

Alignment between DQC's 10 Essential Elements & America COMPETES Act's 12 Elements

In 2005, the Data Quality Campaign (DQC) identified the [10 Essential Elements of a Statewide Longitudinal Data System](#) to provide a roadmap for state policymakers as they built statewide longitudinal data systems designed to collect, store, & use longitudinal data to improve student achievement & outcomes. States' self-reported progress in implementing the 10 Essential Elements is captured annually through [Data for Action: DQC's Annual State Analysis](#).

In 2007, the federal [America COMPETES Act](#), codified 12 "Required Elements of a P-16 Education Data System." In 2009, the federal [American Recovery & Reinvestment Act \(ARRA\)](#) required states, as a condition of receiving State Fiscal Stabilization Funds (SFSF), to commit to building a data system which consists of these elements. The subsequent cycles of the federal Statewide Longitudinal Data Systems program have required grantees to include these elements. States self-reported progress in meeting the COMPETES Elements in captured in [their annual SFSF report](#).

The table below demonstrates the significant alignment between the DQC's 10 Essential Elements & the 12 COMPETES Elements. The one substantive difference is that all of the DQC's 10 Essential Elements only apply to K-12 education & some of the COMPETES Elements apply to K-12 & postsecondary education or to only postsecondary education.

DQC: 10 Essential Elements		2010	2011	COMPETES Act: Required Elements		2010
K-12 only	(1) a unique statewide student identifier that connects student data across key databases across years	52 states	52 states	P-12 & postsecondary education	(1) a unique statewide student identifier that does not permit a student to be individually identified by users of the system	43 states
	(2) student-level enrollment, demographic & program participation information	52 states	52 states		(2) student-level enrollment, demographic, & program participation information	45 states
	(8) student-level graduation & dropout data	52 states	52 states		(3) student-level information about the points at which students exit, transfer in, transfer out, drop out, or complete P-16 education programs	36 states
	(9) the ability to match student records between the p-12 & higher education systems	41 states	49 states		(4) the capacity to communicate with higher education data systems	33 states
	(10) a state data audit system assessing data quality, validity & reliability	52 states	52 states		(5) a State data audit system assessing data quality, validity, & reliability	48 states
	(3) the ability to match individual students' test records from year to year to measure academic growth	52 states	52 states	P-12 only	(6) yearly test records of individual students with respect to ESEA assessments	49 states
	(4) information on untested students & the reasons they were not tested	49 states	51 states		(7) information on students not tested by grade & subject	49 states
	(5) a teacher identifier system with the ability to match teachers to students	35 states	44 states		(8) a teacher identifier system with the ability to match teachers to students	30 states
	(6) student-level transcript information, including information on courses completed & grades earned	37 states	41 states		(9) student-level transcript information, including information on courses completed & grades earned	28 states
	(7) student-level college readiness test scores	46 states	50 states		(10) student-level college readiness test scores	40 states
			Postsecondary only	(11) information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework	28 states	
				(12) other information determined necessary to address alignment & adequate preparation for success in postsecondary education	29 states	