

There is increasing demand on the education sector to produce high-quality, actionable information to inform decisions aimed at improving student achievement. Many of the high-priority and high-stakes questions dominating education reform efforts (including questions about issues such as high school graduation rates, postsecondary success indicators, and teacher preparation accountability metrics) can be answered *in part* by leveraging state longitudinal data systems. However, the significant mobility of students and teachers across state lines means that without limited and appropriate out-of-state data on relevant individuals, the picture painted is incomplete and perhaps misleading.

Unfortunately, every state currently lacks the out-of-state data necessary to follow individuals systemically and efficiently across state lines. The absence of appropriate out-of-state data limits states' ability to produce robust indicators to answer critical questions. This inability sometimes results in inaccurate conclusions and missed opportunities to provide meaningful information to support decisionmaking by stakeholders, including students, parents, school and district leaders, postsecondary institutions, policymakers, and taxpayers.

It is vital that policymakers understand the impact of the combination of out-of-state mobility and lack of out-of-state student-level data on their ability to provide actionable information to stakeholders in their state. Policymaker leadership is necessary to guide multistate solutions (e.g., efforts to standardize education data and share limited and appropriate data) to address these challenges.

This publication will discuss three high-stakes, high-priority questions currently affecting education and highlight the impact of state-by-state mobility data on the following policy priorities:



High School Graduation Rates: How many students graduate from high school on time, according to the four-year adjusted cohort rate, by high school?



Postsecondary Success: What percentages of high school graduates attend and succeed in postsecondary education, by high school?



Educator Preparation: How effective are educator preparation programs?



High School Graduation Rates: How many students graduate from high school on time, according to the four-year adjusted cohort rate, by high school?

The failure to share data across state lines and document student transfers may result in underestimates of high school graduation rates.

- ▶ In 2010, approximately 187,000 families with *an estimated 80,000 school-age children* moved to a different state.¹ Another 154,000 children moved abroad.
- ▶ If states are not able to document that these *students have transferred to another school*, they must be counted as “nongraduates” in the graduation rate calculation, lowering the graduation rate.²

Graduation rates are an important indicator for stakeholders.

- ▶ *Education leaders and policymakers* can use graduation rates to understand school progress and performance, identify schools for dedicated support and intervention, guide strategies for continuous improvement, and hold schools accountable for student outcomes.
- ▶ *Parents and taxpayers* consider graduation rates a basic indicator of how successfully publicly funded schools serve their communities.

Graduation rates are an increasingly high-stakes indicator used for accountability purposes.

- ▶ The *No Child Left Behind Act* requires states to report high school graduation rates by high school, use them to determine whether schools have made adequate yearly progress, and trigger accountability consequences. Following the commitment of all 50 governors in 2004–05 to the National Governors Association Graduation Counts Compact,

federal regulations in 2008 required all states to use a common graduation rate calculation known as the *four-year adjusted cohort graduation rate*.

- ▶ Multiple federal policies, including the *American Recovery and Reinvestment Act*, *Race to the Top grants*, *School Improvement Grants*, and the 2012 *Elementary and Secondary Education Act (ESEA) Flexibility Waivers*, use high school graduation rates as a metric for prioritizing schools, demonstrating progress and performance, and triggering interventions.



Postsecondary Success: What percentages of high school graduates attend and succeed in postsecondary education, by high school?

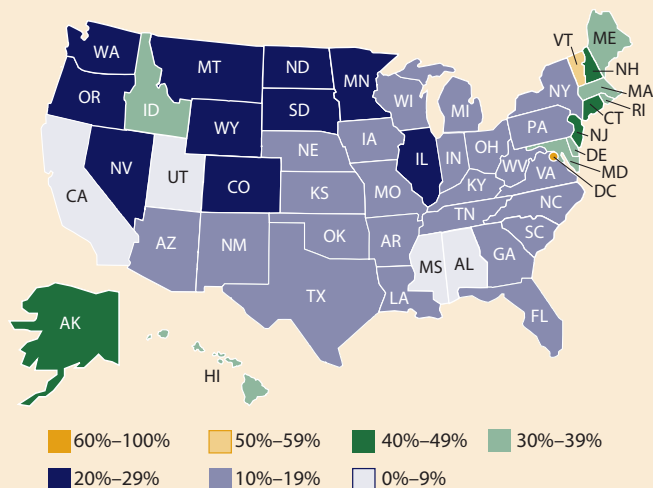
The failure to share data across state lines creates an incomplete picture of students’ college enrollment rates and may result in underestimates of positive outcomes on indicators used for high-stakes decisions.

