StateNotes

Accountability—Storing / Using Data

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State Student Information Systems

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Background

The No Child Left Behind Act (NCLB) has had sweeping implications for how states collect, analyze and use data about school and system performance. While NCLB does not explicitly require states to have specific database structures, it endorses databases that link students' test scores, the length of time they've been enrolled in given schools and graduation records over time. Great strides in technology have allowed data to be transferred and used more efficiently, and states have been working to update state data infrastructures to reflect these advances.

Longitudinal Data Systems

Longitudinal student-unit databases provide the most accurate information for both policy decisions and decisions at the district and school levels. They can provide information about student growth over time that can then be linked with the teachers, programs and schools that have served those students. They also can provide fairer comparisons of schools than data systems that rely on cohort comparisons, because they ensure school performance is based only on students who have been continuously enrolled in that school. Finally, because they can match student records over time, they offer a way to follow student progress statewide and to verify the accuracy of district information – particularly about student transfers and dropouts.

Summary

States with student longitudinal database systems in place: 31 states
Alabama, Alaska, Arizona, Arkansas, Colorado, Connecticut (phasing in), Delaware, Florida, Georgia, Hawaii, Indiana, Kentucky, Louisiana, Massachusetts, Minnesota, Mississippi, Nevada, New Mexico, North Carolina (phasing in), North Dakota, Ohio, Oregon, South Dakota, Tennessee, Texas, Vermont, Virginia (phasing in), Washington, West Virginia, Wisconsin, Wyoming

States developing student longitudinal database systems: 15 states plus the District of Columbia

California, Idaho (on hold), Illinois, Iowa, Kansas, Michigan, Missouri, Montana, Nebraska, New Hampshire, New Jersey, New York, Oklahoma (pilot), Rhode Island, South Carolina

No evidence of student longitudinal database system: 4 states
Maine, Maryland, Pennsylvania, Utah

States where data systems appear to be used across K-12 and higher education: 5 states

Arkansas, Florida, Kentucky, Texas, Vermont

States that are developing or have developed unique teacher identifiers (beyond those used for tracking teacher preparation graduates): 7 states

Connecticut, Delaware, Kentucky, Nevada, Ohio, Texas, Virginia

Key Elements

According to Chrys Dougherty, director of research for the National Center for Educational Accountability (ECS, 2002), there are nine key elements in an adequate statewide data-collection system:

1. Unique student identifier
2. Student-level enrollment data
3. Student-level state test data
4. Information on untested students
5. Student-level course-completion data
6. Student-level SAT, ACT and Advanced Placement test results

7. Student-level graduation and dropout data
8. State data audit process
9. Ability to match K-12 and higher education data.

States might also consider:

- Statewide standards for data collection, storage and reporting
- Statewide licensing of software and database structures
- Unique teacher identifier
- Teacher-level data matched to student- and classroom-level data.

Challenges of Longitudinal Systems

• **Cost.** The cost of expanding current data infrastructures depends on the nature of each state's data system and also whether states act alone, or whether they are able to collaborate with other states.

• **Assuring student privacy and confidentiality.** All states are already subject to privacy rules under the Family Educational Rights and Privacy Act (FERPA), which protects the privacy of student education records (Source, 20 U.S.C. § 1232G;34 CFR part 99). Creating common links across databases does not in and of itself add any more rules or requirements. State laws may, however, require additional privacy measures.

• **Quality of the data.**

Emerging Developments

K-12/Higher education linkages

As state policymakers address how to reduce the numbers of high school graduates needing remediation in colleges and universities, the use of the same unique student identifiers across K-12 and higher education systems could inform these discussions. In addition, the use of unique student identifiers could help policymakers with issues related to transfer and articulation and to determining better outcome-related documentation of higher education completion and retention, for example. Finally, tracking the post-high school activities of students with disabilities would be much more feasible with these linkages in place.

A number of states already have high school feedback reporting systems that can provide high schools with data about how their students are faring in their postsecondary experiences. But what if use of the unique student identifiers assigned in K-12 continued after high school? A growing number of states have postsecondary data systems, but few are linked or integrated with the K-12 systems.

