



DATAQUALITY
CAMPAIGN
Using Data To Improve Student Achievement

OSEP's 2009 Overlapping Part B and C IDEA Data Meetings

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Can your state answer these questions?

- To what degree does participation in early childhood programs increase kindergarten readiness?
- What 8th grade achievement levels indicate that a student is well prepared to succeed in challenging courses in high school?
- What high school performance indicators (e.g., enrollment in rigorous courses or performance on state tests) are the best predictors of students' success in college or the workplace?
- What percentage of high school graduates go on to college and take remedial courses?
- Which teacher preparation programs produce the graduates whose students have the strongest academic growth?

Moving along the Accountability Spectrum

- Compliance Reporting



- Accountability (rearview mirror view—what we did well/not so well)



- Continuous Improvement (looking out the front window)



DQC Managing Partners

Achieve, Inc.	National Center for Educational Achievement
Alliance for Excellent Education	National Center for Higher Education Management Systems
Council of Chief State School Officers	NGA Center for Best Practices
Education Commission of the States	Schools Interoperability Framework Association
The Education Trust	Standard & Poor's School Evaluation Services
National Association of States Boards of Education	State Educational Technology Directors Association
National Association of System Heads	State Higher Education Executive Officers

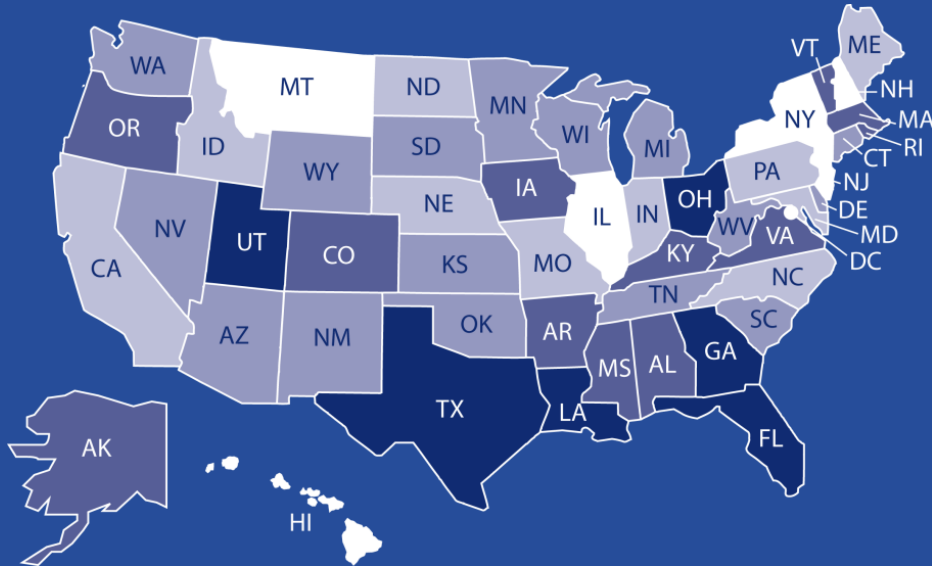
To view a list of DQC Endorsing Partners, visit www.DataQualityCampaign.org

