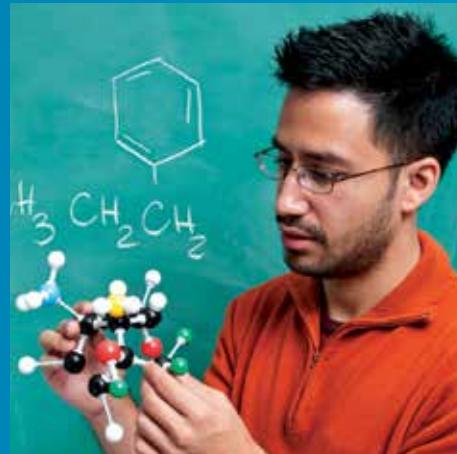# DATA FOR ACTION 2012

FOCUS ON PEOPLE TO CHANGE DATA CULTURE

Additional *Data for Action* Resources

Please visit www.DataQualityCampaign.org/DFA2012 for additional resources:

- **National Analysis:** National trends in states' progress on building and using state longitudinal data systems to improve student achievement according to DQC's 10 State Actions

- **State-by-State Analysis:** Individual state profiles and the ability to compare states to one another

- **Policy Issues:** Deeper analyses about states' data capacity to support various education policies and practices such as teacher effectiveness, parent empowerment, college choice, early warning systems, and high school feedback

Acknowledgments

Contents

DATA FOR ACTION 2012

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

1

Executive Summary

States are making progress in supporting effective data use, but the hardest work remains. Although states collect quality data and have enacted policy changes, they have not yet focused on meeting people's needs.

- **States have laid the foundation to link P–20/workforce (P–20W) data systems but lack governance structures with the authority necessary** to share appropriate and limited critical data. This deficiency impedes their efforts to empower stakeholders with critical information to ensure that students stay on track for success in college and careers.

- **States are producing reports and dashboards using longitudinal data but are lagging in ensuring data access by stakeholders** such as parents; there is more work to do to meet all stakeholders' needs.

- **States are increasingly providing training to help stakeholders use data but have not done enough to build the capacity** of all education stakeholders to effectively use data.

Looking ahead, states' work entails continuing to support systems and policies to promote effective data use while expanding their focus to include the people side of the data equation. To change the culture of education data, states need to not only create enabling state conditions—such as P–20W leadership that spans early childhood through postsecondary and the workforce; policies that support data systems and use; and resources including time, money, and staff that are conducive to effective data use—but also determine their role in creating enabling local conditions. States can take action now to meet stakeholders' needs and address priority policy issues such as teacher effectiveness and college and career readiness. If they wait, they will not meet their ultimate policy goal: improving student achievement.

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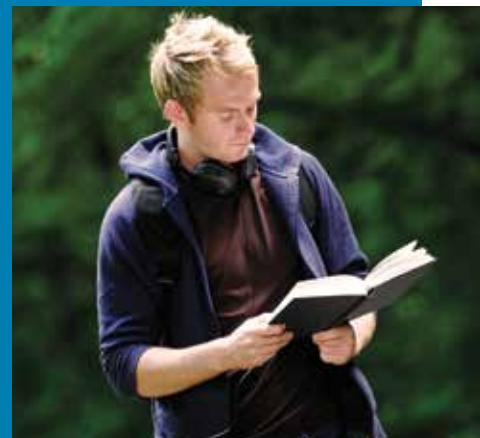
Data Defined: Meet Stakeholders' Needs

Education stakeholders, from parents to policymakers, require data beyond test scores to make informed decisions. They need other student-level data, such as attendance and course-taking data (see "10 Essential Elements" on page 17) as well as other types of data, such as teacher and financial information. To meet their needs, stakeholders will need data that cross traditional boundaries, such as state and district boundaries as well as education sectors.

The most useful data are:

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

To respond to the field's needs, DQC will also evolve to address stakeholders' needs. DQC will define data as all information, not just data from state systems. It will define quality data as P–20W data that span early childhood through postsecondary and the workforce, not just K–12. DQC will work closely with similar efforts in other sectors, including the Early Childhood Data Collaborative and the Workforce Data Quality Campaign, to ensure that stakeholders have access to and the capacity to use P–20W data.

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

3

Changing the Culture of Education Data Takes Systems, Policies, and People

Building data systems is easier than changing how people value and use education data. Creating a culture that supports data use for continuous improvement takes policymaker leadership.

State, federal, and local leaders need to ensure that the information technology (IT) infrastructure meets stakeholders' increasing information demands and that they are supporting an environment that promotes the use of this information.

Creating the conditions that support effective data use is doing more than collecting data and ensuring that each person—whether a student, teacher, or legislator—has the information he or she needs in the format and at the time he or she needs it. It entails promoting data ownership and trust, building end users' capacity to use data responsibly, and focusing on using data for continuous improvement, not to shame or blame (see "Enabling Conditions" on page 5).

This culture change takes leadership and time. And it takes broadening the conversation to involve all P–20W stakeholders to ensure that their needs are met. Most important, it takes vision, persistence, strategic thinking, teamwork, courage, and significant resources—not just money but also time, energy, and prioritization.

Every state collects quality data, but policymakers need to do more to empower education stakeholders to use data to make informed decisions. States are moving beyond merely collecting data to supporting effective use of these data to increase transparency, improve system performance, and ultimately improve student achievement.

Important policy priorities such as Common Core State Standards implementation, college and career readiness, and teacher effectiveness are unattainable without tapping into the power of data. Ensuring that the IT infrastructure is in place to collect, analyze, and present quality data is no small feat. However, more important, and harder to do, is to focus on the people side of the data equation. This challenge presents an opportunity for states to move beyond compliance to provide service to local stakeholders.

Given the policy and stakeholder demands facing states, we cannot afford to wait.

A VIEW FROM A STATE
Kentucky: Improving Student Outcomes by Changing Data Culture

Kentucky developed and refined its high school feedback report by enabling the three state conditions for success (see box, page 5); however, the ultimate goal of this effort, an impact on student outcomes, was not realized until the state turned its attention to people.

- **P–20 Leadership:** Led by the P–20 Data Collaborative effort, Kentucky created a high school feedback report to inform districts about student postsecondary outcomes.

- **Resources:** Kentucky built a P–20 state longitudinal data system and dedicated federal and state funds and staff time across agencies to this effort. The governor and the state legislature committed $600,000 annually to continue P–20 data efforts.

- **Policy:** In 2009, the legislature required the state to continue to collect, share, and report these data to improve postsecondary enrollment and decrease remediation.

- **People:** Educators indicated they were not using the reports, so leaders then focused on users' needs to make the reports more actionable, raise awareness, and communicate that the reports were intended to support continuous improvement.

- **IMPACT:** Kentucky reports an increase in postsecondary enrollment from 50.9 percent in 2004 to 61.4 percent in 2010. Although no single initiative is solely responsible for this increase, the state believes that providing this information to stakeholders is a key driver.

