

# MLDS CENTER

Maryland Longitudinal  
Data System

Better Data • Informed Choices • Improved Results

## Which Came First? The Dashboard or the Population?

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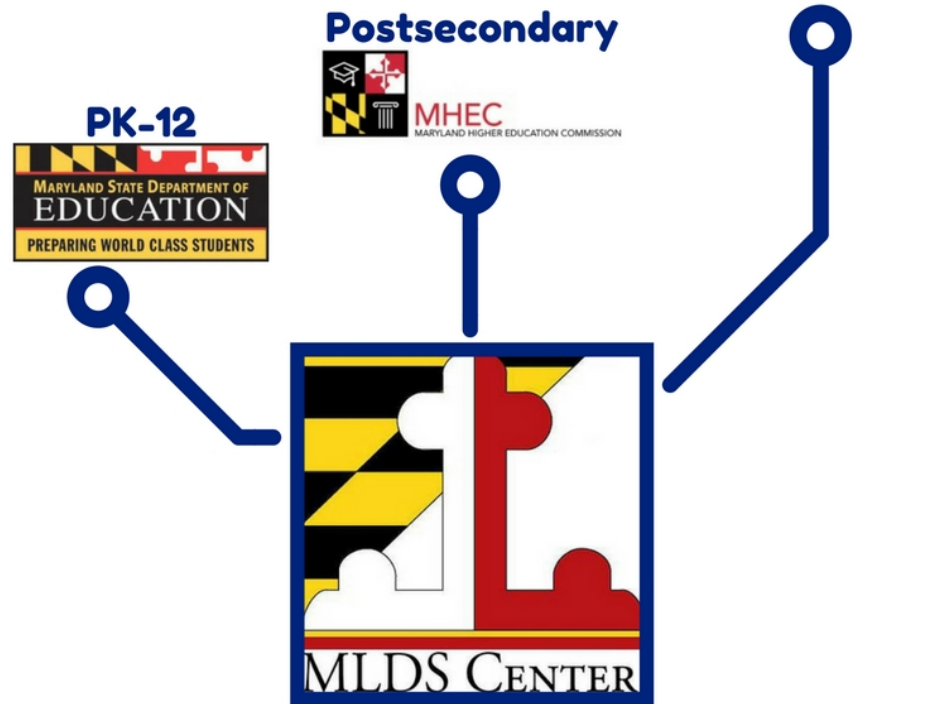
<https://mldscenter.maryland.gov/>

# Agenda

- Overview of MLDSC
- Purpose for project
- Evolution of project
- Current status
- Feedback from you!

# About the Center

- Maryland's P20W System
- Independent State Agency with a Governing Board
- Centralized SLDS system