The Ten Essential Elements of a Longitudinal Data System

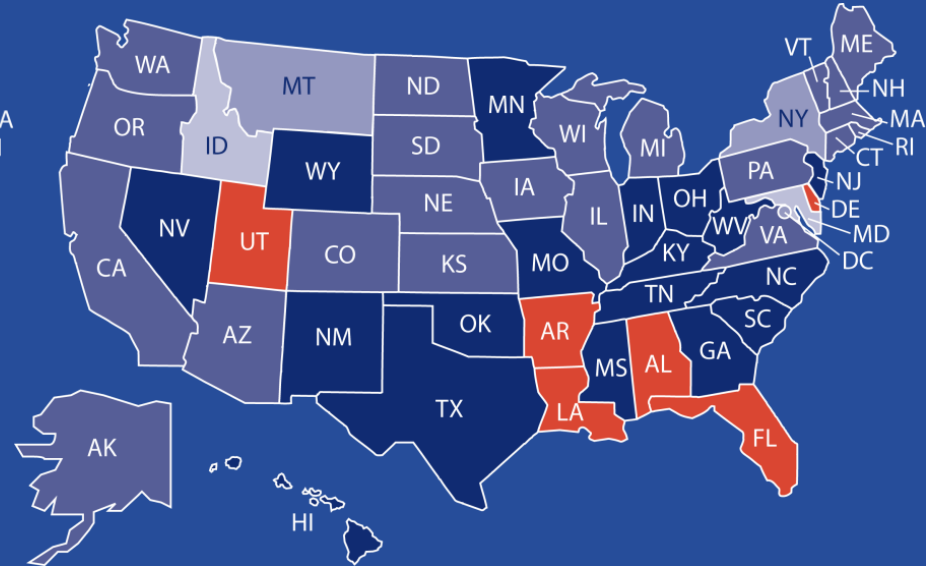
1. Unique statewide student identifier
2. Student-level enrollment, demographic and program participation information
3. Ability to match individual students' test records from year to year to measure growth
4. Information on untested students
5. Teacher identifier system with ability to match teachers to students
6. Student-level transcript information, including information on courses completed and grades earned
7. Student-level college readiness test scores
8. Student-level graduation and dropout data
9. Ability to match student records between the P-12 and postsecondary systems
10. State data audit system assessing data quality, validity, and reliability

