

MLDS CENTER

Maryland Longitudinal
Data System

Better Data • Informed Choices • Improved Results

State Board of Education

January 29, 2018

Ross Goldstein
Executive Director

WHAT does the MLDS Center do?

- **Develop** and **maintain** a data system that will contain student and workforce data from all levels of education and the State's workforce.
- Use the system to **generate timely and accurate information** about **student performance** that can be used to **improve the State's education system and guide decision makers at all levels.**

HOW is the MLDS governed?



MLDS Governing Board

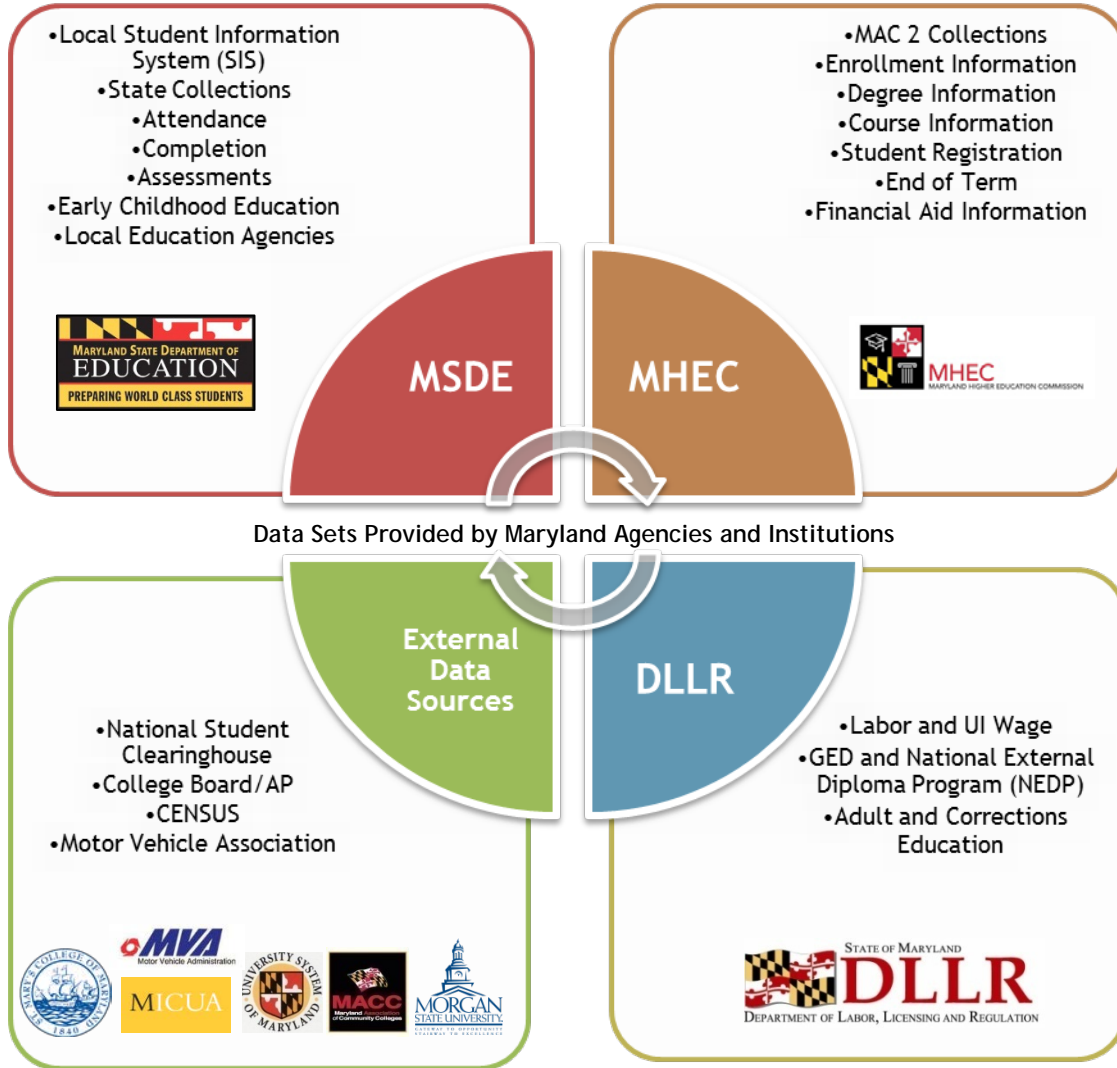
Established in state law for creating and managing the MLDS

12 Member Board of education and workforce leaders

Makeup of Board ensures the success of the MLDS

WHAT data are collected?

