DQC 2012 STATE ANALYSIS

IDAHO

5 out of **10**

Actions to Ensure Effective Data Use

The Data Quality Campaign's **10 State Actions to Ensure Effective Data Use** provide a roadmap for state policymakers to create a culture in which quality data are not only collected but also used to increase student achievement. For more information about *Data for Action 2012* and the 10 State Actions, visit dataqualitycampaign.org/DFA2012.

Leah Schultz, Research Analyst, Idaho State Board of Education, Leah.Schultz@osbe.idaho.gov, responded to the Data for Action *survey on behalf of the Office of Governor C. L. "Butch" Otter.*

For more on Idaho's progress, scan here:

Idaho at a Glance in 2012

- Idaho has 5 Actions to Ensure Effective Data Use, compared to 4 in 2011.
- Idaho has provided funding in its state budget to support building, maintaining, or expanding a longitudinal data system.
- Idaho provides support to system and school leaders to interpret early warning data.
- For a link to Idaho's report card and other resources, visit http://DataQualityCampaign.org/IDresources.

How Idaho Supports Effective Data Use

NO Has expanded the ability of state longitudinal data systems to link across the P–20 education pipeline and across state agencies.

NO Ensures that data can be accessed, analyzed, and used.

NO Is building the capacity of all stakeholders to use longitudinal data.

How Idaho Connects Data and Policy

- **Teacher effectiveness:** 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 robust TSDL that reflects all four of the emerging practices.

- **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 does not provide publicly available high school feedback reports but does support the production of early warning reports.

STATUS OF STATE ACTIONS 2012

- 0–1 Action
- 2–3 Actions
- 4–5 Actions
- 6–7 Actions
- 8–9 Actions
- 10 Actions
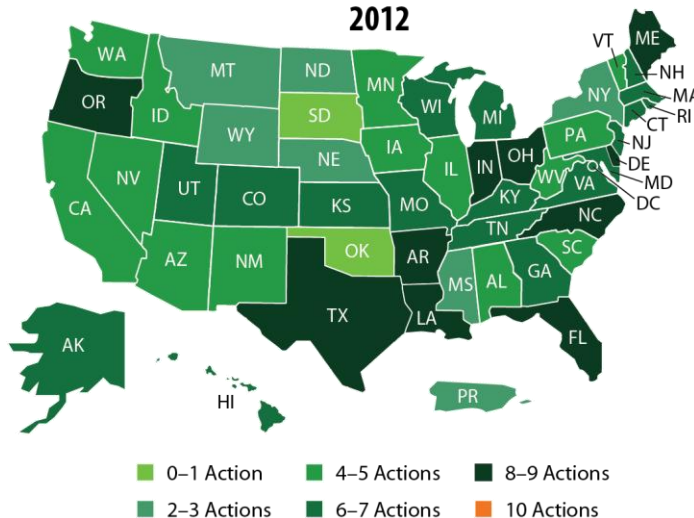
State Action	State Status 2011	State Status 2012	2012 # of States
Expand the ability of state longitudinal data systems to link across the P–20 education pipeline and across state agencies …	**NO**	**NO**	**6**
1 **Link state K–12 data systems with early learning, postsecondary, workforce, and other critical state agency data systems.**	**NO**	**NO**	**14**
K–12 and early childhood data are annually matched and shared with a known match rate.	YES	YES	46
K–12 and postsecondary data are annually matched and shared with a known match rate.	YES	YES	43
K–12 and workforce data are annually matched and shared with a known match rate.	NO	NO	14
2 **Create stable, sustainable support for longitudinal data systems.**	YES	YES	**35**
The P–20/workforce state longitudinal data system (SLDS) is mandated or data system use is required in state policy.	YES	YES	46
The P–20/workforce SLDS receives state funding.	YES	YES	36
3 **Develop governance structures to guide data collection and use.**	YES	YES	**40**
A state education agency data governance committee is established.	YES	YES	46
A cross-agency data governance committee/council is established with authority.	YES	YES	43
4 **Build state data repositories.**	YES	YES	**45**
K–12 data repository is built and implemented.	YES	YES	45
Ensure that data can be accessed, analyzed, and used …	NO	NO	**5**
5 **Provide timely, role-based access to data while protecting privacy.**	NO	NO	**5**
Multiple levels or types of role-based access are established.	YES	YES	43
Appropriate stakeholders have access to student-level longitudinal data.	NO	NO	9
Superintendents, state policymakers, or state education agency staff and other stakeholders have access to aggregate-level longitudinal data.	YES	YES	41
The state ensures that teachers and parents have access to their students' longitudinal data.	NO	NO	7
The state is transparent about who is authorized to access specific data and for what purposes.	NO	NO	18
6 **Create progress reports with student-level data for educators, students, and parents.**	YES	YES	**36**
The state produces reports using student-level longitudinal data.	YES	YES	41
Teachers and appropriate stakeholders have tailored reports using student-level longitudinal data.	YES	YES	39
7 **Create reports with longitudinal statistics to guide system-level change.**	NO	YES	**42**
The state produces reports using aggregate-level longitudinal data.	YES	YES	47
State-produced reports using aggregate-level longitudinal data are available on a state-owned public website.	NO	YES	42
Build the capacity of all stakeholders to use longitudinal data …	NO	NO	**4**
8 **Develop a purposeful research agenda.**	NO	NO	**38**
The state has developed a purposeful research agenda with other organizations.	NO	NO	42
The state has a process by which outside researchers can propose their own studies.	NO	NO	44
9 **Implement policies and promote practices to build educators' capacity to use data.**	NO	NO	**6**
Teachers and principals are trained to use longitudinal data to tailor instruction and inform school-wide policies and practices.	YES	YES	39
Teachers and principals are trained to use and interpret specific reports.	YES	YES	40
The state plays an active role in training educators to use and interpret specific reports.	YES	NO	38
Pre-service: Data literacy is a requirement for certification/licensure.*	NO	NO	19
Pre-service: Data literacy training is a requirement for state program approval.*	NO	YES	25
Data about educators are automatically shared at least annually with educator preparation programs.	NO	NO	24
Teacher performance data are shared with educator preparation programs.	NO	NO	8
10 **Promote strategies to raise awareness of available data.**	NO	NO	**26**
The state communicates the availability of data to non-educator stakeholders.	YES	YES	46
The state trains non-educator stakeholders on how to use and interpret data.	NO	NO	31
The state education agency makes data privacy and security policies public.	YES	YES	41