DQC Progress: 2005-2008

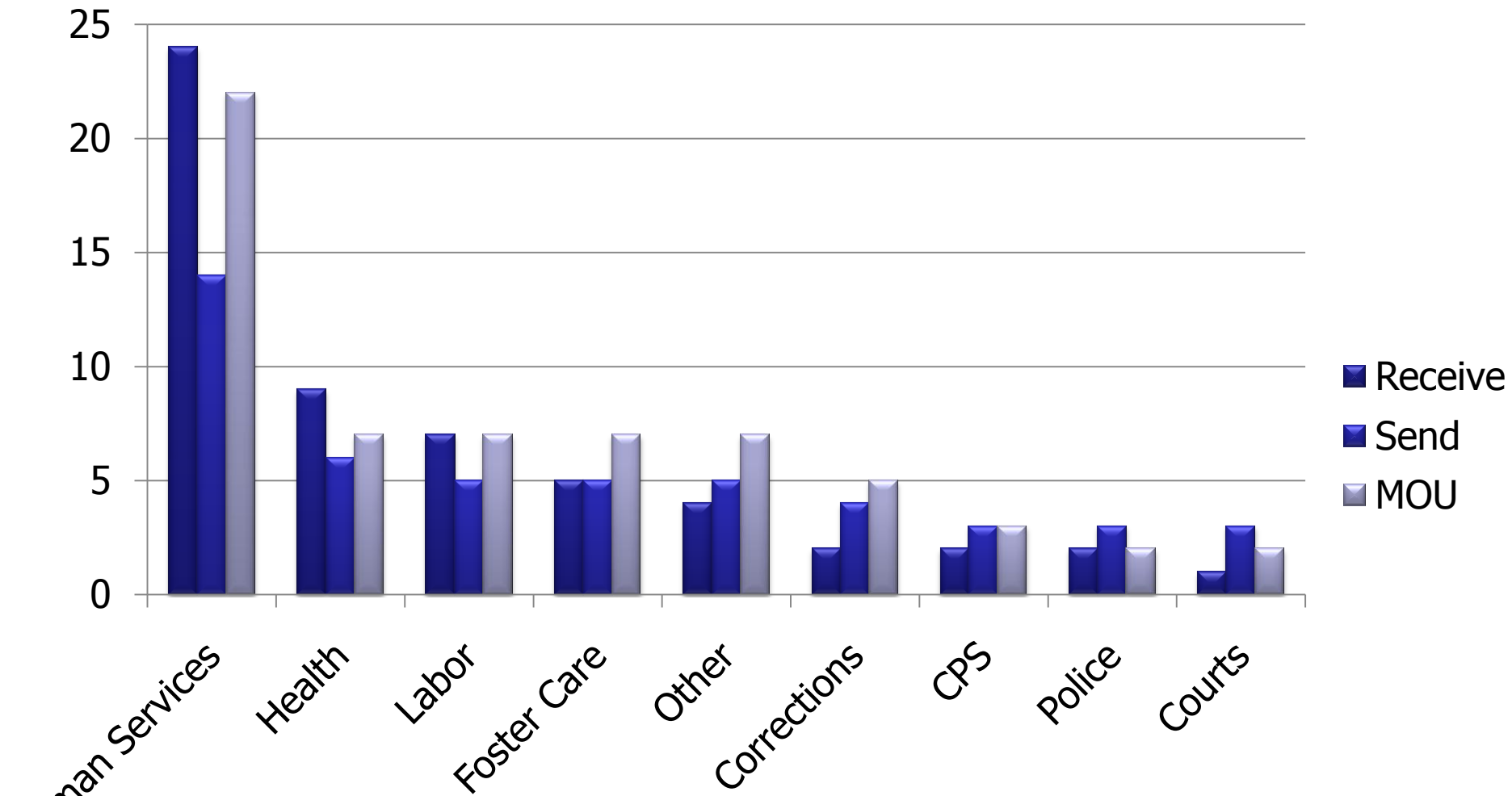
2005



2008

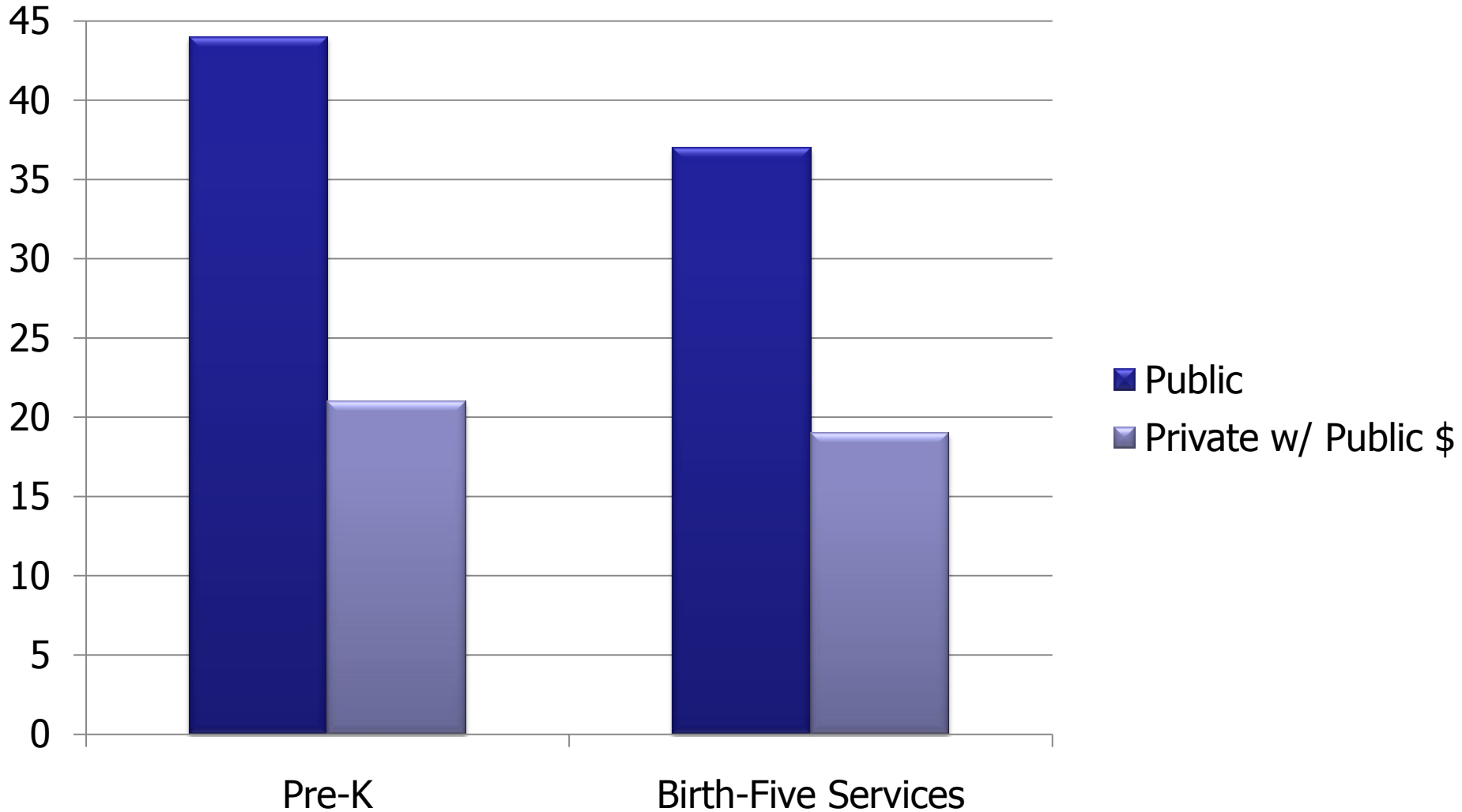