Enabling Conditions to Foster a Culture of Effective Data Use

Everyone has a role to play in fostering a culture of effective data use. This culture change cannot be bought from a vendor or even legislated; it has to be built into a culture starting at the top and permeate throughout the system. Signs of this culture change include trust in the data and the courage to face what the flashlight reveals is working in education (and what is not).
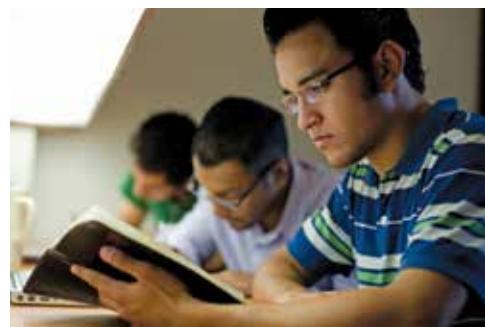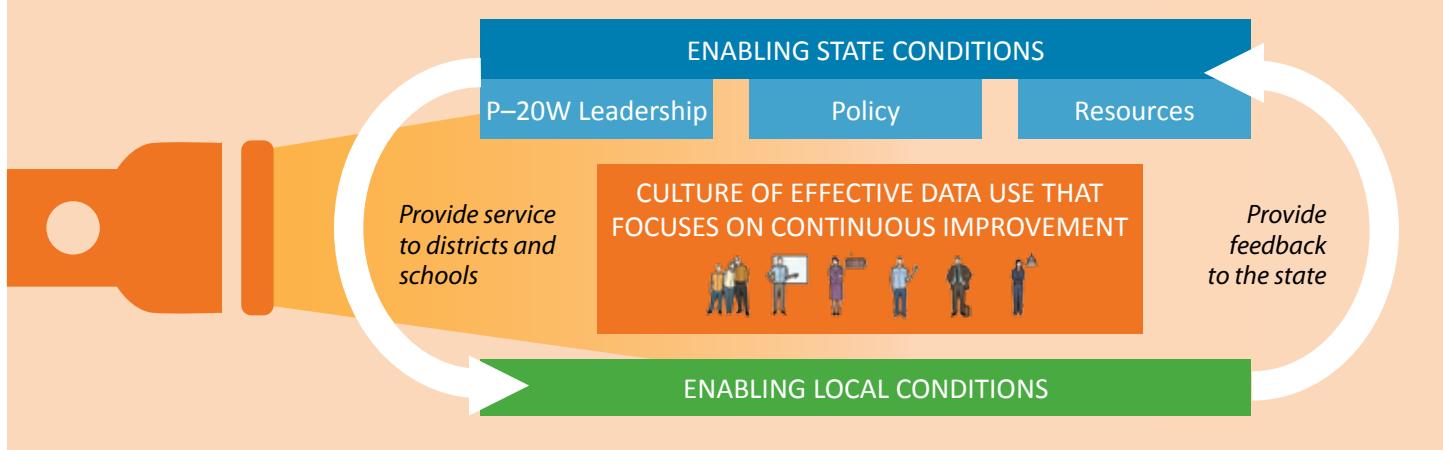
Three state-level conditions must be present to enable this culture change:

1. **P–20W Leadership.** Strong leadership across state agencies, including in the governor's office, provides stability and a foundation to accomplish the work. Only policy leadership can garner the political will necessary to break down the silos among state agencies and demand that end users are empowered with data.

2. **Policy.** Policies, such as legislation and executive orders, codify the imperative to not only support data systems but also focus on the conditions necessary to support data use. This includes enabling local conditions such as changing how time is used, identifying who has the authority to act on what the data say, and opening the channels of communication across traditional boundaries and silos.

3. **Resources.** Resources, including time, people, technology, and funding, are needed to not only build and maintain the IT infrastructure but also support ongoing training and build the capacity of everyone, from parents to policymakers, to use data for continuous improvement.

These three state-level conditions are necessary but insufficient to ensure a culture of effective data use. Local conditions are equally important to realizing this culture change. States have a role in supporting local conditions that are needed to effectively use data, such as ensuring that stakeholders have the time to review data and the authority to act on them. And states will create those conditions only by focusing on people and what they need and by determining their role in supporting schools and districts.

ENABLING STATE CONDITIONS

| P–20W Leadership | Policy | Resources |

Provide service to districts and schools

CULTURE OF EFFECTIVE DATA USE THAT FOCUSES ON CONTINUOUS IMPROVEMENT

Provide feedback to the state

ENABLING LOCAL CONDITIONS

Data for Action 2012 Key Findings

States are taking steps that will support effective data use, but the hardest work remains. Every state has built robust statewide longitudinal data systems that collect quality data beyond test scores. However, states have not taken the necessary steps to support a culture of effective data use. To foster a culture in which education data are used for continuous improvement, they now need to focus on ensuring their data efforts meet the needs of end users.

The 10 State Actions to Ensure Effective Data Use provide a roadmap for state policymakers to ensure that quality data are not only collected but also used by education stakeholders. By taking these Actions, states will ensure the following:
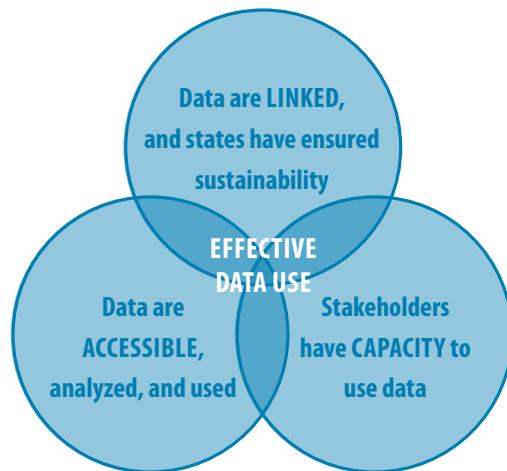
- Data are linked, and states have ensured that the necessary infrastructure and policies are in place to sustain these linkages (Actions 1–4).
- Data can be appropriately accessed, analyzed, and used (Actions 5–7).
- Stakeholders have the capacity to use data (Actions 8–10).

States made progress toward implementing each of the 10 State Actions from 2011 to 2012.