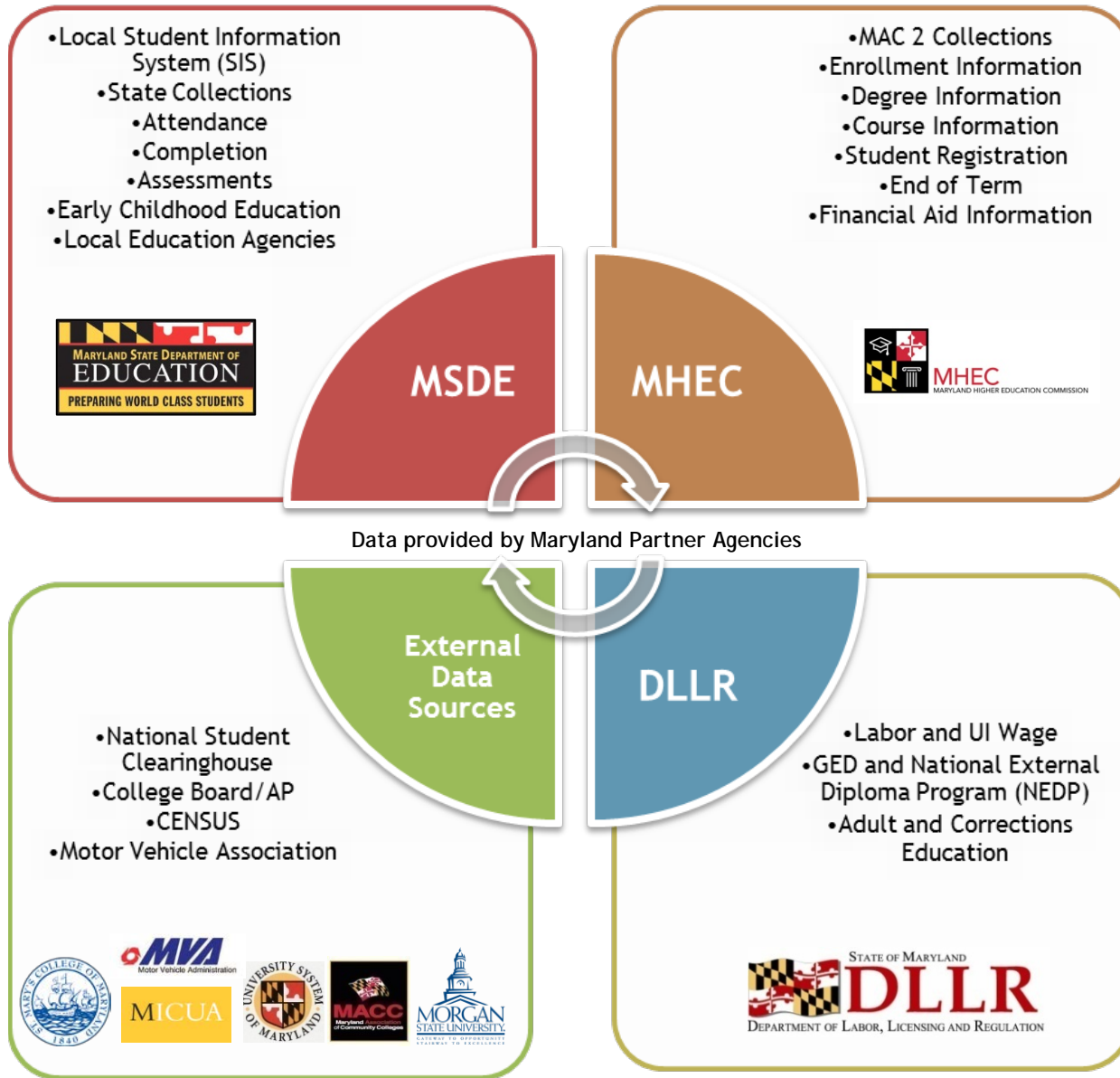


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# MLDS Data Overview

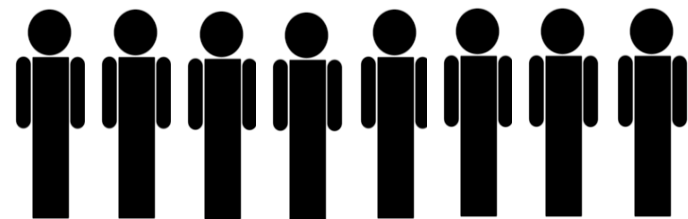
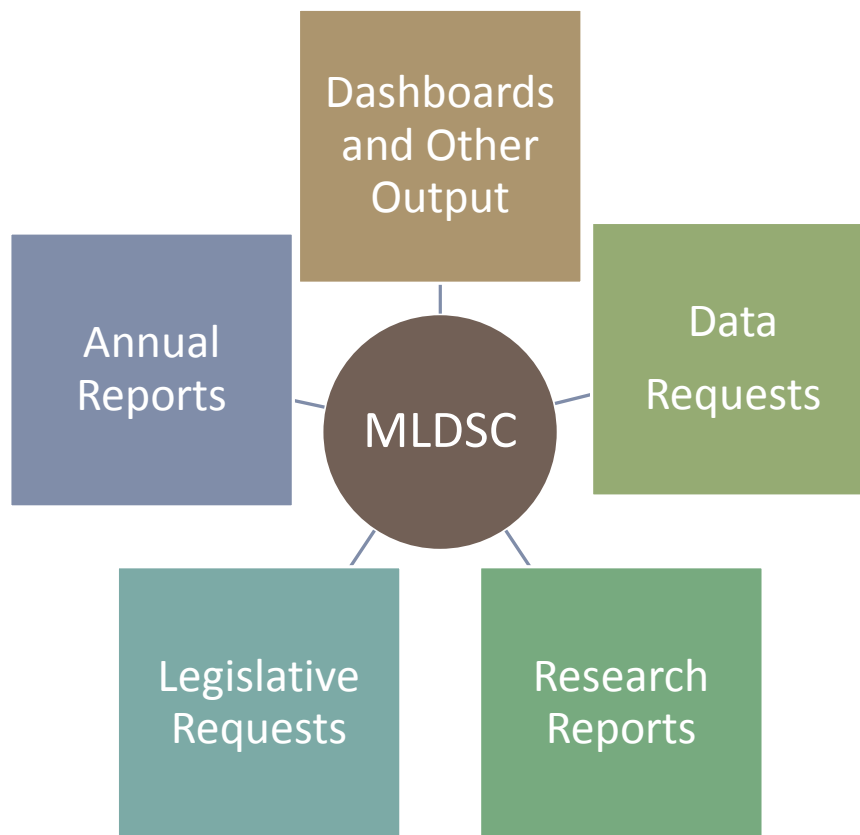