Sharing Student-Level Data Across State Agencies



7/21/2009

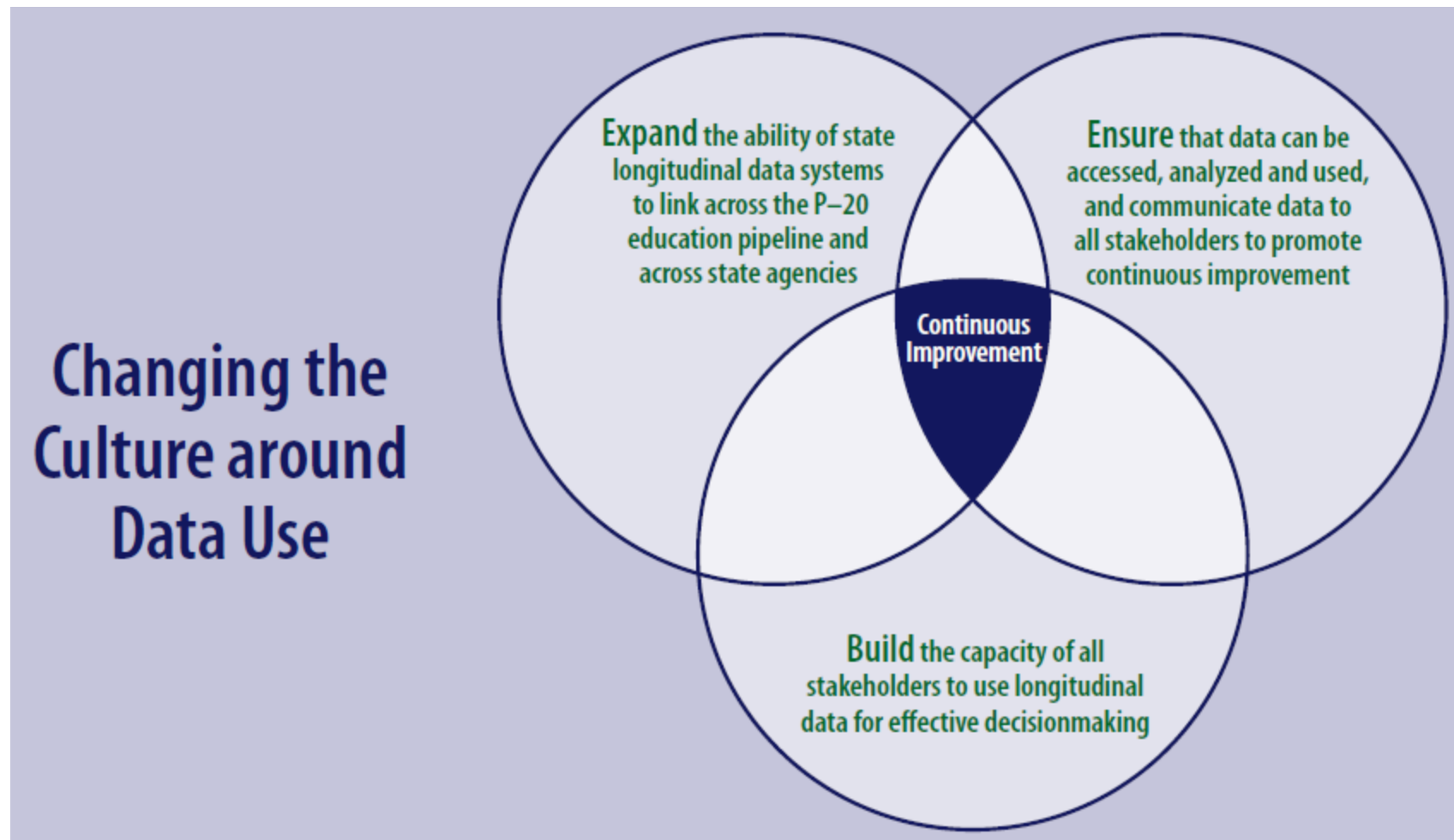
Early Childhood State-Assigned Student ID



