



Idaho

Idaho has taken the following Actions to ensure effective data use:

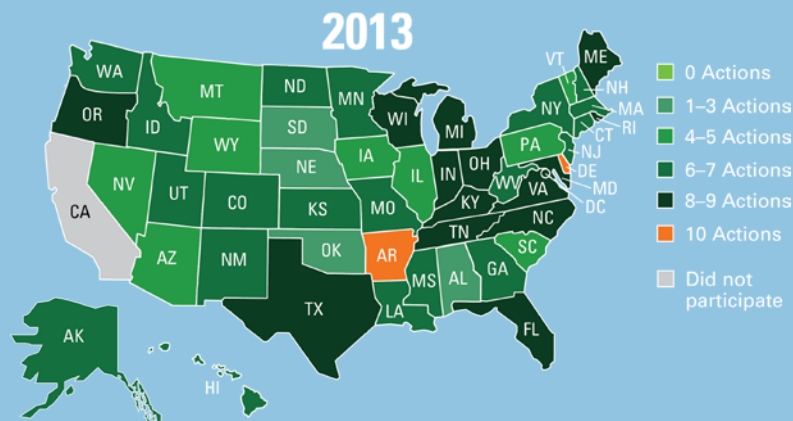
- Securely linked key data between K–12 and higher education to provide a clearer picture of students’ success as they move through education settings.
- Established data governance structures to define the roles and responsibilities around data protection, quality, and use.
- Produced at least two publicly-available aggregate-level reports to guide school, district, and state improvement efforts.

Idaho can do more to ensure effective data use, including the following:

- Securely link K–12 and workforce data to determine the workforce outcomes of K–12 students.
- Ensure parents have secure access to their own children’s data that follows their children’s progress over time.

Idaho at a Glance

- Idaho has 6 Actions to Ensure Effective Data Use, compared to 5 in 2012 and 4 in 2011.
- Idaho has current [policies](#) that support and drive the development of longitudinal data systems.
- Idaho has provided funding in its state budget for a longitudinal data system.



Policy Issues

High-priority policy issues in national, federal, state, and local discussions about education require high-quality longitudinal data to inform their design, implementation, and evaluation.



College and Career Readiness

- To help schools prepare students for college and careers, states can use their resources to support the production of high school feedback or early warning reports. Idaho provides publicly available high school feedback reports and supports the production of early warning reports.



Teacher Effectiveness

- Idaho shares teacher performance data with educator preparation programs, providing them the data they need to improve their programs.
- Measuring teacher effectiveness based on student achievement and growth requires matching teacher data to student data by course—known as the teacher-student data link (TSDL). Idaho has a TSDL.



Access and Choice

- In Idaho, parents do not have access to their own children's data that follows their children's progress over time.
- Idaho does not provide information to families about how their financial readiness affects the college choice process.

Initiatives Driving Data Use

Idaho is involved in these federal, state, or multistate initiatives that drive data use. It is important for the state to leverage these policy and funding mechanisms and ensure that they are aligned to the policy priorities of the state.

Federal

- [ESEA Flexibility](#) (Waivers)
- [School Improvement Grant](#) (SIG)
- [Statewide Longitudinal Data Systems](#) (SLDS)
- [Workforce Data Quality Initiative](#) (WDQI)

Multistate

- [Network for Transforming Educator Preparation](#) (NTEP) transforming educator preparation pilot
- [Western Interstate Commission for Higher Education](#) (WICHE)

Quality Implementation

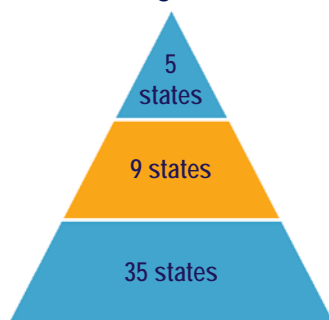
States often look to each other for examples of “what good looks like” in implementation. Moreover, as states work to implement the 10 State Actions, they need a roadmap for what to strive for to move their work forward from “good” to “great.” The Data Quality Campaign selected areas to focus on in 2013 that are components of the 10 State Actions. Experts representing various stakeholders (e.g., state education agencies, higher education, researchers, national advocacy groups, local educators) came together to determine the criteria and evidence needed to measure quality implementation for each area.

Below is a pyramid for each area that represents the quality implementation levels. The number in each section of the pyramid is the number of states meeting the criteria for each level. States at the base level are implementing the work in that area. Of these states, the states in the middle level are examples of good implementation and those at the top are examples of great implementation. The placement of Idaho is indicated in gold in each pyramid.

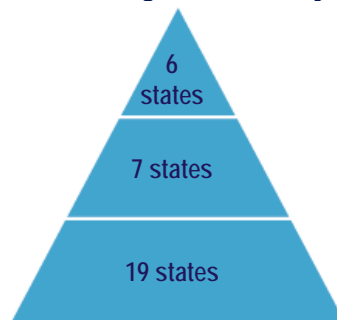
TEACHER EFFECTIVENESS



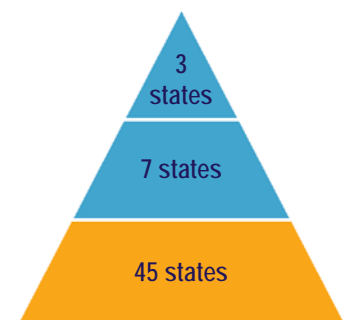
Teacher Access to Student Longitudinal Data



