SOUTHEAST COMPREHENSIVE CENTER

Advancing Research, Improving Education

SEDL

Rapid Response REQUEST

Rapid Response—Web-Based State Longitudinal Data Systems

Date	April 7, 2009
Number	00088
Request	A state department of education (SDE) served by the Southeast Comprehensive Center (SECC) has requested information on Web-based state data systems that can generate customized reports for stakeholders for analyzing student and school performance. The SDE also would like to identify any states that have Web-based data systems that guide school improvement planning through the retrieval of school data; multiyear, disaggregated student assessment data; and suggested resources for addressing areas in need of improvement. The requester is particularly interested in obtaining access to view other data systems, such as those in the states of Massachusetts and Iowa.
Summary	In response to this request, SECC staff queried a number of education research and dissemination organizations to obtain information on Web-based state longitudinal data systems. They also conducted Web and hand searches to obtain information. Details are provided below including search results, references, and a resource list that may offer additional information.

INTRODUCTION

Under the No Child Left Behind Act of 2001 (NCLB), states are required to set challenging academic standards and measure students' progress against those standards. In a report on federal reporting requirements, Dougherty (2002) indicated that the law does not require states to have specific data-based structures but encourages the implementation of data systems that link students' test scores, the length of enrollment time in given schools, and graduation records over time. Another major focus of NCLB ensures the quality of the data that informs educational decision-making.

NCLB promotes states using the type of data needed to identify students having difficulty meeting standards and to document school progress in closing the achievement gaps over time. In an Education Commission of the States NCLB Policy Brief, authors Snow-Renner and Torrence (2002) discussed the implications of the revised Elementary and Secondary Education Act (ESEA) on the design and capacity of states' data systems. They explained that ESEA 2001 requires states to disaggregate data, separating, comparing, and reporting information with regard to various student groups. The authors also suggested that the use of disaggregated data allows educators and policymakers to examine achievement patterns by different groups, identify achievement gaps between different groups, and study schools that have succeeded in raising student achievement compared to schools with similar students. The right data also enables states to evaluate the effectiveness of schools and programs in improving student achievement,

3501 N. Causeway Blvd, Suite 700 Metairie, LA 70002 | 800-644-8671 | secc.sedl.org | www.sedl.org

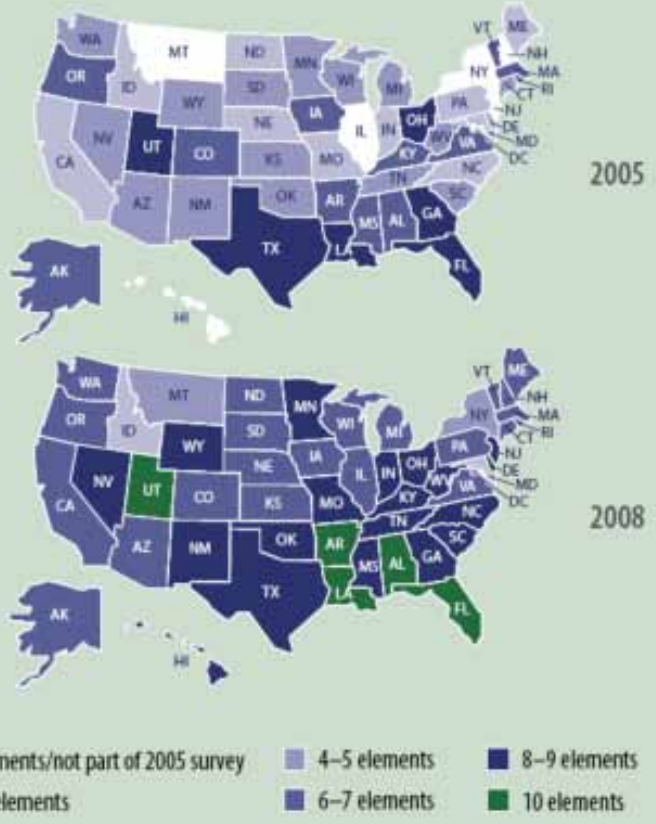
identify consistently high-performing schools, intervene in a timely way to help struggling students, and determine how well schools are preparing students to complete high school and enroll in postsecondary education.

