DATA FOR ACTION 2011

Empower with Data

Highlights

In this report, find out more about:

- The changing landscape of education policy and data;
- The critical role of data in empowering stakeholders to make informed decisions;
- *Data for Action 2011* key findings;
- Emerging data and policy issues confronting states;
- Four game-changing priorities:
  1. Identify, through broad-based input, and publicly document the critical policy questions that will inform the development, implementation, and evaluation of the state's data efforts,
  2. Establish decision-making authority of state P–20/workforce data governance bodies to address the toughest issues around data access, sharing, and use,
  3. Share data on teachers' impact on student achievement with the institutions that prepared them, and
  4. Determine whether existing high school feedback reports (or other data access tools) meet local (e.g., district or school) needs and refine them based on stakeholder feedback; and
- More details about the state of the states' efforts to support effective data use.

How can states allocate scarce resources AND improve student achievement without data?

The answer is simple: They can't. States cannot inform these critical policy conversations, or any others for that matter, without effective data use.

Changing Landscape: Drivers and Speed Bumps to Transforming State Data Capacity into Data Use

Drivers of States' Progress

Any policy proposal in education requires quality data to inform its development, implementation, and evaluation. In fact, the highest-profile education policy agendas currently discussed in states—ensuring that all students are taught by effective teachers and graduate from high school prepared for college and 21st-century careers—were previously hindered because states lacked quality data about these policy areas.

However, state policymakers now increasingly have access to and are using robust data to inform their decisions. In states that do not collect, analyze, or provide access to the necessary information, governors, state education leaders, legislators, and other state policymakers are providing leadership and political will to collect and use the right data at the right time to improve student achievement.

Federal policymakers are also demonstrating unprecedented commitment to supporting states' efforts to effectively use data in education. They have dedicated significant financial resources to support states' progress through initiatives such as the Statewide Longitudinal Data Systems Grant program,[1] which has awarded $515 million to 41 states and the District of Columbia and is in the process of awarding an additional round of grants.[2] Federal policymakers have also prioritized and embedded building and using state longitudinal data systems within other policies. For example, through the State Fiscal Stabilization Fund, the U.S. Department of Education (ED) secured a commitment from 52 states to implement the 12 America COMPETES Elements and in 2011 extended and proposed amending those requirements to reflect states' need for more time to complete this work with quality.[3] Additional federal initiatives and programs that prioritize data include but are not limited to Race to the Top Early Learning, Common Education Data Standards, No Child Left Behind waivers, and many more.

[1] *For a full list of federal funding opportunities available to states, please visit DQC's* Roadmap to Federal Funding.

[2] *See* Statewide Longitudinal Data Systems: Announcement of FY12 Competition.

[3] *See* Alignment between DQC's 10 Essential Elements & America COMPETES Act's 12 Elements.

Capping off a year of federal policies that support states' efforts to collect and use data to improve student achievement, ED released final Family Educational Rights and Privacy Act (FERPA) regulations in December 2011, which address states' concerns and clarify the application of FERPA to state longitudinal data systems and education reform efforts.[4] This clarification complements previous efforts, which included establishing a Privacy and Technical Assistance Center; hiring a chief privacy officer; and providing best practice guides around ensuring the privacy, security, and confidentiality of student data. Since the Data Quality Campaign (DQC) launched in 2005, FERPA's application to state longitudinal data systems was the most oft-cited barrier to collecting and using quality data to improve student achievement. The final regulations provide the needed clarity to states to move their data efforts forward and are shifting the conversation from *whether* to share data to *how.*

As a result of state policymakers embracing the data agenda and the federal support to fuel and incent this momentum, every state now has the capacity to empower education stakeholders to make informed decisions:

- **Better Data:** **36** states, up from zero when DQC launched in 2005, have implemented all 10 Essential Elements of Statewide Longitudinal Data Systems, and **51** states have implemented at least eight of the 10 Essential Elements. This means that, without exception, every state in the country has robust longitudinal data that extend beyond test scores and could inform today's toughest education decisions.
- **Improved Access:** States are not only collecting better data but also increasingly providing more robust and actionable longitudinal data to appropriate stakeholders:
  - **36** states provide information on students' past performance that could allow teachers, parents, and students to make informed decisions about individual students; and
  - **33** states produce reports that measure growth of individual students over time, and **30** states aggregate this information—**23** of which make this aggregated information publicly available.
- **Increased Awareness:** States are making this increased capacity known. **Forty-nine** states use outreach tools to communicate the availability of data to noneducator stakeholders, and **29** states provide training to noneducators on how to interpret and use the data to make informed decisions.
- **Long-Term Sustainability:** **36** states are planning for the future by enacting policies that create stable and sustained support for state longitudinal data systems, and **23** have policies that go beyond just building these systems to using the data to support informed decisions.

