Maryland's Longitudinal Data System (LDS)

Overview and Progress

Maryland State Board of Education

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What is an LDS?

- **Comprehensive data system**

- **Links data from year to year to create historical student record**

- **Links data across data collections** *(i.e. attendance, assessment, demographics)*

- **Progress required for stimulus funds**

MD's Current System

- **Over 20 years of data**

- **Independent, one-time snapshots**

- **Used for reporting to community**

- **Cannot link data across years or data collections**

Funding

- **Maryland: $0**
- **Federal contribution: $14 million**
    - **2005-2008 $8 million grant**
    - **2009-2014 $6 million grant**

States estimate systems cost at least $30 million just to develop

Data Quality Campaign Essential Components

- **Accepted as the national standard for data systems**

- **Defines USDE's expectations for states**

- **Ranks Maryland in bottom two states**

- **Consists of 10 required components**

- **Sets priorities for Maryland's development activities**

Where does MD stand?

According to the 2008 Data Quality Campaign (DQC) Survey:

- Maryland had 3 of the 10 essential components.

2008 DQC Survey Components

✓ **DQC Component 2**

   Student-level enrollment, demographic and program participation information

2008 DQC Survey Components

✓ **DQC Component 8**

Student-level graduation and drop out data

2008 DQC Survey Components

✓ **DQC Component 10**

   State data audit system assessing data quality, validity and reliability

DQC Survey Components

Since that survey, Maryland has added

✓ **DQC Component 4**

Information on untested students and the reasons they were not tested

Next Steps

- **Over the next 5 years, Maryland hopes to add 3 more components**

- **Funded by $6 million federal grant**

Adding DQC Survey Components

DQC Component 1

A unique statewide student identifier that connects student data across key databases across years

Adding DQC Survey Components

DQC Component 3

Ability to match individual student test records from year to year to measure academic growth.

Adding DQC Survey Components

DQC Component 6

Student level transcript information including courses completed and grades earned

- Requires standardized course codes
- Large project, will collaborate with school systems

Next Steps

- **Secure additional funding and support for remaining 3 components**

    - **Stimulus funds is a potential source**

    - **Fall 2009 application for funding**

DQC Survey Components to be Discussed for Future

DQC Component 5

A teacher identifier system with the ability to match teachers to students

DQC Survey Components to be Discussed for Future

DQC Component 7

Student level college readiness test scores

DQC Survey Components to be Discussed for Future

DQC Component 9

Ability to match student records between the P-12 and higher education systems

- Discussions with UM system
- Bohanan Commission

Challenges

- **Funding**

- **Time**

- **Legislation on class size**

- **Expectations**

- **Changes to data: race codes, grad rate**

- **Risks – too much too fast**

Implications

- **Increased expectations for data availability (legislature, State Board, etc.)**

- **Improved capacity to edit data, identify errors, and correct**

- **Increased scrutiny over consistency of data across data collections**

- **Improved ability to share data**

Summary

- **MD has 3 essential components - soon to be 4**

- **Recent grant award will add 3**

- **Stimulus funding may be available**

- **Progress dependent on capacity of local data systems**

- **MD faces many challenges**

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Questions and Discussion