

New Jersey

## DQC 2009-10 Annual Survey Update and State Progress Report

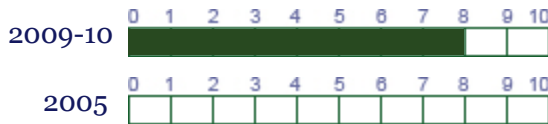
The Data Quality Campaign (DQC) was launched in 2005 to support state development of longitudinal data systems that provide policymakers and educators with information to help adjust policies and practices to improve student achievement. The DQC has identified 10 Essential Elements of a robust longitudinal data system and 10 Actions all states must take to ensure the effective use of data.

### 10 Essential Elements

To build a robust longitudinal data system, states should have the following 10 Essential Elements:

#### Summary of Growth

NUMBER OF ELEMENTS MET



#### Elements met in this state (8 of 10)

- ✓ 1. Statewide Student Identifier
- ✓ 2. Student-Level Enrollment Data
- ✓ 3. Student-Level Test Data
- ✓ 4. Information on Untested Students
- ✗ 5. Statewide Teacher Identifier with a Teacher-Student Match
- ✗ 6. Student-Level Course Completion (Transcript) Data
- ✓ 7. Student-Level SAT, ACT, and Advanced Placement Exam Data
- ✓ 8. Student-Level Graduation and Dropout Data
- ✓ 9. Ability to Match Student-Level P-12 and Higher Education Data
- ✓ 10. A State Data Audit System

#### State Contact

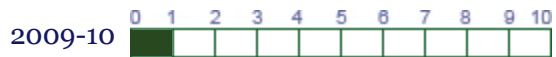
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### 10 State Actions

The following are 10 Actions states should take to change how data are used to inform decisions and policies to improve student performance:

#### Summary of Growth

NUMBER OF ACTIONS MET



#### Actions met in this state (1 of 10)

Expand the ability of state longitudinal data systems to link across the P-20 education pipeline and across state agencies

- ✗ 1. Link data systems
- ✗ 2. Create stable, sustained support
- ✗ 3. Develop governance structures
- ✓ 4. Build state data repositories

Ensure data can be accessed, analyzed and used, and communicate data to all stakeholders to promote continuous improvement

- ✗ 5. Implement systems to provide timely access to information
- ✗ 6. Create progress reports using individual student data to improve student performance
- ✗ 7. Create reports using longitudinal statistics to guide systemwide improvement efforts

Build the capacity of all stakeholders to use longitudinal data for effective decisionmaking

- ✗ 8. Develop a p-20/workforce research agenda
- ✗ 9. Promote educator professional development and credentialing
- ✗ 10. Promote strategies to raise awareness of available data

## 10 Essential Elements of a P-12 Longitudinal Data System

### Comparison between 2008 and 2009-10

The 10 Essential Elements are the core components of a robust longitudinal data system. For the past four years, the DQC's annual survey has tracked state progress in implementing the 10 Essential Elements to ensure that policymakers and educators have the longitudinal data systems capable of providing timely, valid and relevant data to inform decisions.

#### Key

\* Required component(s) for an overall YES; the others are necessary for quality.

\*\* At least one must be YES for an overall YES.