In addition, the current proposal to create student-unit records as part of the Integrated Postsecondary Education Data System (IPEDS) could certainly impact the nature of these systems. A feasibility study for a proposed IPEDS student-unit record-collection system was due to be submitted to Congress in February 2005. If this study is determined to be feasible by Congress and is subsequently mandated as part of the reauthorization of the Higher Education Act and provided with funding, it will dramatically increase the importance of conversations concerning how best to coordinate between higher education and K-12. It also might accelerate the need for discussion of cross-state K-12 student mobility and implications for unique student identifiers.

Unique teacher identifiers

Even in states with statewide data systems that are based on unique student identification numbers, collection of and access to teacher quality data often are difficult. In 2004 approximately 30 states had report cards that included all NCLB-required teacher data and/or provided such information for state, district and school levels. (*ECS StateNote*, "Report Cards," 2004)

Typically, information on teachers is collected and resides outside the primary state data system. A few states have begun developing "unique teacher identifiers" that will allow easier integration of teacher data into the primary statewide data system, and a major challenge will be ensuring the identifiers are portable across district/state lines without fear of duplication or misidentification.

Post-school outcomes reporting

A new requirement established by the reauthorization of the Individuals with Disabilities Education Act (IDEA) will mean that states must track data on post-school outcomes of students with disabilities (employment, military, postsecondary enrollment).

Because the latter is such a new development, this *ECS StateNote* will not attempt to report on whether state systems include provisions for reporting on post-school outcomes for students with disabilities.

State Student Information Systems

CAUTION:

* Columns labeled "Emerging Data" reflect our best attempts at identifying state activity in these areas. While every effort has been made to triangulate information for accuracy, determinations are preliminary and could be incomplete. ECS would be pleased to accept documentation of other state efforts or corrections.

State	States with student longitudinal database systems (unique student identifiers)	States developing student longitudinal database systems	EMERGING DATA* Used across K-12 and higher education	EMERGING DATA* Unique identifiers for teachers (linkable to classroom level)	Title, Citation for K-12 system
Alabama	X		Two separate data systems but does produce high school feedback reports (ALA. CODE § 16-5-7)	Not K-12, but higher education faculty unit records	Alabama Student Management System
Alaska	X				4 AAC 07.060 (a)
Arizona	X		High school feedback only (ARIZ. REV. STAT. § 15-1822-1823)		Student Accountability Information System (SAIS) ARIZ. REV. STAT. 15-1041 to 15-1043
Arkansas	X		X Higher Education Performance Reporting System (K-12 and higher education are housed separately) Reports remediation, high school feedback and is to use information from the Statewide Student Information system ARK. CODE ANN. § 6-61-127		Student Assessment and Educational Accountability Act of 2004 S.B. 33 Sec. 8 (2004) ARK. CODE ANN. § 6-15-433 and 402 ARK. CODE ANN. § 6-11-124
California		X	Not yet in place, but law requires the Postsecondary Commission to ensure data base supports longitudinal analysis CAL EDUC. CODE § 66903 CSIS specifies that it should "Enable the accurate and timely	Considering	California Longitudinal Pupil Achievement Data System (CALPADS) – established by S.B. 1453 California School Information Services (CSIS) CAL. EDUC. CODE § 49080-49085 and § 52052.5

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			exchange of pupil transcripts between local education agencies and to postsecondary institutions."		
Colorado	X		Unique ID but databases not connected COLO. REV. STAT. ANN. § 23-5-127		Description (not title): Longitudinal measurement of student academic growth COLO.REV. STAT. ANN. § 22-7-603.5, § 22-7-604.3 H.B. 1433 (2004)
Connecticut	X (phasing in)			X	Public School Information System CONN. GEN. STAT. ANN. 10-10a
Delaware	X		Del. Higher Education Commission to "enhance the capacity for quality data collection" and "support student transition between K-12 education and postsecondary education" DEL. CODE. ANN. tit. 14 § 181	X Not social security #	Delaware Student Information System (DELSIS) EschoolPLUS
District of Columbia		X			Electronic data transfer D.C. CODE ANN. 38-1800.02 D.C. REG. 2-213.02
Florida	X		X K-20 Education Data Warehouse		Comprehensive management Information System FLA. STAT. ANN. § 1008.345 and 385 FLA. STAT. ANN. § 1008.43
Georgia	X		Some data sharing between University of Georgia and state department		GA. CODE ANN. § 20-14-8 GA. STATE BD. RULES 160-5-1-.07 Student Data Collection
Hawaii	X				
Idaho		X (on hold)			Idaho Student Information Management System IDAHO CODE § 33-120A and

