



Longitudinal Data Systems and Dropout Data: State of the States

NAS Dropout Panel

October 24, 2008

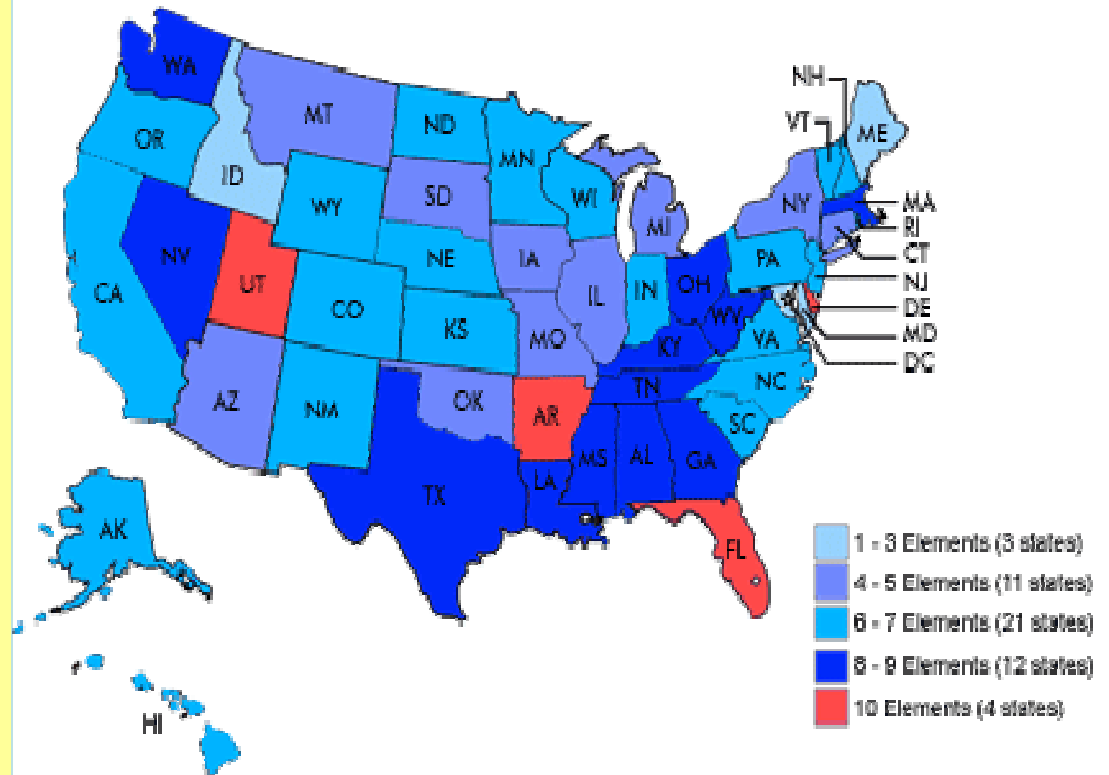
Nancy J. Smith, Deputy Director , DQC

The Ten Essential Elements

10 Essential Elements

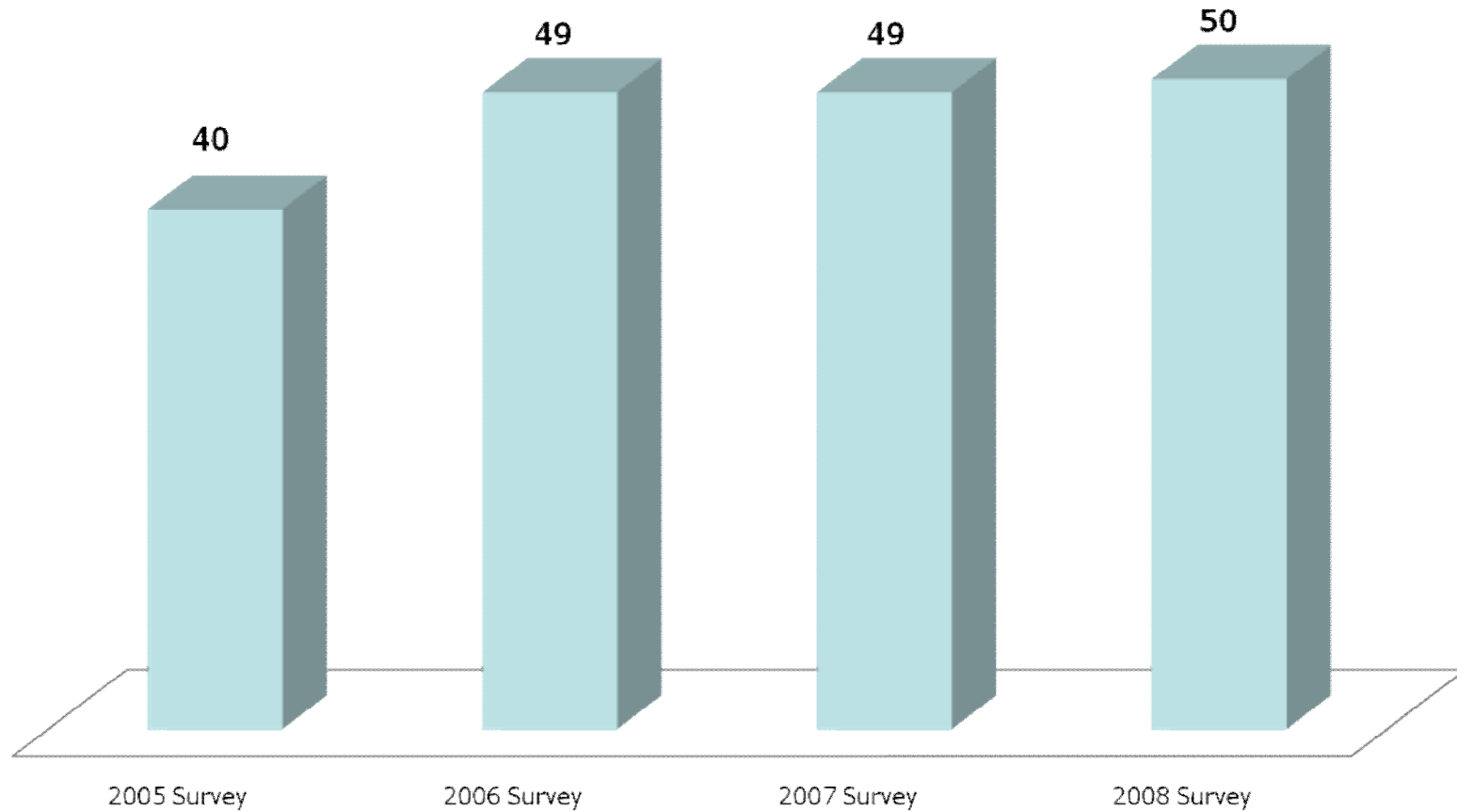
1. Unique statewide student identifier
2. Student-level enrollment, demographic and program participation information
3. Ability to match individual students' test records from year to year to measure growth
4. Information on untested students
5. Teacher identifier system with ability to match teachers 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. Ability to match student records between the P-12 and post-secondary systems
10. State data audit system assessing data quality, validity, and reliability

