MINUTES

P-20 Longitudinal Data System Advisory Council
March 5, 2015, 1:30 – 4:00 p.m.
Michigan Library and Historical Center- Lake Superior Room

Council Members Present:	Amy Fugate - Community Colleges Toni Glasscoe - Community Colleges Jeffery Guilfoyle - General Public James Gullen - Public Schools Kristina Martin - Public Schools Laura Schartman - Higher Education
Council Members Absent:	Leena Mangrulkar - Public Schools Michelle Ribant - Public Schools Glenna Schweitzer - Higher Education
Ex Officio Members Present:	Susan Broman (alternate present) - MDE Early Childhood Robbie Jameson - SBO David Judd - MDE K-12 Assessment & Accountability Laurie Westfall - DTMB Anne Wohlfert - Treasury
Ex Officio Members Absent:	Venessa Keesler - MDE K-12 Academic Affairs Christine Quinn - BWT
CEPI Representatives:	Trina Anderson Rod Bernosky Melissa Bisson Rob Dickinson Kim Harter Tom Howell Michael McGroarty

I. Welcome – Tom Howell (Center for Educational Performance and Information (CEPI))

- The meeting was called to order at 1:35 p.m. with a welcome by Tom Howell. Tom introduced himself and then thanked everyone for coming. Tom also introduced two CEPI team members who were recently promoted to management positions.
  - Rod Bernosky is CEPI's acting Data Support and Transparency Unit Manager. He replaces Paul Bielawski who retired in February 2015. Prior to this position, Rod served as the extraction, transformation and loading (ETL) supervisor. Rod has some great ideas for the MISchoolData portal with perhaps a new look and feel.
  - Kim Harter is CEPI's new Strategic Program Unit Manager. Prior to this position, Kim served as CEPI's Senior Longitudinal Data Quality Assurance Analyst. Kim will lead the establishment of the new Strategic Program Unit, and provide crucial leadership in program and project management services that support CEPI's overall goals for data collection, analysis, reporting and development, as well as the maintenance of the SLDS and MI School Data portal.
  - The Council members introduced themselves.

II. Prior Meeting Minutes – Tom Howell

- An overview of the minutes for the prior meeting held on September 25, 2014 was provided:
  - **Early Childhood: Progress Update**
    - Jeremy Reuter (Michigan Department of Education-Office of Great Start (MDE-OGS)) discussed that the Head Start and Early Childhood workgroup was launched consisting of Head Start grantees, MDE and CEPI.
    - The reporting to the State of Michigan will be the demographic and other data that these grantees already collect. They will export out of their student information system and obtain unique identification codes (UICs) onto these children's records. Once that is done, the data can be sent to us.
    - The Early Childhood reports will be displayed in the MISchoolData portal. Those requirements are being worked on.
    - By May 2013 we had to set up a plan, which focused on an advisory body. That advisory body has been assembled, consisting of nine parents and nine community members representing areas such as business and philanthropic organizations. That group met for the first time two weeks ago.

  - **PK-12: How the P-20 System Informs MCAN Work**
    - Brandy Johnson (Michigan College Access Network (MCAN)) provided an overview of MCAN including the mission and goal. The goal is to increase the percentage of Michigan residents with high-quality degrees/credentials to 60% by 2025. A goal of 38% has been reached, but more work needs to be done.
    - MCAN's strategy for meeting the goal is to lower the barriers to postsecondary education. This is accomplished through 50 Local College Access Networks (LCANs).
    - The success of an LCAN is measured by things such as the reports provided on the MI School Data portal (e.g., college ready indicators, college enrollment, college persistence and college completion).
    - Brandy mentioned that she is excited about the Michigan Statewide Longitudinal Data System (MSLDS) because MCAN no longer has to rely on the National Student Clearinghouse to get these reports. In addition, we can now also compare districts amongst each other and against themselves each year.
    - The Council discussed the need for a data dialog to be happening at teacher preparation institutions. The goal should be to have teachers and college counselors trained on how to use the rich data from the MSLDS to make informed decisions. All Council members agreed that this is an important skill, and one of the ways this can be accomplished is through college counselor training sessions such as those organized by MCAN.

  - **Postsecondary: Student Transcript and Academic Record Repository (STARR) Debrief**
    - Rob Dickinson (CEPI) discussed that moving the STARR collection to in-house meant successes, but was not without its challenges for the colleges and for CEPI. Rob provided examples of each.
    - The future tentative STARR improvements: 1) Allow online data entry and correction, which can make it easier to fix a single error, and 2) Reports added to the system based on need and resources.