Furthermore, the Data Quality Campaign (DQC, Creating a Longitudinal Data System, 2006) recommended that states include 10 essential elements when building a highly effective longitudinal data system:

1. A unique statewide student identifier
2. Student-level enrollment, demographic and program participation information
3. The ability to match individual students' test records from year to year to measure academic progress
4. Information on untested students
5. A teacher identifier system with the ability to match teachers to students
6. Student-level transcript information, including information on courses completed and grades earned
7. Student-level college readiness test scores
8. Student-level graduation and dropout data
9. The ability to match student records between the Pre–K–12 and postsecondary systems
10. A state data audit system that assesses data quality, validity, and reliability

The DQC also indicated that these elements are to be collected and shared in a manner that protects privacy of information, while providing valid data to aid in tailoring instruction to meet students' needs and identifying initiatives that show evidence of improving student achievement. Each year, the DQC surveys all 50 states to determine state progress toward implementing the 10 essential elements of a longitudinal data system. Based on surveys for 2005 and 2008, a number of states have made significant progress in these efforts (see Figure 1).

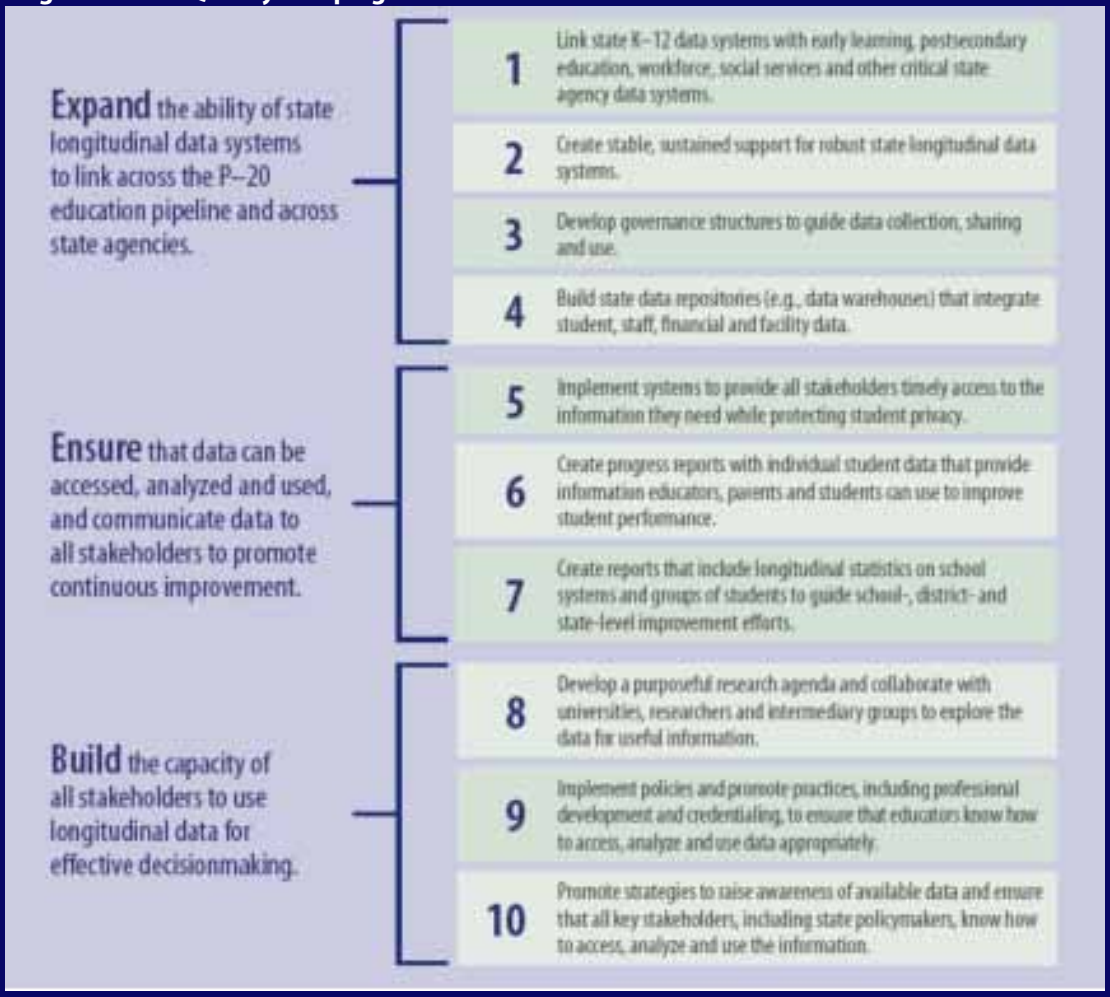
Figure 1. State Progress on Implementing Longitudinal Data Systems



Note: Information reprinted with permission from the Data Quality Campaign (DQC, 2009).

