

Action 9

Last Updated: January 27, 2010

State	Overall Action 9	167. Educators acc						
		167a. Print-based reports		167b. Information through a web-based portal		167c. A request submitted to the LEA		167d. A request su
		Student-level data	Aggregate-level data	Student-level data	Aggregate-level data	Student-level data	Aggregate-level data	Student-level data
AK		Yes	Yes	Yes	Yes	Yes	Yes	Yes
AL		Yes	Yes	Yes	Yes	Yes	Yes	Yes
AR		Yes	Yes	Yes	Yes			
AZ						Yes	Yes	Yes
CA				Yes	Yes	Yes		Yes
CO				Yes	Yes			
CT			Yes	Yes		Yes	Yes	Yes
DC								
DE				Yes	Yes			
FL			Yes	Yes				Yes
GA				Yes	Yes			
HI		Yes	Yes		Yes			
IA		Yes	Yes	Yes	Yes	Yes	Yes	Yes
ID				Yes	Yes			Yes

Action 9

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State	Overall Action 9	167. Educators acc						
		167a. Print-based reports		167b. Information through a web-based portal		167c. A request submitted to the LEA		167d. A request su
		Student-level data	Aggregate-level data	Student-level data	Aggregate-level data	Student-level data	Aggregate-level data	Student-level data
IL				Yes	Yes	Yes	Yes	
IN		Yes		Yes		Yes		
KS				Yes	Yes	Yes	Yes	Yes
KY			Yes	Yes	Yes			
LA		Yes	Yes	Yes	Yes	Yes	Yes	Yes
MA				Yes	Yes			Yes
MD								
ME				Yes	Yes	Yes	Yes	Yes
MI				Yes	Yes			
MN		Yes	Yes	Yes	Yes	Yes	Yes	
MO				Yes	Yes	Yes	Yes	Yes
MS			Yes			Yes	Yes	Yes
MT			Yes	Yes	Yes	Yes	Yes	
NC		Yes	Yes	Yes	Yes		Yes	
ND			Yes	Yes		Yes		
NE				Yes	Yes			Yes

State	Overall Action 9	167. Educators acc						
		167a. Print-based reports		167b. Information through a web-based portal		167c. A request submitted to the LEA		167d. A request su
		Student-level data	Aggregate-level data	Student-level data	Aggregate-level data	Student-level data	Aggregate-level data	Student-level data
NH				Yes	Yes	Yes	Yes	Yes
NJ		Yes	Yes	Yes				
NM		Yes	Yes	Yes		Yes	Yes	Yes
NV			Yes	Yes	Yes	Yes	Yes	Yes
NY			Yes	Yes	Yes			
OH				Yes	Yes	Yes	Yes	
OK				Yes	Yes			
OR				Yes	Yes	Yes	Yes	
PA			Yes	Yes	Yes			
PR								
RI				Yes	Yes			Yes
SC		Yes	Yes	Yes	Yes			Yes
SD			Yes		Yes		Yes	
TN								

State	Overall Action 9	167. Educators acc						
		167a. Print-based reports		167b. Information through a web-based portal		167c. A request submitted to the LEA		167d. A request su
		Student-level data	Aggregate-level data	Student-level data	Aggregate-level data	Student-level data	Aggregate-level data	Student-level data
TX			Yes	Yes	Yes	Yes	Yes	Yes
UT		Yes		Yes	Yes	Yes	Yes	
VA				Yes	Yes	Yes	Yes	Yes
VT			Yes	Yes	Yes	Yes	Yes	
WA		Yes	Yes	Yes	Yes	Yes	Yes	Yes

State	Overall Action 9	167. Educators acc						
		167a. Print-based reports		167b. Information through a web-based portal		167c. A request submitted to the LEA		167d. A request su
		Student-level data	Aggregate-level data	Student-level data	Aggregate-level data	Student-level data	Aggregate-level data	Student-level data
WI			Yes	Yes	Yes	Yes	Yes	
WV								
WY				Yes	Yes	Yes	Yes	Yes

State	Access data through:							168a. E-mail instructions from the SEA
	Submitted to the SEA	167e. Through other means		167f. Don't know if they have access		167g. N/A, Educators only have access to data they collect		
	Aggregate-level data	Student-level data	Aggregate-level data	Student-level data	Aggregate-level data	Student-level data	Aggregate-level data	
AK	Yes					Yes		
AL	Yes							Yes
AR		Yes	Yes					Yes
AZ	Yes							
CA								
CO								Yes
CT	Yes		Yes					Yes
DC		Yes	Yes					
DE								Yes
FL	Yes							Yes
GA								Yes
HI								
IA	Yes							
ID	Yes							

State	Access data through:							168a. E-mail instructions from the SEA
	Submitted to the SEA	167e. Through other means		167f. Don't know if they have access		167g. N/A, Educators only have access to data they collect		
	Aggregate-level data	Student-level data	Aggregate-level data	Student-level data	Aggregate-level data	Student-level data	Aggregate-level data	
IL								
IN								Yes
KS	Yes							Yes
KY								Yes
LA	Yes							
MA	Yes		Yes					
MD		Yes	Yes					
ME	Yes							Yes
MI								Yes
MN								Yes
MO	Yes							Yes
MS	Yes		Yes					
MT								Yes
NC	Yes							Yes
ND	Yes							
NE	Yes							

State	Access data through:							168a. E-mail instructions from the SEA
	Submitted to the SEA	167e. Through other means		167f. Don't know if they have access		167g. N/A, Educators only have access to data they collect		
	Aggregate-level data	Student-level data	Aggregate-level data	Student-level data	Aggregate-level data	Student-level data	Aggregate-level data	
NH	Yes							
NJ								
NM	Yes							Yes
NV	Yes							Yes
NY								Yes
OH								Yes
OK						Yes	Yes	Yes
OR								
PA								
PR						Yes	Yes	
RI	Yes							Yes
SC	Yes							Yes
SD	Yes					Yes		Yes
TN								