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

Using Data To Improve Teacher Effectiveness:
A Checklist for States

The checklist below serves as a guide to the key considerations policymakers must address as they develop policies to improve teacher effectiveness. The "National Landscape" numbers indicate how many states report "yes" based on *Data for Action 2012: DQC's State Analysis*. **How does your state fit into this landscape?**

State Role	State Responsibilities	Idaho	National Landscape
Collect and Link Teacher and Student Data	**Collect and link the data necessary to address the identified policy and research questions and ensure the successful development, implementation, and evaluation of policies.**		
	✓ Implement DQC's 10 Essential Elements	--	--
	✓ Collect critical teacher data:		
	• Teacher attendance data;	Yes	✓ **12 states**
	• Teacher evaluation ratings; and	Yes	✓ **14 states**
	• Tenure status.	Yes	✓ **8 states**
	✓ Link teacher data with student data (DQC's Element 5: the teacher-student data link):	--	--
	✓ Link teacher performance data to teacher education programs;	No	✓ **18 states**
	✓ Collect these data more than once a year; and	Yes	✓ **33 states**
	✓ Connect these data to student growth data.	Yes	✓ **28 states**
Implement Promising Practices Linking Teachers and Students	**Ensure that teachers are linked to students reliably and consistently to inform teacher effectiveness policies with high-quality information.**		
	✓ Implement a statewide definition of "teacher of record."	Yes	✓ **31 states**
	✓ Connect multiple teachers per student per course.	Yes	✓ **35 states**
	✓ Establish a process for teachers to verify their class rosters.	Yes	✓ **22 states**
Ensure Educator Access to Data	**Ensure that educators have role-based access to appropriate and timely data to enable decisionmaking at the local level.**		
	✓ Ensure that educators have access to appropriate student-level data.	Yes	✓ **32 states**
	✓ Ensure that teachers have access to student-level reports created by the state:		
	• Diagnostic;	Yes	✓ **30 states**
	• Early warning; and	No	✓ **20 states**
	• Growth.	Yes	✓ **34 states**
Build the Capacity of Educators To Use Data	**Build the capacity of all educators, including preservice, to analyze and use data to improve student achievement.**		
	✓ Automatically share teacher performance data with teacher preparation programs.	No	✓ **8 states**
	✓ Provide training for educators to use data to tailor instruction.	Yes	✓ **42 states**
	✓ Establish credential policies that require teachers to demonstrate the ability to use data to be licensed.	No	✓ **20 states**

