development by using the scale below."
55


How Important That Various Types of Data Be Added to the Statewide Longitudinal Data System
(Relatively Less Important Data Based on Total Survey, n=1,350)
Pre-K Programs
Discipline
Ability to link student data with teachers
Iowa Youth Survey
Financial Information
Facility Information
Transportation
0 20 40 60 80 % 100
Extremely Important (5 rating)
Very Important (4 rating)
Less Important (1, 2, 3 ratings)
No Opinion
Q.23 "The state educational data warehouse, EdInsight, currently contains Iowa Testing (assessment), curriculum and enrollment data, and limited student demographic data. In addition to these data, please indicate how critical it is that the following types of data be added to the Statewide Longitudinal Data System to establish a true picture of educational development by using the scale below."
56

How Important That Various Types of Data Be Linked to the Statewide Longitudinal Data System

(Relative Importance of Data Based on Total Survey, n=1,349)



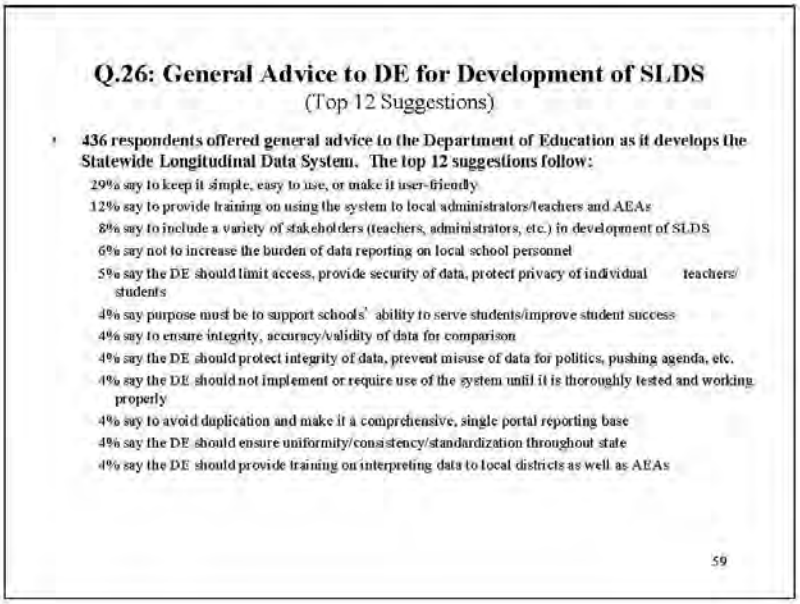
Q.24: "In addition to these data, please indicate how critical it is that data from the following sources are linked to the Statewide Longitudinal Data System by using the scale below."

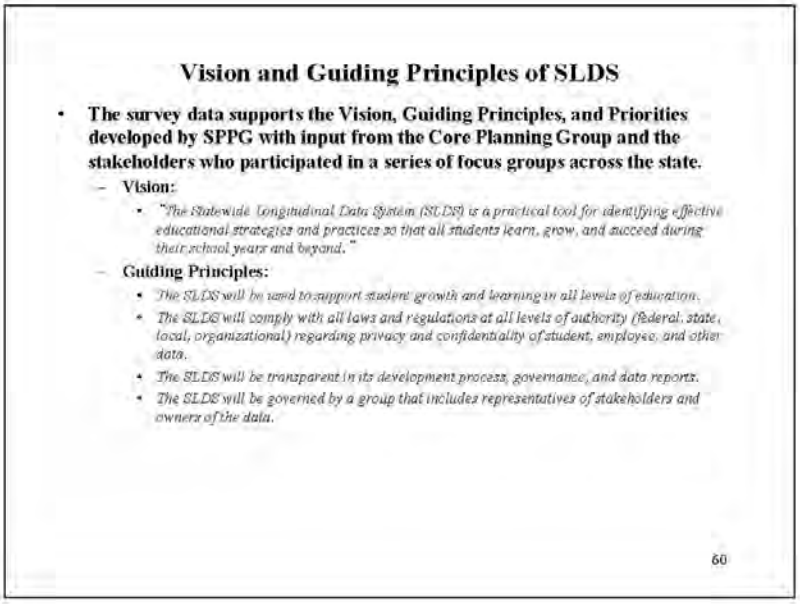
57

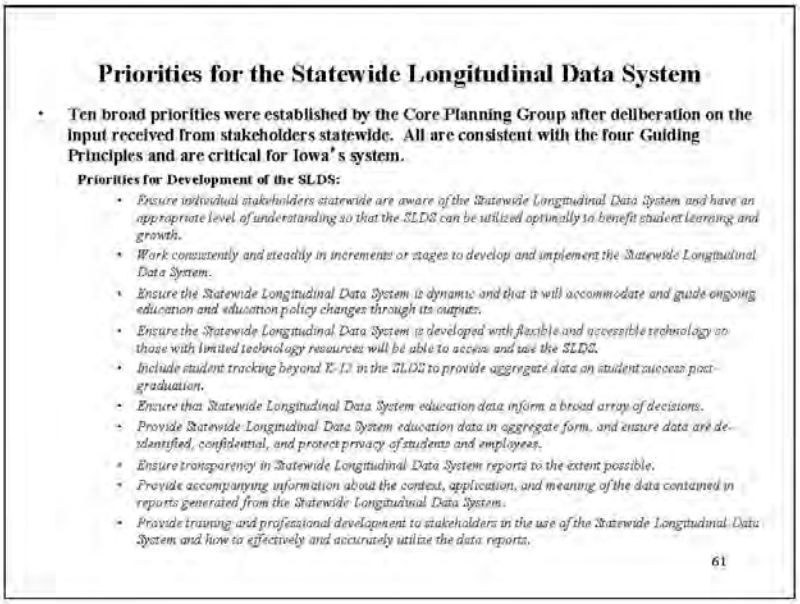
Q.25: Other Types of Data That Would Be Useful

