

Paving the Path to SUCCESS

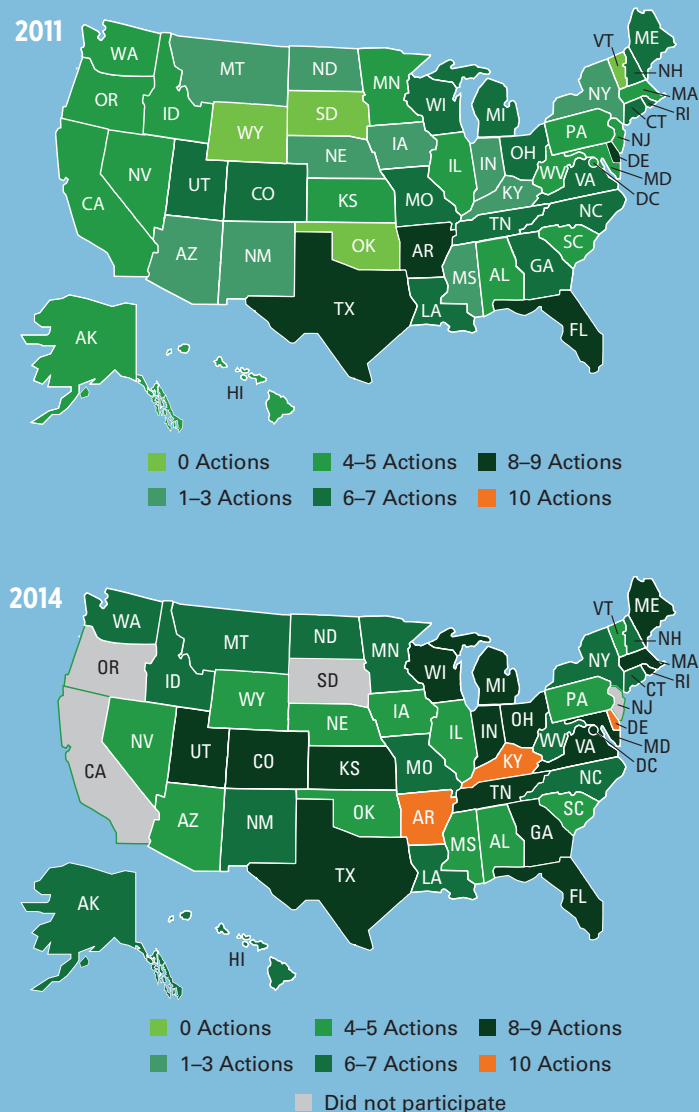
DATA FOR
ACTION
2014

Data are more than just test scores, and by effectively accessing and using different types of data—such as attendance, grades, and course-taking—teachers, parents, and school and district leaders can help ensure that every student is on a path for success every day, not just at the end of the school year. 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 everyone with a stake in education.

Key Findings: *Data for Action 2014*

- **Kentucky is the newest state to achieve all 10 State Actions, joining Arkansas and Delaware.** Kentucky's focus on providing teachers, families, and the public with useful data that meet their needs propelled the state from having 2 Actions in 2011 to all 10 Actions in 2014.
- The number of states **sharing information about how teachers perform in the classroom with educator preparation programs has more than tripled from 2011 to 2014** (from 6 states in 2011 to 22 states in 2014).
- In addition to the current student performance data that teachers provide to parents, **parents in 17 states** (up from 8 states in 2011) **have access to data that follow their children's progress over time**, helping these parents make critical decisions to support their children's paths to success.
- In 2014, many states sought to safeguard student data privacy by introducing legislation. In total, **36 states considered 110 bills directly addressing student data privacy**.
- Most states have established a data governance committee that has responsibility for and authority over data sharing, access, privacy, and use across agencies. **Nine states have high-quality, formal, and transparent cross-agency data governance committees**.
- High-quality public reporting is trustworthy; focused on meeting people's information needs; timely and ongoing; and easy to find, access, and understand. **Seven states provide high-quality public reporting that meets the information needs of parents**.

Progress toward the 10 State Actions



10 State Actions National Status, 2011 and 2014

State Action	NUMBER OF STATES	
	2011	2014
1. Link state K–12 data systems with early learning, postsecondary, workforce, and other critical state agency data systems.	11	19
K–12 and early childhood data are annually matched and shared with a known match rate.	46	43
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	19
2. Create stable, sustainable support for longitudinal data systems.	27	41
The P–20/workforce state longitudinal data system (SLDS) is mandated, or data system use is required in state policy.	36	45
The P–20/workforce SLDS receives state funding.	31	41
3. Develop governance structures to guide data collection and use.	36	42
A state education agency data governance committee is established.	46	45
A cross-agency data governance committee/council is established with authority.	39	43
4. Build state data repositories.	44	46
K–12 data repository is built and implemented.	44	46
5. Provide timely, role-based access to data.	2	11
Multiple levels or types of role-based access are established.	47	42
Parents, teachers, and appropriate stakeholders have access to student-level longitudinal data.	8	17
Superintendents, state policymakers, or state education agency staff and other stakeholders have access to aggregate-level longitudinal data.	37	42
State policy ensures that teachers and parents have access to their students' longitudinal data.	6	13
The state is transparent about who is authorized to access specific data and for what purposes.	17	28
6. Create progress reports with student-level data for educators, students, and parents.	29	35
The state produces reports using student-level longitudinal data.	34	42
Teachers and appropriate stakeholders have tailored reports using student-level longitudinal data.	32	35
7. Create reports with longitudinal statistics to guide system-level change.	36	45
The state produces reports using aggregate-level longitudinal data.	39	46
State-produced reports using aggregate-level longitudinal data are available on a state-owned public website.	36	45
8. Develop a purposeful research agenda.	31	41
The state has developed a purposeful research agenda with other organizations.	36	43
The state has a process by which outside researchers can propose their own studies.	39	45
9. Implement policies and promote practices to build educators' capacity to use data.	3	18
Teachers and principals are trained to use longitudinal data to tailor instruction and inform schoolwide policies and practices.	39	40
Teachers and principals are trained to use and interpret specific reports.	38	42
The state plays an active role in training educators to use and interpret specific reports.	37	41
Preservice: Data literacy is a requirement for certification/licensure, or data literacy training is a requirement for state program approval.	22	32
Teacher performance data are automatically shared with in-state educator preparation programs at least annually.	6	22
10. Promote strategies to raise awareness of available data.	23	33
The state communicates the availability of data to noneducator stakeholders.	49	43
The state trains noneducator stakeholders on how to use and interpret data.	29	34
The state education agency makes data privacy and security policies public.	39	46

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 to receive credit for that Action. In 2011, the 50 states, the District of Columbia, and Puerto Rico participated in the Data for Action survey. In 2014, 46 states and the District of Columbia participated.