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					§ 33-1002 (H.B. 367, 2003)
Illinois		X	High school feedback system for Northern Illinois 110 ILCS 685/30-80		Illinois State Board Student Information System Public Act 93-859: Sec. 2-3.13a (accurate tracking of transfer students)
Indiana	X		Department of Workforce and Indiana Voc-Tech share data		Student Test Number (STN) IND. CODE § 20-1-1-6.5
Iowa		X			Statute refers to development of "comprehensive management information system " IOWA CODE § 256.9 (52)
Kansas		X			Integrated Information System with Unit Level Data
Kentucky	X (statewide pilot starts May 2005)		X	X (initial stages of usage)	Max Enterprise Data System
Louisiana	X				LA. REV. STAT. 17:7 (S.B. 1024, 1999)
Maine					
Maryland			Task force assigned to study		Maryland Education Data Network made recommendations but bills have not passed
Massachusetts	X				Student Information Management System (SIMS) MASS. GEN. LAWS § 69 § 1I (Education Reform Act of 1993)
Michigan		X			Michigan Education Information System (MEIS) Single Record Student Database (SRSD) Center for Educational Performance and Information (CEPI) (within Management and Budget) MICH.COMP.LAWS. Ann. § 388.1694a
Minnesota	X				Minnesota Automated Reporting System for

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					Students (MARSS) MINN. STAT. § 125B.05
Mississippi	X				Mississippi Student Information System (MSIS) MISS. CODE. ANN. 37-151-17 and 19
Missouri		X			Data Collection (Core Data) 5 CSR 50-350
Montana		X			Mont. Code Ann. § 20-3-106 (26) gives authority to state superintendent
Nebraska		X			NEB. REV. STAT. § 79-760
Nevada	X			X	Automated System of Accountability for Nevada (SAIN) Older version: Statewide Management of Automated Record Transfer (SMART) NEV. REV. STAT. § 386.650, 386.655 Section 53 of Senate Bill 1 (Chapter 1, Statutes of Nevada 2001, 19th Special Session)
New Hampshire		X			N.H. REV. STAT. ANN. § 193-E:4,5 Goals: § 193--C:3 and C:9
New Jersey		X (by fall 2006)			(Source: Consolidated Application)
New Mexico	X				N.M. STAT. ANN. 22-2C-11 (H.B. 212, 2003) N.M.ADMIN. CODE . tit. 6 § 19.5.1-9 (security measures)
New York		X (by 2006-07)			N.Y. EDUC. Title I, Art. 7, Sec. 305 (22)
North Carolina	X (phasing in implementation)		"Exchange of information among public schools and institutions of higher education: but data not actually linked N.C. GEN. STAT. ANN. § 116-11 (10a)		Electronic Student Information System (eSIS) Window of Information on Student Education (NC WISE) and Student Information Management System (SIMS) N.C. GEN. STAT. § 115C-105.35, and § 115C-102.6A State board policy EEO-I-004