MLDS Data Delivery System



HOW is the MLDS secured?

- Strict adherence to legal limitations placed on system access and use;
- A system design that secures and limits access to personally identifiable data; and
- Ongoing compliance with security requirements developed by the Governing Board.



WHAT is in scope

- Governing Board has created 20 policy questions to guide the Center's research agenda.
 - A. **Postsecondary Readiness and Access**
 - B. **Postsecondary Completion**
 - C. **Workforce Outcomes**
- Multi-Sector Research



Research Agenda Questions

- <https://mldscenter.maryland.gov/ResearchAgenda.html>
- Examples:
 - What percentage of Maryland high school exiters entering college are assessed to need to take developmental courses and in what content areas?
 - What are the differences in performance, retention, and graduation, including time to degree, of students who initially matriculate at a Maryland community college and transfer to a Maryland 4-year institution versus those who initially matriculate at a Maryland 4-year?
 - Assess STEM post-graduate student state and regional job acceptance and retention.

HOW are research topics selected

- Work collaboratively with stakeholders
 - Agency liaisons (DLLR, MSDE, MHEC)
 - Research and Policy Advisory Board
 - Requests directly from agencies and legislature



Collaborative Engagements



More Jobs for Marylanders Act

Teacher Induction Study

MD Public School Student Pathways

GENERAL ASSEMBLY OF MARYLAND
DEPARTMENT OF LEGISLATIVE SERVICES



MHEC Alumni Survey Report

SOAR

PARCC Alignment Study

Teacher Induction



CTE Federal Reporting



MLDS CENTER
Maryland Longitudinal Data System



Health Care Workforce Writing Groups

Better Data • Informed Choices • Improved Results



MSDE – Collaborative Engagements

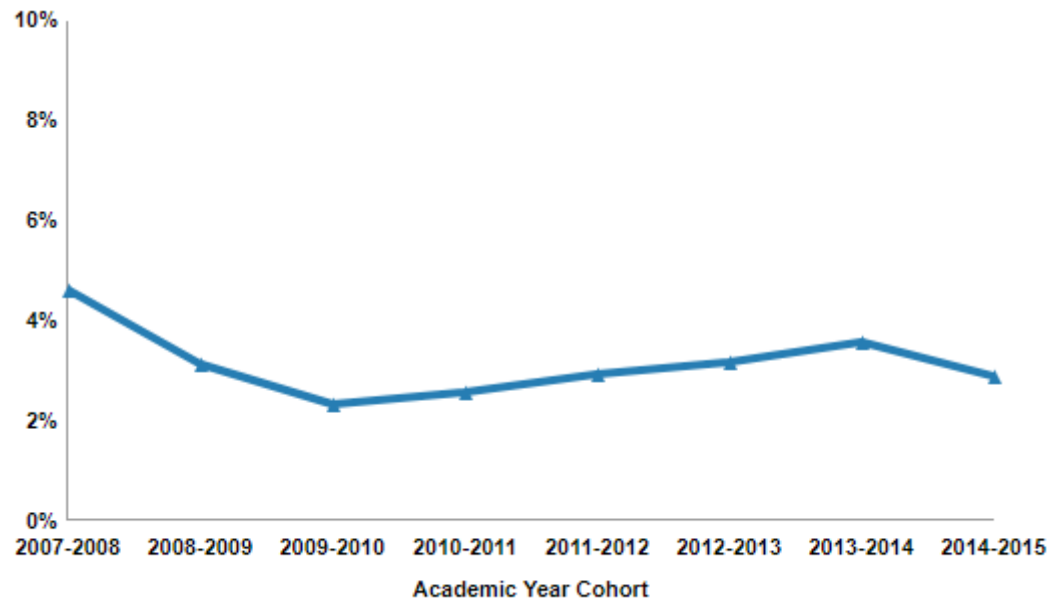
- Teacher Induction
 - MSDE – research for report required under *Teacher Induction and Retention Act of 2016*
 - Requested help assessing whether Maryland high school students are:
 - Enter teaching programs
 - Diverted from teaching programs
 - Graduating from teaching programs and teach in Maryland
- Career and Technical Education
 - Perkins Reporting
 - CTE Student Outcomes

MSDE – Collaborative Engagements (cont.)