State	Access data through:							168a. E-mail instructions from the SEA
	Submitted to the SEA	167e. Through other means		167f. Don't know if they have access		167g. N/A, Educators only have access to data they collect		
	Aggregate-level data	Student-level data	Aggregate-level data	Student-level data	Aggregate-level data	Student-level data	Aggregate-level data	
TX	Yes	Yes	Yes					
UT								
VA	Yes							
VT	Yes							
WA	Yes							Yes

State	Access data through:							
	Submitted to the SEA	167e. Through other means		167f. Don't know if they have access		167g. N/A, Educators only have access to data they collect		168a. E-mail instructions from the SEA
	Aggregate-level data	Student-level data	Aggregate-level data	Student-level data	Aggregate-level data	Student-level data	Aggregate-level data	
WI	Yes		Yes					
WV		Yes	Yes					
WY	Yes							Yes

State	168. If a state has a web-based portal, educators learn how to access it through...							
	168b. Web-based instructions from the SEA	168c. Web-based tutorial or video on SEA website	168d. SEA on-site training	168e. Instructions or training from SEA staff	168f. Instructions or training from LEA staff	168g. SEA-sponsored webinar	168h. Through other means	168h. Through other means - Description
AK								
AL	Yes	Yes	Yes	Yes	Yes	Yes		
AR	Yes	Yes	Yes	Yes	Yes	Yes		
AZ								
CA							Yes	Training is being planned for data use. This training will likely be a combination of in-person and web-based.
CO	Yes	Yes	Yes	Yes				
CT	Yes		Yes	Yes				
DC								We do not have a web-based portal; it is in planning stages.
DE	Yes		Yes	Yes	Yes	Yes	Yes	We have a Delaware Principals Academy and a group from our University that has gone out and performed some Professional Development. We routinely provide training and demonstrations in other areas of our programs by DOE staff.
FL				Yes				
GA	Yes	Yes	Yes	Yes		Yes		
HI								
IA			Yes					
ID							Yes	Primary goal is to provide data to all applicable group to help influence the educational outcome of the student. At present, none of the data is longitudinal.

168. If a state has a web-based portal, educators learn how to access it through...								
State	168b. Web-based instructions from the SEA	168c. Web-based tutorial or video on SEA website	168d. SEA on-site training	168e. Instructions or training from SEA staff	168f. Instructions or training from LEA staff	168g. SEA-sponsored webinar	168h. Through other means	168h. Through other means - Description
IL	Yes	Yes	Yes	Yes		Yes		
IN	Yes	Yes		Yes				
KS	Yes	Yes		Yes		Yes		
KY	Yes	Yes	Yes	Yes	Yes	Yes		
LA	Yes			Yes	Yes	Yes		
MA	Yes			Yes				
MD								
ME	Yes		Yes	Yes		Yes		
MI	Yes	Yes			Yes			
MN	Yes	Yes	Yes	Yes		Yes		
MO	Yes	Yes	Yes	Yes	Yes	Yes		
MS								
MT	Yes	Yes	Yes	Yes		Yes		
NC	Yes			Yes				
ND							Yes	the districts have a web-based student information systems and are developing district level data warehouses to hold and disminate the data to there stakeholders; the district provide user support to their users; the state is in the design phases of a state level web portal
NE	Yes	Yes	Yes	Yes			Yes	Teleconferences

State	168. If a state has a web-based portal, educators learn how to access it through...							
	168b. Web-based instructions from the SEA	168c. Web-based tutorial or video on SEA website	168d. SEA on-site training	168e. Instructions or training from SEA staff	168f. Instructions or training from LEA staff	168g. SEA-sponsored webinar	168h. Through other means	168h. Through other means - Description
NH	Yes		Yes	Yes	Yes	Yes		PD training centers
NJ		Yes		Yes				
NM			Yes	Yes	Yes		Yes	We hold two data conferences per year; typically 2.5 days in duration where we train new data stewards on the first day, and have program data usage presentation on the following days. The conference focus is on how the data is used by the SEA and federal reporting.
NV	Yes	Yes		Yes		Yes		question 167: Educators only have access to student level data that they can access per FERPA.
NY	Yes			Yes	Yes			
OH	Yes		Yes	Yes	Yes	Yes		
OK	Yes	Yes	Yes	Yes	Yes			The SDE Wave is planning SEA sponsored Webinars sometime later this school year.
OR	Yes	Yes	Yes	Yes	Yes	Yes		
PA				Yes	Yes	Yes	Yes	We have a LDS hep desk.
PR								
RI	Yes	Yes	Yes	Yes		Yes		
SC	Yes							
SD			Yes	Yes	Yes	Yes		
TN								

168. If a state has a web-based portal, educators learn how to access it through...								
State	168b. Web-based instructions from the SEA	168c. Web-based tutorial or video on SEA website	168d. SEA on-site training	168e. Instructions or training from SEA staff	168f. Instructions or training from LEA staff	168g. SEA-sponsored webinar	168h. Through other means	168h. Through other means - Description
TX	Yes	Yes	Yes	Yes	Yes	Yes		
UT					Yes			Each LEA distributes the student level data to their staffs. The USOE does not provide any student level data directly to stakeholders except researchers/analysts. However, the USOE does provide extensive student level data to the LEA warehouses and SIS.
VA	Yes	Yes	Yes	Yes	Yes	Yes		
VT							Yes	Non-profit consortium of school districts provide training for data warehouse ad hoc query tool in exchange for use of data warehouse tool.
WA	Yes	Yes			Yes	Yes		