- **All states** have at least one Action, showing a commitment to working toward effective data use.
- **Twelve states** gained two or more Actions, making strides in supporting effective data use **(Alaska, District of Columbia, Indiana, Kansas, Kentucky, Louisiana, Maryland, New Jersey, New Mexico, Oregon, Vermont,** and **Wyoming).**
- **Ten states** have eight or nine of the Actions, a substantial increase from four states in 2011 **(Indiana, Louisiana, Maine, North Carolina, Ohio,** and **Oregon** join **Arkansas, Delaware, Florida,** and **Texas).**

Specifically, states have made the biggest gains in the past year on the following:

- providing policy and funding support for their data systems (Action 2, from 27 states to 35 states)

Data are LINKED, and states have ensured sustainability

EFFECTIVE DATA USE

Data are ACCESSIBLE, analyzed, and used

Stakeholders have CAPACITY to use data

- developing data governance structures (Action 3, from 36 to 40)
- creating reports on individual student data (Action 6, from 29 to 36)
- creating reports on school systems and groups of students (Action 7, from 36 to 42)

However, states are lagging in the following areas:

- linking data across state agencies (Action 1, from 11 states to 14 states)
- providing stakeholders such as parents access to data (Action 5, from 2 to 5)
- ensuring that educators know how to use data appropriately (Action 9, from 3 to 6)

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

DATA FOR ACTION
2012

Number of States with Each State Action: 2011 and 2012

State Action	2011	2012
Action 1: P–20W linkages	11	14
Action 2: Sustainability	27	35
Action 3: Governance	36	40
Action 4: Data repository	44	45
Action 5: Stakeholder access	2	5
Action 6: Reports on students	29	36
Action 7: Reports on schools or groups of students	36	42
Action 8: Research agenda	31	38
Action 9: Educator capacity	3	6
Action 10: Data awareness	23	26

■ 2011   ■ 2012
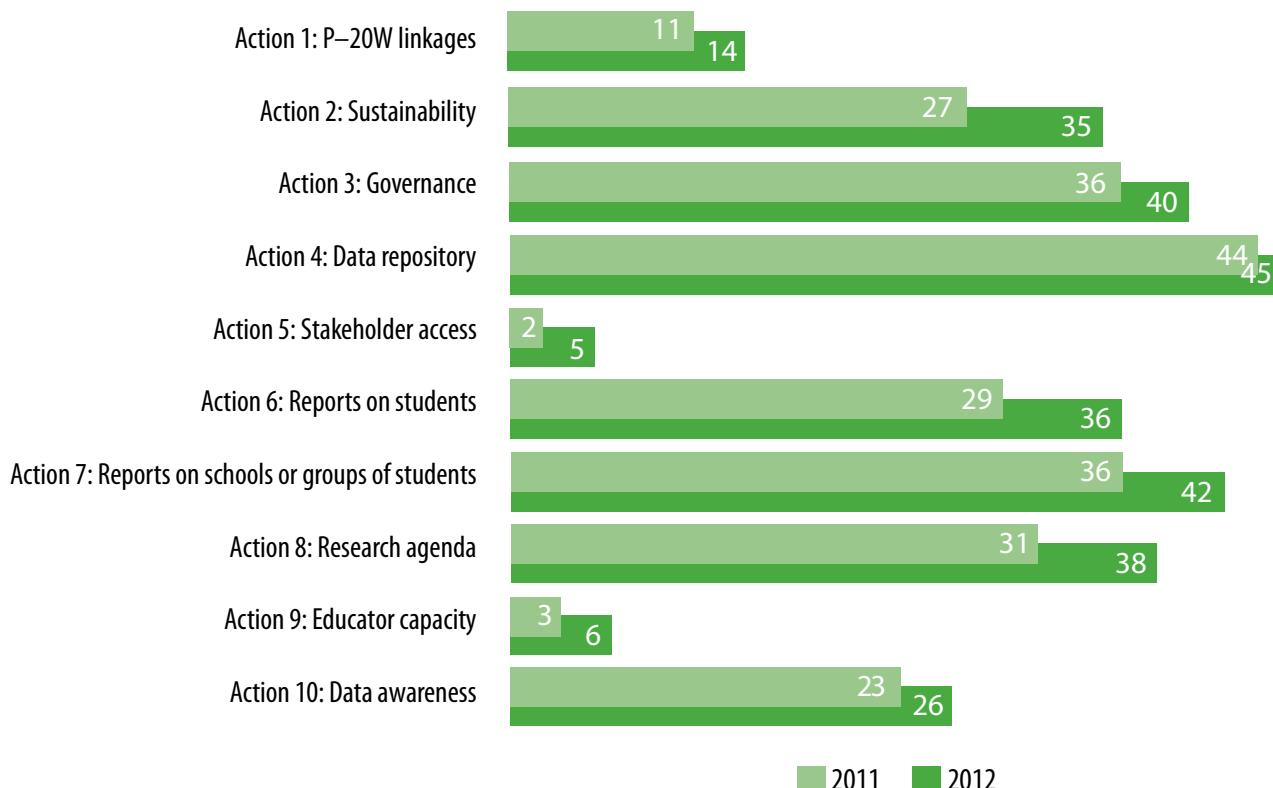
A VIEW FROM A STATE

Delaware: Using Data to Answer Policy Questions

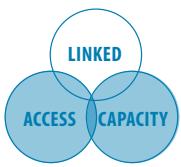Delaware has implemented nine of the 10 State Actions, fostering a culture of effective data use. The state has leveraged P–20W leadership, state policy, federal opportunities, and resources to use data to answer policy questions. For example, the state education agency works with the Department of Labor to analyze data to learn about students' transitions across the education pipeline and to inform the types of skills training offered by the state. The state is able to calculate the number of K–12 students who enroll in postsecondary institutions and the number of people getting jobs in the field in which they were trained, helping the state determine whether it is meeting one of its goals: preparing its citizens for the demands of the workplace. The commitment of the state education agency and the Department of Labor to coordinate their resources, and the leadership of the P–20 council, is paving the way for this work.

DATA FOR ACTION 2012

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

7

Linking P–20W Data

KEY FINDING: States have laid the foundation to link P–20W data systems but lack governance structures with the authority necessary to share appropriate and limited critical data. This deficiency impedes their efforts to empower stakeholders with critical information to ensure that students stay on track for success in college and careers.
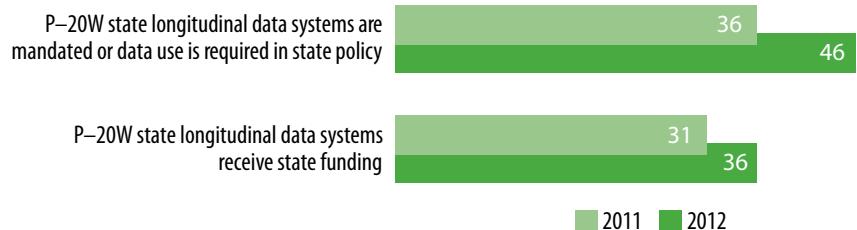
Only **six states** have met the criteria to link state longitudinal data systems across the P–20W pipeline and across state agencies **(Alaska, Arkansas, Delaware, Maine, Oregon,** and **Texas).** These states have taken the following actions:

- linked state K–12 data systems with other critical state agency data systems (Action 1, 14 states)

- created stable, sustained support for state P–20W longitudinal data systems (Action 2, 35 states)

- developed data governance structures to guide data collection, sharing, and use (Action 3, 40 states)

- built a data repository that integrates data (Action 4, 45 states)

FEATURED STATE PROGRESS: States have enacted policies and dedicated funding to ensure sustainability of data efforts.