In addition to the 10 essential elements, the DQC outlines a number of imperative state actions for ensuring effective data use in *The Next Step: Using Longitudinal Data Systems to Improve Student Success.* These actions are segmented into three categories—expand longitudinal data systems to link across the education pipeline and across state agencies; ensure that data can be accessed, analyzed, and used by stakeholders; and build the capacity of stakeholders to use this data for effective decision making (refer to Figure 2).

Figure 2. Data Quality Campaign's 10 State Actions to Ensure Effective Data Use



Note: Information reprinted with permission from the Data Quality Campaign (DQC, 2009).

A further discussion of the 10 essential elements and the additional considerations detailed above can be found in the "Selection Process and Description of State Data Systems" section of this report.

Limitations of Rapid Response Report

The goal of this report is to provide decision makers with information on what the states are doing in terms of developing Web-based data systems that can generate customized reports for stakeholders for analyzing student and school performance. Specific information detailing data systems for a number of states—including Iowa and Massachusetts—is provided in the appendix. Decision makers should exercise caution when using this report, because the selected information featured is not inclusive of all available resources regarding the development of state longitudinal data systems. The SECC focused on resources that have been judged to meet the criteria detailed above and the requirements of the requesting SDE.

In researching the request, SECC staff conducted Web and hand searches of available resources and contacted several organizations within the field of educational research–the Assessment and Accountability Comprehensive Center (AACC), Center on Innovation and Improvement (CII), Council of Chief State School Officers (CCSSO), Data Quality Campaign, and National Center for Education Statistics (NCES). Information obtained from these organizations has been incorporated into this report.

No evidence-based studies were identified; however, current exemplary practices by states using Web-based data systems typically involve establishing individual-level longitudinal data systems, linking data across the education information system, developing diagnostics, and using accountability data.

Selection Process and Description of State Data Systems

To narrow the scope of this report to include only those states with Web-based data systems that guide school improvement planning, the SECC used information from the Data Quality Campaign's 2008 report regarding states that have data systems meeting at least 7 of the 10 essential elements of a longitudinal data system (LDS). This included information on each state's actions to ensure effective data use, specifically the system's ability to "create reports that include longitudinal statistics on school systems and groups of students to guide school, district, and state-level improvement efforts" (refer to Figure 2, #7). SECC staff also used information provided by the AACC and the CCSSO as well as information from reviews of state and vendor Web sites and other resources on data collection and management systems.

Based on the information collected, the SECC found that most states have either developed or are in the process of developing data systems that provide districts and schools easy access to data summaries and will afford the ability to manage the data once it has been downloaded from the state Web site. Furthermore, some states also have developed (or are in the process of developing) Web-based school improvement processes that link online school improvement templates to the state's data warehouse, streamlining the data analysis and needs assessment processes required for the completion of school improvement plans.

In Table 1, Web-Based State Longitudinal Data Systems (located in the appendix), 14 states are identified that met the aforementioned criteria and requirements. Information is provided in four categories (a) state department contacts, (b) system information (contacts and whether system was bought or built), (c) which of the 10 elements of an LDS were met and whether or not the data system can create Web-based reports for planning purposes, and (d) features of the data system as well as links to the school improvement process established by each state.

References

Anderson, S., Fowler D., & Klein, S., et al. (2005). Judging student achievement: Why getting the right data matters. Washington, DC: MPR/NCEA. Retrieved March 6, 2009, from http://www.dataqualitycampaign.org/files/Tools-Judging_Student_Achievement.pdf

Armstrong, J., Bergner, T., Smith, N. (2008). The third wave of longitudinal data systems: Data partnerships. Austin, TX: National Center for Educational Accountability, Data Quality Campaign. Retrieved March 6, 2009, from http://www.dataqualitycampaign.org/files/publications-data_partnerships-082208.pdf

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Data Quality Campaign. (2009). The next step: Using longitudinal data systems to improve student success. Austin, TX: National Center for Educational Accountability. Retrieved March 6, 2009, from http://www.dataqualitycampaign.org/files/NextStep.pdf

Dougherty, C. (2002). Getting smart about data: Satisfying federal reporting requirements while helping schools improve. Austin, TX: National Center for Educational Accountability, Data Quality Campaign. Retrieved March 6, 2009, from http://www.nc4ea.org/files/2-GettingSmartaboutData.pdf

McDonald, S., Andal, J., Brown, K., & Schneider, B. (2007). Getting the evidence for evidence-based initiatives: How the Midwest states use data systems to improve education processes and outcomes (Issues & Answers Report, REL 2007–No. 016). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Assistance, Regional Educational Laboratory Midwest. Retrieved March 6, 2009, from http://ies.ed.gov/ncee/edlabs

