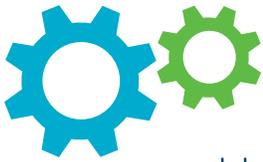**SLEDS**
STATEWIDE LONGITUDINAL
EDUCATION DATA SYSTEM

2016
YEAR
IN
REVIEW

"The idea of SLEDS is simple, combine existing data and align it in order to better understand students' movement through education and work over their lifetime. This useful longitudinal data assists policymakers in understanding the effectiveness and efficiency of Minnesota's education and workforce systems. SLEDS can help highlight inequities and shortcomings to help build a better Minnesota."

–*Larry Pogemiller, Office of Higher Education Commissioner*

Using Data to Inform Policy

For Minnesota stakeholders, from students and parents, to educators, business leaders and policymakers, data is essential to making informed decisions. Leaders in education and workforce rely on data to evaluate both individual and system needs from pre-kindergarten through postsecondary education and into the workforce. The state's data tool, the Statewide Longitudinal Education Data System (SLEDS), is a vital instrument for making these data driven decisions.

SLEDS is a joint effort from Minnesota's Office of Higher Education (OHE), the Department of Education (MDE), and the Department of Employment and Economic Development (DEED). SLEDS connects student data from early childhood, K-12, higher education and the workforce to measure transitions and outcomes for students. By bridging existing state data with other incoming data, a range of education programmatic and delivery questions can be answered to gauge the effectiveness of current programs and design targeted improvement strategies to help students. SLEDS data empowers the state to improve college readiness, participation, and completion while better aligning education and training to the state's workforce needs.

This report describes the mission, achievements, purpose, and future of SLEDS. In reflecting on the efforts that brought SLEDS to its current status, we can look forward to the work in the years to come that will build a sustainable data system. The next several pages are an invitation for you to become involved in the future of SLEDS. As Minnesota faces new and unknown challenges in education and the workforce, we need diverse stakeholder groups to engage with the tools available to identify potential for system improvement and more strategic public investments. SLEDS is only the instrument to answer critical social questions.

We hope you join us in our excitement about the possibilities this data system provides Minnesota.

"The SLEDS system lays the groundwork for using analytics and data visualization to make informed policy decisions in Minnesota. In this effort and across Minnesota, we continue to work to create systems that are integrated, intelligent, and innovative so that government, leaders and policymakers can utilize real, dynamic information to make decisions. Through the SLEDS system we are able to use data to develop our next generation workforce, implement fact-based policies to realize Minnesotans' potential through education, and assure competitive economic advantage by investing in the people of Minnesota."

–Thomas Baden, MN IT Commissioner

MINNESOTA'S PURPOSE
SLEDS brings together data from education and workforce to:

⚙ Identify the most viable pathways for individuals in achieving successful outcomes in education and work;

⚙ Inform decisions to support and improve education and workforce policy and practice, and

⚙ Assist in creating a more seamless education and workforce system for all Minnesotans.

SLEDS has successfully bridged existing data and created a data and research framework based on the four P's – Pathways, Progress, Predictors, and Performance. This framework creates significant capacity for educators, policy makers, researchers and other stakeholders to access and evaluate data across systems to answer critical and long-ranging questions and build a comprehensive body of information to inform future decision-making.

MINNESOTA'S 4 P'S:

Pathways
Movement of individuals between K-12, Higher Education, and Workforce
- Which high school graduates enroll in college? Which move directly into work?
- Do students who drop-out of college find employment?
- What industries employ college graduates and at what wages?

Progress
Benchmarks or transition points students meet or fail to meet
- How many high school graduates take developmental education in college? In what subjects?
- Do students who drop-out of college re-enroll? When?
- When do workers seek additional education or training?

Predictors
Characteristics, patterns, or commonalities that help explain which students succeed
- Which high school graduates enroll in dual credit before college? Does this influence the probability of college completion?
- What are the success patterns of students who enroll in college immediately after high school as compared to those who delay enrollment?
- Is there a difference by race/ethnicity in finding employment after college?

Performance
Indicators of education and workforce systems supporting individual success
- Where are Minnesota students and workers succeeding?
- Where can we improve?
- Where can we focus additional strategies and resources?

SLEDS data provides a comprehensive foundation for assessing the performance of Minnesota's education and workforce systems. Data alone cannot improve performance but it can support the careful consideration of issues and analysis leading to action.

Minnesota's P20 Education Partnership, an organization that includes statewide education groups and other government, business, and private sectors governs SLEDS. The P20 Education Partnership members work collaboratively to maximize achievements of all students, from early learning through workforce and promote the efficient use of financial and human resources. The Partnership provides a forum where critical policy issues can be collectively identified and addressed, and solutions informed by data developed.

"Without SLEDS we would not know the participation patterns for dual enrollment and which colleges and universities partner with which high schools. We would not know Minnesota students of color participate in dual enrollment programs at lower rates and are more likely to participate in PSEO than concurrent enrollment programs."

