Office of the
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Legislative
Report**

Idaho Statewide Longitudinal Data System

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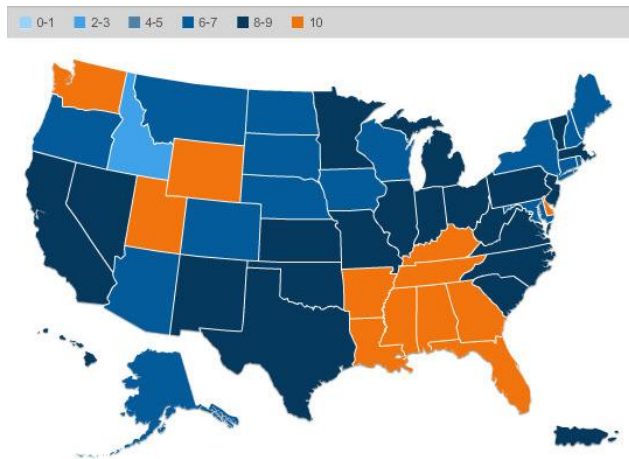*(208) 332-6970*
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Idaho Statewide Longitudinal Data System

BACKGROUND

When Superintendent of Public Instruction Tom Luna took office in 2007, Idaho was one of three states in the nation without a statewide longitudinal data system. By 2008, Idaho was the last state in the nation to have such a system. A longitudinal data system is a data collection system that provides individual-level student data across multiple years from grades K through 12 and into postsecondary education. Through such a system, states can ensure the following:

- Student records are easily transferred from district to district
- Student privacy is protected through high-level security
- Data definitions and requirements are standard from school to school and district to district
- Data systems are organized to provide clear, transparent information to educators, policymakers, parents and taxpayers

With this type of data, Idaho's educators, parents, taxpayers and policymakers can make more informed decisions about education and raising student achievement.
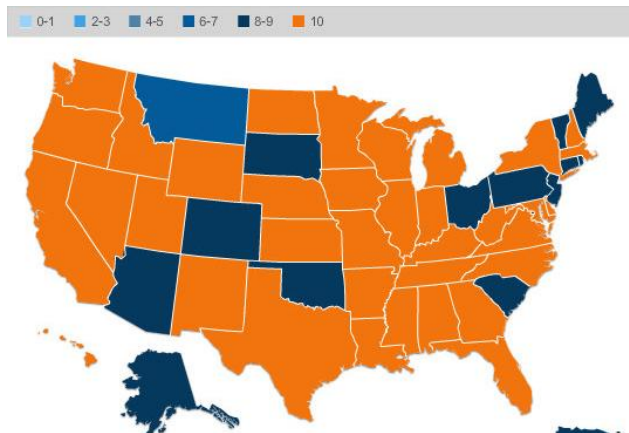
In 2008, Superintendent Luna proposed a three-year plan to build and deploy a statewide longitudinal data system in Idaho. When the State of Idaho and Idaho's local school districts and public charter schools chose to accept federal stimulus funding from the American Recovery and Reinvestment Act (ARRA) in 2009, the state had to speed up its timeline to fully deploy its statewide longitudinal data system and meet federal assurances. The state of Idaho made significant progress in implementing ISEE in a short period of time. In 2009, the Data Quality Campaign, a national organization that tracks data quality in K-12 and postsecondary education systems, reported that Idaho had one of the most underdeveloped statewide longitudinal data systems in the nation, meeting just one of the ten essential elements of a data system.

2009 Map of Elements Implemented

By 2011, just two short years later, Data Quality Campaign highlighted Idaho in its national report for making such great strides in designing, building, and deploying ISEE and meeting nearly every essential element, putting Idaho on par with some of the most advanced states in the nation when it came to data quality. *(See Appendix A for the DQC*

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2011 Map of Elements Implemented

news release.) Idaho's statewide longitudinal data system, known as the Idaho System for Educational Excellence, or ISEE, was fully deployed in Idaho's school districts in the 2010-2011 school year. Idaho has now accomplished all ten of the ten essential elements. *(See Appendix B for the DQC Ten Essential Elements.)*

