

Element 1: Statewide student identifier

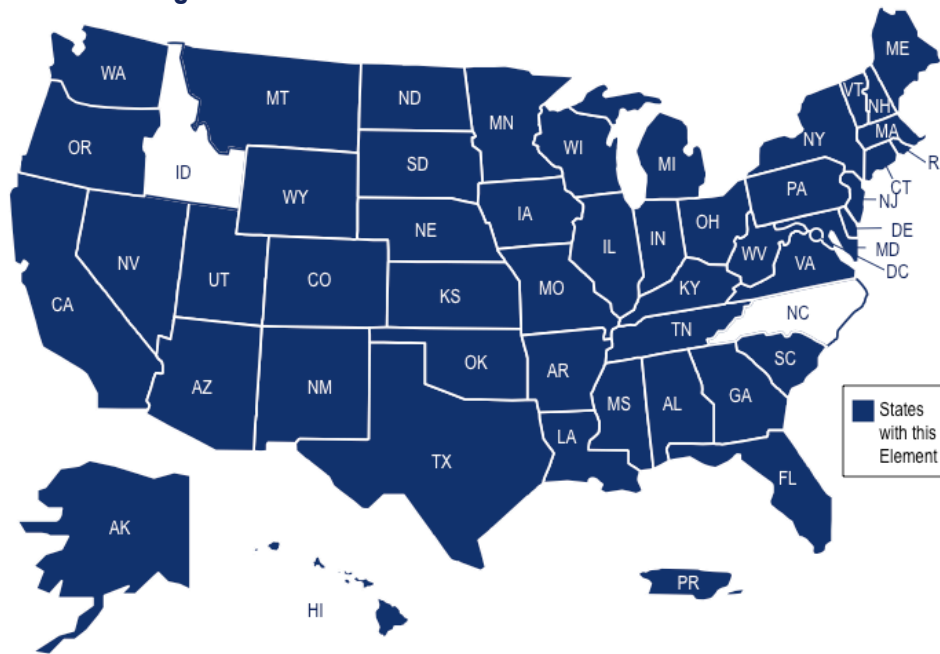
50 states have this Element*

A unique statewide student identifier is a single, nonduplicated number that is assigned to and remains with a student throughout his or her P–12 career. Assignment of a unique statewide student identifier to every student in the P–12 system provides a way to follow students as they move from grade to grade and across campuses and/or districts within the state.

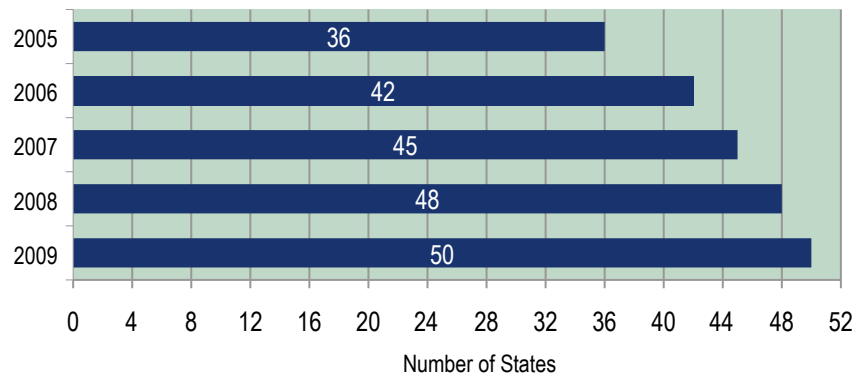
To be considered as having this Element in place, a state must:

- Assign each student a unique student identifier or collect and store each student’s Social Security number; and
- Be able to connect student-level data across four key databases (i.e., enrollment, program participation, demographic and assessment).

Overview of State Progress on This Element



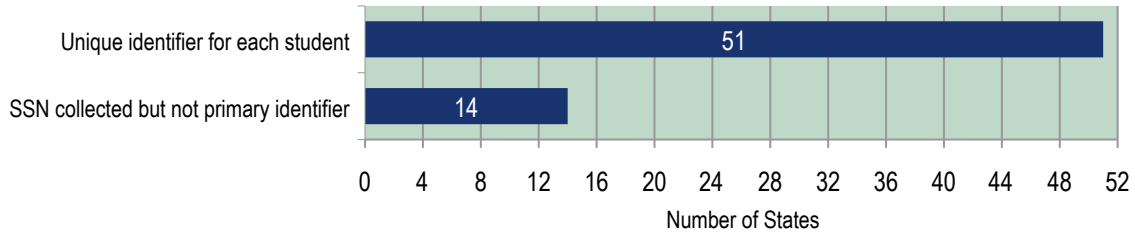
State Progress over Time



*DQC survey results include all 50 states, the District of Columbia and Puerto Rico.

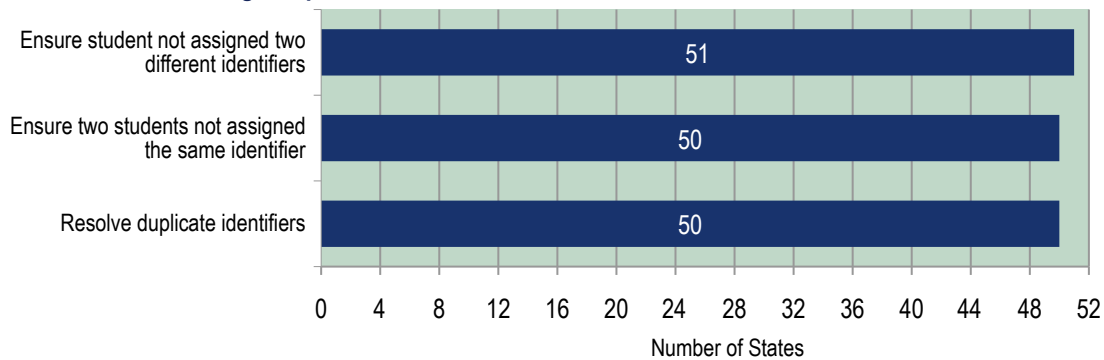
In addition to assigning each student a unique identifier, some states also collect student Social Security numbers (SSNs).

Type of Student Identifier



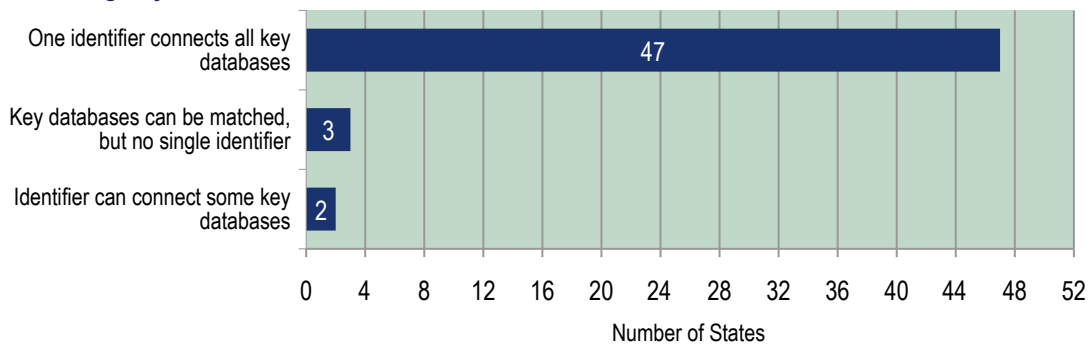
To help ensure the integrity of the state-assigned identifier, states must have procedures in place to ensure that each student identifier is indeed unique.

Procedures for Ensuring Unique Identifiers



To conduct analyses on student performance, programmatic success, etc., and disaggregate this information based on student characteristics, states need to be able to match data across the enrollment, program participation, assessment and demographic databases.

