



Questions that lend themselves to P-20+ data

- PK:
 - How ready are students as they enter Kindergarten (based on PreK assessment)
 - Of those who participate in PreK programs, are they better equipped for elementary school (based on performance on 3rd grade assessments)
- K-12:
 - How ready are students when they graduate from high school and continue into postsecondary (based on college readiness assessments)
 - How many students continue on into postsecondary
 - How long of a break do they take between high school and higher education
 - What other outcomes (where else do students go when they leave high school), employment, public assistance, incarceration, military
 - What high school course taking schedules best prepare student for higher education
 - What grade is the best to take Algebra I
 - Teacher evaluation based on student performance
 - Evaluation on teacher preparation programs and certification pathways
 - When teachers leave the profession, where do they go
 - How do teacher salaries compare to their peers
 - What makes an effective teacher
 - How aligned is the high school curriculum to postsecondary
- Postsecondary:
 - Upper division feedback reports (how many community college (AA recipients) students progress into the upper division in a university)
 - The impact of accelerated learning mechanisms (AP, IB, dual enrollment) of facilitating students attaining a BA degree quicker
 - Time to degree
 - The impact of employment on persistence in higher education
- Employment:
 - Earnings based on highest attainment
 - Other outcomes (public assistance, incarceration, military) based on highest attainment
 - Employment in field of study

The following is a list of questions Alaska put together to help drive the requirements for a P-20 data warehouse:

- How many and which students are progressing through an education program/system to achieve college, workforce, and life readiness?
- What are the migration rates and patterns for Alaskans accessing postsecondary programs outside of Alaska and subsequently returning to Alaska?



- Of those Alaskans who receive education services from Alaska secondary and postsecondary institutions, how many remain in the state and contribute to the economy?
- Of those Alaskans who participated in and exited Alaska secondary or postsecondary institutions without credentials, how many are within three or fewer semesters to completion and what are their employment status and income?
- What is the impact of financial aid on college access and success?
- How effective are specific interventions and strategies to increase the rate at which students/citizens, particularly those from low income families, progress through an education program/system to achieve college, workforce, and life ready?
- How do Alaska's postsecondary institutions' educational program productivity and capacity align with Alaska's current and anticipated workforce needs?
- What is the private/public return on private/public investment in education?

The following is a list of questions New Mexico put together to help drive the requirements for a P-20 data warehouse:

- Connect student records from prekindergarten through postgraduate education;
- Connect public school educator data to student data
- Match individual public school students' test records from year to year to measure academic growth, including student-level college and career readiness test scores
- Report the number and percentage of untested public school students by school district and by school and by major ethnic group, special education status, poverty status and gender
- Report high school longitudinal graduation and dropout data, including information that distinguishes between dropouts or students whose whereabouts are unknown and students who have transferred to other schools, including private schools or home schools, other school districts or other states
- Provide postsecondary remediation data, including assessment scores on exams used to determine the need for remediation
- Provide postsecondary remedial course enrollment history, including the number and type of credit and noncredit remedial courses being taken
- Report postsecondary retention data that indicate whether students are returning the second fall term after being enrolled as full-time first-time degree-seeking students
- Report the New Mexico public high schools on their students who enroll in a public postsecondary educational institution within three years of graduating or leaving the high school regarding freshman-year outcomes
- Provide postsecondary student completion status, including information that indicates if students are making annual progress toward their degrees
- Include data regarding students who have earned a general educational development certificate in reporting postsecondary outcomes



- Report data collected for the educator accountability reporting system
- Report prekindergarten through postgraduate student-level enrollment data, demographic information and program participation information
- Report prekindergarten through postgraduate student-level transcript information, including information on courses completed, grades earned and cumulative grade point average
- Connect performance with financial information
- Establish and maintain a state data audit system to assess the quality, validity and reliability of data
- Provide any other student-level and educator data necessary to assess the performance of the prekindergarten through postgraduate system

Wyoming Statewide Data System Task Force – Examples of Questions That Could Be Answered by a Comprehensive SLDS