States view the sustainability of their data efforts as a state responsibility and acknowledge that they cannot rely solely on federal funding. This commitment to funding and development of policies indicates that states have embraced this work as integral to the success of their education policies.

	2011	2012
P–20W state longitudinal data systems are mandated or data use is required in state policy	36	46
P–20W state longitudinal data systems receive state funding	31	36

KEY QUESTIONS TO ENSURE EFFECTIVE DATA USE: To ensure that data are valued and used by stakeholders, consider the following:

- What is the quality of the data being shared across state agencies?

- Did the governance bodies start their data planning efforts with the most pressing questions from the state's stakeholders?

- Have the data governance bodies developed all of the policies and procedures they need to guide data collection, sharing, and use?
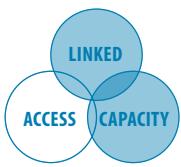
8   To see your state's results and for further analysis, please visit www.DataQualityCampaign.org.

DATA FOR ACTION 2012

LINKING P–20W DATA

SUCCESSES	CHALLENGES
Most states have the basic infrastructure of policy support, governance, and funding in place.	**P–20W data governance bodies lack appropriate authority and leadership to do the work.**

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- **Thirty-five states** have created stable, sustained support for state longitudinal data systems, up from 27 states in 2011. Much of this growth is driven by an increase in the number of states with policies mandating the building or use of longitudinal data systems (see page 8).

- **Forty states** have developed data governance structures to guide data collection, sharing, and use, up from 36 states in 2011.

There is a growing demand for postsecondary data to answer critical policy questions.

- **Forty-three states** link K–12 and postsecondary data systems, up from 38 states in 2011, helping them evaluate whether students, schools, and districts are meeting college readiness expectations.

- **Seventeen states** link postsecondary and workforce data systems, an increase from 14 states in 2011, allowing states to determine whether students are prepared for the workforce.

- **Most states (47)** have created high school feedback reports that provide information on how graduates fare in postsecondary.

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- More cross-agency data governance bodies are currently authorized to exist and make decisions based on voluntary or charter agreements than on legislation or executive order, which hinders sustainability and continuity over time.

- P–20W data governance bodies in **22 states** are not chaired by policymakers, making it difficult to garner the political will necessary to work across agencies.

Meaningful, useful P–20W data sharing is still lacking.

- While **46 states** match K–12 data with early childhood data, most links are not able to provide all the data that stakeholders need. Many states can link K–12 data systems to special education **(44 states)** and state prekindergarten programs **(43)** but not to subsidized child care **(11)** or Head Start/Early Head Start programs **(24).**

- Among the **43 states** that match K–12 and postsecondary data, match rates in most states are below 95 percent, and match rates in some states are unknown. A high match rate helps states ensure that high-quality data are being used to make high-stakes decisions.

- Only **14 states** link K–12 and workforce data systems, which limits states' ability to have a meaningful understanding of how well students are being prepared for the workforce.

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A VIEW FROM A STATE
Maine: Collaboration Is the Key

Maine has the policy, support, and infrastructure in place to link data systems across the P–20W pipeline. Stakeholders from critical agencies have come together to form the data management team. This team includes representatives from each of the key areas in the Department of Education, as well as district representatives and representatives from postsecondary, workforce, and early childhood. To further cross-agency collaboration, there is linkage with the Steering Committee for the Workforce Data Quality Initiative at the Department of Labor. Policy decisions or changes are overseen by the commissioner of education's Leadership Team, which includes all department policy directors. Policy governance for cross-agency data linkage and sharing is provided by multi-agency committees. Governing through a multi-agency structure ensures that data collection, sharing, and use are aligned with the state's P–20W policy priorities.

DATA FOR ACTION 2012

To see your state's results and for further analysis, please visit www.DataQualityCampaign.org.
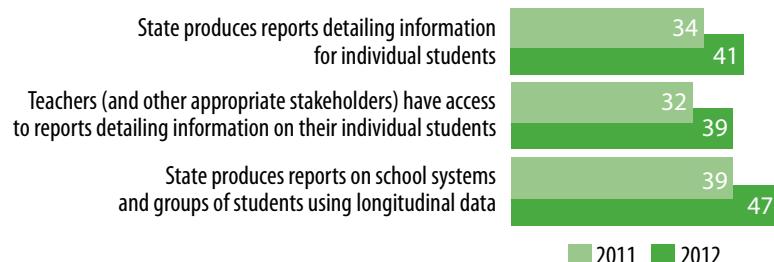
9

Ensuring Data Access

KEY FINDING: States are producing reports and dashboards using longitudinal data but are lagging in ensuring data access by stakeholders such as parents; there is more work to do to meet all stakeholders' needs.

Only **five states** have met the criteria to ensure that data can be accessed, analyzed, and used by stakeholders **(Arkansas, District of Columbia, Delaware, Indiana,** and **New Hampshire).** These states have taken the following actions:

- provided role-based access to data while protecting privacy (Action 5, 5 states)

- created progress reports with student-level data for educators, students, and parents (Action 6, 36 states)

- created reports with longitudinal statistics to guide system-level change (Action 7, 42 states)

FEATURED STATE PROGRESS: States are becoming increasingly transparent through data and are providing stakeholders with the information they need.

Reports with individual student data provide information that teachers and other appropriate stakeholders can use to improve student achievement. Reports on schools and groups of students guide improvement efforts across schools, districts, and the state.

	2011	2012
State produces reports detailing information for individual students	34	41
Teachers (and other appropriate stakeholders) have access to reports detailing information on their individual students	32	39
State produces reports on school systems and groups of students using longitudinal data	39	47

KEY QUESTIONS TO ENSURE EFFECTIVE DATA USE: To ensure that data are valued and used by stakeholders, consider the following:

- Do reports meet stakeholders' needs?

- How can the state ensure that local stakeholders have access to the data they need?

- Are all stakeholders aware of the data and reports that are available?

