

K-12 Statewide Longitudinal Data System, AH

Agency: 350 Office of Superintendent of Public Instruction
Budget Period: 2013-15

Recommendation Summary Text: Superintendent Dorn requests \$1,174,000 to maintain and operate the K-12 Statewide Longitudinal Data System. In 2009, OSPI was awarded a \$5.9 million dollar four year federal grant to build a statewide longitudinal data system (SLDS), which is currently under development. The federal grant ends in June 2013 and all technical systems and business processes are scheduled to be completed at that time. Funding to operate and maintain the system is needed. This request provides funding for the maintenance and operations of the technical systems and business processes developed under the federal grant including the K-12 SLDS and the Student Record Exchange system.

Fiscal Detail

Operating Expenditures		FY 2014	FY 2015	Total
General Fund	001-01	\$599,000	\$575,000	\$1,174,000
Total Cost		\$599,000	\$575,000	\$1,174,000

Staffing	FY 2014	FY 2015	Annual Avg.
Total FTEs Requested	4.5	4.5	4.5

Package Description

Background

Implementation of an enhanced K-12 student data collection was authorized by the Legislature and funding has been provided annually since the 2006 operating supplemental budget. State funding together with one-time private grant funding allowed OSPI to implement a Statewide Student Identifier (SSID), an Education Data System (EDS) security portal, a regional system support network through the Educational Service Districts (ESD), and the K-12 Comprehensive Education Data and Research System (CEDARS).

In continuing this work, the Office of Superintendent of Public Instruction is actively involved in several initiatives to assist state policymakers and other education stakeholders with data systems to provide better information for decision making and a more streamlined process for required state and federal reporting. RCW 28A.300.500 authorizes OSPI to establish a longitudinal data system for and on behalf of school districts in the state. The primary purpose of the data system is to better aid research into programs and interventions that are most cost effective in improving student performance, better understand the state's public educator workforce, and provide information on areas within the education system that need improvement.

In building the K-12 SLDS, an initial step was to replace the Core Student Record System (CSRS) with the Comprehensive Education Data and Research System (CEDARS) as the primary student

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data collection system for the state. CEDARS became operational with the 2009-10 school year. In addition to student demographic and program information that was collected through CSRS, OSPI began collecting new data which was authorized by 2007 legislation. RCW 28A.320.175 requires each school district to submit to OSPI, each class or course offered in the district with the teacher certification number for each teacher assigned to the class or course and the statewide student identifier for each student enrolled or being provided through the class or course.

Current Situation

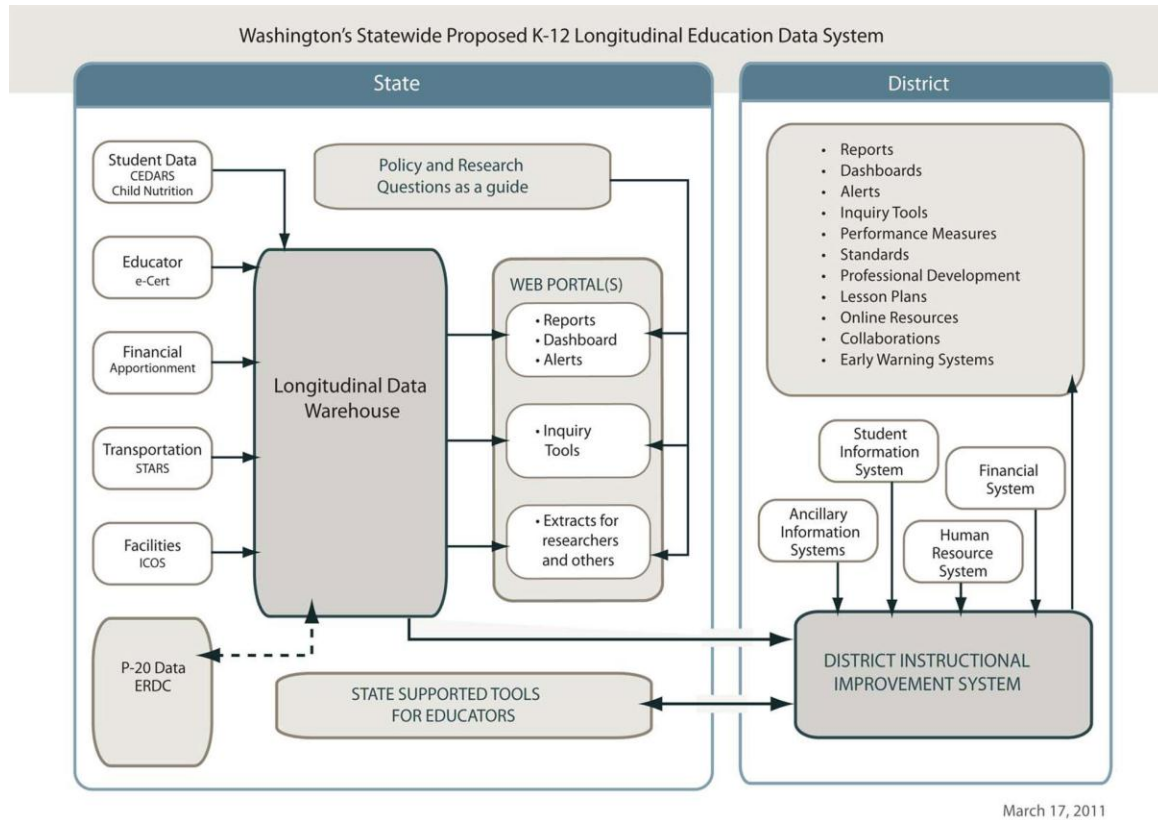
In the fall of 2008, OSPI applied for and received a K-12 SLDS grant from the U.S. Department of Education to build the K-12 SLDS. Washington's K-12 SLDS is currently under development and is scheduled to be delivered in two phases. Directory, Educator and Finance data domains are scheduled to be delivered in December 2012 while the remaining student domains are scheduled to be delivered in the spring of 2013.