2007 DQC/NCEA Survey about State Longitudinal Data Systems

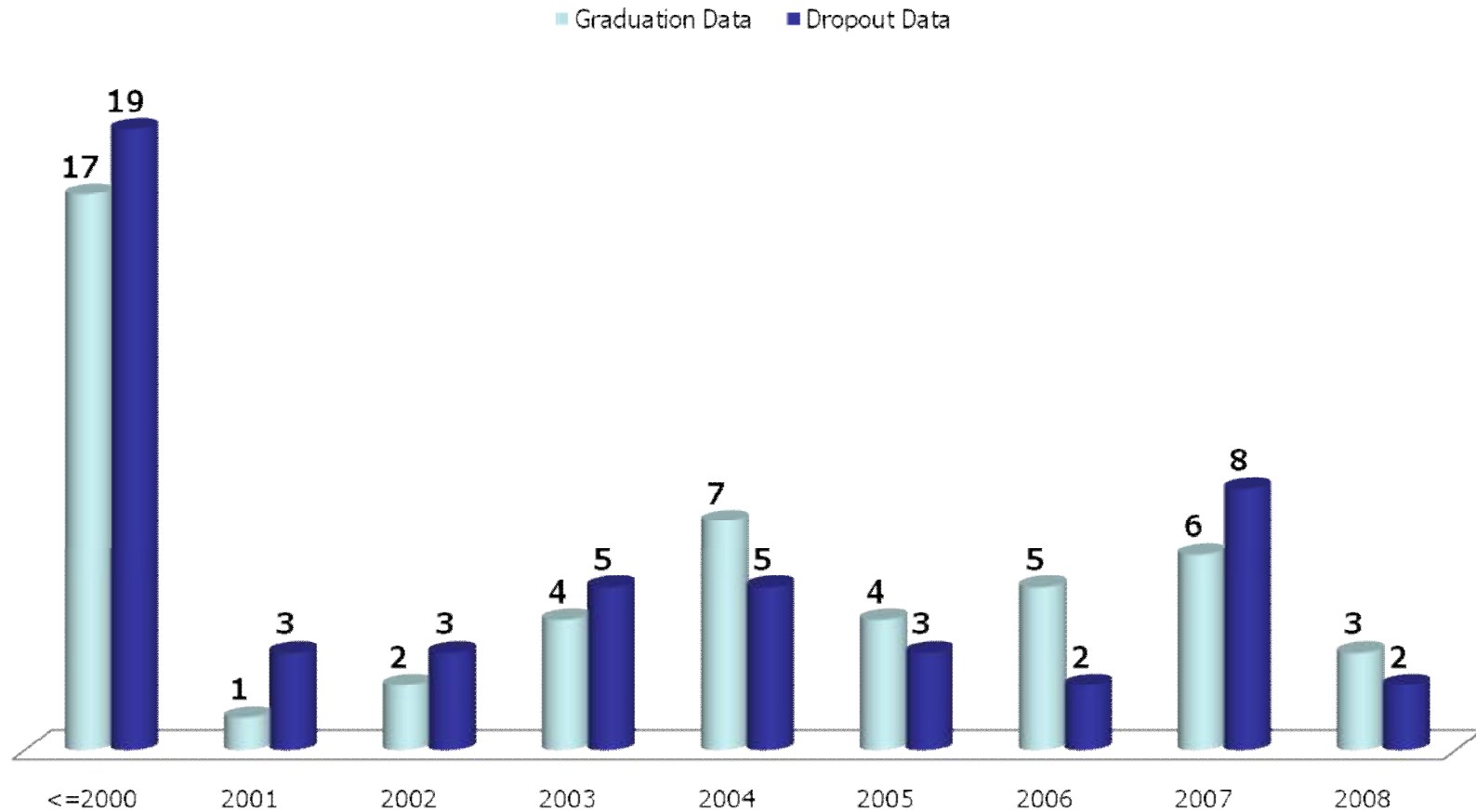


Element 8: 2005-2008