168. If a state has a web-based portal, educators learn how to access it through...								
State	168b. Web-based instructions from the SEA	168c. Web-based tutorial or video on SEA website	168d. SEA on-site training	168e. Instructions or training from SEA staff	168f. Instructions or training from LEA staff	168g. SEA-sponsored webinar	168h. Through other means	168h. Through other means - Description
WI	Yes	Yes		Yes			Yes	SEA-sponsored training is to be provided by regional (CESA) staff later this year. Limited DPI program-sponsored training (e.g. data retreats, conference presentations, web presentations, etc.) have been provided for years as time and resources permit.
WV							Yes	It is a part of their MIS. While it is not a portal solution, it works like one with authorizations to the data based on the authorizations in the MIS software.
WY	Yes	Yes	Yes	Yes	Yes	Yes		

State	169. Training is provided to educators on how to use and interpret specific reports	169a. Yes, through...								
		169a.i. On-line training provided by SEA	169a.ii. SEA Hotlines	169a.iii. Written documentation	169a.iv. Webinar / video / web-based tutorials	169a.v. Train-the-trainer sessions with district staff	169a.vi. On-state training by SEA staff	169a.vii. Partnering with teacher preparation programs	169a.viii. Partnering with regional service centers	169a.ix. Encouraging districts to provide training
AK										
AL				Yes	Yes	Yes	Yes		Yes	Yes
AR	Yes	Yes		Yes	Yes	Yes	Yes	Yes	Yes	Yes
AZ	Yes									
CA	No									
CO	Yes			Yes	Yes					
CT	Yes					Yes	Yes			
DC										
DE	Yes	Yes		Yes			Yes			
FL	Yes						Yes			
GA	Yes	Yes		Yes		Yes			Yes	
HI	Yes						Yes			
IA	Yes			Yes			Yes			
ID	Yes						Yes			

State	169. Training is provided to educators on how to use and interpret specific reports	169a. Yes, through...								
		169a.i. On-line training provided by SEA	169a.ii. SEA Hotlines	169a.iii. Written documentation	169a.iv. Webinar / video / web-based tutorials	169a.v. Train-the-trainer sessions with district staff	169a.vi. On-state training by SEA staff	169a.vii. Partnering with teacher preparation programs	169a.viii. Partnering with regional service centers	169a.ix. Encouraging districts to provide training
IL	Yes		Yes	Yes	Yes		Yes			
IN	No									
KS	Yes			Yes	Yes					
KY	Yes				Yes		Yes			
LA	Yes		Yes	Yes					Yes	Yes
MA	Yes	Yes			Yes					
MD	Yes	Yes		Yes	Yes					
ME	Yes		Yes	Yes	Yes	Yes	Yes			
MI	Yes		Yes	Yes		Yes			Yes	Yes
MN	Yes	Yes	Yes	Yes	Yes	Yes	Yes		Yes	Yes
MO	Yes			Yes		Yes	Yes	Yes	Yes	Yes
MS										
MT	Yes	Yes	Yes	Yes	Yes		Yes			
NC	Yes		Yes	Yes	Yes	Yes	Yes			
ND	No									
NE	Yes		Yes	Yes			Yes			Yes

State	169. Training is provided to educators on how to use and interpret specific reports	169a. Yes, through...								
		169a.i. On-line training provided by SEA	169a.ii. SEA Hotlines	169a.iii. Written documentation	169a.iv. Webinar / video / web-based tutorials	169a.v. Train-the-trainer sessions with district staff	169a.vi. On-state training by SEA staff	169a.vii. Partnering with teacher preparation programs	169a.viii. Partnering with regional service centers	169a.ix. Encouraging districts to provide training
NH	Yes			Yes	Yes	Yes	Yes		Yes	Yes
NJ	No									
NM	Yes						Yes			
NV	Yes	Yes			Yes					
NY	Yes			Yes					Yes	Yes
OH	Yes		Yes		Yes	Yes			Yes	Yes
OK			Yes	Yes	Yes	Yes	Yes			
OR	Yes	Yes	Yes	Yes	Yes	Yes			Yes	
PA	Yes				Yes				Yes	Yes
PR	Yes			Yes		Yes				Yes
RI	No									
SC	Yes			Yes						
SD				Yes	Yes	Yes	Yes	Yes	Yes	
TN										

State	169. Training is provided to educators on how to use and interpret specific reports	169a. Yes, through...								
		169a.i. On-line training provided by SEA	169a.ii. SEA Hotlines	169a.iii. Written documentation	169a.iv. Webinar / video / web-based tutorials	169a.v. Train-the-trainer sessions with district staff	169a.vi. On-state training by SEA staff	169a.vii. Partnering with teacher preparation programs	169a.viii. Partnering with regional service centers	169a.ix. Encouraging districts to provide training
TX	Yes			Yes		Yes			Yes	
UT	Yes			Yes		Yes	Yes		Yes	Yes
VA		Yes	Yes	Yes	Yes		Yes			Yes
VT	Yes									
WA	Yes		Yes	Yes			Yes			

State	169. Training is provided to educators on how to use and interpret specific reports	169a. Yes, through...								
		169a.i. On-line training provided by SEA	169a.ii. SEA Hotlines	169a.iii. Written documentation	169a.iv. Webinar / video / web-based tutorials	169a.v. Train-the-trainer sessions with district staff	169a.vi. On-state training by SEA staff	169a.vii. Partnering with teacher preparation programs	169a.viii. Partnering with regional service centers	169a.ix. Encouraging districts to provide training
WI	Yes	Yes		Yes	Yes	Yes	Yes			
WV	Yes	Yes		Yes	Yes	Yes	Yes			Yes
WY	Yes	Yes		Yes	Yes		Yes			Yes

State	169. State provides training to educators on how to use and interpret specific reports							
	169a.x.Other means	169a.x.Other means - Description	169b.i. No, but have plans	169b.ii. No, there are no plans	169b.iii. No, for other reasons	169b.iii.1. Not mandated	169b.iii.2. No funding has been provided	169b.iii.3. Not enough time or staff
AK								
AL								
AR								
AZ	Yes	Train-the-trainer model with SEA						
CA			Yes					
CO								
CT								
DC								
DE	Yes	Again, depending on the specific report, we have had outside groups provide training for specific areas.						
FL								
GA								
HI								
IA								
ID		There are plans to increase training sessions via online or web based video systems.						