However, to leverage this increased capacity, the hard work remains. States must tackle tough issues to make effective data use a reality in education.

Data Defined: Moving Beyond Test Scores

Data are much more than test scores. And they need to be used to answer critical questions, not just to check boxes on a list of requirements. The most useful data are:

- Longitudinal—follow individual students over time.
- Actionable—timely, user friendly, and meaningful to users.
- Contextual—robust, comparable, and presented as part of a bigger picture.
- Interoperable—matched, linked, and shared across systems and sectors.

Empowering Stakeholders in Arkansas

Arkansas has proven that states can surmount these challenges and empower stakeholders with data. Arkansas leads the nation by having implemented nine of the 10 State Actions and is widely acknowledged for its ground breaking efforts to provide appropriate, role-based (e.g., teachers, parents, policymakers) access to state data. It is a leader in real-time data collection and is developing a system that will identify individual students who are at risk of dropping out, based on state data.

Speed Bumps to States' Progress

- **Turf:** The current culture and structures in education do not support working across traditional boundaries.
- **Trust:** Skepticism about the quality and use of data persists because data previously were primarily used as a hammer to punish rather than a flashlight to illuminate and inform continuous improvement.
- **Technical Issues:** Technical issues remain; however, solutions are emerging and require the leadership and political will to implement them.
- **Time:** Competing priorities and scarce resources present challenges to continuing to allocate adequate time to building and using state longitudinal data systems.

States have not yet addressed these challenges to ensuring effective data use in education, as no state has implemented all 10 Actions (see pages 4–6 and 8–12 for more key findings from *Data for Action 2011*).

[4] *See* Final FERPA Rule Clarifies How States Can Balance Effective Data Use and Student Information Protection.

To see your state's results and for further analysis, please visit www.DataQualityCampaign.org.

Education Data: It's Not Just for Policy Anymore

The same data that currently inform discussions in the state capitol can and should inform decisions made in the boardroom, in the classroom, and even around the kitchen table. Every state has built state longitudinal data systems and has the capacity to empower stakeholders. Now is the time to transform data capacity to data use and empower all education stakeholders, from parents to policymakers, with the quality data that states have worked so hard to collect. The following examples highlight the critical questions various stakeholders are better able to answer thanks to the progress states have made in building longitudinal data systems:[5]

Increasing Teacher Effectiveness[6]

State Policymakers

- Do my state's policies ensure a measurably effective educator workforce?
- Are these efforts evaluated to ensure that every student has an effective teacher?

District Administrators

- Which schools have the greatest percentage of effective teachers?
- How do those percentages relate to students' needs?

Teachers

- With which students am I consistently most effective?
- For which students could I seek advice from my fellow colleagues?

Ensuring College Readiness[7]

State Policymakers

- Are my state's policies and data systems aligned to ensure that expectations in P–12 support student success in postsecondary education?

Parents/Students[8]

- Which courses should I take to ensure that I am prepared to take credit-bearing courses in college?

Taxpayers

- Which schools achieve the greatest return on investment by preparing more students for college with fewer resources?

Preparing Today's Students for Tomorrow's Jobs[9]

State Policymakers

- What education courses and programs (in K–12 and higher education) prepare students to successfully pursue their desired careers?

Business/Philanthropy

- Which schools (K–12 and higher education) are preparing and graduating students who have the competencies in my sector of business?

[5] *See* Data: The Missing Piece to Improving Student Achievement.

[6] *See* Measuring Teacher Effectiveness *and* Improving Teacher Preparation.

[7] *See* Providing High School Feedback *and* Supporting Early Warning Systems.

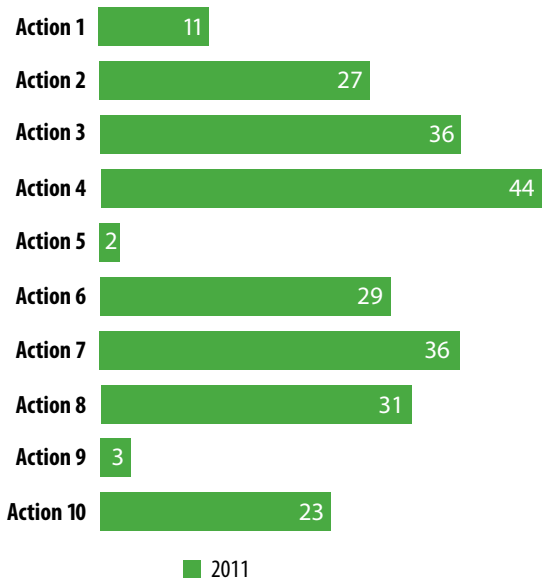
[8] *See* Empowering Parents and Students with Information.

[9] *See* Preparing Citizens for Jobs.

