



## What is this guide about?

State and local educational agencies (SEAs and LEAs) can use this self-assessment tool to reflect on the work of their report card teams and identify areas for improvement. This tool is based on promising practices for report card teams, which can help SEAs and LEAs to identify ways to improve how their report card teams function beyond meeting basic requirements.

### How to Use This Tool

1. Individually or as a team, rate how well you think your report card team is doing in each area.
2. Reflect and discuss as a team.
3. Identify one or two priorities for improving your report cards.
4. Create and implement an action plan to address your priority area(s).

### Rating Scale

- 0—Not sure
- 1—No; we're not doing this
- 2—Yes, but we can do better
- 3—Yes; this is a strength

1. Our report card improvement process engages **stakeholders** in meaningful ways.

Element	Rating	Notes
<b>Parents and families</b> —We understand their needs and concerns, and we solicit and use their feedback.		
<b>Community members</b> —We understand their needs and concerns, and we solicit and use their feedback.		
<b>Educators</b> —We understand their needs and concerns, and we solicit and use their feedback.		
<b>Policymakers</b> —We understand their needs and concerns, and we solicit and use their feedback.		
<b>Advocacy groups</b> (e.g., for students with disabilities and English learners)—We understand their needs and concerns, and we solicit and use their feedback.		

2. Our report card improvement process engages **staff** in meaningful ways.

Element	Rating	Notes
<b>Leadership/policy</b> —We engage state and district education leaders to ensure that report card decisions and communications reflect state and local education policies and priorities.		
<b>Technical</b> —We engage data and technology specialists to ensure high-quality data collection and reporting.		
<b>Communications</b> —We engage communications specialists to (a) ensure that report card data are communicated clearly, meet stakeholder needs, and are framed by state and/or local priorities; and (b) develop messaging and communication tools that state and local educators can use when they talk with stakeholders about report cards.		

3. Our team asks specific **questions** designed to result in purpose-driven discussions and actions at the state and local levels.

Element	Rating	Notes
<b>Data communication and use</b> —How will this information or action help us make complex data transparent, clear, and easy for various external and internal stakeholders to understand and use?		
<b>Focus areas</b> —How will this information or action focus attention on things that schools are doing well and things that need improvement?		
<b>Program and policy decisions</b> —How will this information or action help leaders make decisions about education programs and policies?		
<b>Requirements</b> —Is this information or action aligned with federal and state reporting requirements?		
<b>Stakeholder engagement</b> —Does this information or action reflect feedback from stakeholders?		

4. Our team consults useful, relevant, and high-quality **resources** for developing and improving report cards.

Element	Rating	Notes
<b>Leadership/policy</b> —Our education leaders ensure that report card teams have access to the resources and expertise they need to develop and improve report cards, including connections with other states and partner organizations.		
<b>Technical</b> —Our data and technology specialists consult resources to identify and implement best practices for ensuring data quality.		
<b>Communications</b> —Our communications team consults resources to identify and implement best practices in data visualization and communication.		

5. Our team has established effective **processes** to carry out our work related to report cards.

Element	Rating	Notes
<b>Decision making</b> —The report card team has established and follows clear protocols for how report card decisions are made and implemented, including consultation and coordination with other SEA staff and leaders as appropriate.		
<b>Quality assurance</b> —The report card team has established and follows a report card quality assurance process to ensure accuracy.		
<b>Communications</b> —The report card team has established and follows protocols for communicating with the public about report cards. Likewise, the report card team uses questions and feedback from the public to inform and refine future communications and design decisions.		