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DATA FOR
ACTION
2012

ENSURING DATA ACCESS

SUCCESSES	CHALLENGES
States are producing multiple reports and dashboards with longitudinal data.	**Not all aggregate-level reports are publicly available.**
● Most states produce reports that analyze an individual student's data in different ways, such as growth **(39 states),** diagnostic **(35),** early warning **(28),** and college and career readiness reports **(22).**	● Aggregate reports do not include individual student information and can be made publicly available, but not all states do so.
● **Forty-seven states** produce reports about schools, districts, and groups of students using longitudinal data (an increase from 39 states in 2011). These reports include high school feedback **(47 states),** cohort graduation **(38),** growth **(36),** and college and career readiness reports **(20).**	● **Forty-seven states** produce high school feedback reports, but only 38 states make these reports publicly available.
States are increasingly providing stakeholders access to data.	● States do not have benchmarks for report quality, and many are produced to meet compliance, rather than stakeholder, needs.
	Few states are ensuring that parents have access to the data they need.
● States have been providing stakeholders with access to data in a measured way, starting with the stakeholders who are easiest for states to reach—district superintendents **(45 states)** and principals **(43 states).**	● **Nine states** (Arkansas, District of Columbia, Delaware, Indiana, Kentucky, New Hampshire, New Jersey, Texas, and Utah) are providing access to student-level data for parents, as well as teachers and counselors.
● **Forty-one states** are providing access to aggregate-level longitudinal data to superintendents, state staff, and the public (an increase from 37 states in 2011).	● Many states are unclear about their role in ensuring that local stakeholders have access to data. As the role of the state education agency evolves from being a compliance body to serving districts, states must navigate how best to provide data access to local data users, such as parents.

A VIEW FROM A STATE
Indiana: Ensuring Stakeholder Access to Data

Indiana has made great progress in ensuring that stakeholders have access to the data they need to improve student achievement. Indiana's Learning Connection, developed by the Indiana Department of Education (IDOE), is a web-based portal that provides data, resources, and tools for districts, schools, educators, and families. In addition to learning management tools for teachers, the Learning Connection provides a means for teachers to securely access achievement data for their students and a common platform for collaborating with other teachers across the state. Parent and student accounts on the Learning Connection are provided at the discretion of local leaders. The Learning Connection plays a prominent role in supporting the implementation of IDOE's strategic initiatives. By providing data, resources, and tools for school improvement, the functionality of the Learning Connection can be leveraged across IDOE initiatives aimed at improving student learning. To learn more, visit https://learningconnection.doe.in.gov. Indiana has also developed school-level college and career readiness reports (http://www.in.gov/che/2489.htm) that provide stakeholders with data on high school graduates' postsecondary enrollment and success patterns. Reports include the number and percentage of each high school's graduates who attend in-state public colleges within one year of graduation and who need remediation in math or English. Information on college enrollment by institution type, degree type, full-time or part-time status, and program type is also included.
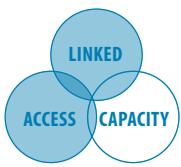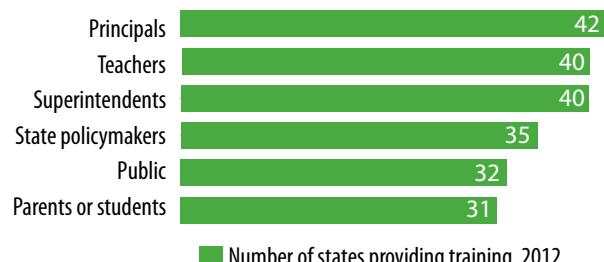
Building Capacity to Use Data

KEY FINDING: States are increasingly providing training to help stakeholders use data but have not done enough to build the capacity of all education stakeholders to effectively use data.

Only **four states** have met the criteria to build the capacity of all stakeholders to use longitudinal data **(Florida, Louisiana, North Carolina,** and **Ohio).** These states have taken the following actions:

- developed a purposeful research agenda to support research capacity in the state (Action 8, 38 states)

- implemented policies and promoted practices to build educators' capacity to use data (Action 9, 6 states)

- promoted strategies to raise awareness of available data (Action 10, 26 states)

FEATURED STATE PROGRESS: States have invested in training for educators and noneducator stakeholders to effectively use data.

Collecting and providing access to data will not change the culture of data use in the state without ensuring data literacy of key users.

	Number of states providing training, 2012
Principals	42
Teachers	40
Superintendents	40
State policymakers	35
Public	32
Parents or students	31

KEY QUESTIONS TO ENSURE EFFECTIVE DATA USE: To ensure that data are valued and used by stakeholders, consider the following:

- What is the quality of the training that the state is providing around effective data use?

- What evidence shows the impact of educators' data use in the classroom on student achievement?

- What is the state doing to ensure enabling conditions to promote the use of data, including but not limited to changing the use of time and how educators work together to process and use data, identifying who has the authority to act on the data analysis, and building trust and a safe environment in which the data can be discussed and shared honestly, without fear of being blamed or shamed?

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

DATA FOR
ACTION
2012

BUILDING CAPACITY TO USE DATA

SUCCESSES	CHALLENGES
States value the use of data by educators in classrooms, as evidenced by the number of states training teachers and principals to use data.	**It is difficult for states to develop data literacy policies and practices for their educators and to support the conditions for effective data use at the local level.**

SUCCESSES

States value the use of data by educators in classrooms, as evidenced by the number of states training teachers and principals to use data.

- **Thirty-nine states** train teachers and principals to use longitudinal data to tailor instruction and inform schoolwide policies and practices.

- **Forty states** train teachers and principals to use and interpret specific reports. In **38** of these states, the state plays an active role in training educators.

More states are supporting their research capacity by partnering with other organizations to implement a research agenda.

- **Forty-two states** are developing a purposeful research agenda with other organizations in an effort to build the state's research capacity (an increase from 36 states in 2011). Most of these states have partnered with higher education institutions **(39 states).**

- **Forty-four states** have a process through which outside researchers can propose studies using state data, up from 39 states in 2011.

CHALLENGES

It is difficult for states to develop data literacy policies and practices for their educators and to support the conditions for effective data use at the local level.

- Only **16 states** require data literacy for both educator certification and education preparation program approval.

- There is no consensus around the definition of data literacy, and states are not clear about how to differentiate data literacy among various types of educators.

- While addressing data literacy is critical, conditions in schools and districts are generally not conducive to the effective use of data (e.g., principal support for data-informed decision making, sufficient time in the school day for collaboration around data).

States and teacher preparation programs have not developed effective partnerships for data sharing.

- Only **eight states** share teacher performance data with educator preparation programs (Arkansas, Florida, Louisiana, North Carolina, Ohio, South Carolina, Tennessee, and Washington), providing them the data they need to improve their programs.

- **Twenty-eight states** do not share any data about educators with educator preparation programs.

A VIEW FROM A STATE
Ohio: Sharing Data to Improve Teacher Effectiveness

A coordinated effort between the Ohio Department of Education and the Board of Regents helps the state provide teacher preparation programs with the information they need about the teachers they prepared. Ohio has developed a strong teacher-student data link (TSDL) that has helped the state generate teacher performance data to share with teacher preparation programs. The TSDL not only created the link between teachers and students to generate value-added scores but also created a process through which teachers and teacher preparation programs could participate in ensuring the accuracy of their data. The state is providing professional development for teachers and preparation programs to help them understand and see the value in the data they are receiving. By ensuring that critical stakeholders have access to data, the ability to review for accuracy, and the training necessary to use the data, the state is boldly moving forward in building a culture around data use.