Through ISEE, Idaho now has a streamlined data collection process that requires just 12 data uploads a year through a single system, rather than 184 different data uploads through various data collection processes across programs. The state now has student-level and teacher-level data that can be cross-referenced across programs, districts and charter schools. Educators and policymakers now have access to this current, accurate data at their fingertips, with the necessary security and privacy limitations. They can use this data to analyze student achievement, attendance, enrollment, create assessments or lesson plans, or inform policy decisions at the local or state level. The Idaho State Board of Education is working to expand ISEE into postsecondary education. The state currently has met five of the ten required P-20 elements. This continues to set Idaho not only on par with other states across the country, but above other states in many cases.

Idaho is now highlighted across the country as a success story. However, similar to any other state that has transitioned to a statewide longitudinal data system, while we celebrate the successes, we recognize we also face challenges and continue to work with local school districts and charter schools to find solutions to these challenges.

ISEE PHASE I

The first phase of ISEE was built and deployed through a combination of state and federal funding. The Idaho Legislature appropriated $2.4 million to begin the work on ISEE. The state received a $5.9 million grant from the federal American Recovery and Reinvestment Act (ARRA) of 2009 to complete ISEE.

ISEE was designed not only to streamline data collection at the state and local levels, but also to ensure educators and stakeholders received current, accurate data back in the classroom where they could use it to impact student achievement. Therefore, ISEE was deployed in two phases. The first phase focused on the data collection process at the state level to meet state and federal reporting requirements. The second phase focused on getting this data back into the hands of teachers, parents, school administrators, school board trustees and other stakeholders so they could use it to make better informed decisions about the education of Idaho's children.

In the first phase of ISEE, the state changed the way in which local school districts and public charter schools submit data to the Idaho State Department of Education. Before ISEE, districts and charter schools reported data in various ways, depending on the type of data or the program they reported to. The state conducted 184 different data collections during a single school year. Many of these collections were duplicative. For example, in a single school year, a school district had to report the first and last names of students and teachers to the state more than 154 times through different reports. These reports were often conducted by different people throughout a school or district. The data collected in these separate reports was never cross-referenced or

verified to ensure the programs were reporting the same data within the same school district or to ensure two school districts were not reporting the same students.

The state has now significantly overhauled the way data is collected. All data is collected through a single web-based system – ISEE. Districts only must submit data into ISEE that is required through state or federal law. ISEE currently collects data on programs, such as attendance and enrollment, special education, teacher certification, and transportation, to name a few. ISEE also is uploaded with multiple months of district-level assessment data, as well as four years of ISAT and Idaho Reading Indicator data. Districts only upload data once a month, or twelve times a year. The data is cross-referenced to ensure there is no duplicative reporting and that the same student cannot be attending two districts at once. While this has streamlined the data collection process, it also has consolidated the number of people submitting the data at the local level. Under the old system, dozens of people would report different data points through a given school year. Now, only a few people, or sometimes just one person, is responsible for the monthly uploads into ISEE. In these initial years of implementation, this has caused a workload issue among many of Idaho's school districts. The state has provided $2.5 million in additional funding for district IT staff in an effort to assist. In addition, the state is working toward a goal for every district to automate uploads in the future so this level of manpower is not required.

ISEE Data Collection
The Department is focused on timely and accurate data which would allow districts to strengthen academic programs by provided their instructional staff with up-to-date, pertinent student information. The more current the data, the more beneficial it will be to the local instructional staff. With this support, all school districts throughout Idaho have conducted a successful data upload into ISEE, and the instructional staff and district leadership now have access to multiple months of district data and four years of ISAT, ACT, IRI and Idaho English Language Assessment (IELA) data to supplement their great efforts.

