



TEXAS NETWORK FOR
SCHOOL IMPROVEMENT

Innovation Configuration Maps for Improvement Networks



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Introduction

The Texas Network for School Improvement (TXNSI) Collaborative is a networked improvement community whose goal is to increase the percentage of Black and Latino students and students experiencing poverty who are on track to college and career success by the end of 8th grade, using math as the entry point. TXNSI uses a set of braided supports: tailored professional learning, coaching to support campus teams, e.g. professional learning communities (PLCs), testing change ideas to address specific challenges, and a facilitated network approach to learn from one another. Educate Texas partners with state agencies, school districts, and funders to identify innovative ways to approach and support 21st century teaching and learning across the educational cradle-to-career pipeline and serves as the network lead. They identify schools, coordinate operations and communications, and analyze network-level data. Learning Forward specializes in professional learning for educators with a focus on continuous improvement methods. The Dana Center's expertise is in K-12 and postsecondary mathematics instruction, policy, and research.

Uniting improvement science with the power of a networked community to innovate and learn together, the TXNSI Collaborative spans districts in Texas Education Service Center Regions 10 and 11. Participating district and campus teams define a local aim within the context of the network aim before selecting a specific change idea to implement through the use of a rapid cycle continuous improvement framework. The Bill & Melinda Gates Foundation provides funding for the TXNSI project.

EQUITY

Equity is a core ambition of TXNSI and foregrounds our work together as a network. We prioritize access, equity, and inclusion in our work and learning. We facilitate learning for and learn alongside school district partners to implement strategies in the network and their respective communities. TXNSI supports network members, acknowledging that each community might be in a different place on its equity journey. Collaborating with Community Design Partners, we facilitate reflection to identify areas for growth within the network and develop resources, guides, instruments, and tools to maximize impact according to the goals and realities of TXNSI. We use data from inquiry cycles and systems-level data reported on race/ethnicity and family income status to better understand the impact of our work.

CONTINUOUS IMPROVEMENT

TXNSI engages in a continuous improvement process to improve the quality of services and support provided to students and their families. Anchored in disciplined inquiry, our continuous improvement practices use rapid cycles (Plan-Do-Study-Act or PDSA) to learn fast, fail fast, and improve quickly. Continuous improvement requires an organizational commitment to an ongoing process of learning, self-reflection, adaptation, and growth.

How to use Innovation Configuration maps

Translating the vision of implementing a network focused on school improvement to daily practice can be challenging. Innovation Configuration (IC) maps (Hall & Hord, 2010; Hord et al., 2006) help answer the question of what a network for school improvement looks like in practice.

WHAT IS AN INNOVATION CONFIGURATION MAP?

Studies of the implementation of policies, programs, and processes have shown that innovations are typically implemented in a variety of ways. Just because authorities mandate, experts request, or colleagues agree to adopt innovations does not guarantee fidelity of implementation. Because individual users adapt or modify the parts of new practices as they implement them, the concept of Innovation Configuration was born. This concept of adaptation of innovation led to the development of IC maps that describe an innovation's major components when the innovation is in use. The IC maps also describe how users vary these components while implementing them.

IC maps are multifunctional by design. They can be used to guide the planning, implementation, monitoring, and evaluation of networks for school improvement. The improvement network IC maps describe what continuous improvement looks like when enacted in systems and schools operating as a network and provide clear pictures of the network in action. By clarifying the roles and attributes of a network for school improvement, the maps guide educators toward meeting the ultimate goal of positively impacting student outcomes. When

used collaboratively, IC maps foster dialogue around best practices and provide direction for growth related to professional learning and network implement.

IC maps are not intended to prescribe every move educators should make to operationalize continuous improvement but present high-leverage actions and behaviors across five designated roles to support the outcomes included in the network aim. Furthermore, these behaviors are associated with continuous improvement and not all the professional responsibilities of any given role. For example, the School Leader IC map describes the behaviors of school leaders, such as principals and assistant principals, in relation to continuous improvement but do not comprehensively address the role of principal or assistant principal.

DESCRIPTIVE VS. PRESCRIPTIVE

Though inherently descriptive, IC maps are not designed to be prescriptive. This intentional design acknowledges differences in system contexts, structures, needs, and resources and allows for flexibility and creativity in reaching the desired outcomes of the maps. For example, one school system may use experienced classroom teachers to fulfill the roles and responsibilities put forth in the Improvement Facilitator IC map, while another system relies on dedicated school-based coaches to perform the same role. In both cases, the vision of the network for school improvement is fulfilled despite the difference in approaches. This built-in flexibility increases opportunities for systems and schools to pursue continuous improvement as part of a network in authentic ways.

STRUCTURE OF AN IC MAP

The IC map has an intentional structure. The structure includes the major principles or key ideas and the desired outcomes or major components of the innovation. The major principles are the major operational features of continuous improvement essential across five designated roles in an improvement network to support the outcomes included in the network aim. The desired outcomes are the significant behaviors for designated roles in relation to implementing continuous improvement. Each desired outcome has a continuum of behaviors for each designated role. The most desirable or ideal behavior is in the column farthest to the left. The behavior farthest to the right describes an entry level behavior.

USING THE IC MAPS

The IC maps help educators navigate change and implement innovations. The IC maps for improvement networks can help an educator visualize what he or she will be doing when continuous improvement is fully implemented. Individuals and teams might also check progress and conduct a self-assessment.

Regularly checking the team and individual progress models continuous improvement. As a team, read the descriptions and engage in dialogue to reach a consensus on the level that is the best match. Similarly, each member of a role group can determine their current practice and how close or far away those practices are from the ideal practice. The progress check and self-assessment help identify bright spots, areas of challenge, needs for assistance, and next steps.

REFERENCES

- Hall, G. & Hord, S. (2010).** *Implementing change: Patterns, principles, and potholes* (3rd ed.). Prentice Hall.
- Hord, S., Rutherford, W., Huling-Austin, L., & Hall, G. (2006).** *Taking charge of change*. SEDL.

This overview is adapted from **Learning Forward. (2022).** *About Innovation Configuration maps for Standards for Professional Learning*. standards.learningforward.org/about-ic-map-tools/

Major principles

Key Ideas: The major operational features , or principles, of continuous improvement that are essential to implementation across the five designated roles to support the outcomes included in the network aim.				
1. Analyze problem focus area.	2. Establish theory of improvement.	3. Plan and test changes.	4. Learn to inform actions.	5. Measure progress and scale.
Understand the problem and the system that produces it; identify, collect, and organize essential data; examine data for trends, issues, and opportunities; develop and communicate system aim; summarize and share.	Identify key drivers and articulate theory of improvement; consider possible measurements for each driver; generate and prioritize change ideas; set intermediate goals.	Design change idea and plan associated practical measures; plan and conduct PDSA testing to build pool of evidence of effectiveness of change ideas.	Set learning priorities and engage in shared learning about key drivers; enforce use of data and evidence from PDSA in supporting learning.	Using PDSA cycle data, decide to adopt, adapt, or abandon change ideas on a pathway to broader implementation and greater impact.

Desired outcomes

Major components, or desired outcomes: The major behaviors' relationship to implementation of continuous improvement.				
1.1 Investigate and define problem. 1.2 Access, analyze, and interpret data. 1.3 Conduct root cause analysis.	2.1 Establish aim statement. 2.2 Identify drivers. 2.3 Generate and prioritize change ideas.	3.1 Develop action plan. 3.2 Conduct test and capture data. 3.3 Study and act on results.	4.1 Design learning agenda. 4.2 Engage in professional learning. 4.3 Integrate new learning into change ideas.	5.1 Measure change of drivers. 5.2 Assess confidence level of data to make decisions. 5.3 Ensure continuous improvement process.
1. Analyze problem focus area.	2. Establish theory of improvement.	3. Plan and test changes.	4. Learn to inform actions.	5. Measure progress and scale.

Roles

Improvement team	Improvement facilitator	School leader	District leader	Hub team
<p>Four to seven individuals closest to the improvement work. This includes teachers and other staff who influence student learning (e.g. principal, instructional coach, and other school-based practitioners).</p> <p>One designee will serve as an <i>improvement facilitator</i>, the primary liaison to the hub team through gradual release for ongoing sustainability.</p>	<p>The improvement team meets with improvement facilitator on a regular basis to solve problems and report progress.</p>	<p>School-level leader responsible for supporting and engaging in the project, creating safe and trusting school level conditions, and actively removing barriers to the improvement team's success.</p>	<p>Senior district-level staff member responsible for championing the project, creating safe and trusting system-level conditions, and actively removing barriers to the local teams' success. Steering Committee district level staff member serving as the primary hub thought partner to guide the direction and implementation of the TXNSI work.</p>	<p>The core hub provides overall project management, professional learning in support of evidence-based practices and the use of continuous improvement for equity, network communication, event coordination, evaluation, and data support.</p>

**Shaded colors represent each role in the sections that follow.*

Improvement Team

1. Analyze problem focus area.				
Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
1.1 Investigate and define problem.				
<ul style="list-style-type: none"> Engages in conversations with colleagues and improvement facilitators, to develop a shared understanding of an equity and access problem at the system and classroom-level standing in the way of achievement in Black and Latino students and students experiencing poverty. Uses situational examples and feedback and contributes to efforts and challenges practices and assumptions that create barriers to equity and access. Engages in conversations with key stakeholders (e.g. students, parents, staff) from diverse backgrounds, roles, and experiences to ensure a broad and diverse understanding of equity and access problems. 	<ul style="list-style-type: none"> Partners, with improvement facilitators, to use processes and tools to develop a shared understanding of problems at the system and classroom level standing in the way of student achievement. Contributes to development of feedback to clarify critical problems. Contributes to efforts to identify barriers to equity and access challenges. 	<ul style="list-style-type: none"> Works, with colleagues, to develop a shared understanding of an equity and access problem at the classroom level. Shares feedback to clarify problem and contributes to examples of equity and access. Contributes to conversations to develop a broad and diverse understanding of the problem. 	<ul style="list-style-type: none"> Engages in discussions about problems and states personal assumptions about and definition of equity and access. 	<ul style="list-style-type: none"> Accepts problems of equity and access as identified by others.

1. Analyze problem focus area.

Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
1.2 Access, analyze, and interpret data.				
<ul style="list-style-type: none"> Analyzes, with colleagues and improvement facilitators, qualitative and quantitative student and educator data from four or more sources to gain a deeper understanding of chosen problem related to equity and access and the system that contributes. Develops understanding and makes predictions, observations, and inferences about the data without value judgement. 	<ul style="list-style-type: none"> Analyzes, with colleagues and improvement facilitators, qualitative and quantitative student and educator data from three sources to gain a deeper understanding of chosen problem related to equity and access and the system that contributes. Makes predictions, observations, and inferences about the data without value judgment. 	<ul style="list-style-type: none"> Analyzes, with colleagues, qualitative and quantitative student and educator data from two sources to gain a deeper understanding of a chosen problem related to equity and access and the system that contributes. Makes predictions, observations, or inferences about the data. 	<ul style="list-style-type: none"> Uses analyzed data to gain a deeper understanding of a chosen problem related to equity and access and the system that contributes. 	<ul style="list-style-type: none"> Accepts results of data analysis from others to understand a chosen problem related to equity and access.
1.3 Conduct root cause analysis.				
<ul style="list-style-type: none"> Contributes, with colleagues and improvement facilitators, to conversations to interpret data and decipher trends, patterns, and outliers within the data. 	<ul style="list-style-type: none"> Contributes, with colleagues and improvement facilitators, to conversations to interpret data and decipher trends, patterns, and outliers within the data. 	<ul style="list-style-type: none"> Participates, with colleagues, in conversations to interpret data and decipher trends, patterns, and outliers within the data. Examines problem related to equity and access to consider underlying issues. 	<ul style="list-style-type: none"> Participates in conversations to interpret data and understand the problem related to equity and access. Adopts problem statement and targets. 	<ul style="list-style-type: none"> Accepts interpretation of data and analysis of problem related to equity and access by others.