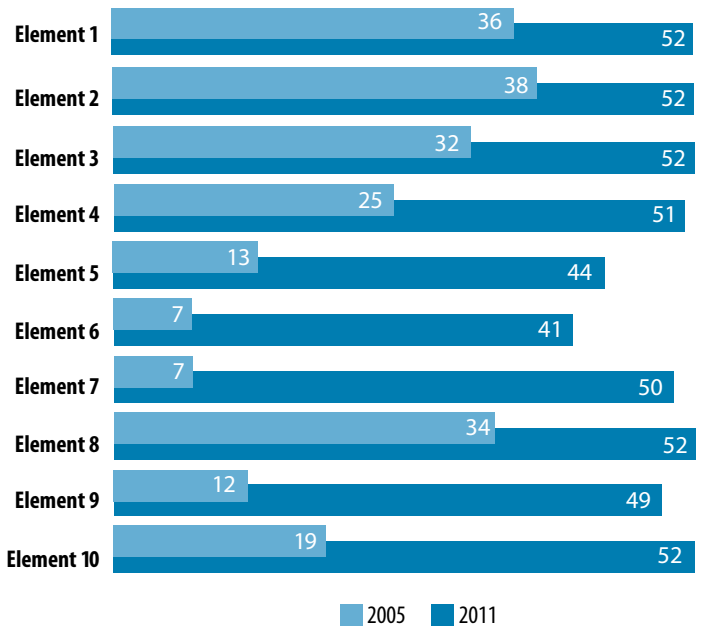
Data for Action 2011

10 Actions and 10 Elements

Number of States with Each State Action



Number of States with Each Essential Element



Note: 2011 is the final year that DQC will measure states' progress on the 10 Essential Elements. See "About *Data for Action 2011*" on back cover.

Key Findings

The following analysis is part one of an ongoing series.[10] This analysis outlines states' greatest successes as well as the remaining challenges for building and leveraging longitudinal data systems to improve student achievement and system performance.

1 States are better positioned to inform policy discussions that promote kindergarten and college readiness than career preparation.

Success

Most states have the capacity to link data across the education data pipeline from early childhood through K–12 and into postsecondary to inform conversations about ensuring that students are prepared for kindergarten and college:

- The majority of states **(36)** annually match and share data with a known match rate between K–12 and early childhood and between K–12 and postsecondary.

Challenge

The majority of states do not have the capacity to inform efforts to prepare citizens for jobs because those states are unable to follow students into the workforce and understand the relationship between education and jobs:

- **41** states do not annually match and share data with a known match rate between K–12 and the workforce.
- **38** states do not annually match and share data with a known match rate between postsecondary and the workforce.

[10] Data for Action *is a series of analyses that highlight state progress and key priorities to promote the effective use of longitudinal data to improve student achievement. Additional analyses about states' progress toward building and using data systems that can inform hot topics such as teacher effectiveness, college and career readiness, jobs creation, and empowering parents will be available on DQC's website: www.DataQualityCampaign.org/stateanalysis/hot-topics.*

To see your state's results and for further analysis, please visit www.DataQualityCampaign.org.

DATA FOR ACTION 2011

2 States have built longitudinal data systems and established governance bodies, but these bodies have not yet tackled the full scope of turf, trust, technical, and time issues.

Success

All states have built longitudinal systems that collect robust data beyond test scores and are increasingly recognizing the need to address remaining challenges around building and using state longitudinal data systems:

- **36** states have established *both* state education agency and cross-agency data governance entities.
- **10** states have established state education agency governance entities only.
- **Three** states have established cross-agency governance entities only.

Challenge

States have not yet leveraged their cross-agency bodies to tackle the toughest turf, trust, technical, and time issues:

- **38** states have not established policies around sharing data across agencies.
- **36** states have not identified their critical questions to guide cross-agency data efforts.

3 States are increasingly providing stakeholders with appropriate access to data but are not building these stakeholders' capacity to effectively use the data to make decisions.

Success

States are increasingly ensuring that teachers and principals have access to appropriate student-level data that can inform instruction:

- **40** states provide access to student-level longitudinal data to principals and **28** to teachers.

States are also providing in-service training to teachers to leverage their enhanced data access:

- **40** states provide role-based training to educators on state-created longitudinal reports (e.g., feedback or growth reports).

Challenge

The majority of states need to do more to ensure that their educators are data literate before they enter the classroom:

- Only **10** states have policies requiring data literacy for both program approval and teacher and principal certification.

Too few states provide educator preparation programs with information about their graduates' performance, which is needed to improve program success:

- Only **six** states share teacher performance data with teacher preparation programs.