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North Dakota	X				North Dakota Online Reporting System Data Envelopment Analysis Project N.D. CENT. CODE § 15.1-02-08 N.D. ADMIN. CODE § 67-01-01-01
Ohio	X		Data codes assigned for community college students	X (developing per 3301.0714)	Ohio Education Management System (EMIS) OHIO REV. CODE ANN. § 3302.021 (H.B. 3, 2003 - new system)
Oklahoma		X (Pilot program proposed 2005)			Proposed: Student Tracking and Reporting (STAR) Pilot Program (HB 1900, proposed 2-2005) 70 OKLA. ST. ANN. § 3-160
Oregon	X				Electronic Student Records program (S.B. 262, 2001) OR. REV. STAT. § 326.565, 326.580
Pennsylvania					Does not have – per state contact (Pa. Department of Education, Office of Educational Technology)
Rhode Island		X (no social security #s)			State Assigned Student Identifier, Student Records System Comprehensive Education Information System (CEIS) R.I. GEN. LAWS § 42-72.5-2.
South Carolina		X		Recommended by technology committee	SASIxp (National Computer Systems); Comprehensive system under development
South Dakota	X			(Investigating)	Student Information Management System (SIMS) S.D. CODIFIED LAWS § 13-3-51
Tennessee	X				Tenn. Code Ann. § 49-6-5101
Texas	X		X PK-16 Public	X	Public Education Information Management System

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			Education Information Resource (TPEIR)		(PEIMS) TEX. CODE ANN. § 42.006 and § 32.158
Utah		Currently, no statewide system; locally assigned IDs			UTAH CODE ANN. § 53A-1-301 § 53A-1-409 and § 53A-1-605
Vermont	X		X		
Virginia	X (phasing in)			X	Educational Information Management System (EIMS) Scholastic Records VA. CODE ANN. § 22.1-289 § 22.1-260
Washington	X		(partial) Four-year institutions do not, but community/ technical college link to K-12		Core Student Record System WASH. REV. CODE § 28A.300.130
West Virginia	X				W.VA. CODE ST. R. § 126-94-1; § 126-13-1
Wisconsin	X			Unique IDs assigned but not linked to K-12 WIS. STAT. ANN. 36.11 (35)	Wisconsin Individual Student Enrollment System (ISES) Wisconsin Student Number Locator System (WSLS)
Wyoming	X		(partial) Community college level data system (WYO. STAT. ANN. § 21-18-202) but not across K-12 and higher education		Student Data Collection System (SF 0039, 2003) WYO. STAT. ANN. § 21-2-202 (xiv) Wyoming Integrated Statewide Education Data System
Total	**32**	**14 + DC**	**5**	**7**	

SOURCES (in the order researched, preferred and used):

- State statutes and state administrative codes
- State government Web sites; state reports
- National reports such as SHEEO's Data Systems to Enhance Teacher Quality (2003); SHEEO Network News (August 2003); National Center for Higher Education Management, for the Lumina Foundation, *Following the Mobile Student: Can We Develop the Capacity for a Comprehensive Database to Assess Student Progression?* (April 2003); Project Forum's "Unique Student Identifiers" (May 2004) (National Association of State Directors of Special Education)
- Corporate Web sites (information system developers)

Resources Related to System Quality

- **Schools Interoperability Framework** (SIF) information is available from the Software and Information Industry Association at http://www.siia.net/sif. Alaska, California, Delaware, Idaho, Maryland, Minnesota, North Carolina, Ohio, Oregon, Pennsylvania, Virginia, Washington, Wyoming currently have committed to the SIF standards.
- SPEEDE/ExPRESS (SPEEDE stands for Standardization of Postsecondary Education Electronic Data Exchange, and ExPRESS stands for Exchange of Permanent Records Electronically for Students and Schools) – an ANSI X12 (Electronic Data Interchange) format. For information on SPEEDE/ExPRESS look under Standards on the Web site of the Postsecondary Electronic Standards Council at **http://www.pesc.org/info/overview.asp**.
- *Student Data Handbook for Elementary, Secondary, and Early Childhood Education: 2000 Edition.* [NCES #2000-343] The Student Data Handbook was developed to provide guidance concerning the consistent maintenance of student information. This handbook defines data elements and definitions describing personal information, enrollment, school participation and activities, out-of-school experience, assessment, transportation, health, special program participation and discipline for pupils in early childhood, elementary and secondary education. This handbook contains no data. Available online at http://nces.ed.gov/pubs2000/studenthb.
- **Building an Automated Student Record System: A Step-by-Step Guide for Local and State Education Agencies,** National Center for Education Statistics, 2000, http://nces.ed.gov/pubs2000/building/intro.asp.

