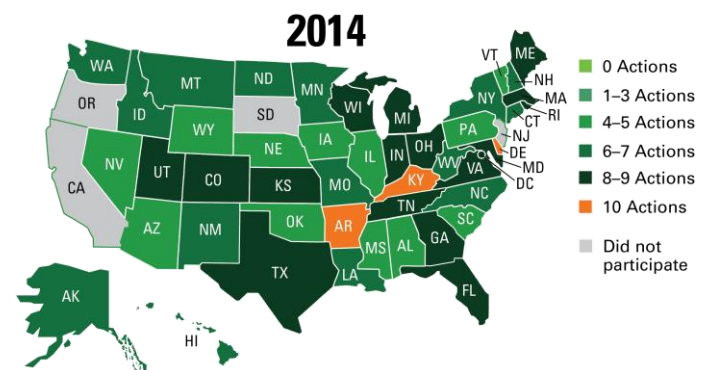


Arkansas

At a Glance

- Arkansas has **10 State Actions to Ensure Effective Data Use**, compared with 9 in 2011.
- Arkansas has current policies that support and drive the development of longitudinal data systems.
- Arkansas has provided funding in its state budget for a longitudinal data system.
- Arkansas securely links K–12 and workforce data to provide a clearer picture of students' progress as they move through education systems and into careers.
- Arkansas plays an active role in training educators to use and interpret specific reports.

- Arkansas provides transparency about who is authorized to access specific data and for what purposes.



High-priority policy issues in national, federal, state, and local discussions about education require high-quality longitudinal data to inform policy design, implementation, and evaluation.

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 and early warning reports. Arkansas provides publicly available high school feedback reports and supports the production of early warning reports.

Teacher Effectiveness

Arkansas shares teacher performance data with educator preparation programs providing them the data they need to improve their programs.

Arkansas's educator program approval policies reflect an emphasis on data literacy skills to ensure that new teachers are learning the critical skills needed to effectively use data when they enter the classroom.

Access and Choice

In Arkansas, parents have secure access to their own children's data that follows their children's progress over time.

Value of Data

States have made progress in implementing DQC's 10 State Actions to Ensure Effective Data Use. Arkansas provided the following information about how the state supports local schools or districts by using data.

Arkansas utilizes technology and data to enhance the quality of education for teachers, students, parents, and other educational stakeholders throughout the state by providing timely and accurate information to stakeholders at all levels to enable data driven decision making. Educators are equipped with powerful resources that are easy to use, cost effective and readily accessible. Each system and tool is designed or provided by the state with the same motivations in mind: to inform local decisions, guide classroom instruction and, ultimately, improve student achievement. Working in conjunction, local educational agencies and the state department of education ensure that the data submitted are correct, current and complete. This partnership facilitates a culture of data use, enabling data to be utilized as a flashlight in the decision making process, guiding the way to the success of Arkansas students. Two of the major systems are the Arkansas studentGPS Dashboards (SGPS) and Arkansas Student Intervention System (ASIS). The Arkansas studentGPS Dashboards were designed with the help of teachers, campus, district and regional leaders, and educational cooperatives across Arkansas. The goal of SGPS is to develop dashboards with early warning systems that will help teachers and administrators ensure every student reaches his/her potential. The SGPS will show a comprehensive view of each student (including items such as student demographic information, schedule, attendance, assessment data, grades, and discipline) as well as roll-up views of the data for classrooms, schools and districts. In addition, there is no cost to the district to take advantage of the dashboards. The Arkansas Student Intervention System (ASIS) will allow educators to create Academic Improvement Plans (AIP) and Intensive Reading Interventions (IRI) for enrolled students in the areas of Mathematics, Literacy, and Science. ASIS will provide educators with the ability to monitor student progress and modify the interventions depending upon the needs of the student throughout the school year.

Resources

Find out more about Arkansas:

<http://www.arkansased.org/>



Using Data
to Improve
Student
Achievement

The Data Quality Campaign (DQC) is a nonprofit, nonpartisan, national advocacy organization committed to realizing an education system in which all stakeholders—from parents to policymakers—are empowered with high-quality data. DQC's annual survey, *Data for Action* (DFA), is a powerful tool to inform efforts in education to better use data in decisionmaking. It is a series of analyses that highlight state progress and key priorities to promote the effective use of longitudinal data to improve student achievement. DFA annually measures the progress of the 50 states and the District of Columbia toward implementing the 10 State Actions to Ensure Effective Data Use and toward addressing other key policy issues.

DQC's 10 State Actions to Ensure Effective Data Use provide a roadmap for state policymakers to create a culture of effective data use in which quality data are not only collected but also used to increase student achievement. For more information about *Data for Action* 2014 and the 10 State Actions, visit www.dataqualitycampaign.org/your-states-progress.

Cody Decker, Assistant Commissioner and Chief Information Officer, cody.decker@arkansas.gov responded to the *Data for Action* survey on behalf of the office of Governor Mike Beebe.

