



Oregon Education Investment Board

Statewide Longitudinal Data System

*May 27, 2015 –House Committee on Higher Education,
Innovation, and Workforce Development*

OEIB P-20 State Longitudinal Data System

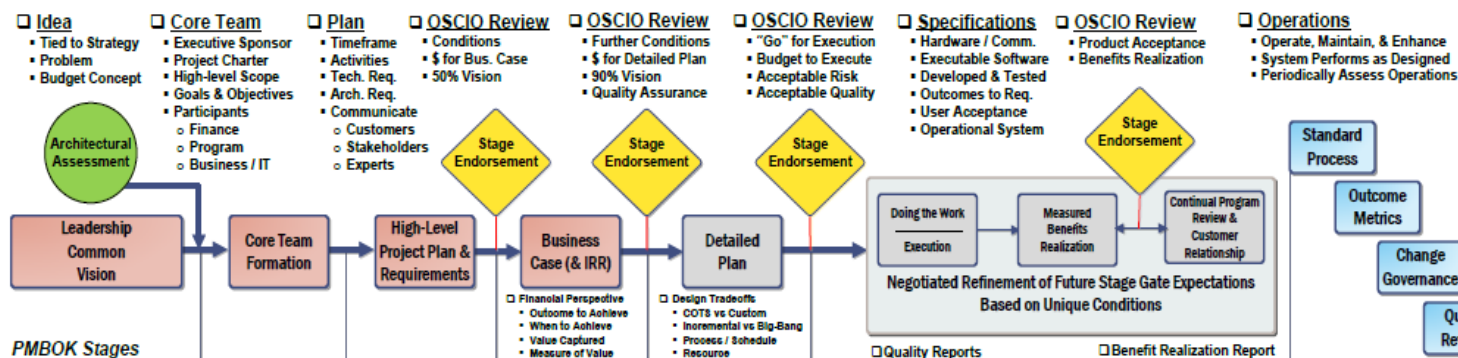
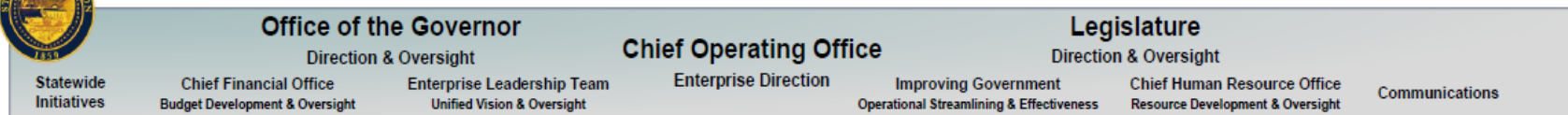
Called for in statute that created OEIB

Student level data

Primary purpose is to better understand Oregon education,
improve practices, and inform policy



Stage Gate Oversight – Functional Reference Model



PMBOK Stages

ORIGINATION INITIATION PLANNING EXECUTION MONITORING CLOSE-OUT



Enterprise Services

Utility & Shared Services

Customer Utility Boards

Technology

Asset Management

Goods & Services

Human Resource



Key Accomplishments

- Completion of Initial Business Case
- Completed Stage Gate Review Process #1
- Initial Independent Quality and Risk Assessment
- Decision to create a phased implementation plan
- Revised Business Case – In Process
- A data governance structure
- The negotiated transfer of ODE Project ALDER hardware and software to the OEIB SLDS project, to be housed at the State Data Center
- A data dictionary for the OEIB SLDS and a “dry-run” of data gathering
- Co-convening of a student data privacy work group
- The development of research capacity, using existing longitudinal databases, among the OEIB Research staff members