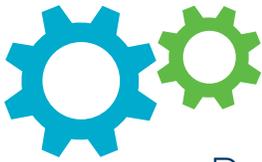–Dr. Jen Trost, University of Minnesota, Doctoral Candidate

MINNESOTA P-20 PARTNERSHIPS SLEDS GOVERNANCE COMMITTEE MEMBERS:

- Minnesota Office of Higher Education
- Minnesota Department of Education
- Minnesota Department of Employment and Economic Development
- Minnesota Association of School Administrators
- Minnesota School Boards Association
- Minnesota Association of Elementary School Principals
- Minnesota Association of Secondary School Principals
- Minnesota Parent Teacher Student Association
- Education Minnesota
- University of Minnesota
- Minnesota State Colleges and Universities
- Minnesota Private College Council
- Minnesota Career College Association
- Minnesota Legislature
- Early Childhood Education
- Minnesota Business Partnership
- Minnesota Chamber of Commerce

"Century uses SLEDS data to build better transitions and deepen relationships to ensure students success."

–Century College

The foundation of SLEDS was built starting in 2009. By 2013, the SLEDS database powered a public-facing analytics tool where the public can customize and view high school and college data for their communities and as well as the state. Over time, SLEDS has increased the robustness of data in the system and expanded the number and types of products available.

Minnesota serves as a national model in effective data use. Of particular note, in 2015, Minnesota was selected as one of 16 states to receive a multi-year grant from the US Department of Education to expand the use of SLEDS data.
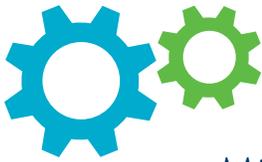
SLEDS Work

2015

- Data Access and Management Policy formally adopted
- SLEDS Data Access request process adopted
- SLEDS 101 handout
- SLEDS 101 video
- SLEDS Prezi
- SLEDS Grant application submitted
- SLEDS Mobile Analytics Report: Developmental Education
- Data added: Advanced Placement
- Data added: Staff
- Data added: Workforce Training
- SLEDS Secured Report: K12 Data Mart
- Data Access and Management Policy formally adopted
- SLEDS Data Access request process adopted
- SLEDS 101 handout
- SLEDS 101 video

2016

- SLEDS K12 Data Mart videos
- SLEDS Secured Report: Postsecondary Data Mart
- SLEDS Data Access request process standardized
- Minnesota Management and Budget dashboard using SLEDS data launches
- National SLEDS grant win
- SLEDS Mobile Analytics Report: New College Students Demographic
- SLEDS Mobile Analytics Report: New College Students Enrollment
- SLEDS Mobile Analytics Report: College Graduates
- Data added: Minnesota Common Course Catalogue
- Data added: International Baccalaureate
- Data added: SAT
- Data added: Career and Technical Education
- Early Childhood Longitudinal Data System launches
- SLEDS External Research: Dual Credit for Students of Color
- SLEDS Mobile Analytics Report: Employment
- SLEDS Mobile Analytics: Outreach page
- SLEDS K12: Data Mart videos

2017

- Data set added Minnesota Department of Health health care licensure
- Request for Proposal for Data Use and Technical Assistance Network
- SLEDS Research: Data Inventory and Gaps
- Analysis of College Readiness Predictors
- SLEDS External Research: REL Midwest Dual Credit

SLEDS has been intentional about engaging a wide variety of stakeholders in the development and use of the SLEDS system. While the system is administered by a partnership of state agencies, the Governance and Research & Data Committees are composed of stakeholders from across the education and workforce sectors as well as community organizations. Beyond those integrally involved in the function and development of SLEDS, we have stakeholders using SLEDS data in a variety of ways. K-12 school and district leadership and staff use SLEDS data to better understand their students' postsecondary and workforce outcomes, and in turn use that to inform their policies and practice. Additionally SLEDS data is used by MDE, districts, and schools to enhance state and federal reporting.

- Eden Prairie
- Bloomington
- Saint Paul Public Schools
- Ramp Up to Readiness

Colleges and universities use SLEDS data to inform their understanding of the pre-college preparation of their students as well as the post-college workforce outcomes which is more reliable than alumni employment surveys. Additionally institutions have used SLEDS data to target enhanced partnerships with K-12 schools.

- Century College
- Minnesota State

Workforce development organizations use SLEDS data to inform people in career transition – and jobseekers in state and federal workforce training programs – on the realistic employment and wage outcomes of pursuing various types of postsecondary education programs in Minnesota.

- DEED's Rural Career Counseling Coordinators used SLEDS data to show where high school students went to college and what was their highest degree completed. DEED launched the Rural Career Counseling coordinators program in January 2016.

"Our school board adopted accountability targets for our graduating classes for college enrollment, persistence, and degree/certificate completion, knowing that we have access to this reliable data source."

–Conn McCartan, Principal at Eden Prairie High School

Community organizations are using SLEDS to provide a common set of facts and figures for all partners and stakeholders working to improve educational and workforce outcomes. SLEDS data is also used to evaluate community based programs.