Educator Licensure Policy Addressing Data Literacy

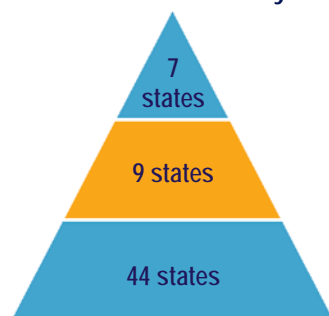


Teacher-Student Data Link

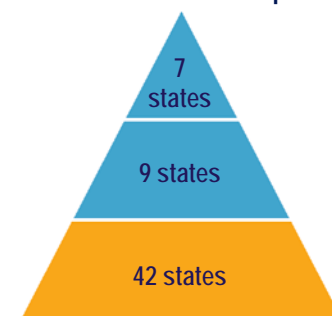


COLLEGE AND CAREER READINESS

K–12 and Postsecondary Linkages



High School Feedback Reports



NOTE: Not all areas apply to all states. Educator Licensure Policy Addressing Data Literacy does not apply to Idaho. For more information, visit www.DataQualityCampaign.org.

Looking Ahead

Idaho provided the following information about data-related initiatives that stakeholders can look for in the coming year.

The Idaho State Department of Education is designing new more dynamic reports, report cards, as well as conducting in-depth training for data and data use.

Resources

Find out more about Idaho's [data management council](#).



Using Data
to Improve
Student
Achievement

The Data Quality Campaign (DQC) is a nonprofit, nonpartisan, national advocacy organization committed to realizing an education system in which all stakeholders—from parents to policymakers—are empowered with high-quality data. DQC's annual survey, *Data for Action* (DFA), is a powerful tool to inform efforts in education to better use data in decisionmaking. It is a series of analyses that highlight state progress and key priorities

to promote the effective use of longitudinal data to improve student achievement. DFA annually measures the progress of all 50 states and the District of Columbia toward implementing the 10 State Actions to Ensure Effective Data Use and toward addressing other key policy issues.

DQC's 10 State Actions to Ensure Effective Data Use provide a roadmap for state policymakers to create culture of effective data use in which quality data are not only collected but also used to increase student achievement. For more information about *Data for Action 2013* and the 10 State Actions, visit www.DataQualityCampaign.org/your-states-progress/.

Scott Grothe, Principal Research Analyst, scott.grothe@osbe.idaho.gov, responded to the Data for Action survey on behalf of the Office of Governor C.L. "Butch" Otter.

STATE ACTION	Idaho status	Number of states
1. Link state K–12 data systems with early learning, postsecondary, workforce, and other critical state agency data systems.	No	18
K–12 and early childhood data are annually matched and shared with a known match rate.	Yes	43
K–12 and postsecondary data are annually matched and shared with a known match rate.	Yes	44
K–12 and workforce data are annually matched and shared with a known match rate.	No	19
2. Create stable, sustained support for longitudinal data systems.	Yes	41
The P–20/workforce state longitudinal data system (SLDS) is mandated, or data system use is required in state policy.	Yes	45
The P–20/workforce SLDS receives state funding.	Yes	41
3. Develop governance structures to guide data collection and use.	Yes	43
A state education agency data governance committee is established.	Yes	48
A cross-agency data governance committee/council is established with authority.	Yes	44
4. Build state data repositories.	Yes	48
K–12 data repository is built and implemented.	Yes	48
5. Provide timely, role-based access to data while protecting privacy.	No	9
Multiple levels or types of role-based access are established.	Yes	45
Parents, teachers, and appropriate stakeholders have access to student-level longitudinal data.	No	14
Superintendents, state policymakers, or state education agency staff and other stakeholders have access to aggregate-level longitudinal data.	Yes	39
State policy ensures that teachers and parents have access to their students' longitudinal data.	No	10
The state is transparent about who is authorized to access specific data and for what purposes.	No	26
6. Create progress reports with student-level data for educators, students, and parents.	Yes	38
The state produces reports using student-level longitudinal data.	Yes	41
Teachers and appropriate stakeholders have tailored reports using student-level longitudinal data.	Yes	38
7. Create reports with longitudinal statistics to guide system-level change.	Yes	46
The state produces reports using aggregate-level longitudinal data.	Yes	48
State-produced reports using aggregate-level longitudinal data are available on a state-owned public website.	Yes	46
8. Develop a purposeful research agenda.	No	41
The state has developed a purposeful research agenda with other organizations.	No	43
The state has a process by which outside researchers can propose their own studies.	Yes	44
9. Implement policies and promote practices to build educators' capacity to use data.	Yes	12
Teachers and principals are trained to use longitudinal data to tailor instruction and inform schoolwide policies and practices.	Yes	41
Teachers and principals are trained to use and interpret specific reports.	Yes	43
The state plays an active role in training educators to use and interpret specific reports.	Yes	42
Pre-service: Data literacy is a requirement for certification/licensure, or data literacy training is a requirement for state program approval.	Yes	29
Teacher performance data are automatically shared with in-state educator preparation programs at least annually.	Yes	17
10. Promote strategies to raise awareness of available data.	No	34
The state communicates the availability of data to noneducator stakeholders.	Yes	48
The state trains noneducator stakeholders on how to use and interpret data.	No	35
The state education agency makes data privacy and security policies public.	Yes	45