Quality Implementation

States often look to each other for examples of “what good looks like” in implementation. Moreover, as states work to implement the 10 State Actions, they need a roadmap for what to strive for to move their work forward from “good” to “great.” The Data Quality Campaign selected two areas to focus on in 2014—public reporting and cross-agency data governance. Experts representing various stakeholders (e.g., state education agencies, higher education, national advocacy groups) came together to determine how to measure quality implementation for each area.



Public Reporting

Public reporting is the process of making aggregate-level data available for public consumption in various ways, including through reports such as school report cards, through public-facing data portals, or as data sets available for download. High-quality public reporting is trustworthy; focused on meeting people’s information needs; timely and ongoing; and easy to find, access, and understand. Arkansas is an example of good public reporting with parents’ information needs in mind. The state’s public reporting website has the following characteristics:

- School-level teacher performance information is provided, including teacher certification data.
- District- and/or school-level resource information is provided, including per-pupil expenditures and institutions’ financial data.
- School-level academic growth and college-readiness assessment data is available in an easy to understand format.
- Data is presented to help parents and other stakeholders answer questions about their school (e.g., “Is my school helping each and every student master content standards at the rate necessary to prepare them for success?”).

Website: <https://adedata.arkansas.gov/>



Cross-Agency Data Governance

Data governance provides state agencies a structure in which to define the roles and responsibilities needed to ensure clear processes for collecting and reporting education data and accountability for data quality and security. To make informed policy decisions across agencies, such as the state education agency and early childhood, higher education, and workforce agencies, cross-agency data governance is needed.

Levels of cross-agency data governance are defined below. Arkansas has an advisory cross-agency data governance committee.

- **Advisory:** The cross-agency data governance committee consists of a voluntary group of policy or content-based representatives from agencies that share data and serves as an advisory body. The committee’s work is often ad hoc in nature, and the committee does not have a formal, sustainable structure or authority to make or enforce data-informed policy decisions.
- **Formal:** A sustainable, formal, multi-tiered cross-agency data governance committee establishes the vision and mission of the cross-sector data governance work and sets policy. The committee includes executive-level policy or content-based representatives from agencies that share data and representatives from other key groups.
- **Formal and transparent:** A sustainable, multi-tiered cross-agency data governance committee establishes the vision and mission of the cross-sector data governance work, sets policy, and ensures that the policy and data work are carried out. The committee has executive leadership responsible for final decisionmaking. Data-related decisions are policy focused, formalized, and transparent.

STATE ACTION	State status	Number of states
1. Link state K–12 data systems with early learning, postsecondary, workforce, and other critical state agency data systems.	YES	19
K–12 and early childhood data are annually matched and shared with a known match rate.	Yes	43
K–12 and postsecondary data are annually matched and shared with a known match rate.	Yes	43
K–12 and workforce data are annually matched and shared with a known match rate.	Yes	19
2. Create stable, sustained support for longitudinal data systems.	YES	41
The P–20/workforce state longitudinal data system (SLDS) is mandated, or data system use is required in state policy.	Yes	45
The P–20/workforce SLDS receives state funding.	Yes	41
3. Develop governance structures to guide data collection and use.	YES	42
A state education agency data governance committee is established.	Yes	45
A cross-agency data governance committee/council is established with authority.	Yes	43
4. Build state data repositories.	YES	46
K–12 data repository is built and implemented.	Yes	46
5. Provide timely, role-based access to data.	YES	11
Multiple levels or types of role-based access are established.	Yes	42
Parents, teachers, and appropriate stakeholders have access to student-level longitudinal data.	Yes	17
Superintendents, state policymakers, or state education agency staff and other stakeholders have access to aggregate-level longitudinal data.	Yes	42
State policy ensures that teachers and parents have access to their students' longitudinal data.	Yes	13
The state is transparent about who is authorized to access specific data and for what purposes.	Yes	28
6. Create progress reports with student-level data for educators, students, and parents.	YES	35
The state produces reports using student-level longitudinal data.	Yes	42
Teachers and appropriate stakeholders have tailored reports using student-level longitudinal data.	Yes	35
7. Create reports with longitudinal statistics to guide system-level change.	YES	45
The state produces reports using aggregate-level longitudinal data.	Yes	46
State-produced reports using aggregate-level longitudinal data are available on a state-owned public website.	Yes	45
8. Develop a purposeful research agenda.	YES	41
The state has developed a purposeful research agenda with other organizations.	Yes	43
The state has a process by which outside researchers can propose their own studies.	Yes	45
9. Implement policies and promote practices to build educators' capacity to use data.	YES	18
Teachers and principals are trained to use longitudinal data to tailor instruction and inform schoolwide policies and practices.	Yes	40
Teachers and principals are trained to use and interpret specific reports.	Yes	42
The state plays an active role in training educators to use and interpret specific reports.	Yes	41
Preservice: Data literacy is a requirement for certification/licensure, or data literacy training is a requirement for state program approval.	Yes	32
Teacher performance data are automatically shared with in-state educator preparation programs at least annually.	Yes	22
10. Promote strategies to raise awareness of available data.	YES	33
The state communicates the availability of data to noneducator stakeholders.	Yes	43
The state trains noneducator stakeholders on how to use and interpret data.	Yes	34
The state education agency makes data privacy and security policies public.	Yes	46