Implementation DASHBOARD

Data Submission Workbook

SCHOOL SYSTEM LEADERSHIP

Consistent Implementation

Consistent Implementation: School System Leadership

Directions

This workbook supports your preparation for submitting your data in the Implementation Dashboard. For more information about the data submission process, please refer to the Resource Library on your Implementation Dashboard site.

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Data Submission Meeting

The data submission meeting is conducted to norm on scores for the dashboard data collection. Transparency and deep reflection are key, as the dashboard will help you set the next steps to progress with your implementation. The protocol below can guide your data submission as an implementation team.

Data Submission Meeting Protocol

1. Review evidence
    a. Share overall trends in classroom observation data
    b. Share overall trends from teacher focus groups or surveys
    c. Share overall trends from PLC observations
2. Score the success criteria (see examples)
    a. For each success criterion:
        i. Discuss any evidence relevant to the success criterion.
        ii. Decide as a team on the final score to submit and any relevant evidence to include in the notes.
3. Submit your scores
    a. Designate **one person** to enter your scores and relevant notes on the Implementation Dashboard site.

Data Submission Scoring

Each success criterion is scored on a 4-part Likert scale, from "Full Measure," meaning the success criterion is fully met, to "Measure Unknown (Unsure)."

Self-Assessment Rating			
Full Measure	**Partial Measure**	**No Measure**	**Measure Unknown**

Consistently *This criterion happens regularly or on a steady schedule as required.*	Sometimes *This criterion does not happen as regularly or on a steady schedule as it should.*	Rarely	Unsure *You do not have any insight into whether or not this criterion is on track. Before choosing this option, check to see if anyone else in your school or school system could provide you insight into the progress of this criterion.*
Complete *This criterion does not need to be addressed again this school year.*	Partially complete *Not all aspects of the criterion have been fully addressed.*	Not started	

Data Submission Examples

The table below includes the full text of the key action and success criteria you will use for your self-assessment. The "Example" column shows completed scoring and evidence from leaders in your phase to support your understanding of the scoring process. It is not intended as the only evidence necessary for the success criterion. Please refer to the glossary to define the terms used in the success criteria.

Consistent Implementation: School System Leadership			
Key Action: Maintain routines and processes for supporting and monitoring implementation to establish a culture of strong implementation and continuous improvement.			
Success Criteria	**Example**	**Notes**	**Score**
Create and execute a cohesive, school system-wide professional learning plan aligned to the HQIM and differentiated for experienced and new teachers and leaders. Set the expectation for required participation.	*Score: Consistently* *Evidence: Plan was created prior to start of school year and followed to this point in the year.*		☐ Consistently ☐ Sometimes ☐ Rarely ☐ Unsure
Allocate adequate budget for professional learning providers and replenish HQIM, such as teacher guides, student consumables, digital licenses, texts, and manipulatives.	*Score: Consistently* *Evidence: Using ESSR funds for this year.*		☐ Consistently ☐ Sometimes ☐ Rarely ☐ Unsure
Collect, organize, and use data from embedded assessments to	*Score: Sometimes*		☐ Consistently ☐ Sometimes

drive the system-wide assessment strategy and implementation improvements. Student data begins to show improvement across all student subgroups.	*Evidence: Consistent with the first part but have not seen improvement across all subgroups.*		☐ Rarely ☐ Unsure
Elevate success stories showing how the HQIM improve teaching and learning and demonstrate the school system's vision for excellent, equitable instruction.	*Score: Consistently* *Evidence: This was done in both school leader and teacher PLCs.*		☐ Consistently ☐ Sometimes ☐ Rarely ☐ Unsure
Key Action: Shift oversight of HQIM implementation to school leaders.			
Success Criteria	**Example**	**Notes**	**Score**
Support school leaders in: Providing high-quality feedback through regular instructional walkthroughs.	*Score: Sometimes* *Evidence: Not doing learning walks as much as we would like to with school leaders.*		☐ Consistently ☐ Sometimes ☐ Rarely ☐ Unsure
Support school leaders in: Aligning evaluation tools and policies with HQIM.	*Score: Consistently* *Evidence: Worked with HQIM vendor and school-based coaches to align tools and norm on scoring.*		☐ Consistently ☐ Sometimes ☐ Rarely ☐ Unsure
Support school leaders in: Analyzing HQIM-embedded student work and assessments.	*Score: Sometimes* *Evidence: Not always a part of leadership meetings as much as*		☐ Consistently ☐ Sometimes ☐ Rarely ☐ Unsure

	we want it to be.		
Provide school leaders with consistent opportunities to collaborate, share, and learn from each other and system leadership.	*Score: Consistently* *Evidence: Continuing to hold leadership and network meetings as well as regional meetings with school-based literacy coaches.*		☐ Consistently ☐ Sometimes ☐ Rarely ☐ Unsure

Glossary

This glossary defines terms used in the success criteria of the self-assessments in the HQIM Implementation Dashboard.

Relevant group: Those impacted by, influenced by, or interested in the work or decision.
Culturally responsive: Intentionally acknowledging and valuing the diversity, contributions, and experiences of every educator and learner by providing opportunities for individuals to see themselves and others in their learning.
Diverse learners: Students with a wide range of characteristics, including backgrounds, skills, and abilities.
HQIM: High-quality instructional materials.
CBPL: Curriculum-based professional learning.
Implementation team: School system or school-level leaders responsible for supporting curriculum, instruction, assessment, and professional learning.