Proposed Solution

The K-12 SLDS, which complements district data systems (Exhibit 1), provides the state capacity to use data as a driving force for the improvement of educational programs at the classroom, school, district, and state level. To improve student success, longitudinal data systems are powerful tools for educators and policy makers in determining not only if student performance is improving but how and why. In addition to data systems, data governance and data analysts provide data, policies and practices so that stakeholders throughout the system will be able to access, understand, and be able to use quality data effectively for continuous improvement.

Exhibit 1.

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Vision

The vision of the Washington's Statewide K-12 Longitudinal Data System (K-12 SLDS) is to inform school district, state and federal decision-makers; help educators improve the performance of all students; and provide information to parents and the public regarding our efforts to prepare students to live, learn, and work in the 21st century.

Objectives

- Improve our ability to provide accurate, timely and actionable data to respond to stakeholders' needs through a web-based portal(s), which will improve the integration and analysis of student, educator, and financial data and increase the usability and value of data available to districts.
- Improve the transparency and accountability of the K-12 financial/funding system to display and support decision-making.
- Allow for the efficient input and transfer of data to support compliance, accountability and research.
- Allow for the preparation of analyses that support classroom instructional decision-making, evaluate programs and interventions, monitor equity, and inform decisions regarding the deployment of resources.
- Improve data quality to support accurate reporting which will improve public trust in our data and analyses.

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- Allow efficient extraction of data from the warehouse to respond to internal and external data requests.
- Provide a foundation for submission of accurate state and federal compliance reports in a repeatable, consistent and automated manner.
- Establish a sustainable technical architecture for the K-12 SLDS and ensure the architecture is responsive to changes in systems and data models.
- Collect and store elements from over twenty source systems longitudinally to evaluate education programs over time.

OSPI requests 4.5 FTEs to maintain and operate the system upon completion in June 2013. The following positions are required annually for the maintenance and operation of OSPI K-12 SLDS:

- .9 FTE Enterprise Architect
- 2.6 FTE Application Developers
- 1.0 FTE Customer Support

Contact Person

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Narrative Justification and Impact Statement

What specific performance outcomes does the agency expect?

The data systems work outlined above has three specific performance outcomes, 1) making data available to support policy decisions and enhanced instruction, 2) providing efficiencies for districts in meeting state and federal reporting requirements and 3) enhancing data quality.

- 1) Availability of data to support policy decisions and enhanced instruction. Through the enhanced collections in CEDARS and the development of the longitudinal warehouse and reporting portal policy makers and district administrators will have access to longitudinal data in a user friendly format that has never existed before.
- 2) Reporting efficiencies for districts and schools. Through the implementation of CEDARS and subsequent work OSPI has consolidated a number of collections into CEDARS and has plans to consolidate further data collections. The process involves aligning the student level collections in CEDARS in order to support elimination of aggregate collections relieving district program staff of the obligation of completing end-of-year or other aggregate reports. An example of this work is the homeless data collection for federal reporting that was completed in the 2011-12 school year.
- 3) Enhancing data quality. Through the development of feedback reports for district staff and consolidating aggregate reporting into the CEDARS student level collection data quality has been enhanced. This enhanced data quality has a positive cyclical effect in

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that districts staff and researchers are more inclined to use the data and the more the data is used the more data quality is focused on.