- *Why are we doing this?*
- *Are there gatekeeper competencies/courses that predict success in post-secondary study*
- *Remediation rates*
 - *What factors contribute to need for remediation?*
 - *What happens after they take these classes?*
- *Preschool experience that impact success in K-12 system?*
- *Study individuals through the transitions (from preschool to K-12; from K-12 to post-secondary/employment)*
- *Ties to work force*
 - *How many stay in Wyoming?*
 - *Do they make higher salaries?*
- *Accountability*
 - *\$ investment and success*
- *Teacher effectiveness tying it to post-secondary preparation*
 - *Data vs. intangibles*
- *State's investment in Hathaway scholarship*
 - *Where did these students end up/are they successful*
- *Are we producing or bringing in the professional workforce in Wyoming?*
- *Where are our graduates working (nursing)?*
 - *Are they working in fields related to their area of study?*
- *Looking at variables from different perspectives*
- *Making more research data available*
- *Identify movement of students (unduplicated counts)*
- *Provide forecasting information (changes in student levels and how it affects higher ED or workforce)*
- *Potential for linkages to a wide range of state and federal systems*
- *Students taking concurrent enrollment courses – are these students as prepared?*



- *Could some helpful information be provided by the SLDS as to whether the success curriculum currently in legislation is the best possible program? How do students taking the curriculum compare to those who are not.*
- *Student course-taking patterns*
- *Are there gains in Hathaway scholarship access for students of lower socio-economic groups or first-generation students?*
- *How many students are working while attending school? Full-time or part-time?*
- *Life-long learning habits – do they have to go out of state to get training?*
- *Preparedness for K-12 through pre-K programs*
- *Does educator education/training/certification level impact student success?*

Maryland's "Killer Questions" include:

- Are Maryland students academically prepared when they enter high school?
- Are Maryland students academically prepared to graduate high school and enter college?
- Are Maryland-trained teachers effective in the classroom?
- Is the school leadership in Maryland schools effective in improving student and teacher performance?
- Are Maryland college students academically prepared to complete their college programs and to do so in a timely manner?
- Are graduates of Maryland colleges prepared for employment and in what type of jobs?
- What elements of a teacher's education lead to greatest success?
- Are Maryland's schools and colleges preparing the workforce for the jobs of the future?

The following is a list of questions Ohio included in their SLDS Strategic Plan:

EARLY CHILDHOOD EDUCATION

1. What information about a child's early learning experiences is a good predictor of success in kindergarten and beyond?
2. What student information in later years can be used to measure the effectiveness of early childhood education providers?

EDUCATOR QUALITY AND EFFECTIVENESS

3. What information can illustrate the effectiveness of a classroom teacher?
4. What are the implications for students that are in classrooms of highly effective teachers or highly ineffective teachers for multiple years?
5. What information can illustrate the effectiveness of a building principal?



6. What information can be used to ascertain the effectiveness of educator preparation program at Ohio colleges or universities? What information can be used to support improvement work at these institutions?

EFFECTIVE BUILDINGS

7. What are the long term implications for students who are educated in highly effective buildings, or ineffective buildings?
8. What factors contribute to a building being considered highly effective or ineffective (school climate, sense of team among staff, engagement with community, etc.)?

STUDENT ACHIEVEMENT AND PROGRESSION

9. What early indicators illustrate a child's readiness to transition from elementary school to middle school?
10. What early indicators illustrate a child's readiness to transition from middle school to high school?

COLLEGE READINESS AND PARTICIPATION

11. What indicators illustrate a high school student's readiness for college?
12. How does information about a student's performance in college connect back to the student's preparation in high school? That is, what high school courses/conditions support a student's likelihood to succeed in college?
13. What other post-secondary education data (apprenticeship programs, career-technical education programs) can also help identify early indicators of post-secondary success in high school?
14. What percentage of students go on to pursue a post-secondary educational experience?
15. What are the implications of a lag between high school graduation and post-secondary enrollment?
16. For students that come unprepared for post-secondary level courses, what remediation strategies work best to prepare students for success?

COLLEGE SUCCESS AND COMPLETION

17. What early indicators exist that can be used to predict the likelihood that student will complete their post-secondary education?
18. What strategies and intervention have the greatest success in helping at-risk students get to credential completion?

WORKFORCE SUCCESS

19. What are the workforce outcomes for students that succeed in various post-secondary educational programs (apprenticeship, certificates, associate's degree, bachelor's degree, etc.)?



20. What are the workforce outcomes for students that do not achieve a post-secondary credential?

21. What are the workforce outcomes for students that drop out from high school?