	Year	08-09	09-10
<p><b>1. A unique statewide student identifier that connects student data across key databases across years</b></p> <p>A unique statewide student identifier is a single, non-duplicated number that is assigned to and remains with a student throughout his or her P-12 career. Assignment of a unique statewide student identifier to every student in the P-12 system provides a way to follow students as they move from grade to grade and across campuses and/or districts within the state.</p> <p><i>A statewide student identifier can help policymakers and educators know, among other things:</i></p> <ul style="list-style-type: none"> <li>• The academic value-added of a school or program.</li> <li>• The achievement levels in early grades that indicate that a student is on track to succeed in subsequent grades.</li> <li>• The test scores in early grades which should be thresholds for intervention.</li> </ul>		YES	YES
**Each student's SSN is used as the statewide student number.		X	X
**Each student in the state is assigned a unique statewide student number.		✓	✓
*The student identifier system can be used to link student-level records across all of the state's student-level databases.		✓	✓
<p><b>2. Student-level enrollment, demographic and program participation information</b></p> <p>Accurate information on student enrollment, demographics, and program participation (e.g., student participation in special education or the free and reduced price lunch program, the most common indicator of student poverty status) is essential to evaluate the effects of schools and programs, and to assess the impact of student mobility and continuous enrollment on learning.</p> <p><i>With student-level enrollment, demographic and program participation information, policymakers and educators will know:</i></p> <ul style="list-style-type: none"> <li>• The extent to which free and reduced price lunch enrollment drops off in high school and how that might affect measures of each high school's poverty rate.</li> <li>• How the percentage of minority students in gifted and talented programs compares with that of white students.</li> <li>• The rate at which English language learners are entering the state for the first time in high school and how are they doing on the state's high school exit exams.</li> </ul>		YES	YES

## Key

\* Required component(s) for an overall **YES**; the others are necessary for quality.

\*\* At least one must be **YES** for an overall **YES**.

	Year	08-09	09-10
*The state collects student-level enrollment data in the fall.		✓	✓
*The enrollment data is stored permanently by the state so that it can be used in subsequent years to determine continuous enrollment.		✓	✓
<p><b>3. The ability to match individual students' test records from year to year to measure academic growth</b></p> <p>A statewide database of individual student performance on state exams (and state-mandated local exams) should be maintained with the ability to disaggregate the results by individual item and objective, in order to provide good diagnostic information to teachers. Though most states do have annual test records for individual students, only some of these states have created the ability to match records for individual students across time and with other databases (e.g., enrollment, course completion, and graduation databases).</p> <p><i>With the ability to match individual student test records across years to follow student progress, policymakers and educators will know (by grade and subject):</i></p> <ul style="list-style-type: none"> <li>• The percent of last year's below proficient students who met the state's proficiency standard this year.</li> <li>• Whether or not proficient and advanced students are achieving at least a year's growth every year.</li> </ul>		YES	YES
*The state collects and maintains student-level test data.		✓	✓
*The test data is stored permanently by the state so that it can be used in subsequent years to determine prior achievement and academic progress.		✓	✓
<p><b>4. Information on untested students and the reasons they were not tested</b></p> <p>States need to go further than tracking students who do not take the test to find out why they are not tested and then match those records to separate enrollment and program participation databases. This makes it possible to identify patterns associated with specific student populations (e.g., special education students or English language learners) and ensure that all students are held to high expectations.</p> <p><i>With information on untested students, policymakers and educators will know:</i></p> <ul style="list-style-type: none"> <li>• Which students were not tested by grade and subject and why.</li> <li>• Trends over time in the number and percentage of untested students from each student group (English language learners, special education students, different ethnic groups, etc.).</li> <li>• Whether or not particular schools and districts have excessive absences on test day or questionable patterns of absences and exemptions across years (these measures can be used in a state's data audit system to ensure data quality).</li> </ul>		YES	YES
*The state collects and maintains individual records on each untested student in a tested grade.		✓	✓
*There are specific explanations why each untested student was not tested.		✓	✓

**Key**

\* Required component(s) for an overall **YES**; the others are necessary for quality.

\*\* At least one must be **YES** for an overall **YES**.