169. State provides training to educators on how to use and interpret specific reports								
State	169a.x.Other means	169a.x.Other means - Description	169b.i. No, but have plans	169b.ii. No, there are no plans	169b.iii. No, for other reasons	169b.iii.1. Not mandated	169b.iii.2. No funding has been provided	169b.iii.3. Not enough time or staff
IL								
IN			Yes					
KS								
KY								
LA								
MA								
MD								
ME	Yes	Training from our assessment vendor.						
MI								
MN								
MO								
MS								
MT								
NC								
ND			Yes					
NE								

169. State provides training to educators on how to use and interpret specific reports								
State	169a.x.Other means	169a.x.Other means - Description	169b.i. No, but have plans	169b.ii. No, there are no plans	169b.iii. No, for other reasons	169b.iii.1. Not mandated	169b.iii.2. No funding has been provided	169b.iii.3. Not enough time or staff
NH								
NJ			Yes					
NM	Yes	In conjunction with the Office of Education Accountability (OEA). Also see above on our Data Conferences. We do not have enough staff, time or funding to develop additional materials particularly as we move to the instructor desktop.						
NV		How to use reports/tools only, no interpretation do data.						
NY								
OH								
OK								
OR								
PA	Yes	We have a LDS hep desk.						
PR								
RI			Yes					
SC								
SD								
TN								

169. State provides training to educators on how to use and interpret specific reports								
State	169a.x.Other means	169a.x.Other means - Description	169b.i. No, but have plans	169b.ii. No, there are no plans	169b.iii. No, for other reasons	169b.iii.1. Not mandated	169b.iii.2. No funding has been provided	169b.iii.3. Not enough time or staff
TX		SEA trains the regional service center staff who train the districts and campuses.						
UT								
VA								
VT	Yes							
WA								

169. State provides training to educators on how to use and interpret specific reports								
State	169a.x.Other means	169a.x.Other means - Description	169b.i. No, but have plans	169b.ii. No, there are no plans	169b.iii. No, for other reasons	169b.iii.1. Not mandated	169b.iii.2. No funding has been provided	169b.iii.3. Not enough time or staff
WI		SEA-sponsored training is to be provided by regional (CESA) staff later this year. Limited DPI program-sponsored training (e.g. data retreats, conference presentations, web presentations, etc.) have been provided for years as time and resources permit. More training is planned for this year with the rollout of LDS tools.						
WV	Yes	About every conceivable methodology is utilized from training. WV has regional service agencies who are typically the first line of support for product training. But almost every method of training mentioned is utilized.						
WY								

State	169b. No, because...				170. State's credentialing or licensure process require educators to demonstrate level and aggregate-level data in order to adapt classroom practice	
	169b. No, because...				170a. For teacher credentialing or licensure	170b. For principal credentialing or licensure
	169b.iii.4. SEA does not have resources to develop training materials	169b.iii.5. SEA has a contract out for training to be developed	169b.iii.6. Of other reasons	169b.iii.6. Of other reasons - Description		
AK					No, no plans	No, no plans
AL					No, no plans	No, no plans
AR					No, no plans	No, no plans
AZ					No, no plans	No, no plans
CA					Yes	Yes
CO					No, but have plans to	No, but have plans to
CT					No, but have plans to	No, but have plans to
DC					No, no plans	No, no plans
DE					No, no plans	No, no plans
FL					No, no plans	No, no plans
GA					No, no plans	No, no plans
HI					No, no plans	No, no plans
IA					No, no plans	No, no plans
ID					No, but have plans to	No, but have plans to

State	169b. No, because...				170. State's credentialing or licensure process require educators to demonstrate level and aggregate-level data in order to adapt classroom practice	
	169b.iii.4. SEA does not have resources to develop training materials	169b.iii.5. SEA has a contract out for training to be developed	169b.iii.6. Of other reasons	169b.iii.6. Of other reasons - Description	170a. For teacher credentialing or licensure	170b. For principal credentialing or licensure
	IL					No, but have plans to
IN						
KS					Yes	Yes
KY					No, no plans	No, no plans
LA					Yes	Yes
MA					No, no plans	No, no plans
MD					No, no plans	No, no plans
ME					No, but have plans to	No, but have plans to
MI					Yes	Yes
MN					No, no plans	No, no plans
MO					No, but have plans to	No, but have plans to
MS					Yes	Yes
MT					No, no plans	No, no plans
NC					No, but have plans to	No, but have plans to
ND					No, no plans	No, but have plans to
NE					No, no plans	No, no plans

State	169b. No, because...				170. State's credentialing or licensure process require educators to demonstrate level and aggregate-level data in order to adapt classroom practice	
	169b.iii.4. SEA does not have resources to develop training materials	169b.iii.5. SEA has a contract out for training to be developed	169b.iii.6. Of other reasons	169b.iii.6. Of other reasons - Description	170a. For teacher credentialing or licensure	170b. For principal credentialing or licensure
	NH					Yes
NJ					No, no plans	No, no plans
NM					No, but have plans to	No, but have plans to
NV					No, no plans	No, no plans
NY					Yes	Yes
OH					Yes	Yes
OK						
OR					No, no plans	No, no plans
PA					Yes	Yes
PR					No, no plans	No, no plans
RI		Yes		Train the Trainer sessions with district staff is a year one goal of the current SLDS grant. Development of the training is underway.	No, no plans	No, no plans
SC					Yes	No, but have plans to
SD					No, no plans	No, no plans
TN						

State	169b. No, because...				170. State's credentialing or licensure process require educators to demonstrate level and aggregate-level data in order to adapt classroom practice	
	169b.iii.4. SEA does not have resources to develop training materials	169b.iii.5. SEA has a contract out for training to be developed	169b.iii.6. Of other reasons	169b.iii.6. Of other reasons - Description	170a. For teacher credentialing or licensure	170b. For principal credentialing or licensure
	TX					Yes
UT					No, but have plans to	No, but have plans to
VA					Yes	Yes
VT					No, no plans	No, no plans
WA						