Key Project Risks

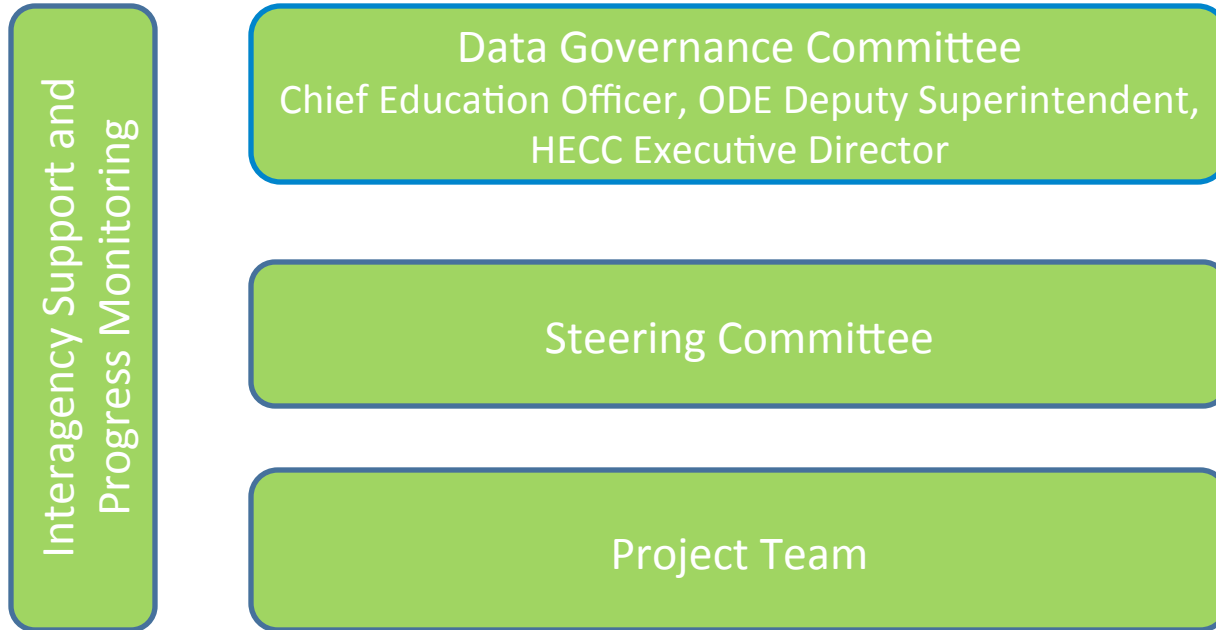
Multi-agency Project Management

Data availability