	Year	08-09	09-10
<p><b>5. A teacher identifier system with the ability to match teachers to students</b></p> <p>Many states collect data on teacher education and certification, but matching teachers to students by classroom and subject is critical to understanding the connection between teacher training and qualifications and student academic growth. Collecting this data makes it possible to identify which students and which courses are being taught by teachers with different levels and types of preparation or certification, and which forms of teacher training and certification have the greatest impact on students' academic growth in the classroom.</p> <p><i>With a teacher identifier and the ability to connect teacher and student data, policymakers and educators will know:</i></p> <ul style="list-style-type: none"> <li>• The teacher preparation programs that produce graduates whose students have the strongest academic growth.</li> <li>• How the experience levels of the teachers in the district's high-poverty schools compare with those of teachers in the schools serving affluent students, and how these experience levels are related to the academic growth of the students in their classrooms.</li> <li>• The relationship between the performance of the district's low-income students on the state algebra exam and teacher preparation in that subject.</li> </ul>		NO	NO
*Each teacher has a unique identifier.		✓	✓
**The state can match records across teachers and students by course and/or subject in elementary school.		X	X
**The state can match records across teachers and students by course and/or subject in middle school.		X	X
**The state can match records across teachers and students by course and/or subject in high school.		X	X
<p><b>6. Student-level transcript information, including information on courses completed and grades earned</b></p> <p>Many states are encouraging students, particularly low-income and minority students, to take rigorous courses in high school so that they are better prepared for success in postsecondary education and the job market. In most states, however, course taking data is not collected at the state level, making it impossible to monitor the impact of these policies. To fill in the missing information, states should collect student-level transcript information from middle and high school, including courses taken and grade earned.</p> <p><i>With student-level transcript information, policymakers and educators will know:</i></p> <ul style="list-style-type: none"> <li>• The number and percent of students who are enrolling in and completing rigorous courses in high school, disaggregated by ethnicity and income status.</li> <li>• The middle schools that are doing the best job of preparing students for rigorous courses in high school.</li> <li>• Whether or not students in more rigorous courses in high school have been more successful in college or in the workplace.</li> <li>• Whether or not there is evidence of grade inflation (e.g., students with the same test scores receive dramatically higher grades in the same course in certain schools or districts.)</li> </ul>		NO	NO
*The state collects and maintains student-level course completion data.		X	X

**Key**

\* Required component(s) for an overall **YES**; the others are necessary for quality.

\*\* At least one must be **YES** for an overall **YES**.

	Year	08-09	09-10			
<p><b>7. Student-level college readiness test scores</b></p> <p>To ensure that students make a successful transition from high school to postsecondary education, it is important for states to collect and report student performance data on college admissions, placement and readiness tests. Student performance on SAT, SAT II, ACT, Advanced Placement (AP) and International Baccalaureate (IB) exams are important indicators of students' college readiness; states should collect and report this data on an annual basis.</p> <p><i>With student-level college readiness test scores, policymakers and educators will know:</i></p> <ul style="list-style-type: none"> <li>• How participation rates and scores on SAT, ACT, AP and IB exams change over time for low-income and minority students.</li> <li>• The percent of students who meet the proficiency standard on the state 8th grade test who also take AP or IB courses in high school and pass the corresponding AP or IB exams.</li> <li>• The percent of low-income students who met the proficiency standard on the state high school test who take the SAT and ACT exams and score at college readiness benchmark levels on those exams.</li> </ul>						
		YES	YES			
<p>*The state collects and permanently stores student-level AP exam results.</p>				✓	✓	
<p>**The state collects and permanently stores student-level SAT exam results.</p>				✓	✓	
<p>**The state collects and permanently stores student-level ACT exam results.</p>				X	X	
<p><b>8. Student-level graduation and dropout data</b></p> <p>A majority of states currently collect annual records on individual graduates and dropouts, but to calculate the graduation rates defined in the new National Governors Association compact, states need to be able to track individual students over time.</p> <p>The calculation of accurate graduation rates also requires the ability to accurately account for what happens to students who leave public education. For example, states must be able to distinguish correctly between departing students who drop out or get a GED from students who transfer to another school.</p> <p><i>With good graduation and dropout data in place and the ability to match records to other databases, policymakers and educators will know:</i></p> <ul style="list-style-type: none"> <li>• When and why students leave the state's public education system.</li> <li>• The percent of first-time 9th graders in a given year who graduate from high school within four, five, or six years.</li> <li>• The schools and school systems that are doing the best job reducing the dropout rate.</li> <li>• The characteristics of high school dropouts and whether or not there are early warning signs that schools can look for in elementary and middle school.</li> </ul>						
		YES	YES			
<p>*The state collects student-level graduation data.</p>				✓	✓	
<p>*The state collects student-level dropout data.</p>				✓	✓	

**Key**

\* Required component(s) for an overall **YES**; the others are necessary for quality.