The Department is committed to establishing effective strategies to assist districts with timely and accurate ISEE uploads involving observing and documenting various district data collection and reporting processes. Through the collection of this information, and working closely with a number of school districts, the Department concludes that successful ISEE data collection processes have the following common characteristics:
1. Leadership: High functioning leadership teams drive better district outcomes, including success with ISEE uploads. Those district leadership teams that support data-driven instruction, which conceptually link the data contained in ISEE back to the instructional core, are more successful in the ISEE upload process.
2. Process Management: District teams that effectively manage core district processes, particularly those who cross organizational functional silos, are more successful at ISEE uploads. An example is the enrollment of students in a district. When registrars enter the same information into their systems the same way and programs enter the same information the same way for their systems (i.e. Special Education), ISEE uploads require minimal manual manipulation. When responsibilities for ISEE data element input is clearly communicated and measured as part of position job descriptions and evaluations, ISEE accuracy is increased.

3. Communication: Districts with a formalized methodology of communication to all those involved in the collection of data have higher success with ISEE. Effective communication strategies include frequent leadership team meetings to discuss ISEE challenges; consistent, coherent understanding of team members' organizational role; and frequent actionable feedback on their performance on the capture (data input) and utilization of data.
4. Knowledge and Skills: When the people involved in the ISEE data input and submission processes have sufficient knowledge and skills for the duties they have been assigned, the result is successful uploads.
5. Prioritization/financial Resources: Districts who prioritize their financial and human resources in areas that support data-driven instruction and the collection of high quality data are more successful at ISEE. Prioritization of activities include the purchase of robust information systems (SIS, HR, Payroll, etc.), annual training of personnel in use of those systems, and the hiring of qualified individuals for the ISEE process.
6. Motivation: Highly motivated teams which support individualized instruction and the use of data to evaluate the effectiveness of programs have more success at ISEE uploads. Success is found among leadership teams internally motivated to collect and report data on students, teachers and instructional programs and those who use the data to analyze and maximize the components and cross relationships between the three elements of the instructional core.

ISEE PHASE II

The second phase of ISEE is focused on making sure this current, accurate data gets back to the classroom level and school level, where it can have the most direct impact on student achievement. To accomplish this, the state needed to deploy an instructional management system to work in concert with ISEE. The instructional management system would be available at the state, district, school and classroom level. Parents could also access an instructional management system. An instructional management system provides an easy user-interface for teachers, parents and policymakers to analyze data and gives the state and local school districts the opportunity to control security and privacy access.

In 2009, the state convened a stakeholder group to review possible instructional management systems for Idaho. The stakeholders overwhelmingly selected Schoolnet. In an effort to deploy the second phase of ISEE, the Department attempted but was not successful in securing roughly $20 million in additional ARRA funds. Following that effort, the Department secured additional funding in the amount of $21 million through a grant from the J.A. and Kathryn Albertson Foundation. This grant is being utilized to deploy and implement Schoolnet in every classroom in Idaho to ensure classroom teachers and school administrators have access to the current, accurate data they need to make well-informed decisions every day.

In presenting this data to students, educators, and stakeholders, granularity and alignment are key components in making this data useful to the end user. There is a commitment to making sure ISEE data is accessible at the level necessary for each end user, with the necessary privacy and security. For example, a Child Nutrition Director is looking to find data to create a resource plan

for those students who qualify for free- and reduced-price meals. With this focused effort, the director does not need to access information regarding state assessments or district data for this particular exercise. Granular data, with an appropriate focus level, allows the user to create a resource plan without being buried by unnecessary data and without violating necessary security and privacy regulations. Therefore, Schoolnet can provide data for just one student for a parent, or a classroom of students for a teacher, or a building of students for a principal, or a district of students for a superintendent. Providing educators, policymakers and stakeholders information at the appropriate level not only keeps data safe and secure, but makes mining this data efficient and effective for every individual.

Schoolnet is now available for every teacher and school administrator in Idaho's public schools. They can access Idaho's content standards and student achievement data as well as lesson planning and assessment tools. In addition, through the Albertson Foundation grant, 15 school districts are ISEE Phase II Grantee districts. These districts received intensive professional development and support from the Department and Schoolnet. The goal is to build capacity at the district level so that Schoolnet tools and the skills related to data-driven instruction can be sustained in the long-term. The Department will use best practices learned in these districts to share with other districts across the state.

Schoolnet provides Idaho school districts access to four important modules: School & District Data, Classrooms, Assessment Admin and Educator Development. With access to these four modules, a classroom teacher has the ability to access school and district data. They also can create classroom rosters, student groups, lesson plans and instructional materials. Classroom teachers then have the ability to follow up on their newly created lesson plans by providing assessments with instant results to provide support and feedback to their students.

