



# SLDS Capacity Survey: Prerelease Findings

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# Agenda

- SLDS Program Overview
- SLDS Survey Background and Methods
- Prerelease Findings
- What's Next



Results

# Statewide Longitudinal Data Systems Grant Program Overview

# Program Goals

- Enable grantees to design, develop, and implement SLDSs to **efficiently and accurately manage, analyze, disaggregate, report, and use individual student P-20W+ (early childhood through workforce) data.**



**PROVIDE  
CLASSROOM  
INSIGHTS**



**IMPROVE  
ADMINISTRATIVE  
EFFICIENCY**



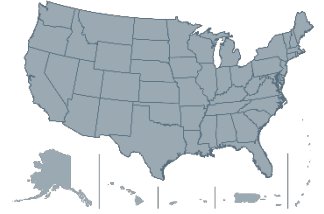
**ENABLE  
ACTIONABLE  
RESEARCH**



**PROMOTE  
WORKFORCE  
DEVELOPMENT**

# Program Details

- The SLDS Grant Program was authorized in 2002 by the Education Sciences Reform Act and the Educational Technical Assistance Act.
- The grants are cooperative agreements, which have more active federal government involvement than typical grants.
- Grants are administered by the Institute of Education Sciences (IES) of the U.S. Department of Education.



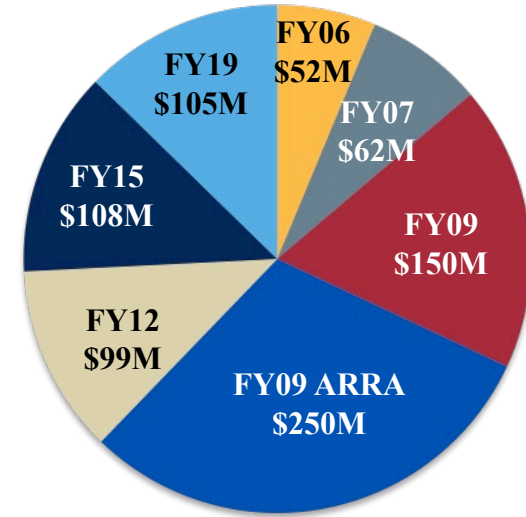
## Eligible applicants:

- State education agencies of
  - 50 states
  - District of Columbia
  - Puerto Rico
  - U.S. Virgin Islands
  - American Samoa
  - Guam
  - Northern Mariana Islands

