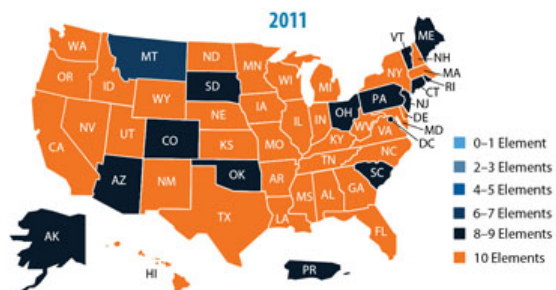


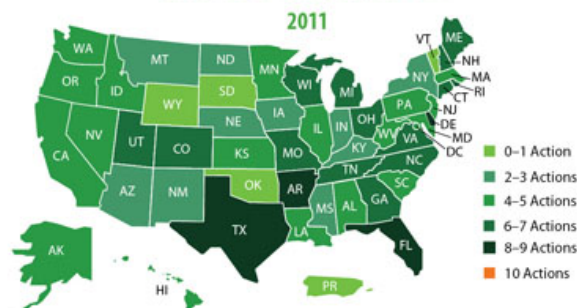
ARKANSAS

The Data Quality Campaign's **10 Essential Elements of Statewide Longitudinal Data Systems** and **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. To leverage current investments and facilitate data use, states must act to ensure that data can be linked across education systems, data are accessible to stakeholders, and those stakeholders have the capacity to use data to improve student achievement.

STATUS OF ESSENTIAL ELEMENTS



STATUS OF STATE ACTIONS



Arkansas has

10 out of **10** Elements

Arkansas has

9 out of **10** Actions

Every state has the capacity to enable data-informed decisions; however, this is not yet a reality. Because all states have committed to implement the 12 America COMPETES Elements—which include DQC's 10 Essential Elements—and must now focus on data use, DQC will not survey states on the Elements in the future.

| State Action | Number of States | State Status |
|---|------------------|--------------|
| <i>Expand the ability of state longitudinal data systems to link across the P-20 education pipeline and across state agencies ...</i> | | |
| 1 Link state K-12 data systems with early learning, postsecondary, workforce and other critical state agency data systems. | 11 | YES |
| > K-12 and early childhood data are annually matched and shared with a known match rate. | 46 | ✓ |
| > K-12 and postsecondary data are annually matched and shared with a known match rate. | 38 | ✓ |
| > K-12 and workforce data are annually matched and shared with a known match rate. | 11 | ✓ |
| 2 Create stable, sustainable support for longitudinal data systems. | 27 | YES |
| > The P-20/workforce state longitudinal data system (SLDS) is mandated or data system use is required in state policy. | 36 | ✓ |
| > The P-20/workforce SLDS receives state funding. | 31 | ✓ |
| 3 Develop governance structures to guide data collection and use. | 36 | YES |
| > A state education agency data governance committee is established. | 46 | ✓ |
| > A cross-agency data governance committee/council is established with authority. | 39 | ✓ |
| 4 Build state data repositories. | 44 | YES |
| > K-12 data repository is built and implemented. | 44 | ✓ |

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

Ensure that data can be accessed, analyzed and used ...

| | | | |
|----------|---|-----------|------------|
| 5 | Provide timely, role-based access to data while protecting privacy. | 2 | YES |
| | > Multiple levels or types of role-based access are established. | 47 | ✓ |
| | > Appropriate stakeholders have access to student-level longitudinal data. | 8 | ✓ |
| | > Superintendents, state policymakers, or state education agency staff and other stakeholders have access to aggregate-level longitudinal data. | 37 | ✓ |
| | > State policy ensures that teachers and parents have access to their students' longitudinal data. | 6 | ✓ |
| | > The state is transparent about who is authorized to access specific data and for what purposes. | 17 | ✓ |
| 6 | Create progress reports with student-level data for educators, students and parents. | 29 | YES |
| | > The state produces reports using student-level longitudinal data. | 34 | ✓ |
| | > Teachers and appropriate stakeholders have tailored reports using student-level longitudinal data. | 32 | ✓ |
| 7 | Create reports with longitudinal statistics to guide system-level change. | 36 | YES |
| | > The state produces reports using aggregate-level longitudinal data. | 39 | ✓ |
| | > State-produced reports using aggregate-level longitudinal data are available on a state-owned public website. | 36 | ✓ |

Build the capacity of all stakeholders to use longitudinal data ...

| | | | |
|-----------|--|-----------|------------|
| 8 | Develop a purposeful research agenda. | 31 | YES |
| | > The state has developed a purposeful research agenda with other organizations. | 36 | ✓ |
| | > The state has a process by which outside researchers can propose their own studies. | 39 | ✓ |
| 9 | Implement policies and promote practices to build educators' capacity to use data. | 3 | NO |
| | > Teachers and principals are trained to use longitudinal data to tailor instruction and inform schoolwide policies and practices. | 39 | ✓ |
| | > Teachers and principals are trained to use and interpret specific reports. | 38 | ✓ |
| | > The state plays an active role in training educators to use and interpret specific reports. | 37 | ✓ |
| | > Preservice: Data literacy is a requirement for certification/licensure. | 11 | X |
| | > Preservice: Data literacy training is a requirement for state program approval. | 21 | X |
| | > Data about educators are automatically shared at least annually with educator preparation programs. | 21 | ✓ |
| | > Teacher performance data are shared with educator preparation programs. | 6 | ✓ |
| 10 | Promote strategies to raise awareness of available data. | 23 | YES |
| | > The state communicates the availability of data to noneducator stakeholders. | 49 | ✓ |
| | > The state trains noneducator stakeholders on how to use and interpret data. | 29 | ✓ |
| | > The state education agency makes data privacy and security policies public. | 39 | ✓ |

The primary state respondent to Data for Action 2011: DQC's State Analysis was James Boardman, Assistant Director of Information and Technology, Arkansas Department of Education, jim.boardman@arkansas.gov.