\*\* At least one must be **YES** for an overall **YES**.

	Year	08-09	09-10
<p><b>9. The ability to match student records between the P-12 and higher education systems</b></p> <p>As states and school systems work to align expectations in high school with the demands of postsecondary education, they need better data on student success when they leave the P-12 system and enter college. Most states today do not have data systems that enable this two-way communication.</p> <p><i>With the ability to match student records between P-12 and higher education systems, policymakers and educators would know:</i></p> <ul style="list-style-type: none"> <li>• The percentage of each district's high school graduates who enrolled in college within 15 months after graduation.</li> <li>• The percentage of last year's graduates from each high school or school district who needed remediation in college and how these percentages varied by student income and ethnicity.</li> <li>• The percentage of students who met the proficiency standard on the state high school test and still needed remediation in the same subject in college.</li> <li>• How the students' ability to stay in and complete college is related to their high school courses, grades and test scores.</li> </ul>		YES	YES
<p>*Student-level K-12 records can be matched with the records of the same students in all of the state's public colleges and universities.</p>		✓	✓
<p><b>10. A state data audit system assessing data quality, validity and reliability</b></p> <p>Invalid or unreliable reporting by some schools and districts is a problem in a number of states, and this problem is likely to continue in the absence of checks on the accuracy and quality of the data submitted by schools and districts. Without a well-designed and well-implemented state data audit system, the public cannot have confidence in the quality of the information coming out of the state's public education system.</p> <p><i>With a robust data audit system in place, policymakers and educators will know:</i></p> <ul style="list-style-type: none"> <li>• Whether or not the disaggregated student information used to rate schools for Adequate Yearly Progress (AYP) is valid.</li> <li>• The districts that do the best job of reporting valid and reliable dropout data.</li> <li>• Whether or not districts are reporting their numbers of untested students and reasons for not testing the students.</li> <li>• The amount and type of data quality problems identified by districts and how those problems are being addressed.</li> </ul>		YES	YES
<p>*A state data audit system exists to review the accuracy of data submitted.</p>		✓	✓
<p>*Statistical checks are performed on data submitted by school districts.</p>		✓	✓

<sup>1</sup> This information reflects the state of the data system maintained by the state education agency, not at a local school or school district.

## 10 State Actions to Ensure Effective Data Use

### Detailed Results

This year, for the first time, the DQC provides a view of the 10 State Actions -- the fundamental steps states must put in place to change the culture around how data are used to make inform their decisions to improve system and student performance. This list of 10 State Actions is not exhaustive—it is designed to push states beyond their current practices and policies to change the culture around data use and to maximize states' infrastructure investments.

#### Key

\* Required component(s) for an overall YES; the others are necessary for quality.

\*\* At least one must be YES for an overall YES.

	09-10	Year of Planned Implementation
<b>Expand</b> the ability of state longitudinal data systems to link across the P-20 education pipeline and across state agencies		
<b>1.</b> Link state K-12 data systems with early learning, postsecondary education, workforce, social services and other critical agencies	NO	
* Student-level K-12 records can be matched with the records of the same students in the state's publicly subsidized early childhood programs.	X	
* Student-level K-12 records can be matched with the records of the same students in all of the state's public colleges and universities.	✓	
* Student-level K-12 records can be matched with the records of the same students in the state's workforce data system(s).	X	
* Student-level postsecondary records can be matched with the records of the same students in the state's workforce data system(s).	X	
<b>2.</b> Create stable, sustained support for robust state longitudinal data systems	NO	
* A state's P-20 longitudinal data system is mandated in state policy	X	
* State's statewide longitudinal data system has received state funding	✓	
** State P-20 longitudinal data systems receives state funding for ongoing maintenance.	X	
** State P-20 longitudinal data systems receives state funding for system expansion.	X	
<b>3.</b> Develop governance structures to guide data collection, sharing and use	NO	
* State has a cross-agency oversight committee that provides guidance regarding data collection, sharing, and use.	X	
* K-12 state education agency has an internal data governance structure	✓	
* K-12 state education agency internal governance structure oversees the state's K-12 education data collection processes.	✓	
* K-12 state education agency internal governance structure oversees data requests from outside stakeholders for research	✓	
<b>4.</b> Build state data repositories (e.g., data warehouses) that integrate student, staff, financial and facility data	YES	