Connecting Key Databases



Element 2: Student-level enrollment data

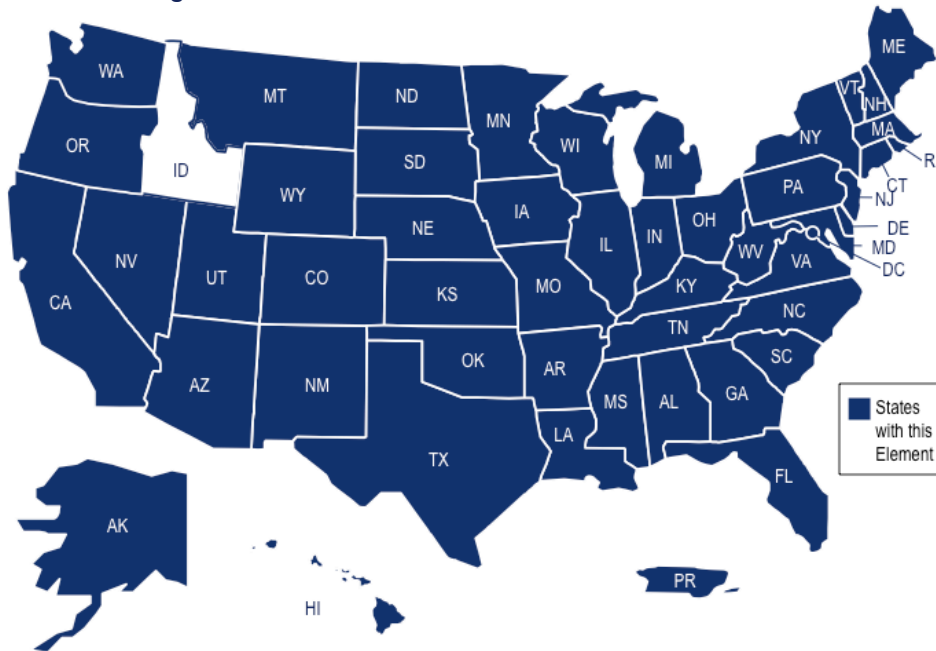
51 states have this Element*

Accurate information on student enrollment, demographics and program participation (e.g., student participation in special education or the free and reduced-price lunch program, the most common indicator of student poverty status) is essential to evaluate the effects of schools and programs and to assess the effects of student mobility and continuous enrollment on learning.

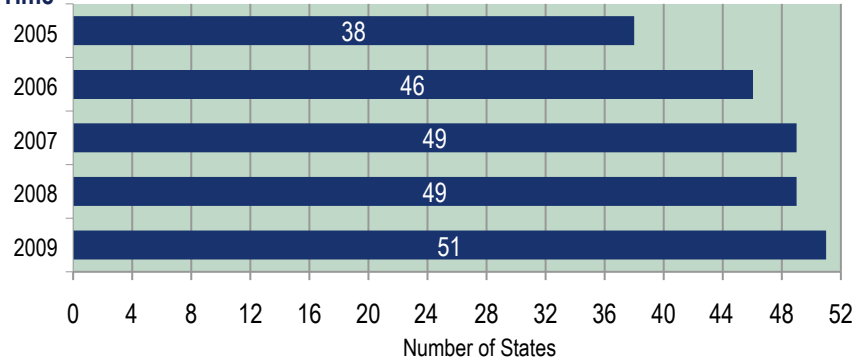
To be considered as having this Element in place, a state must collect:

- Student-level enrollment data on a real time/daily, weekly or monthly basis or during the fall, at the start of the school year or on the date of a state-specified enrollment count; and
- Student-level campus enrollment information that allows a state to track students longitudinally.

Overview of State Progress on This Element



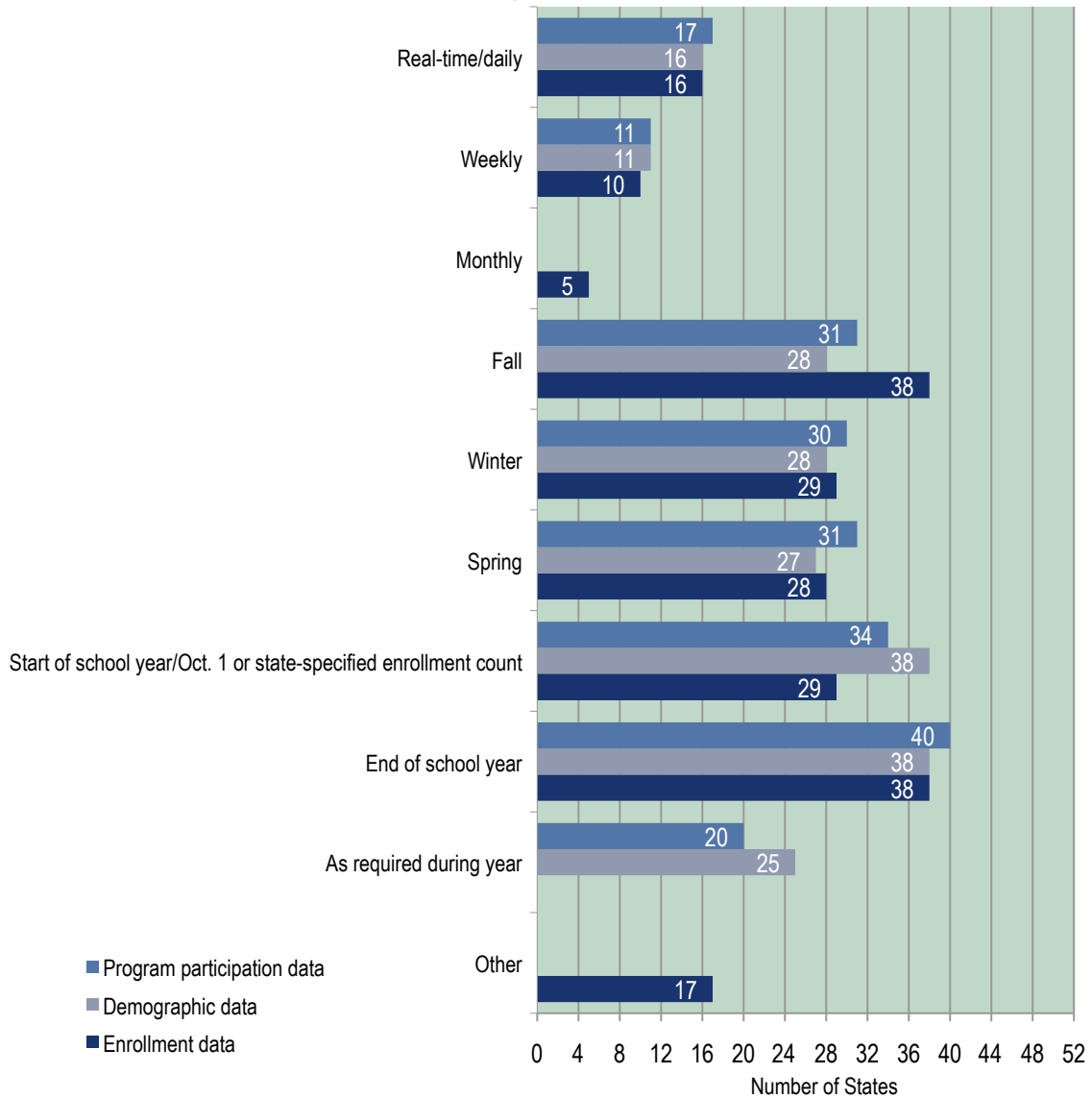
State Progress over Time



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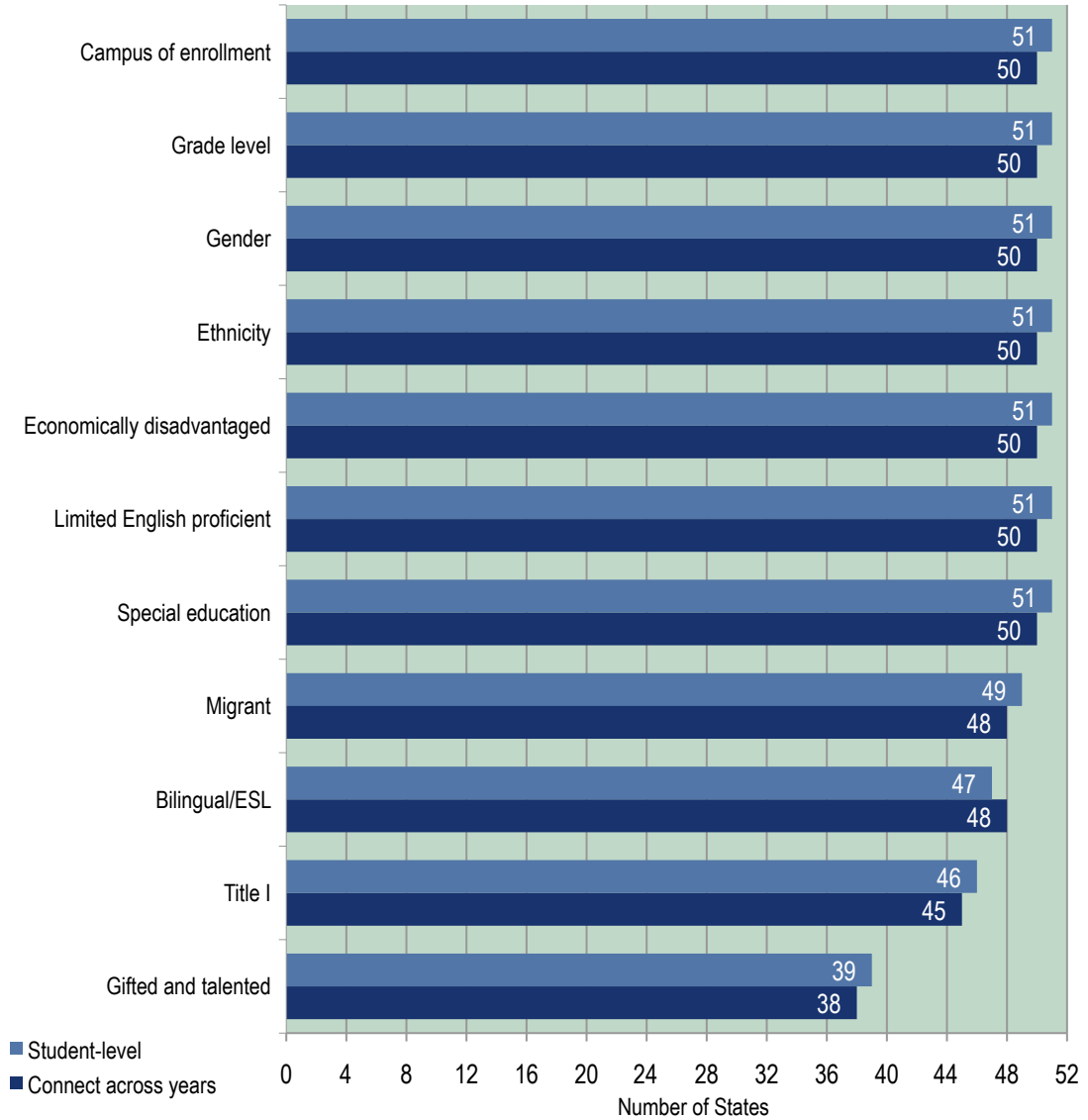
The frequency with which states collect and store student enrollment, demographic and program participation information varies across states.