DATA FOR
ACTION
2012

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

13

2013 State Steps to Move the Needle on Data Culture

Policymakers are focused on implementing policies in two critical areas in 2013 and beyond: improving teacher effectiveness and graduating all students ready for college and careers. They can take steps now as well as consider future questions that will support the effective implementation of these policies through effective data use to move the needle on changing the data culture and, in turn, improving student outcomes.

Improving teacher effectiveness

Without a proactive, deliberate approach to understanding the implications for state data systems, policymakers will find their teacher effectiveness efforts constrained or undermined by data that do not meet policy needs.

MOVING THE NEEDLE	
Actions for states to take now	**Questions for the field to consider next**
● Implement a high-quality teacher-student data link along established best practices, including a statewide "teacher of record" definition, a roster verification system, and the ability to link multiple educators per student per course. ● Develop a feedback loop to share teacher performance data with teacher preparation programs. ● Provide educators timely access to actionable data to enable them to better individualize instruction and guide their own professional development. ● Focus professional development efforts on building educators' capacity to use data effectively. ● Develop teacher licensure and program approval policies that require educators to demonstrate that they can use and interpret data effectively.	● What data are states best positioned to provide to educators, and how can states collaborate with their districts to avoid duplication, increase efficiency, and maximize impact? ● How should the field define "data literacy" for educators? ● How can states effectively communicate teacher effectiveness data to stakeholders? ● What are the priority policy and research questions that states need to answer to better understand the educator workforce? ● What are the local conditions necessary to support effective data use, and what is the state role in making them a reality?

DQC Resources

- *Using Data to Improve Teacher Effectiveness: A Primer for State Policymakers*
- *Measuring Teacher Effectiveness*
- *Leveraging State Longitudinal Data Systems to Inform Teacher Preparation and Continuous Improvement: A Data-Sharing Template To Prompt Discussion and Strategic Planning*
- *Investing in Educator Data Literacy Improves Student Achievement: Evidence of Impact* (Oregon's story)
- *Analysis of State Promising Practices in Defining Teacher of Record and Linking Teachers and Students*

Other Resources

- *Charting Success: Data Use and Student Achievement in Urban Schools* (Council of the Great City Schools and American Institutes for Research)
- Teacher Student Data Link (www.TSDL.org)

Graduating all students college and career ready

The college- and career-ready agenda is a P–20W agenda that requires both policy and data alignment across systems. Without a deliberate focus on collaborating vertically and horizontally across the education pipeline, college and career readiness efforts will be undermined by the lack of data to support effective design, implementation, and evaluation.

MOVING THE NEEDLE

Actions for states to take now	Questions for the field to consider next
• Leverage P–20W data governance to secure the quality postsecondary and workforce data necessary to provide K–12 with feedback about college and career readiness efforts.	• How do states support local leaders' use of data to support school improvement?
• Actively provide stakeholders with tailored access to high school feedback indicators.	• How will states use P–20W data to refine the Common Core State Standards and assessments over time?
• Support the use of predictive analysis (e.g., early warning systems) to help keep students on track to graduating college and career ready.	• How will states use the new Common Core state assessment data to identify and share best practices and allocate resources accordingly?
• Include college- and career-ready indicators in publicly reported school report cards, aligned with emerging best practices.	• What are effective and efficient solutions for sharing limited and appropriate data across state lines to answer critical questions that inform policy and practice?
• Collaborate with districts and local partners to define roles and responsibilities for ensuring that local leaders, educators, parents, and community partners have tailored access to the data necessary to support college and career readiness efforts.	• How will states use data to evaluate the effectiveness of college- and career-ready policies and programs to better inform policymakers' decision making and resource allocation?

DQC Resources

- *Using Data to Increase College and Career Readiness: A Primer for State Policymakers*
- *Preparing Every Citizen for the Knowledge Economy: A Primer on Using Early Childhood, K–12, Postsecondary and Workforce Data*
- *Pivotal Role of Policymakers as Leaders of P–20/Workforce Data Governance*
- *Providing High School Feedback*
- *Supporting Early Warning Systems*

Other Resources

- *A Strong State Role in Common Core State Standards Implementation: Rubric and Self-Assessment Tool* (Achieve and Education First Consulting)
- *Closing the Expectations Gap 2012* (Achieve)
- *Creating a College and Career Readiness Accountability Model for High Schools* (National Governors Association Center for Best Practices)

Conclusion

Quality data are critical to all education stakeholders.

The good news is that states are making progress toward meeting their informational needs, and state policymakers can take steps now to move the needle in 2013 to support effective policy implementation and continue to empower stakeholders with data. However, the hardest work remains because changing the culture in education is more difficult than building data systems.

One thing is certain: we will not change the culture of education data use by focusing solely on systems or even policy. It is only by strengthening our focus on people and what they need that we will reach our goal of improving outcomes for the most important stakeholder: students.

DATA FOR
ACTION
2012

2011

2012
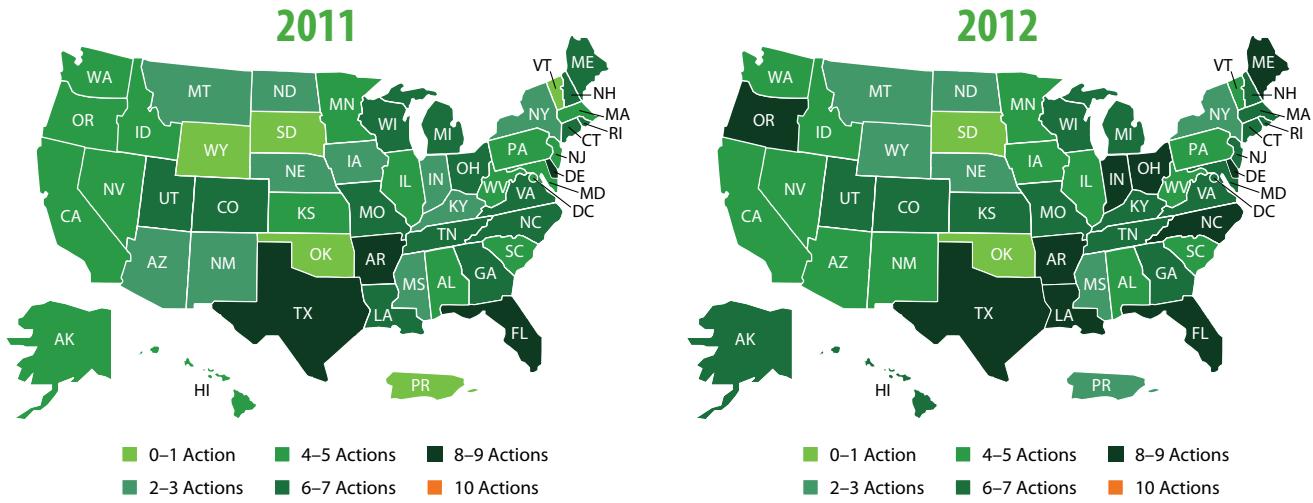
No state has all 10 State Actions.

