

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 data system (see below) and 10 Actions all states must take to ensure effective use of data (see reverse side).

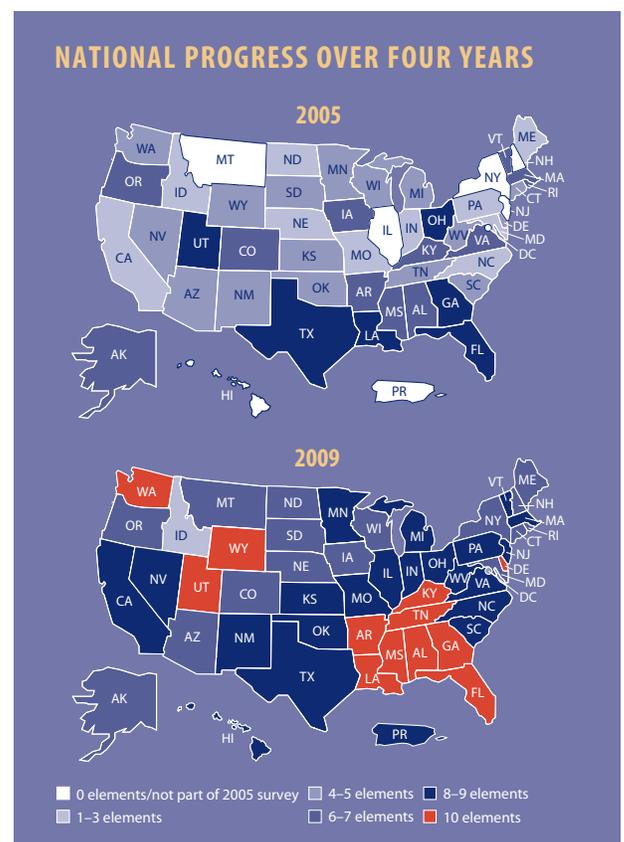
State Status on the 10 Essential Elements

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, Wisconsin has the ability to answer the following key policy questions:

- ▷ Which schools produce the strongest academic growth for their students? **YES** (Elements 1, 2, 3, 4)
- ▷ Which middle school achievement levels indicate that a student is on track to succeed in rigorous courses in high school? **NO** (Elements 1, 3, 6, 7)
- ▷ 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? **YES** (Elements 1, 2, 8, 10)
- ▷ 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? **NO** (Elements 1, 3, 6, 7, 8, 9)
- ▷ What percentage of high school graduates require remedial education in college? **NO** (Elements 1, 8, 9)
- ▷ Which teacher preparation programs produce graduates whose students have the strongest academic growth? **NO** (Elements 1, 3, 4, 5)



State Contact

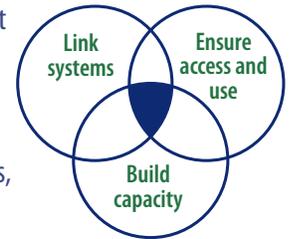
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To see individual state progress on implementing the 10 Essential Elements, please visit www.DataQualityCampaign.org.

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DQC 2009–10 Annual Survey Results

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 can access, understand and be able to use the information for **continuous improvement**. Specifically, states should focus on three overarching imperatives for changing the culture around data use: expand the ability of state 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.



State Status on 10 Actions To Ensure Effective Data Use

Action	State Status
Expand the ability of state data systems to link across P–20/workforce pipeline ...	
1. Link data systems	X
2. Create stable, sustained support	X
3. Develop governance structures	✓
4. Build state data repositories	✓
Ensure that data can be accessed, analyzed and used ...	
5. Implement systems to provide timely access to information	*
6. Create progress reports with individual student data to improve student performance	X
7. Create reports with longitudinal statistics to guide systemwide improvement efforts	✓
Build the capacity of all stakeholders to use longitudinal data ...	
8. Develop a research agenda	X
9. Promote educator professional development and credentialing	X
10. Promote strategies to raise awareness of available data	✓

* The DQC is not issuing analysis for Action 5 because the survey instrument failed to collect adequate information. The DQC will refine its questions and provide this information in next year's analysis. The raw results are available for download on www.DataQualityCampaign.org.

Reaching the Goal

States need to design P–20/workforce data systems and the policies governing them to ensure that these data systems:

- ▷ Inform policy and practice priorities;
- ▷ Allow interoperability across sectors, agencies and states; and
- ▷ Protect personally identifiable information while allowing appropriate data to be linked to inform better system alignment and/or individual outcomes.

The same political will, energy and resources that coalesced to build robust longitudinal data systems over the past three years must now be harnessed to assist states in putting into place practices and policies that will ensure these rich data are maintained and used to inform decisionmaking across the P–20/workforce spectrum.



To see individual state progress on implementing the 10 State Actions, please visit www.DataQualityCampaign.org.