

The K-12 Longitudinal Data System



Joint Legislative Oversight Committee
February 16, 2015



Presented by Lance McCleve,
Hannah Crumrine, and
Jennifer Tomlinson



3 requests raised concerns

- Data collections
- District burden
- Data accuracy



Perspective

All levels of education stakeholders from policymakers to districts have contributed to the frustration and burden associated with ISEE.



5

Misunderstood or misrepresented facts

District burden

Threats to sustainability

Initial ISEE funding

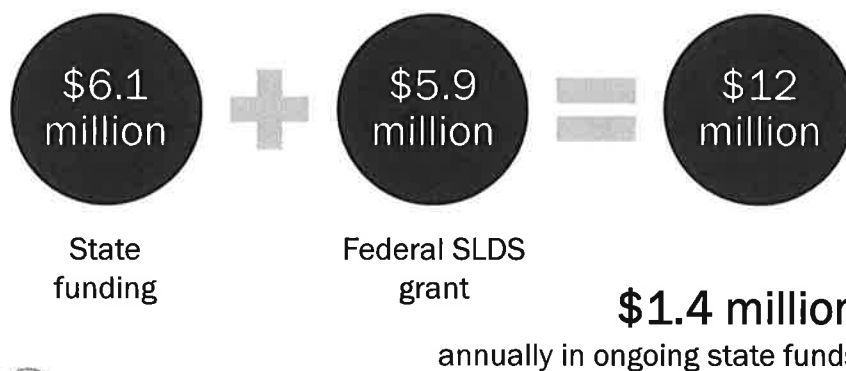
\$5.9 million federal grant from the
Statewide Longitudinal Data System Grant
Program

\$2.5 million appropriated by the
Legislature



10

ISEE funding



11

Acceptance of stabilization funds was linked to an SLDS

Idaho agreed to incorporate 12 elements of an SLDS as identified in the America Competes Act.

The elements applied to **K-12** and **postsecondary** longitudinal data collection.



17

The stabilization fund program offered flexibility

States had the flexibility to implement requirements based on individual needs.

States reported how they would implement requirements by September 30, 2011.



19



Is Idaho federally mandated to collect the ISEE data elements?



Finding

No federal program or policy mandates the specific data elements that states must include in a longitudinal data system.



22



Did the acceptance of ARRA funds require the department to implement all of ISEE by September 2011?



Finding

Not all the data elements the department included in ISEE needed to be completed by September 2011.



23

3 commonalities among districts

Districts spend 2 weeks/month preparing for uploads.

October is the most time and labor intensive month.

ISEE workload is too time consuming to add to existing job responsibilities, but its not enough to add a full-time position.



33

District burden



6 factors drive district burden

34

District burden

Training, technical support, and communication from the department



37

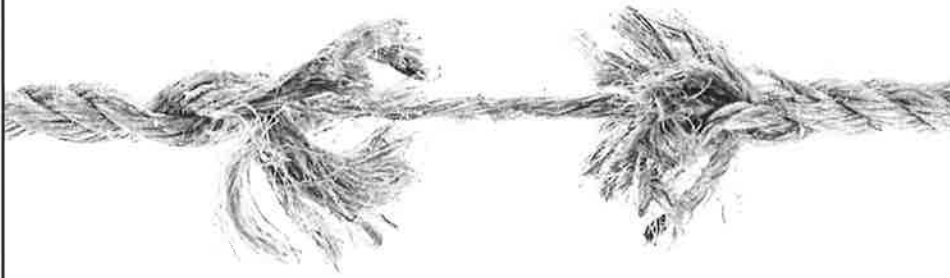
District burden

Extracting, transforming, and loading data



38

Threats to sustainability



54

IT centric



IT staff have been the predominant driver of the overall design, functionality, goals, and management throughout the project.

Department program areas are not heavily involved.

Districts do not have much input other than trouble shooting major problems.



55



Governance structure

Develop a formal data governance structure that includes continuous structured input from key stakeholders, such as districts and policymakers



58



Documentation

Document roles, justification for data collections, and the cost of district data collections.



60

Fast Forward Program
Pichee

Introduce myself

Chairman Morrison
and senate committee

Thank You

Advanced Opportunities Concerns 2014-2015

Amy
Shumway
Attachment 2

West Ada School District

4,920 total number of Juniors and Seniors in our district

2,807

2,520 - Fall semester Fast Forward entries

my position General Fund FTE

New Hires:

Advanced Opportunities Facilitator - .5 position turned into a 1.0 position Leadership Premiums

Advanced Opportunities Building Leaders - Six positions @ \$2,000 each total of \$12,000 paid through Leadership Premium Funds

Expanded Duties:

ISEE Upload Specialist

Support Required From:

Director of Curriculum

Counseling Supervisor

Burden on school districts

50+ hours

2

Districts shouldn't be the

Burden for the colleges and universities

Last Year 17,452 credits counsed students

Well over 100 hours

\$60,000 so far

- o Districts paying for NNU, IB, and AP up front, creates a financial hardship. The districts are financially in the "red" until the state issues reimbursement.
- o Fast Forward forms cannot verify whether a student "actually" registered for a class, paid for it, paid the correct amount or will pay for it at a later date.
- o Junior and Senior students attempted to claim more than the \$200/\$400 allotment.
- o **September and October** spent fixing students Fast Forward Forms
 - Incorrect dollar amounts for money paid and FF funds to be used
 - Student filled out 3 different forms for 3 different CC classes - incorrect dollar amounts
 - Student put the wrong amount of credits for the class which caused incorrect dollar amounts
 - Student left the payment section blank
 - Entering ~~2,520~~ entries into the excel spreadsheet that would eventually be loaded into ISEE ~~Thousands and Thousands~~
 - Tracking down the correct College Course and Credit information
 - Many discrepancies ex. MATH 160 instead of MATH 170
- o **November**
 - The idea that once we had our data cleaned and matching the spreadsheet 100% to the blue forms the college connection would be smooth
 - Going through each entry one by one and verifying with what the college has
 - Discrepancies with our data and the college data

2,807

- All needed to be corrected with each student called down or called and required for follow-up
 - [REDACTED] – 453 entries – 116 discrepancies 25% error rate
 - [REDACTED] – 269 entries – 110 discrepancies 40% error rate
 - [REDACTED] – 1328 entries – 63 discrepancies with funds, 316 discrepancies with registration 28% error rate
 - [REDACTED] – 477 entries – 22 discrepancies 4% error rate
 - Difference – online registration
 - Examples of discrepancies
 - Students handed in FF Forms but didn't register with the college
 - Students paid the wrong amount to the college or no amount
 - Students signed up for the wrong college class
 - Students said I gave the CC registration paperwork to my teacher back in September
 - Students never handed in FF paperwork but only paid a partial amount to the college for CC
 - Student dropped the class after FF funds sent through ISEE
 - Student put name at the college as Lexi but at the district is Alexis. Tracking that down took hours. Happened multiple times
 - Spent 2 months tracking students down to fax the college the student concurrent enrollment paperwork.
- **Solutions:**
 - Option 1 - Have the state pay Fast Forward funds directly to the colleges. Keep the school districts out of the money portion of Fast Forward. We end up doing the work twice. The district collects all of their Fast Forward information then the college collects their concurrent credit registration and then we try to match it up which is a complete nightmare. The data isn't consistent and it takes weeks to track and fix every single student. Solution - All concurrent credit registration goes directly through the colleges. The college submits a Fast Forward invoice to the state. The district verifies the student enrollment in the concurrent credit class. The state manages the student \$200/\$400 allotment through their database. Colleges send students their final bill for the concurrent credit class once the state has approved the colleges invoice.
 - Option 2 - Students need to have some effort in being awarded the \$200/\$400. They should have to get online and apply for the "voucher/scholarship" and then the state will give them a voucher code number to submit to the colleges with their concurrent credit registration. That voucher code is then submitted from the college back to the state for payment.

- Option 3 - Students that don't qualify for free or reduced lunch can write off the Fast Forward on their taxes. Students who do qualify for free or reduced lunch can get a voucher that they use at the colleges. The college then bills the state for those students using a voucher. The school districts can verify enrollment but they need to stay out of the financial part of Fast Forward.
- Option 4 - Have students submit a final transcript and a fast forward form to the state after the class is finished. The state can then issue a check directly to the student. This would eliminate all the time the colleges and high schools are using to implement this process, as well as the confusion to parents, students and teachers.
- Option 5 – Eliminate the \$200/\$400 and subsidize all concurrent credits for all juniors and seniors. For example, the student would pay the college \$10 per concurrent credit upon registration and then the state would pay the remaining \$55 to the college. This is a similar option to what the state of Utah does.
- Suggestion – Drop the 25% payment requirement for the student.

Suggestion - Colleges/Universities having different processes for payment-pay now or bill later, pay online, pay with a check. Many of our students take concurrent

Dawn Tollman

Advanced Opportunities Talking points: Attachment 3

1. The amount of time it takes to implement the multiple levels of these programs is a significant burden on schools and districts. Complex system for students and parents: (Confusing and Complicated)

a. District procedures differ from post-secondary (different payment requirements, data tracking has a lot of room for error, post-secondary institutions tell our families information that may or may not be true for our district.

b. 50% -75% of my work time, IT, finance department, school buildings, &

2. Consolidate all programs into one **great** program — *or have local control for 8 in 6 & dual credit*

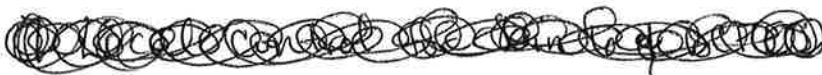
3. Simplify payment for students/parents — With the current system; districts are at risk of losing money.

4. Collect data at the state level. Student EDUID numbers would be in one place — currently districts must call other districts when a student moves. Same complexity comes with out-of-district students taking classes in our district. This complicates tracking FF funds in reference to AP and certification exams. This is very confusing to parents, students and districts.

5. This program does not increase rigor for students —

a. Parents like the financial piece

6. Does not support the draft language for 331002 - for strengthening counseling services. This takes counseling time away from students.



Current Stats for this year:

Students enrolled in 8 in 6: 14

Students enrolled in DC Early Completers: 1

Students enrolled in Fast Forward: 1900

Students anticipated to take AP exams: 4113

Last year AP Exams - *Just over* 1600