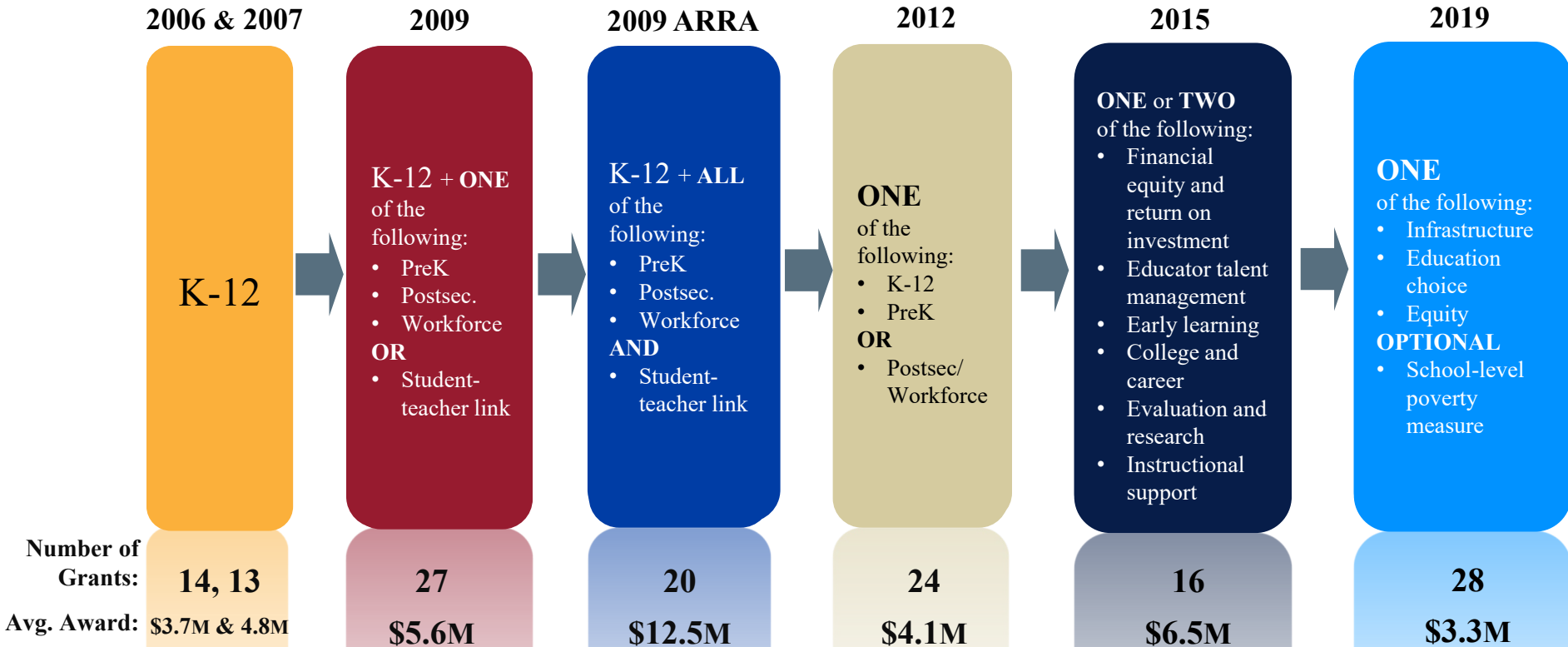
# Grant Awards

To date, 49 states plus American Samoa, the Commonwealth of the Northern Mariana Islands, the District of Columbia, Guam, Puerto Rico, and the U.S. Virgin Islands have received grants totaling \$826 million in 7 rounds of grants.

1. **FY06** (November 2005): 14 grantees awarded more than \$52 million
2. **FY07** (June 2007): 13 grantees awarded more than \$62 million
3. **FY09** (April 2009): 27 grantees awarded more than \$150 million
4. **FY09 ARRA** (May 2010): 20 grantees awarded \$250 million under the American Reinvestment and Recovery Act
5. **FY12** (May 2012): 24 grantees awarded nearly \$99 million
6. **FY15** (September 2015): 16 grantees awarded nearly \$108 million
7. **FY19** (March 2020): 28 grantees awarded nearly \$105 million



# Program Evolution



# Collaboration

The SLDS Grant Program collaborates with related technical assistance (TA) providers and organizations to support state work on longitudinal data systems.

These activities are content relevant and SLDS related, and have included

- joint TA visits
- joint meetings and events
- communities of practice
- joint presentations and webinars
- review of documents



# SLDS State Data Capacity Survey: Background and Methods

# Survey Background

**Who:** Respondents are state education agency (SEA) SLDS contacts and others

**What:** Asked about collective capacity of all applicable SLDSs

**When:** First formal survey administered in summer 2017

- Annual

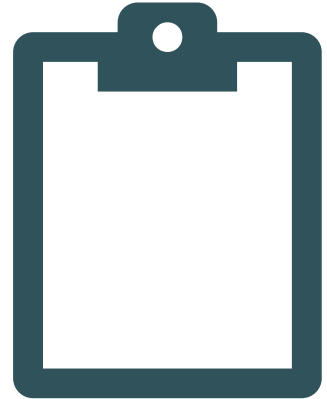
**Why:** Formalized expansion of the SLDS Grant Program's Interim Performance Report

**How:** Measured capacity on a spectrum to reflect state efforts

- Operational
- In Progress
- Planned
- Not Planned

# Goals of the Survey

- Provide insight on the current capacity of states to link data
  - Early childhood
  - K-12 student
  - K-12 teacher
  - Career and technical education (CTE)
  - Postsecondary
  - Adult education
  - Workforce
- Inform SLDS Grant Program and U.S. Department of Education
- Connect states
- Assist researchers



# Measuring capacity: Feature status

## Not Planned

- ✓ Not included
- ✓ No plans to include
- ✓ Not applicable



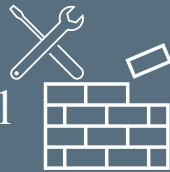
## Planned

- ✓ Intended to be included in the SLDS
- ✓ Documented plan
- ✓ Funding source
- ✓ Not yet implemented



