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Key Requirements of Race to the Top Grants: Data Systems to Support Instruction

LEGISLATIVE ANALYST'S OFFICE

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Hon. Julia Brownley, Chair





Education Data Emphasized Throughout American Recovery and Reinvestment Act

- State Fiscal Stabilization Fund (SFSF) requires each state to assure that it will establish a statewide longitudinal pupil data system that meets federal requirements.
- Enhancing Education Through Technology (EETT) program receives one-time augmentation to help local educational agencies (LEAs) improve student academic achievement through the use of technology.
- State Incentive Grant, the largest component of the Race to the Top (RTTT) initiative, includes several eligibility criteria related to data systems and student information.
- Institute of Education Sciences (IES) Grant designed to help a state meet its SFSF assurances and/or compete for the RTTT funds.

Federal Stimulus Grants for Education Data

(In Millions)

Grant	Type	Amount ^a
State Fiscal Stabilization Fund	Formula	\$3,243
Enhancing Education Through Technology	Formula	72
Race to the Top: State Incentive Grant	Competitive	750
Institute of Education Sciences	Competitive	20

^a For competitive grants, reflects estimated grant amount assuming California were to win an award.



RTTT Requires Assurance of Intent to Create A Statewide P-20 Longitudinal System

- States must assure that they will establish a longitudinal pupil data system that includes the 12 elements of the America COMPETES Act.

America COMPETES Act: Twelve Data Requirements

1. Unique statewide student identifier that does not allow personal identification.
2. Student-level enrollment, demographic, and program participation information.
3. Student-level transcript information, including courses completed and grades earned.
4. Student-level exit, transfer, dropout, or continuation to postsecondary institution information.
5. Student-level college readiness scores.
6. Yearly test records for individual students.
7. Information on students not tested by grade and subject.
8. A capacity to communicate with higher education data systems.
9. Information regarding the extent to which students transition successfully from secondary to postsecondary education, including whether students enroll in remedial coursework at the postsecondary level.
10. Teacher identifier system with the ability to match teachers to students.
11. State data audit system assessing quality, validity, and reliability of data.
12. Other information determined necessary to address alignment and adequate preparation for success in postsecondary education.



California Has Provided Assurance It Will Create P-20 System

- Assurance was provided in the state's first-round SFSF application.
- Existing state law declares the intent to create a "high-quality, comprehensive, and longitudinal education data system" that includes data from preschool through higher education entities.
- No statute clarifies that such a system will include the 12 America COMPETES elements.
- No plan in place to take next steps.



RTTT Criteria Requires High-Quality Plans To Collect and Use P-20 Data

- Plan for fully implementing P-20 system.
 - States earn points for progress already made toward a state-wide P-20 longitudinal education data system that includes the elements of the America COMPETES Act.

- Plan for state and local decision-makers to access and use state data.
 - States earn points for having a high-quality plan to ensure access to and use of statewide longitudinal education data to improve the effectiveness of instruction, operations, management, and resource allocation.

- Plan for researchers to use data to improve instruction.
 - States earn points for having a high-quality plan to use data to improve instruction by allowing researchers to access data for the purposes of evaluating the effectiveness of instructional approaches, programs, and materials.

- Plan to report effectiveness of teacher preparation programs.
 - States earn points for having a high-quality plan to link student achievement to teachers for the purposes of publicly reporting findings for each credentialing program.



California Has Made Significant Progress but Lacks Detailed Plans for Full Implementation

- ☑ Plan for fully implementing P-20 system.
 - The California Longitudinal Pupil Achievement Data System and California Longitudinal Teacher Integrated Data Education System (CALTIDES) include most of the required elements for K-12 education. Some enhancements needed such as requiring LEAs to submit grades.
 - Current state law requires the California Department of Education (CDE) and higher education segments to develop plans/recommendations to use common student identifiers, link data systems, and address cross-segment governance issues.
 - One working group is focused on data use and governance. Recommendations from this group are due by the end of 2009.
 - Another working group is focused on technical issues related to data linkages. Recommendations from this group are due in January 2010.

- ☑ Plan for state and local decision-makers to access and use state data.
 - No plan exists but the data use and governance working group will be making some applicable recommendations that could be used to create such a plan.



California Has Made Significant Progress but Lacks Detailed Plans for Full Implementation

(Continued)

- Plan for researchers to use data to improve instruction.
 - No plan exists. The data use and governance working group recommendations may be a first step toward a plan, but further work would be needed to provide researchers with broader access to local-level education data.
 - Currently no statewide efforts focused exclusively on improving the use of instructional improvement systems. Most districts have some system but efforts/capabilities vary. The one-time EETT funds (not yet dispersed) could be directed toward improving local capabilities in this area.

- Plan to report effectiveness of teacher preparation programs.
 - No plan exists but CALTIDES is capable of meeting this requirement. Only official authorization is needed.



Other Data Criteria Allow States to Stand Out

- Cross-agency and/or cross-state expansion of longitudinal data systems.
 - The U.S. Department of Education has expressed an interest in receiving applications that express plans to expand state-wide longitudinal data systems by including additional data or encompassing cross-agency and cross-state collaboration.

- California is taking action with possible future expansion in mind.
 - California does not have concrete plans in this area but the two working groups are keeping this guidance from the federal government in mind and considering recommendations that would accommodate cross-agency linkages.



IES Grant Application Closely Tied to RTTT

- An IES grant could help California take needed steps toward implementing a P-20 longitudinal education system as required by RTTT. The estimated one-time award of \$20 million could be used for cross-segment efforts such as system development and/or policies or plans to improve access to or use of data.
- The IES grant application is due November 19, 2009. The CDE is drafting the application with input from a cross-segment advisory group.
- Eligibility criteria for the IES grant requires states to explain how they will use the grant to create a system that includes the 12 elements of the America COMPETES Act as well as 7 similar but slightly more expansive capabilities, most notably the addition of workforce data.

Institute of Education Sciences Grant: Seven Required System Capabilities

1. Must allow states to examine student progress over time to meet demands of postsecondary, workforce, and the armed services. Must include data from preschool, K-12, higher education, and workforce.
2. Must facilitate and enable the exchange of data among agencies within the state and between states utilizing standard data structures, formats, and data definitions.
3. Must link student data with teachers.
4. Must match teachers with certification and teacher preparation programs.
5. Must allow data to be easily generated for continuous improvement and decision-making such as timely reporting to parents, teachers, and school leaders around student achievement.
6. Must have a component ensuring data quality, integrity checks, and validations.
7. Must facilitate the ability of the state to meet reporting requirements of the U.S. Department of Education.