

Education Data Empowers Parents

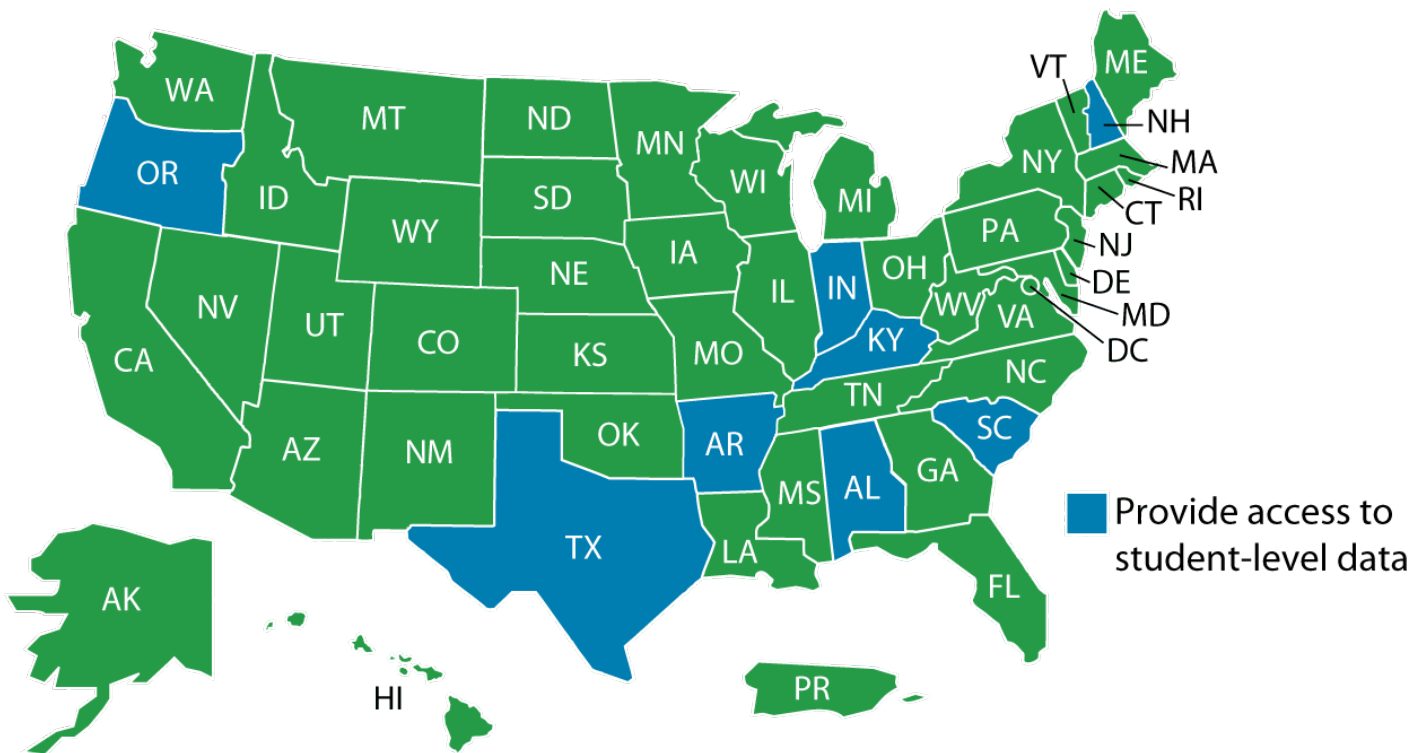
- ➔ **Parental involvement and empowerment are keys to student success:** Research demonstrates that parental involvement is related to higher student achievement. Parents’ expectations for their children’s success have the greatest impact on student achievement.
- ➔ **Accessible, useful, and easily understood data can help parents influence their children’s learning, take advantage of school resources, and inform their education decisionmaking:**
 - > Data about their children’s attendance, progress, performance, and expected outcomes can help parents establish expectations and take action to support their children’s success.
 - > Aggregated student data help parents understand the quality of their schools and make informed decisions about their students’ educational choices.
 - > Providing parents with access to data is also a critical step to fostering meaningful conversations between parents, educators, and students.
- ➔ **States have a responsibility to ensure parents have the information they need to support their children’s education:** States must work with local stakeholders to ensure investments in state data systems are leveraged to provide parents with access to timely, useful data.