## In Progress

- ✓ Currently being built or implemented
- ✓ Not yet fully operational



## Operational

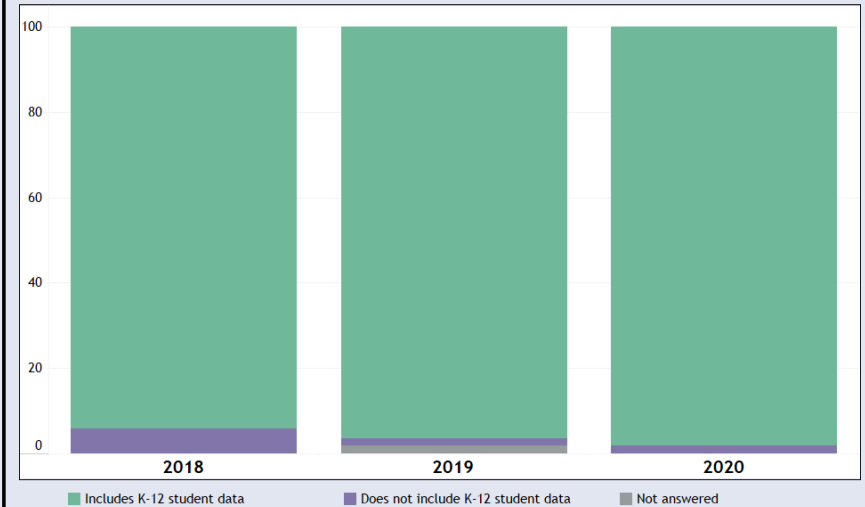
- ✓ Fully functional
- ✓ Available for intended users



# Response Rate and Data Quality

- Consistent response rate of 90%+
- Data validation occurred after data submission
- Additional clarification provided via webinar and follow-ups
  - State Support Team reviews
  - SEA review window
    - Revisions/updates submitted

FIGURE 1. Percentage of states and territories with K-12 student data included in the SLDS: 2018-2020



NOTE: N = 51 in 2018. N = 55 in 2019. N = 54 in 2020. Detail may not sum to 100 percent due to rounding.  
SOURCE: U.S. Department of Education, National Center for Education Statistics, Statewide Longitudinal Data Systems (SLDS) Survey, 2018-2020.

# SLDS Survey Findings



# Key Questions

1. What types of K-12 data are included in the statewide longitudinal data systems (SLDSs)?
2. What is the capacity for linking K-12 student data in the SLDS to other data? How are the data linked?
3. Are data dictionaries published to the state website? Are data aligned to the Common Education Data Standards (CEDS)?
4. How do states and territories use data for reporting and decisionmaking?

# Types of K-12 Student Data included in the SLDS

Most states and territories include:

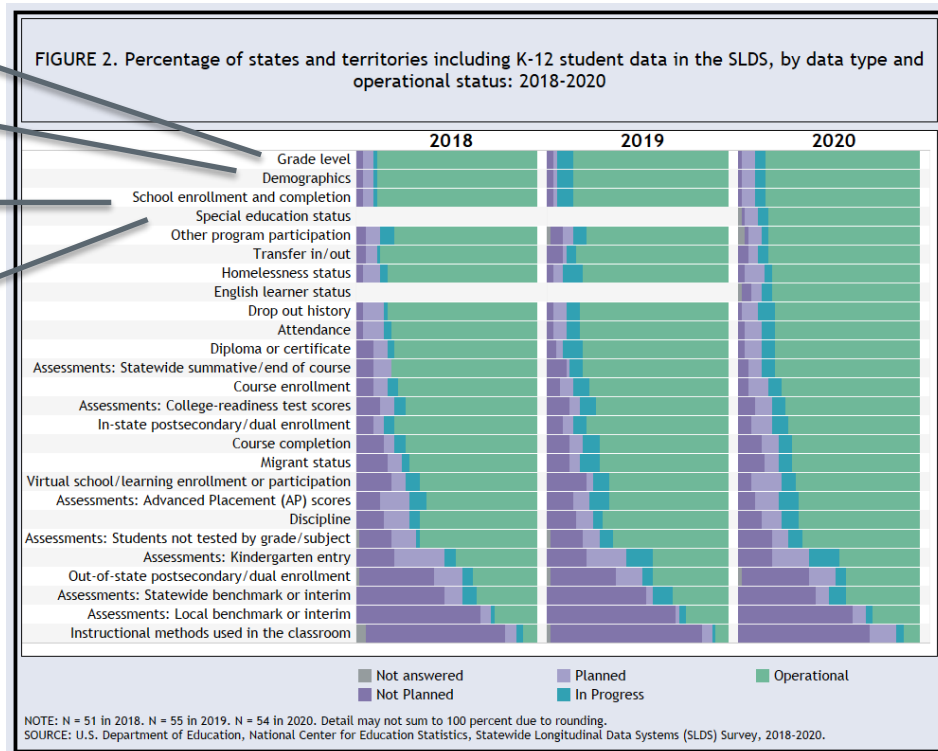
Grade level

Demographics

School enrollment and completion

Special education status

Data types most commonly included in SLDSs are those required for federal reporting.



