



TIME TO ACT 2017

Put Data in the Hands of People

APPENDIX

This appendix is a supplement and companion to the full report, *Time to Act 2017: Put Data in the Hands of People*, which details the Data Quality Campaign’s (DQC) research findings about where states are today on each of its Four Policy Priorities to Make Data Work for Students. Below find additional information supporting the full report, including the following:

Four Policy Priorities to Make Data Work for Students

- *What state policymakers should do:* original recommendations first introduced in [Time To Act: Making Data Work for Students](#)
- *Citations:* information about DQC’s research supporting the findings in each section of the full report
- *Additional resources to help states meet this priority:* materials created by DQC and partners to support state efforts

Methodology

- Detailed information about the multiple methods DQC used to collect, analyze, and connect evidence from various sources to tell the story of how and how well states are making data work for students

Four Policy Priorities to Make Data Work for Students

Measure What Matters

Be clear about what students must achieve and have the data to ensure that all students are on track to succeed.

What State Policymakers Should Do

- Develop a set of policy and practice questions that will set the priorities for state action and determine the information needed to answer those questions.
- Link and govern data across all agencies critical to student success, from early childhood and K–12 to postsecondary and the workforce, including other state agencies that support students (e.g., child welfare).
- Develop, calculate, and share indicators based on longitudinal data, in addition to measures based on annual statewide assessments, that demonstrate progress toward stated goals.

Citations

Data is no longer *only* a hammer.

DQC Research:

- [Speak Up Research Project for Digital Learning 2016](#), Project Tomorrow in partnership with DQC
- [Shining a Light on Equity: Opportunities to Use Data to Serve All Students](#)
- [Show Me the Data: State Report Cards Must Answer Questions and Inform Action](#)

Other Cited Research:

- [50-State Comparison: Statewide Longitudinal Data Systems](#), Education Commission of the States

- Farley-Ripple, E.N., Sheeks, J., Jennings, A.B., Millin, A. (2017). [Education data systems: A systematic look at state practices related to researcher access](#). Newark, DE: University of Delaware, Center for Research in Education and Social Policy.

Data has become a state priority; now it's time to put it to work for all students.

DQC Research:

- State Education Agency Website Review (see pg. 5 for details)
- [Show Me the Data: State Report Cards Must Answer Questions and Inform Action](#)

Additional Resources to Help States Meet This Priority

DQC Resources:

- [Roadmap for Foster Care and K–12 Data Linkages: Key Focus Areas to Ensure Quality Implementation](#)
- [Roadmap for K–12 and Postsecondary Data Linkages](#)

Partner Resources:

- [The State of American High School Graduates: What States Know \(and Don't\) About Student Performance](#), Achieve

- [Leading for Equity: Opportunities for State Education Chiefs](#), Council of Chief State School Officers
- [2016 Mastering the Blueprint: State Progress on Workforce Data](#), Workforce Data Quality Campaign
- [Using Coordinated Data Systems to Guide Early Childhood Education Policies](#), Early Childhood Data Collaborative



Make Data Use Possible

Provide teachers and leaders the flexibility, training, and support they need to answer their questions and take action.

What State Policymakers Should Do

- Use the bully pulpit and allocate resources (people, time, money, and technology) to prioritize using data to inform decisionmaking at the state level.
- Ensure that leaders responsible for student outcomes have the feedback data they need from other systems to effectively serve students.
- Support local education agencies (based on their unique capacity and needs) by providing the flexibility to use people, time, money, and technology to prioritize data use to inform action and improve outcomes.
- Enact the necessary policies, practices, and conditions to ensure that every educator can use data effectively.

Citations

Data use is an integral part of good teaching—but isn't always possible.

DQC Research:

- 2017 Teacher and Administrator Focus Groups, Widmeyer Communications (see pg. 5 for details)
- [Speak Up Research Project for Digital Learning 2016](#), Project Tomorrow in partnership with DQC

States are starting to step up to support district data use.