from ODE and HECC

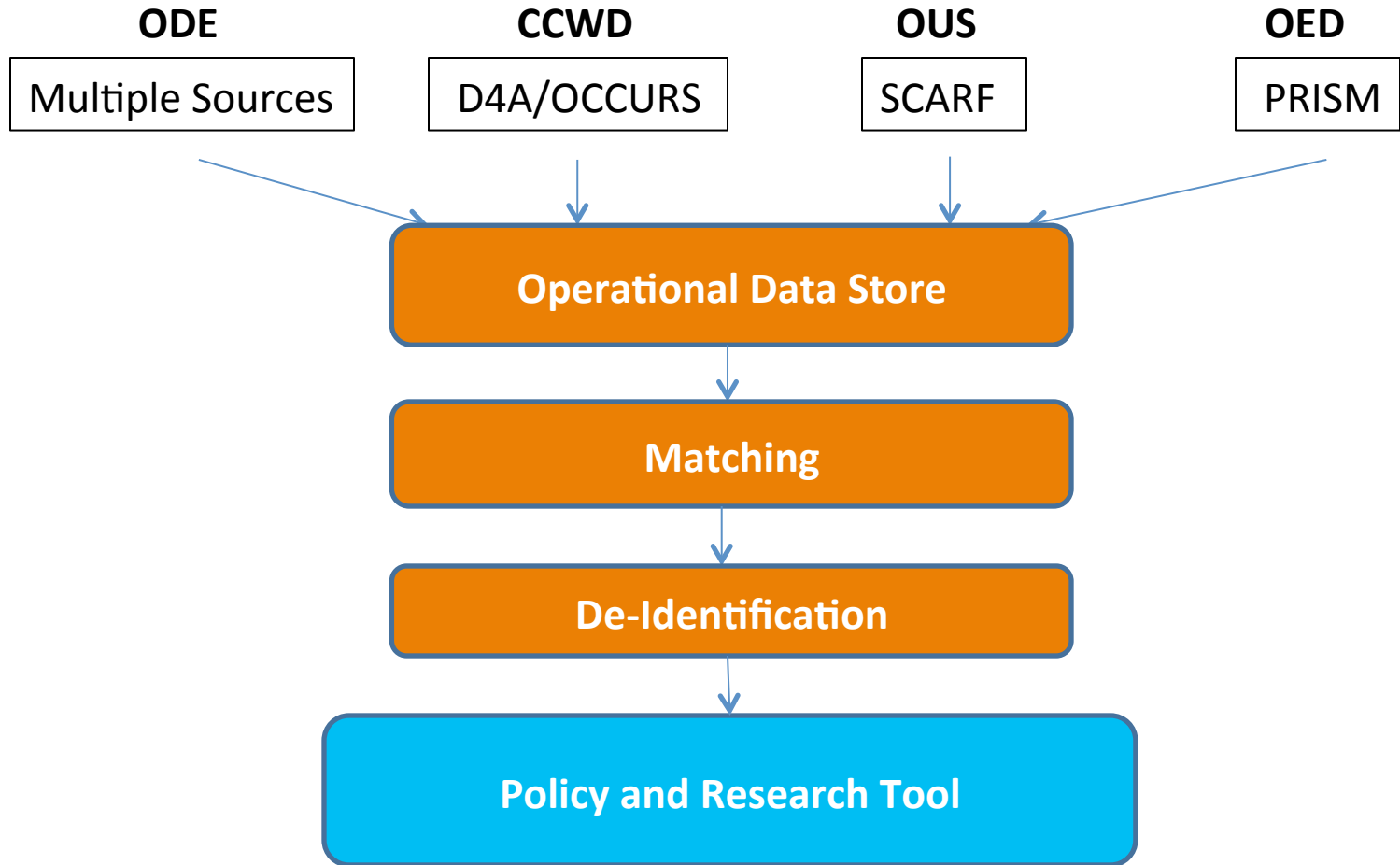
Concerns about data security, privacy, and access