Data Collection Frequency



The type of data that a state collects and whether a state can connect these data longitudinally affect the type of analysis that can be conducted.

Type of Demographic and Program Participation Data Collected



Element 3: Student-level test data

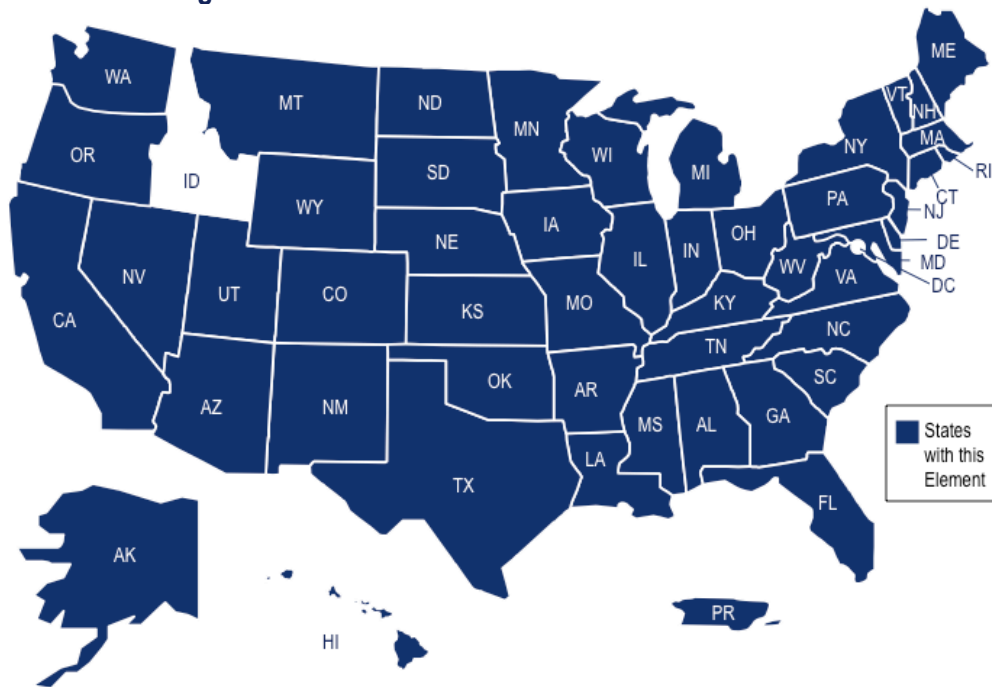
50 states have this Element*

A statewide database of individual student performance on state exams (and state-mandated local exams) should be maintained with the ability to disaggregate the results by individual item and objective to analyze academic growth and provide good diagnostic information to teachers.

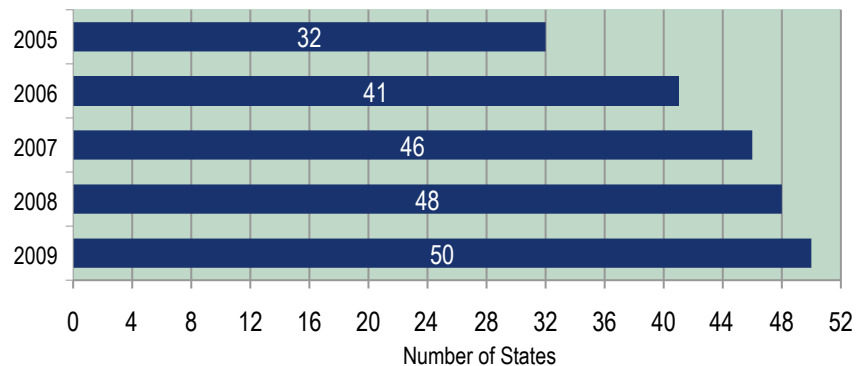
To be considered as having this Element in place, a state must:

- Collect and maintain student-level test score information; and
- Be able to connect this year’s student-level performance data with previous years’ performance data.

Overview of State Progress on This Element



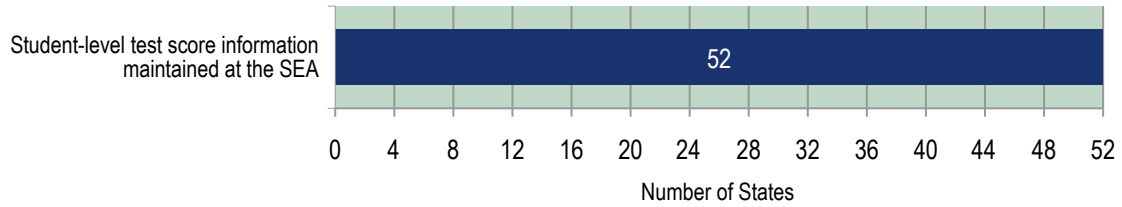
State Progress over Time



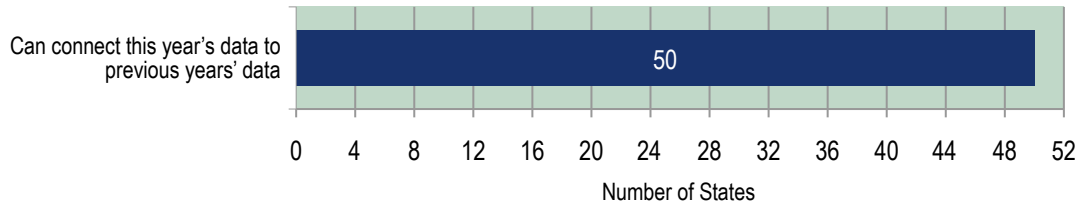
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States may collect student-level test score information, but not all states can connect a student's current-year performance to his/her performance in previous years.