OTHER RESOURCES:

For a good discussion of longitudinal evaluation, see: http://www.fund4colorado.org/pdf/SAR_Version_2.0_Model.pdf.

National Center on Educational Accountability (links to two state examples – Nevada and Delaware):
http://www.nc4ea.org/index.cfm?pg=surveyresults&subp=surveyelement&surveyst=Nevada&element=1
http://www.nc4ea.org/index.cfm?pg=surveyresults&subp=surveystate&surveyst=Delaware

TABLE 2 – for Policy Wonks Only

Miscellaneous Notes/Details/Resources

State	Notes/Details/Resources
Alaska	Notes from Alaska: http://www.eed.state.ak.us/oasis/IDSystemSummary.html
California[1]	*Notable:* California system includes the ability to disaggregate data on pupils in foster care. *Details of legislation* Senate Bill 1453 (enacted 2002) requires: (1) the assignment of individual, yet non-personally identifiable student identifiers to all K-12 students enrolled in California public schools; and (2) the establishment of the California Longitudinal Pupil Achievement Data System (CALPADS) that includes statewide assessment data, enrollment data and other demographic elements required to meet federal NCLB reporting requirements. The assignment of student identifiers is the responsibility of the California School Information Services (CSIS) program; the SB 1453 grant program, and the establishment of the longitudinal data system is the responsibility of the California Department of Education (CDE). Senate Bill 1453 can be viewed at http://www.sen.ca.gov (Legislation "SB 1453"). Source: http://www.cde.ca.gov/ds/sp/cl/index.asp *Postsecondary level* California's postsecondary-level database is required to support longitudinal studies of individual students, provide interactive use of data, and provide each of the educational segments access to the data. The K-12 system, however, does not reference linkages with postsecondary. Link to California School Information Services (CSIS) Web page: http://www.csis.k12.ca.us/site-map-cata.asp Program charter: http://www.csis.k12.ca.us/library/CSIS-Prgm-Charter-v2-0.pdf Link to legislative language of California School Information System section: http://www.leginfo.ca.gov/cgi-bin/displaycode?section=edc&group=49001-50000&file=49080-49085 *Funding* Governor Gray Davis' 2001-02 budget proposal included $16.5 million for CSIS to cover ongoing operations and about half of the estimated cost of the planned expansion, according to an analysis by the independent Office of the Legislative Analyst (LAO). The LAO recommended a substantial increase – more than $12 million – in the proposed budget for CSIS in 2001-02. Source: EdSource, June 2001
District of Columbia	Automated data system to monitor and report student attendance
Florida	System is required to have the capacity to collect, via electronic transfer, all student and school-performance data and produce a comprehensive annual report on school and district performance.
Hawaii	From LEGISLATIVE REPORT SUBJECT: Report on Implementing Act 51 Provisions REFERENCE: Act 51, Session Laws of Hawaii 2004: Recognizing this need, the Legislature appropriated $2,000,000 for FY 2004-05 for: ● Positions to provide technical support to school-level information systems users ● Infrastructure to meet the security and privacy requirements of the telecommunications network

