The momentum behind building high-quality data systems to harvest better information about student, school and district performance has never been stronger. Although collecting better data is essential, knowing how to analyze and apply this information is just as important for meeting the end goal of improving student achievement.

Policymakers and educators need longitudinal data systems that are capable of providing timely, valid and relevant data. Access to these data:

- Gives teachers the information they need, such as multiple years of information on the specific knowledge and skills mastered by their students, to tailor instruction to help each student improve;
- Gives administrators the resources and information to effectively and efficiently manage; and
- Enables policymakers to evaluate which policy initiatives show the best evidence of increasing student achievement.

Although the immediate focus of the Data Quality Campaign (DQC) is to assist states in their development of quality longitudinal data systems, the campaign’s ultimate goal is to improve student achievement by promoting effective data use. In this brief, we look at ways leaders at all school system levels can use longitudinal data in addition to formative assessments to meet students’ individual needs and improve performance.

**Using Longitudinal Data Systems To Improve District, School and Student Achievement**

Increasingly, educators are using formative assessments on a regular basis to guide instruction, help teachers target interventions, help students self-monitor their progress and ultimately ensure all students are achieving satisfactory gains during the school year.

While formative assessment information is used directly in classroom and school management, longitudinal data — which follow individual students over time — enrich these “snapshot” data and provide an opportunity for greater mining of the information. Using both formative and other longitudinal data leads to improved performance at the student, school and district levels. With longitudinal data, the following analyses are possible.1

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**EXTERNAL BENCHMARKING** — comparing the measured performance and effectiveness of one’s own school or district with that of others to determine (a) whether the school or district in question is performing close to its potential and (b) where best practices are most likely to be found. For example:

- Although Siebert Elementary School in Midland, MI, is one of the highest-achieving elementary schools in its district, Principal Brad Vander Vliet and teachers at Siebert knew there was room for improvement. One higher-performing school had more challenging students yet saw tremendous test results. “I sat down with that principal, and we compared school improvement plans. I learned this higher-performing school revised their school improvement plan every year based on the most current student test results they could get their hands on,” said Vander Vliet. He then worked with his staff and steering committee to overhaul Siebert’s school improvement plan.  

**INTERNAL BENCHMARKING** — comparing the measured performance and effectiveness of schools within one’s district, or teachers within one’s school, in search of better practices. For example:

- In a teacher-planning session at Wilson Traditional High School in Long Beach Unified School District, CA, ten Algebra I teachers reviewed results of common assessments administered to their students and disaggregated by objective. They determined which classroom’s students had been most successful in meeting a particular objective. The next day, the teacher whose students had demonstrated the strongest performance retaught his or her lesson as the other nine teachers observed during the one algebra section that had been scheduled during the teachers’ common collaborative planning period.

**VALIDATION OF PERFORMANCE STANDARDS** — evaluating whether students who meet a particular performance standard are successful in later grades, postsecondary education or skilled careers. For example:

- Louisiana not only uses its longitudinal data system to provide annual reports to feeder high schools on the performance of their graduates in the first year of college, but it also is developing an early warning data and reporting system that will monitor middle and high school student progress and signal when students may be at risk for dropping out and need intensive “catch-up” support.

**PROGRAM EVALUATION** — as with external benchmarking, evaluating programs by following participants and non-participants over time. For example:

- After implementing a new writing strategy, Kingsley Elementary in Kingsford, TN, analyzed student achievement outcomes and found a 68 percentage point improvement over four years. As a result, school officials began to consider other areas where the systematic improvement strategies could enhance student achievement.

**UNDERSTANDING RELATIONSHIPS AND TRENDS** — following students accurately over time and looking at changes and relationships among the variables to develop better hypotheses about what factors are most likely to be responsible for the change. For example:

- Community Consolidated School District 15 in Palatine, IL, has implemented a wide array of programs, including intensive reading intervention programs in kindergarten, 1st grade and 2nd grade; the Soar to Success program to accelerate reading growth for children in grades 3 through 6; and Read 180, which combines technology with high-interest, age-appropriate print materials for children in junior high and targeted elementary schools. Because the dis-
District collects student-level data, educators were able to evaluate the effectiveness of their literacy programs in terms of student results. In the 2002–03 school year, results from a nationally normed test, the Iowa Test of Basic Skills, showed that 84 percent of 2nd grade students in the district were reading at or above grade level. This is an improvement of approximately 10 percentage points since 2000–01 and is nearly 35 percentage points above the national average.7

