



MLDS CENTER

Maryland Longitudinal Data System

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MEMORANDUM

TO: MLDS Governing Board

FROM: Ross Goldstein

DATE: May 22, 2017

SUBJECT: Governor's P-20 Leadership Council 2016 Annual Report Recommendations to the MLDS Center

Purpose

The purpose of this agenda item is to provide information to the Governing Board on the recommendations and other references for the MLDS Center in the Governor's P-20 Leadership Council 2016 Annual Report.

Background

At the March 2017 Governing Board Meeting, the MLDS Governing Board requested that the MLDS Center formalize a response and planned actions to the Governor's P-20 Leadership Council of Maryland 2016 Annual Report.

Summary

The Governor's P-20 Leadership Council 2016 Annual Report contains nine recommendations and two references that impact the MLDS Center. Guidance from the Research and Policy Advisory Board and Data Governance Advisory Board was extremely valuable in assisting MLDS Center Staff in developing a response and actions for each of the P-20 references.

Action

None.

Attachment

MLDS Center Response and Planned Actions to the Governor's P-20 Leadership Council 2016 Annual Report – June 2017



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Maryland Longitudinal
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June
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MLDS Center Response and Planned Actions to the Governor's P-20 Leadership Council 2016 Annual Report

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If you have questions regarding this document, please contact mlds.center@maryland.gov.

Overview

The Governor's P-20 Leadership Council 2016 Annual Report contains nine recommendations and two references that impact the MLDS Center. The MLDS Executive Team compiled the recommendations and references for review and planned appropriate actions. The P-20 recommendations were an agenda topic at various MLDS Center meetings including Research and Policy Board (RPB) Meetings and the March MLDS Governing Board meeting. Input from RPB has assisted MLDS Executive Team in providing a comprehensive response.

Complete List of References and Recommendations

Recommendations		P-20 Workgroup	Pages
1	The P-20 Council should endorse the MLDS Governing Board recommendations.	MLDS	6, 14
2	The MLDS Center should brief the P-20 Council regarding known data gaps, as well as any additional data gaps that become apparent during research efforts.	MLDS	6, 15
3	The P-20 MLDS work group should increase its efforts to meet the research needs of other P-20 work groups and the education/workforce training community at large in Maryland.	MLDS	6, 15
4	Workgroup members would like to convene a meeting with MLDS Center and partner agencies and stakeholders to improve flow of data in to the MLDS, and to improve responsiveness to and coordination with agencies and the P-20 Council.	Workforce Development	6, 22
5	Request the Maryland Longitudinal Data Center to develop a report on students' performance on KRA and their performance in elementary grades.	MD CCRA/ PARCC	7, 36
6	Request the Maryland Longitudinal Data Center to develop a report on analysis of the cycle of formative-summative testing and connection to entrance into and success in postsecondary education. Include in the report data disaggregated by subgroup, high performers and best practices, and analysis of data gaps.	MD CCRA/ PARCC	7,36
7	Request the Maryland Longitudinal Data Center to develop a report on the mean comparison between PARCC Implementation Years 1 through 3 and connection to entrance into and success in postsecondary education	MD CCRA/ PARCC	7,36
8	The P-20 Council should analyze the 2017 joint MHEC and MSDE dual enrollment report, the MLDS dual enrollment report, and the P-20 dual enrollment reporting requirements and look for efficiencies and overlap.	CCR Report	8, 48
9	The P-20 Council should discuss with the Maryland Longitudinal Data Center the feasibility of including budgetary and anecdotal information in the Center's Dual Enrolment Annual Report.	CCR Report	8, 48
References		P-20 Workgroup	Page
1	Review of MLDS Research Agenda and have changes which align with the Governor's education priorities;	MLDS	10
2	Review list of research topics and data sets that will help validate the implementation of ESSA; <ul style="list-style-type: none"> • What are the effects of different types of K-12 curricula, state standards (such as Common Core) and testing (MSPAP, MSA, PARCC, etc.) on post-secondary outcomes (i.e., "teaching the test")? • What K-8 programs have the greatest impact on student longitudinal outcomes? • Are there different workforce outcomes for traditional instruction versus online instruction? • What are the post-secondary outcomes of Charter School students when compared to peers in other school settings? • What is the impact of K-12 instructional technology on outcomes and employment readiness? • Which programs have the greatest longitudinal impact on special needs students? • What educational programs could have the greatest positive effect on the reduction of violence in society? And how? • What can be done to maximize the potential of ESL students? And how? • What is the impact of apprenticeship, co-op, and internship programs on employment outcomes? 	MLDS	11

MLDSC Responses and Planned Actions

Recommendation #1 – The P-20 Council should endorse the MLDS Governing Board recommendations.

