

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:



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SMART Goals

Goal	Benchmarks	Timeline	Staff