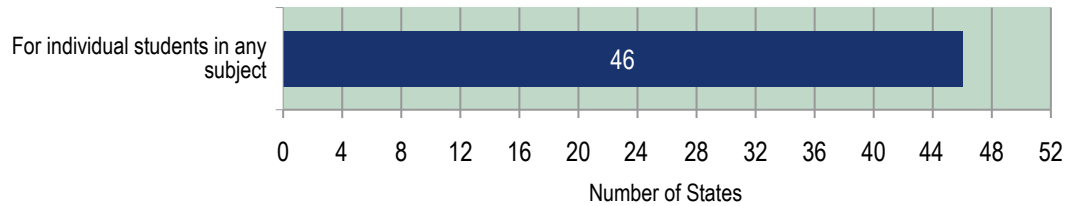
Performance on Statewide Tests



Student-Level Performance Data Connected across Years



Academic Growth Measured Year to Year



Element 4: Information on untested students

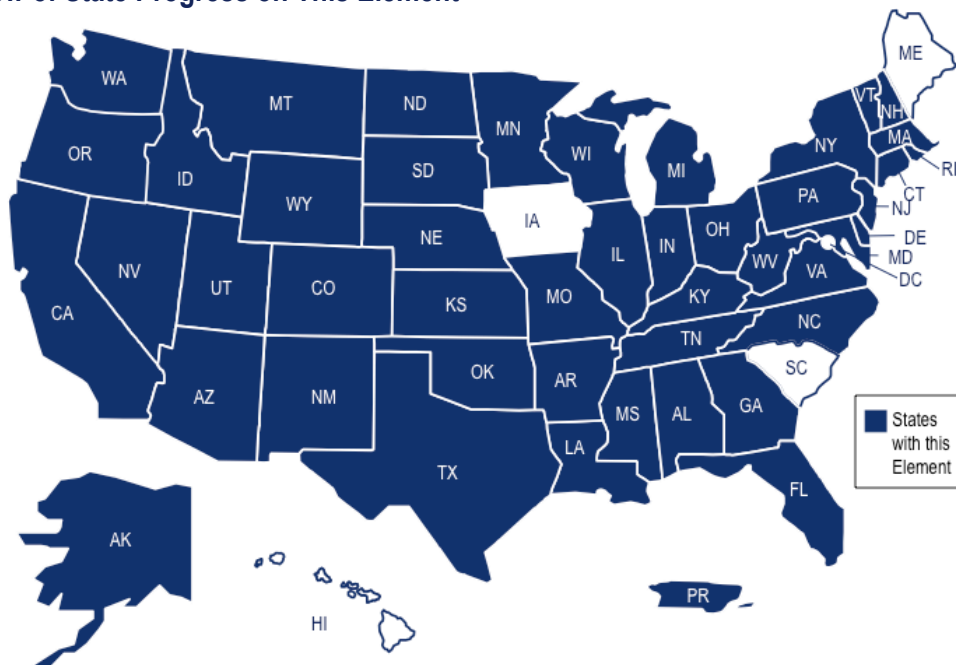
47 states have
this Element*

States need to go further than tracking students who do not take state tests to find out why they are not tested and then match those records to separate enrollment and program participation databases. By collecting this information, states are able to identify patterns associated with specific student populations (e.g., special education students or English language learners) and ensure that all students are held to high expectations.

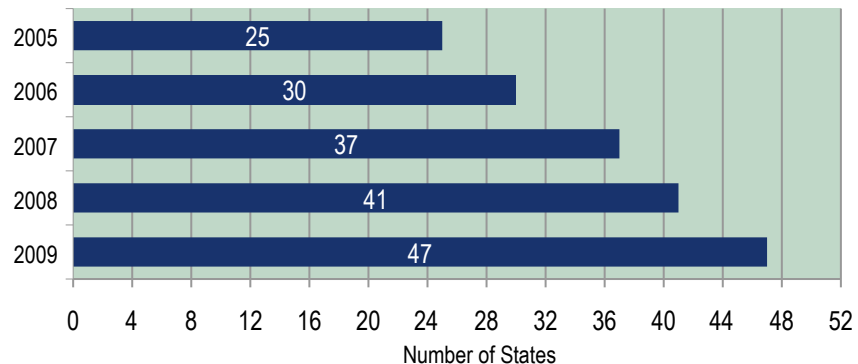
To be considered as having this Element in place, a state must:

- Collect student-level records by subject area for each student who was not tested (a) in all subjects tested or (b) in some subjects tested; and
- Collect and maintain reasons why each student was not tested for (a) all students in all subjects tested or (b) all students in some subjects tested.

Overview of State Progress on This Element

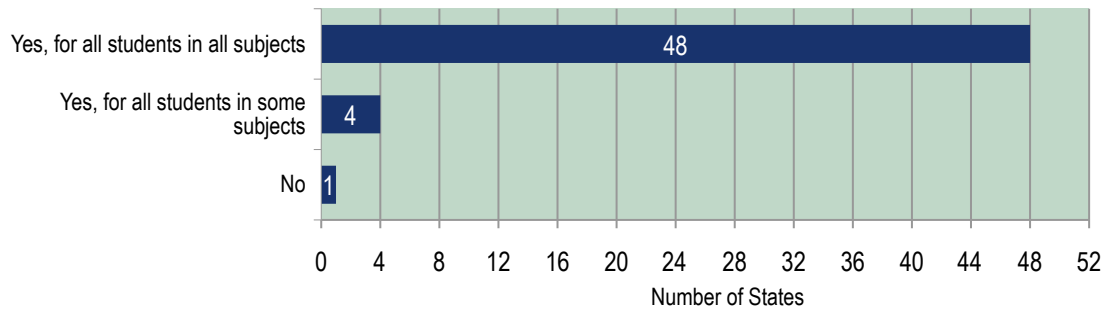


State Progress over Time

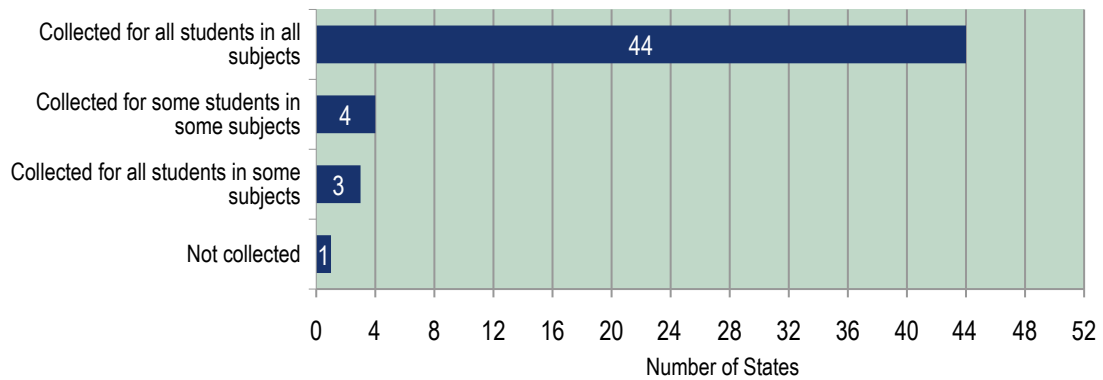


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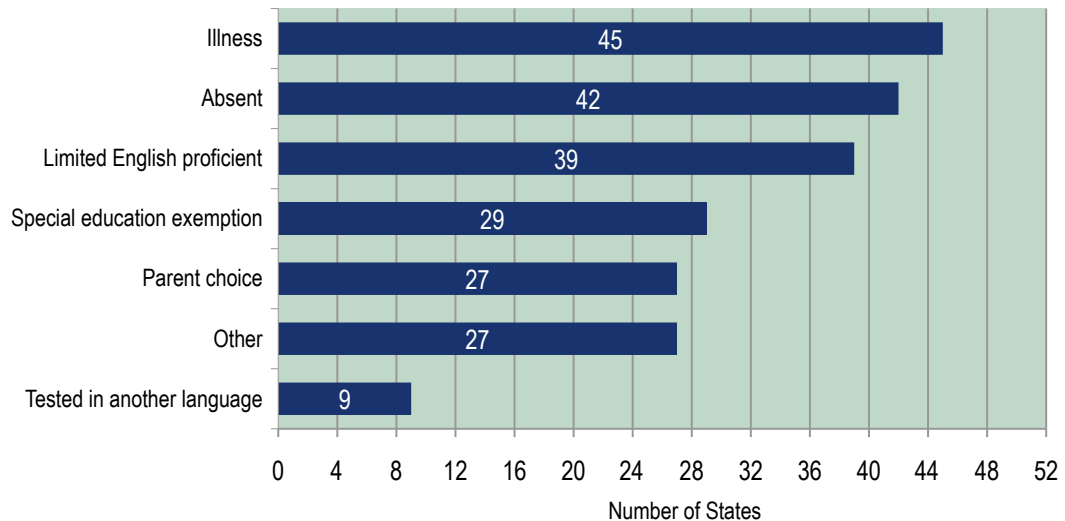
Identification of Students Who Were Not Tested on Statewide Exam