1. Analyze problem focus area.

Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
1.3 Conduct root cause analysis (continued).				
<ul style="list-style-type: none"> • Uses the improvement science process to examine problem related to equity and access from different angles (e.g. 5 whys, fishbone diagrams, empathy interviews). • Accesses and uses, with colleagues and improvement facilitators, research and other factors to offer interpretations of data to identify trends, patterns, strengths, and opportunities. • Develops shared understanding of the problem related to equity and access and participates in process to provide input on its definition and action orientation. 	<ul style="list-style-type: none"> • Examines problems related to equity and access from different angles using improvement science tools (e.g. 5 whys, fishbone diagrams, empathy interviews). • Develops, with colleagues and improvement facilitators, shared understanding of the problem of practice and contributes input on its definition and action orientation. 	<ul style="list-style-type: none"> • Participates, with colleagues, in conversations about the problem statement that provide clear avenues for research and investigation. 		

2. Establish theory of improvement.

Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
2.1 Establish an aim statement.				
<ul style="list-style-type: none"> Engages in conversations, to revisit problem analysis data and generate consensus to narrow focus and set an aim in SMART goal format. Provides and seeks constructive feedback, with colleagues outside of the team, on clarity and effectiveness of the aim statement to describe the desired outcomes. Develops, with colleagues and improvement facilitators, shared understanding of outcome measures (e.g. overall on-track, attendance, behavior, and course performance) aligned to the aim and participates in process to provides input on targets. 	<ul style="list-style-type: none"> Uses problem analysis data to narrow focus and set an aim in SMART goal format. Provides feedback on the clarity and effectiveness of the aim statement to describe the desired outcomes. Develops, with colleagues and improvement facilitators, shared understanding of outcome measures (e.g. overall on-track, attendance, behavior, and course performance) and contributes input on targets. 	<ul style="list-style-type: none"> Uses problem analysis data to narrow focus and set goal, or aim, to work toward. Participates in conversations about aim statements that describe what you want to improve for whom and by when. Develops own understanding of outcome measures (e.g. overall on-track, attendance, behavior, and course performance) and targets. 	<ul style="list-style-type: none"> Reviews problem analysis data to narrow focus. Adopts aim statement and targets. 	<ul style="list-style-type: none"> Accepts area of focus and goal set by others.

2. Establish theory of improvement.

Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
2.2 Identify drivers.				
<ul style="list-style-type: none"> Engages, with colleagues and improvement facilitator, in conversations, research, and analysis of the problem related to equity and access to begin developing a rationale, or working theory, of how improvement is created. Collaborates, with school leaders and improvement team, in process to gather points of view of the system to develop a shared understanding of primary and secondary drivers and assess strength of drivers that provide the most leverage to meet the local aim. Contributes to conversations and shares, with colleagues and improvement facilitators, insights and works from aim, or potential solutions, to identify primary drivers or possible macro-level factors influencing the aim, and secondary drivers influencing each of the primary drivers. Makes connections between the drivers and the impact on the most marginalized groups within the school site. 	<ul style="list-style-type: none"> Uses, with colleagues and improvement facilitators, research and analysis of the problem to begin developing a rationale, or working theory, of how improvement is created. Develops, with colleagues and improvement facilitators, shared understanding of primary and secondary drivers. Contributes to conversations and shares, with colleagues and improvement facilitators, insights and works from aim, or potential solutions, to identify primary drivers or possible macro-level factors influencing the aim. 	<ul style="list-style-type: none"> Uses, with improvement facilitators, causes and underlying issues identified to begin developing a rationale, or working theory, of how improvement is created. Develops own understanding of primary and secondary drivers. Participates, with improvement facilitators, in conversations about drivers derived from the aim. 	<ul style="list-style-type: none"> Accepts rationale, or working theory, of how improvement is created. 	<ul style="list-style-type: none"> <u>Discounts</u> role to participate in the identification of drivers to explain how to create improvement.

2. Establish theory of improvement.

Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
2.3 Generate and prioritize change ideas.				
<ul style="list-style-type: none"> Engages, with colleagues and improvement facilitators, in process to brainstorm and identify 3-5 small measurable changes. Contributes, with colleagues and improvement facilitators, to conversations to consider ease of implementation and level of impact on one or more secondary drivers to prioritize change ideas. Uses a driver diagram, with colleagues and improvement facilitators, to clarify how the theory of improvement connects change ideas all the way through to aim. Refines, with colleagues and improvement facilitators, theory of improvement and offers updates to driver diagram to reflect the team's learning and growing expertise. 	<ul style="list-style-type: none"> Engages, with colleagues and improvement facilitators, in process to brainstorm and identify 3-5 small evidence-based measurable changes. Contributes to conversations, with colleagues and improvement facilitators, to consider ease of implementation and prioritizes change ideas tied to drivers. Uses driver diagrams, with colleagues and improvement facilitators, to clarify how theory of improvement connects change ideas all the way through to aim. 	<ul style="list-style-type: none"> Engages in a process, with improvement facilitators, to brainstorm and identify 3-5 small evidence-based measurable changes. Participates, with improvement facilitators, in prioritization of change ideas tied to drivers. Uses, with improvement team, driver diagram, or visual representation, of relationship among the aim, drivers, and change ideas. 	<ul style="list-style-type: none"> Participates in conversations to brainstorm change ideas. 	<ul style="list-style-type: none"> Accepts identified change ideas from others.

3. Plan and test changes.

Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
3.1 Develop an action plan.				
<ul style="list-style-type: none"> • Works, with colleagues and improvement facilitators, to use driver diagram to select most impactful change idea to test over a short duration (i.e. no more than 2-3 weeks) and engages in process using planning tools (e.g. PDSA template) to develop an action plan. • Makes and shares predictions about what will happen and why and challenges assumptions and implicit biases that inhibit equitable practices. • Determines size and scope of change to test, discusses initial focus on speed of learning, and identifies PDSA measures (e.g. checklists, exit tickets, interviews) to collect evidence and observations. • Commits to support colleagues and hold one another accountable to roles, responsibilities, and expectations of the improvement team and process. 	<ul style="list-style-type: none"> • Works, with colleagues and improvement facilitators, to use driver diagram to select most impactful change idea to test and develops a PDSA action plan. • Makes and shares predictions about what will happen and why. • Determines size and scope of change to test and identifies PDSA measures (e.g. checklists, exit tickets, interviews) to collect evidence and observations. • Contributes to shared understanding of roles and responsibilities of the improvement team and process. 	<ul style="list-style-type: none"> • Collaborates, with improvement facilitators, to select most impactful change idea to test. • Makes own prediction about what will happen and why. • Contributes to conversations to determine the size of change to test and identify tools or measures to collect evidence and observations. • Recognizes own role and responsibility as a member of the improvement team. 	<ul style="list-style-type: none"> • Participates in conversations to select change idea to test and make predictions. 	<ul style="list-style-type: none"> • Accepts process and selected change to test from others.

3. Plan and test changes.

Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
3.2 Conduct tests and capture data.				
<ul style="list-style-type: none"> • Takes active role to understand and implement processes and forms used to create and prepare for a small test of the change idea selected and carry out an action plan. • Implements, with colleagues, change idea as planned and gathers data using identified daily or weekly practical measures to collect and share evidence and observations of change across no more than 2-3 weeks. • Records notes, in addition to data, about what occurred during tests, including barriers, successes, and unexpected outcomes. 	<ul style="list-style-type: none"> • Reviews process used to create and prepare for a small test of the change idea selected. • Implements, with colleagues, change idea as planned and gathers data using measures to collect evidence and observations of change. • Records notes, in addition to data, about what occurred during the test. 	<ul style="list-style-type: none"> • Reviews process used to create a small test of the change idea selected. • Implements, with colleagues, one change idea as planned and gathers data. 	<ul style="list-style-type: none"> • Reviews process used to create a small test of the change idea. 	<ul style="list-style-type: none"> • Accepts process action plan from others.

3. Plan and test changes.

Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
3.3 Study and act on results.				
<ul style="list-style-type: none"> Engages in a debrief to process, analyze, and interpret results and compare data to make predictions. Contributes to data debrief to ascertain meaning of data, acknowledge unrecognized issues, and form conclusions about how the change idea is, or isn't, working. Shares and uses insights gained as feedback to refine change ideas and make decisions (e.g. adopt, adapt, abandon) to apply before a new cycle. Contributes to conversations about professional learning and support needed to optimize improvements. 	<ul style="list-style-type: none"> Contributes to debrief to analyze and interpret results, and compare data to predictions. Contributes to data meeting to ascertain meaning of data and acknowledge unrecognized issues. Uses insights gained as feedback to refine change ideas and make decisions. 	<ul style="list-style-type: none"> Participates in process to analyze and interpret results. Participates in reflections to ascertain meaning of data. Uses insights gained as feedback to make decisions about adjustments to apply before a new cycle. 	<ul style="list-style-type: none"> Participates in conversations to debrief and interpret results. 	<ul style="list-style-type: none"> Accepts interpretations of results and next steps from others.

4. Learn to inform actions.

Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
4.1 Design learning agenda.				
<ul style="list-style-type: none"> • Contributes to the criteria to prioritize individual and team learning goals. • Links areas for growth to theory of improvement and the collective PDSA experience to determine learning needed to support change and attain individual and team goals. • Accesses expertise within and beyond the improvement team to address opportunities and problems of practice. • Commits time and adopts collaborative learning as the primary approach to solve individual and team challenges related to student learning. 	<ul style="list-style-type: none"> • Uses consensus to prioritize team learning goals. • Uses areas for growth, theory of improvement, and the collective PDSA experience to identify learning needed to support change ideas. • Accesses continuous learning about the inquiry process to address core learning priorities and problems of practice. • Adopts collaborative learning as the primary approach to solving team challenges related to student learning. 	<ul style="list-style-type: none"> • Uses consensus to prioritize learning goals. • Uses areas for growth and theory of improvement to determine learning needed to support change ideas. • Identifies sources of expertise to address core learning priorities. 	<ul style="list-style-type: none"> • Participates in conversation about prioritizing learning goals. • Uses personal preference to identify learning needs. 	<ul style="list-style-type: none"> • Accepts learning goals and priorities set by others.

4. Learn to inform actions.

Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
4.2 Engage in professional learning.				
<ul style="list-style-type: none"> • Support colleagues to develop understanding and use of learning outcomes, including the knowledge, skills, dispositions, and practices, expected as a result of individual and team professional learning. • Engages in professional learning, coaching, feedback, and reflection to develop content, pedagogy, and equitable inputs related to learning outcomes. • Engages in conversations about the impact of individual and collective professional learning on student results. • Collaborates with colleagues and improvement facilitators to assess practice based on new learning acquired to make decisions about what change to test next. 	<ul style="list-style-type: none"> • Develops understanding of and uses learning outcomes, including the knowledge, skills, and practices, expected as a result of individual and team professional learning. • Engages in professional learning, coaching, and reflection to develop content, pedagogy, and equitable inputs related to learning outcomes. • Contributes to conversations about the impact of collective professional learning on student results. 	<ul style="list-style-type: none"> • Develops understanding of learning outcomes, including the knowledge and skills, expected as a result of individual and team professional learning. • Engages in professional learning, and reflection to develop content and pedagogy to achieve learning outcomes. • Requests and uses available resources and professional reading based on individual learning. 	<ul style="list-style-type: none"> • Understands learning outcomes, including the content expected as a result of individual and team professional learning. • Engages in professional learning on curriculum and instructional materials. 	<ul style="list-style-type: none"> • Acquires knowledge about content influencing intended results.

4. Learn to inform actions.

Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
4.3 Integrate new learning into change ideas.				
<ul style="list-style-type: none"> • Reflects on experiences with informal and formal learning to identify effective ideas, practices, and measures related to outcomes. • Analyzes and shares, with colleagues and improvement facilitators, feedback about experience running tests, collaboration, learning, and results to strengthen future cycles. • Engages in conversations about feedback to adjust or select change ideas consistent with the theory of improvement to plan for next small test. • Determines, with colleagues and improvement facilitators, how to support and improve each other's engagement in the process. 	<ul style="list-style-type: none"> • Reflects on experiences with informal and formal learning to identify effective ideas, practices, and measures. • Shares, with colleagues and improvement facilitators, feedback about collaboration, learning, and results. • Engages in conversations about feedback to adjust or select change idea to plan for next small test. 	<ul style="list-style-type: none"> • Reflects on experiences with informal and formal learning to identify effective ideas and practices. • Shares, with colleagues, feedback about collaboration, learning, and results. • Engages in conversations about feedback to adjust or select change idea. 	<ul style="list-style-type: none"> • Reflects on experiences with informal and formal learning. • Shares feedback about collaboration and learning. 	<ul style="list-style-type: none"> • Relies on reflections from others about experiences.