- ▶ Each year, approximately 400,000 recent high school graduates enroll as *first-time freshmen in out-of-state institutions*—roughly 19 percent of the incoming class. (See map for state-specific statistics.)³
- ▶ Even if students begin postsecondary education in the state where they attended high school, many students transfer out of state during their college education. Of the students who enrolled in college for the first time in fall 2006, *one-third changed institutions* before earning a degree, and *27 percent of those students* who changed schools transferred across state lines.⁴

College success indicators—such as college enrollment, remediation, and completion rates—are important indicators for stakeholders seeking to improve students’ college and career readiness.⁶

- ▶ *Parents* can use this information to understand how well schools and districts prepare students for college to inform their choices about their students’ K–12 education and college preparation.
- ▶ *Educators and school and system leaders* can use this information to inform district, school, and classroom practices to prepare students for college.
- ▶ *Policymakers* can use this information to understand and improve the alignment of policies and practices across the K–12/postsecondary systems and evaluate progress toward their goals.

Percentage of state’s recent high school graduates who enrolled as freshmen in degree-granting postsecondary institutions out of state⁵



Note: Recent high school graduates are those who graduated within the past 12 months.

College success indicators are increasingly required to be reported by federal policy and recommended for use in accountability systems and other high-stakes purposes.

- ▶ In exchange for funding through the *State Fiscal Stabilization Fund*, all states committed to reporting college enrollment and credit accumulation rates, by high school. In light of state data system limitations, the U.S. Department of Education in January 2012 revised these collection and reporting requirements and extended the deadline to December 2013.⁷
- ▶ Every state that accepts an *ESEA waiver* or *School Improvement Grant* has committed to report these same college enrollment rates and credit accumulation rates, by high school, annually.⁸
- ▶ The *National Governors Association*, *The Education Trust*, and *Achieve* are among the national organizations calling on states to use college success indicators to measure high school success.

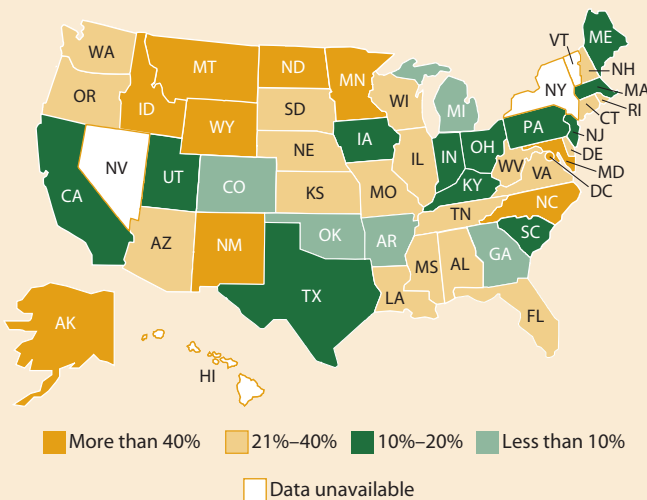


Educator Preparation: How effective are educator preparation programs?

The failure to share data across state lines creates an incomplete picture of educator preparation programs' graduates. Recent research shows that teacher mobility is extensive across the country.

- ▶ *California, New York, and Texas* produce approximately **48 percent** of all the nation's teachers.⁹
- ▶ **Twenty-one percent** of teachers who receive initial teaching licenses or certificates were trained in another state.¹⁰
- ▶ In **30 states** (including the District of Columbia), more than **20 percent** of teachers who receive initial teaching licenses or certificates completed out-of-state programs.¹¹
- ▶ At least **20,000 teachers** reported that they had worked in a public school in another state the previous year.¹²

Percentage of certified teachers who were trained in another state (2007–08)¹³



Stakeholders are increasingly interested in understanding the success of educator preparation programs in preparing educators to have an impact on student performance for accountability and continuous improvement purposes.¹⁴

- ▶ *Educator preparation programs* can use the information to understand their graduates' employment and experience in the field; assess their success in meeting their own program goals; and support continuous improvement efforts such as refining their curricula, improving their recruitment efforts, and improving the clinical experiences they offer.

- ▶ *Teacher and principal candidates* can use these data to inform their decisions about preparation programs that would best meet their needs.
- ▶ *School districts* can use these data to inform their hiring decisions and efforts to partner with preparation programs.
- ▶ *Policymakers and system leaders* can use this information to understand and improve policies and practices designed to improve educator preparation programs.

Several efforts are under way to produce evidence of a teacher's impact on student performance, by teacher preparation program, for accountability and continuous improvement purposes.

