



Developing and Supporting P-20 Education Data Systems: Models that Work

The Data Quality Campaign presents:

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Delaware's P-20 Journey

Linking the System
For
Student Success

Delaware's P-20 Journey

- Early focus on Achievement Gap brought some entities together
- System Interdependence Increasingly Obvious and Critical
 - Pre-School experience affects K-12 success
 - IHE preparation of educators affects K-12 success
 - K-12 preparation affects students' success in higher education

Delaware's P-20 Journey

- Existing policies provided foundation
 - Unique K-12 Student Identifier in mid 1980's
 - Statewide pupil accounting system in 1999
 - Achievement Gap Action Group convened by State Board provided early leadership
 - Early Care and Education Council charged with implementation of Early Success plan
 - Partnerships with some higher ed programs

Delaware's P-20 Journey

- P-20 Council established
 - Subcommittee on postsecondary success
 - Graduation requirements
 - Data linkages for continuous improvement
 - Achievement Gap Action Group
 - Correlates of Achievement

Delaware's P-20 Journey

- Challenges Met and Overcome
 - Agreement on data elements for IHE's
 - Ensuring high school data on transcripts
 - Linking K-12 and IHE identifiers
 - Attending to FERPA issues
 - Development of and deciding on a “home” for the data cube

Delaware's P-20 Journey

- Looking to the future
 - Data cube a component of Correlates of Achievement
 - Developing Delaware Higher Education Access Network (DECAN)
 - Developing linkages to the workforce

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The Kentucky Approach P-20 Data Initiatives



Charles McGrew

**How much does your
state spend on
education?**

The Road to P-20

- Stop the “blame game”

The Road to P-20

- Stop the “blame game”
- Identify your partners
 - K-12
 - Postsecondary
 - Financial aid
 - Teacher licensure
 - Adult education
 - Workforce education

The Road to P-20

- Identify what people need to know
- Find out what data is currently available
- Do something useful with the data you have to illustrate the potential of P-20
- Develop a plan
- Align data systems

Kentucky High School Feedback Report

Academic Preparation and Performance

Academic Preparation
College-going Rates
Developmental Needs
ACT and AP Results

Academic Interests
Colleges Attended
Majors Selected

Academic Performance
Retention
Grades
Graduation Rates

Kentucky High School Feedback Report

Class of 2004

The Kentucky High School Feedback Report is collaboratively produced by Kentucky's Council on Postsecondary Education (CPE), the Kentucky Department of Education (KDE), and the Kentucky Higher Education Assistance Authority (KHEAA) with the assistance of ACT, Inc., and The College Board. Its purpose is to provide information about this school's 2004 class of high school seniors including the number who matriculated to a postsecondary institution in Kentucky and how well they performed compared to their peers from the district and the state as a whole.

A. Basic Information About the Class of 2004

District numbers may include alternative high schools. Refer to the Technical Notes for explanation of blanks.

	School	District	Kentucky
1. Number of high school graduates:	336	1,607	41,328
2. Mean cumulative high school GPA:	2.91	2.88	2.81
3. Mean ACT scores for this class:			
English	20.6	21.2	20.0
Reading	22.3	22.7	21.4
Mathematics	21.6	21.8	19.9
Science	22.0	22.0	20.7
Composite	21.7	22.0	20.7
4. Number of Advanced Placement (AP) tests taken by members of this class:	196	845	7,848
5. Percentage of Advanced Placement (AP) tests with scores of 3 or higher (the minimum necessary to receive college credit):	57.5%	67.1%	46.2%
6. Mean Kentucky Educational Excellence Scholarship (KEES) award earned by members of this class:	\$1,162	\$1,131	\$1,054
7. High school graduation rate:	81.8%	76.3%	81.3%
8. In-state college-going rate:	60.2%	55.9%	50.9%

Important School Statistics

High school graduation rate: 81.8%

In-state college going rate: 60.2%

Percentage with developmental needs in one or more subjects: 44.2%

Percentage with developmental needs in English: 31.1%

Percentage with developmental needs in mathematics: 32.5%

Six-year (bachelor's degree) postsecondary graduation rate for the class of 2000: 63.8%