5. Measure progress and scale.

Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
5.1 Measure change of drivers.				
<ul style="list-style-type: none"> • Develops and applies, with colleagues and improvement facilitators, knowledge and skills to select and use appropriate measures to gauge improvement over time. • Tracks and monitors embedded evidence to chart progress and ascertain how the change idea is working within the context. • Participates in open and honest conversations about embedded evidence and collection methods to assess and share progress toward goals. • Provides feedback on the effectiveness of theory of improvement and approaches used to reach outcome measures. 	<ul style="list-style-type: none"> • Develops, with school leaders and improvement teams, knowledge and skills to use appropriate measures to gauge improvement. • Tracks and monitors embedded evidence to chart progress and ascertain how the change idea is working. • Participates in conversations about embedded evidence and collection methods to assess progress toward goals. 	<ul style="list-style-type: none"> • Develops, with improvement facilitators, knowledge and skills needed to use measures to support improvement. • Tracks and reviews embedded evidence to reflect on practice. 	<ul style="list-style-type: none"> • Reviews information to increase understanding of different types of measurement. 	<ul style="list-style-type: none"> • Accepts traditional approaches to measurement.

5. Measure progress and scale.

Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
5.2 Assess confidence in change to make decisions.				
<ul style="list-style-type: none"> • Uses, with colleagues and improvement facilitators, evidence collected from three or more tests showing consistent results to confirm impact and make decisions about potential next actions. • Contributes to identification of opportunities and barriers to expansion across different classrooms, grades, and schools. • Applies action steps to avoid pitfalls and maximize chances of success. 	<ul style="list-style-type: none"> • Uses, with colleagues and improvement facilitators, evidence collected from two tests showing consistent results to inform next actions. • Shares insights to factors influencing the expansion of change ideas across classrooms and grades. 	<ul style="list-style-type: none"> • Uses, with colleagues, evidence collected from one test showing consistent results to inform next actions. • Develops knowledge of factors influencing the expansion of change ideas. 	<ul style="list-style-type: none"> • Contributes to decisions to move forward when a practice creates positive results. 	<ul style="list-style-type: none"> • Accepts decisions to move forward from others.

5. Measure progress and scale.

Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
5.3 Ensure continuous cycle of improvement.				
<ul style="list-style-type: none"> • Contributes, with colleagues and improvement facilitators, to the development of shared assumptions about the definition of continuous improvement. • Contributes to iterative testing cycle to engage in new learning, refine change ideas using multiple cycles, and improve the quality of decision-making. • Acts, with colleagues and improvement facilitators, to overcome setbacks and barriers to continuous improvement. • Shares successes and evidence of consistent results. 	<ul style="list-style-type: none"> • Contributes, with colleagues and improvement facilitators, to the development of shared assumptions about and definition of continuous improvement. • Contributes to efforts to identify and overcome barriers to continuous improvement. • Recognizes iterative testing cycle and engages in new learning to refine cycle fidelity and improve quality of decision-making. 	<ul style="list-style-type: none"> • Contributes to shared assumptions about and a definition of continuous improvement. • Participates in new learning to refine implementation and repeat cycle. 	<ul style="list-style-type: none"> • States personal assumptions about and a definition of continuous improvement. • Participates in new learning and repeats cycles when required. 	<ul style="list-style-type: none"> • Accepts assumptions about continuous improvement from others and uses definition.

Improvement Facilitator

1. Analyze problem focus area.				
Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
1.1 Investigate and define problem.				
<ul style="list-style-type: none"> Facilitates conversations, with school leaders and improvement team, to develop a shared understanding of system-, school-, and classroom-level problems standing in the way of achievement in Black and Latino students and students experiencing poverty. Assists in gathering situational examples and feedback to gather input and promote conversations about the complexity and nuance of the equity and access problem. Contributes to efforts and challenges practices and assumptions that create barriers to equity and access challenges. 	<ul style="list-style-type: none"> Partners, with school leaders and improvement team, to use process and tools to develop a shared understanding of school- and classroom-level equity and access problems standing in the way of student achievement. Offers and collects examples of equity and access and feedback to clarify and develop a deeper understanding of critical problems. Contributes to efforts to identify barriers to equity and access challenges. 	<ul style="list-style-type: none"> Works, with improvement teams, to develop a shared understanding of school-level problems. Offers feedback to clarify problem and provides examples of equity and access. Works, with improvement teams, to develop a broad and diverse understanding of an equity or access problem as a basis for creating a rationale, or theory, of improvement processes. 	<ul style="list-style-type: none"> Initiates conversations about problems and shares personal assumptions about and definition of equity and access. 	<ul style="list-style-type: none"> Accepts problems of equity and access as identified by others.

1. Analyze problem focus area.

Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
1.1 Investigate and define problem (continued).				
<ul style="list-style-type: none"> Facilitates and supports, with school leaders and improvement team, additional conversations to engage key stakeholders (e.g. students, parents, staff) from diverse backgrounds, roles, and experiences to ensure a broad and diverse understanding of the problem around equity and access. 				
1.2 Access, analyze, and interpret data.				
<ul style="list-style-type: none"> Coaches school leaders and improvement team in conversations to analyze qualitative and quantitative student and educator data from four or more sources to gain a deeper understanding of chosen problem and the system. Coaches improvement team in making predictions, observations, and inferences about the data without value judgment. 	<ul style="list-style-type: none"> Facilitates, with school leaders and improvement team, the analysis of qualitative and quantitative student and educator data from three sources to gain a deeper understanding of chosen problem and the system. Models for team how to make predictions, observations, and inferences about the data without value judgment. 	<ul style="list-style-type: none"> Models, for improvement team, how to analyze qualitative and quantitative student and educator data from two sources to gain a deeper understanding of chosen problem related to equity and access and the system that contributes. Models making predictions, observations, or inferences about the data. 	<ul style="list-style-type: none"> Develops own analysis of data and shares results. 	<ul style="list-style-type: none"> Accepts results of data analysis from others to understand a chosen problem related to equity and access.

1. Analyze problem focus area.

Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
1.3 Conduct root cause analysis.				
<ul style="list-style-type: none"> • Shares own reflections and facilitates conversations, with school leaders and improvement team, to interpret data and decipher trends, patterns, and outliers within the data. • Develops, with school leaders and improvement facilitators, understanding to select and examine problems related to equity and access from different angles using improvement science tools (e.g. 5 whys, fishbone diagrams) to consider root causes within the data. • Supports access and use of existing research and other factors to offer interpretations of data and identify trends, patterns, and opportunities and consolidate thinking into one problem statement. • Facilitates understanding of the problem statement and uses process to gather input on its definition and action orientation. 	<ul style="list-style-type: none"> • Facilitates conversations, with school leaders and improvement team, to interpret data and decipher trends, patterns, and outliers within the data. • Facilitates conversations, with school leaders and improvement team, to examine the problem related to equity and access from different angles using improvement science tools (e.g. 5 whys, fishbone diagrams, empathy interviews). • Develops shared understanding of problem statement and contributes input on its definition and action orientation. 	<ul style="list-style-type: none"> • Partners with improvement team to interpret data to decipher trends, patterns, and outliers within the data. • Examines the problem related to equity and access, with improvement facilitators, to consider root causes. • Engages in conversations to develop problem statement that provides clear avenues for research and investigation. 	<ul style="list-style-type: none"> • Develops own understanding of the problem related to equity and access and shares interpretations of the data. • Shares root cause analysis and consolidated thinking into defined problem statement. 	<ul style="list-style-type: none"> • Accepts interpretation of data and analysis of the problem related to equity and access by others.

2. Establish theory of improvement.

Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
2.1 Establish aim statement.				
<ul style="list-style-type: none"> Reviews, with school leaders and improvement team, problem analysis data to narrow and align focus and set an aim in SMART goal format. Collaborates, with school leaders and improvement team, on development of a clear and succinct aim statement that describes what is being improved, for whom and by when. Provides and seeks constructive feedback, from colleagues outside of the team, on clarity and effectiveness of the aim statement to describe the desired outcomes. Facilitates improvement team shared understanding of outcome measures (e.g. overall on-track, attendance, behavior, and course performance) aligned to the aim and uses process to gather input on targets. 	<ul style="list-style-type: none"> Review and uses problem analysis data, with school leaders and improvement team, to narrow focus and set an aim in SMART goal format. Contributes, with school leaders and improvement team, to development of a clear aim statement that describes what is being improved, for whom and by when. Provides input to school leaders and improvement team on the clarity and effectiveness of the aim statement to describe the desired outcomes. Develops, with school leaders and improvement team, shared understanding of outcome measures (e.g. overall on-track, attendance, behavior, and course performance) and contributes input on targets. 	<ul style="list-style-type: none"> Uses problem analysis data, with improvement team, to narrow focus and set goal. Participates, with improvement team, in conversations to craft aim statement that describes what is being improved, for whom and by when. Develops and shares own understanding of outcome measures (e.g. overall on-track, attendance, behavior, and course performance) and targets. 	<ul style="list-style-type: none"> Uses problem analysis data to set goal. Shares aim statement and targets to monitor and track progress. 	<ul style="list-style-type: none"> Shares area of focus and sets goal.

2. Establish theory of improvement.

Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
2.2 Identify drivers.				
<ul style="list-style-type: none"> Gathers and organizes, with school leaders and improvement team, causes and underlying issues identified to begin developing a rationale, or working theory, of how improvement is created. Facilitates, with school leaders and improvement team, process to gather points of view of the system, develop a shared understanding of primary and secondary drivers, and assess strength of drivers to provide the most leverage to meet the local aim. Collects and contributes, with school leaders and improvement team, insights and shares models to work to identify primary drivers influencing the aim, and secondary drivers influencing each of the primary drivers. Makes connections between the drivers and the impact on the most marginalized groups within the school site. 	<ul style="list-style-type: none"> Reviews and uses, with school leaders and improvement team, causes and underlying issues identified to begin developing a rationale, or working theory, of how improvement is created. Contributes, with school and improvement facilitators, to development of a shared understanding of primary and secondary drivers. Participates and shares, with school leaders and improvement facilitators, insights and works to identify primary drivers influencing the aim. 	<ul style="list-style-type: none"> Uses, with school leaders, facilitators, causes and underlying issues identified to begin developing a rationale, or working theory, of how improvement is created. Develops and shares own understanding of primary and secondary drivers. Participates, with school leaders, in conversations about drivers derived from the aim. 	<ul style="list-style-type: none"> Accepts rationale, or working theory, of how improvement is created. Develops own understanding of primary and secondary drivers. 	<ul style="list-style-type: none"> Overlooks role to facilitate the identification of primary and secondary drivers to explain how to create improvement.

2. Establish theory of improvement.

Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
2.3 Generate and prioritize change ideas.				
<ul style="list-style-type: none"> Facilitates, with school leaders and improvement teams, process to brainstorm and identify 3-5 small evidence-based measurable changes and uses collection of change ideas or a change package to identify potential changes to apply from known research and evidenced-based practice. Guides, with school leaders and improvement teams, conversations to consider ease of implementation and level of impact on one or more secondary drivers to prioritize change ideas. Supports and demonstrates, with school leaders and improvement teams, value of driver diagram to clarify how the theory of improvement connects change ideas all the way through to aim. Refines, with colleagues and improvement facilitators, theory of improvement and applies updates to driver diagram to reflect team's learning and growing expertise. 	<ul style="list-style-type: none"> Contributes, with school leaders and improvement teams, to process to brainstorm and identify 3-5 small evidence-based measurable change ideas. Discusses, with school leaders and improvement teams, anticipated outcomes and ease of implementation, to inform prioritization of changes tied to drivers. Supports, with school leaders and improvement teams, use of driver diagram to clarify how the theory of improvement connects change ideas all the way through to aim. 	<ul style="list-style-type: none"> Works, with school leaders, to brainstorm and identify 3-5 small evidence-based measurable change ideas. Participates in prioritization, with school leaders, of change ideas tied to drivers. Contributes, with school leaders, to driver diagram, or visual representation, of relationship among the aim, drivers, and change ideas. 	<ul style="list-style-type: none"> Participates in conversations to brainstorm and identify one small evidence-based measurable change idea. 	<ul style="list-style-type: none"> Shares changes ideas to test from others.