Regional Educational Laboratory Midwest. (2008). Using multiple levels of data to address educational issues (Policy Brief No. 1, June 2008). Retrieved March 6, 2009, from http://ww.learningpt.org/aboutus/howwework/centers/RELpubs/June2008Brief.pdf

Snow-Renner, R., & Torrence, M. (2002). No child left behind brief: State information systems. Denver, CO: Education Commission of the States. Retrieved March 6, 2009, from http://eric.ed.gov:80/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_&ERICExtSearch_SearchValue_0=ED468187&ERICExtSearch_SearchType_0=no&accno=ED468187

Additional Resources

Data Quality Campaign. (2006). Creating longitudinal data systems: lessons learned by leading states. Austin, TX: National Center for Educational Accountability. Retrieved March 6, 2009, from http://www.dataqualitycampaign.org/files/Publications-Creating_Longitudinal_Data_Systems-Lessons-Learned_by-Leading_States.pdf

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McRel at Learning Point Associates. (2008). Using multiple levels of data to address educational issues (Policy Brief, No. 1). Retrieved March 6, 2009, from http://www.learningpot.org/aboutus/howwework/centers/RELpubs/June2008Brief.pdf

U.S. Department of Education. National Center for Education Statistics, National Forum on Education Statistics. Building an automated student record system (NCES 2000-324). Washington: DC. Retrieved March 6, 2009, from http://nces.ed.gov/pubs2000/building/

Rapid Responses are customized reports that are prepared to fulfill requests for information by the departments of education of the states served by the Southeast Comprehensive Center at SEDL. The responses address topics on current education issues related to the requirements and implementation of the No Child Left Behind Act of 2001. For additional information, visit the SECC Web site at secc.sedl.org.

Wesley Hoover, PhD, SEDL President and CEO
Robin Jarvis, PhD, SECC Program Manager
Chris Times, MBA, SECC Communications Associate and Publication Editor

Rapid Response Team: Camille Chapman, Program Associate; Robyn Madison-Harris, Program Associate; Debra Meibaum, Program Associate; and Ed Tobia, Program Associate.

Alabama State Liaison: Lou Meadows (lou.meadows@sedl.org)
Georgia State Liaison: Glenda Copeland (glenda.copeland@sedl.org)
Louisiana State Liaison: Darlene Brown (darlene.brown@sedl.org)
Mississippi State Liaison: Debra Meibaum (debra.meibaum@sedl.org)
South Carolina State Liaison: Sandra Lindsay (slindsay@mailbox.sc.edu)

The Southeast Comprehensive Center is a project of SEDL
SEDL Headquarters
4700 Mueller Blvd.
Austin, TX 78723
800-476-6861
www.sedl.org

Southeast Comprehensive Center at SEDL
3501 N. Causeway Blvd, Suite 700
Metairie, LA 70002
800-644-8671
secc.sedl.org

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Appendix—Table 1
Web-Based State Longitudinal Data Systems

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Table 1. Web-Based State Longitudinal Data Systems (LDS)