State	169b. No, because...				170. State's credentialing or licensure process require educators to demonstrate level and aggregate-level data in order to adapt classroom practice	
	169b.iii.4. SEA does not have resources to develop training materials	169b.iii.5. SEA has a contract out for training to be developed	169b.iii.6. Of other reasons	169b.iii.6. Of other reasons - Description	170a. For teacher credentialing or licensure	170b. For principal credentialing or licensure
	WI					
WV					No, but have plans to	No, but have plans to
WY					No, no plans	No, no plans

Action 9

Last Updated: January 27, 2010

State	ate adequate ability to interpret student es based on student need	instruction on how to use data to develop and inform school-wide policies and practices						172. SEA shares data with teacher preparation programs	172a.i. SEA automatically shares data with teacher preparation programs	172a.ii. SEA shares data with teacher preparation programs at the request of the program
	170c. For superintendent credentialing or licensure	171a. Student-level data			171b. Aggregate-level data					
		171a.i. For teachers	171a.ii. For principals	171a.iii. For superintendents	171b.i. For teachers	171b.ii. For principals	171b.iii. For superintendents			
AK	No, no plans	No, no plans	No, no plans	No, no plans	No, no plans	No, no plans	No, no plans	Do not know		
AL	No, no plans	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
AR	No, no plans	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
AZ	No, no plans	, but have plans	, but have plans	so, but have plans	it, but have plans	but have plans	so, but have plans	Yes		Yes
CA	Yes	, but have plans	, but have plans	so, but have plans	it, but have plans	but have plans	so, but have plans	No		Yes
CO	No, but have plans to	, but have plans	, but have plans	so, but have plans	it, but have plans	but have plans	so, but have plans	No		
CT	No, but have plans to							Yes		Yes
DC		No, no plans	No, no plans	No, no plans	No, no plans	No, no plans	No, no plans			Yes
DE	No, no plans	No, no plans	Yes	Yes	No, no plans	Yes	Yes	No		
FL	No, no plans	No, no plans	No, no plans	No, no plans	No, no plans	No, no plans	No, no plans	Yes	Yes	
GA	No, no plans	Yes	Yes	Yes	Yes	Yes	Yes	Yes		Yes
HI	No, no plans	, but have plans	, but have plans	so, but have plans	it, but have plans	but have plans	so, but have plans	No		
IA	No, no plans	No, no plans	Yes	Yes	No, no plans	Yes	Yes	Yes		
ID	No, but have plans to	, but have plans	, but have plans	so, but have plans	it, but have plans	but have plans	so, but have plans	No		

State	ate adequate ability to interpret student es based on student need	instruction on how to use data to develop and inform school-wide policies and practices						172. SEA shares data with teacher preparation programs	172a.i. SEA automatically shares data with teacher preparation programs	172a.ii. SEA shares data with teacher preparation programs at the request of the program
	170c. For superintendent credentialing or licensure	171a. Student-level data			171b. Aggregate-level data					
		171a.i. For teachers	171a.ii. For principals	171a.iii. For superintendents	171b.i. For teachers	171b.ii. For principals	171b.iii. For superintendents			
IL	No, but have plans to	No, no plans	No, no plans	No, no plans	No, no plans	No, no plans	No, no plans	No		
IN	No, but have plans to	No, but have plans	but have plans	so, but have plans	it, but have plans	but have plans	so, but have plans	No		
KS	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No		
KY	No, no plans	No, no plans	No, no plans	No, no plans	No, no plans	No, no plans	No, no plans	Yes	Yes	Yes
LA	Yes	but have plans	but have plans	so, but have plans	it, but have plans	but have plans	so, but have plans	Yes	Yes	
MA	No, no plans	No, no plans	No, no plans	No, no plans	No, no plans	No, no plans	No, no plans	No		
MD	No, no plans	Yes	Yes	No, no plans	Yes	Yes	No, no plans	No		
ME	No, but have plans to	but have plans	but have plans	so, but have plans	it, but have plans	but have plans	so, but have plans	Yes		
MI	No, but have plans to	No, no plans	No, no plans	No, no plans	No, no plans	No, no plans	No, no plans	Yes		Yes
MN	No, no plans	No, no plans	No, no plans	No, no plans	No, no plans	No, no plans	No, no plans	No		
MO	No, but have plans to	but have plans	but have plans	so, but have plans	it, but have plans	but have plans	so, but have plans	Yes		Yes
MS	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
MT	No, no plans	No, no plans	No, no plans	No, no plans	No, no plans	No, no plans	No, no plans	Yes		Yes
NC	No, but have plans to	but have plans	but have plans	so, but have plans	it, but have plans	but have plans	so, but have plans	Yes		
ND	No, but have plans to							No		
NE	No, no plans	No, no plans	No, no plans	No, no plans	No, no plans	No, no plans	No, no plans	No		

Action 9

Last Updated: January 27, 2010

State	ate adequate ability to interpret student es based on student need	instruction on how to use data to develop and inform school-wide policies and practices						172. SEA shares data with teacher preparation programs	172a.i. SEA automatically shares data with teacher preparation programs	172a.ii. SEA shares data with teacher preparation programs at the request of the program
		171a. Student-level data			171b. Aggregate-level data					
		171a.i. For teachers	171a.ii. For principals	171a.iii. For superintendents	171b.i. For teachers	171b.ii. For principals	171b.iii. For superintendents			
NH	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
NJ	No, no plans	Yes	Yes	Yes	Yes	Yes	Yes	No		
NM	No, but have plans to	, but have plans	Yes	Yes	, but have plans	Yes	Yes	Do not know		
NV	No, no plans	Yes	Yes	Yes	Yes	Yes	Yes	No		
NY	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No		
OH	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
OK										
OR	No, no plans	, but have plans	, but have plans	so, but have plans	ti, but have plans	but have plans	so, but have plans	No		
PA	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No		
PR	No, no plans	No, no plans	No, no plans	No, no plans	No, no plans	No, no plans	No, no plans	Do not know		
RI	No, no plans	, but have plans	, but have plans	so, but have plans	ti, but have plans	but have plans	so, but have plans	Yes	Yes	
SC	No, but have plans to	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
SD	No, no plans	No, no plans	No, no plans	No, no plans	No, no plans	No, no plans	No, no plans	Yes		
TN										