--DQC no longer surveys states on the 10 Essential Elements.

Using Data To Increase College and Career Readiness:
A Checklist for States

The checklist below serves as a guide to the key considerations policymakers must address as they develop policies to ensure that every student graduates college and career ready. The "National Landscape" numbers indicate how many states report "yes" based on *Data for Action 2012: DQC's State Analysis*. **How does your state fit into this landscape?**

State Role	State Responsibilities	Idaho	National Landscape
Articulate Vision for College And Career Readiness	**Document the critical questions necessary to design, implement and evaluate the state's college- and career-ready agenda.**	Yes Yes	✓ 30 SEAs ✓ 25 cross-agency
	Create cross-agency data governance structure.	Yes	✓ 43 states
Ensure That the Necessary Data Are Collected To Inform and Used To Implement Your College and Career Readiness Policies and Practices	**Develop a statewide course classification system.**	No	✓ 44 states
	Collect the necessary K–12 student-level information:		
	✓ Enrollment, demographic and program participation	--	--
	✓ Graduation and dropout information	--	--
	✓ College readiness assessment scores (e.g., state, SAT, ACT, Advanced Placement)	Yes	✓ 38 states
	✓ Enrollment in AP, IB, or other college readiness courses	Yes	✓ 45 states
	✓ High school GPA	No	✓ 21 states
	✓ High school credit accumulation	No	✓ 30 states
	✓ Enrollment in early college or other dual enrollment programs	Yes	✓ 44 states
	✓ Participation in college and career readiness and exploration programs (e.g., career exploration, affordability planning, college prep initiatives)	Yes	✓ 26 states
	✓ Participation in career and technical education programs	Yes	✓ 46 states
	✓ Participation in apprenticeship, internship, or job-training programs	Yes	✓ 27 states
	Link K–12 student records to share limited postsecondary education and workforce data:		
	✓ Postsecondary enrollment	No	✓ 40 states
	✓ Postsecondary remediation status	No	✓ 36 states
	✓ High school transcript data	No	✓ 26 states
	✓ Postsecondary outcomes (e.g., transfer, completion status, degree or certificate)	No	✓ 30 states
	✓ Earnings and wages	No	✓ 17 states
	✓ Employment status	No	✓ 19 states
	✓ Industry of employment	No	✓ 15 states
	Participate in efforts to share necessary student-level data with other states to provide valuable feedback regarding students who have participated in education or the workforce out of state.	Yes	✓ 21 states
Analyze, Report and Communicate Information to Key Stakeholders To Ensure That Every Student's Trajectory To Graduate College and Career Ready Is Clear	**Disseminate information:**		
	✓ Early warning dropout reports (student level)	Yes	✓ 28 states
	✓ High school feedback reports (school and district level)	Yes	✓ 47 states
	✓ Calculate and share information about students' eligibility for state or federal need- or merit-based aid	No	✓ 7 states
	✓ Electronic means to pull, request or submit transcript information for students' applications to college or for state or federal need- or merit-based aid	No	✓ 6 states
	✓ Provide parents and students with information about students' progress meeting state college enrollment and placement requirements	No	✓ 5 states

--DQC no longer surveys states on the 10 Essential Elements.