State Information (state, Web site, contact information)	**System Information** (vendor, Web site, contact information)	**10 Essential Elements of LDS and Systems That Can Create Reports (CR)**	**Description of System** (features and capabilities)
Alabama http://www.alsde.edu/ Gary Weatherly Director, Information Systems 334-353-7018 gweatherly@alsde.edu	Externally developed HMB Inc. http://www.hmbnet.com	1, 2, 3, 4, 5, 6, 7, 8, 9, 10 CR = yes	While the Alabama Web site has little information about the design and capabilities of the information systems in place, the 2008 report of the DQC notes that Alabama is one of the few states that have all 10 essential elements of an LDS in place. In the same report, Alabama indicates that a data warehousing system has been in the design stage for the past 3 years. The state has contracted with HMB Inc. to develop a Web-based system for grant applications and school improvement processes, which includes Continuous Improvement Plan Templates (https://egrant.alsde.edu/Accelegrants/DocumentLibrary/Default.aspx?t=633784125117942447). The school improvement planning process provides instructions for a school to download its Annual Accountability Results Report into a Continuous Improvement Plan Template, but there are no provisions for managing the data once it is imported.
Arkansas http://adedata.k12.ar.us James Boardman Assistant Commissioner Arkansas Department of Education 501-371-5014 jim.boardman@arkansas.gov	Internally developed with assistance provided by SEDL and the University of Arkansas	1, 2, 3, 4, 5, 6, 7, 8, 9, 10 CR = yes	In Fall 2004, the Arkansas State Department of Education partnered with SEDL to design and build a Web-based system to enable its districts and schools to meet state and federal school improvement planning requirements. Over the past few years, the state has expanded its system to include all 10 essential elements of an LDS. Regarding the state's school improvement process, the Arkansas Comprehensive School Improvement Planning (ACSIP) (http://acsip.state.ar.us) features integrated student achievement and school-level data readily available to schools for use in building their plans. For questions on accessing the ACSIP system, call Annette Barnes at 501-682-4373. Another important development that relates to giving users improved access to data has come to fruition through the work of Neal Gibson and Margaret Heritage of the AACC. A presentation summarizing the features of the system can be found at http://www.aacompcenter.org/pdf/miniconf_onestate.pdf. The SECC has requested a link to the demonstration of the system and will share it with the requesting SDE upon receipt.
Delaware http://www.doe.state.de.us/ Robert Czeizinger Director, Technology Management & Design 302-735-4140 rczeizinger@doe.k12.de.us	Internally developed	1, 2, 3, 4, 5, 6, 7, 8, 9, 10 CR = yes	The Technology Management and Design Division of the Delaware Department of Education maintains a site from which schools and districts can access data as well as build their own reports (http://dstp.doe.k12.de.us/DSTPMART9/Default.aspx). The database includes an option to generate Instructional Needs Comments Reports for reading, mathematics, and writing for a selected test year and test grade, which may be a great asset to the school improvement planning process. The state has designed a single document that includes the school improvement planning process (Success Plan) and consolidated application grant. It is a Web-based application that is only accessible to registered users. It is unclear whether schools can download data reports directly into the online template. To view the application, visit http://www.doe.k12.de.us/infosuites/staff/si/comp_of_SI/ca_application.shtml

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Florida http://www.fldoe.org/arm/ Jeff Sellers Acting Deputy Commissioner for Accountability, Research & Measurement 850-245-0437 jeff.sellers@fldoe.org	Initial data analysis system bought, further development internally No vendor information available	1, 2, 3, 4, 5, 6, 7, 8, 9, 10 CR = yes	The Florida Department of Education has developed a PK–20 data warehouse (http://edwapp.doe.state.fl.us/EDW_Facts.htm) capable of tracking student progress along with demographic data over time. It is part of the overall division of Accountability, Research & Measurement, which also oversees the Education Information & Accountability Services. The state's online school improvement template (http://www.flbsi.org/) has hyperlinks that will import disaggregated student achievement data from the data warehouse into the appropriate sections of the plan. The department also provides guidelines for data analysis (DART which stands for Disaggregate Data, Assess, Review, and Target) to help schools use data on an ongoing basis as well as in their planning process, but it does not automatically populate the forms with data.
Illinois http://www.isbe.net/research/Default.htm Connie Wise Assistant Superintendent for Standards and Assessment 217-782-0354 cwise@isbe.net	Initial data analysis system bought, further development internally No vendor information available	1, 2, 3, 4, 7, 8, 10 CR = Yes	The Illinois State Board of Education has developed a Student Information System (http://www.isbe.net/sis/default.htm) that includes multiple types of data including achievement, attendance, and demographic data. The data elements can be viewed at http://www.isbe.net/sis/html/data_elements.htm The state provides an online template for school improvement plans (http://www.isbe.net/sos/htmls/improvement_process.htm). Trend data for multiple years are automatically populated in the template. State assessment data and other district or school information are provided. The screens organize the state assessment data, highlighting any areas under the required benchmarks. Each data screen prompts the analysis of these data. Users are prompted to draw conclusions about their data and to consider factors that may have contributed to the results. The final screen in the data section populates all the conclusions and factors so that users may note what key factors must be addressed in the action plans.
Indiana http://www.doe.in.gov/eis/welcome.html Jason Thacker Chief Information Officer 317-232-0807 jthacker@doe.in.gov	Internally developed	1, 2, 3, 4, 7, 8, 9, 10 CR = yes	The Indiana Department of Education provides a searchable database (http://www.doe.in.gov/data/). From that site, visitors can create customized school data reports (http://mustang.doe.state.in.us/SAS/sas1.cfm). The school data section (http://www.doe.in.gov/asap/data.html) provides informational, demographic, and achievement data about Indiana schools. Users can disaggregate the data using multiple variables and graphically display the results. This section also allows for comparisons to similar schools and links to possible strategies for improvement. The state provides a suggested format for school improvement planning (http://www.doe.in.gov/asap/sip2.html#anchor220164), but allows schools to choose from among other planning processes including the Baldridge Award planning process, the North Central Association, and various planning processes developed by approved accreditation agencies.