Information on Why Each Student Was Not Tested



Reason Codes Included in State Data System



Element 5: Statewide teacher identifier with a teacher-student match

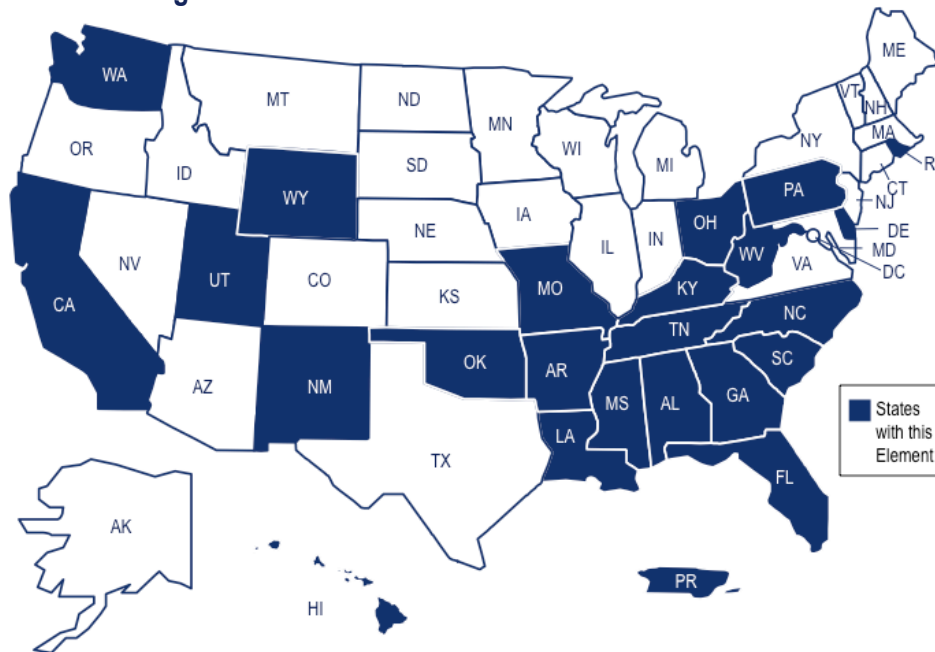
24 states have this Element*

All states collect data on teacher education and certification, but matching teachers to students by classroom and subject is critical to understanding the connections among teacher training and qualifications and student academic growth. Collecting these data makes it possible to identify which students and courses are being taught by teachers with different levels and types of preparation or certification and which forms of teacher training and certification have the greatest impact on students' academic growth in the classroom.

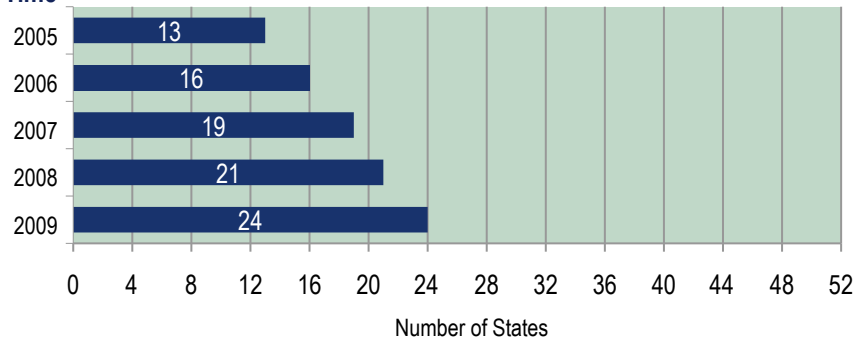
To be considered as having this Element in place, a state must:

- Maintain a unique statewide identification number for each teacher; and
- Connect students to teachers by course and/or subject at the elementary, middle and/or high school levels.

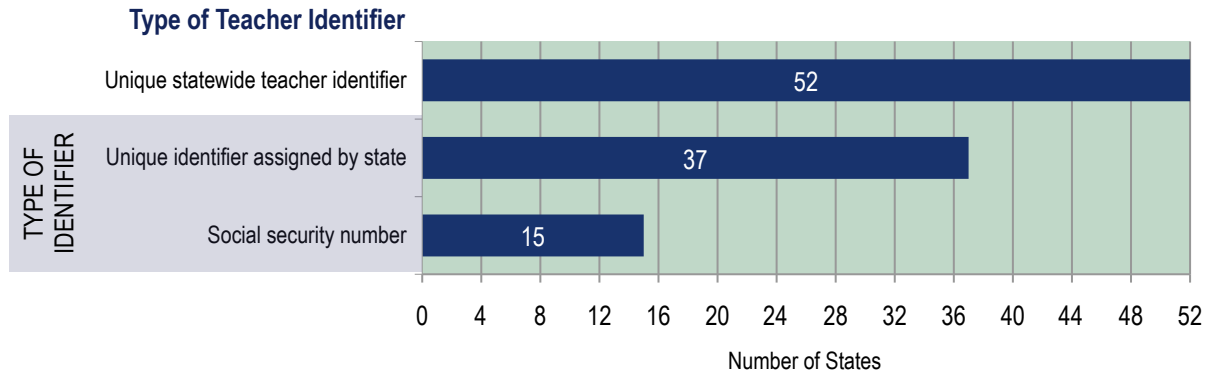
Overview of State Progress on This Element



State Progress over Time

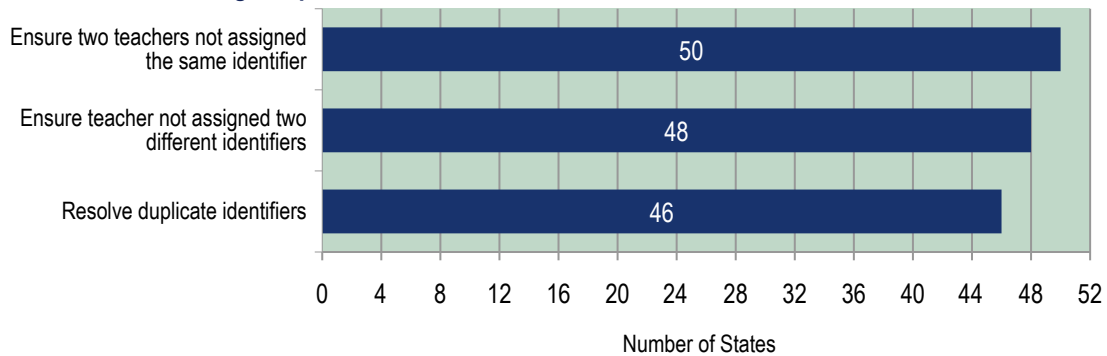


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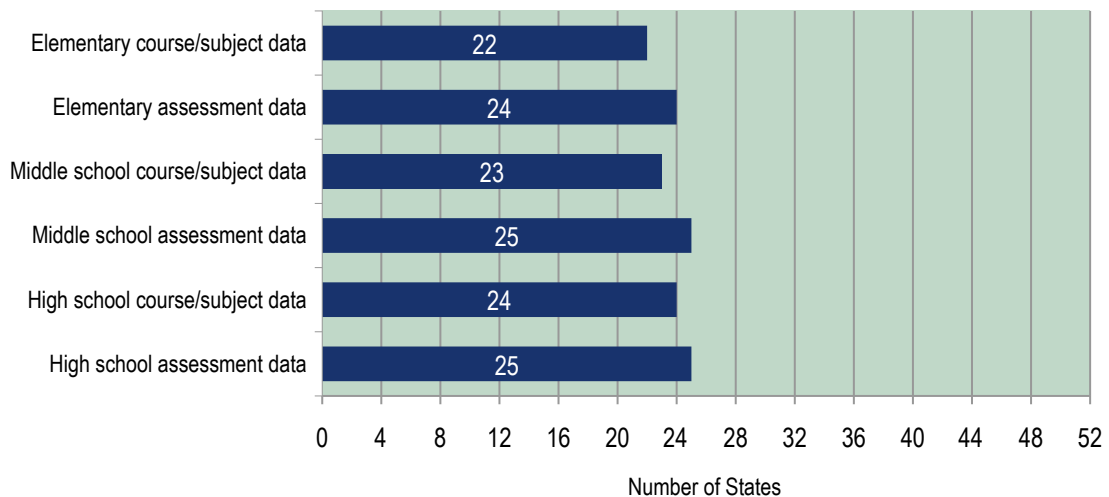


States should have procedures in place to ensure that each teacher has a unique identifier.