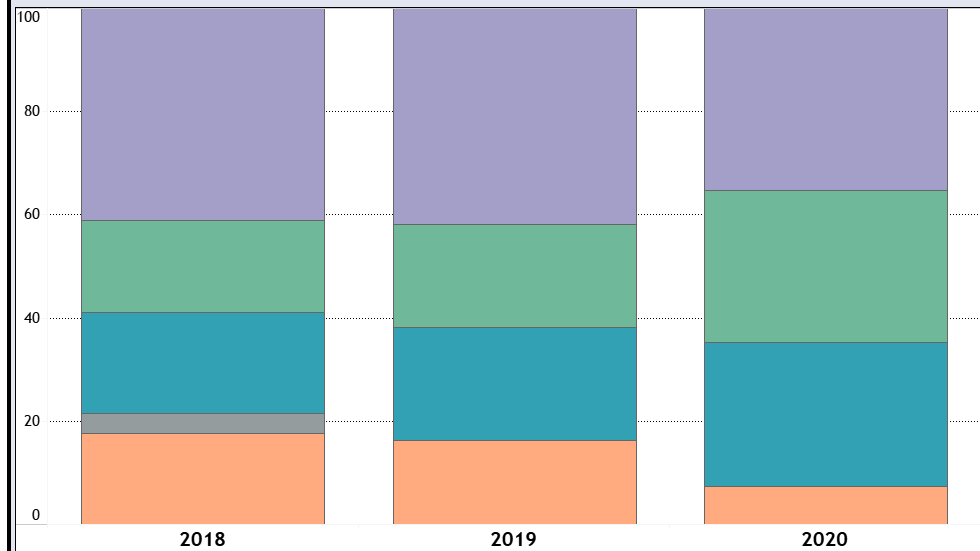


# Linking K-12 student data to other sector data

Most states and territories collect data across multiple agencies in a P-20W+ environment.

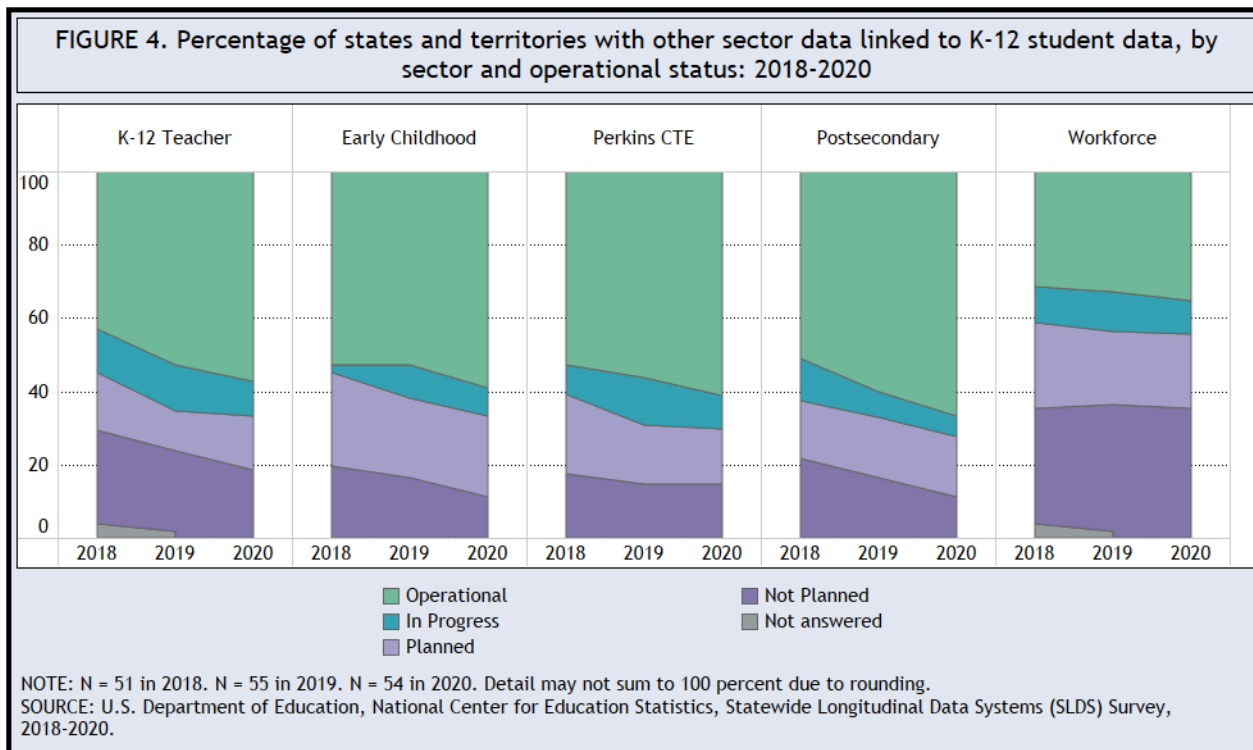
In 2018, about half of respondents with P-20W+ data collections used a centralized system. In 2020, respondents were more evenly split between centralized, federated, and hybrid models.