3. Plan and test changes.

Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
3.1 Develop an action plan.				
<ul style="list-style-type: none"> Reviews and uses driver diagrams, with school leaders and improvement team, to select most impactful change to test over a short duration (i.e. no more than 2-3 weeks) and facilitates process using tools (e.g. PDSA template) to develop an action plan. Develops capacity of improvement team to make and track predictions about what will happen and why and fosters collaborative culture within the team to challenges assumptions and implicit biases that inhibit equitable practices. Determines size and scope of change to test, discusses initial focus on speed of learning, and identifies PDSA measures (e.g. checklists, exit tickets, interviews) to collect evidence and observations. 	<ul style="list-style-type: none"> Reviews and uses driver diagrams, with school leaders and improvement team, to select most impactful change to test and facilitates development of a PDSA action plan. Makes and tracks predictions about what will happen and why and invites discussions about biases held that could inhibit equitable practices. Determines size and scope of change to test and identifies PDSA measures (e.g. checklists, exit tickets, interviews) to collect evidence and observations. Contributes to shared understanding of roles and responsibilities of the improvement team and process. 	<ul style="list-style-type: none"> Reviews and uses driver diagrams, with improvement teams, to select most impactful change idea to test. Makes predictions about what will happen and why. Contributes to conversations to determine the size of change to test. Recognizes own role and responsibility as a facilitator of the improvement team. 	<ul style="list-style-type: none"> Contributes to conversations to select change idea to test and make predictions. 	<ul style="list-style-type: none"> Shares process and selected change to test from others.

3. Plan and test changes.

Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
3.1 Develop an action plan (continued).				
<ul style="list-style-type: none"> Monitors and commits to roles, responsibilities, and expectations of the improvement facilitator and process. 				
3.2 Conduct tests and capture data.				
<ul style="list-style-type: none"> Takes active role to understand and facilitate process and forms used to create a small test of the change idea selected and carry out an action plan. Monitors the timeline and supports the implementation of change idea with school leaders and gathers data using identified daily or weekly practical measures to collect evidence and observations of change. Assists improvement teams to set norms to hold team members accountable to collect notes and data about what occurred during tests that include barriers, successes, and unexpected outcomes. 	<ul style="list-style-type: none"> Reviews and uses process to create and prepare for a small test of the change idea selected. Supports the implementation and change idea and measures with school leaders and gathers data to collect evidence and observations of change. Assists improvement teams to hold team members accountable to collect notes and data about what occurred during the test. 	<ul style="list-style-type: none"> Reviews process used to create a small test of the change idea selected. Supports the implementation of one change idea as planned and gathers data. 	<ul style="list-style-type: none"> Reviews process used to create a small test of the change idea. 	<ul style="list-style-type: none"> Defers role in process for action plan to others.

3. Plan and test changes.

Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
3.3 Study and act on results.				
<ul style="list-style-type: none"> Facilitates process to debrief the cycle to analyze and interpret results and compare data to predictions. Guides data debrief with school leaders and improvement teams to ascertain meaning of data, acknowledge unrecognized issues, and form conclusions about how the change idea is, or isn't, working. Supports and demonstrates use of insights as feedback to refine change ideas and make decisions (e.g. adopt, adapt, abandon) to apply before a new cycle. Leverages gaps in understanding to initiate conversations about professional learning and offers support needed to optimize improvements. 	<ul style="list-style-type: none"> Facilitates process to debrief the cycle and analyze and interpret results, and compare data to predictions. Contributes to data meetings to ascertain meaning of data and acknowledge unrecognized issues. Supports use of feedback to refine change ideas and make decisions. 	<ul style="list-style-type: none"> Works with improvement team to analyze and interpret results. Participates in data debrief to ascertain meaning of data. Contributes to decisions about adjustments to apply before a new cycle. 	<ul style="list-style-type: none"> Initiates conversation to debrief the cycle and interpret results. 	<ul style="list-style-type: none"> Shares interpretations of results and next steps from others.

4. Learn to inform actions.

Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
4.1 Design learning agenda.				
<ul style="list-style-type: none"> • Recommends, with school leaders and improvement teams, criteria to prioritize individual and teams learning goals. • Links areas for professional growth to theory of improvement and the collective PDSA experience and facilitates the identification of learning needed to support change ideas and attain individual and team goals. • Accesses expertise within and beyond the improvement team about the inquiry process to address opportunities and problems of practice. • Coaches improvement teams to commit time and adopt collaborative learning as the primary approach to solve individual and team challenges related to student learning. 	<ul style="list-style-type: none"> • Develops consensus with school leaders and improvement teams to prioritize team learning goals. • Links areas for professional growth to theory of improvement and the collective PDSA experience and facilitates identification of learning needed to support change ideas. • Participates in continuous learning about the inquiry process to address opportunities and problems of practice. • Supports improvement teams to adopt collaborative learning as the primary approach to solve team challenges related to student learning. 	<ul style="list-style-type: none"> • Uses consensus, with improvement teams, to prioritize learning goals. • Links areas for growth to theory of improvement and facilitates identification of learning needed to support change ideas. • Participates in new learning to address opportunities. 	<ul style="list-style-type: none"> • Supports conversations about learning goals. • Contributes to teams' identification of learning needs based on personal preference. 	<ul style="list-style-type: none"> • Shares learning goals and priorities set by others.

4. Learn to inform actions.

Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
4.2 Engage in professional learning.				
<ul style="list-style-type: none"> • Clarifies and uses learning outcomes, including the knowledge, skills, dispositions, and practices, expected as a result of individual and team professional learning. • Engages in professional learning, coaching, feedback, and reflection to develop facilitation, content, pedagogy, and equitable inputs related to learning outcomes. • Facilitates weekly conversations about the impact of individual and collective professional learning on student results. • Facilitates improvement teams' assessment of practice based on learning acquired to make decisions about what change idea to test next. 	<ul style="list-style-type: none"> • Clarifies the learning outcomes, including the knowledge, skills, and practices, expected as a result of individual and team professional learning. • Engages in professional learning, coaching, and reflection to develop content, pedagogy, and equitable inputs related to learning outcomes. • Facilitates monthly conversations about the impact of collective professional learning on student results. 	<ul style="list-style-type: none"> • Clarifies the learning outcomes, including the knowledge and skills, expected as a result of individual and team professional learning. • Engages in professional learning and reflection to develop content and pedagogy to achieve learning outcomes. • Provides available resources and professional reading to support individual learning. 	<ul style="list-style-type: none"> • Clarifies the learning outcomes, including the content expected as a result of individual and team professional learning. • Engages in professional learning on curriculum and instructional materials. 	<ul style="list-style-type: none"> • Develops knowledge about content influencing intended results.

4. Learn to inform actions.

Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
4.3 Integrate new learning into change ideas.				
<ul style="list-style-type: none"> Facilitates reflections on experiences with informal and formal learning to identify effective ideas, practices, and measures related to outcomes. Analyzes and shares, with school leaders and improvement teams, feedback about experience running tests, collaboration, learning, and results to strengthen future cycles. Engages in, with school leaders and improvement teams, conversations about feedback to adjust or select change idea consistent with the theory of improvement to plan for next small test. Tailors support in the process to align with improvement team needs and concerns. 	<ul style="list-style-type: none"> Facilitates reflection on experiences with informal and formal learning to identify effective ideas, practices, and measures. Analyzes and shares feedback about collaboration, learning, and results with school leaders and improvement teams. Engages in conversations about feedback to adjust or select change idea to plan for next small test with school leaders and improvement teams. 	<ul style="list-style-type: none"> Facilitates reflection on experiences with informal and formal learning to identify effective ideas and practices. Contributes to feedback about collaboration, learning, and results with improvement teams. Engages in conversations about feedback to adjust or select change idea with improvement teams. 	<ul style="list-style-type: none"> Facilitates reflections on experiences with informal and formal learning. Collects feedback about collaboration and learning. 	<ul style="list-style-type: none"> Shares reflections from others about experiences.

5. Measure progress and scale.

Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
5.1 Measure change of drivers.				
<ul style="list-style-type: none"> • Develops and applies, with school leaders and improvement teams, knowledge and skills to select and use appropriate measures to gauge improvement over time. • Contributes routinely to the tracking and monitoring of embedded evidence to chart progress and ascertain how the change idea is working within the context. • Facilitates open and honest conversations about embedded evidence and collection methods to assess and share progress toward goals. • Uses, with school leaders and improvement teams, feedback to analyze the effectiveness of theory of improvement and approaches used to reach outcome measures and supports needed adjustments. 	<ul style="list-style-type: none"> • Develops, with school leaders and improvement teams, knowledge and skills to use appropriate measures to gauge improvement. • Contributes to the tracking and monitoring embedded evidence to chart progress and ascertain how the change idea is working. • Contributes to conversations about embedded evidence and collection methods to assess progress toward goals. 	<ul style="list-style-type: none"> • Develops, with improvement teams, knowledge and skills needed to use measures to support improvement. • Tracks and reviews embedded evidence to support practice. 	<ul style="list-style-type: none"> • Uses information to increase understanding of different types of measurement. 	<ul style="list-style-type: none"> • Accepts traditional approaches to measurement.

5. Measure progress and scale.

Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
5.2 Assess confidence in change to make decisions.				
<ul style="list-style-type: none"> Facilitates meeting with school leaders and improvement team to use evidence collected from three or more tests showing consistent results to confirm impact and contribute to decisions about potential next actions. Supports improvement teams to gain insights into opportunities and facilitates problem-solving to address barriers to expansion across different classrooms, grades, and schools. Contributes to steps to avoid pitfalls and maximize chances of success. 	<ul style="list-style-type: none"> Facilitates meeting with school leaders and improvement team to use evidence collected from two tests showing consistent results to inform next actions. Gathers insights to factors influencing the expansion of change ideas across classrooms and grades. 	<ul style="list-style-type: none"> Facilitates meeting with improvement team to use evidence collected from one test showing consistent results to inform next actions. Develops knowledge of factors influencing the expansion of change ideas. 	<ul style="list-style-type: none"> Facilitates decisions to move forward when a practice creates positive results. 	<ul style="list-style-type: none"> Shares decisions to move forward from others.

5. Measure progress and scale.

Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
5.3 Ensure continuous cycle of improvement.				
<ul style="list-style-type: none"> • Develops, with improvement teams and school leaders, shared assumptions about and a shared definition of continuous improvement. • Challenges practices and assumptions that create barriers to continuous improvement and contributes to efforts to identify and overcome setbacks and barriers. • Facilitates iterative testing cycle to engage in new learning, refine change ideas using multiple cycles, and improve the quality of decision-making. • Shares successes and evidence of consistent results to strategically engage new stakeholders and build excitement around change ideas. 	<ul style="list-style-type: none"> • Develops, with improvement teams and school leaders, shared assumptions about and a shared definition of continuous improvement. • Contributes to efforts to identify and overcome barriers to continuous improvement. • Supports iterative testing cycle and engages in new learning to refine cycle fidelity and improve quality of decision-making. 	<ul style="list-style-type: none"> • Contributes, with school leaders, to shared assumptions about and a definition of continuous improvement. • Develops own knowledge and skills about the process of continuous improvement. 	<ul style="list-style-type: none"> • States personal assumptions about and a definition of continuous improvement. • Participates in learning about the cycle of continuous improvement. 	<ul style="list-style-type: none"> • Applies assumptions about continuous improvement from others and shares definition.

School Leader

1. Analyze problem focus area.				
Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
1.1 Investigate and define problem.				
<ul style="list-style-type: none"> Leads conversations, with district leaders and improvement facilitators, to develop a shared understanding of system-, school-, and classroom-level problems standing in the way of achievement in Black and Latino students and students experiencing poverty. Shares and contributes situational examples and a wide range of feedback to develop a deeper understanding of the complexity and nuance of the equity and access problem and define the objective of the improvement work. Identifies and challenges practices and assumptions that created barriers to access and equity and contributes to efforts. Facilitates and supports additional conversations, with district leaders and improvement facilitators, to engage key stakeholders (e.g. students, parents, staff) from diverse backgrounds, roles, and experiences to ensure a broad and diverse understanding of the problem. 	<ul style="list-style-type: none"> Collaborates, with district leaders and improvement facilitators, to use processes and tools to develop a shared understanding of school- and classroom-level problems standing in the way of student achievement. Supports, with improvement facilitator and teams, use of feedback to clarify problem and identify barriers to equity and access challenges. 	<ul style="list-style-type: none"> Works, with improvement facilitators, to develop a shared understanding of school-level problems. Gathers feedback and shares evidence of problem and provides examples of equity and access. Works, with improvement facilitators, to develop a broad and diverse understanding of the equity and access problem as a basis for creating a rationale, or theory, of improvement processes. 	<ul style="list-style-type: none"> Shares evidence of problems and initiates discussions about assumptions related to equity and access. 	<ul style="list-style-type: none"> Accepts the equity and access problem identified by others.