Emerging Issues

As states continue to make progress toward building and using state longitudinal data systems, new issues emerge:

- **Presenting actionable data:** Other industries and even countries use data to examine their inputs, processes, and outcomes to identify trends and make adjustments accordingly. The education sector is only beginning to harness the power of data to improve student outcomes. By moving from lagging to leading indicators (e.g., from snapshot school report cards to early warning systems) and presenting the data in a way that helps the targeted user act, the education system will begin to experience the transparency, efficiency, and improved outcomes that other sectors have achieved.
- **Aligning state and district data efforts:** No single entity can transform education into a data-driven enterprise. Rather, shifting from data use for compliance to a culture of data use for continuous improvement requires states and districts to collaborate. DQC has created a framework for states to guide their work in this emerging area of aligning state and district data efforts.[11]
- **Sharing data across states:** Although every state can follow students as they move across district lines, most cannot track students if they move across state lines, which limits states' ability to understand the subsequent outcomes of their students. For example, many students attend out-of-state colleges, and states do not have any information about their success in postsecondary education. A small set of states are beginning to explore the feasibility of regional partnerships for this endeavor.
- **Linking financial data and student outcomes:** With dwindling resources, the demand has never been greater in education to understand the return on investment of policies, programs, and interventions. Historically, student outcome and financial data have not been linked. Finance and accounting systems are driven by separate funding streams and rules that govern the use of local, state, and federal funds—challenges that make meaningfully linking these systems with K–12 very difficult. States must now turn to similar reforms of finance and accounting systems to catch up with state longitudinal data systems and the growing demand to understand education's return on investment.

Call to Action: Game-Changing Priorities for States

Now that every state has the capacity to empower education stakeholders with data to inform decisions, states must turn this potential into reality through an increased focus on quality and meeting end users' informational needs. To do this, state policymakers should take action on the following game-changing priorities, which are doable within a year and, most important, can change the conversation in a state.

1. **Identify, through broad-based input, and publicly document the critical policy questions that will inform the development, implementation, and evaluation of the state's data efforts.** Historically, education has been data rich but information poor as there was not a clear sense of the end goal: effective data use to improve student achievement. Only by starting with the intended use and user will our nation move beyond data capacity to data use.

   ➧ **TIP:** Consider including questions about emerging policy agendas that require data that not typically have been collected nor shared by states. This could include data such as workforce, financial, alternative learning models (e.g., virtual learning, charter schools, etc.). Be sure to include the perspectives of local stakeholders such as parents, teachers, and school administrators to meet their informational needs as well.

*State exemplar: The **Illinois** P–20 Council is engaging stakeholders to implement a collaborative college and career readiness framework that will improve alignment across standards, curriculum, assessments, certifications, and career pathways and thus drive purposeful data linkages and use. To answer the state's policy questions, Illinois will consider metrics for career readiness and success such as percentage of students achieving proficiency on the ACT and percentage of students in employment within one year of graduation.*

[11] *See* From Compliance to Service: Evolving the State Role To Support District Data Efforts To Improve Student Achievement.

To see your state's results and for further analysis, please visit www.DataQualityCampaign.org.

2. **Establish decision-making authority of state P–20/workforce data governance bodies to address the toughest issues around data access, sharing, and use.** Although the majority of states have established P–20/W governance bodies, they lack clear authority to make the critical decisions around data. Until these bodies are held accountable for effectively guiding and managing the state's data efforts, they will continue to lack a strategic focus.

   ➧ **TIP:** Cross-agency governance bodies are best positioned to address critical issues of trust, turf, technical issues, and time, such as establishing the state's critical questions (see above), ensuring transparency around data collection and access, establishing privacy and security policies, creating memoranda of understanding around cross-agency data sharing, and using common education data standards.

   *State exemplar: The **Maryland** Longitudinal Data System Center Governing Board, established through statute in 2010, provides general oversight, ensures public transparency, establishes its policy and research agenda, and oversees privacy and security policies and implementation. Ensuring that privacy, security, and confidentiality are protected was a key aspect of the Center's design and was important to securing the broad stakeholder support that was needed to move this initiative forward.*

3. **Share data on teachers' impact on student achievement with the institutions that prepared them.**[12] Teacher preparation programs and schools of education cannot improve and ensure there is an effective teacher in every classroom if they don't have timely, specific feedback from the field about the subsequent success of their graduates.

   ➧ **TIP:** Create a statewide definition of a Teacher of Record to ensure quality and comparable data are shared with teacher preparation institutions.[13]

   *State exemplar: **Louisiana** continues to lead the nation in providing reports to teacher preparation institutions analyzing the impact of their graduates on student achievement. This year, for the first time, the state has also provided the raw data to teacher preparation institutions, which enables the individual institutions to analyze the data and support continuous improvement.*

4. **Determine whether existing high school feedback reports (or other data access tools) meet local (e.g., district or school) needs and refine them based on stakeholder feedback.**[14] Although 39 states produce high school feedback reports, this feedback information is limited if the targeted users are not aware of its existence and/or it doesn't meet their needs, which can only be determined in one way: to ask and act on what is heard.

