

---

## Data Provisions in the Every Student Succeeds Act

---

The Every Student Succeeds Act (ESSA) serves as the latest reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA), which was last reauthorized in 2002 as the No Child Left Behind Act (NCLB). Since its inception, the intent of the law has been to raise achievement for low-income and otherwise disadvantaged children.

The civil rights community believes vigilance is always required to ensure data is used to advocate for greater equity in schools and more fair treatment for students of color, low-income students, students with disabilities, girls as well as boys, and English learners. Advocates must ensure that states and districts collect and publish accurate and accessible data to the public on student achievement and equal opportunity, and the data reporting provisions in ESSA provide a crucial step toward achieving educational equity for our students.

### ***Report Cards***

Access to data is an important advocacy tool because it provides the public with information about areas where schools or districts need to improve that it wouldn't otherwise know. To achieve this end, ESSA requires states and districts to publish annual report cards with information about the state as a whole and all districts and schools within the state. Most of this information must be separated (or "disaggregated") by student characteristics including major racial and ethnic groups, family income, disability status and language status. Some data must also be disaggregated by gender, foster care status, homeless status, military connected status and migrant status.

The data that must be reported includes:

- Details of the state accountability system<sup>1</sup>, including which schools were identified for Comprehensive Support and Improvement and Targeted Support and Improvement;
- Results on all accountability indicators (such as student achievement and high school graduation); and
- Opportunity measures such as Advanced Placement/International Baccalaureate/dual enrollment, suspension and expulsion, chronic absenteeism, educator qualifications, and per-pupil expenditures).

### ***Cross-Tabulated Data***

The public school system is comprised of students who represent multiple demographics (e.g. Black girls, Latino boys with disabilities). Examining the intersections between race, gender, disability status, and English Learner status is crucial to highlighting disparities in our education system. By looking at the intersection of various subgroups, advocates can unmask problems that are obscured by larger subgroups, such as the performance data of Latina girls or English Learners with disabilities. This "cross-tabulated" data allows districts to ensure interventions are

---

<sup>1</sup> More information on the ESSA accountability system can be found in our "What's In The Every Student Succeeds Act: An Overview" and "Accountability Provisions In The Every Student Succeeds Act" fact sheets.

---

## Data Provisions in the Every Student Succeeds Act

---

based on accurate data instead of generalizations and oversimplifications. *A detailed chart on the required crosstabs is located on page 4.*

### ***Easily Accessible and User-Friendly Data***

While robust data collection is essential to advocating for educational equity, everyone should have convenient access to the data, without revealing personally identifiable information about any student. ESSA requires states to consult parents in the development of state report cards and, at a minimum, make state and district report cards available on the state’s website. There is also a requirement under the law to publicly report data in an easily accessible and user-friendly manner. While those terms are not defined under the law, advocates must ensure that states are providing data in a way that is easy for them to understand and access.

### ***Asian and Native Hawaiian and Pacific Islander (ANHPI) students***

The performance of ANHPI students has often been obscured in data collection and reporting under the law because this group represents many very different and diverse communities. Some states already further disaggregate this data and under ESSA, the U.S. Secretary of Education must provide technical assistance upon state request to disaggregate performance on statewide assessments and high school graduation rates for Asian and Native Hawaiian and Pacific Islander students according to racial categories provided on the 2010 U.S. Census. These categories include:

<ul style="list-style-type: none"> <li>• Asian Indian</li> <li>• Chinese</li> <li>• Vietnamese</li> <li>• Filipino</li> <li>• Japanese</li> <li>• Korean</li> <li>• Other Asian (e.g., Hmong, Laotian, Thai, Pakistani Cambodian, etc.) with option to print race</li> </ul>	<ul style="list-style-type: none"> <li>• Native Hawaiian</li> <li>• Guamanian or Chamorro</li> <li>• Samoan</li> <li>• Other Pacific Islander (e.g., Fijian, Tongan, etc.) with option to print race</li> </ul>
--	---

### ***“N-Size”***

Reporting on the performance of students in all subgroups is crucial to effective advocacy. In some instances, however, the number of students in a particular subgroup represented in a school or district may be so small that it would either reveal information about individual students or would not be statistically reliable. In these instances, data is not required to be reported. For reporting purposes, each state must define the minimum number of students (n-size) required in a subgroup before data can be reported, and apply these definitions consistently across the state for every group of students. States have set n-sizes in the past that were unnecessarily large, which meant there was far less reporting about individual groups of students than there should have been. It is important that the n-size be as small as possible, while still protecting student privacy and ensuring statistical reliability.

---

## **Data Provisions in the Every Student Succeeds Act**

---

### ***Conclusion***

Meaningful data collection and reporting is essential to address longstanding achievement and opportunity gaps across the country. Without this data, the public is unable to identify areas of weakness and advocate for states, districts, and schools to allocate resources effectively and address inequity in opportunity. ESSA's reporting requirements create a new opportunity to use data to inform advocacy for students of color, students with disabilities, English Learners, girls as well as boys, and low-income students. It is up to advocates to hold states, districts, and schools accountable for accurately, transparently and accessibly measuring the data, and making the data widely available.

---

### Data Provisions in the Every Student Succeeds Act

---

ESSA requires districts to make a number of academic achievement data available in a way that either is or can be cross-tabulated by race/ethnicity, whether a student has a disability, English proficiency, income, migrant status, gender, homeless status, foster care status, and military connected status. The table below details what information states are required to cross-tabulate<sup>2</sup>:

Data Element	Race & ethnicity	Students w/ Disabilities	English Learner	Income	Migrant	Gender	Homeless	Foster Care	Military Connected
Test Scores	X	X	X	X	X	X	X	X	X
% tested by subject	X	X	X	X	X	X			
HS Grad Rate	X	X	X	X			X	X	
K-8 Indicator of Student Growth	X	X	X	X					
School Climate, Quality, and Safety	X	X	X						
Postsecondary Enrollment	X	X	X	X					

---

<sup>2</sup> “X” represents the information states are required to cross-tabulate.