**Diagnosis and Prescription** — using detailed information on individual students (ideally spanning more than a single year) to quickly identify problem areas in instruction or management and adjust instruction to meet individual student needs. For example:

- **At Oleson Elementary School** in Aldine Independent School District, Houston, TX, targets and results, based on a preestablished action plan, are reported on scorecards and reviewed every six weeks. If young students need more time to learn basic language, prereading or writing skills, they are retained — with a parent’s permission — in kindergarten or 1st grade. As a result, students rarely are retained in 3rd or 4th grade because their learning is well monitored earlier on.8

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**Longitudinal Data in Action in Classrooms, Central Offices and State Agencies**

Leaders at all levels of school systems need to understand and use longitudinal data to improve instruction and management. Accordingly, educators and managers should consider the following actions.

**Teachers**

- Tailor instructional decisions for individual students based on results of both formative and annual student-level assessments, disaggregating data by content area and standard.

- Compare student achievement results by skill and subject with the results of other teachers in the building to identify and share instructional techniques that increase student achievement.

- Review and ensure the quality of the data being reported on his or her students to account for missing students, students that are counted twice, and so on.

**Schools**

- Use data and comparisons with other schools to identify the school’s stronger and weaker areas. School comparisons that take students’ prior achievement and length of enrollment into account are more informative.

- Base school improvement plans on this analysis and ensure that the data are used to determine areas of focus and resource allocation.

- Ensure that teachers have regular opportunities to access and use data individually and in teams to review and gauge student learning and alter their instruction accordingly.

**Districts**

- Identify questions that can be addressed using the available data and develop user-friendly reports to answer those questions.

- Identify areas where additional data collection and analysis are needed to answer specific questions.

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Use data to benchmark against other school districts to search for better practices in academic and financial areas.

Provide training for district and school personnel on how to access and use both instructional and other data as part of the effort to improve school and student performance.

Create user-friendly tools and resources that allow data to be shared across the district.

Change the culture around data to turn it into a positive tool for improvement efforts.

Use data to target resources and develop strategies to help schools transition off the “School Improvement” list associated with the federal No Child Left Behind Act (NCLB), as well as improve their status in their state accountability system.

States

Identify questions that can be addressed using the available data and develop user-friendly reports to answer those questions.

Identify areas where additional data collection and analysis are needed to answer specific questions. (States and districts share these first two roles.)

Build a longitudinal data system with the end users in mind and work continuously with district and school personnel to improve the use of the information provided by the state longitudinal data system.

Ensure the longitudinal data system facilitates the easy transfer of student records between and among schools and districts.

Appoint a data technical assistance coordinator for the state who will ensure that data use is central to all instructional and management processes.

Create tools, resources and services that will assist districts and schools in using data.

Develop statewide professional development programs for school personnel on accessing and using data from the state longitudinal data system.

Ensure that all graduates of the state’s teacher colleges and certification programs are trained in using data.

Using a Student’s Academic History To Improve Future Performance: Case Studies

Although data can be used by school systems in myriad ways to promote systemwide success, this DQC brief focuses specifically on how stakeholders at all levels can support access to and use of a student’s academic history to adjust instruction to meet the student’s needs.

Longitudinal data systems make it possible to compile an academic history for each student, including but not limited to the courses a student has taken, grades, assessment results, enrollment information and so on. To maximize the benefit of a student’s academic history in the classroom, it is important to:

Create a culture of data use and equip school leaders with the tools to understand and analyze the data;

Ensure teachers and principals use a student’s academic history to tailor instruction and minimize initial guesswork regarding a student’s strengths and weaknesses; and

Create a statewide longitudinal data system that ensures a student’s electronic record will follow the student regardless of whether he or she transfers to another school or district.
Fostering a Culture of Data Use: Knox County Schools

Knoxville, TN
www.kcs.k12tn.net

Effective district leaders not only incorporate data into their day-to-day management but also encourage schools to adopt that same effective management strategy. Although Tennessee has an extensive longitudinal assessment database with more than a decade of information on students, Knox County Schools recognizes that without district support, a teacher may not be able to use this resource to analyze a student’s academic history and inform classroom practices. The district has embraced the challenge of designing steps to improve curriculum and instruction, based on current research and actual results.