Other Cited Research:

- [Every Student Succeeds Act: Building on Success in Tennessee](#), Every Student Succeeds Act State Plan, Tennessee Department of Education

State Story

Other Cited Research:

- [Analytics Help Boost College Applications: Delaware Initiatives Use Data to Promote Postsecondary Education](#), The Pew Charitable Trusts

Additional Resources to Help States Meet This Priority

DQC Resources:

- [District Actions to Make Data Work for Students](#)
- [Data Drives School-Community Collaboration: Seven Principles for Effective Data Sharing](#), StriveTogether and DQC

Partner Resources:

- [Building State Capacity and Productivity Center](#)

- [Strategic Use of Data Rubric](#), Strategic Data Project
- [Aligning Networks to Enable Every Student to Thrive](#), StriveTogether and Communities in Schools
- [Teacher Data Use Survey](#), US Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Appalachia



Be Transparent and Earn Trust

Ensure that every community understands how its schools and students are doing, why data is valuable, and how it is protected and used.

What State Policymakers Should Do

- Provide the public timely, high-quality, relevant, and easy-to-find data.
- Communicate the value of data to support student learning.
- Communicate the types of data the state collects and how the data is protected.

Citations

People can't use data if they can't find it.

DQC Research:

- [Speak Up Research Project for Digital Learning 2016](#), Project Tomorrow in partnership with DQC
- [Show Me the Data: State Report Cards Must Answer Questions and Inform Action](#)
- [States Can and Must Include Postsecondary Enrollment Data on Report Cards](#)

Todos necesitan información en un lenguaje que entiendan.

DQC Research:

- [Show Me the Data: State Report Cards Must Answer Questions and Inform Action](#)

People won't use what they do not trust, value, or understand.

DQC Research:

- State Education Agency Website Review (see pg. 5 for details)
- [Show Me the Data: State Report Cards Must Answer Questions and Inform Action](#)
- State Every Student Succeeds Act Stakeholder Engagement Analysis (see pg. 6 for details)

Additional Resources to Help States Meet This Priority

DQC Resources:

- [Cómo los Datos Fortalecen a los Padres \(How Data Empowers Parents\)](#)
- [¿Qué son los datos estudiantiles? \(What is student data?\)](#)

Partner Resources:

- [Picturing the Workforce: Considerations for Effectively Presenting Data](#), Workforce Data Quality Campaign

- [A State Guide to Building Online School Report Cards](#), Foundation for Excellence in Education (ExcellinEd)
- [Student Data Privacy Communications Toolkit](#), ExcellinEd
- [Forum Guide to Data Visualization: A Resource for Education Agencies](#), National Forum on Education Statistics



Guarantee Access and Protect Privacy

Provide teachers and parents timely information on their students and make sure it is kept safe.

What State Policymakers Should Do

- Ensure that those closest to students have access to student-level data that is tailored to their needs and presented in context.
- Intentionally design and implement policies and practices to protect the privacy and confidentiality of student and teacher data and ensure that systems are secure.

Citations

When it comes to privacy, leaders have stepped up—but the work is never done.

DQC Research:

- [Student Data Privacy Legislation: A Summary of 2016 State Legislation](#)
- DQC's 2017 State Legislative Tracking (see pg. 6 for details)

Those closest to students don't have the data they need.

DQC Research:

- DQC's 2017 Parent Poll Results, DQC and Harris Poll (see pg. 5 for details)
- [Roadmap for Teacher Access to Student-Level Longitudinal Data](#)

Other Cited Research:

- [Teachers Know Best: Making Data Work for Teachers and Students—Report](#), Bill & Melinda Gates Foundation

Additional Resources to Help States Meet This Priority

DQC Resources:

- [How Data Empowers Parents](#)
- [The Student Data Principles](#), DQC and Consortium for School Networking
- [\(K–12 Policy\) Data Privacy? Get Schooled](#), ExcellinEd and DQC
- [Nashville Strategically Uses Data in Its Afterschool Programs to Improve Outcomes for Youth](#)

Partner Resources:

- [A Visual Guide to Practical Data De-Identification](#), Future of Privacy Forum
- [Forum Guide to Collecting and Using Disaggregated Data on Racial/Ethnic Subgroups](#), National Forum on Educational Statistics
- [FERPA|Sherpa: The Education Privacy Resource Center](#), Future of Privacy Forum
- [Forum Guide to Education Data Privacy](#), National Forum on Educational Statistics
- [Personalization + Privacy = Data Backpack](#), Getting Smart

Methodology

Over the past year, DQC has systematically gathered and summarized information from diverse sources to understand the progress states are making on the [Four Policy Priorities to Make Data Work for Students](#). DQC staff used multiple methods to collect, analyze, and connect evidence from various sources to tell the story of how and how well states are making data work for students.