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Iowa http://www.iowa.gov/educate/index.php?option=com_content&task=view&id=1227&Itemid=2111 Jay Pennington Chief Bureau of Planning, Research, Development and Evaluation 515-281-4837 jay.pennington@iowa.gov	Claraview Inc. contracted to build data warehouse http://www.claraview.com/dnn/ Glenn Facey Director of Business Development Government Solutions 703-269-1500 info@claraview.com	1, 2, 3, 7, 8, 9, 10 CR = yes	The Iowa Department of Education is in the process of refining its data warehouse called EdInsight (http://www.iowa.gov/educate/index.php?option=com_content&task= view&id=1691&Itemid=2490). The system includes Project EASIER, Electronic Access System for Iowa Education Records, http://www.iowa.gov/educate/index.php? option=com_content&task=view&id=44&Itemid=1261), which is the department's initiative involving the transfer of individual student records. It also includes data about special education and Iowa Testing program student-level data. The state provides detailed guidance for data collection, analysis, and interpretation (see the reference documents at http://www.iowa.gov/educate/index.php?option =com_content&task=view&id=300&Itemid=1680). The state requires each school's 5-year comprehensive school improvement plan be revised after receiving a visit from the state's school improvement team. The frequency of visits and the required plan updates depend on the school's performance. When a school updates its plan, the comprehensive school improvement plan template on the state's Web site (see CSIP Web site Instructions on the web link in this paragraph) includes the ability for "porting" data and information from previous school improvement plans into the updated plan, thereby reducing redundancy.
Louisiana http://www.doe.state.la.us/lde/pair/1643.html Dave Elder Director Division of Planning, Analysis, & Information Services 225-342-0091	MMCS Consulting LLC http://www.mmcsconsulting.com/ 8200 North MoPac Expressway, Suite 245, Austin, TX 78759 866-349-7143	1, 2, 3, 4, 5, 6, 7, 8, 9, 10 CR = no	Louisiana has an extensive data warehouse that provides multiple forms of data to schools, including student achievement disaggregated by demographic data as well as survey data. The state also provides an optional process, the Louisiana Needs Analysis, LANA, (http://www.doe.state.la.us/lde/eia/2333.html). LANA produces a data notebook and is linked to the state's school improvement process (although data cannot be directly imported into the school improvement form). LANA also assists schools in selecting strategies for school improvement and obtaining information on implementing school improvement strategies. The state department has proposed a development project in conjunction with MMCS Consulting LLC, which would, if approved, provide the capability for generating multiple reports. An SECC staff member was a part of the piloting of the data system; access to a demonstration for the requesting SDE can be obtained upon request.
Massachusetts http://www.doe.mass.edu/infoservices/dw/ Robert Curtin Manager Data Analysis and Reporting 781-338-3582 rcurtin@doe.mass.edu	IBM/Cognos Corporation http://www.cognos.com/company/index.html.	1, 2, 3, 4, 8, 9, 10 CR = yes	The Massachusetts Department of Elementary and Secondary Education's Web site indicates that the Education Data Warehouse (EDW) is a collaborative effort of the department and local school districts to centralize K–12 educational performance data into one statewide, coordinated data repository hosted by the department. The most important facts for districts to know about the EDW are the following: • It is free and available now • It contains demographic and achievement data for every district in the state • It will soon contain the additional data for every district in the state • The data moves with the student from district to district • Over 30 reports exist to compare data from individual schools and districts to state totals • Districts can load local data into the EDW and write their own reports Frequently asked questions can be accessed at http://www.doe.mass.edu/ infoservices/dw/faq.html