Action 9

Last Updated: January 27, 2010

State	ate adequate ability to interpret student es based on student need	instruction on how to use data to develop and inform school-wide policies and practices						172. SEA shares data with teacher preparation programs	172a.i. SEA automatically shares data with teacher preparation programs	172a.ii. SEA shares data with teacher preparation programs at the request of the program
		171a. Student-level data			171b. Aggregate-level data					
		171a.i. For teachers	171a.ii. For principals	171a.iii. For superintendents	171b.i. For teachers	171b.ii. For principals	171b.iii. For superintendents			
TX	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	
UT	No, no plans	Yes	Yes	Yes	Yes	Yes	Yes	Do not know	Yes	
VA	Yes	No, no plans	No, no plans	No, no plans	No, no plans	No, no plans	No, no plans		Yes	
VT	No, no plans	No, no plans	No, no plans	No, no plans	No, no plans	No, no plans	No, no plans	Yes	Yes	
WA								Do not know		

Action 9

Last Updated: January 27, 2010

State	ate adequate ability to interpret student es based on student need	instruction on how to use data to develop and inform school-wide policies and practices						172. SEA shares data with teacher preparation programs	172a.i. SEA automatically shares data with teacher preparation programs	172a.ii. SEA shares data with teacher preparation programs at the request of the program
		171a. Student-level data			171b. Aggregate-level data					
	170c. For superintendent credentialing or licensure	171a.i. For teachers	171a.ii. For principals	171a.iii. For superintendents	171b.i. For teachers	171b.ii. For principals	171b.iii. For superintendents			
WI	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes		
WV	No, but have plans to	, but have plans	, but have plans	o, but have plans	t, but have plans	, but have plans	o, but have plans	Yes	Yes	
WY	No, no plans	No, no plans	No, no plans	No, no plans	No, no plans	No, no plans	No, no plans	Do not know		

State	172a.iii. If the SEA shares data with teacher preparation programs, the following data are shared						
	172a.iii.1. Individual-level teacher data	172a.iii.1. Individual-level teacher data, including:				172a.iii.2. Aggregate-level teacher data	172a.iii.2. A
		172a.iii.1.a. Initial certification / licensure	172a.iii.1.b. Advanced certification / licensure	172a.iii.1.c. School placement	172a.iii.1.d. Whether or not a teacher is still teaching in the state		
AK							
AL	Yes	Yes	Yes	Yes	Yes	Yes	Yes
AR	Yes			Yes			
AZ	Yes	Yes	Yes	Yes	Yes	Yes	
CA	Yes	Yes				Yes	Yes
CO							
CT	Yes	Yes		Yes	Yes	Yes	Yes
DC	Yes	Yes	Yes			Yes	
DE							
FL	Yes			Yes	Yes	Yes	
GA	Yes	Yes		Yes	Yes	Yes	Yes
HI							
IA						Yes	Yes
ID							

State	172a.iii. If the SEA shares data with teacher preparation programs, the following data are shared						
	172a.iii.1. Individual-level teacher data	172a.iii.1. Individual-level teacher data, including:				172a.iii.2. Aggregate-level teacher data	172a.iii.2. A
		172a.iii.1.a. Initial certification / licensure	172a.iii.1.b. Advanced certification / licensure	172a.iii.1.c. School placement	172a.iii.1.d. Whether or not a teacher is still teaching in the state		
IL							
IN							
KS							
KY	Yes	Yes					
LA	Yes	Yes	Yes	Yes	Yes	Yes	Yes
MA							
MD							
ME						Yes	Yes
MI	Yes	Yes		Yes			
MN							
MO	Yes	Yes		Yes	Yes	Yes	Yes
MS						Yes	
MT						Yes	Yes
NC						Yes	Yes
ND							
NE							

State	172a.iii. If the SEA shares data with teacher preparation programs, the following data are shared						
	172a.iii.1. Individual-level teacher data	172a.iii.1. Individual-level teacher data, including:				172a.iii.2. Aggregate-level teacher data	172a.iii.2. A 172a.iii.2.a. Numbers of teacher receiving initial certification / licensure disaggregated by prep program
		172a.iii.1.a. Initial certification / licensure	172a.iii.1.b. Advanced certification / licensure	172a.iii.1.c. School placement	172a.iii.1.d. Whether or not a teacher is still teaching in the state		
NH	Yes	Yes	Yes			Yes	Yes
NJ							
NM							
NV							
NY							
OH	Yes	Yes	Yes	Yes	Yes	Yes	Yes
OK							
OR							
PA							
PR							
RI	Yes	Yes	Yes			Yes	Yes
SC	Yes					Yes	Yes
SD							
TN							

State	172a.iii. If the SEA shares data with teacher preparation programs, the following data are shared						
	172a.iii.1. Individual-level teacher data	172a.iii.1. Individual-level teacher data, including:				172a.iii.2. Aggregate-level teacher data	172a.iii.2. A 172a.iii.2.a. Numbers of teacher receiving initial certification / licensure disaggregated by prep program
		172a.iii.1.a. Initial certification / licensure	172a.iii.1.b. Advanced certification / licensure	172a.iii.1.c. School placement	172a.iii.1.d. Whether or not a teacher is still teaching in the state		
TX	Yes	Yes			Yes	Yes	Yes
UT	Yes	Yes	Yes	Yes	Yes	Yes	Yes
VA		Yes		Yes	Yes		Yes
VT							
WA							