Student-level graduation and dropout data



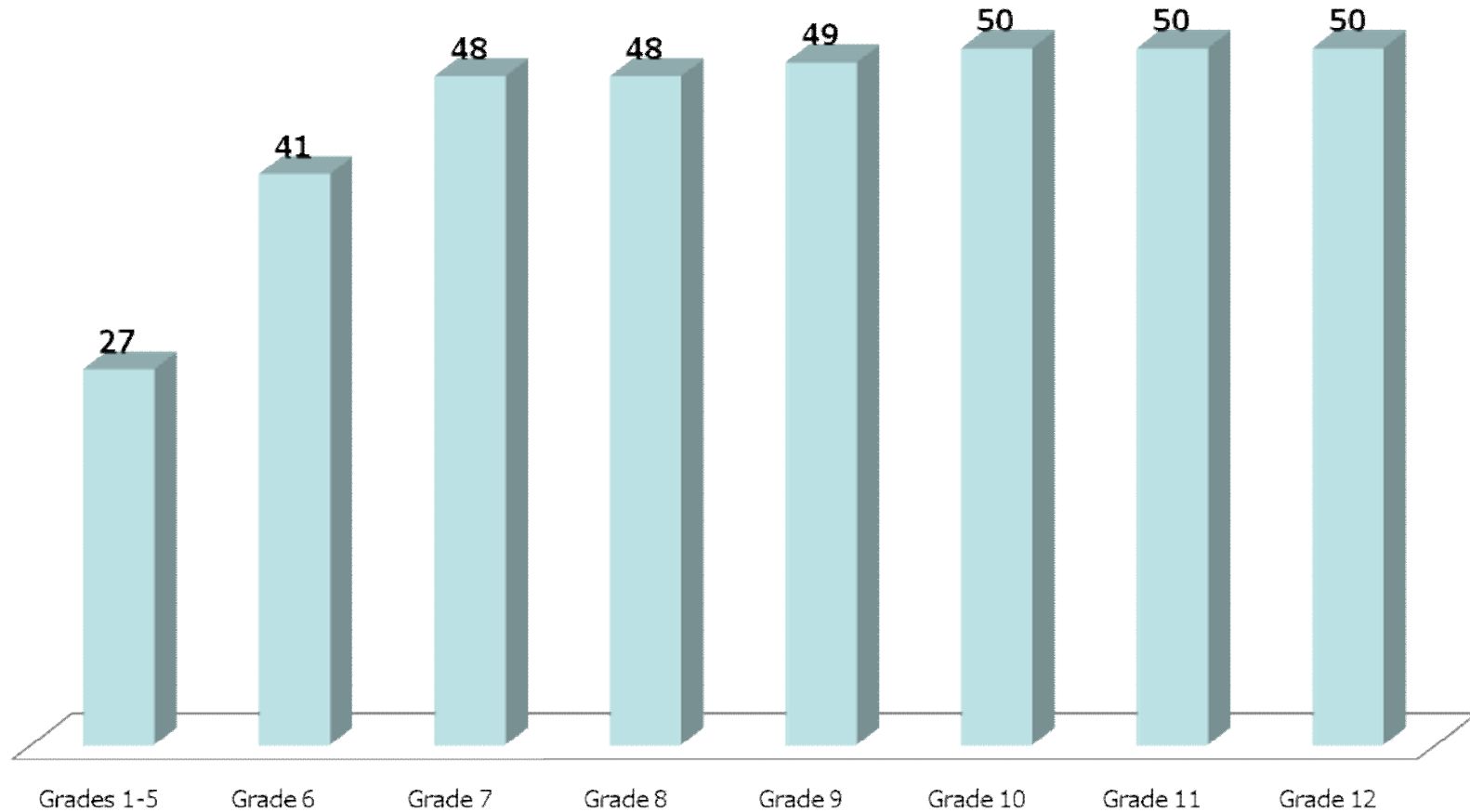
How Long Have States Collected Student-Level Data