Three-year (associate's degree at KCTCS) postsecondary graduation rate for the class of 2003: 5.9%

High School Graduation Rate

Category	Rate
School	81.8%
District	76.3%
Kentucky	81.3%

In-State College-Going Rate

Category	Rate
School	60.2%
District	55.9%
Kentucky	50.9%

For more information visit <http://www.cpe.ky.gov/news/reports/highschoolfeedback/>
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Page 1 of 6

FERPA and Confidentiality

- **We believe our education agencies have the authority to collect and link data for accountability purposes.**
- **Kentucky will not re-disclose identifiable data; however, de-identified data can be used for research.**
- **Agency level matches can be conducted in an environment where records from different systems are matched then immediately de-identified.**

Technical Considerations

- **If you don't have a uniform identifier, can you put the K-12 ID# on the high school transcripts?**
- **If your state has a merit scholarship, somebody probably already has limited high school and college data in one system (with an identifier).**
- **After students' records have been matched together, do you really need student names and their social security numbers in the system?**

P-20 is a Journey

- What could your data people do today with some time, effort, and your help to link information together to support education policy decisions?
- What could they do with more resources?
- How many millions of dollars would your state save every year if your education systems become even 1% more effective?

**Can you afford to not
have a P-20 data
warehouse?**

Charles McGrew

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Data Needed to Improve Student Success

Minnesota's Approach

Why create a state P-16 data system?

- Identify predictors of college success. Look back to identify what made a difference in a student's educational experience.
 - Courses
 - Curriculum
 - Credit for learning (AP, IB etc.)
 - College access programs
 - District approaches
- Minnesota has high aggregate achievement overall, but a clear and persistent gap between white and students of color.
- Provide data to inform education and policy and funding decisions.

Minnesota's Process

- No mandate from legislative or administrative branch.
- P-16 voluntary initiative. Large group set the vision. Small working group developed initial action plan.
- Involvement from:
 - Minnesota Department of Education
 - Public postsecondary systems
 - Private colleges
 - Minnesota Office of Higher Education
 - School districts and colleges
 - (Interest expressed from private high schools)

Minnesota's Implementation

- Common student I.D. number following a student from kindergarten through postsecondary education.
- The existing K-12 student I.D. number is added to high school transcripts by school districts.
- When students apply for admission to postsecondary in Minnesota, public and private colleges add the student ID to their student record data bases.
- State's Department of Education will begin collecting additional data on K-12 student education.
- P-16 voluntary initiative. Large group set the vision. Small working group developed initial action plan.
- Involvement from:
 - Minnesota Department of Education
 - Public postsecondary systems
 - Private colleges
 - Minnesota Office of Higher Education
 - School districts and colleges
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Sample K-12 Data Elements

Data currently collected	Proposed
Student demographic data	High school course curriculum
Grade level/attendance status	College access program participation
District/school attended	Participation in IB, AP etc.
Gifted/talented participation	GPA
Special education status	Class rank
Limited English	ACT/SAT score
K-12 standardized test results	

Postsecondary Data Elements

Data currently collected	Proposed
Student demographic data	Advanced standing for new students
College attended	College graduation date
Credit transfer data	College GPA
Grade level	Years to graduation
Credits accumulated	Transfer activity/transfer credits
Full-time/part-time	
Program/major	
Degree sought	
Remedial credits	
Tuition type	

Educational improvement questions/answers

- Why is one school more effective at preparing students to succeed in college than another? (with similar student demographics)
- Do higher levels of science make a difference in a student's propensity for college success?
- Which college awareness programs are having the greatest success?
- Is there a correlation between the state's standardized test results and college success?
- What made a difference early, among Minnesota students who graduate from college within six years?

Steps

- Require high schools to include student I.D. number on transcripts.
- Ask all Minnesota colleges to collect and report student I.D. number as part of their annual data reporting to the state. (A condition of participating in State financial aid programs.)
- K-12 districts and the state begin collecting more data on student course curriculum and program involvement.
- Request a provision in the state's data privacy legislation to allow state agencies collecting K-12 and higher education data to share data, and report in the aggregate, key information that can inform policy and lead to educational improvement.
- Produce annual reports for the state and for school districts.

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