# Cross-Sector Analysis

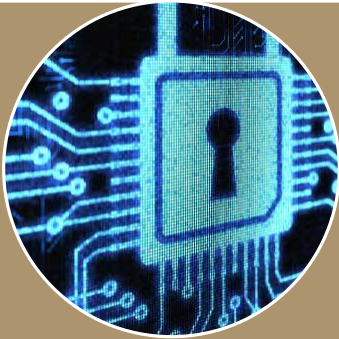


- Focus on what happens to students before and after ***critical transitions***
- Single agency research restriction
  - All research must be cross-sector utilizing data from a minimum of two agencies

# Output Goals vs Staff Capacity



# Is there a better way?



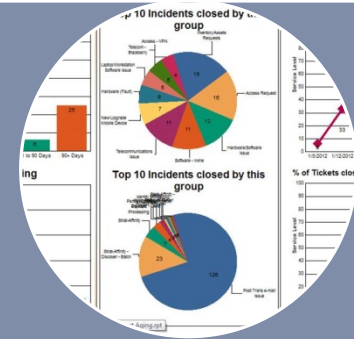
## Data and Legislative Requests

- Repeat requests for similar data



## Reports

- Recurring annual



## Dashboard Development

- Expanding content
- Adding new years of data

Limited Resources (Time and Staff)

# Couture vs. Ready-Made? Gourmet vs. Fast Food?

## Define Unique Populations

- *Pro:* Focus in on specific groups defined by specific attributes
- *Con:* Extends production time by requiring populations to be built each time before analysis

## Pre-define Key Populations

- *Pro:* Pre-defined populations already established, streamlines production and analysis
- *Con:* May exclude observations and reduce completeness of results

# First Step . . . Sorting Populations

- What are the characteristics of the populations that are of interest?
- Is there a logical way to organize demographic variables, academic indicators, and outcomes?



Time.com; June 26, 2017

[The Ultimate Harry Potter Quiz: Find Out Which House You Truly Belong In](#)

# Identified Major Sector Transitions

Early  
Childhood to  
Primary

High School to  
College

High School to  
Workforce

High School to  
Workforce to  
College

College to  
Workforce

What do we want to know about the transitions between sectors?