State	172a.iii. If the SEA shares data with teacher preparation programs, the following data are shared						
	172a.iii.1. Individual-level teacher data	172a.iii.1. Individual-level teacher data, including:				172a.iii.2. Aggregate-level teacher data	172a.iii.2. A
		172a.iii.1.a. Initial certification / licensure	172a.iii.1.b. Advanced certification / licensure	172a.iii.1.c. School placement	172a.iii.1.d. Whether or not a teacher is still teaching in the state		172a.iii.2.a. Numbers of teacher receiving initial certification / licensure disaggregated by prep program
WI							
WV							
WY							

State	Aggregate-level teacher data, such as:		173. If training is not currently provided to educators, are there plans to implement educator training and if so, when?			demonstrated ability to interpret and use student-level data and if so, when? there plans to implement educator training and if so, when?	
	172a.iii.2.b. Information about how teachers' performance and course data	172a.iii.2.c. Average years in the profession	173a. For teachers	173b. For principals	173c. For superintendents	174a. For teacher credentialing / licensure	174b. For principal credentialing / licensure
AK			No, no plans	No, no plans	No, no plans	No, no plans	No, no plans
AL	Yes					No, no plans	No, no plans
AR						No, no plans	No, no plans
AZ		Yes	2011-12	2010-11	2010-11		
CA			After 2011-12	After 2011-12	After 2011-12		
CO			After 2011-12	After 2011-12	After 2011-12	After 2011-12	After 2011-12
CT		Yes				After 2011-12	After 2011-12
DC							
DE			After 2011-12	After 2011-12	After 2011-12	No, no plans	No, no plans
FL	Yes		No, no plans	No, no plans	No, no plans	No, no plans	No, no plans
GA		Yes					
HI						No, no plans	No, no plans
IA		Yes					
ID			After 2011-12	After 2011-12	After 2011-12	After 2011-12	After 2011-12

State	Aggregate-level teacher data, such as:		173. If training is not currently provided to educators, are there plans to implement educator training and if so, when?			demonstrated ability to interpret and use student-level data and if so, when? there plans to implement educator training and if so, when?	
	172a.iii.2.b. Information about how teachers' preform, as measured through students' performance and course data	172a.iii.2.c. Average years in the profession	173a. For teachers	173b. For principals	173c. For superintendents	174a. For teacher credentialing / licensure	174b. For principal credentialing / licensure
IL			2009-10	2009-10	2009-10	After 2011-12	After 2011-12
IN							
KS						No, no plans	No, no plans
KY			No, no plans	No, no plans	No, no plans	No, no plans	No, no plans
LA	Yes	Yes	After 2011-12	After 2011-12	After 2011-12		
MA			2010-11	2010-11	2010-11	No, no plans	No, no plans
MD			No, no plans	No, no plans	No, no plans	No, no plans	No, no plans
ME			2011-12	2011-12	2011-12	2011-12	2011-12
MI							
MN			No, no plans	No, no plans	No, no plans	2009-10	No, no plans
MO		Yes	After 2011-12	After 2011-12	After 2011-12	After 2011-12	After 2011-12
MS							
MT						No, no plans	No, no plans
NC		Yes	2010-11	2010-11	2010-11	2010-11	2010-11
ND				2011-12	2011-12		After 2011-12
NE			No, no plans	No, no plans	No, no plans	No, no plans	No, no plans

Action 9

Last Updated: January 27, 2010

State	Aggregate-level teacher data, such as:		173. If training is not currently provided to educators, are there plans to implement educator training and if so, when?			demonstrated ability to interpret and use student-level data and if so, when? there plans to implement educator training and if so, when?	
	172a.iii.2.b. Information about how teachers' preform, as measured through students' performance and course data	172a.iii.2.c. Average years in the profession	173a. For teachers	173b. For principals	173c. For superintendents	174a. For teacher credentialing / licensure	174b. For principal credentialing / licensure
NH							
NJ			2010-11	2010-11	2010-11	No, no plans	No, no plans
NM			2011-12	2011-12	2011-12	After 2011-12	After 2011-12
NV				After 2011-12	After 2011-12	No, no plans	No, no plans
NY							
OH		Yes					
OK							
OR			2010-11	2010-11	2010-11	No, no plans	No, no plans
PA							
PR						After 2011-12	After 2011-12
RI			2010-11	2010-11	2009-10	2011-12	2011-12
SC	Yes						2011-12
SD			After 2011-12	After 2011-12	After 2011-12	No, no plans	No, no plans
TN							

Action 9

Last Updated: January 27, 2010

State	Aggregate-level teacher data, such as:		173. If training is not currently provided to educators, are there plans to implement educator training and if so, when?			demonstrated ability to interpret and use student-level data and if so, when? (If no, are there plans to implement educator training and if so, when?)	
	172a.iii.2.b. Information about how teachers' performance, as measured through students' performance and course data	172a.iii.2.c. Average years in the profession	173a. For teachers	173b. For principals	173c. For superintendents	174a. For teacher credentialing / licensure	174b. For principal credentialing / licensure
TX							
UT	Yes	Yes				2011-12	2010-11
VA							
VT			No, no plans	No, no plans	No, no plans	No, no plans	No, no plans
WA							

Action 9

Last Updated: January 27, 2010

State	Aggregate-level teacher data, such as:		173. If training is not currently provided to educators, are there plans to implement educator training and if so, when?			demonstrated ability to interpret and use student-level data and if so, when? If not, are there plans to implement educator training and if so, when?	
	172a.iii.2.b. Information about how teachers' performance, as measured through students' performance and course data	172a.iii.2.c. Average years in the profession	173a. For teachers	173b. For principals	173c. For superintendents	174a. For teacher credentialing / licensure	174b. For principal credentialing / licensure
WI							
WV							
WY			No, no plans	No, no plans	No, no plans	No, no plans	No, no plans

