

# Better Access to Data Helps Superintendents Make Decisions. THEY WANT MORE OF IT.

Access to data enables district superintendents to make decisions for the students and schools they serve. A national poll from the Data Quality Campaign and AASA, The School Superintendents Association surveyed district superintendents to find out how they are using data to support their students and schools.<sup>1</sup> Superintendents shared that data is an important part of their decisionmaking, providing insights about student and school performance and instilling confidence that their students are on track for success. **But whether it is provided by schools or their state, superintendents want access to more data.**



## TOP TAKEAWAYS

98%

of superintendents **feel that if they had better access to information, they would be more confident** in their abilities to make decisions for their district.

99%

of superintendents **feel that state data could be more useful.** Relevant state data could be made more useful with tools to help superintendents act on the information and more training and ongoing support for analyzing, reporting, and communicating the data.

93%

of superintendents **have started collecting new data during the pandemic,** and nearly all (94 percent) who have initiated new data collection agree: the new data is giving them useful information and insights.

<sup>1</sup> This survey was conducted online within the United States by The Harris Poll on behalf of the Data Quality Campaign from June 6 to June 13, 2022, among 253 full-time superintendents in the United States, all of whom were currently employed in school districts featuring grades K-12.

## Superintendents value data.

**92%** agree that data about students' learning and academic progress is an important part of getting kids back on track after the pandemic.

**87%** report they can find all of the data that they need to understand whether or not their school is effectively preparing students for next steps.

**12%** have only an anecdotal understanding of what happened to some students after they left.

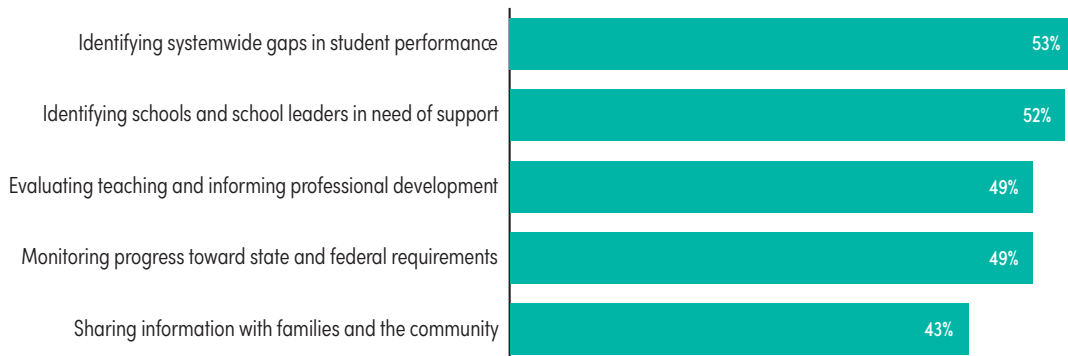
## Superintendents are using data to make changes and share information with communities.

Nearly all superintendents report using disaggregated data (i.e., data broken out by different student populations) in some way.

**95%** use disaggregated data at least once during the year.

**25%** use disaggregated data once a week or more.

Superintendents use disaggregated data for the following purposes:



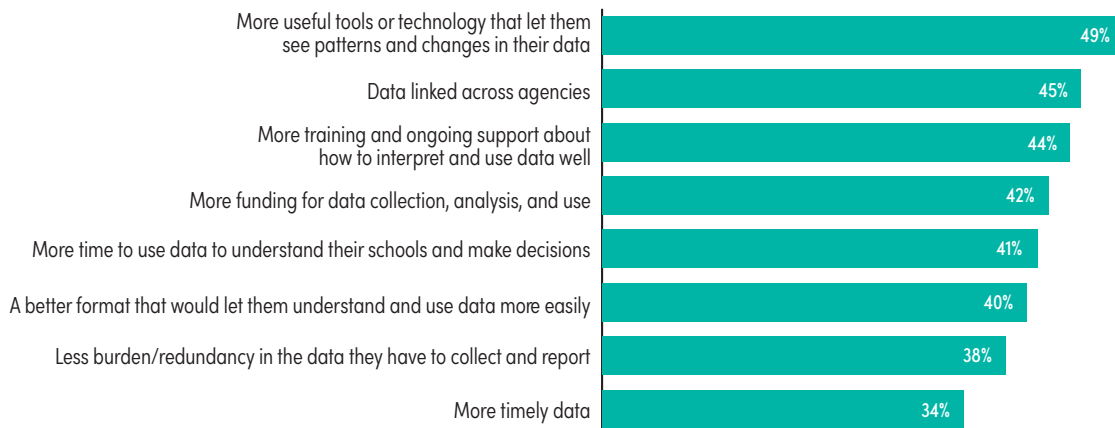
## **94%** trust that the data their state provides accurately reflects their school's performance.

They report using data from their state's summative assessments in the following ways:



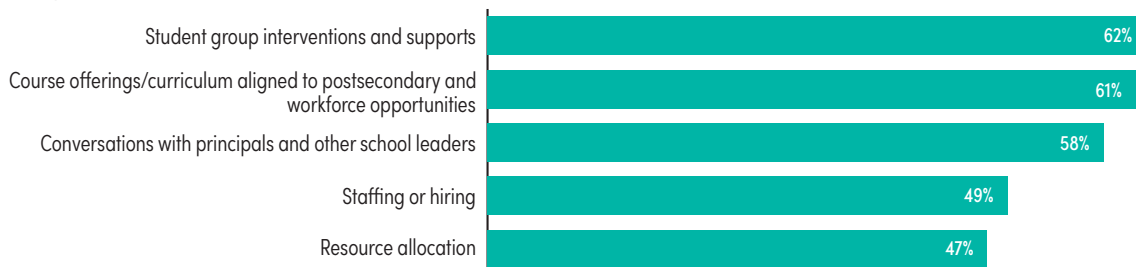
## Superintendents believe state data could be more useful.

**99%** of superintendents feel state data could be more useful. Specifically, they believe the following changes would make data more useful to them:



## Superintendents want greater access to data.

Despite new data collection efforts, **one in four superintendents are still looking for greater access to data** to support students, reporting that they have some of the data they need to understand their district. Of those, more than half want data from their state on the outcomes of their district's students after they leave high school. Superintendents look to data to help them make decisions about:



## Superintendents want to collaborate with other adults in the community.

Superintendents agree that securely sharing information in the following ways would be beneficial:



Different public agencies should securely share information with each other about students and their families to coordinate services and resources and help support families.



Schools should securely share information about a student's academic needs with trusted organizations outside of school.

**Superintendents want more information to make decisions for their districts and to support students as they navigate their own pathways. State leaders must prioritize giving district superintendents access to the data they need to make decisions—including linked data on postsecondary pathways—and supporting them to use it with training as well as actionable tools and reports.**