Legend (both maps):
- 0–1 Action
- 2–3 Actions
- 4–5 Actions
- 6–7 Actions
- 8–9 Actions
- 10 Actions

10 Essential Elements of Statewide Longitudinal Data Systems

From 2005 to 2011, DQC measured states' progress toward implementing the 10 Essential Elements of Statewide Longitudinal Data Systems. In September 2009, every state committed to implement and publicly report the 12 America COMPETES Elements, which include DQC's 10 Essential Elements. 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.

The 10 Essential Elements are the following:

1. A unique student identifier

2. Student-level enrollment, demographic, and program participation information

3. The ability to match individual students' test records from year to year to measure academic growth

4. Information on untested students and the reasons why they were not tested

5. A teacher identifier system with the ability to match teachers to students

6. Student-level transcript data, including information on courses completed and grades earned

7. Student-level college readiness test scores

8. Student-level graduation and dropout data

9. The ability to match student records between the P–12 and postsecondary systems

10. A state data audit system assessing data quality, validity, and reliability

Read more information about the alignment between DQC's 10 Essential Elements and the 12 America COMPETES Elements.
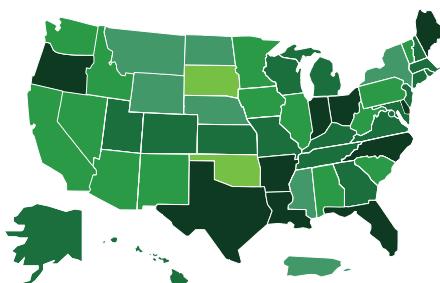
DATA FOR ACTION 2012

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

17

National Status, 2011 and 2012

State Action	NUMBER OF STATES	
	2011	**2012**
Expand the ability of state longitudinal data systems to link across the P–20 education pipeline and across state agencies . . .	**4**	**6**
1. Link state K–12 data systems with early learning, postsecondary, workforce, and other critical state agency data systems.	**11**	**14**
K–12 and early childhood data are annually matched and shared with a known match rate.	46	46
K–12 and postsecondary data are annually matched and shared with a known match rate.	38	43
K–12 and workforce data are annually matched and shared with a known match rate.	11	14
2. Create stable, sustainable support for longitudinal data systems.	**27**	**35**
The P–20/workforce state longitudinal data system (SLDS) is mandated, or data system use is required in state policy.	36	46
The P–20/workforce SLDS receives state funding.	31	36
3. Develop governance structures to guide data collection and use.	**36**	**40**
A state education agency data governance committee is established.	46	46
A cross-agency data governance committee/council is established with authority.	39	43
4. Build state data repositories.	**44**	**45**
K–12 data repository is built and implemented.	44	45
Ensure that data can be accessed, analyzed, and used . . .	**2**	**5**
5. Provide timely, role-based access to data while protecting privacy.	**2**	**5**
Multiple levels or types of role-based access are established.	47	43
Appropriate stakeholders have access to student-level longitudinal data.	8	9
Superintendents, state policymakers, or state education agency staff and other stakeholders have access to aggregate-level longitudinal data.	37	41
State policy ensures that teachers and parents have access to their students' longitudinal data.	6	7
The state is transparent about who is authorized to access specific data and for what purposes.	17	18
6. Create progress reports with student-level data for educators, students, and parents.	**29**	**36**
The state produces reports using student-level longitudinal data.	34	41
Teachers and appropriate stakeholders have tailored reports using student-level longitudinal data.	32	39
7. Create reports with longitudinal statistics to guide system-level change.	**36**	**42**
The state produces reports using aggregate-level longitudinal data.	39	47
State-produced reports using aggregate-level longitudinal data are available on a state-owned public website.	36	42
Build the capacity of all stakeholders to use longitudinal data . . .	**2**	**4**
8. Develop a purposeful research agenda.	**31**	**38**
The state has developed a purposeful research agenda with other organizations.	36	42
The state has a process by which outside researchers can propose their own studies.	39	44
9. Implement policies and promote practices to build educators' capacity to use data.	**3**	**6**
Teachers and principals are trained to use longitudinal data to tailor instruction and inform schoolwide policies and practices.	39	39
Teachers and principals are trained to use and interpret specific reports.	38	40
The state plays an active role in training educators to use and interpret specific reports.	37	38
Preservice: Data literacy is a requirement for certification/licensure.	11	19
Preservice: Data literacy training is a requirement for state program approval.	21	25
Data about educators are automatically shared at least annually with educator preparation programs.	21	24
Teacher performance data are shared with educator preparation programs.	6	8
10. Promote strategies to raise awareness of available data.	**23**	**26**
The state communicates the availability of data to noneducator stakeholders.	49	46
The state trains noneducator stakeholders on how to use and interpret data.	29	31
The state education agency makes data privacy and security policies public.	39	41

The subcriteria listed for each Action are the criteria used to determine whether or not a state receives credit for that Action. A state must indicate that it has implemented all subcriteria for an Action to receive credit for that Action.

DATA FOR ACTION 2012

Individual State Status, 2012

STATE	ACTIONS 1	2	3	4	5	6	7	8	9	10	TOTAL
Alabama						✔	✔	✔		✔	4
Alaska	✔	✔	✔	✔		✔	✔	✔			7
Arizona		✔	✔	✔				✔			4
Arkansas	✔	✔	✔	✔	✔	✔	✔	✔		✔	9
California			✔	✔			✔			✔	4
Colorado		✔	✔	✔		✔	✔	✔		✔	7
Connecticut		✔	✔	✔		✔	✔	✔			6
District of Columbia		✔	✔		✔	✔	✔	✔			6
Delaware	✔	✔	✔	✔	✔	✔	✔	✔		✔	9
Florida	✔	✔		✔		✔	✔	✔	✔	✔	8
Georgia		✔	✔	✔		✔	✔	✔		✔	7
Hawaii		✔	✔	✔		✔	✔	✔			6
Idaho		✔	✔	✔		✔	✔				5
Illinois		✔	✔	✔			✔	✔			5
Indiana	✔		✔	✔	✔	✔	✔	✔		✔	8
Iowa		✔	✔	✔		✔					4
Kansas		✔	✔	✔		✔	✔	✔		✔	7
Kentucky		✔	✔	✔		✔	✔	✔			6
Louisiana		✔	✔	✔		✔	✔	✔	✔	✔	8
Maine	✔	✔	✔	✔		✔	✔	✔		✔	8
Maryland	✔		✔	✔		✔	✔			✔	6
Massachusetts		✔	✔	✔			✔	✔		✔	6
Michigan		✔	✔	✔		✔	✔	✔		✔	7
Minnesota			✔	✔		✔	✔	✔			5
Mississippi			✔	✔							2
Missouri	✔		✔	✔		✔	✔	✔			6
Montana		✔					✔			✔	3
Nebraska		✔	✔	✔							3
Nevada			✔	✔		✔	✔				4
New Hampshire				✔	✔	✔	✔	✔		✔	6
New Jersey		✔	✔	✔		✔		✔		✔	6
New Mexico			✔	✔			✔	✔		✔	5
New York		✔		✔				✔			3
North Carolina	✔		✔	✔		✔	✔	✔	✔	✔	8
North Dakota		✔	✔			✔					3
Ohio		✔	✔	✔		✔	✔	✔	✔	✔	8
Oklahoma			✔								1
Oregon	✔	✔	✔	✔		✔	✔	✔		✔	8
Pennsylvania			✔	✔		✔	✔				4
Puerto Rico		✔		✔							2
Rhode Island	✔	✔		✔		✔	✔	✔		✔	7
South Carolina				✔			✔	✔	✔		4
South Dakota			✔								1
Tennessee		✔		✔		✔	✔	✔	✔		6
Texas	✔	✔	✔	✔		✔	✔	✔		✔	8
Utah	✔		✔	✔		✔	✔	✔		✔	7
Vermont				✔			✔	✔		✔	4
Virginia		✔	✔	✔		✔	✔	✔			6
Washington	✔	✔	✔				✔	✔			5
West Virginia		✔		✔		✔	✔	✔			5
Wisconsin		✔	✔	✔		✔	✔	✔		✔	7
Wyoming		✔		✔			✔				3
TOTAL	14	35	40	45	5	36	42	38	6	26	