- ▶ Some states and systems are exploring strategies to provide teacher preparation programs with information about their *graduates' impact on student achievement*.
- ▶ Through the Bush Foundation's *Network for Excellence in Teaching* program, 14 teacher preparation programs have committed to a variety of strategies, including producing measures of effectiveness by preparation program.
- ▶ The *U.S. Department of Education* has proposed regulatory changes to the Higher Education Act that would require states to measure teacher preparation program effectiveness using, in part, K–12 student growth of those taught by programs' graduates.¹⁵
- ▶ Multiple organizations, including the *American Association of Colleges for Teacher Education* and the *National Council on Teacher Quality*, have called for the Higher Education Act reauthorization to include improved indicators of program performance, such as impact on student achievement, graduates' job placement rates, graduates' retention rates, teacher evaluation results, employer and graduate satisfaction, and other measures.¹⁶

Endnotes

- 1 U.S. Census, Geographic Mobility 2010–11. *Table 1. General Mobility, by Race and Hispanic Origin, Region, Sex, Age, Relationship to Householder, Educational Attainment, Marital Status, Nativity, Tenure, and Poverty Status: 2010 to 2011*. <http://www.census.gov/hhes/migration/data/cps/cps2011.html>
- 2 U.S. Department of Education, *High School Graduation Rate, Non-Regulatory Guidance*, December 2008. <http://www2.ed.gov/policy/elsec/guid/hsgrguidance.pdf>
- 3 National Center for Education Statistics, Digest of Education Statistics. *Table 231. Residence and Migration of All Freshmen Students in Degree-Granting Institutions, by State or Jurisdiction: Fall 2008*. http://nces.ed.gov/programs/digest/d10/tables/dt10_231.asp
- 4 National Student Clearinghouse, *Signature Report*, 2012.
- 5 National Center for Education Statistics, Digest of Education Statistics. *Table 231. Residence and Migration of All Freshmen Students in Degree-Granting Institutions, by State or Jurisdiction: Fall 2008*. http://nces.ed.gov/programs/digest/d10/tables/dt10_231.asp
- 6 For more information about the high school feedback reports see Data Quality Campaign's fact sheet *Providing High School Feedback* and its 50-state *Analysis of States' Current Efforts*.
- 7 See *State Fiscal Stabilization Fund—Revised Data Collection and Reporting Requirements: DQC Summary*.
- 8 See *Data Implications of the ESEA Waivers*.
- 9 U.S. Department of Education, Office of Postsecondary Education, *Preparing and Credentialing the Nation's Teachers: The Secretary's Eighth Report on Teacher Quality: Based on Data Provided for 2008, 2009 and 2010*, Washington, DC, 2011.
- 10 *Ibid.*
- 11 *Ibid.*
- 12 J. G. Coggshall and S. K. Sexton, "Teachers on the Move: A Look at Teacher Interstate Mobility Policy and Practice," NASDTEC, May 2008.
- 13 U.S. Department of Education, Office of Postsecondary Education, *Preparing and Credentialing the Nation's Teachers: The Secretary's Eighth Report on Teacher Quality: Based on Data Provided for 2008, 2009 and 2010*, Washington, DC, 2011.
- 14 The Data Quality Campaign, American Association of Colleges for Teacher Education, Council of Chief State School Officers, and National Council for Accreditation of Teacher Education created *Leveraging State Longitudinal Data Systems To Inform Teacher Preparation and Continuous Improvement: A Data-Sharing Template To Prompt Discussion and Strategic Planning* to guide discussions around how data can be collected, analyzed, shared, and used to improve the preparation of teachers and the ultimate increase in student achievement.
- 15 See U.S. Department of Education, *Notice of Intention to Develop Proposed Regulations Regarding Teacher Preparation Reporting Requirements: DQC Comments to Share Knowledge on States' Data Capacity*.
- 16 American Association of Colleges for Teacher Education, *Transformations in Educator Preparation: Effectiveness and Accountability*, June 2011.

Breaking Down State Silos Series

This publication is part of a series that includes *Meeting Policymakers' Education Responsibilities Requires Cross-State Data Collaboration, Sharing, and Comparability*. Future topics in the series may include a focus on student record exchange and providing comparable information across state lines.



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The **Data Quality Campaign (DQC)** is a nonprofit, nonpartisan, national advocacy organization committed to realizing an education system in which all stakeholders—from parents to policymakers—are empowered with high-quality data from the early childhood, K–12, postsecondary, and workforce systems. To achieve this vision, DQC promotes the development and effective use of statewide longitudinal data systems to ensure students graduate from high school prepared for success in college and the workplace.