

# Thinking beyond the School Day



## How Secure Data Sharing and Community Partnerships Can Improve Student Learning

Faced with increasingly diverse pathways through school and into the workforce, families, education leaders, and policymakers must think creatively about how to equip students with the skills they need to be successful on their unique education journey. To help prepare their students for success, more than **10 million families enroll their students in out-of-school time (OST) programs**. Communities across the country are also recognizing these programs as key partners to provide students not only important enrichment and academic services but also targeted supports and expanded learning opportunities. Collaborative partnerships between OST programs and schools, supported by the secure sharing of education data, can help prepare students for their future by bridging learning in and out of the classroom and providing students with individualized supports and opportunities.



### Data Sharing and Collaboration Improve Student Learning and Program Quality

When schools and OST programs securely share data about their students and programming, educators and trusted community partners can collaborate to more effectively serve their students. Programs and schools can securely share relevant student information such as grades, test scores, or attendance as well as aggregate information such as schoolwide outcomes or curriculum details. This targeted data sharing and coordination helps

- **maximize every student's learning and support communitywide success** by aligning OST programs with classroom instruction. This coordination allows teachers and program providers to implement cohesive and targeted supports focused on key academic skills and behaviors such as completing homework, which can lead to **improved student outcomes** like better daily attendance and math and English test scores.
- **deepen students' connection to and engagement in school** by providing enrichment programming that is aligned with students' interests and needs. Exposing students to a variety of enrichment opportunities helps them build social capital and explore possible career paths as they envision life after high school. When these

### What Is an Out-of-School Time (OST) Program?

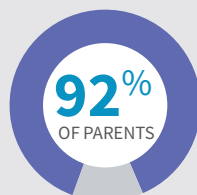
An OST program is a program that involves any regularly scheduled, structured, and supervised activity in which learning opportunities take place outside the typical school day. OST programs can be run by schools themselves or provided by community and nonprofit partners such as the Boys & Girls Clubs, City Year, or United Way.

—Adapted from the *Nevada State Afterschool Network*

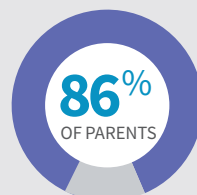
opportunities are aligned with school programming, students can earn course credit and are better prepared for entry into postsecondary institutions or the workforce.

- **leaders make informed decisions** about which programs and partnerships best meet their community's needs. Data sharing allows partners and school leaders to evaluate program impact, continuously improve, and more efficiently distribute resources to the programs making the most impact on student outcomes.

Families recognize the importance of quality OST programming



agree that afterschool programs have an important role to play in supporting students' academic, social, and emotional growth



who use an afterschool provider trust that provider with information about their child's academic performance in school



## Supporting Safe and Effective Data Partnerships

When states or districts work with community partners, several laws and best practices help govern their data sharing work. The [Family Educational Rights and Privacy Act \(FERPA\)](#), the nation's primary student data privacy law, details [when and how schools can safely share data](#) to support student learning.

One best practice for securely sharing data is the creation of a data sharing agreement or memorandum of understanding. These tools help clarify the roles and responsibilities of everyone involved, outline the mechanisms in place to protect student privacy, and specify the exact data that is able to be shared. Metro Nashville Public Schools provides [one example](#) of an agreement created to facilitate targeted and secure data sharing between district schools and select OST program providers.

### Collaboration in Action: City Year Miami

City Year, a nonprofit organization that partners with schools to provide supplemental academic programming, uses student data to tailor supports to address students' needs. For example, at one school in Miami, Florida, City Year AmeriCorps members are using their students' math data to align before-school programming with what students are learning in the classroom. By leveraging the time before school starts to provide individualized math supports, City Year is able to build on what students are currently learning while also helping students who are behind to catch up.

For more examples of school–community collaboration and data sharing, check out the Data Quality Campaign's [blog series](#).



## Take Action

State policymakers have a critical role in building data-driven OST partnerships. By celebrating districts' successes, improving existing data systems, and removing barriers to partnerships, state leaders can help support student-centered collaboration. You can take the following steps:

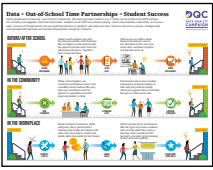
- Build on previous data system investments and determine how existing data infrastructure and processes can help districts and schools forge partnerships.
- Use your bully pulpit to highlight successful partnerships in your state and help district and school leaders understand the value of data-driven collaboration.
- Ensure that the necessary protections are in place to safeguard student data privacy.
- [Review existing state legislation](#) to identify any potential barriers to secure data sharing and ways state policy can better support data-driven partnerships.

### States Can Leverage the Every Student Succeeds Act (ESSA) to Increase and Support Partnerships

ESSA highlights school and community partnerships as a key strategy for turning around low-performing schools. Through close collaboration and intentional data sharing, OST partners can help states meet their education goals.

Rhode Island is leveraging the power of school–community collaboration to help turn around its lowest-performing schools. In its [ESSA plan](#), Rhode Island details the creation of a School Improvement Resource Hub to provide schools with vetted strategies and resources focused on school turnaround. The hub will include a cultivated list of organizations that have a proven record of collaborating with local education agencies to help improve low-performing schools.

## Additional Resources



### *Data + Out-of-School Time Partnerships = Student Success*

The Data Quality Campaign's (DQC) latest infographic shows what is possible when schools and OST programs collaborate and share information to support student learning.



### *Afterschool Alliance State Policy Tracking*

This site provides a variety of tools and resources to better understand the landscape of state policies focused on afterschool programming.



### *Data Drives School-Community Collaboration: Seven Principles for Effective Data Sharing*

Strive Together and DQC co-created this resource to help leaders implement complex data partnerships. This document highlights seven key lessons about how to begin and grow a data-driven initiative with schools in your community.



### *Data-Sharing Tool Kit for Communities: How To Leverage Community Relationships While Protecting Student Privacy*

This resource from the US Department of Education is designed to simplify the complex concepts of FERPA and covers three primary focus areas: the importance of data collection and sharing, how to best protect student privacy, and how to manage shared data using integrated data systems.



### *Connecting the Dots: Data Use in Afterschool Systems*

This resource from The Wallace Foundation examines afterschool data systems in nine cities that are part of The Wallace Foundation's Next Generation Afterschool System-Building initiative. This interim report presents early findings of how afterschool systems build their capacity to understand and improve their practices through their data systems.



The Data Quality Campaign is a nonprofit policy and advocacy organization leading the effort to bring every part of the education community together to empower educators, families, and policymakers with quality information to make decisions that ensure that students excel. For more information, go to [www.dataqualitycampaign.org](http://www.dataqualitycampaign.org) and follow us on [Facebook](#) and [Twitter](#) (@EdDataCampaign).