

# School-Level Data Availability and Usefulness for School Leaders

DATA BYTE 2016-12

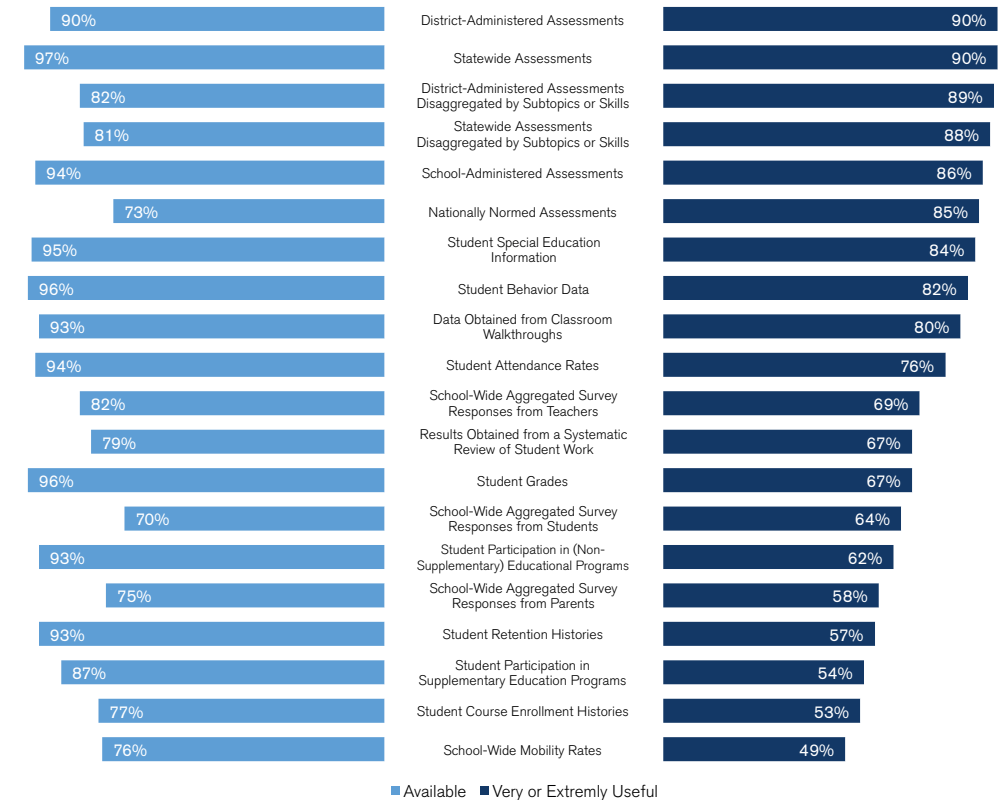
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In 2013, 1,194 school administrators in one midwestern state were asked to complete a survey about school-level data and, if available, the data's level of usefulness in decision making. School principals were asked to complete the online survey or redirect the survey to an assistant principal most knowledgeable about data. Participants included school administrators from 406 schools in 147 districts.

The figure illustrates several key findings:

- **A majority of school administrators have access to a variety of data elements.** Not surprisingly, almost all (97%) district administrators indicated that statewide assessment data are available to them. In comparison, 70% of administrators indicated that they had access to data that aggregated student survey responses.
- **Even though data elements are available, not all are perceived as useful.** School administrators reported that student retention histories are widely available (93%), whereas only 57% of those said the data were useful. This was also true for student participation in non-supplementary (93% available; 62% useful) and supplementary (87% available; 54% useful) programs.
- **District-level assessments are both widely available and widely perceived as useful.** The findings suggest that the majority of school administrators (90%)

## Availability and Usefulness, by Data Element



have available district-administered assessments, and a high percentage of them report that those assessments are useful (90%).

- **Three data elements are perceived to be more useful than available.** School administrators reported that nationally normed assessments (73% available;

85% useful) as well as district-wide (82% available; 89% useful) and statewide (82% available; 89% useful) assessments disaggregated by subtopic or skill are available. Of those administrators who reported these assessments' availability, more found them to be useful than available. ■

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