   ➧ **TIP:** In addition to evaluating quantitative data about usage statistics, engage targeted audiences to gather qualitative data about the extent to which the content, design, timing, and delivery of states' high school feedback reports meet district needs and work within and across agencies to act on those recommendations. Consider similar efforts to improve other types of reports such as early warning, growth reports, etc.

   *State exemplar: **Kentucky** pioneered high school feedback reports and has enhanced them multiple times based on user feedback from across the state, including providing feedback within a year for a graduating class, rather than two years, and including a breakdown of college-going rates and performance by race and income.*

Conclusion

All states can realize the vision of effective data use in education, but the question looms: Will they? States have undoubtedly made tremendous progress, but the hardest work remains. The stakes have never been higher as policymakers and educators are asked to deliver all students a world-class education with fewer resources. The education sector will never reach this goal without effective data use and the political leadership to get us there.

[12] *See* Improving Teacher Preparation.

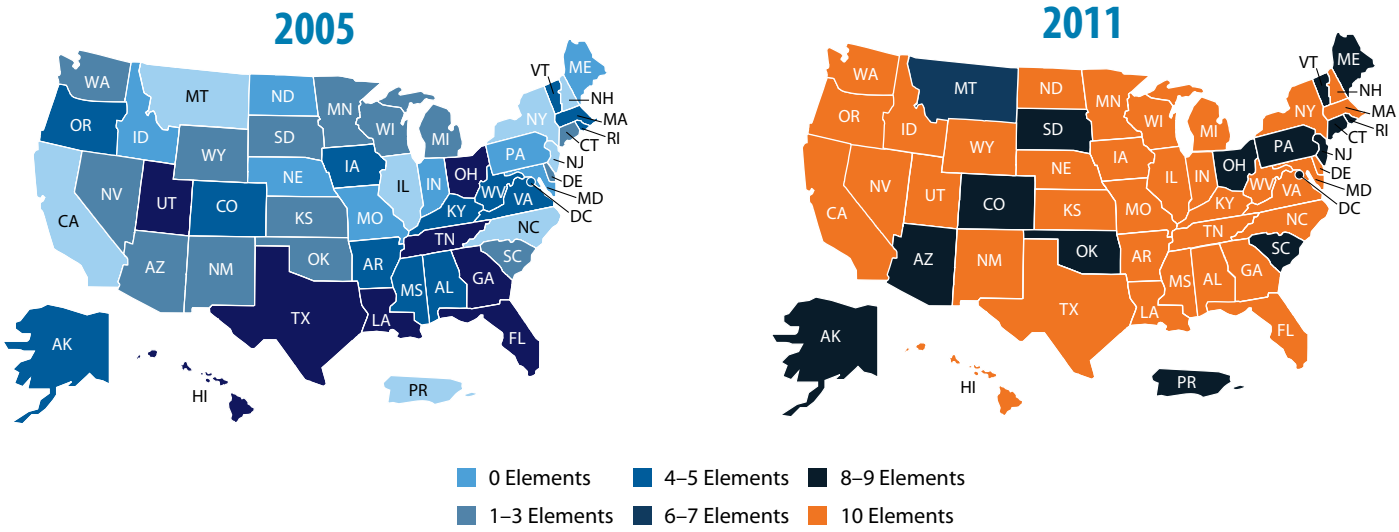
[13] *See* Effectively Linking Teacher and Student Data: The Key to Improving Teacher Quality.

[14] *See* Providing High School Feedback.

Just the Facts: State of the States' Efforts to Support Effective Data Use

10 Essential Elements

Every State Has Longitudinal Data Systems that Collect Data beyond Test Scores



36 states have all 10 Elements as of 2011, up from **zero** in 2005.

Element		States
1.	A unique student identifier	52
2.	Student-level enrollment, demographic, and program participation information	52
3.	The ability to match individual students' test records from year to year to measure academic growth	52
4.	Information on untested students and the reasons why they were not tested	51
5.	A teacher identifier system with the ability to match teachers to students	44
6.	Student-level transcript data, including information on courses completed and grades earned	41
7.	Student-level college readiness test scores	50
8.	Student-level graduation and dropout data	52
9.	The ability to match student records between the P–12 and postsecondary systems	49
10.	A state data audit system assessing data quality, validity, and reliability	52

