



ISSUE BRIEFING: DATA FOR THE PEOPLE



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Video URL is <https://youtu.be/c7yRhC1gqUk>



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Why is using data important?

Accessing data (information) helped her:

- Create better connections
- Advocate for more resources (funding, programs)
- Be more engaged at different levels in our systems.

These actions can support student learning, engagement, progression, and success at the individual level, and close opportunity and outcomes gaps.



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What would help?

A Statewide Longitudinal Data System:

- **SLDS**, for short.
- **Collection of information** or “data” about people in a state who progress through education and employment.
- Helps us answer key questions that we cannot answer without the information.

Why is there so much attention on the SLDS this year?

- Then candidate for governor, **Gavin Newsom**, committed to developing a SLDS on the campaign trail.
- In his first budget proposal, he included **\$10 million** for the development of a SLDS in California.



Why is there so much attention on the SLDS this year?

- Still many **unanswered questions** about what info will be included
- And how the data will be made **accessible** to stakeholders like parent and student advocates



Why is an SLDS important?

- Need to understand what happens to students after high school.
- Important to address **racial equity gaps** in how schools and colleges are supporting underserved students.
- Brings information about all our public investments in education, so individuals and policymakers are informed and can **make better decisions**.

How will an SLDS help to close racial equity gaps?

- Better decisions require **better information**.
- Having better information will help **understand root causes** -- to understand the opportunities we offer and do not offer.
- Also help **identify schools and colleges** that do a better job serving low-income students of color - to then be able to understand **why**.

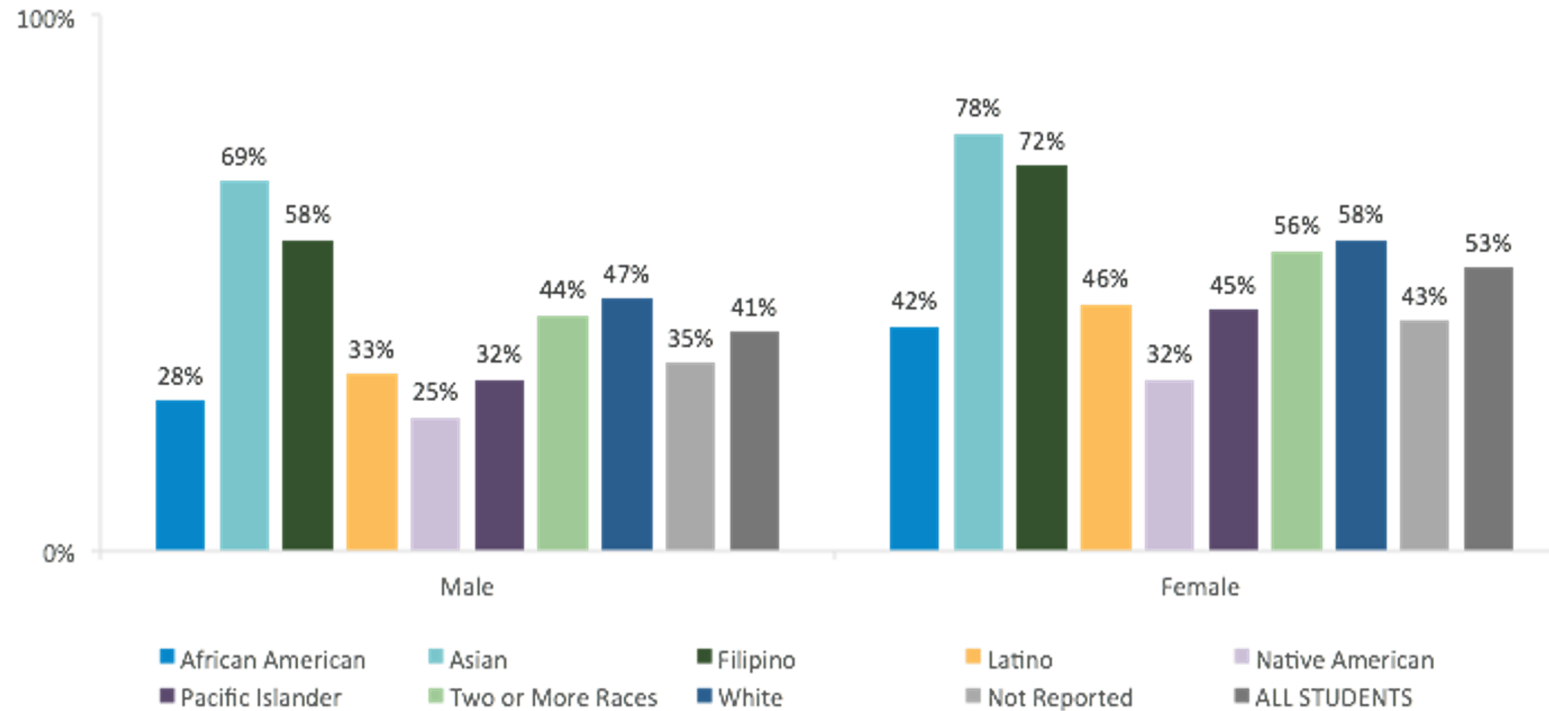
What are some examples of the type of questions an SLDS will be able to answer that we can't answer now?

- How many CA high school graduates are prepared to succeed in college, academically?
- How many CA high school graduates are eligible for admission to CSU/UC but do not apply?
- How many CA high school graduates earn a bachelor's degree within a certain time period, whether they are attending a CA Community College, or a CSU or UC campus?

What questions can we find in the data?

12th Grade A-G Completion, by Ethnicity and Gender (2016-17)

12th Grade Graduates Completing the A-G Course Sequence Required for UC/CSU Eligibility



Source: California Department of Education, 2018 (accessed Mar. 2019).



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In addition to fully funding an SLDS, the state must incorporate the following foundational equity principles:

- **Safeguard** against harm.
- Engage **diverse stakeholder groups** to discuss purpose and potential impact.
- **Count all students and disaggregate** data in order to understand effects for different student groups.
- **Protect student privacy**, being particularly attuned to our most vulnerable students and their families.
- Produce **accessible, public-facing**, information.
- Use information for **systemic, assets-based, equity-oriented** change.



QUESTIONS OR COMMENTS?



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