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Missouri http://dese.mo.gov/MOSIS/ Leigh Ann Grant-Engle Data Manager 573-522-8310 leighann.grantengle@dese.mo.gov	eScholar http://www.escholar.com/ 222 Bloomingdale Road Suite 107 White Plains, NY 10605 877-328-2969	1, 2, 3, 4, 5, 8, 9, 10 CR = yes	The Missouri Department of Elementary and Secondary Education is developing a student-level record system—Missouri Student Information System (MOSIS)—that contains a randomly generated state identification number for every student receiving service in its public schools. The goals of MOSIS are to reduce data burden on local schools and districts, encourage better policy making by maintaining a cost-effective and reliable method of reporting and accessing accurate and timely educational information, and eliminate the need for manual operations before data can be used. Through the use of the state identifier, MOSIS will provide more accurate data, reduce the time needed for data collection, and allow quicker responses to data requests. Phase I of the system involves implementing and customizing the student ID software, developed by eScholar, and training district and school staff to use the software. Upon completion of the training, the software will be used to assign a randomly generated state number to each student and to send those numbers back to the schools for inclusion in district/school student information systems. This phase was scheduled to be concluded by Summer 2005. Phase II of the project began with collection of the additional data items (student demographic data) needed to pre-code the state assessment forms for the 2006 administration of the MAP test. Phase III, which began in September 2006, is to transition the current core data collection system from an aggregate student data collection to a student-level data collection system.
North Carolina http://www.ncwise.org/ Karl Pond Enterprise Data Manager 919-807-3241 kpond@dpi.stata.nc.us	Initial data analysis system bought, further development internally No vendor information available	2, 3, 4, 5, 6, 8, 9, 10 CR = yes	The North Carolina Window of Information on Student Education (NC WISE) is an electronic student accounting system that is based on the Electronic Student Information System (eSIS), an Internet-based software package that provides student and school information management capabilities. Data are stored centrally and accessed and reported in a safe, secure manner across the Internet. NC WISE supports the data analysis and reporting requirements of education initiatives such as North Carolina's ABCs of Public Education accountability program, the Uniform Education Reporting System (UERS), Closing the Achievement Gap, and the various programs and requirements of NCLB. NC WISE offers unprecedented opportunities for local educators to use technology to help them make better instructional and business decisions in their schools. NC WISE is being deployed in multiple phases or waves. The rollout of NC WISE began October 2004 with Wave 1 and will conclude at the end of Wave 3 in the 2008–2009 school year. When complete, NC WISE will operate in all of North Carolina's 115 school districts and 100 charter schools. Information regarding the scope of the data system per the National Center for Education Statistics can be found at http://nces.ed.gov/programs/SLDS/abstract_NC.asp

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Ohio http://education.ohio.gov/ Beth Juillerat Chief Information Officer Ohio Department of Education 614-752-8368 beth.juillerat@ode.state.oh.us	Initial data analysis system bought, further development internally No vendor information available	1, 2, 3, 4, 5, 7, 8, 10 CR = yes	Ohio has both data management and interactive report systems. Information regarding the Education Management Information System, a statewide data collection system for Ohio's primary and secondary education, including demographic, attendance, course information, financial data, and test results, can be found at http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEPrimary.aspx?Page=2&TopicID=3&TopicRelationID=367 Information regarding an Interactive Local Report Card (iLRC) can be found at http://ilrc.ode.state.oh.us/ The iLRC is a tool developed for parents, educators, lawmakers, community members, and researchers to provide current and historical local report card data. Users will be able to locate information about their school or district such as proficiency test results, graduation rates, financial data, and demographics. Users can utilize the data on this site to help inform and guide parental involvement, plan and evaluate school improvement initiatives, and drive decision making to refine the educational process. Information regarding the scope of the data system per the National Center for Education Statistics (NCES) can be found at http://nces.ed.gov/programs/SLDS/abstract_OH.asp

Table 1. Web-Based State Longitudinal Data Systems (LDS)			
State Information (state, Web site, contact information)	**System Information** (vendor, Web site, contact information)	**10 Essential Elements of LDS and Systems That Can Create Reports (CR)**	**Description of System** (features and capabilities)
Tennessee http://tn.gov/education/support/data/ Dr. Nancy Stetten Director, Data Services 615-741-3139 Nancy.Stetten@state.tn.us	Skyward http://www.skyward.com	1, 2, 3, 4, 5, 8, 9, 10 CR = yes	The Education Information System (EIS) manual indicates that the Tennessee State Department of Education is developing a Web-based Education Information System (EIS) utilizing data warehousing techniques to enhance the activities of querying, reporting, and analysis activities. The EIS must operate within the technical architecture of the state department and Education Networks of America (ENA). ENA will provide the linkage for data transmission from the ENA point of presence in all local schools and school district offices. The Tennessee Information Infrastructure (TNII) State Network will provide the linkage for data transmission to the EIS designated connection point in the department's offices located in Nashville. The state department and ENA will define the points of demarcation with the final decision determined upon the agreement of the state. All parties will require the cooperation and sharing of technical information to meet the requirements. The department of education utilizes the Internet and Web-based technologies as the strategic priority for the agency to deliver information for the benefit of K–12 public local education agencies (LEAs). LEAs include all the state's 138 district offices and their respective local schools. This digital strategy is consistent with the statewide information technology strategy and standards. The purpose of the EIS is to provide the department with • A manageable, centralized repository of information to provide accurate student and staff data necessary for the approval of schools and the allocation of state funds for educational purposes • The capability to accept and process extract files received from local student management software packages • The capability to produce detailed error reports generated from the processing of extract files • Specified standardized reporting as well as access to information through query and ad hoc reporting • The capability for the LEAs to have online access and inquiry to their respective information • The capability to produce export files for the purpose of importing into various applications and software • A flexible system that can respond to constantly changing legislative mandates • A Year 2000 compliant system The EIS will provide the data required to satisfy legislative mandates and reporting obligations and ensure effective oversight of LEAs in accordance with the Tennessee Education Improvement Act of 1992. The LEAs currently use a variety of local student management software (SMS) packages and Special Education Census (SEC) software packages developed and supported either by in-house staff or various software vendors. These software packages support the business, data, and reporting needs of the LEAs. Local school staff will enter the required data into their respective software packages. The district offices will receive the data from their local schools, and district staff will transfer the required data derived from their respective SMS and SEC software packages to the EIS. Information regarding the scope of the data system can be found at http://nces.ed.gov/programs/SLDS/abstract_TN.asp

