

LONGITUDINAL INTEGRATED STATEWIDE DATA SYSTEM

Adopted by Convention Delegates May 2008
 Reviewed and deemed relevant November 2017

- WHEREAS,** In 2000 the California State PTA adopted a resolution entitled “Student Assessment, Achievement and Accountability” directing the California State PTA to advocate for the continued development of a comprehensive California State Student Assessment System that equitably measures individual achievement using a student identifier, and that the assessment must be an integral part of the instructional process with the overall goal being the identification of what students know and how well they can apply that knowledge; and
- WHEREAS,** A growing body of research in California provides evidence that systemic analysis and use of data to guide instruction is a key factor for the improvement of student outcomes, achievement in high-poverty schools, and a move toward closing the achievement gap; and
- WHEREAS,** According to the *Getting Down to Facts* study, the lack of data and information in California significantly impedes the efforts of state and local decision-makers to improve resource allocation and guide school improvement activities and classroom instruction, which is critical to the education reform supported by the California State PTA; and
- WHEREAS,** California has repeatedly failed to make the financial investment needed to support a comprehensive, longitudinal integrated data system, inclusive of all local education agencies that adequately tracks students and programs; now therefore be it
- RESOLVED,** That the California State PTA and its units, councils, and districts work to educate public policy makers, PTA members, and community members about the critical need for a longitudinal integrated statewide data system that tracks individual student achievement over time; and be it further
- RESOLVED,** That the California State PTA and its units, councils, and districts advocate that the state develop a longitudinal integrated statewide data system designed to:
- provide formative assessments that provide data that can guide instructional practices at the classroom level,
 - make key data regarding school resource allocation and student performance available and understandable to parents and community members and
 - meet the requirements for reporting a growth model to the federal government; and be it further

RESOLVED, That the California State PTA and its units, councils, and districts advocate for full funding for the design, implementation and maintenance of the data system.

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BACKGROUND SUMMARY

In the past decade, California has made significant progress toward making important and relevant school and district data available to educators and the public. Databases such as the California Basic Education Data System (CBEDS) and student achievement data (including average test scores, Academic Performance Index (API), Adequate Yearly Progress (AYP), and Program Improvement status) are publicly accessible and provide important information on school performance, teacher and student demographics, and subgroup performance.

Despite these efforts, California still falls short of a comprehensive and easily accessed system with longitudinally-linked, student-level data. Schools, districts, and the state are unable to track the progress of students over time, link that progress to program participation or teacher, or accurately determine key benchmarks such as dropout, graduation, or student mobility rates. California is also unable to track the progress of students who graduate from high school, leave high school early, transfer to other schools or districts, or attend post-secondary institutions.

As a result, evaluation and accountability measures both at the local and state levels are severely hampered. Without an effective student tracking system, California is significantly limited in its ability to determine the effectiveness of local policies, programs, and practices aimed at improving student learning and achievement.