## High School to College Transitions

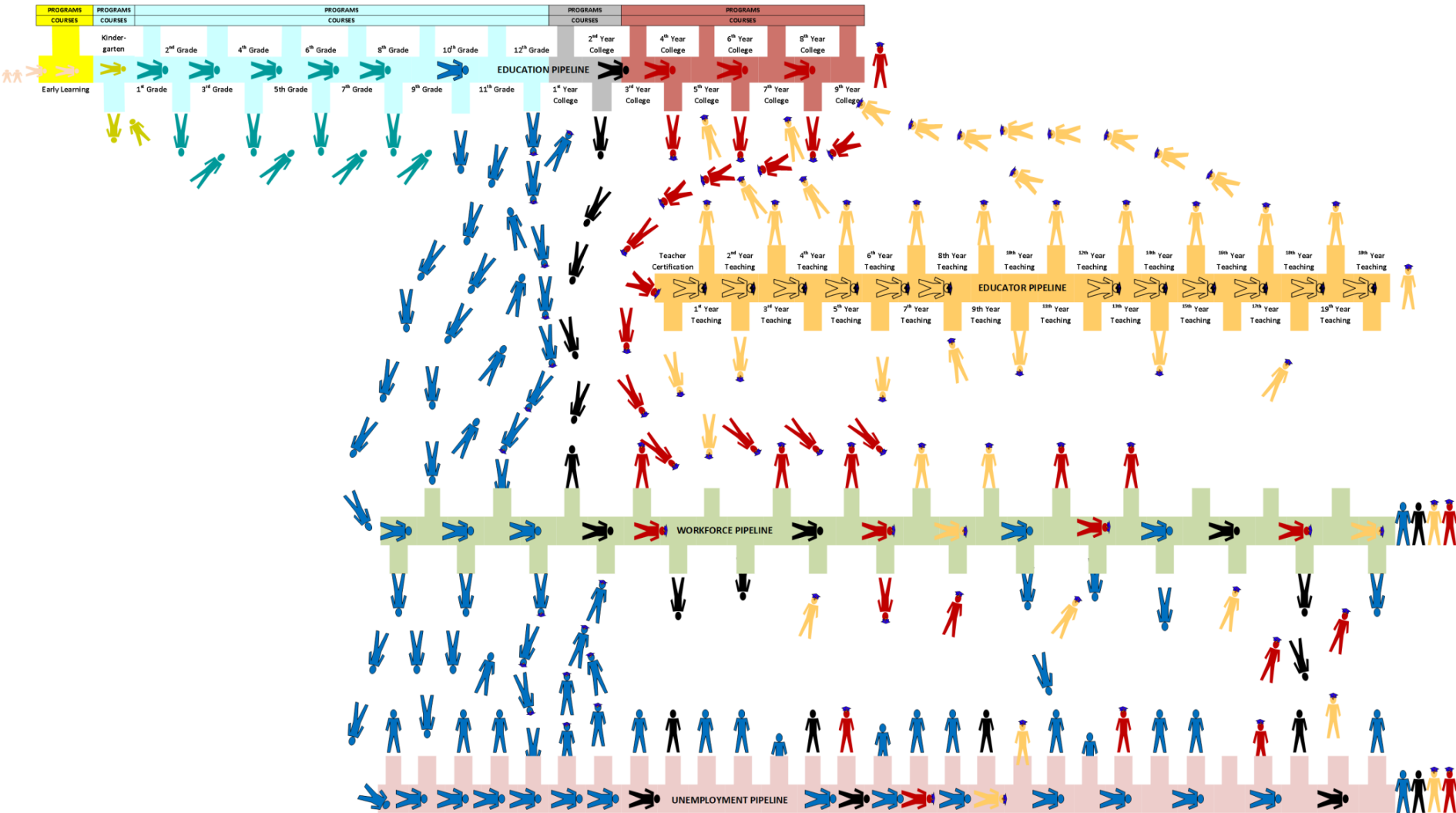
Who goes to college?	Where do they go?	When do they go?	What degrees do they pursue and at what rate?	How long do they study?
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What do we want to know about the *who*,  
*what*, *where*, *when*, etc. within a transition?

## *Who goes to college from High School?*

Gender	Race/ Ethnicity	Age	FARMS	High School Completion Type	LEA/ District	Other Characteristics (AP, Dual Enrollment, etc.)

# Can we account for everyone? Who gets lost?



# Can we account for everyone? Who gets lost?

## *High School to College Transition Open Items*

Who goes to college?	Where do they go?	When do they go?	What degrees do they pursue?	How long do they study?
<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• What about out-of-state students</li> <li>• What about transfers-in?</li> <li>• What if student is concurrently enrolled at two or more colleges?</li> <li>• IF out-of-state is 1<sup>st</sup> initial, do we count in-state as “initial” too?</li> </ul>	<ul style="list-style-type: none"> <li>• What intervals matter?</li> <li>• Do we only consider data points against “initial enrollment”? What about change of majors?</li> <li>• What about students who leave and return?</li> </ul>	<ul style="list-style-type: none"> <li>• Do we use major categories – Undergraduate vs Graduate?</li> <li>• Degree types – Associates, Bachelors, etc.?</li> <li>• Degrees – BBA, BFA, BS, etc.?</li> </ul>	<ul style="list-style-type: none"> <li>• Is transferring an outcome?</li> <li>• How do we count stop-out period for students who return and graduate?</li> </ul>