Initially, the functionality within Schoolnet was limited due to lack of a funding source. However, the Department received a $21 million grant from the J.A. and Kathryn Albertson Foundation to support the deployment of Schoolnet and professional development for Idaho's teachers and administrators across the state. With the support of the foundation, school districts across the state now have access to the following:

- ISAT Reading, Math, Language and Science Key Performance Indicators (KPI) showing student academic performance indicating whether a goal has been met. The KPI also indicates where a district is compared to the state average.
- District pre-formatted and custom reporting through the Report Builder function in the School & District Data module which includes demographic reports, standardized test reports and also benchmark test reports.
- Access to student performance analytics, student grouping for differentiated instruction, lesson planning and instructional materials allowing instructional staff to find standards, curriculum, courses and resources.
- Access to the Assessment Admin module which allows instructional staff to create, print, schedule and assign classroom assessments with instantaneous feedback and reporting. These assessments may be scheduled to the instructor's calendar and delivered to students at any time.
- Access to the Educator Development Suite which contains professional development opportunities for educators at the state and district levels. This suite provides an

automatic scheduling system, event roster building, tracking, waiting lists and notifications on specific professional development events.

Upon accepting the grant from the Albertson Foundation, the state agreed to provide matching funds during the three-year grant cycle and ongoing funding after the grant ended. This funding was provided through the Students Come First laws, passed in 2011. Since those laws have been repealed, the Albertson Foundation grant funding is at risk. Superintendent Luna has proposed continued funding for the current FY2013, as originally appropriated, and an estimated $7.7 million in funding for FY2014 so the state can continue to meet its obligation and provide this critical classroom tool for Idaho's teachers, administrators and parents. The Department's goal is to fully build, deploy, adopt and sustain Schoolnet in as many school districts as necessary to reach 55,000 students in three consecutive years.

Portal and Directory
The goal of the portal and directory as created by the Department is not only to provide information that is 'easy to consume', but a portal and directory that is 'easy to navigate.' When we discuss a successful portal and directory with consumption in mind, the information provided to educational stakeholders will be properly formatted to allow for ease of consumption while also fitting within their educational role and security rights. From a school district perspective, the portal has or will become a single sign-on environment allowing them access to all state software applications within their permission with one simple sign-on.

Currently, there are a handful of school districts that have completed this single sign-on environment with the help of funding through the ISEE Phase II grant, which is supported with funds from the J.A. and Kathryn Albertson Foundation grant. School districts have implemented what is known as Active Directory Federation Services (ADFS) which is a software platform developed by Microsoft to accomplish the single sign-on environment.

The Department continues to work to accommodate the multitude of desktop, tablet and mobile devices individuals use to access the Internet and ultimately to access data. These devices range in hardware variety, and also vary in the type of web browsers they use. Support will continue to move forward for as many devices as possible (i.e. desktop, tablet, mobile and other web-enabled portable devices) and also to support browsers such as Internet Explorer, Google Chrome and Mozilla Firefox.

As we continue to move forward in the development of ISEE, we will continue to work with many individuals over different capacities to allow secure access to a world of information at any time. In the past, with the acceptance of ARRA funds, there is a required mandate by the federal government that outlines specific sets of information and stakeholders that must have access to timely information to support proper performance in their professional capacity. The Department has designed a system that meets the current needs of those stakeholders and a system that is able to adapt for the future—a future where educational information and related applications, modules and tools are securely available to a wide variety of individuals and stakeholders.