- **Postsecondary: Pathways Report Utility**
  - Roger Mourad (Washtenaw Community College) and Gail Ives (Michigan Center for Student Success (MCSS)) began their presentation providing the practical methods for using the P-20 data. The Pathways Report can be used to support program evaluation questions such as: 1) "Do we better prepare students for certain types of academic work or programs?", and 2) "What programs or concentrations do students enroll in after leaving my school?"
  - The Pathways Report consists of a four files:
    - Basic Student Data file (a row for each college session and high school assessment data)
    - Course file (student achievement in each course)
    - Programs and Concentrations file (majors, programs and concentrations)
    - Awards, Degrees and Certificates file (awards, degrees and certificates completed by each student)
  - Next, Roger provided a demonstration of how the data from the Pathways Report can be used to understand, "What courses do students from my college or university take at other schools?" and "How do they perform in those courses?" He used a MS Access database to write queries and developed two reports, which he demonstrated.
  - The Council discussed how helpful Roger's tool was as it began to show users how these data can be used. The Council members were excited to see that others could implement these queries at their colleges and help with the success measures they are tasked to report.

- **Postsecondary: Community College Linking Project**
  - Chris Baldwin (MCSS) presented a proposal to link earnings data to community college (CC) records in Michigan for the purpose of providing aggregate information on the labor market outcomes of students. The best hope of getting this done is with the exchange of the SSN.
  - The CCs are being held accountable for this data connection. Right now the colleges collect post-graduate surveys for reporting requirements, and the response rate is poor and perhaps the data are not reliable. Chris provided a proposal to link the data and well as the additional benefits to students and colleges. He also showed a California report, as they are a leader in this area.
  - The Council discussed that there is a need for this linkage. There was great variance in terms of comments in favor of and opposed to using the SSN and if this would be a fruitful endeavor to start with given the fact that K-12 records would not be linked to the earnings data. There are limitations of the earnings data, too.

- **Workforce: Workforce Data Quality Initiative Update**
  - Vern Westendorf (Workforce Development Agency) was not able to present this topic because the meeting ran long.

- **What We've Accomplished and Next Steps**
  - Tom Howell and Paul Bielawski (CEPI) were not able to present this topic because the meeting ran long. Tom reminded the Council that a handout was provided, which summarized the P-20 Advisory Council's Top 10 Accomplishments from 2010-2014.

- Tom asked for the motion to approve the minutes.
- A motion to approve the minutes was made by Tom Howell.
- The motion was seconded by Toni Glasscoe.

- The minutes of the meeting held on September 25, 2014 was approved by unanimous consent of the Council.
- Tom briefly covered the agenda for this meeting.

III. Old Business: Council Suggestions Update – Trina Anderson (CEPI)

- At the May 29, 2014 meeting, issues were raised that CEPI was going to look into. Trina recapped the three issues and provided CEPI's progress on them:
  - CEPI has created site map strategies to better help users navigate through the portal and to know the general types of reports available. Our intent is to get a list out there and then build on it.
  - CEPI has been working with our E-Michigan partners to overhaul our web site. On that improved site we will provide better direction on how to engage the researcher and what we have available on each site with our liaisons from the President's Council and Michigan Center for Student Success. This should help users regarding better direction for where to go to for reports on the portal and when to visit the MDE research website.
  - Conversations will happen with our workgroup members to determine other alternatives so that the full Student Pathways Report can still be offered with perhaps another "less sensitive" file.

IV. Overview of the Executive Budget Recommendation – Robbie Jameson (State Budget Office)

- Robbie began her presentation reminding everyone that what she will be discussing is the fiscal year (FY) 2016 education budget recommendation items that are data-related. This, of course, is not the entire budget. To see the budget, go to http://www.michigan.gov/budget.
- School AID ($13.96 billion):
  - Technology Readiness Infrastructure Grant (TRIG) Program to be continued at $25 million. To be used for statewide development or implementation of districts' technology hard infrastructure (e.g., fibers, servers, wireless computing networks), shared services consolidation of technology and data, data systems that provide K-3 teachers with diagnostic tools feedback, coordination of strategic purchasing of hardware and software necessary for online assessments. The focus was to get schools ready, and some are not, so there is still money there to get all schools ready.
  - Third Grade Reading for a total of $48.6 million ($25 million state dollars). The data-related items include funding for evidence-based literacy diagnostic tools and related professional development; kindergarten entry assessment and grades 1 and 2 assessments. The kindergarten entry assessment was added so that we can know where kindergarteners are at academically when entering the door. Grades 1 and 2 were added so that we can test these students earlier than grade 3.
  - District Best Practices Incentives totals $30 million. This allows districts to receive $20 per pupil for implementing four of six best practices.
  - ISD Best Practices Incentives will maintain at $2 million. Part of the best practices is to develop and implement an ISD-wide plan to integrate technology into the classroom and prepare teachers to use digital technologies. This money is also to work with a consortium of ISDs and CEPI to develop requirements and bid specifications that result in a recommended model for local information management systems that support interoperability and efficient data exchange. Some of the TRIG money is used here.
  - Educator Evaluation System will total $14.8 million, which was carried forward from the FY2015 budget pending completion of legislative action.
  - Early Warning System will provide assistance to financially-distressed districts before they become deficit districts.