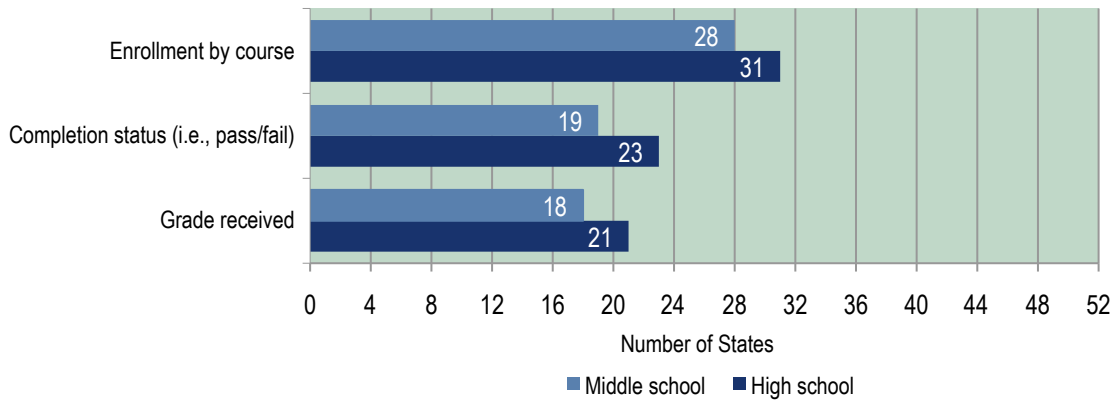
Procedures for Ensuring Unique Identifiers



Types of Teacher and Student Data that Are Matched, by School Level

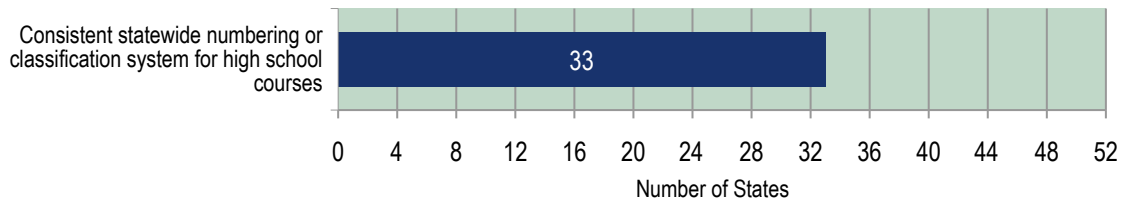


Course-Taking Data Collected by State

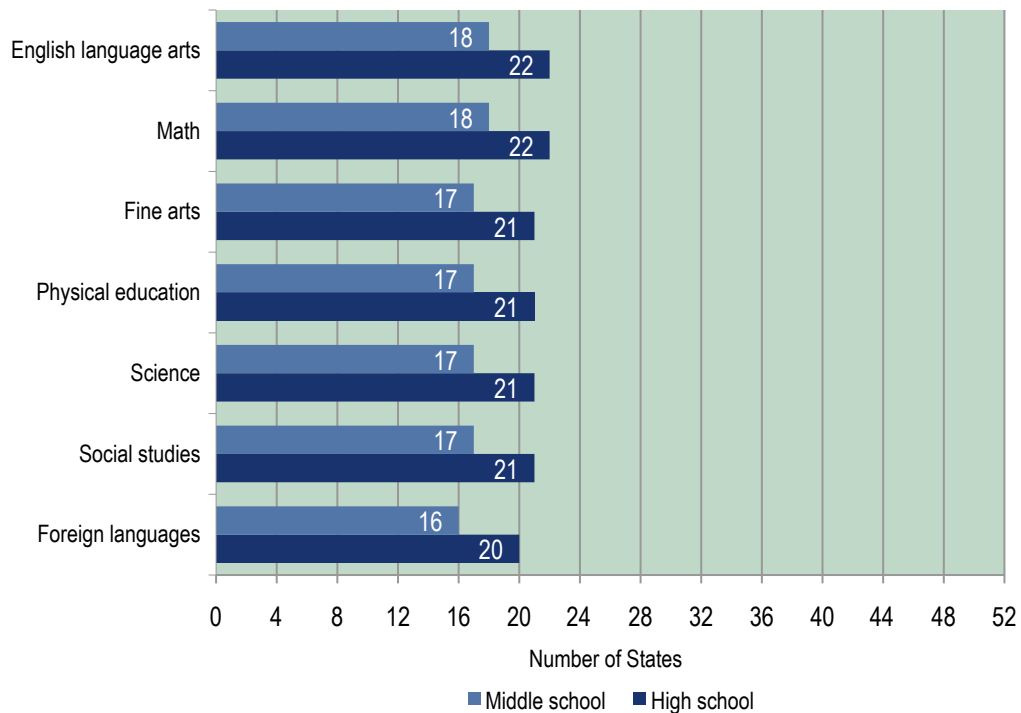


A consistent statewide course-numbering or classification system for high school courses helps states connect and analyze course-taking and performance information across schools and districts.

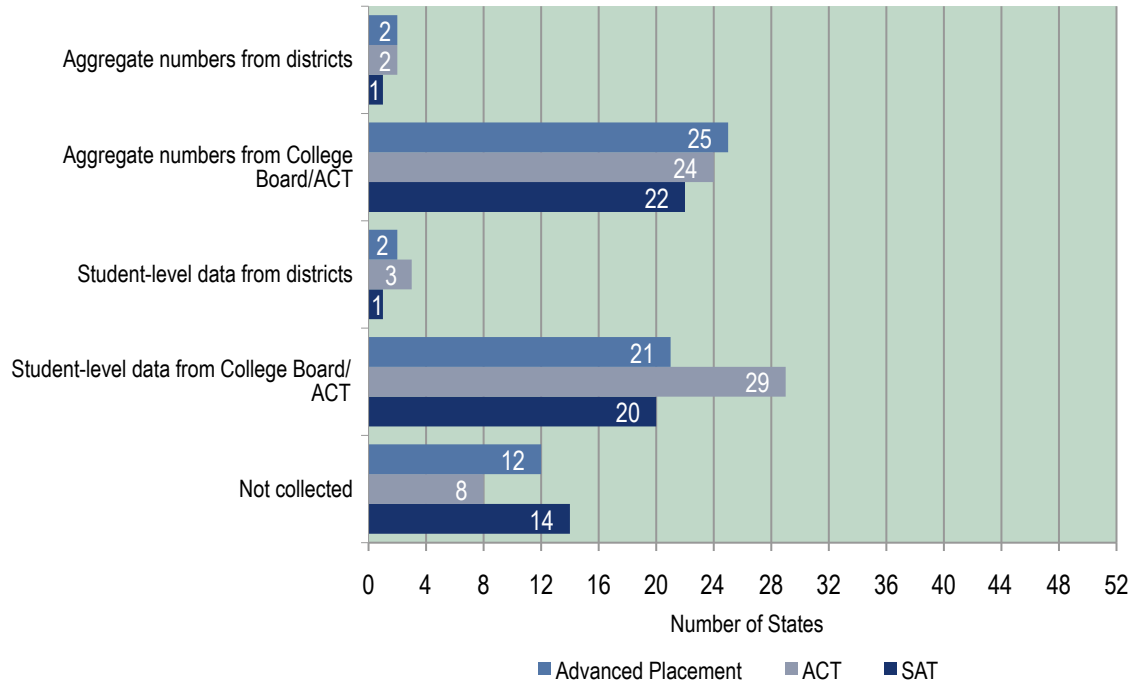
Course-Numbering System in Place



Course Data Collected by Subject Area

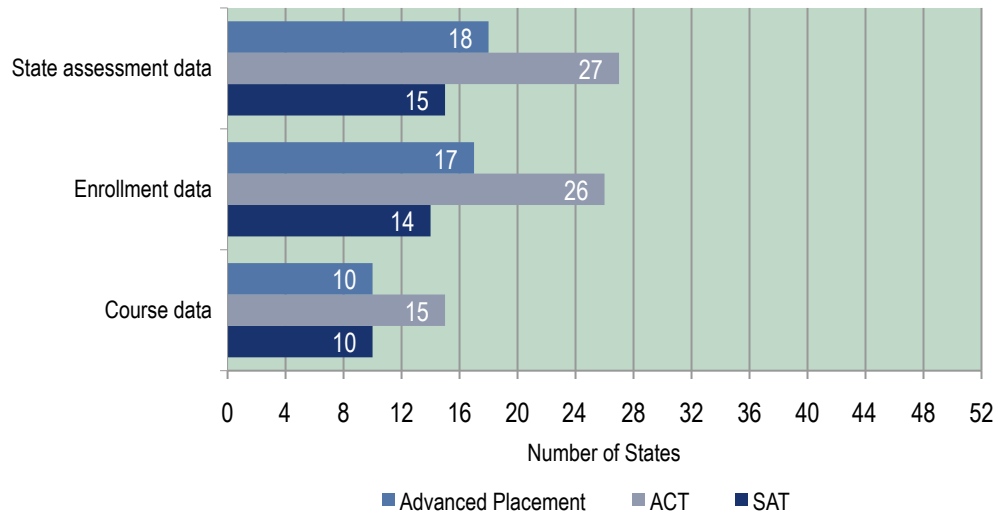


Types of Data Collected and Data Sources, by College Readiness Test



States that are able to link college readiness test scores to other state-collected data will be able to answer questions such as whether their state assessments are aligned with college and career readiness expectations and which course-taking patterns help to better prepare students for postsecondary education.

