

SPOTLIGHT ON EDUCATION DATA

Robust Data Systems Help States Recover | EdNote

States that invest time and effort to build robust data systems, often referred to as “statewide longitudinal data systems,” are “positioned to help support student learning during and after the pandemic,” writes Erin Roth, director of education research at the Office of the D.C. Auditor in a new post for EdNote. Roth says longitudinal data, or data that is linked to students over time, can particularly help states [supplement gaps in data resulting from the widespread cancellation of standardized assessments during the pandemic](#). Roth said the data can focus on factors like enrollment changes and [chronic absenteeism](#), grades, technology access, learning time and engagement, and student or family displacement or homelessness. Roth cites numerous examples of how states have broadened data collection, analysis, and reporting as they work to address the challenges posed by COVID-19. Examples include the development of a 20-metric dashboard in [Hawaii](#), the focus on [higher education](#) and [workforce](#) achievement in Virginia, and the expansion of [early-warning systems](#) in states like Illinois, Kansas, and New Hampshire.

Similarly, another post from the EdNote team details how [state education agencies are providing support or guidance to schools](#) looking to allocate new funding strategically, while coverage from K-12 Dive describes [emerging trends in the types of programs schools are pouring new money into](#) - including summer school and teacher incentives. But despite the year-long focus on learning loss concerns, The 74 Million’s Linda Jacobson is surfacing many researchers’ findings that [district plans for relief funding demonstrate a lack of focus on learning recovery](#). One advocate from Oakland’s National Center for Youth Law was quoted as saying, “We want to give some grace to districts that were planning last September, but we also just think they can do better.”

To [help states effectively communicate learning data and their implications](#), the Data Quality Campaign penned a piece sharing some of the best practices the organization has identified in its five years of reviewing state school report cards. In short, states should be intentional in explaining and disaggregating data, be clear with how and when the data was collected, and to share the context of individual data points and implications for students, teachers, or parents. “Over the past five years, state leaders have made strides in sharing information to the public on college and career readiness. Now they need to take the next step toward ensuring that report cards are an effective tool for communicating with [parents](#) and the public,” the piece concludes.



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