DQC After Three Years- What do we know?

- Start with policy questions
 - LDS not an IT project
- Build systems with a specific use and user in mind
 - Building and using a longitudinal data system are very different
- Ensure sustainability
 - Creating a data system is not a one time investment but requires funding to provide professional development and build capacity to USE the system

Phase II of the DQC: Changing the Culture around Data Use



10 Actions to Ensure Effective Data Use

Expand the ability of state longitudinal data systems to link across the P–20 education pipeline and across state agencies.

1

Link state K–12 data systems with early learning, postsecondary education, workforce, social services and other critical state agency data systems.

2

Create stable, sustained support for robust state longitudinal data systems.

3

Develop governance structures to guide data collection, sharing and use.

4

Build state data repositories (e.g., data warehouses) that integrate student, staff, financial and facility data.

10 Actions to Ensure Effective Data Use

Ensure that data can be accessed, analyzed and used, and communicate data to all stakeholders to promote continuous improvement.

5

Implement systems to provide all stakeholders timely access to the information they need while protecting student privacy.

6

Create progress reports with individual student data that provide information educators, parents and students can use to improve student performance.

7

Create reports that include longitudinal statistics on school systems and groups of students to guide school-, district- and state-level improvement efforts.

10 Actions to Ensure Effective Data Use

Build the capacity of all stakeholders to use longitudinal data for effective decisionmaking.

8

Develop a purposeful research agenda and collaborate with universities, researchers and intermediary groups to explore the data for useful information.

9

Implement policies and promote practices, including professional development and credentialing, to ensure that educators know how to access, analyze and use data appropriately.

10

Promote strategies to raise awareness of available data and ensure that all key stakeholders, including state policymakers, know how to access, analyze and use the information.

Data Opportunities in ARRA

State Fiscal Stabilization Fund (\$48.6b)

To tap into these funds, states must meet 4 Assurances:

1. Equalize Teacher Distribution
2. Enhance Quality & Alignment of Assessments
3. Support Struggling Schools
4. **IMPROVE THE COLLECTION & USE OF LONGITUDINAL DATA**

Data Opportunities in ARRA

- Statewide Longitudinal Data Systems (\$250m)
- State Incentive Grants, i.e. “Race to the Top” (\$4.35b)
- IDEA Part B (\$400m)
- IDEA Part C (\$500m)
- Head Start (\$1b)
- Child Care and Development Block Grant (\$2b)
- Title I Funds (\$13b)

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