

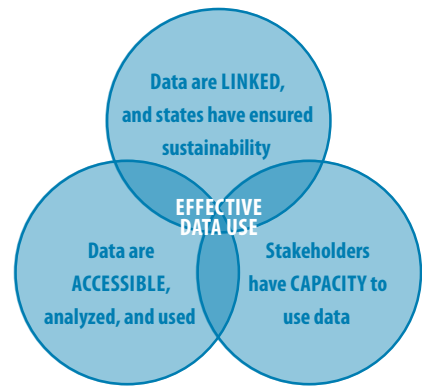
FOCUS ON PEOPLE TO CHANGE DATA CULTURE

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.

10 State Actions

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:

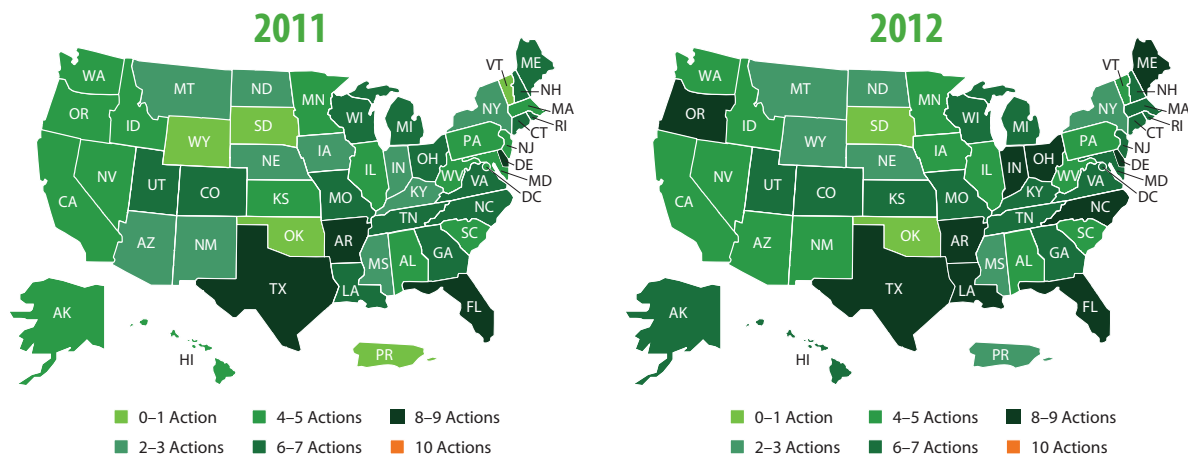
- Data are linked, and states have ensured that the necessary infrastructure and policies are in place to sustain these linkages (Actions 1–4).
- Data can be appropriately accessed, analyzed, and used (Actions 5–7).
- Stakeholders have the capacity to use data (Actions 8–10).



Key Findings: Data for Action 2012

- **States have laid the foundation to link P–20/workforce 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.

States Are Making Progress, but No State Has All 10 State Actions



10 State Actions to Ensure Effective Data Use—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.