- GenNext
- Northside Achievement Zone
- TRiO

State legislators, parents, students, and community members benefit from SLEDS mobile analytics cite that allows them to customize the data they are interested in. There are also a series of public reports that have been published using SLEDS data that has informed the legislature on key policy issues such as developmental education.

- OHE Getting Prepared
- DEED Graduate Employment Outcomes
- MDE College Going

The academic research community is also leveraging SLEDS data to make contributions to the academic literature as well as policy community about transitions across education and workforce systems.

- Dr. Jen Trost, University of Minnesota
- Midwest REL

SLEDS is expanding use of the system to provide new information to students, families, educators, policy makers and stakeholders. One way Minnesota is addressing this challenge is the creation the SLEDS Network comprised of Regional Education Analysts providing training and support to data users across Minnesota. The SLEDS Network put a personal face on SLEDS for users who want assistance in accessing and using data. The SLEDS Network proactively works with the public, local schools, districts, colleges and business to facilitate local data needs, and encourage and support use of SLEDS data to inform policy making and program decisions.

"SLEDS is a critical tool for K-12 schools and districts to look at the experiences of their students in all forms of postsecondary education... SLEDS is the only way we can obtain data to understand the impact of individual and systemic K-12 decisions."

–College Readiness Consortium

THE SLEDS NETWORK

SLEDS created a network of regional experts who will provide training and support to users. A Regional Education Analyst (REA) will be assigned to each of six state planning areas (see diagram).
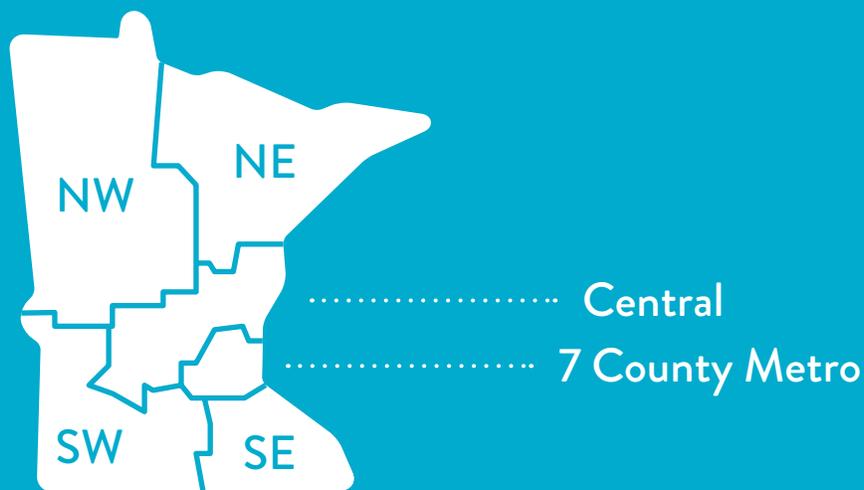
✓ Train state, local and partnering agency staff on how to use education data and related information for decision making.
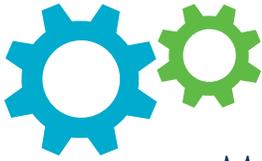
✓ Initiate and coordinate local education analysis activities in partnership with the state, LEAs and communities, including providing tools and expertise necessary for planning and program evaluation.

✓ Oversee special regional studies and projects related to education, including college and career planning.

Network Organizations
- Southwest West Central Service Cooperative (SW)
- Lakes Country Service Cooperative (NW)
- Century College (7 County Metro)
- Center for Applied Research and Educational Improvement, University of Minnesota (NE, Central, SE)

Mapping out the Future for SLEDS

While SLEDS has rapidly become a go-to place for data and analysis for many stakeholders, significant opportunities remain to maximize use of the system.

BY 2020, SLEDS AIMS TO:

- Be responsive to stakeholders by providing an array of high quality reports and data products that meet identified needs in a timely manner,
- Maximize stakeholder engagement and data use, and
- Incorporate efficient data management processes serving as a model cross-agency data system project.
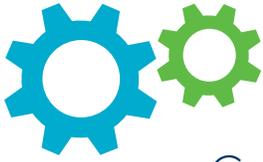
Be responsive to stakeholders

- Add reports showing the Educational Pipeline: SLEDS data shows the importance of viewing student progress as a continuum leading from high school into postsecondary education and the workforce. The Educational Pipeline displays patterns of student progress from high school through key transition points. Pipeline data assist states in designing interventions that address particular educational challenges.
- Add reports summarizing educational and workforce outcomes for students with disabilities.
- Expand reporting on non-traditional student pathways by collecting new data related to apprenticeships and college access programs.

Maximize stakeholder engagement and data use

- Incorporate more storyboarding, audio narration, infographics to SLEDS to enhance the user experience.
- Expand the work of the SLEDS Network by offering training and outreach events across the state.

Incorporate efficient data management processes

- Enhance data collection by facilitating the transition to electronic transcript between high schools and colleges.
- Add efficiency to SLEDS IT operations and platforms by developing a common metadata layer for reporting, assessing the current SLEDS platform for long term growth potential, and automating data transport.

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