



Data for Equity

Report cards are meant to provide families and the public with information on how schools are serving students. To do so, state report cards must provide the full picture of school performance and progress, including information on equity-focused indicators and data broken down by student groups. But based on the six years that the Data Quality Campaign has reviewed report cards from all 50 states and the District of Columbia, we have found that states must do more to prioritize equity data. For example, on their [2021 report cards](#), only 28 states disaggregated achievement data by all federally required student groups. Without disaggregated data and information on other equity-focused indicators, families cannot truly understand how their students are supported in the classroom and ensure that leaders are directing supports to the students who need them most.

IN OUR REVIEW OF 2021 REPORT CARDS, WE FOUND:

33 included academic growth data on their 2021 report cards; of those, **12 states** shared growth data that included 2021 assessment results, and **28 states** included disaggregated data for at least one student group. While the number of states that reported student growth data on their report cards decreased from the 43 states in 2019, this change is likely associated with testing disruption and worries that pandemic data is not comparable to previous years' data. But the fact that 33 states included this data proves that it was possible for states to calculate and share it with families. Student academic growth data is the most comprehensive and equitable way to measure student progress and school quality.

29 reported all federally required data on **STATES** teachers—including whether teachers were inexperienced, teaching with emergency or provisional credentials, or not teaching in the subject or field for which they were certified or licensed. Teacher data provides important information to parents about who is teaching their students and promotes equitable access to effective teachers.


15 provided data on teacher demographics. **STATES** Diversifying the teacher workforce is proven to close or narrow equity gaps, yet few states included teacher demographics on report cards.


22 included data on student experiences, despite the upheaval of recent years. This **STATES** data included information about how students with disabilities were served, school climate information, or access to technology. Of those that provided the data, **3 states** reported information about instructional practices for students with disabilities, **16 states** reported school climate data, and **11 states** reported information about access to technology. Alongside other metrics like assessments and growth, data on student experiences can provide a fuller picture about how schools ensure equitable opportunities and promote a culture in which all students feel safe and supported.



39 provided per-pupil expenditure information, sharing this information broken down by **STATES** funding stream (federal vs. state/local). Of those that included per-pupil expenditure data, **31 states** provided a definition for this data—sharing that this metric represents the dollar amount allocated to each student annually and demonstrating that this figure can be compared across schools. Understanding how much schools spend to educate each student and knowing where those funds come from are important pieces for ensuring equitable funding across schools, districts, and states.



Bright Spots

 **Arkansas** prioritizes asset framing, using terms that recognize the temporary nature of a student's circumstances (e.g., children in foster care). The report card includes teacher data distinguished by school poverty level, making it easier to understand which students have access to the most experienced teachers. Arkansas includes per-pupil expenditure data over time and alongside district and state expenditures, making comparing current school funding to wider trends easier. And when disaggregating data, the state includes information for all student groups—retaining a space for a student group's information even if the state must suppress data for a certain school due to small sample size. It also allows users to sort data by multiple categories (e.g., Hispanic male students), which allows for deeper understanding of outcomes by student group.

 **Massachusetts** disaggregates enrollment data by gender, including nonbinary students. In addition to required teacher data, the state provides data on school staff, including race, gender, age, and evaluation score, as well as information on staff retention. And the "Students" tab on the Massachusetts report card includes a range of student demographic and experience data, such as class size and discipline data disaggregated by student group, as well as information about arts course taking and access to technology. Many of these metrics can be compared to district and state data, making tracking how each school compares to wider trends easier.

  Both **Arkansas** and **Massachusetts** share assessment data disaggregated by all federally required student groups as well as by two additional categories: former English learners and current English learners.