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	● Customization of the student information system software ● Training regarding the use of information technology. The implementation of school-by-school academic and financial planning will require timely, comprehensive and efficiently gathered student achievement data. This data will be the basis upon which each school will identify targeted areas for improvement. To fulfill this need, the appropriation provides the necessary infrastructure and support for the initial Phase I implementation of the electronic standards-based student report card and the new electronic student information system (eSIS). In addition, the data will be essential to meet federal NCLB requirements.
Illinois	Illinois schedule for implementation: http://www.isbe.state.il.us/sis/pdf/sis_schedule.pdf
Indiana	Student Test Numbers are unique numbers, but because many districts (school corporations in Indiana) use vendors for their Student Information Systems, the state department has made efforts to keep vendors updated about the Student Test Numbers and other aspects of the project. See the *Vendors of Student Information Systems* section of: http://www.doe.state.in.us/stn/welcome.html
Iowa	Language from ICA-256.31: Community college data comparisons and program improvement sharing on academic preparation and career planning *Sec. 4. Section 256.9, Code 2003, is amended by adding the following new subsection: Develop and implement a comprehensive management information system designed . . . [to] provide for the electronic transfer of individual student records between schools, districts, postsecondary institutions, and the department. The director may establish, to the extent practicable, a uniform coding and reporting system, including a statewide uniform student identification system.* A section on value-added capacity follows the new subsection. Source: http://www.legis.state.ia.us/GA/80GA/Legislation/HF/00500/HF00549/Current.html
Kansas	Informative PowerPoint presentation http://www.ksde.org/assessment/martinez.ppt
Kentucky	Max is the enterprise data system being developed jointly by the Kentucky Department of Education, the Education Professional Standards Board and the Council on Postsecondary Education to assist schools, districts, policymakers and other stakeholders in data-driven decisionmaking. Max currently includes school and district profiles, financial data, assessment results, high school feedback reports and mailing labels. The partners expect to make semi-annual updates to Max, including adding more detailed information in each of these categories, enhancing reporting capabilities, and providing other information about public elementary, secondary and postsecondary education in the Commonwealth. http://www.education.ky.gov/KDE/Administrative+Resources/Data+and+Research/Data+Requests/Information+on+Max.htm Data standardization resources: http://www.education.ky.gov/KDE/Administrative+Resources/Data+and+Research/Data+Standardization/default.htm
Maryland	State board rules have set standards for "forms" that districts and schools submit, but does not appear that unique student identifiers are yet under development. S.B. 267 (2004 -- Teacher Effectiveness Pilot Program), however, would have established such a system. Although it did not pass, bill language might be helpful to others. ***Bill text: http://mlis.state.md.us/pdf-documents/2004rs/bills/sb/sb0267f.pdf*** ***Fiscal note: http://mlis.state.md.us/pdf-documents/2004rs/fnotes/bil_0007/sb0267.pdf*** State Higher Education Executive Officers (SHEEO) 2003 presentation: http://www.sheeo.org/network/presen2003/Keller2003.ppt

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Massachusetts	A State Assigned Student Identifier (SASID) is a unique identifier given to each student receiving a publicly funded education in Massachusetts. The SASID number remains with the student throughout his or her educational life in grades pre-K through 12, even as the student transfers from one district or school to another. If the student leaves the state and returns, the student will receive his/her original SASID. Districts can apply for a SASID using the Single Student Registration (SSR) or the Multiple Student Registration (MSR). Once the SASID is assigned, districts can retrieve the unique identifier using the Publish Manager application.
Michigan	Michigan has a Unique Identification Code (UIC) for each student and collects a substantial amount of demographic information. While it also has files of state assessment data, educator data, financial data, and other types of information, these are not currently connected in any coherent manner. Center for Educational Performance and Information is located inside the office of the state budget director, department of management and budget. (H.B. 4401, Sec. 94a, 2003) Related information: http://www.michigan.gov/documents/Data_Policy_50459_7.pdf http://www.michigan.gov/documents/Intro_76814_7.pdf http://www.michigan.gov/documents/Flow_Chart_34792_7.xls
Missouri	Retrieved from Commissioner's Letter issued February 4, 2005: "Last year a group of Missouri educators and DESE personnel explored ways of reducing the recordkeeping load for school districts, especially in response to the increasing data demands imposed by NCLB. Among the ideas considered was the adoption of a statewide student identification system. You may recall that we conducted a survey of school districts to determine what systems were already in place and how districts were using such programs to manage student data. The Department recently signed a contract to begin development of a statewide student identification/locator system. The state education agencies in Kansas and Nebraska also are beginning projects with the same company, which recently implemented a system in Iowa." http://dese.mo.gov/commissioner/letters/2005/02042005.htm#MOVING_FORWARD_WITH_A_STUDENT_I.D._SYSTEM
Montana	Excerpt from **Montana Special Education Focused Intervention Process**, November 2004, Montana Office of Public Instruction: "Currently, Montana does not have an individual student information system and, therefore, cannot track individuals across schools and school years. The OPI collects aggregate enrollment, graduate, and dropout counts each fall from schools and data on students with disabilities is also a separate data collection, which carries with it the risk of misclassification of student data (i.e., reporting a student's race/ethnicity inconsistently between enrollment and dropout data collections, reporting a transfer student a dropout)." Current statewide systems for data collection: ADC and MAEFAIRS.
Nevada	Major Requirements from NRS 386.650,the Automated System of Accountability Information for Nevada – such as "Have the capacity to provide and report information, including, without limitation, the results of the achievement of pupils (per Federal requirements and by subgroup); include a system of unique identification for each pupil; and to the extent practicable, be used for purposes of identifying a pupil for both the public schools and the University and Community College System of Nevada, if that pupil enrolls in the System after graduation from high school. For full text: http://leg.state.nv.us/NRS/NRS-386.html#NRS386Sec650
New Mexico	Administrative regulations include requirements for security measures.
Ohio	Ohio's original system has been required since 1991, although 2003 law requires

