



Empowering Parents

States have a role in ensuring parents have the data they need to make informed choices.

DATA FOR ACTION 2012

Why This Matters

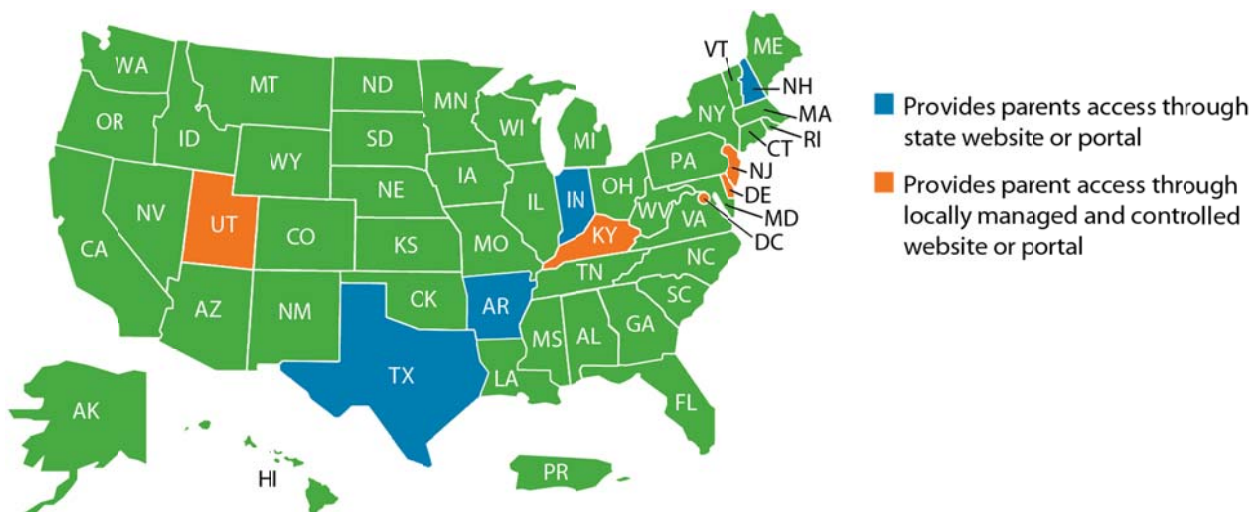
- ➔ **Accessible, tailored, and easy-to-understand data can help parents influence their children’s learning, take advantage of school resources, and inform their educational decision making:**
 - > *Information about their children*—such as attendance, performance, progress, and expected outcomes—can help parents establish expectations, have meaningful conversations with their children’s educators, and take action to support their children’s success.
 - > *Information about their children’s current school* and their educational options—such as aggregated data on student outcomes relative to peer schools—helps parents understand the quality of their schools and make informed decisions.
- ➔ **States have a role in ensuring parents have access to tailored, easy-to-understand data about their children’s progress, school performance, and educational options. States are best positioned to support parents with the following:**
 - > *High-quality data links* between early childhood, K–12, and postsecondary education.
 - > *Context* around what student performance is compared to nearby schools and districts.
 - > *Benchmark information* about where students should be, given their grade and state standards.
 - > *Longitudinal data* about student growth and performance over time.
 - > *Analytics* about student progress toward college and career readiness.

Just the Facts

Q: Do parents have access to their children’s data?

A: Every state has a longitudinal data system that collects information that may be useful to parents. States have a responsibility to work with districts, schools, and others education stakeholders to ensure parents have access to the data they are best positioned to provide.

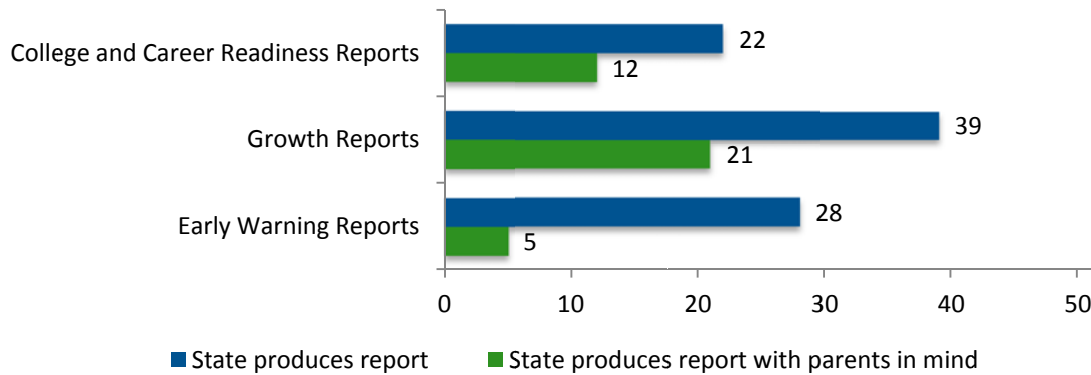
➔ **9 states** provide parents with customized, role-based access to student-level longitudinal data from the state longitudinal data system. Four of those directly through a state website; five through a locally managed and controlled website or portal:





Q: Do states tailor student data reports for parents?

A: Many states use data to produce a variety of analyses about student progress, but few states design the resulting reports with parents in mind:



Additionally,

- **5 states** provide parents and students with information about their progress meeting state college enrollment and placement requirements.
- **7 states** provide parents information regarding their child’s eligibility for federal or state financial aid or merit awards.

LOOKING AHEAD

- It is critical for state and district policymakers to collaborate and clarify their roles in ensuring every parent has access to the tailored and easy-to-understand data they need.
- As state, federal, and national leaders engage in conversations about public report cards, including their role under Elementary and Secondary Education Act (ESEA) waiver implementation or reauthorization, it is critical that these policymakers consider the information parents need to support decisionmaking.
- To help parents understand what steps to take in response to data indicating students are off track or schools are underperforming, it is critical that state policymakers work to provide parents with appropriate interventions and resources.

States to Watch

- **Colorado** developed a user-specific portal for role-based data access, including for parents and students, called the [Colorado Education Data Analysis and Reporting System \(CEDAR\)](#).
- **Arkansas, Colorado, Delaware, Rhode Island, Tennessee,** and **Washington** provide a data tool that uses state and local data to help parents and students develop a customized learning path.

Related and Cited Resources

- Data Quality Campaign, [Measuring the Education Pipeline: Common Data Elements Indicating Readiness, Transition and Success](#) (2011).
- [GreatSchools.org](#), a leading source of information on school performance.
- William H. Jeynes, “[Parental Involvement and Student Achievement: A Meta-Analysis](#),” *Family Involvement Research Digest* (Harvard Family Research Project, 2005).
- Heather Weiss, M. Elena Lopez, and Deborah Stark, “[Breaking New Ground: Data Systems Transform Family Engagement in Education](#),” *Family Involvement Network of Educators (FINE) Newsletter*, 2(3), October 2010.
- For more resources visit www.DataQualityCampaign.org/PolicyIssues or scan the QR code below.

The Data Quality Campaign’s Data for Action is a series of analyses that highlight state progress and key priorities to promote the effective use of data to improve student achievement. For more information, and to view Data for Action 2012: DQC’s State Analysis, please visit www.DataQualityCampaign.org. Scan the QR code for supplementary materials.