- PARCC Alignment Study
 - PARCC Inc. asked MSDE to take part in a multistate alignment study
 - Study will analyze the alignment of achievement on the PARCC exam with success in postsecondary education
 - Enrollment
 - Persistence
 - Completion of credit bearing courses in freshman year
 - Maryland has chosen to conduct its own alignment study
 - Using MLDS data
 - Analyzed by Maryland Assessment Research Consortium (MARC) at the University of Maryland, College of Education

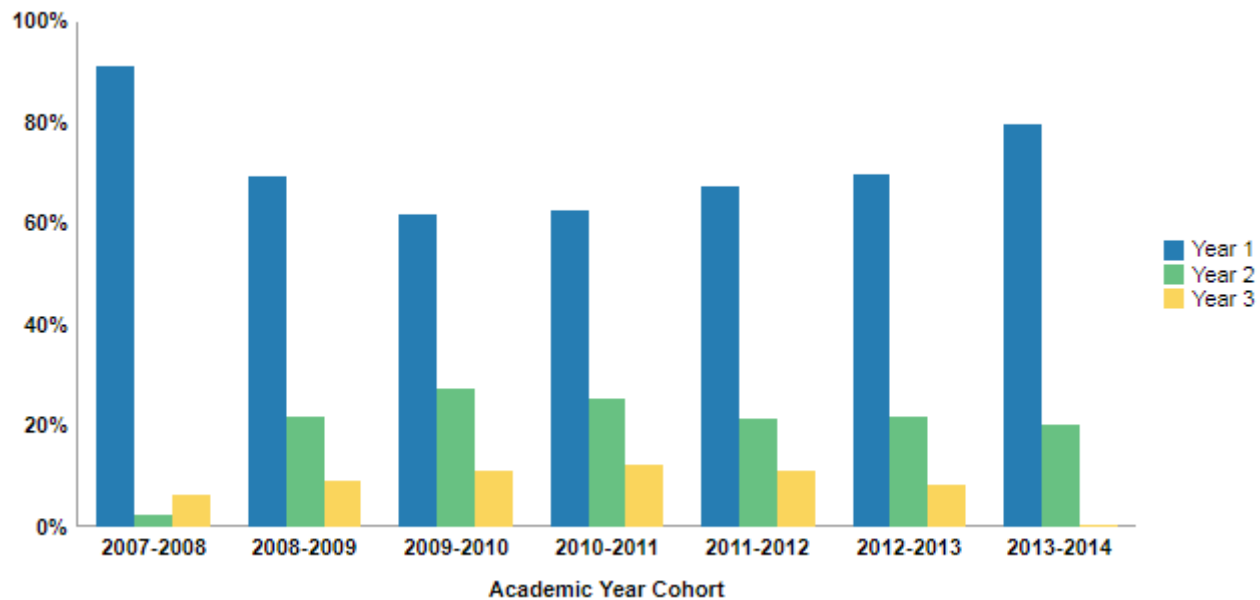
Novice Teachers

- Maryland Bachelor's Degree Graduates from 4-Yr. Public Institutions Employed as Novice Teachers in Maryland Public Schools



Novice Teachers

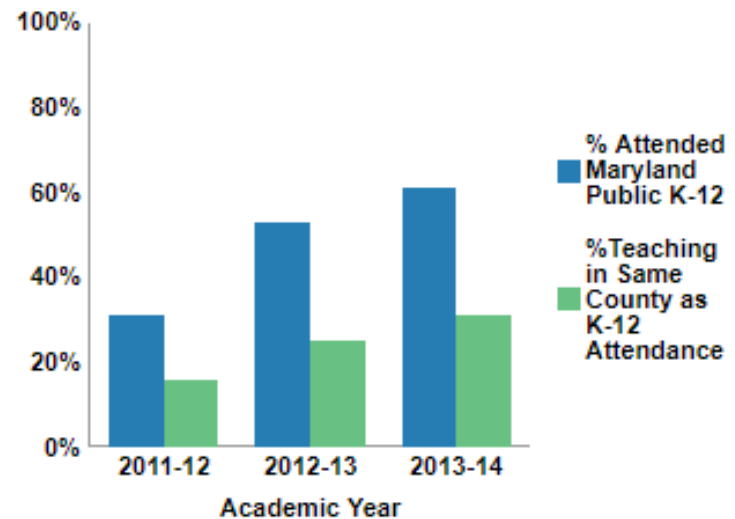
- Time to Employment for Novice Teachers in Maryland Public Schools for Bachelor's Degree Graduates from Maryland 4-Year Public Postsecondary Institutions