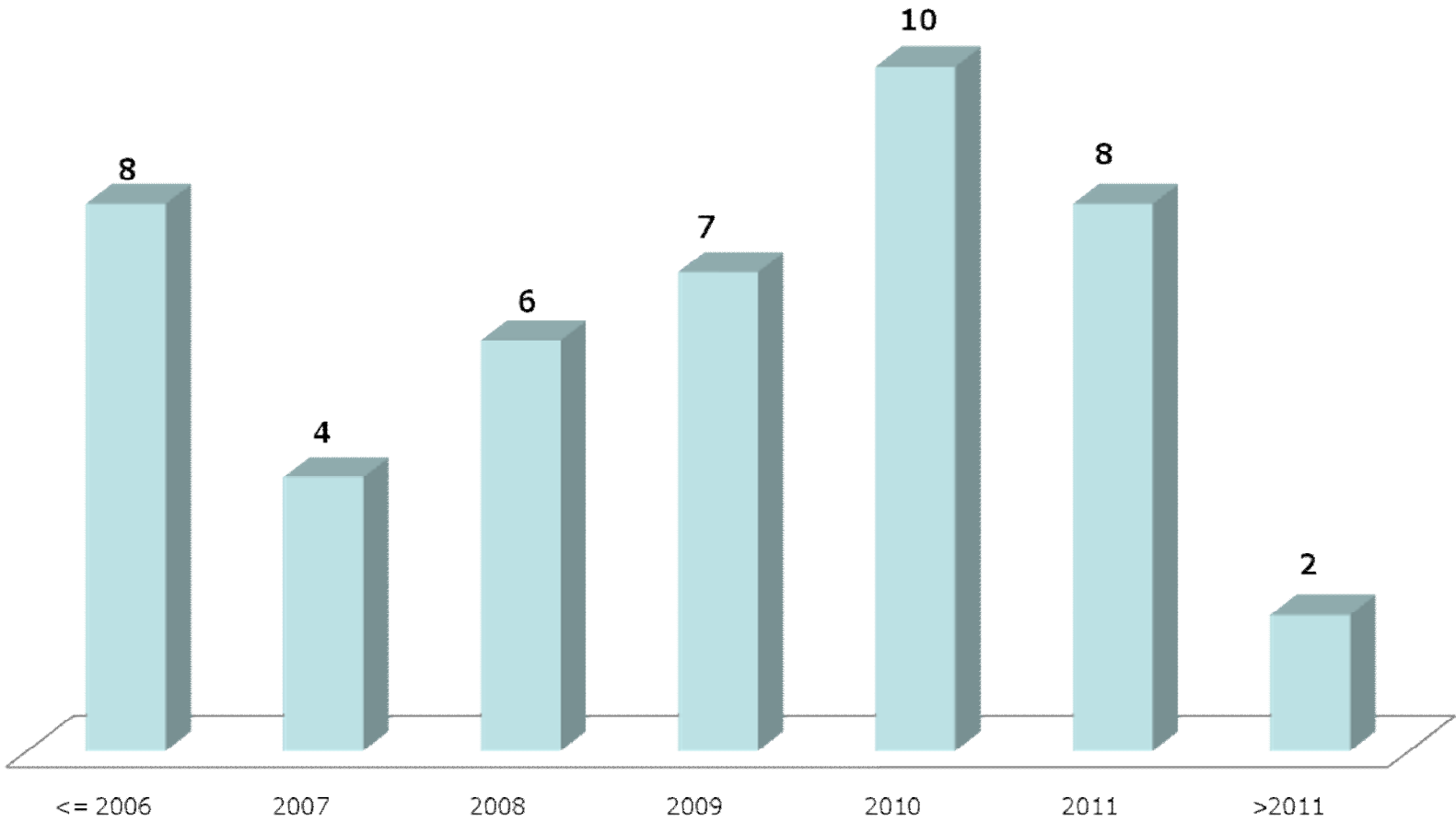
Can Identify Exit Reasons by Student



Collect Exit Codes by Student & Grade



Implement NGA Graduation Rate



Action Steps

- Track student status every year to determine *final* status
- Match to demographic and program participation indicators to analyze by various combinations of subgroups
- Match to assessment scores in middle school, or earlier , to develop early warning indicator system
- Match to postsecondary data in future years to determine subsequent educational activity
- Explicitly define policy questions on which information is needed

Contact the DQC:

Nancy J. Smith, Ph.D.
Deputy Director
Data Quality Campaign

Nancy@DataQualityCampaign.org

512.320.1888

www.DataQualityCampaign.org