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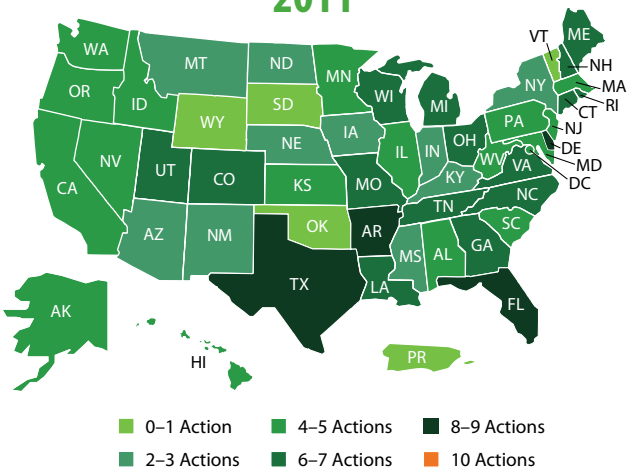
10 State Actions

States Have Not Enacted the Necessary Policies to Support Effective Data Use

2011



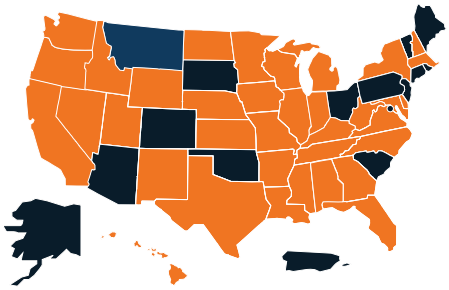
No state has all 10 State Actions.

Action	States
Expand the ability of state longitudinal data systems to link across the P–20 education pipeline and across state agencies . . .	
1. Link state K–12 data systems with early learning, postsecondary education, workforce, social services, and other critical agencies.	**11**
K–12 and early childhood data are annually matched and shared with a known match rate.	46
K–12 and postsecondary data are annually matched and shared with a known match rate.	38
K–12 and workforce data are annually matched and shared with a known match rate.	11
2. Create stable, sustained support for robust state longitudinal data systems.	**27**
The P–20/W state longitudinal data system (SLDS) is mandated or data system use is required in state policy.	36
The P–20/W SLDS receives state funding.	31
3. Develop governance structures to guide data collection, sharing, and use.	**36**
A state education agency data governance committee is established.	46
A cross-agency data governance committee/council is established with authority.	39
4. Build state data repositories (e.g., data warehouses) that integrate student, staff, financial, and facility data.	**44**
K–12 data repository is built and implemented.	44

Action	States
Ensure that data can be accessed, analyzed, and used . . .	
5. Implement systems to provide all stakeholders with timely access to the information they need while protecting student privacy.	**2**
Multiple levels or types of role-based access are established.	47
Appropriate stakeholders have access to student-level longitudinal data.	8
Superintendents, state policymakers, or state education agency staff and other stakeholders have access to aggregate-level longitudinal data.	37
State policy ensures that teachers and parents have access to their students' longitudinal data.	6
The state is transparent about who is authorized to access specific data and for what purposes.	17
6. Create progress reports with individual student data that provide information educators, parents, and students can use to improve student performance.	**29**
The state produces reports using student-level longitudinal data.	34
Teachers and appropriate stakeholders have tailored reports using student-level longitudinal data.	32
7. Create reports that include longitudinal statistics on school systems and groups of students to guide school-, district-, and state-level improvement efforts.	**36**
The state produces reports using aggregate-level longitudinal data.	39
State-produced reports using aggregate-level longitudinal data are available on a state-owned public website.	36
Build the capacity of all stakeholders to use longitudinal data . . .	
8. Develop a purposeful research agenda and collaborate with universities, researchers, and intermediary groups to explore the data for useful information.	**31**
The state has developed a purposeful research agenda with other organizations.	36
The state has a process by which outside researchers can propose their own studies.	39
9. Implement policies and promote practices, including professional development and credentialing, to ensure that educators know how to access, analyze, and use data appropriately.	**3**
Teachers and principals are trained to use longitudinal data to tailor instruction and inform schoolwide policies and practices.	39
Teachers and principals are trained to use and interpret specific reports.	38
The state plays an active role in training educators to use and interpret specific reports.	37
Preservice: Data literacy is a requirement for certification/licensure purposes.	11
Preservice: Data literacy training is a requirement for state program approval.	21
Data about educators are automatically shared at least annually with educator preparation programs.	21
Teacher performance data are shared with educator preparation programs.	6
10. Promote strategies to raise awareness of available data and ensure that all key stakeholders, including state policymakers, know how to access, analyze, and use the information.	**23**
The state communicates the availability of data to noneducator stakeholders.	49
The state trains noneducator stakeholders on how to use and interpret data.	29
The state education agency makes data privacy and security policies public.	39

To see your state's results and for further analysis, please visit www.DataQualityCampaign.org.

