

SUPERINTENDENTS TOOLKIT: STATE OF OUR CITIES

As a district leader, you are an education policy expert attuned to pressing education issues in your city, as well as local, state, and national education conversations and the daily business of running a district. Unlike other local policymakers whose attentions are spread across many other issues, superintendents have the advantage of a focused area of expertise and a greater understanding of what education data means. Sharing your knowledge with mayors and their teams is key to helping them effectively communicate about key education topics and performance metrics in your city's school systems.

State of Our Cities, an innovative resource from the George W. Bush Institute, was built to help advance education policy by serving as a single source for the most reliable city-level education data and providing easy-to-use features that facilitate comparisons, analysis and action. This toolkit is designed to help you make the most of what *State of Our Cities* offers, including how the data can be used to inform local education decision-making and concrete ways to communicate about data with other local policymakers and external stakeholders.

Toolkit Features

- One-Pager: How to Use the Data
- One-Pager: A Guide to the City Reports
- One-Pager: A Guide to the Explore Page
- One-Pager: A Guide to the TUDA Chart
- Talking Points
- Engagement Ideas
- Presentation Tip Sheet

About Data and Methodology

All data in the tool is from publicly available sources and does not include any personally identifiable information about individual students. The majority of the data comes from the National Center for Education Statistics (NCES), the National Assessment of Educational Progress (NAEP), the U.S. Department of Education Office of Civil Rights' (OCR) Civil Rights Data Collection, and Ed Facts.

The 114 cities in the tool are represented by their largest or most centrally located district, as noted on each city report. While it would be ideal to have data for every school in a given city, including private and charter schools, such aggregation efforts are simply not feasible because of the challenges of gathering comprehensive and reliable data for all schools. The Bush Institute will add all comparable, valid, and reliable data to the tool as it becomes available. In time, we hope that improvements in data availability and reliability will make this tool even more comprehensive and useful.