# Stakeholder Engagement

- Reviewed preliminary plans
- Solicited feedback on
  - Common nomenclature
  - Align to agency reporting
  - Completeness
  - Hierarchy
  - Level of detail
- Output capacity
  - Shifting staff focus to data organize rather than output production

# Pilot Phase

## Pilot 1

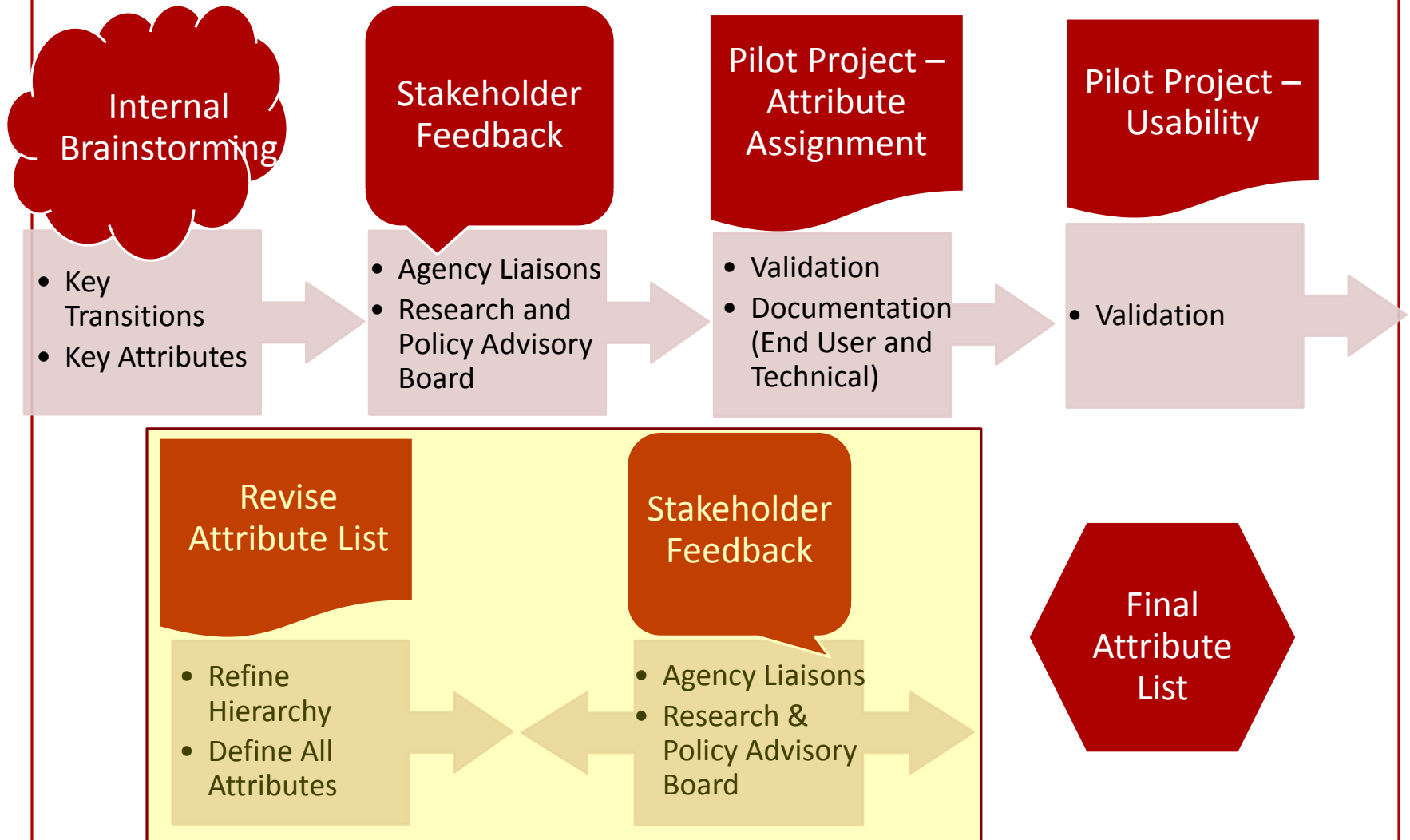
- Selected one population of interest
  - Could we identify everyone?
  - How long would it take?
  - What decisions needed to be made? How could those decisions be documented?
  - How could we validate our results?
  - How could we document the limitations on the population we've identified?