- **248 respondents offered suggestions as to other types of data that would be useful. Answers volunteered by 2% or more of the respondents are summarized below.**
  - 8% refer to family background information or county/district demographics
  - 8% refer to growth or progress data by individual student or teacher, by group, or by school
  - 7% refer to assessments (ITED/ITBS, Iowa assessments or standardized tests)
  - 4% would like information on "best practices" or methods shown to work by other districts
  - 4% comment that there is too much data and no time for educators to report or use data
  - 3% would like data on attendance or drop-out, graduation, or retention data
  - 3% would like assessments of college readiness or details of success of HS courses
  - 3% would like workforce or employment data
  - 2% would like financial data or data on program costs
  - 2% refer to information on outside human/social services provided to students or families
  - 2% refer to having performance of Iowa students linked to national averages or Iowa Core
  - 2% would like data comparisons to similar school districts
  - 2% refer to out-of-state/district student data for comparisons
  - 2% refer to MAP/NWEA scores
  - 2% refer to DIBELS/Easy/CBM Math scores
  - 2% refer to common formative and summative assessments
  - 2% refer to behavioral/discipline records
  - 2% refer to teacher evaluation data, student performance linked to teachers
  - 2% refer to general HR/personnel data

58


Q.26: General Advice to DE for Development of SLDS
(Top 12 Suggestions)
436 respondents offered general advice to the Department of Education as it develops the Statewide Longitudinal Data System. The top 12 suggestions follow:
29% say to keep it simple, easy to use, or make it user-friendly
12% say to provide training on using the system to local administrators/teachers and AEAs
8% say to include a variety of stakeholders (teachers, administrators, etc.) in development of SLDS
6% say not to increase the burden of data reporting on local school personnel
5% say the DE should limit access, provide security of data, protect privacy of individual teachers/ students
4% say purpose must be to support schools' ability to serve students/improve student success
4% say to ensure integrity, accuracy/validity of data for comparison
4% say the DE should protect integrity of data, prevent misuse of data for politics, pushing agenda, etc.
4% say the DE should not implement or require use of the system until it is thoroughly tested and working properly
4% say to avoid duplication and make it a comprehensive, single portal reporting base
4% say the DE should ensure uniformity/consistency/standardization throughout state
4% say the DE should provide training on interpreting data to local districts as well as AEAs
59


Vision and Guiding Principles of SLDS
The survey data supports the Vision, Guiding Principles, and Priorities developed by SPPG with input from the Core Planning Group and the stakeholders who participated in a series of focus groups across the state.
Vision:
"The Statewide Longitudinal Data System (SLDS) is a practical tool for identifying effective educational strategies and practices so that all students learn, grow, and succeed during their school years and beyond."
Guiding Principles:
The SLDS will be used to support student growth and learning in all levels of education.
The SLDS will comply with all laws and regulations at all levels of authority (federal, state, local, organizational) regarding privacy and confidentiality of student, employee, and other data.
The SLDS will be transparent in its development process, governance, and data reports.
The SLDS will be governed by a group that includes representatives of stakeholders and owners of the data.
60



Priorities for the Statewide Longitudinal Data System

- **Ten broad priorities were established by the Core Planning Group after deliberation on the input received from stakeholders statewide. All are consistent with the four Guiding Principles and are critical for Iowa's system.**

Priorities for Development of the SLDS:

- *Ensure individual stakeholders statewide are aware of the Statewide Longitudinal Data System and have an appropriate level of understanding so that the SLDS can be utilized optimally to benefit student learning and growth.*
- *Work consistently and steadily in increments or stages to develop and implement the Statewide Longitudinal Data System.*
- *Ensure the Statewide Longitudinal Data System is dynamic and that it will accommodate and guide ongoing education and education policy changes through its outputs.*
- *Ensure the Statewide Longitudinal Data System is developed with flexible and accessible technology so those with limited technology resources will be able to access and use the SLDS.*
- *Include student tracking beyond K-12 in the SLDS to provide aggregate data on student success post-graduation.*
- *Ensure that Statewide Longitudinal Data System education data inform a broad array of decisions.*
- *Provide Statewide Longitudinal Data System education data in aggregate form, and ensure data are de-identified, confidential, and protect privacy of students and employees.*
- *Ensure transparency in Statewide Longitudinal Data System reports to the extent possible.*
- *Provide accompanying information about the context, application, and meaning of the data contained in reports generated from the Statewide Longitudinal Data System.*
- *Provide training and professional development to stakeholders in the use of the Statewide Longitudinal Data System and how to effectively and accurately utilize the data reports.*

61