Generating and disseminating data

The Tennessee Value-Added Assessment System (TVAAS) tracks student academic growth over time to determine the effectiveness of school systems, schools and teachers. An integral part of TVAAS is a massive, longitudinal database linking students and student outcomes to the schools and systems in which they are enrolled and to the teachers to whom they are assigned as they transition from grade to grade. TVAAS was established in 1992 and uses a student’s entire testing history to come up with an estimate of how the student would have performed in a typical teacher’s classroom this year. The goal is to identify and learn from those teachers whose students perform better than this expected level.

Analyzing and using data

The district believes that before teachers and administrators even view the data, it is essential to get buy-in through reinforcing an understanding of the data and the belief that the information is valid. Most important, educators must understand the types of information they will be receiving and the questions that can be answered with each type of information. To encourage this understanding, Knox County Schools works to:

- Teach educators how to interpret the reports that come from testing companies and the state education agency;
- Simplify information by providing reports that are easier to read; and
- Create comparison reports that show how one school stacks up to another.

As an additional way to establish a culture that values and trusts data, the district organizes administrators, counselors and teachers into school data teams. These teams are charged with explaining the data to the rest of the school community and helping the community develop goals based on the data.

Knox County Schools also provides a series of services, ranging from districtwide meetings to more targeted individual support, to help administrators and teachers use data effectively to improve student achievement. The table on page 6 captures some of the training and support around data use offered to teachers and school staff by the district.

School and district outcomes

Thanks in part to its commitment to promoting a culture of data use, Knox County schools have seen great improvement.

- After continual improvement since 2001, the district’s average ACT score reached an all-time high of 22.2, up from 21.7 last year and surpassing the national average of 21.1 in 2006.
- State writing assessment results in 5th, 8th and 11th grade have risen steadily. Not only are the district’s

“Educational trends may come and go, but student performance tends to be the best measure of effective instruction.”

— Dr. Mike Winstead
Director of accountability and curriculum, Knox County Schools

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average scores ahead of the state average, but they also are improving faster than those of at least 80 percent of the systems in the state.

 Both the district and five out of seven schools came off the “Improving” list to reach “Good Standing” in 2006.10

 A number of the district’s low-income schools experienced outstanding “value-added” results in 2006.

■ In reading/language arts, eight of the 10 lowest-income schools surpassed the state average, and five were among the top 15 schools.

■ In math, all 10 of the lowest-income schools were ahead of the state average, and seven of them were among the top 13 schools.

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**Knox County Schools Data Training and Support**

<table>
<thead>
<tr>
<th>SERVICE</th>
<th>WHO</th>
<th>WHEN</th>
<th>GOAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning meeting</td>
<td>All school data teams within the district</td>
<td>Annually, before school begins</td>
<td>Focus on past achievement results to identify broad and specific implications from the previous school year and the trends revealed in the data for recent years</td>
</tr>
<tr>
<td>Value-added workshop</td>
<td>All school data teams within the district</td>
<td>Annually, in early September</td>
<td>Analyze student academic growth or gains of current students by analyzing trends based on students’ academic histories</td>
</tr>
<tr>
<td>One- to two-hour training sessions</td>
<td>Individual staffs of each school</td>
<td>Annually</td>
<td>Share more detailed information related to a specific school to target areas of need within that school and generate an action plan that is unique and appropriate to that community; see every teacher every three years</td>
</tr>
<tr>
<td>Targeted training sessions</td>
<td>Specific departments, grade levels, etc.</td>
<td>As needed or requested</td>
<td>Reinforce data use for targeted audiences such as math, English as a second language, special education and reading teachers</td>
</tr>
<tr>
<td>More frequent training sessions</td>
<td>Administrators and school leadership teams</td>
<td>As needed or requested</td>
<td>Support schools requiring additional help and attention</td>
</tr>
<tr>
<td>One-on-one assistance</td>
<td>Administrators and school leadership teams</td>
<td>As needed or requested</td>
<td>Support schools requiring additional help and attention</td>
</tr>
<tr>
<td>Help with school improvement plans</td>
<td>Administrators and school leadership teams</td>
<td>As needed or requested</td>
<td>Support schools requiring additional help and attention</td>
</tr>
</tbody>
</table>