1. Analyze problem focus area.

Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
1.2 Access, analyze, and interpret data.				
<ul style="list-style-type: none"> Engages with district leaders and improvement facilitators to analyze qualitative and quantitative educator and school data from four or more sources to reflect on the complexity inherent in the educational system. Supports improvement facilitators to acquire knowledge about factors, from multiple perspectives, that influence the chosen problem related to equity and access. Identifies factors, with district leaders and improvement facilitators, that emerged from analyzed educator and school data to make predictions, observations, or inferences about the data. Supports improvement facilitators and improvement teams to identify and prioritize factors influencing the chosen problem related to equity and access. 	<ul style="list-style-type: none"> Partners with district leaders and improvement facilitators to analyze qualitative and quantitative educator and school data from three sources to reflect on the complexity inherent in the educational system rather than quick fixes. Acquires knowledge about factors, from multiple perspectives, that influence the chosen problem related to equity and access. Identifies factors, with district leaders and improvement facilitators, that emerged from analyzed educator and school data to make predictions, observations, or inferences about equity and access within the system. 	<ul style="list-style-type: none"> Analyzes, with improvement facilitators, qualitative and quantitative educator and school data from two sources to gain a deeper understanding of chosen problem related to equity and access and the educational system that contributes. Acquires knowledge about factors that influence the chosen problem related to equity and access. Identifies and shares factors that emerged from analyzed educator and school data to make predictions, observations, or inferences about the data. 	<ul style="list-style-type: none"> Presents results of quantitative student data from one source to gain a deeper understanding of chosen problem related to equity and access. 	<ul style="list-style-type: none"> Accepts results of data analysis from others to understand chosen problem related to equity and access.

1. Analyze problem focus area.

Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
1.3 Conduct root cause analysis.				
<ul style="list-style-type: none"> Engages in, with district leaders and improvement facilitators, conversations about interpretations, trends, patterns, and outliers within the data. Applies and uses processes and improvement science tools (e.g. 5 whys, fishbone diagrams, empathy interviews) to discuss interpretations and root causes contributing to the problem related to equity and access. Collaborates, with district leaders and improvement facilitators, to identify and use other factors to offer interpretations of data and identify trends, patterns, and opportunities. Supports and clarifies understanding of the problem statement and works, with improvement facilitators, to plan and develop process to develop and gather input on its definition and action orientation. 	<ul style="list-style-type: none"> Engages in, with district leaders and improvement facilitators, conversations about interpretations, trends, patterns, and outliers within the data. Meets with district leaders and improvement facilitators to discuss interpretations and root causes contributing to the problem related to equity and access and debrief improvement science tools (e.g. 5 whys, fishbone diagrams, empathy interviews) used. Develops, with district leaders and improvement facilitators, understanding of the problem statement protocols and shares process, with improvement facilitators, to develop and gather input on its definition and action orientation. 	<ul style="list-style-type: none"> Partners with improvement facilitators to interpret data to decipher trends, patterns, and outliers within the data. Meets with improvement facilitators to discuss root causes contributing to the problem related to equity and access. Participates, with improvement facilitators, in conversations about problem statement that provides clear avenues for research and investigation. 	<ul style="list-style-type: none"> Develops own understanding of the problem related to equity and access and presents interpretation of the data. Presents root cause analysis and shares consolidated thinking into defined problem statement. 	<ul style="list-style-type: none"> Accepts others' interpretation of data and analysis of the problem related to equity and access.

2. Establish theory of improvement.

Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
2.1 Establish aim statement.				
<ul style="list-style-type: none"> • Supports improvement facilitators to use problem analysis data to narrow focus and set an aim in SMART goal format. • Collaborates with district leaders and improvement facilitators on development of a clear and succinct aim statement that describes what is being improved, for whom, and by when. • Provides and seeks constructive feedback from inter- and intradistrict colleagues on clarity and effectiveness of the aim statement to describe the desired outcomes. • Supports and clarifies, with district leaders and improvement facilitators, outcome measures (e.g. overall on-track, attendance, behavior, and course performance) aligned to the aim, and works with improvement facilitators to develop process to set and gather input on targets. 	<ul style="list-style-type: none"> • Reviews and uses problem analysis data, with district leaders and improvement facilitators, to narrow focus and set an aim in SMART goal format. • Contributes, with district leaders and improvement facilitators, to develop a clear aim statement that describes what is being improved, for whom, and by when. • Supports improvement facilitator and teams to provide feedback on the clarity and effectiveness of the aim statement to describe the desired outcomes. • Develops, with district leaders and improvement facilitators, understanding of outcome measures (e.g. overall on-track, attendance, behavior, and course performance) and shares process with improvement facilitators to set and gather input on targets. 	<ul style="list-style-type: none"> • Uses problem analysis data to narrow focus and set goal, or aim. • Participates, with improvement facilitators, in conversations about aim statements that describe what is being improved, for whom, and by when. • Develops and shares own understanding of outcome measures (e.g. overall on-track, attendance, behavior, and course performance) and sets school targets. 	<ul style="list-style-type: none"> • Uses problem analysis data to determine area of focus. • Presents aim statement and sets school targets to monitor and track progress. 	<ul style="list-style-type: none"> • Provides area of focus and sets goal.

2. Establish theory of improvement.

Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
2.2 Identify drivers.				
<ul style="list-style-type: none"> Allocates time, with district leaders and improvement facilitators, to organize, review, and use causes and underlying issues identified to begin developing a rationale, or working theory, of how improvement is created. Supports and clarifies, with district leaders and improvement facilitators, a process to gather points of view of the system and develop a shared understanding of primary and secondary drivers and assess strength of drivers that provide the most leverage to meet the local aim. Provides and seeks, with district leaders and improvement facilitators, insights and uses models to identify primary drivers, and the secondary drivers influencing each of the primary drivers. Makes connections between the drivers and the impact on the most marginalized groups within the school site. 	<ul style="list-style-type: none"> Reviews and uses, with district leaders and improvement facilitators, causes and underlying issues identified to begin developing a rationale, or working theory, of how improvement is created. Develops, with district leaders and improvement facilitators, a shared understanding of primary and secondary drivers. Works with district leaders and improvement facilitators to share insights and identify primary drivers influencing the aim. 	<ul style="list-style-type: none"> Uses, with improvement facilitators, causes and underlying issues identified to begin developing a rationale, or working theory, of how improvement is created. Develops and shares own understanding of primary and secondary drivers. Participates, with improvement facilitators, in conversations about drivers derived from the aim. 	<ul style="list-style-type: none"> Uses causes and underlying issues identified to develop a rationale, or working theory, of how improvement is created. Presents own understanding of primary and secondary drivers. 	<ul style="list-style-type: none"> Overlooks role to support the identification of primary and secondary drivers to explain how to create improvement.

2. Establish theory of improvement.

Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
2.3 Generate and prioritize change ideas.				
<ul style="list-style-type: none"> • Develops and supports, with district leaders and improvement facilitators, process to brainstorm and identify 3-5 small evidence-based measurable changes, and shares change package to identify potential changes to apply from known research and evidence-based practice. • Guides, with district leaders and improvement facilitators, conversations to consider ease of implementation and level of impact on one or more secondary drivers to prioritize change ideas. • Demonstrates, with district leaders and improvement facilitators, value of driver diagram to clarify how the theory of improvement connects change ideas all the way through to aim. • Creates, with district and improvement facilitators, opportunities to share and gather feedback on theory of improvement and reflect on learning and growing expertise to refine driver diagram. 	<ul style="list-style-type: none"> • Develops, with district leaders and improvement facilitators, process to brainstorm and identify 3-5 small evidence-based measurable changes. • Inquires, with district leaders and improvement facilitators, about anticipated impact and ease of implementation to inform prioritization of changes tied to drivers. • Contributes to and uses, with district leaders and improvement teams, driver diagram to clarify how the theory of improvement connects change ideas all the way through to aim. 	<ul style="list-style-type: none"> • Collaborates, with improvement facilitators, to brainstorm and identify 3-5 small evidence-based measurable changes. • Participates, with improvement facilitators, in prioritization of change ideas tied to drivers. • Contributes, with improvement facilitators, to driver diagram, or visual representation, of relationship among the aim, drivers, and change ideas. 	<ul style="list-style-type: none"> • Initiates conversations to brainstorm change ideas and identifies one small evidence-based measurable change. 	<ul style="list-style-type: none"> • Provides others' change ideas to test.

3. Plan and test changes.

Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
3.1 Develop action plan.				
<ul style="list-style-type: none"> • Supports the review and use of driver diagram to select most impactful change to test over a short duration (i.e. no more than 2-3 weeks) and develops, with district leaders and improvement facilitators, process and tools (e.g. PDSA template) to develop an action plan. • Develops own and improvement facilitator’s capacity to make and track predictions about what will happen and why and promotes collaborative culture to challenges assumptions and implicit biases that inhibit equitable practices. • Supports, with school leaders and improvement facilitators, process to determine size and scope of the test of change, discusses initial focus on speed of learning, and identifies PDSA measures (e.g. checklists, exit tickets, interviews) to collect evidence and observations. • Shares and maintains commitment with district leaders and improvement facilitators, and uses tools (e.g. Innovation Configuration maps) to clarify roles, responsibilities, and expectations of the improvement team and process. 	<ul style="list-style-type: none"> • Reviews and uses driver diagrams, with district leaders and improvement facilitators, to select most impactful change to test and designs process and tools to develop a PDSA action plan. • Supports, with district leaders and improvement facilitators, practice to make and track predictions about what will happen and why and invites discussions about biases held that could inhibit equitable practices. • Determines, with district leaders and improvement facilitators, size and scope of the test of change, and identifies PDSA measure to collect evidence and observations. • Contributes, with district leaders and improvement facilitators, to shared understanding of roles and responsibilities of the improvement team and process. 	<ul style="list-style-type: none"> • Reviews and uses driver diagrams, with improvement facilitators, to select most impactful change idea to test. • Supports, with improvement facilitators, the practice of making predictions about what will happen during the test of the change idea and why. • Contributes, with improvement facilitators, to conversations to determine the size of change to test. • Recognizes own role and responsibility as a school leader of the improvement team and process. 	<ul style="list-style-type: none"> • Leads conversations to select change ideas to test and make predictions. 	<ul style="list-style-type: none"> • Processes others’ selected change ideas to test.

3. Plan and test changes.

Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
3.2 Conduct test and capture data.				
<ul style="list-style-type: none"> Models and shares the process and forms used to create and prepare for a small test of the change idea and carry out action plans for district leaders and improvement facilitators. Supports improvement facilitators to adopt practices to manage, coordinate, and monitor the implementation of change ideas and use of practical measures to gather data to collect evidence. Explains and establishes expectations that improvement teams collect notes about what occurred during tests and emphasizes inclusion of barriers, successes, and unexpected outcomes. 	<ul style="list-style-type: none"> Models the process used to create and prepare for a small test of the change idea for district leaders and improvement facilitators. Supports improvement facilitators to monitor the implementation of change ideas and use of practical measures to gather data to collect evidence. Establishes expectations that improvement teams collect notes, in addition to data, about what occurred during the test. 	<ul style="list-style-type: none"> Models, with improvement facilitators, the process used to create a small test of the change idea selected. Supports improvement facilitators with the implementation of one change idea as planned and gathers data. 	<ul style="list-style-type: none"> Facilitates process used to create a small test of the change idea. 	<ul style="list-style-type: none"> Defers to others' review of process and accepts action plan from others.

