

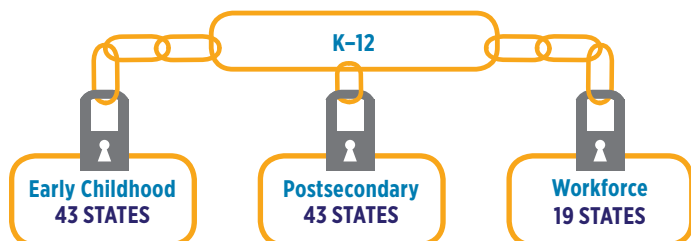
Paving the Path to SUCCESS



At the federal level, leaders can promote policies that reduce burdens on states, encourage collaboration across agencies, and help build the capacity of stakeholders to use data while ensuring the privacy of student information. The annual *Data for Action* survey measures states' progress toward achieving the 10 State Actions to Ensure Effective Data Use. The following are some highlights from this year's survey; for detailed information on state progress and emerging education data issues, see www.dataqualitycampaign.org/DFA2014.

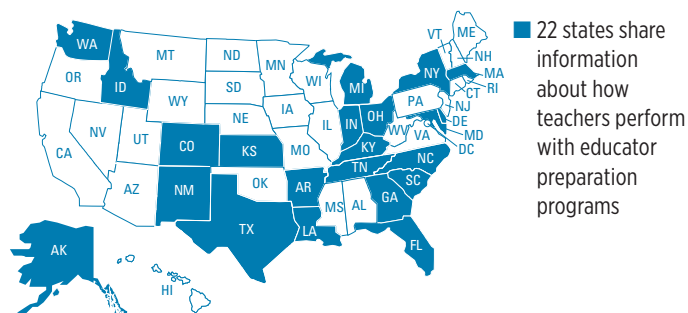
Data Linkages across P-20/ Workforce Sectors

While 43 states have securely linked data between K-12 and early childhood data systems and between K-12 and postsecondary data systems, only 19 states are securely linking K-12 and workforce data systems. Technical challenges remain to accurately match students between these systems. However, these linkages are critical to understanding the pathways to success in education and the workforce.



Informing Teacher Preparation with Quality Data

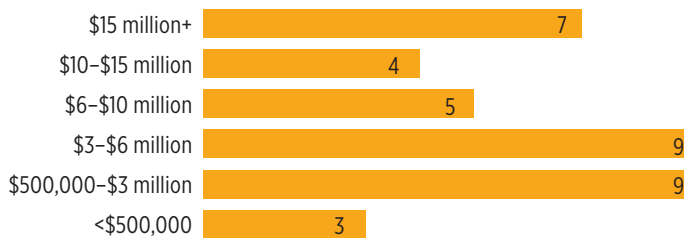
Educator preparation programs train new teachers and school leaders; for continuous improvement, they need to know how well the teachers they prepare are performing in the classroom.



Financial Investments in Education Data

While states have received federal funding to jumpstart the development and implementation of their data systems, 41 states are providing policy and funding support for their data systems. The federal government has appropriated more than \$650 million since 2005 to build these systems.

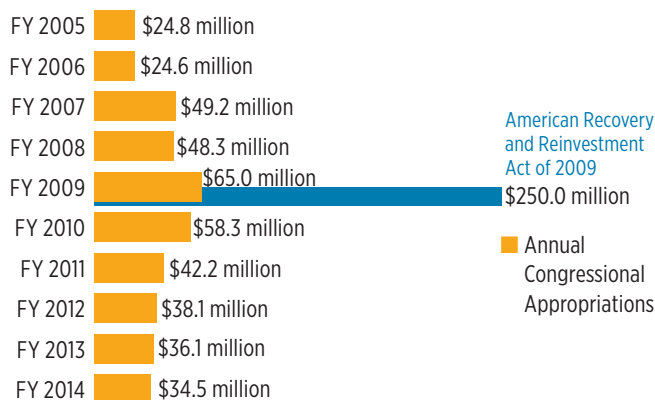
Cumulative State Investment in P-20/Workforce Data Systems since 2005



Number of States

Note: Four states did not respond to this question.

Federal Investment in State Longitudinal Data Systems since 2005



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.