## Pilot 2

- A fortunate opportunity . . .
- A data request on high school graduates who completed a career and technical program
- Repeated population exercise
- Then. . .
  - Could the population be used to answer the data request?
  - Were there gaps?
  - Was this faster?



# The Process – Iterative and Organic – But Planned!



# Hierarchy

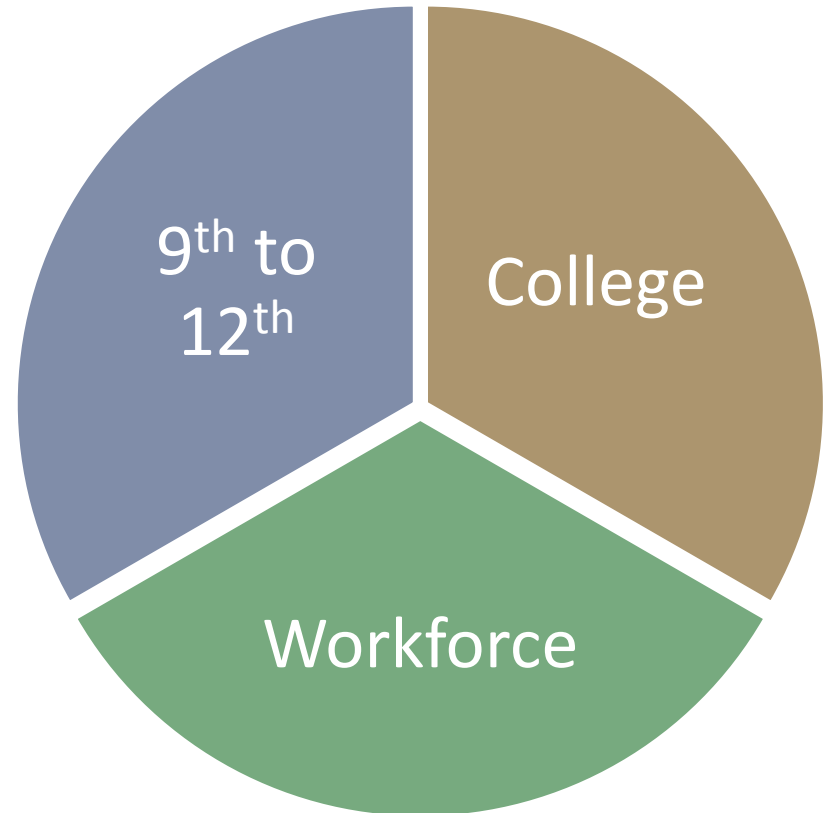
- How can we structure for data we have and data we may some day get?
- Can structures be parallel across all agencies?
- When it is too much? What is the right number of attributes? How deep do we go?

# Hierarchy – Select Examples

Agency	Sector	Sub-Sector	Category	Sub-category	Attribute	Sub-Attribute
MDSE	PreK-12	Secondary Education (9th-12th)	Cohort Types	Exiters by Academic Year	9th Grade	None
MDSE	PreK-12	Secondary Education (9th-12th)	Cohort Types	Exiters by Academic Year	10th Grade	None
MHEC	Postsecondary Education	Postsecondary Degree Seeking Students	Cohort Types	Initial Enrollment	Fall after secondary outcome	None
MHEC	Postsecondary Education	Postsecondary Degree Seeking Students	Enrollment Attributes	Academic Level	Undergraduate	Bachelor's
DLLR	Workforce	Labor and UI Wage Data	Wage Data	Quarterly earnings	<=\$7500	None

# Roundtables

- Pick a sub-sector
  - Review population attribute map
  - What's missing?
  - What's weedy?
- What about PreK? K-8<sup>th</sup>?  
We haven't started . . .



# Discussion & Questions



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The MLDS Center is an independent agency of the State of Maryland. The mission of the Center is to develop and maintain the Maryland Longitudinal Data System in order to provide analyses, produce relevant information, and inform choices to improve student and workforce outcomes in the State of Maryland.