OEIB Capacity

Project Governance

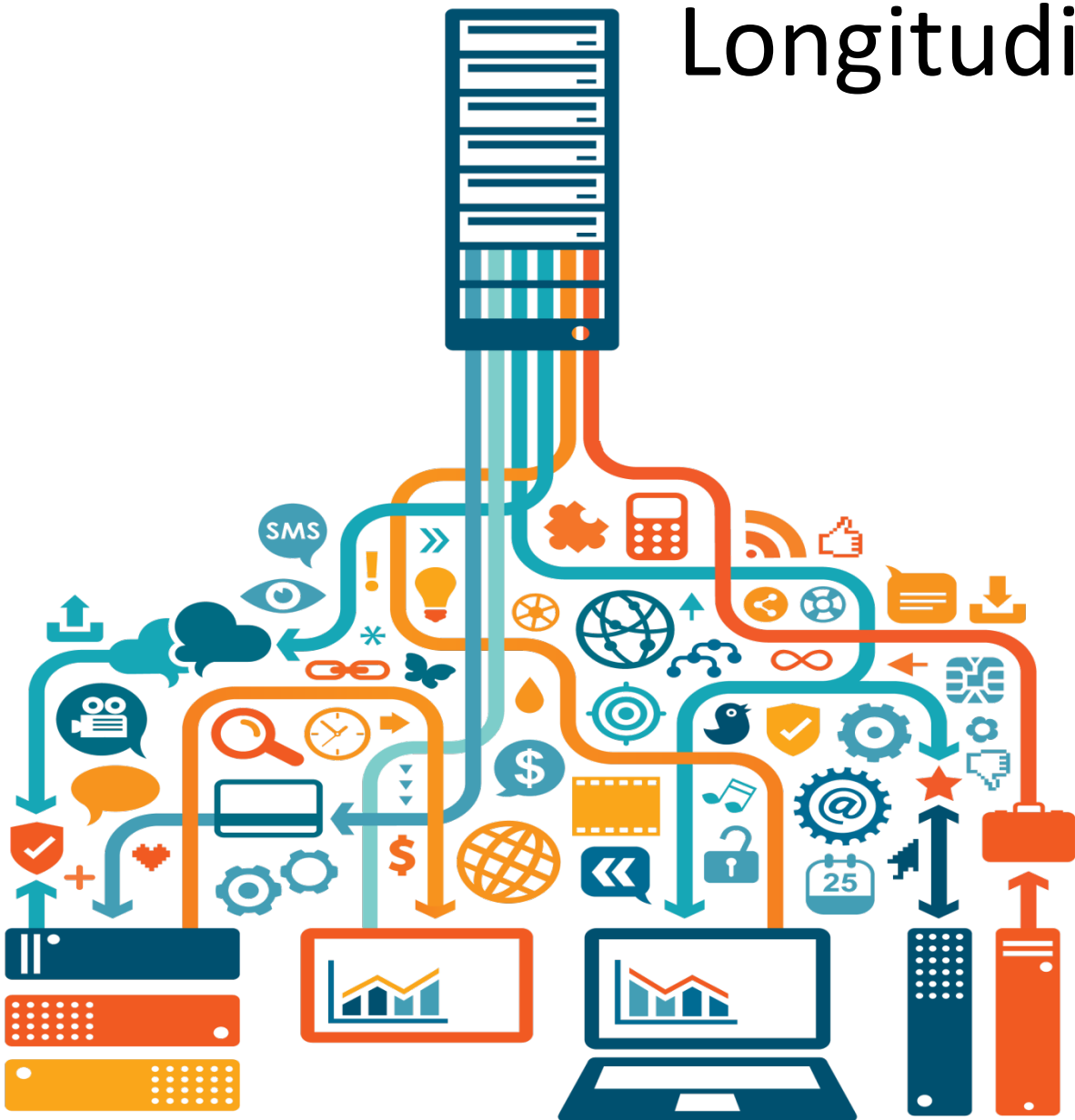


Longitudinal Data Detail



Longitudinal Databases

How are
they
currently
used?



Oregon Department of Education

10+ Years

- Longitudinal database
 - Student Achievement and Characteristics
- Results
 - Quality Education Model
 - English Language Learner Study
 - 9th Grade On-Track as a predictor of high school graduation
 - 3rd Grade Reading as a predictor of high school graduation



Oregon University System

25+ Years

- Reporting
 - High School Feedback
 - Mandated Reports
 - Equity Diversity Reports
- Retention
- Evaluations
 - State audits
- Outcomes
 - First Year Freshmen
 - Graduation
 - Entry to workforce