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**Using Data To Tailor Instruction: Aldine Independent School District**

Houston, TX

Teachers and principals need reliable and comprehensive data maintained in a centralized source to access a student’s complete academic history. Recognizing this need, Aldine Independent School District (ISD) maintains a longitudinal data system that empowers teachers with several years of data on entering students that:

If a school does not meet every NCLB criterion in every eligible subgroup for two consecutive years, they become a “High Priority” school and attain “School Improvement” status. Likewise, it takes two consecutive years of meeting the NCLB guidelines to attain the status of “Good Standing.” After the first year of meeting the guidelines, the school has the additional designation of “Improving.”
Reduces the need for initial testing regarding an incoming student’s skills; Informs instructional decisions through results of prior and current assessments; and Enables analysis related to instructional strengths and weaknesses around certain subjects, skills and/or lesson plans.

Aldine ISD was selected as a district finalist for the Broad Urban Prize Award in both 2004 and 2005. A likely contributing factor to Aldine’s success is the district’s use of data by disaggregating state, local and formative assessment information on students; mandating benchmark assessments; and creating teacher plans based on students’ past and current achievement.

**Generating and disseminating data**

Aldine uses a custom data system created by Triand that is managed at the district level and provides principals and teachers with quick, easy access to longitudinal results from state assessments, district-developed formative assessments and benchmark assessments.

Aldine’s comprehensive longitudinal data system also enables easy generation of files and reports for submission to the state for accountability reporting. The district has developed benchmark assessments that are given every six weeks in all core areas, and the schools have their own common assessments, which are given every few weeks between the district benchmark tests. These benchmark tests allow teachers to anticipate student strengths and weaknesses rather than finding out after that student already has left the classroom.

**Analyzing and using data**

In Aldine, the district monitors whole-school performance every six weeks. Teachers submit individual scorecards and answer reflective questions about their work and their students’ progress. When the teachers get the assessment reports, they also receive information about student progress. This kind of detailed information allows teachers to routinely make small changes that can have large effects on their students.

Hambrick Middle School in Aldine uses the frequent data analysis to identify students who struggle with specific subjects or skills. This analysis taps the student’s available academic history to fully assess progress over time. Based on this information, school counselors work with teachers to change student schedules and put them into math or reading labs for reteaching until they master the skills.

A principal explained the rationale for these multiple schedule changes: “We’re pulling them in to serve them and take them back out as needed. … We change the entire master schedule probably two to three times a year. I’m always putting in new courses and creating new sections for classes that are needed. That flexibility is hard. It takes a lot of work to move all those kids. But frankly, I think it will accommodate the problems that we identify. It resolves them. [We don’t] wait until the end of the year and grin and bear it.”

**Student outcomes**

Based in part on its commitment to using data and developing comprehensive academic histories, Aldine has measurable successes.

- It made significant gains in closing the gap in graduation rates for both African American (nine percentage points) and Hispanic (four percentage points) students when compared to their white counterparts in 2004.
- Its ethnic and income achievement gaps are smaller than the Texas average in both reading and math.
- It has a low external gap (the gap between the district’s disadvantaged group and the state’s advan-

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11Austin, TX-based provider of Web-based student information systems.
taged group) for all groups in reading, as well as for low-income and Hispanic students in math.

- One hundred percent of Aldine’s schools met their adequate yearly progress targets as identified by the federal NCLB legislation in 2004.

Creating a Statewide Data System That Is Accessible to Teachers: Ohio Department of Education

www.d3a2.org

Practitioners frequently employ data to inform their instruction, but due to lack of data infrastructure, they have been forced to create crude and time-consuming mechanisms to house this information, such as manually entering student information into a spreadsheet, tracking student progress by hand in a notebook, or repeatedly creating the same graphs and analyses. Although some districts have created their own longitudinal data systems to track students within the district, statewide longitudinal data systems ensure greater efficiencies, as well as ensure that when a student transfers to another district, the receiving school and district acquire the information on that student’s prior learning.