3. Plan and test changes.

Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
3.3 Study and act on results.				
<ul style="list-style-type: none"> • Develops and supports, with district leaders and improvement facilitators, process to debrief the cycle, analyze and interpret results, and compare data to predictions. • Guides data debrief with district leaders and improvement facilitators to ascertain meaning of data, acknowledge unrecognized issues, and form conclusions about the change idea. • Demonstrates value and use of insights gained to support refinements to change ideas and shares responsibility for decisions (e.g. adopt, adapt, abandon) to apply before a new cycle. • Creates conditions for professional learning and provides sufficient support needed to optimize improvements. 	<ul style="list-style-type: none"> • Supports, with district leaders and improvement facilitators, process to debrief the cycle, analyze and interpret results, and compare data to predictions. • Contributes, with district leaders and improvement facilitators, to data debrief to ascertain meaning of data and acknowledge unrecognized issues. • Seeks and uses insights gained to support refinements to change ideas and shares responsibility for decisions. 	<ul style="list-style-type: none"> • Contributes to conversations to debrief the cycle and interpret results. • Participates in data debrief with improvement facilitators to ascertain meaning of data. 	<ul style="list-style-type: none"> • Promotes conversations to debrief the cycle and interpret results. 	<ul style="list-style-type: none"> • Provides interpretations of results and next steps from others.

4. Learn to inform actions.

Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
4.1 Design learning agenda.				
<ul style="list-style-type: none"> Establishes and applies, with district leaders and improvement facilitators, criteria to prioritize team and school learning goals. Links areas for professional growth to theory of improvement and the collective PDSA experience and supports the identification of learning needed to support change ideas and attain individual and team goals. Seeks and participates in continuous learning about the inquiry process, relevant research, and evidence to address opportunities and problems of practice. Leverages and creates experiences for staff to use collaborative learning to solve individual and team challenges related to student learning. 	<ul style="list-style-type: none"> Develops and builds consensus with district leaders and improvement facilitators to prioritize team learning goals. Links areas for professional growth to theory of improvement and the collective PDSA experience and supports the identification of learning needed to support change ideas. Participates in continuous learning about the inquiry process to address opportunities and problems of practice. Uses collaborative learning as the primary approach to solve team challenges related to student learning. 	<ul style="list-style-type: none"> Develops consensus to prioritize learning goals. Links areas for growth to theory of improvement and supports the identification of learning needed to support change ideas. Participates in new learning to address opportunities. 	<ul style="list-style-type: none"> Promotes conversations to prioritize learning goals. Uses teams' preferences to identify learning needs. 	<ul style="list-style-type: none"> Makes decisions about learning goals and sets priorities.

4. Learn to inform actions.

Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
4.2 Engage in professional learning.				
<ul style="list-style-type: none"> Reinforces the learning outcomes, including knowledge, skills, dispositions, and practices, expected as a result of professional learning. Engages in professional learning, coaching, feedback, and reflection to develop leadership, content, pedagogy, and equitable inputs related to educator learning outcomes. Meets with district leaders and improvement facilitators regularly about the impact of individual professional learning on student and educator results. Assesses improvement team practice based on learning acquired to promote decision-making about what change to test next. 	<ul style="list-style-type: none"> Reinforces the learning outcomes, including knowledge, skills, and practices, expected as a result of professional learning. Engages in professional learning, coaching, and reflection to develop content, pedagogy, and equitable inputs related to educator learning outcomes. Meets with district leaders and improvement facilitators occasionally about the impact of individual and collective professional learning on student results. 	<ul style="list-style-type: none"> Reinforces the learning outcomes, including knowledge and skills, expected as a result of professional learning. Engages in professional learning and reflection to develop content and pedagogy related to educator learning outcomes. 	<ul style="list-style-type: none"> Reinforces the learning outcomes, including content, expected as a result of individual and team professional learning. Engages in professional learning on curriculum and instructional materials. 	<ul style="list-style-type: none"> Shares knowledge about content influencing intended results.

4. Learn to inform actions.

Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
4.3 Integrate new learning into change ideas.				
<ul style="list-style-type: none"> • Shares own reflections on experiences with informal and formal learning to identify effective ideas, practices, and measures related to outcomes. • Analyzes and shares, with district leaders and improvement facilitators, feedback about experience running tests, collaboration, learning, and results to improve future cycles. • Engages in conversations about adjustments made to plan for next small test with district leaders and improvement facilitators. • Employs multiple types of support to address improvement facilitator and team needs related to the PDSA process. 	<ul style="list-style-type: none"> • Shares own reflection on experiences with informal and formal learning to identify effective ideas, practices, and measures. • Analyzes and shares, with district leaders and improvement facilitators, feedback about collaboration, learning, and results. • Engages in conversations about plan for next small test with district leaders and improvement facilitators. 	<ul style="list-style-type: none"> • Shares reflection on experiences with informal and formal learning to identify effective ideas and practices. • Analyzes and shares, with improvement facilitators, feedback about collaboration, learning, and results. • Engages in conversations about plan for next small test with improvement facilitators. 	<ul style="list-style-type: none"> • Shares own reflections on experiences with informal and formal learning. • Collects feedback about collaboration and learning. 	<ul style="list-style-type: none"> • Shares own reflections about experiences.

5. Measure progress and scale.

Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
5.1 Measure change of drivers.				
<ul style="list-style-type: none"> • Develops, with school leaders and improvement teams, understanding of and knowledge and skills to select and use appropriate measures to gauge improvement over time. • Establishes system to track and monitor embedded evidence to chart progress and ascertain how the change idea is working within the context. • Formulates conclusions about embedded evidence and collection methods to communicate progress toward goals and support decision-making. • Collects, with district leaders and improvement facilitators, feedback to communicate the effectiveness of theory of improvement and approaches used to reach outcome measures and supports needed adjustments. 	<ul style="list-style-type: none"> • Develops, with school leaders and improvement teams, knowledge and skills to use appropriate measures to gauge improvement. • Tracks and monitors embedded evidence to chart progress and ascertain how the change idea is working. • Contributes to conversations about embedded evidence and collection methods to assess progress toward goals. 	<ul style="list-style-type: none"> • Develops, with improvement facilitators, knowledge and skills needed to use measures to support improvement. • Tracks and monitors evidence and progress of the change idea. 	<ul style="list-style-type: none"> • Shares information to increase understanding of different types of measurement. 	<ul style="list-style-type: none"> • Accepts traditional approaches to measurement.

5. Measure progress and scale.

Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
5.2 Assess confidence in change to make decisions.				
<ul style="list-style-type: none"> • Uses evidence collected from three or more tests showing consistent results to confirm impact and provides feedback on decisions about potential next actions. • Identifies, with district leaders and improvement facilitators, opportunities and solves problems that create barriers to expansion across classrooms, grades, and schools. • Plans and acts to support steps to avoid pitfalls and maximize chances of success. 	<ul style="list-style-type: none"> • Uses evidence collected from two tests showing consistent results and provides feedback on the next actions. • Identifies, with district leaders and improvement facilitators, factors influencing the expansion of change ideas across classrooms and grades. 	<ul style="list-style-type: none"> • Uses evidence collected from one test showing consistent results to inform next actions. • Shares factors influencing the expansion of change ideas across classrooms. 	<ul style="list-style-type: none"> • Collects decisions to move forward when a practice creates positive results. 	<ul style="list-style-type: none"> • Makes decisions to move forward.

5. Measure progress and scale.

Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
5.3 Ensure continuous cycle of improvement.				
<ul style="list-style-type: none"> • Develops, with district leaders and improvement facilitators, shared assumptions about the phases and a shared definition of continuous improvement. • Challenges practices and assumptions that create barriers to continuous improvement and identifies and works to overcome setbacks and barriers. • Models, with district leaders and improvement facilitators, the iterative testing cycle and develops own and others' knowledge and skills about the nonlinear phases of continuous improvement. • Collects and shares successes and evidence of consistent results with stakeholders at multiple levels. 	<ul style="list-style-type: none"> • Develops, with improvement facilitators, shared assumptions about the phases and a shared definition of continuous improvement. • Contributes to efforts to identify and overcome barriers to continuous improvement. • Promotes the iterative testing cycle and develops own and others' knowledge and skills about the phases of continuous improvement. 	<ul style="list-style-type: none"> • Develops, with improvement facilitators, shared assumptions about the phases and a shared definition of continuous improvement. • Develops own knowledge and skills about the process of continuous improvement. 	<ul style="list-style-type: none"> • States shared assumptions and a definition of continuous improvement. • Directs staff to learn about the cycle of continuous improvement. 	<ul style="list-style-type: none"> • Shares personal assumptions about and communicates a definition of continuous improvement.

District Leader

1. Analyze problem focus area.				
Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
1.1 Investigate and define problem.				
<ul style="list-style-type: none"> Provides, with district and school leaders, time to carefully investigate, locate, and define problems within the larger system. Identifies and challenges practices that contradict the shared principles and process of improvement science to explore the context and complexity of problems. Defends importance of and attention to underlying equity and access challenges. Facilitates and supports, with district and school leaders, additional conversations to amplify and center students, families, and community partners to drive improvement work by engaging key stakeholders (e.g. students, parents, staff) from diverse backgrounds, roles, and experiences. 	<ul style="list-style-type: none"> Partners with district and school leaders to use processes and tools to identify challenges and interconnected factors contributing to system- and school-level problems standing in the way of student achievement. Showcases examples that clarify problems and gathers feedback to develop a deeper understanding of critical problems. Supports district and school leaders to overcome barriers to underlying equity and access challenges. 	<ul style="list-style-type: none"> Supports school leaders to develop a shared understanding of system-level problems. Showcases examples that clarify problems and gathers feedback to develop a deeper understanding of critical problems. Identifies policies and practices that are barriers to equity and access. Understands the importance and attention to underlying equity and access challenges. Works, with school leaders, to develop a broad and diverse understanding of the problem as a basis for creating a rationale, or theory, of improvement processes. 	<ul style="list-style-type: none"> Showcases impact of equity and access problems and initiates conversations about assumptions. 	<ul style="list-style-type: none"> Accepts the equity and access problem identified by others.

1. Analyze problem focus area.

Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
1.2 Access, analyze, and interpret data.				
<ul style="list-style-type: none"> • Develops capacity of district and school leaders to identify and analyze qualitative and quantitative student, educator, and system data from multiple sources to reflect on the complexity inherent in the educational system that may create barriers to equity and access. • Identifies factors and multiple perspectives, with district leaders and school leaders, that emerged from analyzed data to make predictions, observations, or inferences about equity and access in the system. • Provides coaching and other support to school leaders to analyze, interpret, and use data to better understand and factors that influence chosen problem. 	<ul style="list-style-type: none"> • Identifies, with district and school leaders, formative, summative, qualitative, and quantitative student, educator, and system data from multiple sources. • Analyzes data, with district and school leaders, to inform and make predictions, observations, or inferences. • Collaborates with district and school leaders to acquire knowledge about factors from multiple perspectives that influence the chosen problem related to equity and access. 	<ul style="list-style-type: none"> • Identifies, with school leaders, formative, summative, qualitative, and quantitative student, educator, and system data to inform and make predictions, observations, and inferences about the data. • Analyzes, with school leaders, data to inform and make predictions, observations, or inferences about the data. 	<ul style="list-style-type: none"> • Presents the results of qualitative and quantitative student, educator, and system data to inform predictions, observations, or inferences about the data to identify a problem related to equity and access. 	<ul style="list-style-type: none"> • Accepts results of data analysis from others to understand chosen problem related to equity and access.

1. Analyze problem focus area.

Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
1.3 Conduct root cause analysis.				
<ul style="list-style-type: none"> • Develops capacity of district and school leaders to interpret data and decipher trends, patterns, and outliers within the data. • Facilitates data meetings with district and school leaders to apply and debrief processes and improvement science tools (e.g. 5 whys, fishbone diagrams, empathy interviews) used and discuss interpretations and root causes of the system contributing to the problem related to equity and access. • Provides coaching and other support to school leaders to identify and use research and other factors to offer interpretations of data and identify trends, patterns, strengths, and opportunities. • Creates and supports, with district and school leaders, opportunities to discuss examples of well-defined and actionable problem statements and gather constructive feedback on its definition and action orientation. 	<ul style="list-style-type: none"> • Engages district and school leaders in conversations about interpretations, trends, patterns, and outliers within the data. • Meets with district and school leaders to discuss interpretations and root causes contributing to the problem and debrief improvement science tools (e.g. 5 whys, fishbone diagrams, empathy interviews) used. • Establishes and provides, with district and school leaders, process, protocols, and strong examples to develop and facilitate feedback on the problem statement. 	<ul style="list-style-type: none"> • Partners with school leaders to interpret data to decipher trends, patterns, and outliers within the data. • Meets with school leaders to discuss root causes contributing to the problem related to equity and access. • Facilitates, with school leaders, conversations about purpose of a problem statement that provides clear avenues for research and investigation. 	<ul style="list-style-type: none"> • Develops own knowledge and skills to understand the problem related to equity and access and interprets data. • Communicates root causes analysis and shares consolidated thinking into a defined problem statement. 	<ul style="list-style-type: none"> • Accepts others' interpretation of data and analysis of the problem related to equity and access.