**Key**

\* Required component(s) for an overall **YES**; the others are necessary for quality.

\*\* At least one must be **YES** for an overall **YES**.

	09-10	Year of Planned Implementation
* The SEA has built an implemented a state data repository	✓	
<b>Ensure</b> data can be accessed, analyzed and used, and communicate data to all stakeholders to promote continuous improvement		
<b>5.</b> Implement systems to provide all stakeholders with timely access to the information they need while protecting student privacy	N/A	
<b>6.</b> Create progress reports with individual student data that provide information educators, parents and students can use to improve student performance	NO	
* State produces at least two reports using student-level data.	X	
* Teachers are provided access to at least two reports	X	
** Counselors are provided access to at least two reports	X	
** Principals are provided access to at least two reports	X	
** District staff are provided access to at least two reports	X	
** Select SEA staff are provided access to at least two reports	X	
** Postsecondary are provided access to at least two reports	X	
** Parents / students are provided access to at least two reports	X	
<b>7.</b> Create reports that include longitudinal statistics on school systems and groups of students to guide school-, district-, and state-level improvement efforts	NO	
* State produces at least two reports using aggregate-level data.	X	
* At least two reports using aggregate data are posted on the SEA's Web site	X	
<b>Build</b> the capacity of all stakeholders to use longitudinal data for effective decisionmaking		
<b>8.</b> Develop a purposeful research agenda and collaborate with universities, researchers and intermediary groups to explore the data for useful information	NO	
* State has developed a P-20 workforce agenda in conjunction with other organizations	X	
* State has a process by which outside researchers can propose studies for approval and/or obtain state data for external research	X	
<b>9.</b> Implement policies and promote practices, including professional development and credentialing, to ensure educators know how to access, analyze and use data appropriately	NO	
* State provides training to educators (teachers, principals, and/or superintendents) on how to access and use data	X	
* State's credentialing or licensure processes require teachers to demonstrate adequate ability to interpret and use student-level and aggregate-level data	X	
* State's credentialing or licensure processes require principals to demonstrate adequate ability to interpret and use student-level and aggregate-level data	X	
* State works with teacher preparation or leadership programs to offer instruction on how to use student-level or aggregate-level data to educators (teachers, principals, or superintendents)	✓	
* State provides support to postsecondary institutions to offer instruction to teachers on how to use student-level data	✓	

**Key**

\* Required component(s) for an overall **YES**; the others are necessary for quality.

\*\* At least one must be **YES** for an overall **YES**.

	09-10	Year of Planned Implementation
* State provides support to postsecondary institutions to offer instruction to principals on how to use student-level data	✓	
* State automatically shares data with teacher preparation program	X	
* State shares aggregate-level information about how teachers' perform as measured through their students' performance data and course data *	X	
<b>10.</b> Promote strategies to raise awareness of available data and ensure that all key stakeholders, including state policymakers, know how to access, analyze and use the information	NO	
* Stakeholders are informed of the type of data that are being collected / reports generated	✓	
* Stakeholders are provided with training on how to use data / reports	X	
* State provides at least two means of training to stakeholders	X	
* Parents / Students are offered data training*	X	
* School board members, state executives, or SEA personnel are offered data training	X	
* Education writers/ journalists, community leaders, or the public are offered data training	X	

<sup>1</sup> This information reflects the state of the data system maintained by the state education agency, not at a local school or school district.

