Teachers See the Power of Data—But Don't Have Enough Time to Use It

95% of teachers use a combination of academic data (test scores, graduation rates, etc.) and nonacademic data (attendance, classroom behavior, etc.) to understand their students’ performance.

I think using data is an important part of being an effective teacher

86%

Students benefit when my instruction is informed by data

91%

Teachers use different types of data to improve teaching and learning.

67% Reflect on and improve teaching practice

62% Communicate with students about their strengths and learning needs

61% Collaborate with other teachers to support student learning

94% Teachers use data to trigger early support when students are struggling

91% Help guide them back on track to success

Teachers continue to face barriers when it comes to effective data use.

Not enough time in the school day

57%

There is too much data

34%

Data is not accessible in a timely manner

26%

It’s up to school and district leaders to take action. Of teachers polled, 46% say principals and 44% say district leadership or superintendents are most responsible for ensuring teachers have the time they need to use data.

SOURCE: Online surveys conducted within the United States by The Harris Poll on behalf of Data Quality Campaign: May 23-26, 2018, among 762 full-time K-12 grade teachers. For more information, please contact: info@dataqualitycampaign.org