Responses and Planned Actions - One of the Governing Board's recommendations in its 2016 Annual Report was to encourage the General Assembly to support proposed legislation to amending the law to increase, from 5 years to 20 years, the amount of time that a student record can be linked to a workforce record after the student's last enrollment in a Maryland education institution. The legislation (HB 680/SB1165) making this change successfully passed during the 2017 Session. There are no planned actions for this recommendation.

Recommendation #2 – The MLDS Center should brief the P-20 Council regarding known data gaps, as well as any additional data gaps that become apparent during research efforts.

Response and Planned Actions – The MLDS Center completed and submitted to the P-20 Council, a comprehensive analysis of data gaps. The Center plans to continually update that document as new gaps are discovered. The Center is currently working on a summary of the [Data Gap Analysis](#) that will clearly identify, categorize, and list the status of the data gaps. That summary will be provided to the P-20 MLDS Workgroup in June, 2017.

Recommendation #3 – The P-20 MLDS workgroup should increase its efforts to meet the research needs of other P-20 workgroups and the education/workforce training community at large in Maryland.

Response and Planned Actions – MLDS Center staff are available to assist the P-20 MLDS Workgroup in this effort. The MLDS Center invites members of the Governor's P-20 Leadership Council, and the P-20 MLDS Workgroup to attend the following meetings:

- Research and Policy Board Meeting, first Thursday of every month
- Data Governance Advisory Board, third Wednesday of every other month
- Research Series – first Thursday during the fall and spring semesters

Reference #1 – Review of MLDS Research Agenda and have changes which align with the Governor's education priorities

Response and Planned Actions – MLDS Center staff have reviewed the [Governor's Education Priorities](#) and are developing ways to provide information on the P-TECH (Pathways in Technology Early College High School) education model highlighted by the Governor.

On the recommendation of the MLDS Center's Research and Policy Advisory Board, the staff will also engage partner agencies in the development of the Maryland State Plan for Postsecondary Education, and how the MLDS Center can play a role in the Plan.

Reference #2 – Review list of research topics and data sets that will help validate the implementation of ESSA. (See Recommended List of Research Questions below.)

Responses and Planned Actions – The Research and Policy Advisory Board suggested that the P-20 MLDS Workgroup present these questions to the MLDS Governing Board to provide additional information on the reasons behind these questions. This was completed at the March MLDS Governing Board meeting. MLDS Center staff have reviewed the suggested research questions and identified:

1. Where they align to questions in the current Research Agenda; and
2. Where they do not align to questions in the current Research Agenda or require additional information from the MLDS Workgroup.

List of Possible Research Questions	Alignment to MLDS Research Agenda
What are the effects of different types of K-12 curricula, state standards (such as Common Core) and testing (MSPAP, MSA, PARCC, etc.) on post-secondary outcomes (i.e., “teaching the test”)?	<ul style="list-style-type: none"> • Are Maryland students academically prepared to enter postsecondary institutions and complete their programs in a timely manner? • Which educational programs help to academically prepare students to enter higher education and/or workforce?
What K-8 programs have the greatest impact on student longitudinal outcomes?	<ul style="list-style-type: none"> • Which educational programs help to academically prepare students to enter higher education and/or workforce?
Are there different workforce outcomes for traditional instruction versus online instruction?	<ul style="list-style-type: none"> • What are the postsecondary and workforce outcomes for students who take online courses and/or complete degrees online?
What are the post-secondary outcomes of Charter School students when compared to peers in other school settings?	<ul style="list-style-type: none"> • Are Maryland students academically prepared to enter postsecondary institutions and complete their programs in a timely manner? • Which educational programs help to academically prepare students to enter higher education and/or workforce?
What is the impact of K-12 instructional technology on outcomes and employment readiness?	<ul style="list-style-type: none"> • Which educational programs help to academically prepare students to enter higher education and/or workforce?
Which programs have the greatest longitudinal impact on special needs students?	<ul style="list-style-type: none"> • Which educational programs help to academically prepare students to enter higher education and/or workforce? • What are the workforce outcomes of Maryland high school non-completers?
What educational programs could have the greatest positive effect on the reduction of violence in society? And how?	Does not align to current Research Agenda
What can be done to maximize the potential of ESL students? And how?	Incorporated in the Research Agenda’s analyses of the research questions will include examinations of how results vary by different critical student subgroups and backgrounds
What is the impact of apprenticeship, co-op, and internship programs on employment outcomes?	<ul style="list-style-type: none"> • What are the educational and labor market outcomes for individuals who use federal and state resources to obtain training at community colleges or other postsecondary institutions? • What are the workforce outcomes for Maryland high school students who complete Career Technical Education coursework, who either enter the workforce directly or also obtain postsecondary education or training?

