

NEBRASKA

DQC 2009 Annual Survey Update and State Progress Report

The Data Quality Campaign (DQC) was launched in 2005 to help states develop robust longitudinal data systems that can 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 data system (see below) and 10 Actions all states must take to ensure effective use of data (see reverse side).

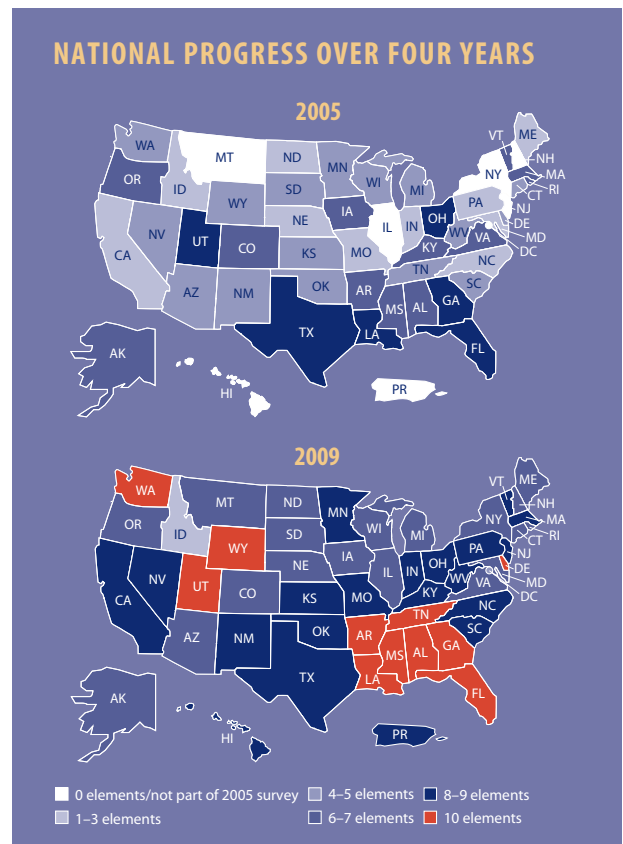
State Status on the 10 Essential Elements

Element	State Status
1. A unique student identifier	✓
2. Student-level enrollment, demographic and program participation information	✓
3. The ability to match individual students' test records from year to year to measure academic growth	✓
4. Information on untested students	✓
5. A teacher identifier system with the ability to match teachers to students	✗
6. Student-level transcript information, including information on courses completed and grades earned	✗
7. Student-level college readiness test scores	✓
8. Student-level graduation and dropout data	✓
9. The ability to match student records between the P-12 and postsecondary systems	✗
10. A state data audit system assessing data quality, validity and reliability	✓

Key Policy Questions

States that have all 10 Essential Elements have the capacity to answer key policy questions. Based on survey responses, Nebraska has the ability to answer the following key policy questions:

- ▷ Which schools produce the strongest academic growth for their students? *(Elements 1, 2, 3, 4)* **YES**
- ▷ Which middle school achievement levels indicate that a student is on track to succeed in rigorous courses in high school? *(Elements 1, 3, 6, 7)* **NO**
- ▷ Does the state have the necessary elements to calculate a longitudinal graduation rate, according to the calculation agreed to in the 2005 National Governors Association compact? *(Elements 1, 2, 8, 10)* **YES**
- ▷ What high school performance indicators (e.g., enrollment in rigorous courses or performance on state tests) are the best predictors of students' success in college or the workplace? *(Elements 1, 3, 6, 7, 8, 9)* **NO**
- ▷ What percentage of high school graduates require remedial education in college? *(Elements 1, 8, 9)* **NO**
- ▷ Which teacher preparation programs produce graduates whose students have the strongest academic growth? *(Elements 1, 3, 4, 5)* **NO**



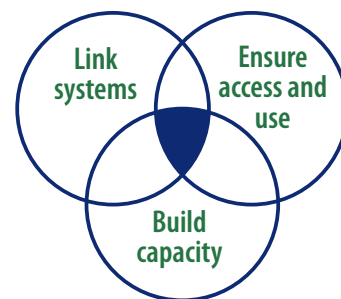
State Contact

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Looking Ahead: States Must Take Actions To Promote the *Use of Data*

Creating state longitudinal data systems able to provide answers to key questions about performance is a vital first step. However, states also must have policies and practices in place so that stakeholders throughout the education system can access, understand and use the information effectively. Specifically, states should focus on three overarching imperatives for changing the culture around data use to maximize their investment in longitudinal data systems:











- ▷ **Expand** the ability of state longitudinal data systems to link across the P–20/workforce pipeline;
- ▷ **Ensure** that data can be accessed, analyzed and used by multiple stakeholders including educators, parents and researchers; and
- ▷ **Build** the capacity of all stakeholders to use longitudinal data.



In January 2010, the DQC will issue its first report on individual states' progress on the 10 State Actions to ensure the effective use of longitudinal data. The results will provide greater detail on how states are changing policies and practice to promote links across systems, ensure appropriate access to new data and analysis, and strengthen stakeholder capacity to use the information.

10 STATE ACTIONS TO ENSURE EFFECTIVE DATA USE

To ensure key stakeholders have access to and are using data effectively, states must:

 <p>1 Link state K–12 data systems with early learning, postsecondary education, workforce, social services and other critical state agency data systems.</p>	 <p>6 Create progress reports with individual student data that provide information educators, parents and students can use to improve student performance.</p>
 <p>2 Create stable, sustained support for robust state longitudinal data systems.</p>	 <p>7 Create reports that include longitudinal statistics on school systems and groups of students to guide school-, district- and state-level improvement efforts.</p>
 <p>3 Develop governance structures to guide data collection, sharing and use.</p>	 <p>8 Develop a purposeful research agenda and collaborate with universities, researchers and intermediary groups to explore the data for useful information.</p>
 <p>4 Build state data repositories (e.g., data warehouses) that integrate student, staff, financial and facility data.</p>	 <p>9 Implement policies and promote practices, including professional development and credentialing, to ensure that educators know how to access, analyze and use data appropriately.</p>
 <p>5 Implement systems to provide all stakeholders timely access to the information they need while protecting student privacy.</p>	 <p>10 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.</p>

The DQC will publish results on the 10 State Actions in January 2010. For additional information, visit www.DataQualityCampaign.org/resources/384.