10 Things We Would Lose Without DATA

States have built education data systems that can provide students, parents, teachers, and everyone with a stake in education the best information to support student success. Good policies will ensure that these data are being used to help students achieve while also being kept private and secure; however, some policymakers want to shut the systems down entirely.

A few implications of not having good education data:

1 **Students** will not benefit from research and analysis that identifies pathways and effective interventions.

WHAT IS AT STAKE? Chicago Public Schools has **used data to keep high school freshmen on track** with great results (the graduation rate went from 57 percent in 2007 to 84 percent in 2013). The district could not have gotten these results without research to identify academic pathways and effective interventions.

2 **Teachers** cannot easily identify students who are struggling and provide the necessary supports to keep them on track.

3 **Students** who would benefit most from education opportunities like scholarships cannot be identified and reached.

WHAT IS AT STAKE? Arkansas uses its state data system to inform students, parents, and educators about whether a student is on track to receive the **Arkansas Challenge Scholarship**.

4 **Teachers** cannot get the data they need to support their students' learning.

WHAT IS AT STAKE? **Georgia combined local data with state-level resources** and made using education data in meaningful ways easy. Now all Georgia teachers can easily view each of his or her students' progress over time in different subjects and create personalized learning activities that build on strengths and fill gaps.

5 **Parents** will not have access to information about their own child's learning over time.

WHAT IS AT STAKE? **Maine provides funding** for technology that allows parents to access their child's longitudinal data through a locally managed portal. These data help parents understand whether their child is on track for success in college and career and how well their school compares to others in the area.

6 **Communities and schools** will not have information on how their students do after graduation.

WHAT IS AT STAKE? Research from **GreatSchools** finds that the number one thing parents want to know about their child's school is how students do after graduation. With statewide data, **most states now create high school feedback reports** that show how well their high schools' students perform in college and career.

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7 Communities will not understand if their schools are preparing students for college and career.

WHAT IS AT STAKE? **Hawaii reports on a number of college and career readiness indicators,** such as postsecondary enrollment, credit accumulation, and persistence. Along with reporting this information publicly to let parents, educators, and communities know where their students go after graduation and how well they are **prepared for college and beyond,** the state uses these data to support students as they move from high school to college.

8 Policymakers cannot use information to answer critical questions about policy and best practice.

WHAT IS AT STAKE? **Washington's Education Research & Data Center** is a state-legislated and state-funded effort to use the state's early education, K–12, postsecondary, and workforce data to answer the **state's own questions** about its students, schools, and pathways and to inform policy decisions.

9 States and districts will not know how well students are learning over time and the impact their teachers are having on students.

WHAT IS AT STAKE? **Colorado's SchoolView** tool provides publicly available education data and analyses, including a **growth model** and related reports on academic growth across the state. The state and districts use this information to inform statewide policy decisions and classroom practices.

10 States cannot meet the needs of mobile and vulnerable populations such as foster children and children from military families.

WHAT IS AT STAKE? In California, **a study** linking child welfare and education data uncovered an "invisible achievement gap" between children in foster care and other students. The research findings spurred widespread state attention and reforms targeted to this population.