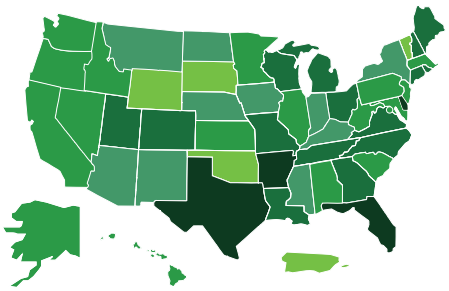
Individual State Progress: 10 Essential Elements



STATE	ELEMENTS										
	1	2	3	4	5	6	7	8	9	10	TOTAL
Alabama	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	10
Alaska	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	8
Arizona	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	9
Arkansas	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	10
California	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	10
Colorado	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	8
Connecticut	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	8
DC	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	Yes	8
Delaware	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	10
Florida	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	10
Georgia	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	10
Hawaii	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	10
Idaho	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	10
Illinois	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	10
Indiana	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	10
Iowa	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	10
Kansas	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	10
Kentucky	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	10
Louisiana	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	10
Maine	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	9
Maryland	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	10
Massachusetts	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	10
Michigan	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	10
Minnesota	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	10
Mississippi	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	10
Missouri	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	10
Montana	Yes	Yes	Yes	Yes	No	No	No	Yes	Yes	Yes	7
Nebraska	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	10
Nevada	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	10
New Hampshire	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	10
New Jersey	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	8
New Mexico	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	10
New York	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	10
North Carolina	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	10
North Dakota	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	10
Ohio	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	9
Oklahoma	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	9
Oregon	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	10
Pennsylvania	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	9
Puerto Rico	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No	Yes	8
Rhode Island	Yes	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	9
South Carolina	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	9
South Dakota	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	9
Tennessee	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	10
Texas	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	10
Utah	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	10
Vermont	Yes	Yes	Yes	Yes	No	No	Yes	Yes	Yes	Yes	8
Virginia	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	10
Washington	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	10
West Virginia	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	10
Wisconsin	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	10
Wyoming	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	10
TOTAL	52	52	52	51	44	41	50	52	49	52	

Individual State Progress: 10 State Actions

STATE	ACTIONS										
	1	2	3	4	5	6	7	8	9	10	TOTAL
Alabama	No	No	No	No	No	Yes	Yes	Yes	No	Yes	4
Alaska	Yes	No	No	Yes	No	No	Yes	Yes	No	No	4
Arizona	No	Yes	Yes	Yes	No	No	No	No	No	No	3
Arkansas	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	9
California	No	No	Yes	Yes	No	No	Yes	No	No	Yes	4
Colorado	No	Yes	No	Yes	No	Yes	Yes	Yes	No	Yes	6
Connecticut	No	Yes	Yes	Yes	No	Yes	Yes	Yes	No	No	6
DC	No	Yes	Yes	No	No	Yes	Yes	No	No	No	4
Delaware	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No	Yes	8
Florida	Yes	Yes	No	Yes	No	Yes	Yes	Yes	Yes	Yes	8
Georgia	No	Yes	Yes	Yes	No	Yes	Yes	Yes	No	Yes	7
Hawaii	No	No	Yes	Yes	No	Yes	Yes	Yes	No	No	5
Idaho	No	Yes	Yes	Yes	No	Yes	No	No	No	No	4
Illinois	No	Yes	Yes	No	No	No	Yes	Yes	No	No	4
Indiana	No	No	Yes	Yes	No	No	Yes	No	No	No	3
Iowa	No	No	Yes	Yes	No	Yes	No	No	No	No	3
Kansas	No	Yes	No	Yes	No	No	Yes	Yes	No	Yes	5
Kentucky	No	No	Yes	Yes	No	No	No	No	No	No	2
Louisiana	No	Yes	No	Yes	No	Yes	Yes	Yes	No	Yes	6
Maine	No	Yes	Yes	Yes	No	Yes	Yes	Yes	No	Yes	7
Maryland	Yes	No	Yes	Yes	No	No	Yes	No	No	No	4
Massachusetts	No	Yes	Yes	Yes	No	No	Yes	Yes	No	No	5
Michigan	No	Yes	Yes	Yes	No	Yes	Yes	Yes	No	Yes	7
Minnesota	No	No	Yes	Yes	No	Yes	Yes	Yes	No	No	5
Mississippi	No	No	Yes	Yes	No	No	No	No	No	No	2
Missouri	Yes	No	Yes	Yes	No	Yes	Yes	Yes	No	Yes	7
Montana	No	No	No	No	No	Yes	No	No	No	Yes	2
Nebraska	No	Yes	Yes	Yes	No	No	No	No	No	No	3
Nevada	No	No	No	Yes	No	Yes	Yes	Yes	No	Yes	5
New Hampshire	No	No	No	Yes	Yes	Yes	Yes	Yes	No	Yes	6
New Jersey	No	Yes	No	Yes	No	Yes	No	No	No	Yes	4
New Mexico	No	No	Yes	Yes	No	No	Yes	No	No	No	3
New York	No	Yes	No	Yes	No	No	No	Yes	No	No	3
North Carolina	Yes	No	Yes	Yes	No	No	Yes	Yes	Yes	Yes	7
North Dakota	No	Yes	Yes	No	No	No	No	No	No	No	2
Ohio	No	Yes	Yes	Yes	No	Yes	Yes	Yes	No	Yes	7
Oklahoma	No	No	No	No	No	No	No	No	No	No	0
Oregon	No	Yes	Yes	Yes	No	Yes	Yes	No	No	No	5
Pennsylvania	No	No	Yes	Yes	No	Yes	Yes	No	No	No	4
Puerto Rico	No	No	No	Yes	No	No	No	No	No	No	1
Rhode Island	Yes	Yes	Yes	Yes	No	No	Yes	Yes	No	Yes	7
South Carolina	No	No	No	Yes	No	No	Yes	Yes	Yes	No	4
South Dakota	No	No	Yes	No	No	No	No	No	No	No	1
Tennessee	No	Yes	Yes	Yes	No	Yes	Yes	Yes	No	Yes	7
Texas	Yes	Yes	Yes	Yes	No	Yes	Yes	Yes	No	Yes	8
Utah	Yes	No	Yes	Yes	No	Yes	Yes	Yes	No	Yes	7
Vermont	No	No	No	Yes	No	No	No	No	No	No	1
Virginia	No	Yes	Yes	Yes	No	Yes	Yes	Yes	No	No	6
Washington	Yes	Yes	Yes	No	No	No	Yes	Yes	No	No	5
West Virginia	No	Yes	Yes	Yes	No	Yes	No	Yes	No	No	5
Wisconsin	No	No	Yes	Yes	No	Yes	Yes	Yes	No	Yes	6
Wyoming	No	No	No	Yes	No	No	No	No	No	No	1
TOTAL	11	27	36	44	2	29	36	31	3	23	