Performance Measure Detail

Is this decision package essential to implement a strategy identified in the agency's strategic plan?

Data is a common component to educational reform. Without data and the data systems, policy makers and other education stakeholders will not be making fully informed decisions about the effectiveness of educational programs to support the vision and mission in OSPI's strategic plan.

Does this decision package provide essential support to one of the Governor's priorities?

Yes. This proposal supports education, which is one of the Governor's priorities. These data systems provide insight into K-12 schools, educators and students.

Does this decision package make key contributions to statewide results? Would it rate as a high priority in the Priorities of Government process?

Yes. The integrated education data systems contribute to the priority of improved student achievement

What are the other important connections or impacts related to this proposal?

The development of K12 data systems in the Office of Superintendent of Public Instruction has important connections with the Education Research and Data Center (ERDC) P20 data warehouse and the US Dept. of Education ED Facts reporting system. K12 data is at the heart of the P20 data system and the K12 SLDS is the source of data for the ERDC P20 data warehouse. Further, the data systems developed and enhanced over several years and the associated enhanced data quality are important components in efficiently and accurately reporting data to the US Dept. of Education ED Facts system. This data is critical as it is used for many funding decisions and the development for federal education policy.

What alternatives were explored by the agency, and why was this alternative chosen?

The systems associated with this request provide data to fulfill reporting requirements by the U.S. Department of Education, state reporting and provide data to legislators, education policy makers, superintendents, principals, teachers, students and the public about the state's education systems. The state and the federal government have made significant investments into improving education data systems. OSPI staff have the technical and subject matter and program expertise to continue the maintenance and operations of these systems. No other options have been explored.

What are the consequences of not funding this package?

The K12 SLDS system will not be operational.

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With the inability to properly maintain the systems developed over the last several years the goal of using data to enhance student achievement and better inform policy decisions will not be fully recognized. Through federal grant funding and initial investments of state funding OSPI has developed systems and processes that are well positioned to play a role in improving education attainment of students for years to come. If not properly supported and staffed the lifespan of the investment will be minimized and continuous improvement stalled.

What is the relationship, if any, to the state's capital budget?

There is no direct relationship of this budget request to the state's capital budget. However, a future enhancement to the K-12 SLDS is to include K-12 facilities data into the longitudinal database.

What changes would be required to existing statutes, rules, or contracts, in order to implement the change?

No changes are required to existing statutes or rules.

Expenditure and Revenue Calculations and Assumptions

Which costs and functions are one-time? Which are ongoing? What are the budget impacts in future biennia?

Following the implementation of the K-12 SLDS in FY2013, OSPI's ongoing needs will include continued funding for staffing costs, goods and services, information systems maintenance contracts, and equipment maintenance costs. There are no other one-time costs associated with this request.

Enhancements to the K-12 SLDS or any of the data source systems will require additional funding.

Object Detail

		FY 2014	FY 2015	Total
A	Salaries and Wages	\$359,869	\$359,869	\$ 719,738
B	Employee Benefits	\$155,995	\$155,495	\$311,490
C	Personal Service Contracts	\$0	\$0	\$0
E	Goods and Services	\$26,273	\$26,273	\$ 52,546
G	Travel	\$33,363	\$33,363	\$66,726
J	Capital Equipment	\$23,500	0	\$23,500
N	Grants	\$0	\$0	\$0
	Total	\$599,000	\$575,000	\$1,174,000

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Expenditures & FTEs by Program

Activity Inventory Item	Prog	Staffing			Operating Expenditures		
		FY 2014	FY 2015	Avg	FY 2014	FY 2015	Total
A023 Research and Data	010	4.5	4.5	4.5	\$599,000	\$575,000	\$1,174,000
Total Activities					\$599,000	\$575,000	\$1,174,000

Six-Year Expenditure Estimates

Fund	13-15 Total	15-17 Total	17-19 Total
General Fund-State 001	\$1,174,000	\$1,150,000	\$1,150,000
Expenditure Total	\$1,174,000	\$1,150,000	\$1,150,000
FTEs			