



Don't Take Our Word for It

The Data Quality Campaign (DQC) has been reviewing state report cards for the past seven years. We continue to examine the landscape of state report cards because we believe states must increase transparency and build trust by sharing information. But after many years, we knew it was time to look at state report cards with fresh eyes.

Report cards serve as the transparency baseline for parent and public understanding of how schools are serving students. But progress on state report cards has stalled or, in some cases, moved backward. *We're wondering why.* The pandemic called for a pause, but after so much energy in the early years of these report cards, why are we still seeing so little forward movement from states? States have an opportunity to refocus on their intended audience—parents—and ask, are these resources meeting their needs?

We are not giving up—and neither should state and federal leaders who have a responsibility to communities to share data. In addition to our regular review of state report cards from all 50 states and the District of Columbia—which we conducted in March and April 2023—we decided to ask parents, who are the audience that these report cards are meant to serve, what they think. So this year, you don't have to take our word for it.

Hear from parents about their own experiences trying to use state report cards to learn about the schools in their communities.



"The more you know, the better you are able to make decisions about what's best for your family. Not being informed, not having the information, you're just going with the flow, and you're going off of someone else's information. So retaining the information, receiving information, applying the information to your household and your family can mean the biggest difference and the biggest change."

—Crystal Gray, parent of a second grader



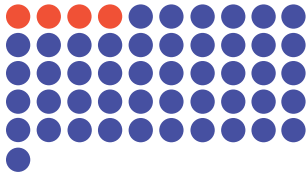
"When I have the information, it allows me to make the best-informed decision moving forward. Understanding, having that information, allows me to know what's my next move, right? How to maneuver or navigate the situation. So, having that is so powerful."

—Toyin Anderson, parent of a seventh grader and a 10th grader

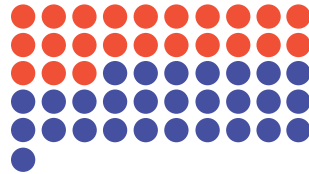
**View the full video at dataqualitycampaign.org/showmethedata2023.
See the next page for the results of our review of 2022 state report cards.**



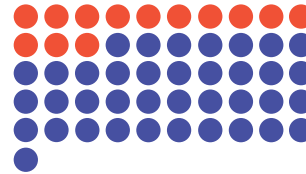
DQC's review of 2022 state report cards found:



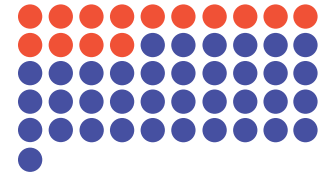
FOUR STATES did not include **up-to-date assessment scores** for the 2021–22 school year.



23 STATES did not share **achievement data broken down by all federally required groups of students, including 13 STATES** that did not share data broken down **by gender** (a federal requirement since 2001).



13 STATES did not include **growth data** from the 2021–22 school year, and **FOUR STATES** did not include growth data at all.¹



14 STATES did not include up-to-date **high school graduation information** for the 2021–22 school year, and **20 STATES** did not include this information (updated or not) broken down **by all federally required groups of students.**

Report cards are the first and oldest federal mandate to share information publicly, and seven years in, there is still work to be done. State and federal leaders should turn their attention back to these resources and ask themselves again whether they are producing resources that meet the needs of their most important audiences—and as a result, providing the public with information on school quality and student success.

¹ DQC has long advocated that all states include growth data on their report cards, regardless of whether growth data is included in their accountability system. Two of the four states that did not include any data on student growth do not include growth in their accountability systems.