FIGURE 3. Percentage of states and territories with P-20W+ data collections, by model type: 2018-2020



NOTE: N = 51 in 2018. N = 55 in 2019. N = 54 in 2020. Detail may not sum to 100 percent due to rounding.  
SOURCE: U.S. Department of Education, National Center for Education Statistics, Statewide Longitudinal Data Systems (SLDS) Survey, 2018-2020.

# Linking K-12 student data to other sector data



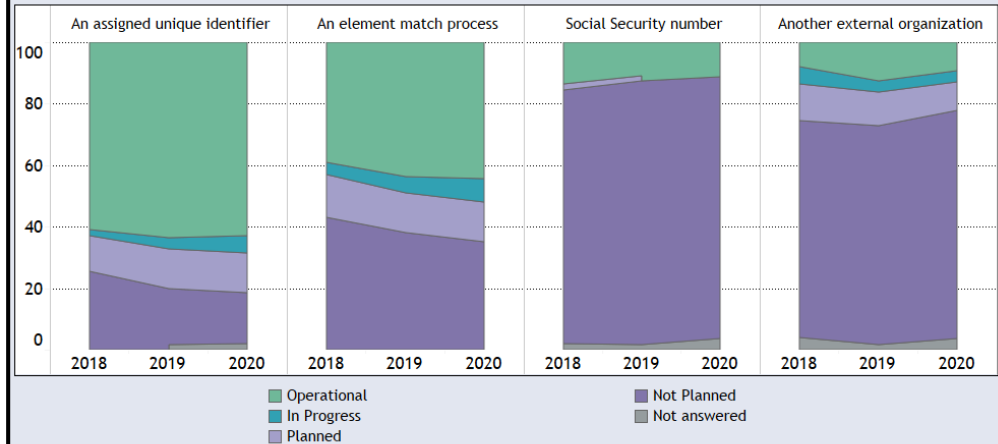
- Respondents were most likely to link K-12 data to postsecondary data.
- Capacity to link data has increased among respondents over time.x

# Methods of linking K-12 student data to other sector data

Methods of linking differ by sector.

An assigned unique identifier is the most commonly reported method used to link early childhood data to K-12 student data.

FIGURE 5. Percentage of states and territories linking early childhood data to K-12 student data, by method and operational status: 2018-2020



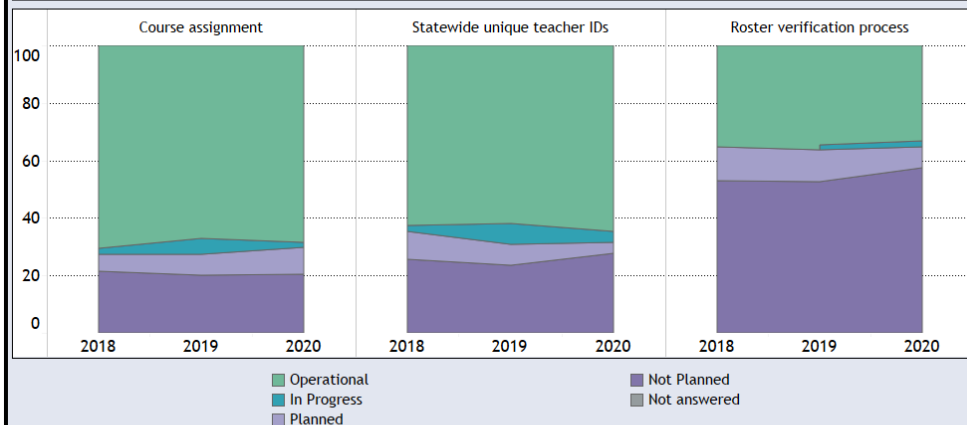
NOTE: N = 51 in 2018. N = 55 in 2019. N = 54 in 2020. Detail may not sum to 100 percent due to rounding.  
SOURCE: U.S. Department of Education, National Center for Education Statistics, Statewide Longitudinal Data Systems (SLDS) Survey, 2018-2020.

# Methods of linking K-12 student data to other sector data

Methods of linking differ by sector.

Course assignment is the most commonly reported method used to link K-12 teacher data to K-12 student data.