- Data Collection and Reporting Costs is to be maintained at $38 million. This will be distributed to districts on a per pupil basis.
- CEPI Budget will be maintained at $12 million.

- Community Colleges ($393.8 million):
  - Prerequisite for Performance Funding. In order to receive new operations funding, community colleges must actively participate in Michigan Transfer Wizard, which allows students to know how their credits transfer in and out of other Michigan postsecondary institutions.
  - Courses in Statewide Online Catalog. Adding community college courses to the statewide online course catalog maintained by Michigan Virtual University to increase dual enrollment opportunities.
  - Activities Classification Structure Steering Committee to review community college data collection requirements that haven't been reviewed since 2003.
- Higher Education ($1.54 billion):
  - Prerequisite for Performance Funding. Active participation in the Transfer Wizard.
  - Reports. Universities are to use the P-20 longitudinal data system to report the academic status of students back to high schools and community colleges.
  - Private Colleges Best Practices. Tuition grants to private colleges are dependent upon reporting the number of students that received a tuition grant and successfully completed a program or graduated, or took a remedial education class. Grants also dependent upon reporting the number of students that received a Pell grant and successfully completed a program or graduated. An addition was made for private colleges to submit P-20 longitudinal datasets to CEPI. This is trying to determine if providing these tuition grants are helpful.
  - Higher Education Institutional Data Inventory Advisory Committee to review changes in state law related to data collections, definitions and best practices.

V. Michigan Statewide Longitudinal Data System (MSLDS): Initiatives Targeted to Internal Stakeholders – Michael McGroarty (CEPI)

- Mike began his presentation explaining how internal stakeholders have a need to access the data in the MSLDS. There is a lot of data on the portal for logged in users. However, public and other agencies have a need to see these data, both in a user-friendly way and for those who want to manipulate the data to do program evaluation analyses.
- CEPI has a lot of initiatives geared toward internal stakeholders. The goal is to provide internal stakeholders (e.g., State of Michigan policy analysts) with accessible, understandable and useful data:
  - MSLDS Toolbox – Gives access to aggregate-level SQL views and SAS Information Maps.
    - Contains those data elements that are commonly requested, such as assessment results, headcounts, graduation rates, course taking summaries, top/bottom 30 rankings and more.
    - Analysts can access from their desktops using Microsoft Excel or SAS.
  - SAS Dashboards – BI dashboards with helpful data visualizations.
    - CEPI is currently prototyping some dashboards using the SAS BI Dashboard tool for internal use only. The first group to help prototype is the MDE Office of Field Services.
    - Commonly requested metrics can get gathered in a single dashboard to analyze a school or district.
    - Later, additional dashboards can be created for specific audiences or program areas, using these dashboards as prototypes.

        - The data is unsuppressed, so only internal analysts can have access.
    - MSLDS Gateway – A SharePoint site with resources, tools, and supporting materials.
        - Mike showed the SharePoint homepage. This homepage lets policy analysts from the Michigan Department of Education see what data is available and then how to request it, using a data request form. There is a Quick-start Guide, which explains how to request access to the data, how to install the software, and then how to find your data.
        - There is a toolbox data dictionary/catalog, which describes what the data are and how it was calculated.
        - The homepage also has an Announcements section, which provides information on things such as when the data has been refreshed, when new tools become available and when training/workshops are being offered.
        - Lastly, the site offers information on who to contact for support.
    - Metadata Repository – A database with information on the data in the MSLDS and their lineage.
        - This feature tracks why we collect data elements (law/mandates), where the data element was originally collected and then which reports contain those data elements.
        - This is not an automated process. CEPI manually starts with either the report and tracks down to the data element, or begins at the data element level and goes up to the report.
        - This feature supports Common Education Data Standards (CEDS) data alignment efforts.
        - This feature also organizes and leverages technical and business metadata in a consistent, standardized way.
    - Custom Internal Reports – Pre-developed reports to meet specific department needs.
        - CEPI's Longitudinal Data Unit creates these custom reports using a variety of tools and formats (e.g., Excel workbooks, .csv files, SAS Information Maps) and then validates alignment against other metrics reported to EDFacts, published on the MI School Data portal or provided to other stakeholders. This process is being standardized to schedule the work, document requirements and deliver on schedule.
        - While CEPI does create the custom reports, we also push the tools to them so that these analysts don't have to wait for CEPI staff to do it.
- Mike finished his presentation mentioning that it is an exciting time with good partners seeing these ideas come to fruition.