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	development of a new system: "not earlier than July 1, 2005 and not later than July 1, 2007." The more recent law prohibits the Department from paying more than $2.00 per student for data analysis and reporting to implement the value-added progress dimension that was based on the pilot program. Does not, however, preclude districts from entering into contracts to pay higher amount for the provision of more services. *3301.0714: D) (1) The guidelines adopted under this section shall require school districts to collect information about individual students, staff members, or both in connection with any data required by division (B) or (C) of this section or other reporting requirements established in the Revised Code. The guidelines may also require school districts to report information about individual staff members in connection with any data required by division (B) or (C) of this section or other reporting requirements established in the Revised Code.*
Rhode Island	Link to memo on Consortium Student Information System (CSIS) Initiative: http://www.ridoe.net/CSIS/csis%20rpf.pdf PowerPoint: http://www.eride.ri.gov/doc/SASID_Preview.ppt
South Carolina	Excerpts of recommendations made by Report of the Superintendent's Ad Hoc Technology Committee (October 2003). To adequately manage this information, a state and local data warehouse requires: • Statewide standards for data collection, storage, and reporting; • A student linking system for statewide tracking of student records and data; • State and local integration so that all educational decision makers have access; • Statewide licensing of data tools (software and database structures); • Statewide training for all data management processes; and • Common data definitions. Other recommendations The professional development management system requires specifics such as: • Electronic statewide tracking system for teacher and paraprofessional certifications and staff development, • Statewide tracking system for technology competencies for teachers and administrators, • Linkage with state certification portal system, which provides secure access through the Internet, • Documentation of effectiveness of professional development with respect to student performance, • Statewide database of effective research-based staff development strategies in all content areas and at all grade levels, and • Pre-service training for all educator candidates and in-service training for current instructional staff to include basic statistics and measurement (Assessment literacy). Source: http://www.myscschools.com/offices/technology/reports/techcommreport20021108.pdf
Texas	Link to Appendix E, Texas State Education Data, *Investigation of Education Databases in Four States to Support Policy Research on Resource Allocation,* Southwest Educational Development Laboratory, 2005. http://www.sedl.org/rel/policydocs/IES-app-e.pdf
Virginia	Details of Virginia's system: http://www.doe.virginia.gov/VDOE/Technology/EIMS-files/News101504.pdf http://www.pen.k12.va.us/VDOE/studentsrvcs/MSSRedit.pdf

State	Notes/Details/Resources
Wisconsin	*The Who, What, When, Where, and Why of Wisconsin's Individual Student Enrollment System:* http://www.dpi.state.wi.us/dpi/dltcl/lbstat/ises_5ws.html Wisconsin is standardizing the entire state system on SIF. Questions and Answers for parents: http://www.dpi.state.wi.us/dpi/dltcl/lbstat/isesfaq2.html
Wyoming	Appropriated $4,325,000 for software (2003). Senate File 0039 (2003): http://legisweb.state.wy.us/2003/engross/sf0039.pdf

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Helping State Leaders Shape Education Policy