Visit www.DataQualityCampaign.org/DFA2012 for detailed results from 2011 and 2012 and to compare your state's results to other states.

DATA FOR ACTION 2012

Appendix B: Methodology

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 State Actions to Ensure Effective Data Use and toward addressing other key policy issues.

Process

The 2012 *State Analysis* is DQC's eighth annual survey of states and focuses on states' progress toward the 10 State Actions. DQC uses an online survey tool to collect information from each state. The survey consists of two parts. In part one, states answer a series of questions about each of the 10 State Actions. In part two, states report on emerging data issues and promising practices in the field. States are also asked to provide documents or website links as evidence of having specific policies or reports. DQC determines whether or not states receive credit for each Action based on states' responses (see Appendix A). DQC sent each state a confirmation email indicating which Actions the state would receive credit for this year and worked with states to ensure that the information the states reported and the analysis of their responses were as accurate as possible.

States responded to the *Data for Action* survey in summer 2012. States' responses reflect the current status of their work at the time they responded to the survey. States may have made additional progress on the 10 State Actions since submitting the survey that will be reflected in next year's survey.

The survey responses are self-reported by each state. While DQC works with states to help them respond to the survey, DQC does not instruct states on how to respond. States can also answer questions differently than they did last year to reflect recent changes in state policies or practices or a new understanding of what quality implementation of effective data use looks like.

While this year's survey includes improvements to clarify questions and provide more information about what the 10 State Actions mean, the key survey questions and the criteria used to determine credit for each Action did not change from 2011, which allows for a longitudinal analysis of the 10 State Actions. Many of the policy issues and promising practices questions are new this year and reflect recent developments in the field. Analyses of the emerging data issues can be found on DQC's website.

Respondents

All 50 states, the District of Columbia, and Puerto Rico participated in this year's survey. DQC invites each state's governor's office to participate in the survey. DQC believes that the governor's office is in the best position to bring all appropriate stakeholders together to respond to the survey, given its focus on developing and using P–20W data systems to improve student achievement. The governor's office can appoint a designee to respond to the survey in collaboration with stakeholders.

QUESTIONS AND COMMENTS

Questions and comments about *Data for Action 2012,* including requests for data, should be directed to dataforaction@dataqualitycampaign.org.

DQC Resources

Explore Online

- **Interactive Guide to Data:** An interactive visual guide that explains what data are, how they help, and what we can do with them www.DataQualityCampaign.org/InteractiveGuide

- **Profiles from the Field:** A national forum for sharing knowledge about promising practices for building and using statewide longitudinal data systems www.DataQualityCampaign.org/ProfilesfromtheField

- **Resource Library:** A clearinghouse of information and resources for building and sharing knowledge www.DataQualityCampaign.org/Resources

Dig Deep: Key Issue Areas

GOVERNANCE

- *Pivotal Role of Policymakers as Leaders of P–20/Workforce Data Governance* [2012] www.DataQualityCampaign.org/Governance

LINKING EARLY CHILDHOOD, POSTSECONDARY, AND WORKFORCE DATA

- *Preparing Every Citizen for the Knowledge Economy: A Primer on Using Early Childhood, K–12, Postsecondary and Workforce Data* [2011] www.DataQualityCampaign.org/P20WPrimer

- *10 Fundamentals of Coordinated State Early Care and Education Data Systems: Inaugural State Analysis* [2011] www.DataQualityCampaign.org/ECDC10Fundamentals

COMMON DATA STANDARDS

- *Supporting Education Policy and Practice through Common Data Standards* [2012] www.DataQualityCampaign.org/CommonDataStandards

FEDERAL POLICY

- *U.S. Department of Education Final FERPA Regulations: Advisory and Overview* [2011] www.DataQualityCampaign.org/FERPAStatement

- *Why Data Matter in ESEA Reauthorization: Recommendations to Ensure Data Are Used to Improve Student Achievement* [2011] www.DataQualityCampaign.org/ESEARecs

DATA PRIVACY, SECURITY, AND CONFIDENTIALITY

- *Supporting Data Use While Protecting the Privacy, Security and Confidentiality of Student Information: A Primer for State Policymakers* [2011] www.DataQualityCampaign.org/PrivacyPrimer

STATE-DISTRICT COLLABORATION

- *From Compliance to Service: Evolving the State Role to Support District Data Efforts to Improve Student Achievement* [2011] www.DataQualityCampaign.org/StateDistrictFramework
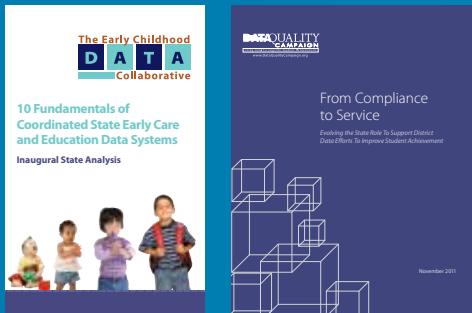
The **Data Quality Campaign (DQC)** is a nonprofit, nonpartisan, national advocacy organization committed to realizing an education system in which all stakeholders—from parents to policymakers—are empowered with high-quality data from the early childhood, K–12, postsecondary, and workforce systems. To achieve this vision, DQC supports state policymakers and other key leaders to promote effective data use to ensure students graduate from high school prepared for success in college and the workplace.