## Policy Implications

### Key Policy Questions Your State Can Answer

The DQC is more than a checklist of elements in a data system. Policymakers and educators need longitudinal data systems capable of providing timely, valid and relevant data. States that have all 10 Essential Elements have the capacity to answer key policy questions.

#### Does your system have the necessary elements to address these key policy questions?

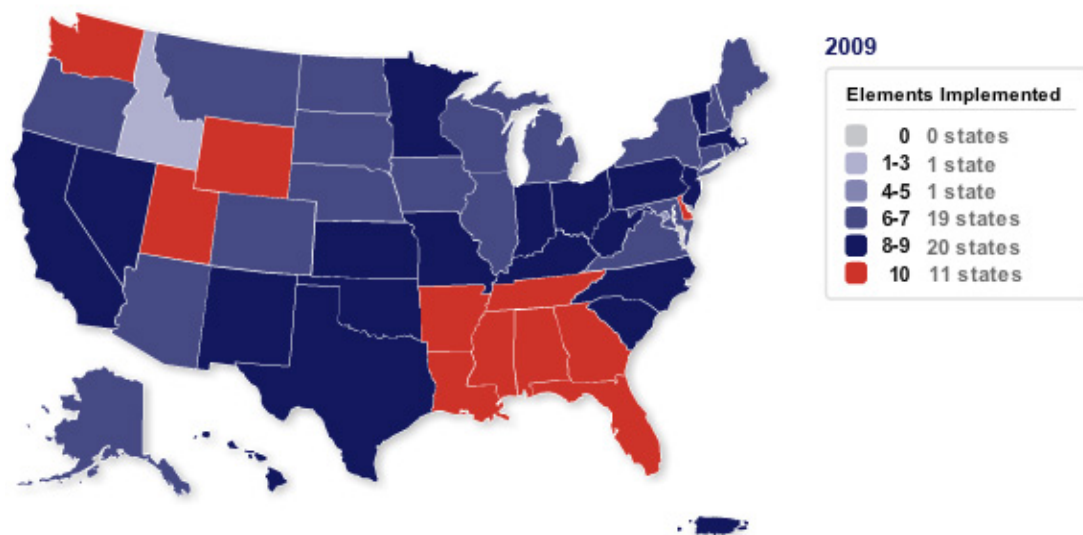
Key Policy Questions	Present in this state?	
	08-09	09-10
<b>Predicting Success in Later Grade Levels - Need Elements 1, 2, 3, 4</b>	YES	YES
<ul style="list-style-type: none"> <li>• What is the impact of preschool on later academic achievement (e.g., third grade test results)?</li> <li>• Do the effects of our early interventions 'fade out' later?</li> <li>• Are students academically prepared for high school?</li> <li>• Which elementary and middle schools in the state are consistently highest-performing in preparing different student populations for high school?</li> <li>• Which elementary and middle schools produce the strongest academic growth among initially poorly-prepared students, and among initially well-prepared students?</li> </ul>		
<b>Academic Growth - Need Elements 1, 3, 4</b>	YES	YES
<ul style="list-style-type: none"> <li>• How many students are achieving at least one year's academic growth every year?</li> <li>• How many of the students who started out below grade level are achieving more than a year's growth?</li> </ul>		
<b>Achievement Levels in Early Grades as Indicators of Later Success - Need Elements 1, 3, 4, 6, 7, 8, 9</b>	NO	NO
<ul style="list-style-type: none"> <li>• What achievement levels in grades 3-7 indicate that a student is 'on track' for later success?</li> </ul>		
<b>Impact of Grade-level Retention - Need Elements 1, 2, 3, 4, 6, 7, 8, 9</b>	NO	NO
<ul style="list-style-type: none"> <li>• What effect does early grade retention have on later academic success of students who were retained in the early grades?</li> </ul>		
<b>Course Rigor - Need Elements 1, 3, 6, 7</b>	NO	NO
<ul style="list-style-type: none"> <li>• What 8th grade achievement levels indicate that a student is well prepared to succeed in challenging courses in high school?</li> <li>• Have students taken the coursework to prepare them for college and work – both in years of study and rigor of content?</li> <li>• What evidence exists that students who take and pass the courses have learned the course content?</li> </ul>		
<b>Sustaining Enrollment in Early Grades - Need Elements 1, 2</b>	YES	YES
<ul style="list-style-type: none"> <li>• What students are being lost in transition between middle and high school?</li> <li>• What proportion of the students who enter elementary school maintain continuous enrollment and complete 8th grade in a timely manner?</li> </ul>		