FIGURE 6. Percentage of states and territories linking K-12 teacher data to K-12 student data, by method and operational status: 2018-2020



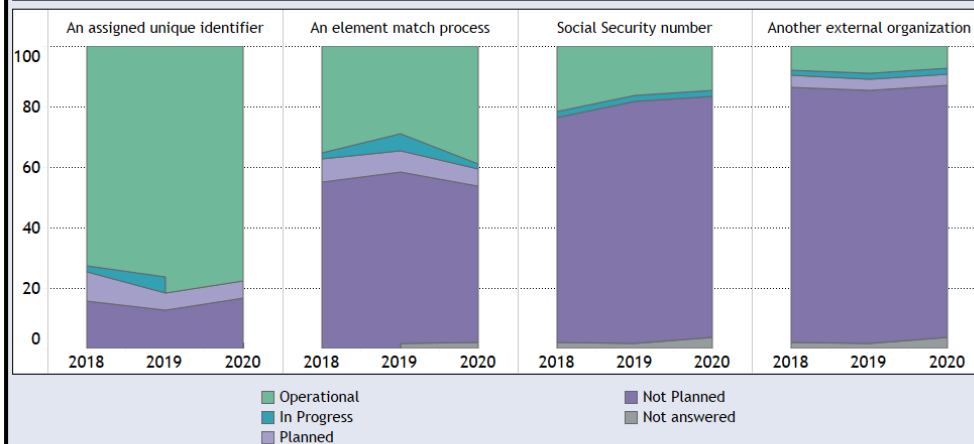
NOTE: N = 51 in 2018. N = 55 in 2019. N = 54 in 2020. Detail may not sum to 100 percent due to rounding.  
SOURCE: U.S. Department of Education, National Center for Education Statistics, Statewide Longitudinal Data Systems (SLDS) Survey, 2018-2020.

# Methods of linking K-12 student data to other sector data

Methods of linking differ by sector.

An assigned unique identifier is the most commonly reported method used to link Perkins CTE data to K-12 student data.

FIGURE 7. Percentage of states and territories linking Perkins CTE data to K-12 student data, by method and operational status: 2018-2020



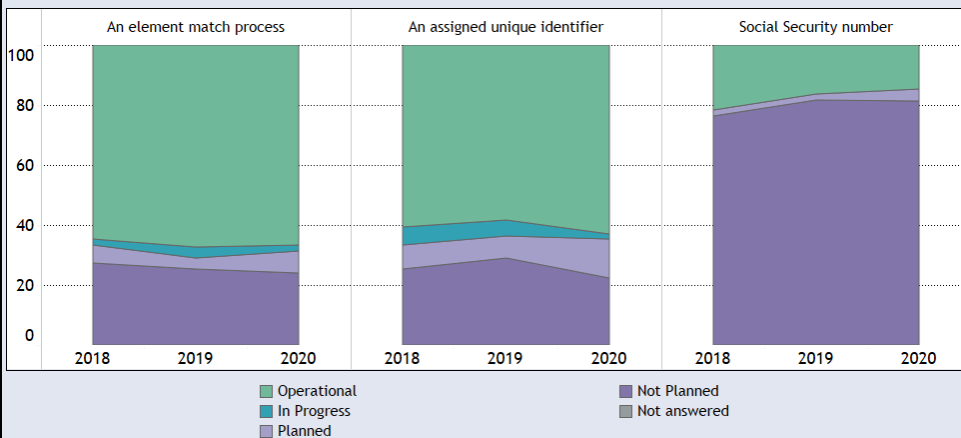
NOTE: N = 51 in 2018. N = 55 in 2019. N = 54 in 2020. Detail may not sum to 100 percent due to rounding.  
SOURCE: U.S. Department of Education, National Center for Education Statistics, Statewide Longitudinal Data Systems (SLDS) Survey, 2018-2020.

# Methods of linking K-12 student data to other sector data

## Methods of linking differ by sector.

An element match process is the most commonly reported method used to link Postsecondary data to K-12 student data.

FIGURE 8. Percentage of states and territories linking postsecondary data to K-12 student data, by method and operational status



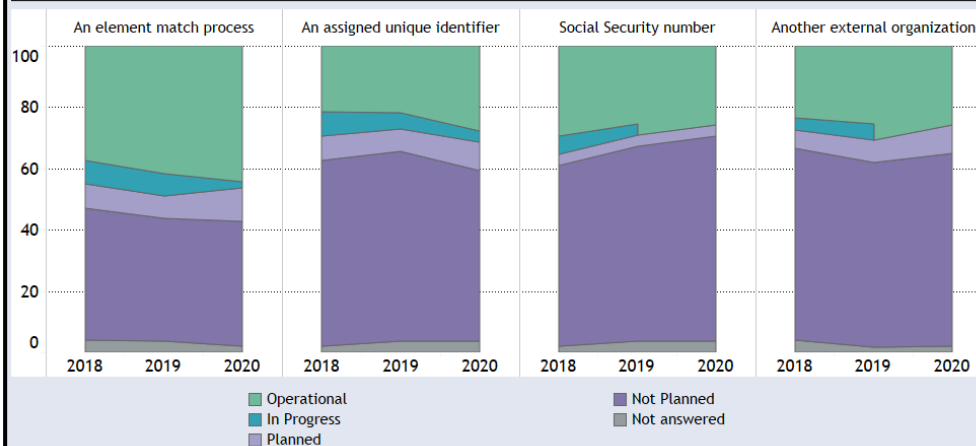
NOTE: N = 51 in 2018. N = 55 in 2019. N = 54 in 2020. Detail may not sum to 100 percent due to rounding.  
SOURCE: U.S. Department of Education, National Center for Education Statistics, Statewide Longitudinal Data Systems (SLDS) Survey, 2018-2020.