Types of Data States Connect with College Readiness Test Scores, by Test



Element 8: Student-level graduation and dropout data

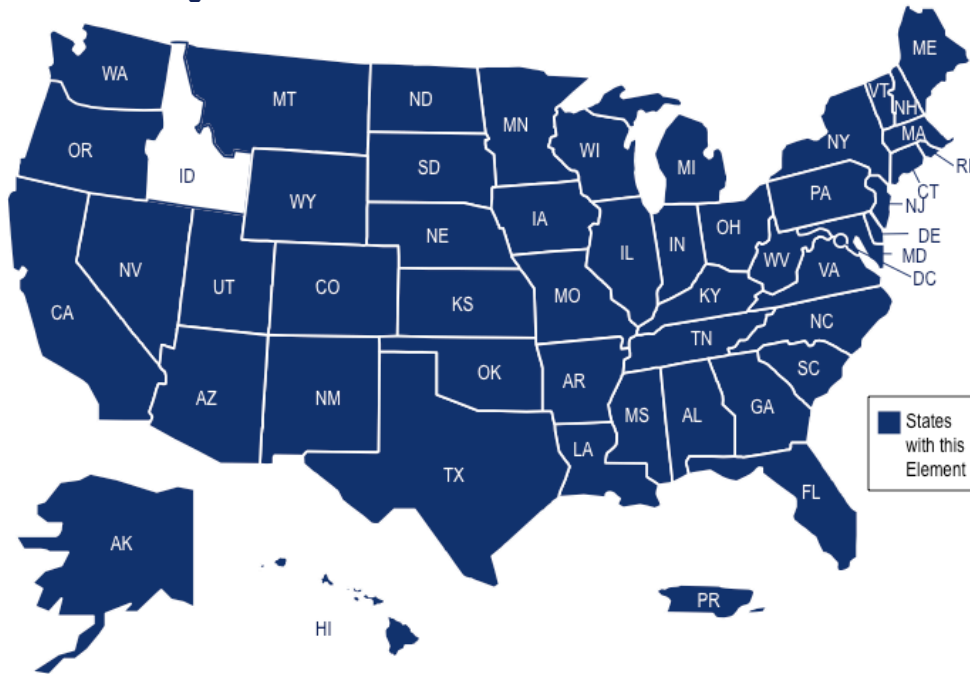
51 states have this Element*

Most states currently collect annual records of individual graduates and dropouts, but to calculate the graduation rates defined in the National Governors Association (NGA) compact, states need to be able to track individual students over time.

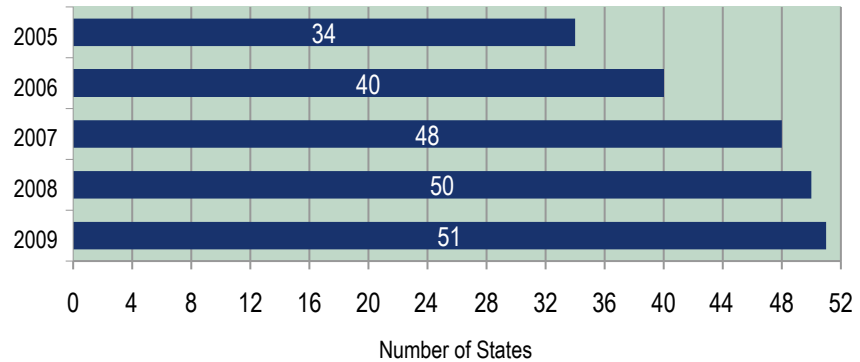
To be considered as having this Element in place, a state must collect:

- High school student-level graduation data that allow states to identify which students graduated in a given year; and
- High school student-level dropout data.

Overview of State Progress on This Element

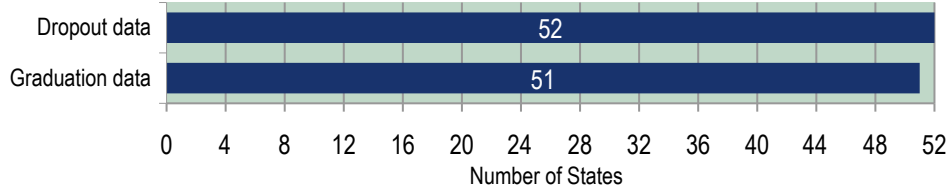


State Progress over Time



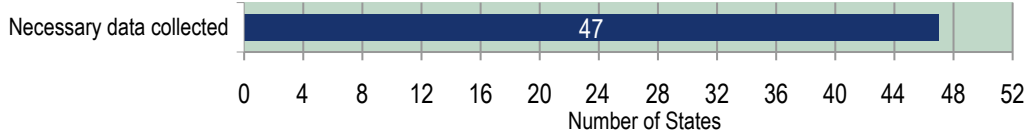
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Student-Level Data Collected from All Districts



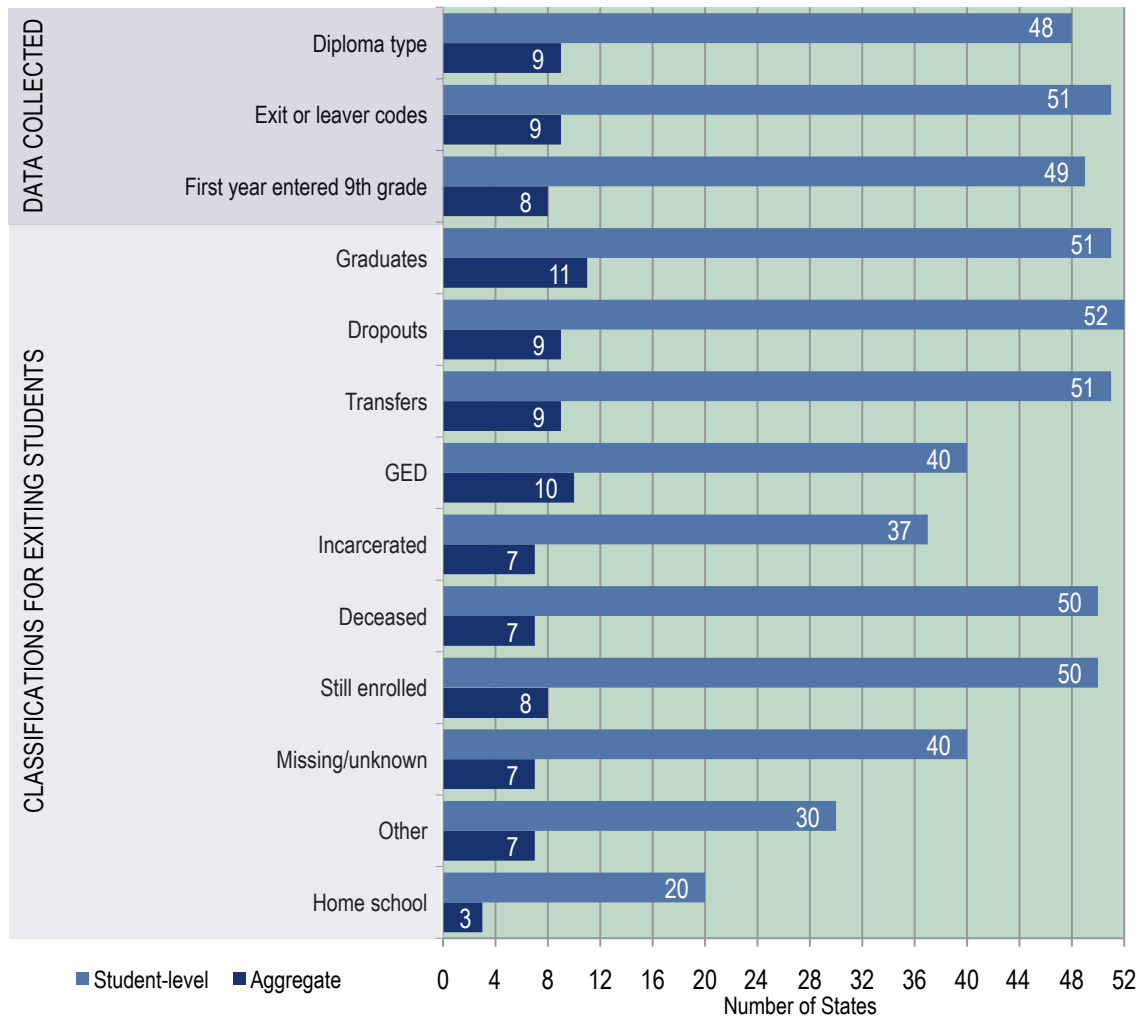
The NGA Compact, signed by all states, aims to create a more valid, reliable and consistent graduation rate that tracks a student from 9th through 12th grade. However, not all states are currently able to report this rate because many states have yet to collect enough years of data.

