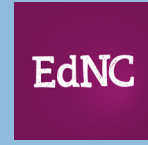
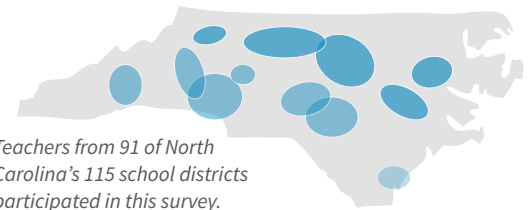


North Carolina Teachers Value, Use, and Need Data



When teachers are empowered with data, students excel.

In 2019, we asked 800-plus North Carolina teachers from across the state to share their opinion about data in an online survey. Here's what we learned:



Teachers value data.

Roughly **three out of every four** respondents agreed that data is an important part of being an effective teacher. Similarly, almost 80 percent of respondents agreed that data helps them plan instruction.

Teachers are using data to help their students learn and grow.

Across the state, teachers are using data to improve their instruction, communicate with parents about their child's progress, and collaborate with other teachers to support student learning.

- **78 percent** of respondents said they use data to **reflect on and improve their teaching practice**.
- **75 percent** of respondents said they use data to **communicate with parents** about their child's progress in school.
- **73 percent** of respondents said they use data to **collaborate with other teachers** to support student learning.
- **62 percent** of respondents said they *always* or *often* use early warning data to **develop interventions** that keep students on track or help guide them back on track for success.

"I believe that classroom data is a valuable tool for classroom teachers to use when making lessons for small groups. . . . I can pull students that share the same struggle on a specific standard. I use data as a tool to continue to move my students forward."

—Cumberland County, NC, Teacher

"Data that comes from formative assessments throughout the course, as well as attendance, behavioral, and teacher observation data, provides a better understanding of an individual student and their unique needs."

—Wake County, NC, Teacher

"I currently work at a school that uses the DDI [Data-Driven Instruction] model. I feel this is an effective way to see what the students have mastered and on what standards they may need more instructional practice."

—Mecklenburg County, NC, Teacher

Teachers need support to use data to improve student outcomes.

North Carolina teachers use data in many ways, but using data effectively is often a challenge. Teachers across the state shared common concerns and identified similar areas in which they need support:

TIME 59 percent of respondents said they do not have enough time during the school day to access and use data. **Teachers want dedicated time** during the school day to dig in and interpret data.

DATA ACCESS 41 percent of respondents said data is not accessible to them in a timely manner to help students. **Teachers want access to real-time data** that helps them make changes nimbly to benefit the students they currently have in their classrooms.

PRIORITIZATION 40 percent of respondents said there is too much data and they cannot determine what is most important. This is one area where **data literacy training** may be useful. On another question, only half of respondents said their school's or district's professional development is useful for learning about data use.

“Teachers are not given enough protected time to use data. Teachers at my school are expected to use personal time to analyze and utilize data.”

—Gaston County, NC, Teacher

“The little bit of data we get is not timely, not readily accessible, and not precise enough to be highly useful.”

—Edgecombe County, NC, Teacher

“The problem with data is that there are many pieces of data collected that are not available to me as a classroom teacher. I only know it exists if I ask for it.”

—Wake County, NC, Teacher

“We need [professional development] where we can be open and honest about our personal data, where we can understand how to use and apply it to our teaching, and finally where we can learn to use data daily to help our students succeed.”

—Cumberland County, NC, Teacher

TAKE ACTION

Districts can't go it alone. **YOU** can support teachers' efforts to use data to help their students.



Provide teachers with timely and accessible student information.



Give districts and schools the flexibility to **provide educators time and training to collaboratively look at data.**



Engage with teachers to find out what they need and ensure that their voice is present when important decisions are made.