Key Policy Questions	Present in this state?	
	08-09	09-10
<b>Consistently High-Performing Schools - Need Elements 1, 6</b>	NO	NO
<ul style="list-style-type: none"> <li>Which elementary and middle schools in the state are consistently highest-performing in preparing different student populations for high school?</li> </ul>		
<b>College Preparation - Need Elements 1, 3, 6, 7, 8, 9</b>	NO	NO
<ul style="list-style-type: none"> <li>Are the students academically prepared to graduate from high school and enter college?</li> </ul>		
<b>High School Indicators of College Preparedness - Need Elements 1, 3, 7, 9</b>	YES	YES
<ul style="list-style-type: none"> <li>What high school achievement levels indicate that a student is college and work ready?</li> <li>Are students academically prepared to enter college and complete their program or degree in a timely manner?</li> <li>What is the relationship between students' performance on state assessments (high school exit exam, end-of-course exams) and subsequent postsecondary performance and graduation?</li> </ul>		
<b>College Remediation - Need Elements 1, 8, 9</b>	YES	YES
<ul style="list-style-type: none"> <li>What percentage of high school graduates who go on to college take remedial courses?</li> </ul>		
<b>High School Completion Rates - Need Elements 1, 2, 8</b>	YES	YES
<ul style="list-style-type: none"> <li>What proportions of the students who enter 9th grade maintain continuous enrollment and complete their high school requirements in a timely manner?</li> </ul>		
<b>High Performing Schools: College Preparation of Subgroups - Need Elements 1, 2, 3, 7, 9</b>	YES	YES
<ul style="list-style-type: none"> <li>Which high schools in the state are consistently highest-performing in preparing different student populations for college and work?</li> </ul>		
<b>Academic Growth by Prior Performance Subgroup - Need Elements 1, 2, 3, 7</b>	YES	YES
<ul style="list-style-type: none"> <li>Which high schools produce the strongest academic success for initially poorly-prepared students, and for initially well-prepared students?</li> </ul>		
<b>College Success of K-12 Students - Need Elements 1, 9</b>	YES	YES
<ul style="list-style-type: none"> <li>In what content areas do students require remediation?</li> <li>What are the retention and degree completion rates of students who are placed in remedial coursework?</li> </ul>		
<b>Dual Enrollment - Need Elements 1, 6, 7, 9</b>	NO	NO
<ul style="list-style-type: none"> <li>How do dual-enrollment and advanced placement programs in high school affect students' success in college?</li> </ul>		
<b>Graduation Rates by Subgroup and Prior Performance - Need Elements 1, 2, 3, 8</b>	YES	YES
<ul style="list-style-type: none"> <li>Which institutions are doing the best job of graduating students on time, based on those students' prior preparation and level of economic disadvantage?</li> </ul>		
<b>Teacher Effectiveness and Preparation Programs - Need Elements 1, 3, 4, 5</b>	NO	NO
<ul style="list-style-type: none"> <li>Which teacher preparation programs produce the graduates whose students have the strongest academic growth?</li> </ul>		
<b>NGA Graduation Rate - Need Elements 1, 2, 8, 10</b>	YES	YES

## State of the Nation

States have made tremendous progress in developing longitudinal data systems that can track student progress and answer critical policy questions. However, more work is needed, particularly on certain elements. Data on course-taking and grades (element 6), college readiness test scores (element 7), and other feedback from post-secondary institutions (element 9) can help determine whether high school courses and graduation standards are aligned with college and workplace expectations. However, states have made the least progress on implementing these three elements since 2005.