2. Establish theory of improvement.

Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
2.1 Establish aim statement.				
<ul style="list-style-type: none"> • Develops, with district and school leaders, capacity to select, access, use, and share problem analysis data to narrow focus and set an aim in SMART goal format. • Creates and supports, with district and school leaders, opportunities to discuss examples of aim statement and gather constructive feedback on clarity and effectiveness. • Coaches district and school leaders on how to select and use outcome measures (e.g. overall on-track, attendance, behavior, and course performance) aligned to the aim and evidence-based research. • Establishes, with district and school leaders, data management systems and protocols to set, monitor, and track targets. 	<ul style="list-style-type: none"> • Models for district and school leaders the use of problem analysis data to narrow focus and set an aim in SMART goal format. • Shares with district and school leaders internal and external examples of clear and succinct aim statements. • Develops, with district and school leaders, shared understanding of outcome measures (e.g. overall on-track, attendance, behavior, and course performance). • Establishes, with district and school leaders, processes, and protocols to set and gather input on targets. 	<ul style="list-style-type: none"> • Works with school leaders to use problem analysis data to narrow focus and set system goal. • Facilitates, with school leaders, conversations about purpose of aim statement that describe what is being improved, for whom and by when. • Develops, with school leaders, understanding of outcome measures (e.g. overall on-track, attendance, behavior, and course performance) and sets district targets. 	<ul style="list-style-type: none"> • Maintains and uses problem analysis data to determine area of focus. • Communicates aim statement and sets school and district targets to track and monitor progress. 	<ul style="list-style-type: none"> • Determines area of focus and sets goal.

2. Establish theory of improvement.

Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
2.2 Identify drivers.				
<ul style="list-style-type: none"> • Works with district and school leaders to identify, organize, and review causes and underlying issues identified to begin developing a rationale, or working theory, of how improvement is created. • Promotes, with school and district leaders, process to gather points of view of the system, develop a shared understanding of primary and secondary drivers, and assess strength of drivers that provide the most leverage to meet the local aim. • Works with improvement teams to make connections between the drivers and the impact on the most marginalized groups within the district. • Provides and seeks, with district and school leaders, insights and uses models to identify primary drivers and secondary drivers influencing each of the primary drivers. 	<ul style="list-style-type: none"> • Assesses and acknowledges, with district and school leaders, causes and underlying issues identified to begin developing a rationale, or working theory, of how improvement is created. • Contributes, with district and school leaders, to the development of a shared understanding of primary and secondary drivers. • Promotes, with district and school leaders, insights and process to identify primary drivers influencing the aim. 	<ul style="list-style-type: none"> • Acknowledges, with school leaders, causes and underlying issues identified to begin developing a rationale, or working theory, of how improvement is created. • Develops and shares, with school leaders, own understanding of primary and secondary drivers. • Participates, with school leaders, in conversations about drivers derived from the aim. 	<ul style="list-style-type: none"> • Works to develop a rationale, or working theory, of how improvement is created. • Identifies and communicates understanding of primary and secondary drivers. 	<ul style="list-style-type: none"> • Overlooks role to develop capacity to identify primary and secondary drivers to explain how to create improvement.

2. Establish theory of improvement.

Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
2.3 Generate and prioritize change ideas.				
<ul style="list-style-type: none"> Models and shares with district and school leaders capacity to support process to brainstorm and identify 3-5 small evidence-based measurable changes and leverage change package to identify potential changes to apply from known research and evidenced-based practice. Shares and uses, with district and school leaders, protocols to consider ease of implementation and level of impact on one or more secondary drivers to prioritize change ideas. Demonstrates, with district and school leaders, the value of a driver diagram that clarifies how the theory of improvement connects change ideas all the way through to aim. Creates, with district and school leaders, opportunities to share and gather feedback on theory of improvement and reflect on learning and growing expertise to refine driver diagrams. 	<ul style="list-style-type: none"> Models and shares, with district and school leaders, process to brainstorm and identify 3-5 small evidence-based measurable changes. Shares, with district and school leaders, protocols to consider anticipated impact and ease of implementation to inform prioritization of changes tied to drivers. Contributes to and uses, with district and school leaders, driver diagram to clarify how the theory of improvement connects change ideas all the way through to aim. 	<ul style="list-style-type: none"> Creates, with school leaders, process to brainstorm and identify 3-5 small evidence-based measurable changes. Leads conversations on the prioritization of change ideas tied to drivers with school leaders. Develops, with school leaders, driver diagram, or visual representation, of relationship among the aim, drivers, and change ideas. 	<ul style="list-style-type: none"> Supports conversations to brainstorm change ideas and communicates examples of small evidence-based measurable changes. 	<ul style="list-style-type: none"> Identifies others' change ideas to test.

3. Plan and test changes.

Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
3.1 Develop action plan.				
<ul style="list-style-type: none"> • Supports the review and use of driver diagram to select most impactful change to test over a short duration (i.e. no more than 2-3 weeks) and develops, with district and school leaders, process and tools (e.g. PDSA template) to develop an action plan. • Develops school and district leaders' capacity to make and track predictions about what will happen and why and promotes collaborative culture to challenges assumptions and implicit biases that inhibit equitable practices. • Establishes process to determine size and scope of change to test, discusses initial focus on speed of learning, and identifies PDSA measures (e.g. checklists, exit tickets, interviews) to collect evidence and observations. • Communicates and gathers commitment and uses tools (e.g. Innovation Configuration maps) to clarify roles, responsibilities, and expectations of the improvement team and process. 	<ul style="list-style-type: none"> • Reviews and uses driver diagram, with district and school leaders, to select most impactful change to test and designs process and tools to develop an action plan. • Promotes practices to make and track what will happen and why and invites discussions about biases that could inhibit equitable practices. • Establishes process to determine size and scope of change to test and identifies PDSA measures (e.g. checklists, exit tickets, interviews) to collect evidence and observations. • Contributes, with district and school leaders, to shared understanding of roles and responsibilities of the improvement team and process. 	<ul style="list-style-type: none"> • Reviews and uses driver diagram, with school leaders, to select most impactful change to test. • Supports, with school leaders, practice to make predictions about what will happen and why. • Contributes, with school leaders, to conversations about the size of change to test. • Recognizes own role and responsibility as a district leader of improvement teams. 	<ul style="list-style-type: none"> • Supports school leaders to initiate change ideas to test and make predictions. 	<ul style="list-style-type: none"> • Determines plans for PDSA cycle.

3. Plan and test changes.

Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
3.2 Conduct test and capture data.				
<ul style="list-style-type: none"> Models and shares the process and forms used to create and prepare for a small test of the change idea and carry out action plans for district and school leaders. Coaches and supports district and school leaders to adopt practices to manage, coordinate, and monitor the implementation of change ideas and use of practical measures to gather data to collect evidence. Endorses and explains expectations to collect notes about what occurred during tests, and emphasizes inclusion of barriers, successes, and unexpected outcomes for district and school leaders. 	<ul style="list-style-type: none"> Models the process used to create and prepare for a small test of the change idea for district and school leaders. Coaches and supports district and school leaders to monitor the implementation of change ideas and use of practical measures to gather data to collect evidence. Explains expectation that improvement teams collect notes about what occurred during the test. 	<ul style="list-style-type: none"> Models the process used to create a small test of the change idea selected for school leaders. Encourages the implementation of one change idea as planned and gathers data for school leaders. 	<ul style="list-style-type: none"> Supports school leaders to use process to create a small test of the change idea. 	<ul style="list-style-type: none"> Discusses process and action planning.

3. Plan and test changes.

Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
3.3 Study and act on results.				
<ul style="list-style-type: none"> Models and shares, with school and district leader, process to debrief the cycle, analyze and interpret results, and compare data to predictions. Promotes, with district and school leaders, importance of the data debrief to ascertain meaning of data, acknowledge unrecognized issues, and form conclusions about the change idea. Shares with district and school leaders value and use of insights gained to support refinements to change ideas and articulates responsibility for decisions (e.g. adopt, adapt, abandon) to apply before a new cycle. Supports district and school leaders to assess and improve conditions for professional learning and identifies support needed to optimize improvements. 	<ul style="list-style-type: none"> Models and shares, with district and school leaders, process to debrief the cycle, analyze and interpret results, and compare data to predictions. Promotes, with district and school leaders, importance and use of data debrief to ascertain meaning of data and acknowledge unrecognized issues. Contributes to and uses, with district and school leaders, insights gained to support refinements to change ideas and shares responsibility for decisions. 	<ul style="list-style-type: none"> Reinforces, with school leaders, conversations to debrief the cycle and interpret results. Promotes use of data debrief to ascertain meaning of data. 	<ul style="list-style-type: none"> Supports conversations to debrief the cycle and interpret results. 	<ul style="list-style-type: none"> Presents others' interpretations of results and next steps.

4. Learn to inform actions.

Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
4.1 Design learning agenda.				
<ul style="list-style-type: none"> Monitors and allocates funds and resources according to established school and system priorities. Develops own, district, and school leaders' capacity to link areas for professional growth to theory of improvement and the collective PDSA experience and facilitate the identification of learning needed to support change ideas and attain school and district goals. Shares and participates in continuous learning, relevant research, and evidence about the inquiry process to address opportunities and problems of practice. Promotes and creates experiences for district and school leaders to develop skills related to leading collaborative learning. 	<ul style="list-style-type: none"> Monitors and allocates funds and resources according to established system and school priorities. Develops own, district, and school leaders' capacity to link areas for professional growth to theory of improvement and the collective PDSA experience and facilitate the identification of learning needed to support change ideas. Participates in continuous learning about the inquiry process to address opportunities and problems of practice. Promotes and creates experiences for district leaders to develop skills related to leading collaborative learning. 	<ul style="list-style-type: none"> Allocates funds and resources according to established system priorities. Develops own capacity to link areas for growth to theory of improvement and facilitates the identification of learning needed to support change. Participates in new learning to address opportunities. 	<ul style="list-style-type: none"> Uses conversations about learning goals to establish system priorities and allocate funds and resources. Promotes the identification of learning needs. 	<ul style="list-style-type: none"> Articulates the process for making decisions about learning goals and sets priorities.

4. Learn to inform actions.

Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
4.2 Engage in professional learning.				
<ul style="list-style-type: none"> • Develops the capacity of self, school, and district leaders to delineate and use learning outcomes, including the knowledge, skills, dispositions, and practices, to design and select professional learning. • Engages in professional learning, coaching, feedback, and reflection to develop leadership, content, pedagogy, and equitable inputs related to learning outcomes. • Participates routinely in multiple inter- and intradistrict communities of practice to engage in conversations about the impact of professional learning on student and educator results. • Analyzes, with district and school leaders, practice based on learning acquired to support decision-making about what change to test next. 	<ul style="list-style-type: none"> • Develops the capacity of self, school, and district leaders to delineate learning outcomes, including the knowledge, skills, and practices to guide professional learning. • Engages in professional learning, coaching, and reflection to develop content, pedagogy, and equitable inputs related to learning outcomes. • Participates routinely in intradistrict communities of practice to engage in conversations about the impact of professional learning on student results. 	<ul style="list-style-type: none"> • Develops the capacity of school leaders to delineate learning outcomes, including the knowledge, skills, and practices to guide professional learning. • Engages in professional learning and reflection to develop content and pedagogy related to learning outcomes. • Participates occasionally in intradistrict communities of practice to engage in conversations about the impact of professional learning on student results. 	<ul style="list-style-type: none"> • Develops own capacity to delineate learning outcomes, including the knowledge, skills, and practices to guide professional learning. • Studies the effects of educator learning on student outcomes. 	<ul style="list-style-type: none"> • Supports the use of educator outcomes to guide professional learning content.