Capacity to Calculate NGA Compact Graduation Rate



The calculation of accurate graduation rates also requires states to be able to distinguish between students who drop out or get a GED and students who transfer schools. States, therefore, should collect a variety of data on exiting students and their characteristics.

Data on Exiting Students



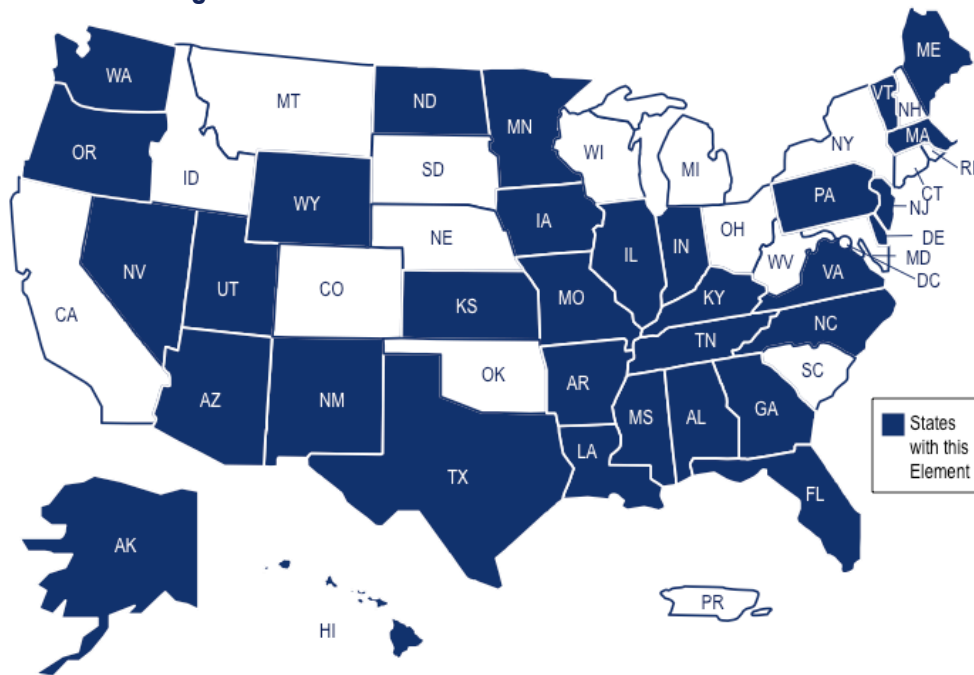
Element 9: Ability to match student-level P–12 and higher education data

33 states have this Element*

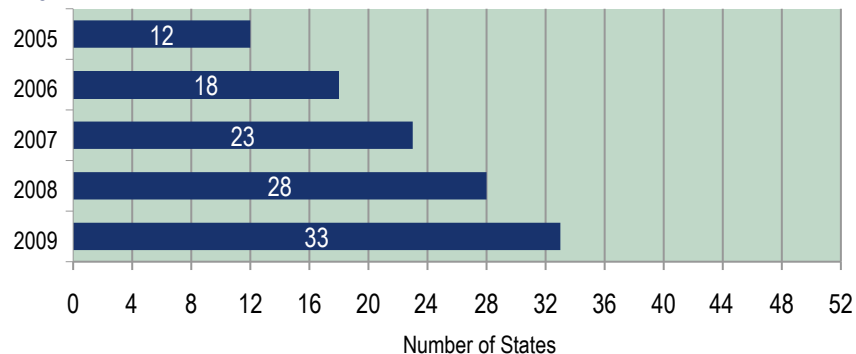
As states and school systems work to align expectations in high school with the demands of postsecondary education, they need better data on student success when students leave the P–12 system and enter college.

To be considered as having this Element in place, a state must connect P–12 records of individual students with each state’s respective records in its state public higher education system.

Overview of State Progress on This Element

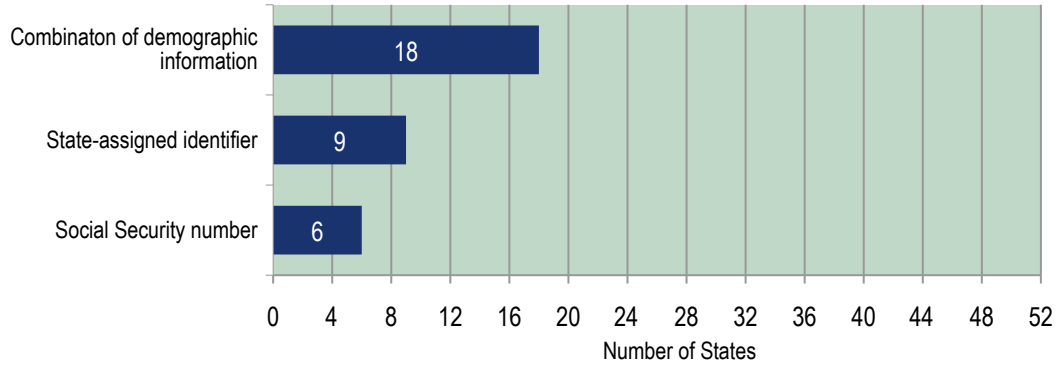


State Progress over Time



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Method of Connecting P–12 and Postsecondary Data



Element 10: State data audit system

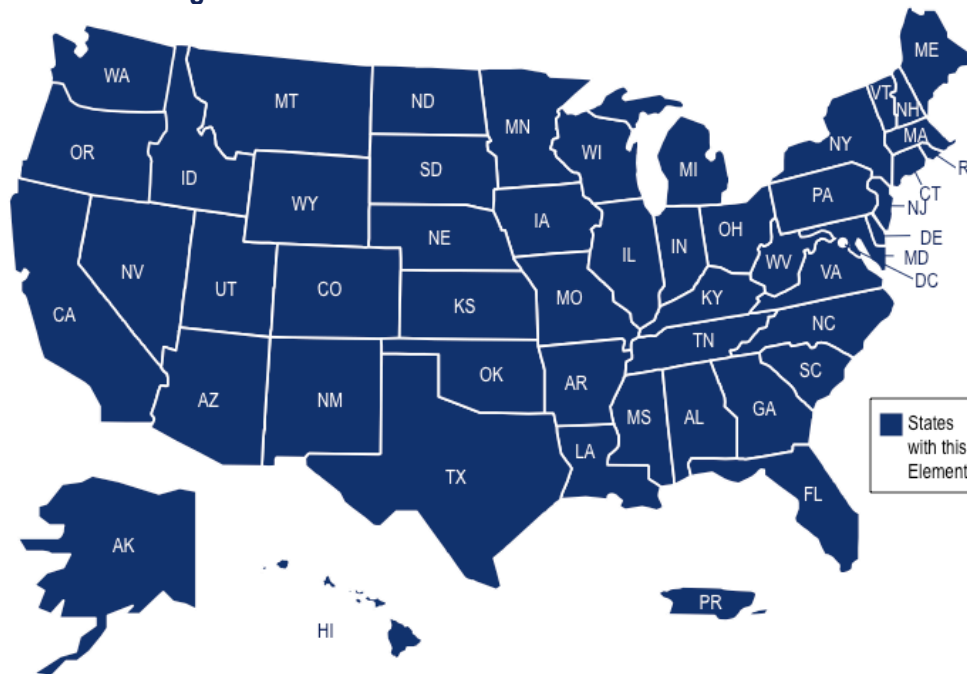
51 states have this Element*

Valid, reliable data are fundamental to the integrity of a system and to any subsequent data analysis. Without a well-designed and well-implemented state data audit system, the public cannot have confidence in the quality of the information coming out of a state public education system.

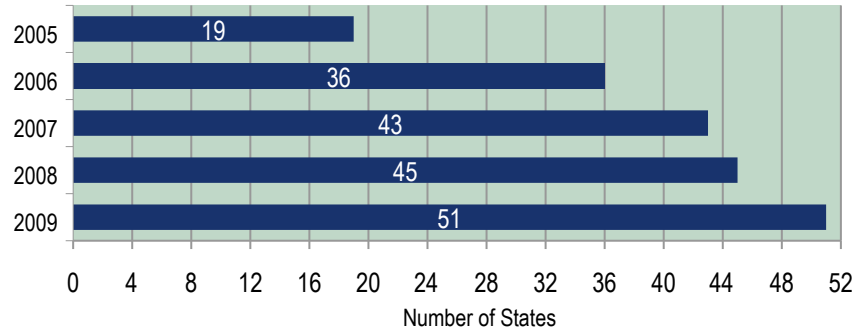
To be considered as having this Element in place, a state must:

- Apply a set of validation rules to submitted data prior to formally accepting district data; and
- Perform statistical checks on data submitted by school districts.

Overview of State Progress on This Element



State Progress over Time



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Methods To Ensure Quality Data