Community Colleges & Workforce Development

5+ Years

- Career pathways study
- Federal negotiation of goals



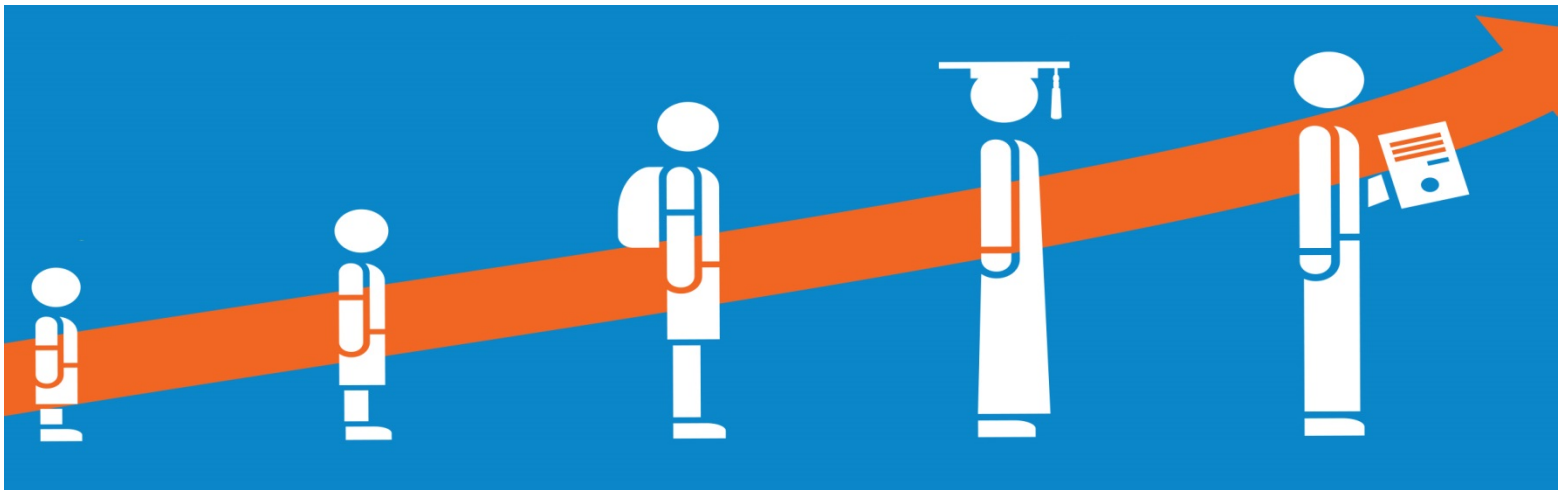
Oregon Employment Department

2+ Years

- Based on quarterly Unemployment Insurance administrative records:
 - Employment: did the person find a job?
 - Retention: did the person stay employed over a period of time?
 - Wages: what wages were earned during employment?
 - Wage Gain: did the person's wages increase or decrease over time?

Examples Questions the OEIB-SLDS will answer:

- How is Oregon progressing towards its goal of 40/40/20? For each cohort of students, what are the student outcomes 5, 10 and 15 years after high school?



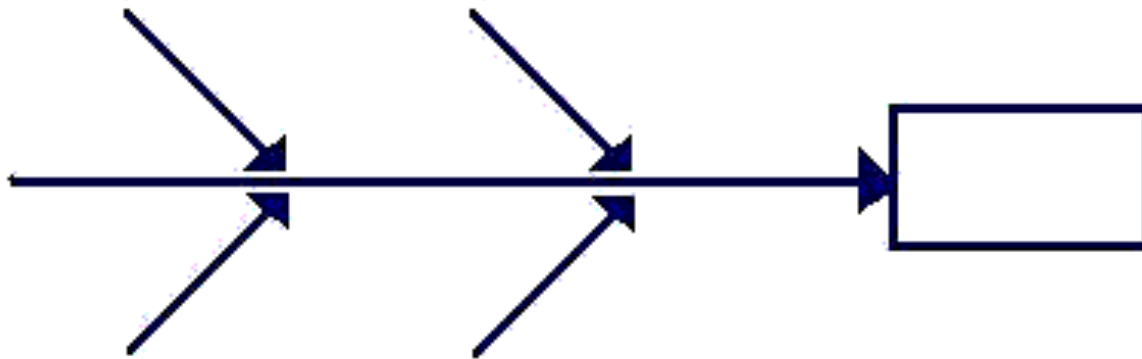
Examples Questions the OEIB-SLDS will answer:

- How are institutions and regions progressing with respect to Achievement Compact metrics?



Examples Questions the OEIB-SLDS will answer:

- What far-downstream effects operate over the P-20 continuum? For example, how does Head Start participation affect college completion?



Examples Questions the OEIB-SLDS will answer:

- What programs are successful? For example, what high school programs (like CTE/STEM/IB) are most determinant to college and career success?



Examples Questions the OEIB-SLDS will answer:

- What student achievements are critical levers to future success. For example, how does bilingualism contribute to college and career success?





Questions?