Generating and disseminating data

Data Driven Decisions for Academic Achievement (D3A2) is a statewide collaborative system designed to give Ohio educators access to timely longitudinal data and educational resources aligned to Ohio’s academic content standards, including item analysis data, tools to interpret areas needing improvement and links to aligned educational content resources. The primary goals of D3A2 are to:

- Improve educators’ comfort and proficiency in analyzing data to inform instruction and practices;
- Contribute to a sustainable infrastructure to promote and enhance information-based education practice and content alignment across the state; and
- Leverage technology user groups (e.g., school districts, application vendors and information technology centers) to accelerate the integration of existing educational tools and the development of new data systems.

Because D3A2 is designed for classroom use and district participation is voluntary, it was imperative to design this system with the primary end users in mind: teachers. To ensure that the data system would meet users’ needs, in 2005 the Ohio Department of Education conducted several teacher focus groups and uncovered the following challenges that needed to be addressed by the new system.

- Users have varying levels of comfort and ability to analyze data and use that information to inform classroom instruction.
- Resources developed by Ohio educators are not, in all cases, aligned with Ohio’s academic content standards.
- Users need to go to multiple Web locations to find the data and resources, which involves time and persistence.
- Due to the variety of computer technologies and vendor platforms, users may not be able to access data and resources.

In November 2005, the U.S. Department of Education’s Institute of Education Sciences awarded Ohio a three-year, $5.7 million grant to improve the state’s longitudinal data system. A portion of the department’s grant is being used to support the development of the D3A2 system as well as fund professional development of educators in using data for decision-making. In addition to leveraging these grant dollars, the Ohio Department of Education has invested $1.2 million to initiate the D3A2 project.

Analyzing and using data

The first release of the D3A2 initiative, in December 2006, will provide school districts the opportunity to
load data into a secure state-supported data warehouse with up to three years of local and statewide assessment data at the classroom item-analysis level, including the ability to analyze results for both local and state exams if the district chooses to submit these data. This capability is coupled with tools to help teachers identify areas for improvement and links to aligned electronic educational content resources. A teacher is able to view a student’s achievement results by standard and then click through to content resources focused on improving student success on that standard. This system not only provides teachers with multiple years of data on entering students but also equips them with the necessary analysis tools to incorporate assessment data into instructional decisions.

Continuous improvement techniques and tools that center on using data throughout the system can raise student achievement, enhance accountability, and help administrators and teachers meet legislated requirements. The Baldrige Award, originally designed to promote excellence in American industry, has been successfully adapted to education. Core to the Baldrige approach to continuous improvement is a commitment to data analysis and benchmarking. Examples of such role model approaches and results can be found in the award application summaries of the K–12 education award.

The following successful strategies involving data and case studies of districts that have adopted them successfully may be accessed via the Web sites for the Baldrige National Quality Program (www.baldrige.nist.gov) and American Society for Quality (www.asq.org/education/why-quality/case-for-quality).

**Chugach School District, Anchorage, AK**
The Chugach School District is in south-central Alaska, and the students are scattered throughout 22,000 square miles of the isolated and remote area. The district created the Student Learning Profile, which provides a wealth of testing information that provides insight into the strengths of each student. The data are provided to each student, parent and teacher. Chugach School District created this benchmark profile to meet the needs of its students, and it was also a Baldrige Award recipient.

**Community Consolidated School District 15, Palatine, IL**
Consolidated School District 15 is a K–8 system of quality public education that serves all or part of seven municipalities in northwest suburban Chicago. Also a Baldrige Award recipient, one of the district’s mottos is “feedback is our friend.” The district bases its data collection on six key goals and measures more than 50 success indicators, established and maintained mainly through discussions with key stakeholders.

**Jenks Public Schools, Jenks, OK**
Just south of Tulsa, OK, this district serves 9,271 students from pre-K–12 in nine schools. The principal factors that determine the success of the district include the use of tools to collect, track and analyze data for improved student success as well as practices and processes. The district also received the Baldrige Award.

**Chugach School District, Anchorage, AK**
The Chugach School District is in south-central Alaska, and the students are scattered throughout 22,000 square miles of the isolated and remote area. The district created the Student Learning Profile, which provides a wealth of testing information that provides insight into the strengths of each student. The data are provided to each student, parent and teacher. Chugach School District created this benchmark profile to meet the needs of its students, and it was also a Baldrige Award recipient.