# Methods of linking K-12 student data to other sector data

Methods of linking differ by sector.

An element match process is the most commonly reported method used to link workforce data to K-12 student data.

FIGURE 9. Percentage of states and territories linking workforce to K-12 student data, by method and operational status: 2018-2020

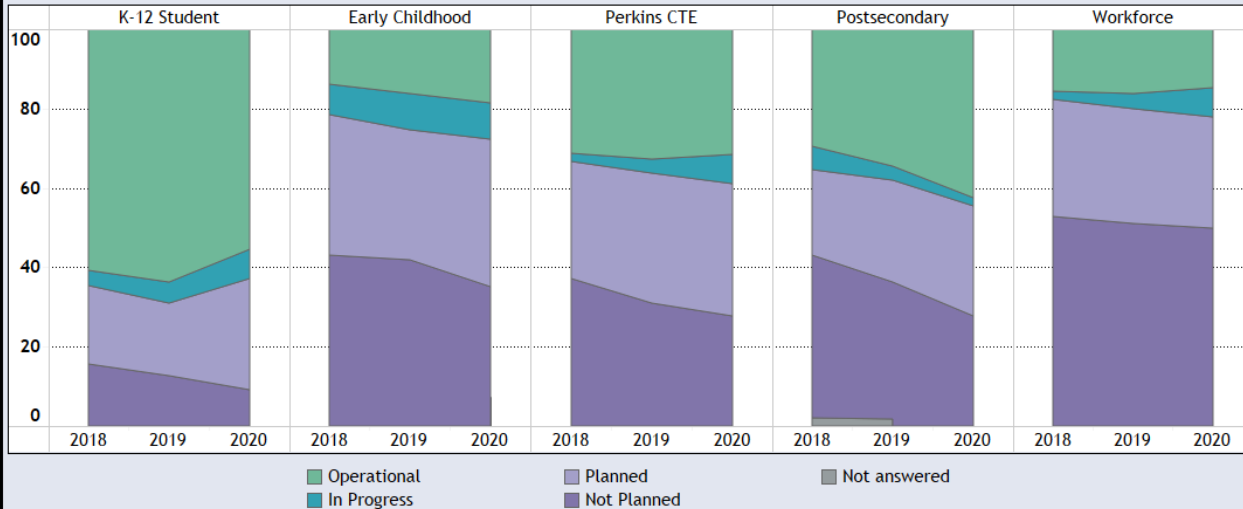


NOTE: N = 51 in 2018. N = 55 in 2019. N = 54 in 2020. Detail may not sum to 100 percent due to rounding.  
SOURCE: U.S. Department of Education, National Center for Education Statistics, Statewide Longitudinal Data Systems (SLDS) Survey, 2018-2020.

# Data Dictionaries and Alignment to Standards



FIGURE 11. Percentage of states and territories with a publicly published comprehensive data dictionary, by sector and operational status: 2018-2020



NOTE: N = 54. Detail may not sum to 100 percent due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Statewide Longitudinal Data Systems (SLDS) Survey, 2020.

K-12 student data elements are the most likely to have a publicly published data dictionary.

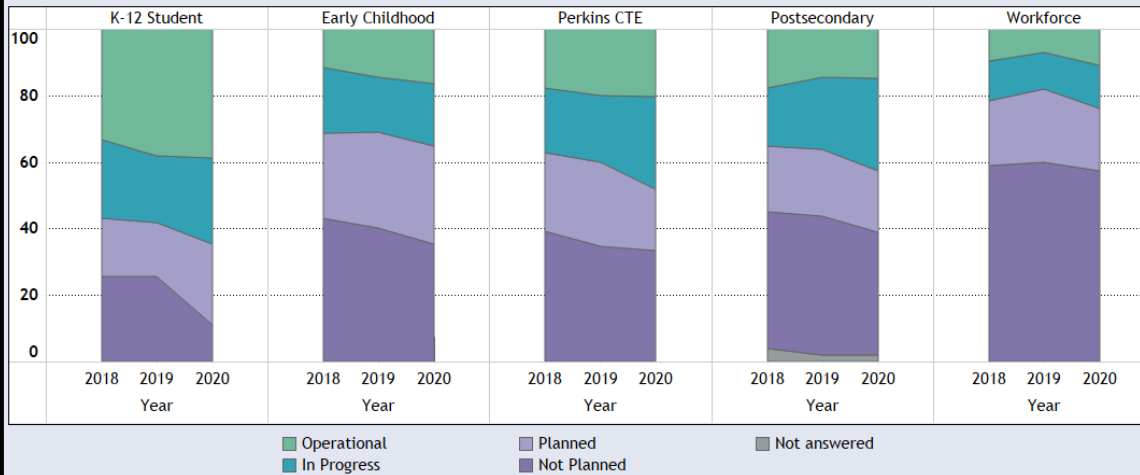
The overall capacity of states and territories to publicly publish comprehensive data dictionaries has increased since 2018.