Data for Action 2011: Just the Facts

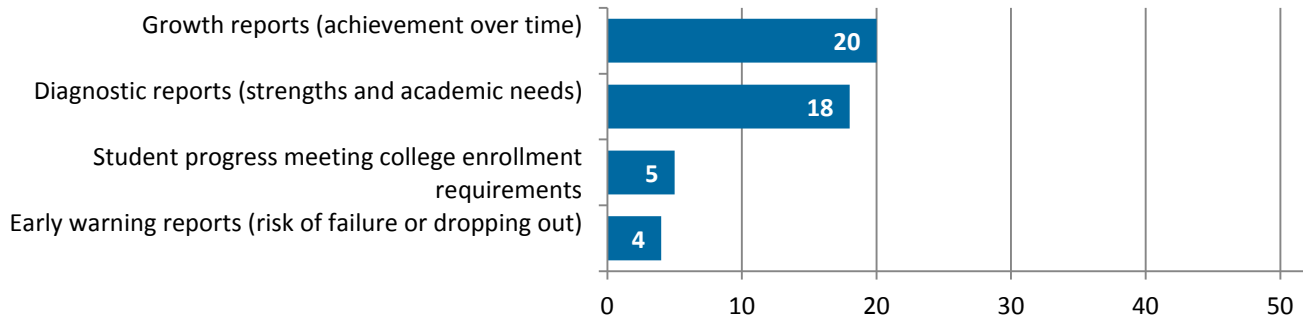
Q: Do states provide parents with access to their students’ data?

A: Some states are taking steps to provide parents with access to data.

- ➔ While states may not be best positioned to directly provide parents with access to data, states do have a responsibility to work with districts, schools, and others education stakeholders to ensure parents have access to data about their children’s and school’s performance.
- ➔ Only **eight states** ensure parents are provided customized, role-based access to student-level longitudinal data from the state longitudinal data system:

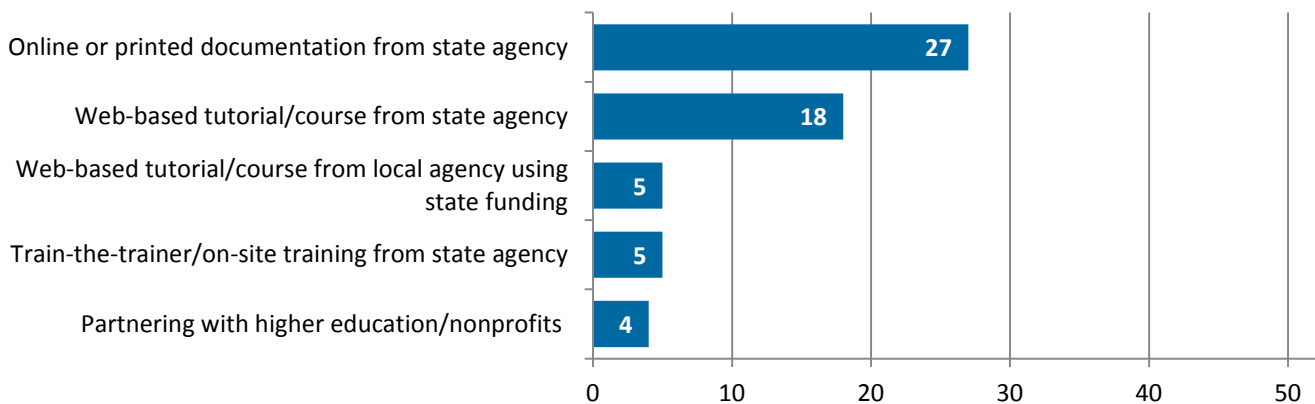


→ Other states provide parents with tailored reports and information about their own children:



Q: How do states ensure parents know how to access, use, and interpret data?

A: **Twenty-nine states** are providing parents or students with training through a variety of strategies:



THE BOTTOM LINE

→ Too few states provide parents and students with customized access to their own student data. States must work with districts, schools, and other local stakeholders to understand what information parents need. Based on that research, states should ensure parents have access to that data and receive the training necessary to understand and use them effectively.

States to Watch

- **Alabama, Arkansas, Indiana, Kentucky, New Hampshire, Oregon, South Carolina, and Texas** provide parents with customized, role-based access to student-level longitudinal data from the state longitudinal data system.
- **Arkansas, Florida, Georgia, and Pennsylvania** have tailored early warning reports for parents.

Related and Cited Resources

- Data Quality Campaign, [Measuring the Education Pipeline: Common Data Elements Indicating Readiness, Transition and Success](#) (2011).
- [GreatSchools.org](#), a leading source of information on school performance.
- Jeynes, "[Parental involvement and student achievement: A meta-analysis](#)," *Family Involvement Research Digest* (Harvard Family Research Project, 2005).
- Weiss, Lopez, and Stark, [Breaking New Ground: Data Systems Transform Family Engagement in Education](#) (Harvard Family Research Project and the National PTA, 2011).

Data for Action is a powerful tool to inform efforts in education to better use data in decisionmaking. It is a series of analyses that highlight state progress and key priorities to promote the effective use of longitudinal data to improve student achievement. For more information, and to view Data for Action 2011: DQC's State Analysis, please visit www.DataQualityCampaign.org/stateanalysis/about.