**Kingsley Elementary School, Kingsford, TN**
This Title I school is about 100 miles from the Smoky Mountains and currently enrolls approximately 225 K–4 students, including a large population of special education students. To improve student achievement in writing, the school analyzed student outcomes after implementing a new writing strategy and uncovered an improvement gain of 68 percentage points over four years. As a result, school officials began to consider other areas where the systematic quality improvement strategies could enhance student achievement.

**Data: Vital to Supporting Quality Management in Education (and All Sectors)**

**Pekin Public School District 108, Pekin, IL**
With 11 schools, Pekin Public School District 108’s 4,000 students are taught by 275 certified staff and 200 support staff, giving it an approximate teacher-student ratio of 1:8. Pekin district schools use a range of tools to maintain quality, including student data folders, whereby each student is tasked with maintaining a folder that charts his or her progress against established goals.

**Pearl River School District, Pearl River, NY**
The Pearl River School District is in Rockland County, on the west side of the Hudson River 20 miles north of New York City. A disciplined performance review process is used to collect and analyze data to evaluate whether the district goals, objectives and projects, organized in a “golden thread” quality structure, are being accomplished. It also was a recipient of the Baldrige Award.

**Jenks Public Schools, Jenks, OK**
Just south of Tulsa, OK, this district serves 9,271 students from pre-K–12 in nine schools. The principal factors that determine the success of the district include the use of tools to collect, track and analyze data for improved student success as well as practices and processes. The district also received the Baldrige Award.
Conclusion

As the applications of various types of education data expand to meet the needs of diverse stakeholders, the data systems that support these practices must evolve as well. Longitudinal data systems provide teachers with multiple years of data on their entering students and enable them to use this information to anticipate student difficulties and adjust instruction in a timely manner to improve student achievement.

Schools, Districts and States To Watch

The following resources provide more information about districts and schools that are using data to improve student, school and district performance.

The Broad Prize for Urban Education — District Award Finalists
www.broadfoundation.org/flagship/prize.shtml
The Broad Prize for Urban Education is an annual $1 million award created to honor urban school districts making the greatest overall improvement in student achievement while reducing achievement gaps across income and ethnic groups. All Broad finalists over the past four years have shared a common approach: incorporating data analysis into their improvement strategies.

Cedar Rapids Community School District — Continuous Improvement
intranet.crr12.ia.us/ActionResearch/index_search.asp
The purpose of this site is to support the implementation of continuous improvement processes and tools in the Cedar Rapids Community School District. Data use is central to instructional decisions through classroom data centers, student data folders and quality tools, the outcomes of which are documented on a balanced scorecard that measures progress toward previously established goals.

Gainesville City Schools — Making Achievement Gains in the Classroom (MAGIC)
www.gcck12.net
The MAGIC consortium is a dynamic group of Georgia school systems that have decided to pool their resources and work together to create a culture of high academic expectations; secure administrative agreement on an accountability plan; test students before and after material is covered; tailor instruction to meet student needs; and evaluate academic performance in several ways, including accountability reports on each school.

Just for the Kids Best Practice Studies and Institutes — Findings from 20 States
www.just4kids.org/jftk/twenty_states.cfm
Using the structure of the National Center for Educational Accountability’s Best Practice Framework, this report presents the practices of high-performing schools in each state and highlights the central role of using data to target interventions and tailor instruction to improve results.

National Association of Secondary School Principals — Breakthrough High Schools
www.principals.org
Breakthrough High Schools is a unique project that features high-minority, high-poverty high schools from across the country that have been recognized for demonstrating significant increases in student achievement, as well as high graduation and college admissions rates. By using a continuous improvement model based on data analysis, consensus building, implementation of appropriate strategies and constant monitoring of the effects of each change, these schools have been able to translate the research on school reform into concrete actions.

Statewide Longitudinal Data Systems Grants — 14 States’ Experiences
nces.ed.gov/programs/slds
In November 2005, the U.S. Department of Education’s Institute of Education Sciences awarded grants to 14 states to help them design and implement statewide longitudinal data systems. This link provides information on these 14 states and on future grant availability.
Other Resources

APQC (American Productivity & Quality Center) — Process Improvement and Implementation in Education
www.apqc.org/PIE
Using APQC’s award-winning methodologies and tools, school districts can identify significant cost and time savings, which can be re-allocated to instruction. Their national process data bank of school district data allows districts to compare themselves with others, find performance gaps and learn about best practices to drive improvement and innovation.