To see your state's results and for further analysis, please visit www.DataQualityCampaign.org.

Resources

Data for Action 2011 includes a series of analyses that highlight state progress and key priorities to promote the effective use of longitudinal data to improve student achievement and inform efforts in education to better use data in decision-making (www.DataQualityCampaign.org/DFA2011):

- National Analysis: National trends in states' progress on building and using state longitudinal data systems to improve student achievement according to DQC's 10 Essential Elements and 10 State Actions.
- State-by-State Analysis: Individual state profiles and the ability to compare states to one another.
- Hot Topics: Deeper analyses about states' data capacity to support various education policies and practices such as teacher effectiveness and college and career readiness.

About *Data for Action 2011: DQC's State Analysis*

Data for Action is a powerful tool to inform efforts in education to better use data in decision-making. 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.

DQC's *State Analysis* annually measures the progress of all 50 states, the District of Columbia, and Puerto Rico toward implementing the 10 Essential Elements of Statewide Longitudinal Data Systems and 10 State Actions to Ensure Effective Data Use and toward addressing other key data issues. States (typically designees of the governor's office) self-report on their ability to collect and use quality data to improve student achievement.

The 2011 *State Analysis,* the seventh annual edition, is the final year that DQC will measure states' progress toward the 10 Essential Elements. In September 2009, every state committed to implement the 12 America COMPETES Elements, which include DQC's 10 Essential Elements, and also publicly report this information. As a result, states are now reporting this information to the U.S. Department of Education, and DQC will use those reports as the primary source of information about states' progress on building state longitudinal data systems.

To view the *Data for Action 2011* survey instrument and glossary as well as get more information about the alignment between DQC's 10 Essential Elements and the 12 America COMPETES Elements, please visit: www.DataQualityCampaign.org/stateanalysis/about.

DATA QUALITY CAMPAIGN
Using Data To Improve Student Achievement
www.DataQualityCampaign.org

The Data Quality Campaign (DQC) is a national, collaborative initiative to encourage and support state policymakers' efforts to improve the availability and use of high-quality education data to improve student achievement. The campaign provides tools and resources that will help states implement and use longitudinal data systems, while providing a national forum for reducing duplication of effort and promoting greater coordination and consensus among the organizations focused on improving data quality, access, and use.

Visit www.DataQualityCampaign.org for more about the:

- *10 Essential Elements and the 10 State Actions required to establish, maintain, and use a quality longitudinal data system;*
- Data for Action 2011: DQC's State Analysis, *which shows where your state stands on the 10 Essential Elements and the 10 State Actions;*
- *Tools, materials, meetings, and information that can aid states and interested organizations seeking to ensure increased quality, accessibility, and use of data; and*
- *Information on how your organization can partner with DQC to generate the understanding and will to build and use state longitudinal data systems.*