# Data Dictionaries and Alignment to Standards



FIGURE 12. Percentage of states and territories with sector data that are aligned to the Common Education Data Standards (CEDS) in a comprehensive data dictionary, by sector and operational status: 2018-2020



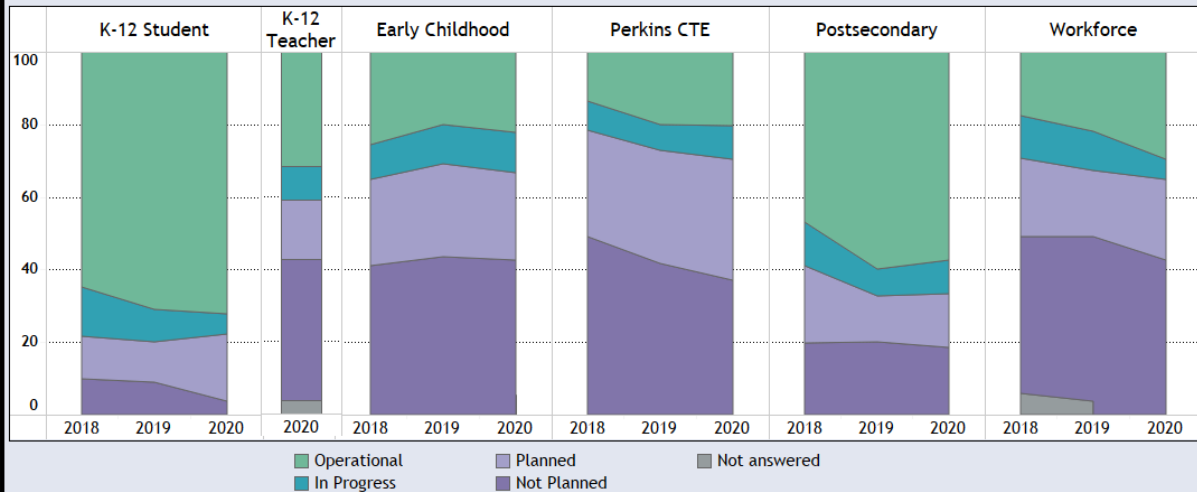
NOTE: N = 51 in 2018. N = 55 in 2019. N = 54 in 2020. Detail may not sum to 100 percent due to rounding.  
SOURCE: U.S. Department of Education, National Center for Education Statistics, Statewide Longitudinal Data Systems (SLDS) Survey, 2018-2020.

K-12 student data elements are the most likely to be aligned to CEDS.

The proportion of states and territories that are plan to, are in the process of, or that operationally align K-12 student data elements to CEDS has increased sharply since 2018.

# How do states and territories use data for reporting and decision-making?

FIGURE 13. Percentage of states and territories using data for resources for the public, by sector and operational status: 2018-2020



NOTE: N = 51 in 2018. N = 55 in 2019. N = 54 in 2020. Detail may not sum to 100 percent due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Statewide Longitudinal Data Systems (SLDS) Survey, 2018-2020.

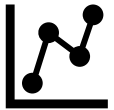
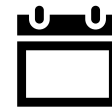
The most common use of data for most sectors is for resources for the public such as scorecards or dashboards for the public, parents, and community members.

States and territories also commonly report using, or planning to use, data for funding decisions and additional federal and state reports.

What's Next?

# What to Expect

- The *2018 Stats in Brief* has been published and can be found here: <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2020157>
- The *2019-2020 Stats in Brief* and data files for the 2019 and 2020 SLDS Capacity Surveys are expected to be published later this year.
- Data collection for the 2021 SLDS Capacity Survey was completed in November 2021 and finalization of the data file will be completed this spring.





# Contacts & Additional Resources

## Contact Information:

- Kristen King, [kristen.king@ed.gov](mailto:kristen.king@ed.gov)
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## For more info:

- SLDS Communities360, <http://slds.ed.gov>
- Common Education Data Standards, <https://ceds.ed.gov/>

# Questions?



Visit the SLDS website at <https://nces.ed.gov/programs/slds/>