State	174c. For superintendent credentialing / licensure	175. Additional Clarification on Action 9
AK	No, no plans	
AL	No, no plans	In order to complete an education program in an approved program, course work must be passed that shows this capability so indirectly, it is required.
AR	No, no plans	
AZ		
CA		
CO	After 2011-12	Item 172- No, not at the present time. However Colorado has recently passed legislation to implement an educator identifier. This number will allow Colorado to provide information back to teacher preparation programs about their graduates.
CT	After 2011-12	
DC		We have done some very basic training for LEA-users on how to analyze student assessment results; we do not, however, have a policy or set curriculum in place. We are not sure if there are plants to tie demonstrated data capacity to credentialing. Also, we do not credential superintendents in our SEA.
DE	No, no plans	
FL	No, no plans	
GA		Educator certification and preparation program approval are the responsibility of the Georgia Professional Standards Commission (GaPSC). GaPSC sets standards for educator preparation programs (teacher, principal, and superintendent). These standards require that preparation programs train educators to analyze student, classroom, and school performance data and make data-driven decisions about strategies for teaching and learning so that all students learn (see http://www.gapsc.com/EducatorPreparation/index.asp). While training in the use of data is a requirement of the preparation standards, GaPSC does not have a separate, explicit certification requirement on demonstrating ability to use data in adapting classroom practices. However, all educators completing a GaPSC-approved preparation program (teacher, principal, and superintendent) will by default have received this training.
HI	No, no plans	
IA		
ID	After 2011-12	

State	174c. For superintendent credentialing / licensure	175. Additional Clarification on Action 9
IL	After 2011-12	
IN		I don't know whether there are plans to tie use of data to credentialing programs.
KS	No, no plans	
KY	No, no plans	
LA		
MA	No, no plans	
MD	No, no plans	Website address is www.mdk12.org which contains an instructional model for teaching school staff to use data. Second resource is the Principals' Academy at www.marylandpublicschools.org under the Division of Leadership.
ME	2011-12	
MI	2010-11	Michigan's credentialing/licensure process utilizing the ability to interpret and use student-level and aggregate-level data in adapting classroom practices based on student need for superintendents will begin approximately in 2011.
MN	No, no plans	The Board of Teaching is redesigning the teacher licensure program approval process to ensure that continuing program approval is based on evidence of candidate competency of the licensing standards. Several uniform measures of candidate competency will be required of programs for continuing approval, one of which is a Teacher Work Sample that will evidence that all teacher preparation programs teach candidates how to use assessment data to inform their practice. Candidates must evidence impact on student learning via the Teacher Work Sample (TWS), and programs must evaluate the TWS, aggregate scores by program and submit data to the Board for program approval.
MO	After 2011-12	
MS		
MT	No, no plans	
NC	2010-11	
ND	After 2011-12	
NE	No, no plans	

State	nd aggregate-level data, are nd if so, when? 174c. For superintendent credentialing / licensure	175. Additional Clarification on Action 9
NH		Ongoing professional development is provided through principal and superintendent conferences. Teachers, principals and superintendents have access to a variety of professional development programs on accessing and interpreting student level data. The SEA provides training on Performance Plus tools via training consultants.
NJ	No, no plans	
NM	After 2011-12	
NV	No, no plans	
NY		
OH		Effective July 1, 2009, the administration of teacher preparation programs moved from the Ohio Department of Education (ODE) to the Board of Regents.
OK		I do not know the answers to items 170-175
OR	No, no plans	
PA		
PR	After 2011-12	
RI	2011-12	The SEA recognizes data training and use as a weakness and is committed to strengthening both requirements and data use practices.
SC	2011-12	Currently, all SC educator preparation programs prepare teachers, principals, and superintendents in accessing, analyzing, and using student data. Additionally, SC's alternative certification program for teachers (PACE) also provides this preparation. Plans are under way to add this component as a requirement for the alternative preparation and certification of principals and superintendents. Question 172: Individual-Level Teacher Data provided to teacher preparations programs include the results of the teacher performance evaluations, in terms of each teacher's overall rating as well as the rating of his or her performance on each of the statewide teacher performance standards.
SD	No, no plans	
TN		

State	174c. For superintendent credentialing / licensure	175. Additional Clarification on Action 9
TX		<p>Educator Preparation programs include training for teachers, principals and superintendents by addressing the analysis and interpretation of standardized student testing results. The Process for the interpretation and analyses of data is also represented and tested in the certification examinations. Principal and Superintendent candidates are required to review an extensive case study and make individual and aggregate decisions toward student success. See education standards: http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp</p>
UT	No, no plans	
VA		<p>The Licensure Regulations for School Personnel (8VAC20-22-10 et seq.) require professional studies course work as specified below:</p> <p>Curriculum and instructional: ...the relationships among assessment, instruction, and monitoring student progress to include student performance measures in grading practices, the ability to construct and interpret valid assessments using a variety of formats in order to measure student attainment of essential skills in a standards-based environment, and the ability to analyze assessment data to make decisions about how to improve instruction and student performance....</p> <p>The Regulations Governing the Review and Approval of Education Programs in Virginia 8VAC20-542-10 et seq. require that the competencies above must be incorporated into approved programs.</p> <p>In addition, the Regulations Governing the Review and Approval of Education Programs in Virginia require administration and supervision programs that candidates demonstrate specific competencies related to assessment and data analysis to develop strategies to improve student achievement. (Refer to: http://www.doe.virginia.gov/VDOE/newvdoe/regulation.pdf)</p>
VT	No, no plans	
WA		

State	and aggregate-level data, are and if so, when? 174c. For superintendent credentialing / licensure	175. Additional Clarification on Action 9
WI		Training is currently available in a variety of formats from a variety of DPI program areas. New training is being developed to cover access and use of LDS reports this year.
WV		These training issues on the use of data are a part of our data agenda for the next three years. While many things are already in place and the postsecondary institutions have been made a vital part of this agenda, all parts can be improved and that is our intention.
WY	No, no plans	Action 9 is an area that will be explored and expanded on once Wyoming receives the latest SLDS grant funds.