Recommendation #4 – *Meet with workforce development workgroup to improve flow of data into the MLDS and improve coordination with data sharing agencies.*

Response and Planned Actions – MLDS Center Staff are available to meet with the Workforce Development Workgroup at their convenience.

Recommendation #5 – Develop a report on student performance on the KRA and performance in elementary grades.

Response and Planned Actions – The Division of Early Childhood Development within MSDE has plans to work with Maryland Assessment Research Center (MARC) in the College of Education at the University of Maryland to undertake an evaluation of KRA outcomes related to PARCC. The research will begin after 2017-2018 PARCC scores to become available. The MLDS Center will provide assistance as needed.

Recommendation #6 – Develop a report on analysis of the cycle of formative/summative testing and connection to entrance into and success in postsecondary education (data disaggregated by subgroup, high performers and best practices, and analysis of data gaps).

Responses and Planned Actions – The MLDS Center will continue to work with MSDE to provide actionable information on PARCC performance and postsecondary outcomes. This is a long term project that may not be feasible for many years. The Maryland College and Career Readiness Standards (MCCRS) were fully implemented state-wide by the 2013-2014 school year. The first full administration of the PARCC assessment was one year later in the 2014-2015 school year. The chart below shows the progression of students through the MCCRS. Yellow indicates the implementation of the MCCRS state-wide. The green indicates students taking the PARCC assessment aligned to MCCRS. Lighter shades of green indicate less numbers of students in that year and grade taking the PARCC assessment.

Curriculum and Assessment	Academic Year	Grade														
MCCRS	2013-2014															
PARCC Field Test	2013-2014															
PARCC PBA/EOY	2014-2015		K	1	2	3	4	5	6	7	8	9	10	11	12	
PARCC	2015-2016	K	1	2	3	4	5	6	7	8	9	10	11	12		
	2016-2017	1	2	3	4	5	6	7	8	9	10	11	12			
	2017-2018	2	3	4	5	6	7	8	9	10	11	12				
	2018-2019	3	4	5	6	7	8	9	10	11	12					
	2019-2020	4	5	6	7	8	9	10	11	12						
	2020-2021	5	6	7	8	9	10	11	12							
	2021-2022	6	7	8	9	10	11	12								
	2022-2023	7	8	9	10	11	12									
	2023-2024	8	9	10	11	12										
	2024-2025	9	10	11	12											
	2025-2026	10	11	12												
	2026-2027	11	12													
	2027-2028	12														

Recommendation #7 – Develop a report on the mean comparison between PARCC implementation years 1 through 3 and connection to entrance into and success in postsecondary education.

Responses and Planned Actions – The MLDS Center will continue to work with MSDE to provide actionable information on PARCC performance and postsecondary outcomes. While the availability of data related to this request may be available sooner than Recommendation 6, final analysis may not be available for a number of years.

Recommendation #8 – P20 will be examining the 2017 joint MHEC and MSDE Dual Enrollment report, the MLDS dual enrollment report and the P20 dual enrollment reporting requirements and look for efficiencies and overlap.

Response and Planned Actions – MLDS Center Staff are available to assist in any way possible.

Recommendation #9 – Discuss the feasibility of including budgetary and anecdotal information in the MLDS dual enrollment report.

Response and Planned Actions – Budgetary data is not currently accessible either through MSDE or MHEC. This data is maintained by the local school districts or by the postsecondary institutions and is dependent on individually negotiated MOU's between those institutions. MHEC and MSDE are required to report on the "financial impacts of being a dually enrolled student." The Center will review the final joint report to determine if there are ways to build on the financial reporting done by our partner agencies.

Center staff discussed the feasibility of including anecdotal information in the dual enrollment report with the Research and Policy Advisory Board (RPB). The RPB suggested that Research Branch resources would be better spent using the quantitative data for the research reports. RPB also suggested that contextual information might be important for the Center to report in order to help policymakers understand the Center's work.

Summary

Governor's P-20 Leadership Council and its Workgroups are a valuable resource to the work of the MLDS Center. The MLDS Center will continue to provide analyses, relevant information, and support to the Council.