        - The Council discussed how CEPI is not connecting sensitive data at the individual level; CEPI brings together these data to answer important questions and then separates it out and stores the data separately.

The Council recessed for a 10 minute break.

VI. Postsecondary: Postsecondary Report Enhancements and Improvements – Robert Dickinson (CEPI) and Danielle Fowler (CEPI)

- Danielle began her presentation by mentioning her role at CEPI; focuses on the longitudinal design and communication for the MI School Data education data portal.
- In September the Council heard briefly about upcoming new reports, and these are in development right now:

- College Progression Report. Shows the progression of a high school cohort of students as they enroll and progress throughout their college career. This is a graduating cohort (i.e., must be a high school graduate).
    - There will be seven years of tracking data. For example, if a user selects the 2006-07 cohort, the report will show results until the 2013-14 school year. Danielle showed what the report looks like, although it is still in development.
- Postsecondary Report Packaging (High School to College). This report will allow a user to select a school and the system will generate a package of reports for that school. This feature will enable showing comprehensive data in one package instead of a user having to keep selecting parameters and printing each report. Public users will see suppressed data and secure authorized users will see unsuppressed data.
    - Danielle showed a few sample screenshots of what this package of reports will look like for a high school. It will have a cover page, a report showing the total number of graduates from that school who enrolled in college, and trend views. This package will provide a chart and tabular view.

- Recently updated reports (logged in users can see unsuppressed data and public users will see suppressed data):
    - Postsecondary Outcomes (for K-12 entities):
        - College Enrollment by High School. This report has been updated to provide information for college enrollment between 0-6 months after high school graduation. It will be updated no earlier than November/early December. January is a better estimate, but we will target for December. Plus, in order to make the report, the student would get until December, as that is 6 months after graduation.
            - Danielle showed the 0-6 month report using Kalamazoo RESA as an example, depicting all districts within that RESA and all college types.
        - Postsecondary Outcomes – Race by Gender Crosstab.
            - She explained how all of the Postsecondary Outcomes reports (College Enrollment by High School, 24 College Credits and College Remedial Coursework) now include a race by gender crosstab. This is a new feature to provide more context and detailed information to these existing reports.
            - Danielle used the above example of Kalamazoo RESA as an example to demonstrate this functionality.
    - Postsecondary (for institutions of higher education):
        - College Transfer. This report has been updated and expanded. The prior version only examined transfers from community colleges to universities. It did not consider transfers that occurred during the school year, distinguish between enrollment level (undergraduate/graduate), nor allow for multiple transfer instances for one student. It also had less complete GPA data.

            - The Council discussed that reports should be evaluated based on a need to show the base cohort number in order to provide context to the graphs. CEPI will evaluate reports using that criteria.

VII. Workforce: Workforce Education Prelim Reports – Vern Westendorf (Workforce Development Agency) (WDA)

- Vern began his presentation discussing where we've been and where we are:
    - Where we've been:

        - Matched CEPI educational record data with wage record and workforce training data. One million records matched in both systems. We'll continue to grow and add students as they enter the system.
        - We used that matched data to populate 24 data tables, which are used to answer our seven core questions. We started with two years of exits from education to see what happened in the workforce data.
    - Where we are:
        - The reports have a non-techie language (i.e., About this Report) feature and look like existing reports on the MI School Data portal so that users can easily understand the reports and be able to read these like they are accustom to doing.
- Vern logged into the MI School Data secure site to show links to the eight reports that are finishing development (populated by eight data tables). For example, Report 1 is the August Industry Wage by Education Level report. This is not by school level. The remaining 16 data tables, in addition to the eight will be accessed by the Bureau of Labor Market Information & Strategic Initiatives (LMI & SI) (all with proper security agreements in place) to build upon existing aggregate reports.
- Vern clarified that the percent employed in a training related field was done using Standard Occupational Classification (SOC) codes.
- By April 15, 2015 all data tables will be populated. WDA is working with CEPI's MI School Data portal vendor to get the reports out to the portal by June/July. Then the access can be granted to LMI & SI from their analysis, which will then finalize this grant and close it out.
- Next we will be pursuing another grant to build on this work. The scope is small to be able to create business rule documents and then we can expand to a larger population (i.e., those that didn't go through MI Works! centers). That grant helps to get the linkage between the wage record data and CEPI's educational data.

        - The Council discussed that this is great work and they are looking forward to seeing the reports.

VIII. Roundtable

- There were no topics discussed during this time.
- Tom Howell thanked everyone for their contributions.
- The next meeting is scheduled for June 4, 2015.
- 3:49 p.m. meeting adjourn.