American Society for Quality (ASQ) — National Quality Education Conference (NQEC)
nqec.asq.org/index.html
ASQ sponsors the annual NQEC, during which K–12 national and international educators share best practices focused on how they use systematic continuous improvement techniques and how the resulting understanding of data transforms into results. Representatives from each of the Baldrige Award-winning districts will be involved in concurrent and keynote sessions.

Baldrige National Quality Program (BNQP) — National Institute of Standards and Technology
www.baldrige.nist.gov
BNQP, originally designed to promote excellence in American industry, has been successfully adapted to education. The Baldrige Education Criteria for Performance Excellence, www.quality.nist.gov/Education_Criteria.htm, organized into seven categories, provides a series of questions that allow education organizations to conduct self-assessments and use that data as a guide for systemwide excellence. Core to the Baldrige approach to continuous improvement is a commitment to data analysis and benchmarking. Examples of such role model approaches and results can be found in the award application summaries of the K–12 education award.

Council of Chief State School Officers — Surveys of Enacted Curriculum (SEC)
www.ccsso.org/projects/Surveys_of_Enacted_Curriculum
The SEC are a practical, reliable set of data collection tools being used by K–12 teachers of mathematics, science and English language arts to collect and report consistent data on current instructional practices and content being taught in classrooms.

The Education Trust — Data Tools and Presentations
www2.edtrust.org/EdTrust/Data+Tools+and+Presentations
The Education Trust’s tools and presentations include College Results Online, Education Watch Online, EdWatch state reports, Dispelling the Myth Online, Achievement Gap Theater, PowerPoint presentations and related reports.

State Educational Technology Directors Association — Leadership Summit 2006 Toolkit: Using Data for School Reform
www.setda.org/content.cfm?SectionID=265
This toolkit provides a policy recommendation for the reauthorization of NCLB and state-level approaches to funding statewide data systems; sample survey questions that begin to analyze a state’s capacity to leverage the data being collected for the improvement of teaching and learning; independent research and case studies that support the work above; and specific leadership documents and sample templates targeted to policymakers, teachers and administrators, and parents and community leaders that help state-level educators explain why statewide data systems are so important to the success of schools today.

National Center for Educational Accountability (NCEA) — Best Practices of High-Performing School Systems
www.just4kids.org/bestpractice
NCEA identifies best practices by working backward from demonstrated high student achievement and describing what these schools are doing to foster high performance from their students.

Standard & Poor’s School Evaluation Services — SchoolMatters.com
www.schoolmatters.com
SchoolMatters.com is a Web-based national education data service that provides in-depth information and analysis about public schools, districts and state education systems.

TERC — Using Data Project (UDP)
usingdata.terc.edu/toplevel/home.cfm
UDP’s purpose is to “build the capacity of school and district-based teacher leaders and administrators to lead a process of collaborative inquiry to influence the culture of schools, in which data are used continuously, collaboratively, and effectively to improve teaching and learning.”

Just for the Kids School Reports
www.just4kids.org/jftk/index.cfm?st=US&loc=School%20Data
These school reports are a powerful tool to help schools identify how they are performing compared to other schools in the state with similar or more disadvantaged student populations and to learn what the highest-performing schools are doing to achieve academic excellence.
The Data Quality Campaign is a national, collaborative effort to encourage and support state policymakers to improve the collection, availability and use of high-quality education data and to implement state longitudinal data systems to improve student achievement. The campaign aims to provide tools and resources that will assist state development of quality longitudinal data systems, while providing a national forum for reducing duplication of effort and promoting greater coordination and consensus among the organizations focusing on improving data quality, access and use.

Managing partners of the Data Quality Campaign include:
- Achieve, Inc.
- Alliance for Excellent Education
- Council of Chief State School Officers
- Education Commission of the States
- Education Trust
- National Association of State Boards of Education
- National Association of System Heads
- National Center for Educational Accountability
- National Center for Higher Education Management Systems
- National Governors Association Center for Best Practices
- Schools Interoperability Framework Association
- Standard & Poor’s School Evaluation Services
- State Educational Technology Directors Association
- State Higher Education Executive Officers

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For more information about the Data Quality Campaign, please visit www.DataQualityCampaign.org.

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