Novice Teachers

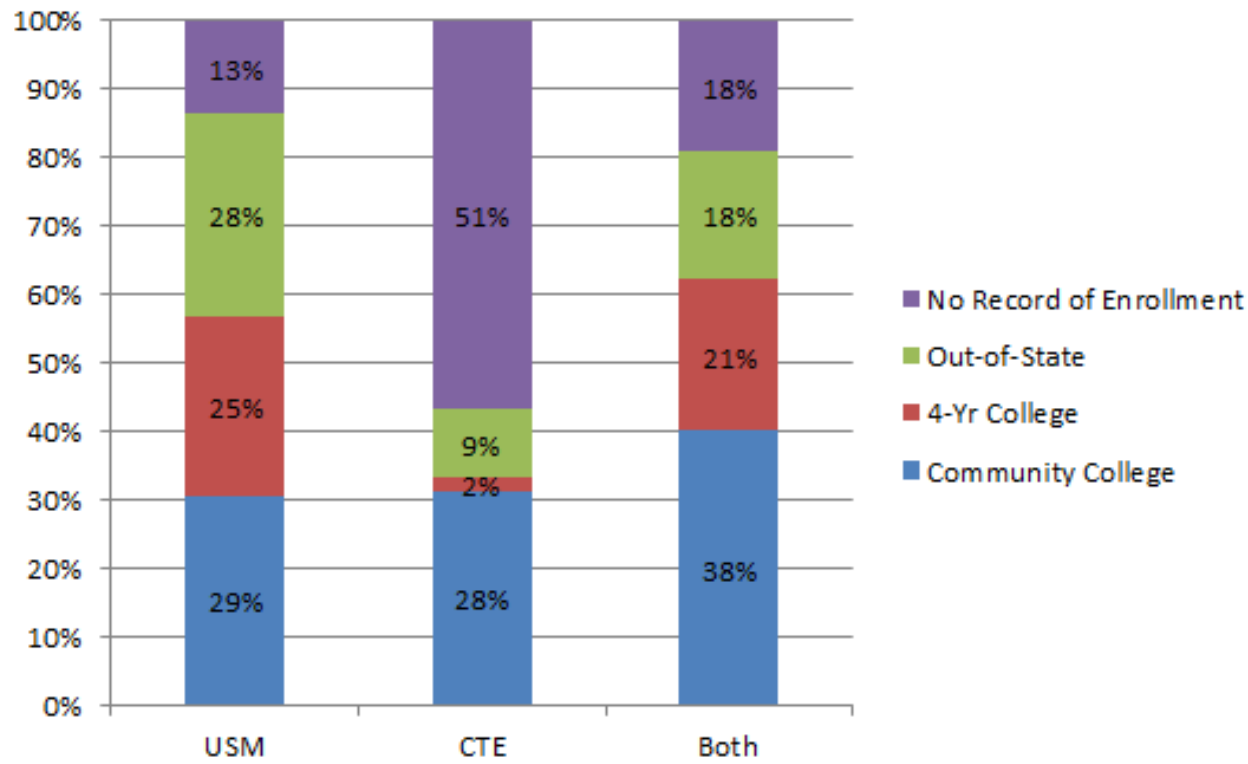
- Maryland Novice Teachers who Attended Maryland Public Schools

Academic Year	% Attended Maryland Public K-12	% Teaching in Same County as K-12 Attendance
2011-12	31%	16%
2012-13	53%	25%
2013-14	61%	31%



Career and Technical Education

- Initial College Enrollment Trends by H.S. Program Completion Type for Academic Year Cohort 2010-2011



Conclusion

- Questions
- More information
 - www.mldscenter.maryland.gov
 - Ross.Goldstein@maryland.gov
- Thank You!