Implementation DASHBOARD

Data Submission Workbook

SCHOOL SYSTEM LEADERSHIP

Innovation & Sustainability

Innovation & Sustainability: 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).”

<table>
<tr><th colspan="4">Self-Assessment Rating</th></tr>
<tr><th>Full Measure</th><th>Partial Measure</th><th>No Measure</th><th>Measure Unknown</th></tr>
<tr><td>Consistently

This criterion happens regularly or on a steady schedule as required.</td><td>Sometimes

This criterion does not happen as regularly or on a steady schedule as it should.</td><td>Rarely</td><td rowspan="2">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.</td></tr>
<tr><td>Complete

This criterion does not need to be addressed again this school year.</td><td>Partially complete

Not all aspects of the criterion have been fully addressed.</td><td>Not started</td></tr>
</table>

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.

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Key Action: Maintain strong implementation.			
Success Criteria	**Example**	**Notes**	**Score**
Continue to allocate adequate funds to replenish HQIM, such as teacher guides, student consumables, digital licenses, texts, and manipulatives.	*Score: Consistently* *Evidence: Budget for this work comes from dedicated funds.*		☐ Consistently ☐ Sometimes ☐ Rarely ☐ Unsure
Provide system-wide onboarding on the HQIM to new teachers and leaders.	*Score: Sometimes* *Evidence: It is part of new teacher onboarding but not offered for new leaders or late hires.*		☐ Consistently ☐ Sometimes ☐ Rarely ☐ Unsure
Ensure any new system initiatives are coherent with HQIM implementation.	*Score: Consistently* *Evidence: The review process for new programs includes examining the impact on existing programs.*		☐ Consistently ☐ Sometimes ☐ Rarely ☐ Unsure

Ensure that school budgets and staffing models include personnel with deep HQIM expertise to provide continued professional learning and support new and experienced teachers.	*Score: Consistently* *Evidence: Budget for this work comes from dedicated funds.*		☐ Consistently ☐ Sometimes ☐ Rarely ☐ Unsure
Key Action: Maintain a culture of continuous improvement.			
Success Criteria	**Example**	**Notes**	**Score**
Communicate the continued importance of HQIM as the central component of core instruction amid other system initiatives.	*Score: Consistently* *Evidence: Newsletters, town halls, and other school system communications continue to highlight HQIM.*		☐ Consistently ☐ Sometimes ☐ Rarely ☐ Unsure
Continue to provide feedback on implementation to teachers and school leaders when conducting walkthroughs.	*Score: Sometimes* *Evidence: Walkthroughs do not happen as often as they should.*		☐ Consistently ☐ Sometimes ☐ Rarely ☐ Unsure
Spotlight success stories, especially those related to student achievement gains.	*Score: Consistently* *Evidence: School system communications highlight student gains and teachers with strong practices.*		☐ Consistently ☐ Sometimes ☐ Rarely ☐ Unsure
Monitor student performance, especially subgroup data, to ensure continued progress	*Score: Consistently* *Evidence: Implementation team*		☐ Consistently ☐ Sometimes ☐ Rarely

toward grade-level mastery and to adjust academic and professional learning plans.	*meetings regularly include time to review student performance data.*		☐ 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.