

# Understanding Teacher Effectiveness



## Accessing and Using Longitudinal Data to Guide Student Learning and Growth

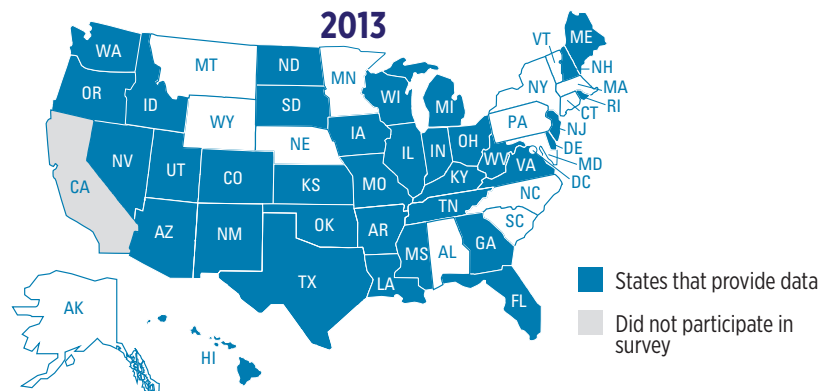


### Why do teachers need student-level longitudinal data?

Teachers have access to information about the students in their classrooms each year, but schools and districts often cannot provide teachers with longitudinal data, or data linked over time. States are best positioned to provide teachers with student-level longitudinal data, especially when students move across districts.

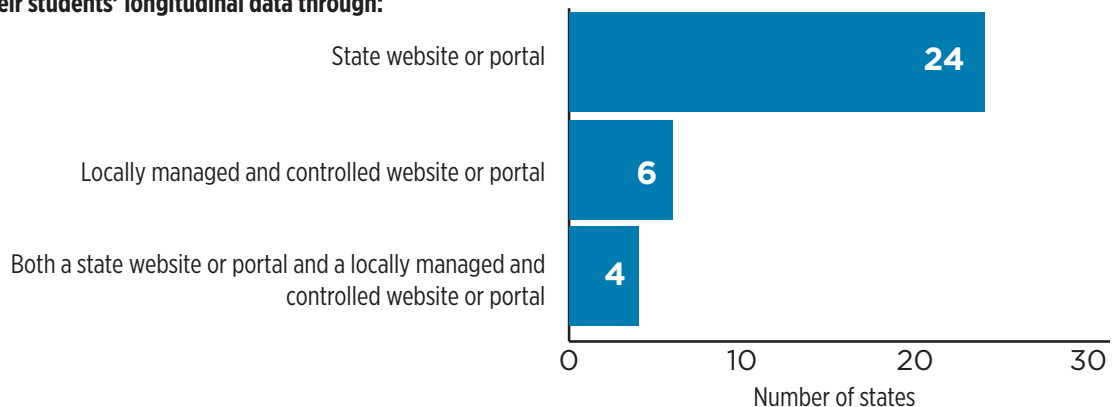
Teachers need longitudinal student-level data, such as attendance history, course-taking patterns, grades, and test scores, to tailor instruction to individual students' strengths and weaknesses. They need these data to collaborate with other teachers and support staff to align and improve their instructional strategies. Reviewing student data over time helps teachers ensure that students stay on track to graduate ready for college and careers.

**35 states provide student-level longitudinal data to teachers, up from 28 states in 2011.**



**In most states where teachers have access to their students' longitudinal data, teachers have access through a state website or portal.**

Teachers have access to their students' longitudinal data through:

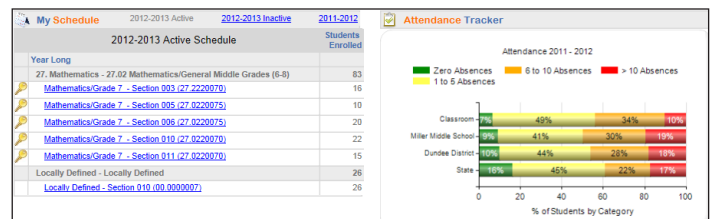
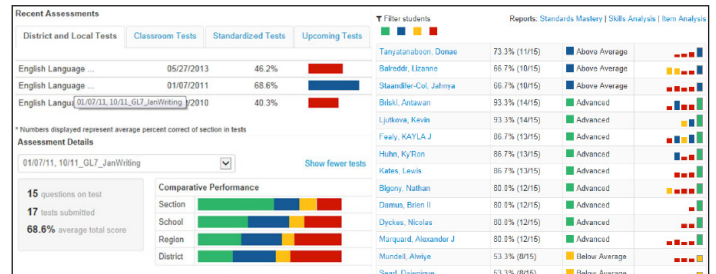


## Moving from Good to Great

States can meet teachers' needs by implementing this work with quality. By focusing on the areas below, states can move their work from good to great and help teachers get access to data to inform their practice.

- **Select or create a Web-based system**, such as a dashboard or portal, which provides teachers with access to student-level data over time. The system integrates state and local data and is customizable at the local level.
- **Use color-coding, graphics, and analytics** to allow teachers a clear and intuitive way to interact with the system and the data.
- **Include historical and current information** on students' academic progress, school history (e.g., attendance, transfers), and demographics. **Link to content resources** for both teachers (e.g., state standards, instructional materials) and students (e.g., learning games, homework assignments) to meet their individual needs.
- **Provide timely student assessment data.**

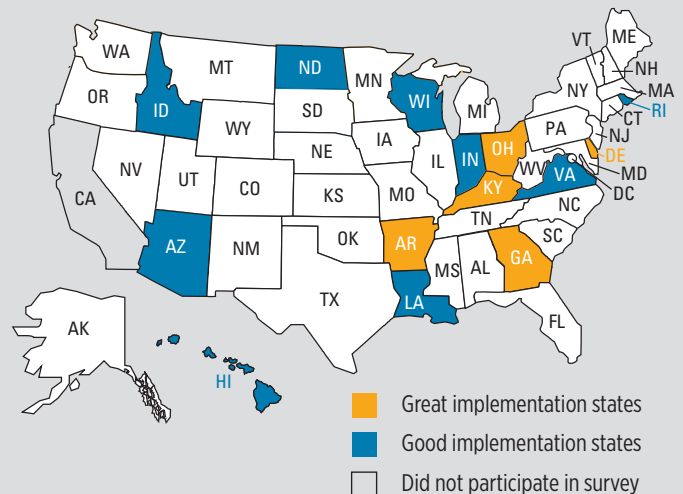
- **Monitor access** of the system at the school level to ensure that teachers access the system consistently throughout the school year.
- **Provide support** such as funding, technology, and leadership. **Solicit and use feedback** from users to make improvements to the system.



## Which states are leading the way?

**Great implementation states:** States that are *leading* in this area generally have invested in systems to provide teachers with 21st century resources. The majority of teachers access the systems and are provided with many types of regularly updated information. These states look to make enhancements to their systems based on feedback from teachers about their needs.

**Good implementation states:** States that are *growing* in this area generally are providing teachers with critical student information, such as state assessment data, through systems that have been developed with user input. Features such as graphics help teachers navigate the systems to find the data they need.



Interested in doing this work better in your state?  
Check out the *Roadmap for Teacher Access to Longitudinal Student Data*.



The Data Quality Campaign's *Data for Action* is a series of analyses that highlight state progress and key priorities to promote the effective use of data to improve student achievement. For more information, and to view *Data for Action 2013*, please visit [www.DataQualityCampaign.org](http://www.DataQualityCampaign.org).