CITES Self-Assessment Tool for District Leaders

Measure Progress for Continuous Improvement

Self-Assessment and Goal Setting

The purpose of the CITES Self-Assessment for District Leaders: Measure Progress for Continuous Improvement is to collect data about the CITES Framework Leadership practices in an inclusive technology ecosystem as part of a continuous improvement process. Baseline data established by the self-assessment can be used to inform district goals and to measure progress toward reaching those goals.

The CITES Framework Leadership Practice of Measure Progress for Continuous Improvement highlights four areas of focus:

- Create a Data Collection Plan – The district has a robust plan for collecting data from targeted sources.
- Analyze Data – The district has robust procedures for analyzing data from the technology ecosystem.
- Take Based-Actions Act Based on Data – The district makes changes to ensure that all student populations have the opportunity to participate and benefit from technology for learning.
- Communicate Results of Data Collection and Analysis - The district has mechanisms for sharing results and progress indicated by data.

How to complete the self-assessment

The CITES Self-Assessment Tool for District Leaders uses a 40-point scale rating system to create a snapshot of the district status from “not started” to “achieved.” The rating scale:

- Not Started (0)
- Emerging (1-10)
- Partly (11-20)
- Almost (21-30)
- Achieved (31-40)

The 10-point range within each level of the rating scale allows for a fine-tuned baseline and growth within each level.

1. Each team member completes the assessment individually from their own perspective.
2. The district team convenes to discuss and build a consensus on the district's baseline score.
3. As a team, review and reflect on the district score to identify areas that are strong and areas where improvement is needed.
4. As a team, set goals that focus on improvement.

Create a Data Collection Plan

1. The district collects data on a timeline that aligns to the technology plan’s benchmarks, including those that measure equity and accessibility for students across all subgroups.
   - Not Started (0)
   - Emerging (1-10)
   - Partly (11-20)
   - Almost (21-30)
   - Achieved (31-40)

   Provide examples or a rationale for your rating:

2. The data plan clearly defines roles and responsibilities for data collection.
   - Not Started (0)
   - Emerging (1-10)
   - Partly (11-20)
   - Almost (21-30)
   - Achieved (31-40)

   Provide examples or a rationale for your rating:

3. The data collection plan identifies targeted sources across AT, EdTech, and InfoTech.
   - Not Started (0)
   - Emerging (1-10)
   - Partly (11-20)
   - Almost (21-30)
   - Achieved (31-40)

   Provide examples or a rationale for your rating:
4. Strategies used to collect data are feasible and reliable.
   - Not Started (0)
   - Emerging (1-10)
   - Partly (11-20)
   - Almost (21-30)
   - Achieved (31- 40)

   Provide examples or a rationale for your rating:

5. Data are collected in ways that protect individual student identities.
   - Not Started (0)
   - Emerging (1-10)
   - Partly (11-20)
   - Almost (21-30)
   - Achieved (31- 40)

   Provide examples or a rationale for your rating:

Additional comments on Create a Data Collection Plan:
Analyze Data

6. The district’s data analysis procedures are aligned to the technology plan’s timeline for meeting benchmarks.
   - Not Started (0)
   - Emerging (1-10)
   - Partly (11-20)
   - Almost (21-30)
   - Achieved (31-40)

   Provide examples or a rationale for your rating:

7. Data are analyzed to determine equitable technology access and use across all student subgroups.
   - Not Started (0)
   - Emerging (1-10)
   - Partly (11-20)
   - Almost (21-30)
   - Achieved (31-40)

   Provide examples or a rationale for your rating:

8. Data analysis roles and responsibilities are clearly defined and include district staff from across AT, EdTech, and InfoTech.
   - Not Started (0)
   - Emerging (1-10)
   - Partly (11-20)
   - Almost (21-30)
   - Achieved (31-40)

   Provide examples or a rationale for your rating:
9. Data are analyzed both quantitatively and qualitatively.
   • Not Started (0)
   • Emerging (1-10)
   • Partly (11-20)
   • Almost (21-30)
   • Achieved (31-40)

   Provide examples or a rationale for your rating:

Additional comments on Analyze Data:

Act Based on Data

10. The leadership team takes action to increase alignment with the technology plan's vision, goals and benchmarks when indicated by data.
   • Not Started (0)
   • Emerging (1-10)
   • Partly (11-20)
   • Almost (21-30)
   • Achieved (31-40)

   Provide examples or a rationale for your rating:

11. The leadership team provides guidance to appropriate staff on actions needed if data indicate that benchmarks are not being met.
   • Not Started (0)
   • Emerging (1-10)
   • Partly (11-20)
   • Almost (21-30)
   • Achieved (31-40)

   Provide examples or a rationale for your rating:
12. The leadership team takes responsibility for ensuring that needed changes are made in a timely manner.
   - Not Started (0)
   - Emerging (1-10)
   - Partly (11-20)
   - Almost (21-30)
   - Achieved (31-40)

   Provide examples or a rationale for your rating:

Additional comments on Act Based on Data:

Communicate Results of Data Collection and Analysis

13. The leadership team communicates progress towards goals and benchmarks of the technology plan as verified by the data.
   - Not Started (0)
   - Emerging (1-10)
   - Partly (11-20)
   - Almost (21-30)
   - Achieved (31-40)

   Provide examples or a rationale for your rating:

14. The leadership team communicates areas that need improvement as indicated by data.
   - Not Started (0)
   - Emerging (1-10)
   - Partly (11-20)
   - Almost (21-30)
   - Achieved (31-40)

   Provide examples or a rationale for your rating:
15. The leadership team communicates data that is important to key stakeholder groups.

- Not Started (0)
- Emerging (1-10)
- Partly (11-20)
- Almost (21-30)
- Achieved (31-40)

Provide examples or a rationale for your rating:

Additional comments on **Communicate Results of Data Collection and Analysis:**
Setting Goals

Reflect on the data from the district’s collaboratively developed self-assessment. The results and the team’s discussion that led to those results will help the team analyze strengths and challenges in each area of focus. As a team, create goals with timelines, benchmarks, and assigned staff as part of the process to advance inclusive technology systems within the district.

SMART goals can provide a helpful guide for this work. SMART goals are Specific (simple, sensible, significant), Measurable (meaningful, motivating), Achievable (agreed, attainable), Relevant (reasonable, realistic and resourced, results-based), Time bound (time-based, time limited, time/cost limited timely, time-sensitive). Review the resources for more information on goal setting.

Overall and general comments:

Reflect on strengths:

Reflect on challenges:
## SMART Goals

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