KEY INITIATIVES FOR 2013

Goals:
- Provide current and historical district, school, student and staff information to program offices
- Continue the refinement of numerous new applications and modify existing applications to accommodate the person level data necessary to longitudinal data
- Link student and staff data across time and program
- Provide safe and secure access to data from schools and districts
- Provide appropriate historical assessment data to teachers and staff
- Integrate data access and applications in one enterprise portal
- Reduce impacts of high mobility through support for efficient and complete transfer of education records
- Continue the initiative to align K-12 data systems with higher education
- Provide the data systems and infrastructure to facilitate analysis and research to improve academic achievement and close achievement gaps

Key Initiative Elements:
- Continue to rollout the Schoolnet application statewide
- Review and make any adjustments necessary to the data collection
- Communicate data information to all districts
- Provide exceptional resources for teachers and administrators
- Build and implement a robust data warehouse capable of detailed reporting and analysis, both standardized reports and ad-hoc reports
- Ensure all reports have proper security built in and only authorized stakeholders, at the appropriate level, have access to the information
- Continue building Business Intelligence tools to easily supply pertinent data back to the various stakeholders
- Data governance and quality assurance program is designed and in place

Timeline:
The Department is currently initiating the following projects in support of ISEE:
- January through December 2013: Continue working with local school districts to assist in improving data quality
- January through December 2013: Build reports and cubes for data analyst by individual program groups
- April through December 2013: Providing training on resources for teachers and administrators on Schoolnet, data usage, and professional development
- January 2013 through June 2014: Continue the rollout and necessary training and support to school districts on the Schoolnet application

FY2014 BUDGET REQUEST

Since 2008, the Department has presented requests to the Idaho Legislature to create, support and sustain ISEE. Originally, Superintendent Luna provided a three-year plan that included $1.8 million in annual funding for ongoing support and maintenance. This was first approved in FY2013, as scheduled.

Superintendent Luna's FY2014 budget request requests this continued funding for ISEE maintenance and support. With this funding, the Department provides support and technical assistance to local school districts through the State Department of Education as well as regional coordinators across the state. It also provides maintenance and licensing for ISEE.

In addition, Superintendent Luna has expressed support for continuing the $2.5 million for District IT Staff to help local school districts as they continue to implement ISEE and other technology at the classroom, school, and districts levels.

APPENDIX A: Data Quality Campaign News Release

www.DataQualityCampaign.org

In-Depth Analysis: States Collect Quality Education Data But Not Supporting Data Use to Improve Student Achievement

Washington, DC, February 16, 2011 – The Data Quality Campaign's (DQC) sixth annual state analysis, *Data for Action 2010*, reveals that states have made unprecedented progress collecting longitudinal information but have not taken action to ensure data are used to improve student achievement.

When the DQC launched in 2005, no state had all 10 Essential Elements of Statewide Longitudinal Data Systems. Now, 24 states report they have implemented all 10 Essential Elements, and every state has committed to implement them by September 2011. States that implement the 10 Essential Elements have the necessary information to understand what works in education and can allocate scarce resources accordingly to improve student achievement.

"I have long been a believer in the power of data to drive sound decisions," said U.S. Secretary of Education Arne Duncan. "Data gives us the roadmap to reform. It tells us where we are, where we need to go, and who is most at-risk. That cycle of continuous improvement cannot work unless states have good data and are willing to use it. This information strengthens accountability and transparency, and empowers families to make informed choices," Duncan continued.

In spite of this progress, the elements that lag behind are also those that are most critical to current policy discussions. Seventeen states cannot link teacher and student data, 15 states do not collect course-taking information, and 11 states report the inability to link K-12 and postsecondary data. These states cannot inform critical policy questions about teacher effectiveness and college and career readiness despite the growing demand for answers.

The results show that the barriers to implementing the 10 Essential Elements are not technical but instead require leadership and political will. This is evidenced by Idaho's dramatic growth from three to 10 Essential Elements in just one year.

"I am proud of the progress Idaho has made in a short amount of time. Last year, we were the last state in the nation to implement a longitudinal data system. Now, we are on par with some of the most advanced systems across the United States," Idaho Superintendent of Public Instruction and Council of Chief State School Officers President-Elect Tom Luna said. "In Idaho, we now will have current, accurate data to make better-informed decisions at all levels and to give classroom teachers the data they need to guide instruction every day."

In addition to tracking state progress toward implementing the 10 Essential Elements, the DQC also tracks the 10 State Actions to Ensure Effective Data Use. No state has taken all 10 State Actions, so the rich data that states now collect are not strategically linked. Stakeholders do not have appropriate

access to these data while protecting privacy, and they do not have the capacity to use data to improve student achievement. For example, although states have made some progress linking student and teacher data, only two states automatically share this information with educator preparation institutions, limiting their ability to improve programs and ensure all educators are prepared to be effective in the classroom.