## National Progress: The 10 Essential Elements

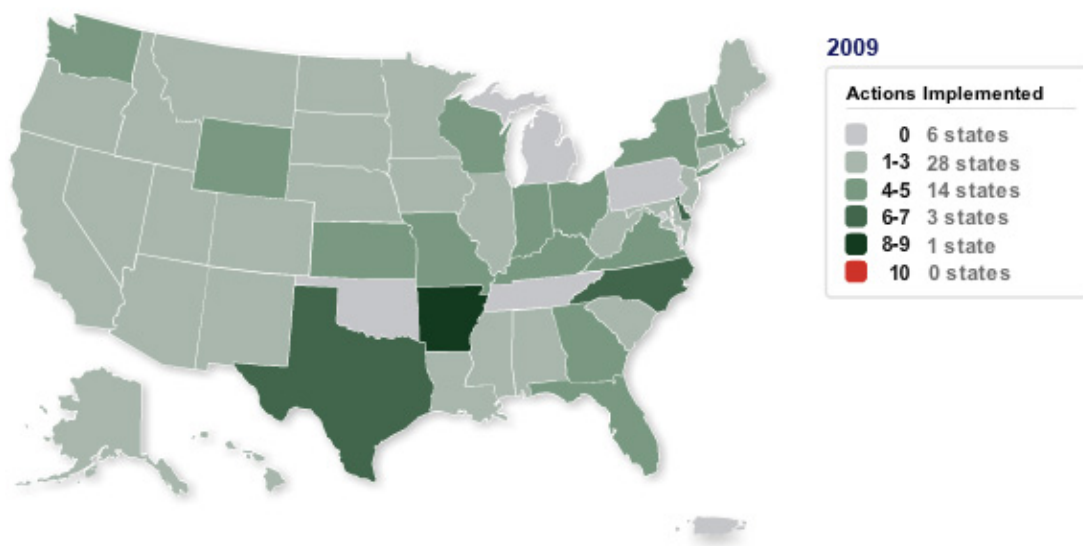


Elements	# of States with Element
1. Statewide Student Identifier	50
2. Student-Level Enrollment Data	51
3. Student-Level Test Data	50
4. Information on Untested Students	47
5. Statewide Teacher Identifier with a Teacher-Student Match	24
6. Student-Level Course Completion (Transcript) Data	23
7. Student-Level SAT, ACT, and Advanced Placement Exam Data	36
8. Student-Level Graduation and Dropout Data	51
9. Ability to Match Student-Level P-12 and Higher Education Data	33
10. A State Data Audit System	51

## State of the Nation

States must have policies and practices in place so that stakeholders can access, understand and be able to use the information for continuous improvement. Specifically, states should focus on: expanding the ability of state data systems to link across the P-20/ workforce pipeline; ensuring that data can be accessed, analyzed and used by multiple stakeholders; and building the capacity of all stakeholders to use longitudinal data.

## National Progress: The 10 State Actions



Actions	# of States with Action
<b>Expand</b> the ability of state longitudinal data systems to link across the P-20 education pipeline and across state agencies	
1. Link data systems	8
2. Create stable, sustained support	7
3. Develop governance structures	24
4. Build state data repositories	33
<b>Ensure</b> data can be accessed, analyzed and used, and communicate data to all stakeholders to promote continuous improvement	
5. Implement systems to provide timely access to information	0
6. Create progress reports using individual student data to improve student performance	10
7. Create reports using longitudinal statistics to guide systemwide improvement efforts	17
<b>Build</b> the capacity of all stakeholders to use longitudinal data for effective decisionmaking	
8. Develop a p-20/workforce research agenda	16
9. Promote educator professional development and credentialing	0
10. Promote strategies to raise awareness of available data	4