This resource is meant to serve as a summary of the evidence DQC found over the past year, understanding that states are continuously updating their websites, resources, and activities. Data cited in this document comes primarily from DQC’s research as well as a limited number of partner resources (which are cited directly in the document). Below is a description of DQC’s research activities, and hyperlinks are provided for all resources that are publicly available. Some of DQC’s research was not published and is therefore not available publicly.

RESEARCH ACTIVITY DESCRIPTIONS

[Speak Up Research Project for Digital Learning 2016:](#)

Each year, the Speak Up Research Project for Digital Learning polls K–12 students, parents, and educators about the role of technology for learning in and out of school. DQC partnered with Project Tomorrow to include new questions on its 2016 Speak Up survey, which reached more than 500,000 teachers, administrators, parents, students, and community members. The survey questions asked about respondents’ opinions about and experience with education technology and data use in schools. The data is collected from a convenience sample; schools and districts self-select to participate in and facilitate the survey-taking process for their students, educators, and parents. The Speak Up 2016 surveys were available online between October 2016 and January 2017.

[Shining a Light on Equity: Opportunities to Use Data to Serve All Students:](#) This resource explains how states can use their own data to highlight inequities in education and help identify solutions. Data used to inform the resource comes from DQC’s 2016 report card review (see *Show Me the Data*) as well as supplemental research on California’s CORE districts and the District of Columbia’s equity reports.

[Show Me the Data: State Report Cards Must Answer Questions and Inform Action:](#) In summer 2016, DQC set out to discover what information it could easily find on state report cards from all 50 states and the District of Columbia; how it was displayed; and whether it was accessible and understandable to a broad public audience. From a simple internet search, DQC staff explored whether statewide information can be easily found by parents, educators, and members of the community—not whether information exists anywhere, buried under many pages of a website. Using a basic internet search engine, DQC staff searched for each state report card using the term “[state name] state report card.” Staff members explored each state report card looking for a variety of indicators, including academic performance, subgroup availability, and available languages.

State Education Agency Website Review: DQC staff conducted a systematic review of state education agency websites (including P–20/workforce and K–12 websites) looking for evidence of how states publicly communicate about their work, including data governance structures and membership, research and policy questions, and data privacy practices. Because of the variety in the formatting and scope of information on state websites, a good faith effort was taken to locate information with the understanding that the absence of information on a state’s website may or may not accurately reflect nonexistence.

Teacher and Administrator Focus Groups: In partnership with Widmeyer Communications, DQC conducted teacher and administrator focus groups in February 2017 with a focus on using data in the classroom, training and support, and stories of the impact of data use on teaching and learning. The focus groups were conducted in four cities across the country, including a focus group with “super users” of the state longitudinal data system in one city and individual telephone interviews with selected administrators about how they create a culture of data use in schools and districts.

DQC’s 2017 Parent Poll: Online survey conducted within the United States by Harris Poll on behalf of DQC between April 7 and 20, 2017, among 1,212 parents of child(ren) ages 5–17, among which 1,135 are parents with child(ren) ages 5–17 who attend school.

[States Can and Must Include Postsecondary Enrollment Data on Report Cards:](#) Building on the report card research conducted in summer 2016 (see *Show Me the Data*) and additional research conducted in winter 2017, DQC examined high school online report cards in all 50 states and the District of Columbia for data on the number or percentage of high school graduates enrolled in postsecondary education, such as four-year degree programs, two-year degree programs, and certificate programs.

State Every Student Succeeds Act (ESSA) Stakeholder

Engagement Analysis: DQC conducted a review and analysis of states' ESSA planning activities, including but not limited to their stakeholder engagement work. The data reported reflects information that was publicly available on state education agency websites in fall 2016. Stakeholder engagement is defined as input gathered via focus groups, consultations, and explicit stakeholder outreach meetings. Additionally, stakeholder engagement reflects input that was actively solicited by states separate from general listening tours and primary ESSA planning/working groups in the state.

2016 and 2017 State Legislative Tracking: Since 2014, DQC has tracked the introduction and passage of student data privacy legislation in all 50 states and the District of Columbia, annually publishing an analysis of the year's legislative activity. DQC subscribes to an online state legislative tracking service and has developed a keyword search process to accurately find and track state legislation related to education data (including topics such as data privacy, data governance, teacher evaluations, etc.) as the bills move through the legislative process in each state. DQC logs and categorizes each bill in a matrix that describes the characteristics of the bill (e.g., accountability, transparency, governance). In 2017, DQC's legislative tracking included both privacy- and nonprivacy-related education data bills.