"For the first time, half of the country can answer almost any critical question confronting policymakers, and every state is poised to have this capacity by September. There are no more excuses," said Aimee Guidera, executive director of the Data Quality Campaign. "We are at a critical juncture in education, and state policymakers must take action to ensure data are not only collected but used by education stakeholders to improve student achievement."

To support this culture change, the state analysis identifies five key priorities that states must implement to leverage current investments and ensure data are used:

- Fulfill the 50-state commitment to implement the 10 Essential Elements by September 2011.
- Link K–12 with early childhood, postsecondary and workforce data to answer critical policy questions.
- Provide teachers, students and parents with access to longitudinal student-level data.
- Share data about teacher impact on student achievement with educator preparation institutions.
- Enact statewide preservice policies, including certification and licensure, and program approval, to build educator capacity to use data.

The DQC's state analysis comes at a time when states have made unprecedented progress but are also facing dramatic budget cuts. In spite of this pressure, state policymakers remain committed to supporting data use to improve student achievement.

"It has long been a guiding principle of the O'Malley-Brown Administration that the things that get measured are the things that get done," said Governor O'Malley, the DQC's 2010 State Policymaker of the Year. "We owe it to our students, parents, teachers and administrators to uphold the highest standards of accountability and transparency, and that starts with establishing quality education data systems to ensure Maryland students graduate high school prepared for college and highly skilled careers."

In addition to releasing *Data for Action 2010: DQC's State Analysis*, the DQC also recognized exemplary leaders who are changing the culture around data use through the Award Recognition Program:
- State Policymaker: Maryland Governor Martin O'Malley for his efforts to lead stakeholders in building robust statewide data systems that span early childhood to the workforce and protect data privacy, helping to ensure students graduate college and career ready.
- State Data Leader: Georgia Department of Education's Chief Information Officer Bob Swiggum for developing an integrated, cost-effective statewide education data system that allows teachers and principals to easily access and use data to make informed education decisions.
- District Data Leader: Denver Public Schools' Director of Assessment Technology and Accountability Jason Martinez for providing educators with access to data to empower their decisionmaking.

For more information on the Data Quality Campaign and the Award Recognition Program, please visit our website at: http://www.dataqualitycampaign.org/.

APPENDIX A: Data Quality Campaign News Release

Interviews with representatives from the Data Quality Campaign and the award winners can be arranged by contacting Rachel Zaentz at rachel.zaentz@widmeyer.com or 202.667.0901.

Related event: On March 10, 2011, DQC, in partnership with the Early Childhood Data Collaborative, will release the inaugural state analysis of coordinated state early care and education data systems. To register for this event or attain more information, visit: http://dataqualitycampaign.org/events/details/286.

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The Data Quality Campaign (DQC) is a national, collaborative effort to encourage and support state policymakers to improve the availability and use of high-quality education data to improve student achievement. The campaign provides tools and resources that will help states implement and use longitudinal data systems, while providing a national forum for reducing duplication of effort and promoting greater coordination and consensus among the organizations focused on improving data quality, access and use.

The Bill & Melinda Gates Foundation is DQC´s founding funder; additional support has been provided by the Casey Family Programs, the Lumina Foundation for Education, the Michael & Susan Dell Foundation, and The Pew Charitable Trusts.

Connect with the DQC on Facebook and @EdDataCampaign
Get news direct from the DQC via RSS: http://www.dataqualitycampaign.org/about/rss

APPENDIX B: Ten Essential Elements of State Data Systems

The following are the Data Quality Campaign's Ten Essential Elements of State Data Systems:

1. A unique statewide student identifier that connects student data across key databases across years
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 growth
4. Information on untested students and the reasons they were not tested
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 P-12 and higher education systems
10. A state data audit system assessing data quality, validity and reliability

The Ten Essential Elements of State Data Systems also are available online at:
http://dataqualitycampaign.org/build/elements/.