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State Information (state, Web site, contact information)	**System Information** (vendor, Web site, contact information)	**10 Essential Elements of LDS and Systems That Can Create Reports (CR)**	**Description of System** (features and capabilities)
Utah http://www.schools.utah.gov/computerservices/main.htm John Brandt IT Director 801-538-7953 john.brandt@schools.utah.gov	Initial data analysis system bought, further development internally No vendor information available	1, 2, 3, 4, 5, 6, 7, 8, 9, 10 CR = yes	Information regarding the Utah State Office of Education's (USOE) data system was obtained from the NCES Web site. The site indicated that for the past 2 school years, Utah has had a fully functioning statewide longitudinal data system (SLDS) employing the eight key components prescribed by Institute of Education Sciences' (IES) NCES. The system has also fulfilled 9 of 10 data quality components specified by the DQC, jointly sponsored by the Council of Chief State School Officers. The tenth component, the integration of the statewide student identifier with postsecondary schools also now is implemented in a limited manner, but will be fully realized with the advent of the Utah Student Records Exchange (USRE). A vital SLDS depends more than anything on the efficient and accurate exchange of student level data. However, student records/transcript exchanges as students move from one LEA to another is neither automated nor uniform in Utah. Currently, LEAs must deal with paper transcripts hand carried by the new student or sent by the former LEA. This process is error prone, labor intensive, and requires judgments about meanings and accuracy of data. It is crucial for these data to be timely and of high quality for good school accountability and student performance/achievement measures. Currently, the Utah State Office of Education (USOE) collects student records in electronic batches four times a year. While this is done in a uniform and controlled manner, the process would benefit from a more standards-based and automated architecture for greater speed and flexibility. Fast, quality student records and transcripts are also important for postsecondary applications and registrations. Today, this process is only automated for some applications. The USRE system would produce the following services and benefits for Utah's SLDS by relying on national and international standards, such as the School Interoperability Frame (SIF), to integrate the USOE, Utah's LEAs, and postsecondary institutions: All stakeholders will be able to use national standards for student record and transcript exchanges. Doing so will improve data quality on all levels and for all processes, reporting, and research. Each LEA's student information system (SIS) and the USOE Data Clearinghouse and Warehouse will be enabled with software, servers, and trained staff that will allow for rapid (non-batch) and on-demand exchange of student records between any two LEAs or between the LEAs and the USOE. This can be accomplished with any subset of students. Through a transcript broker/server service LEAs will be able to electronically send a transcript to any Utah public postsecondary institution and most out-of-state postsecondary institutions. It also will allow for the exchange of transcripts and records with out-of-state LEAs. Currently, states send EDFacts data through the Education Data Exchange Network (EDEN), which is a large collection of aggregate or computed data points. The USOE proposes to work with EDFacts to submit student-level data in SIF objects instead of these complex files. Electronic records and transcripts will result in a higher rate of notification and accuracy about transfer students as well as dropouts and students exiting for other reasons. Receiving complete electronic transcripts with course-taking records and grades also will improve student placements and interventions.

Note: The information in this table does not address all Web-based state longitudinal data systems available but discusses those that meet the previously stated criteria and requirements. Also, the SECC does not endorse any of the vendors, systems, or products discussed in this report.