4. Learn to inform actions.

Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
4.3 Integrate new learning into change ideas.				
<ul style="list-style-type: none"> Promotes reflections on experiences with informal and formal learning to identify effective ideas, practices, and measures related to outcomes. Analyzes and shares with district and school leaders feedback about experience running tests, collaboration, learning, and results to improve cycles. Engages in conversations about adjustments made to plans for next small test with district leaders and improvement facilitators. Coaches district and school leaders to deepen understanding and refine and accelerate PDSA process. 	<ul style="list-style-type: none"> Promotes reflection on experiences with informal and formal learning to identify effective ideas, practices, and measures. Analyzes and shares with district and school leaders feedback about collaboration, learning, and results. Engages in conversations about plans for next small test with district and school leaders. 	<ul style="list-style-type: none"> Promotes reflection on experiences with informal and formal learning to identify effective ideas and practices. Analyzes and shares with school leaders feedback about collaboration, learning, and results. Engages in conversations about plans for next small test with school leaders. 	<ul style="list-style-type: none"> Promotes reflections on experiences with informal and formal learning. Collects feedback about collaboration and learning. 	<ul style="list-style-type: none"> Promotes reflection on learning experiences.

5. Measure progress and scale.

Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
5.1 Measure change of drivers.				
<ul style="list-style-type: none"> • Develops and applies, with district and school leaders, knowledge and skills to select and use appropriate measures to gauge improvement over time. • Establishes, with district and school leaders, system to track and monitor embedded evidence to chart progress of the change idea and understand changes across the system. • Collects evidence and methods used to report, share, and celebrate progress toward goals and ensure equitable access to appropriate measures. • Uses, with district and leaders and improvement facilitators, feedback to report on the effectiveness of theory of improvement and approaches used to reach outcome measures and makes needed adjustments. 	<ul style="list-style-type: none"> • Develops, with district and school leaders, knowledge and skills to use appropriate measures to gauge improvement. • Establishes, with district and school leaders, system to track and monitor embedded evidence to chart progress of the change idea. • Collects evidence and collection methods used to report and share progress toward goals. 	<ul style="list-style-type: none"> • Develops, with school leaders, knowledge and skills needed to use measures to support improvement. • Collects evidence and monitors progress of the change idea. 	<ul style="list-style-type: none"> • Presents information to increase understanding of different types of measurement. 	<ul style="list-style-type: none"> • Accepts traditional approaches to measurement.

5. Measure progress and scale.

Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
5.2 Assess confidence in change to make decisions.				
<ul style="list-style-type: none"> • Uses evidence collected from tests showing consistent results to confirm impact and supports decisions about potential next actions. • Identifies, with district and school leaders, opportunities and alleviates barriers to expansion across different classrooms, grades, and schools. • Coaches district and school leaders to assess and respond to plans to avoid pitfalls and maximize chances of success. 	<ul style="list-style-type: none"> • Uses evidence collected from tests showing consistent results to discuss and understand potential next actions. • Identifies, with district and school leaders, factors influencing the expansion of change ideas across classrooms and grades. 	<ul style="list-style-type: none"> • Uses evidence collected from tests showing consistent results to understand next actions. • Identifies, with school leaders, factors influencing the expansion of change ideas across classrooms. 	<ul style="list-style-type: none"> • Tracks decisions to move forward when a practice creates positive results. 	<ul style="list-style-type: none"> • Makes decisions to move forward.

5. Measure progress and scale.

Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
5.3 Ensure continuous cycle of improvement.				
<ul style="list-style-type: none"> Facilitates the clarification of district principles for and definition of continuous improvement. Models, with district and school leaders, the iterative testing cycle and develops own and others knowledge and skills about the nonlinear phases of continuous improvement. Identifies and challenges practices that contradict the shared assumptions and definition of continuous improvement. Showcases examples and impact of continuous improvement. 	<ul style="list-style-type: none"> Facilitates the development of district principles for and definition of continuous improvement. Supports, with district and school leaders, the interactive testing cycle and develops own knowledge and skills about the phases of continuous improvement. Supports efforts to overcome barriers to continuous improvement. 	<ul style="list-style-type: none"> Applies district principles for and definition of continuous improvement. Develops own knowledge and skills about the process of continuous improvement. 	<ul style="list-style-type: none"> Develops and shares principles of continuous improvement. Promotes learning about the cycle of continuous improvement. 	<ul style="list-style-type: none"> Presents definition of continuous improvement.

Hub Team

1. Analyze problem focus area.				
Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
1.1 Investigate and define problem.				
<ul style="list-style-type: none"> • Contributes, with district and school leaders and improvement facilitators and teams, in the development of systemwide and local principles for and tools to analyze problems. • Celebrates examples and impact of inter- and intradistrict insights gained and understanding about identified problems aligned. • Supports with district and school leaders and improvement facilitators and teams to overcome barriers to underlying equity and access challenges and gather considerations of diverse stakeholders. • Facilitates and supports, with district and school leaders and improvement facilitators and teams, additional conversations to amplify and center students, families, and community partners to drive improvement work by engaging key stakeholders (e.g. students, parents, staff) from diverse backgrounds, roles, and experiences. 	<ul style="list-style-type: none"> • Models and supports, with school leaders and improvement facilitators and teams, the use of processes and tools to analyze problems of equity and access. • Shares and celebrates examples and impact of inter- and intradistrict insights gained and understanding about identified problems aligned to equity and access challenges. • Provides and models, with school leaders and improvement facilitators and teams, conversations to support the development of a broad and diverse understanding of equity and access problems. 	<ul style="list-style-type: none"> • Supports, with improvement facilitators and improvement teams, the use of processes and tools to analyze problems of equity and access. • Celebrates examples and impact of inter- and intradistrict insights gained and understanding about identified problems aligned to equity and access challenges. • Creates ongoing opportunities to learn from and with others on identified problems. 	<ul style="list-style-type: none"> • Supports, with improvement teams, the use of processes and tools to analyze problems. • Celebrates examples and impact of inter- and intradistrict access and equity. 	<ul style="list-style-type: none"> • Introduces principles and process of improvement science in support of the aim.

1. Analyze problem focus area.

Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
1.2 Access, analyze, and interpret data.				
<ul style="list-style-type: none"> • Contributes, with district and school leaders and improvement facilitators and teams, to the development of systemwide and local processes to identify and generate multiple sources of formative, summative, qualitative, and quantitative student, educator, and system data. • Celebrate and share promising network practices and elevate new insights to build common understand of challenges to access and equity. • Provides, with district and school leaders and improvement facilitators and teams, ongoing learning opportunities, coaching and other support to assist in the process. 	<ul style="list-style-type: none"> • Models and supports, with school leaders and improvement facilitators and teams, the use of processes and tools to analyze problems. • Shares and provides network examples and impact of inter- and intradistrict insights gained and understanding about identified problems aligned to equity and access challenges. • Provides, with school leaders and improvement facilitators and teams, coaching and support to assist in the process. 	<ul style="list-style-type: none"> • Builds the capacity of facilitators and improvement teams to use processes and tools of improvement science to analyze problems related to equity and access. • Provides examples and impact of inter- and intradistrict insights gained and understanding about identified problems aligned to equity and access challenges. • Creates ongoing opportunities to learn from and with others on identified problems. 	<ul style="list-style-type: none"> • Supports, with improvement teams, the use of processes and tools to analyze problems related to equity and access. • Provides examples and impact of inter- and intradistrict access and equity. 	<ul style="list-style-type: none"> • Introduces principles and process of improvement science in support of the aim.

1. Analyze problem focus area.

Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
1.3 Conduct root cause analysis.				
<ul style="list-style-type: none"> • Develops capacity of district and school leaders and improvement facilitators and teams to interpret data and decipher trends, patterns, and outliers within the data. • Models and facilitates data meetings with district and school leaders and improvement facilitators and teams to apply and debrief processes and improvement science tools (e.g. 5 whys, fishbone diagrams, empathy interviews) used, and discuss interpretations and root causes contributing to the problem. • Facilitates and supports, with district and school leaders and improvement facilitators and teams, guidance to identify research and other factors to offer interpretations of data, develop well-defined and actionable problem statement, and gather constructive feedback on its clarity and effectiveness. 	<ul style="list-style-type: none"> • Engages in, with school leaders, improvement facilitators and teams, conversations about interpretations, trends, patterns, and outliers within the data. • Meets with school leaders and improvement facilitators and teams to share and offer network examples of and demonstrate root cause analysis using process and improvement science tools (e.g. 5 whys, fishbone diagrams, empathy interviews). • Shares, with school leaders and improvement facilitators and teams, process, protocols, and strong examples to develop and facilitate feedback on problem statement. 	<ul style="list-style-type: none"> • Supports improvement facilitators and teams to interpret data to decipher trends, patterns, and outliers within the data. • Meets with improvement facilitators and teams to offer examples of root cause analysis using processes and improvement science tools (e.g. 5 whys, fishbone diagrams, empathy interviews). • Facilitates, with improvement facilitators and teams, conversations about purpose and development of a problem statement. 	<ul style="list-style-type: none"> • Supports improvement teams to interpret data for comprehension. • Disseminates examples of root causes analysis and process to consolidate thinking into a defined problem statement. 	<ul style="list-style-type: none"> • Initiates interpretation of data and analysis of problem related to equity and access.

2. Establish theory of improvement.

Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
2.1 Establish aim statement.				
<ul style="list-style-type: none"> • Develops, with district and school leaders and improvement facilitators and teams, capacity to select, access, use, and share problem analysis data, to narrow focus and provide guidance in the development of an aim statement written in SMART goal format. • Facilitates and supports, with district and school leaders and improvement facilitators and teams, guidance to develop and refine a strong aim statement and gather constructive feedback on its clarity and effectiveness. • Coaches district and school leaders and improvement facilitators and teams on the the selection and use of outcome measures (e.g. overall on-track, attendance, behavior, and course performance) aligned to the aim and evidence-based research. • Demonstrates and supports, with district and school leaders and improvement facilitators and teams, use and development of data management systems and protocols to set, monitor, and track targets. 	<ul style="list-style-type: none"> • Models for school leaders and improvement facilitators and teams problem analysis data to narrow focus and provide guidance in the development of an aim statement written in SMART goal format. • Shares with school leaders and improvement facilitators and teams network examples of strong aim statements to develop understanding of and the strength needed to unify work. • Works with school leaders and improvement facilitators and teams to develop a shared understanding of outcome measures (e.g. overall on-track, attendance, behavior, and course performance). • Provides, with school leaders and improvement facilitators and teams, process and protocols to set and facilitate feedback on targets. 	<ul style="list-style-type: none"> • Works with improvement facilitators and teams to use problem analysis data to narrow focus and set system goal. • Facilitates, with improvement facilitators and teams, conversations about purpose and development of a clear and succinct aim statement. • Develops, with improvement facilitators and teams, understanding of outcome measures (e.g. overall on-track, attendance, behavior, and course performance) and target-setting process. 	<ul style="list-style-type: none"> • Supports improvement teams to maintain and use problem analysis data to determine area of focus. • Disseminates examples of aim statements and provides guidance to set, track, and monitor school and district targets. 	<ul style="list-style-type: none"> • Documents and collects area of focus and goals.

2. Establish theory of improvement.

Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
2.2 Identify drivers.				
<ul style="list-style-type: none"> • Develops, with district and school leaders and improvement facilitators and teams, capacity to gather, organize, review, and use causes and identified underlying issues to develop a working theory of how improvement is created. • Supports, with district and school leaders and improvement facilitators and teams, process to gather points of view of the system, develop shared understanding of primary and secondary drivers, and assess strength of drivers that provide the most leverage to meet the local aim. • Demonstrates, with district and school leaders and improvement facilitators and teams, approaches influencing each of the primary drivers. • Works with district and improvement teams to make connections between the drivers and the impact on the most marginalized groups within the district. 	<ul style="list-style-type: none"> • Works with school leaders and improvement facilitators and teams to use causes and identified underlying issues to begin developing a rationale, or working theory, of how improvement is created. • Provides, with school leaders, improvement facilitator, and teams, processes and protocols to gather points of view of the system and develop shared understanding of primary and secondary drivers. • Shares with school leaders and improvement facilitators and teams approaches to apply insights to work from aim to primary and secondary drivers. 	<ul style="list-style-type: none"> • Collaborates with improvement facilitators and teams to use causes and identified underlying issue to begin developing a rationale, or working theory, of how improvement is created. • Develops, with improvement facilitators and teams, understanding of primary and secondary drivers and the difference between them. • Facilitates, with improvement facilitators and teams, conversations about drivers derived from the aim. 	<ul style="list-style-type: none"> • Works with improvement teams to use causes and identified underlying issues to begin developing a rationale, or working theory, of how improvement is created. • Describes and defines primary and secondary drivers. 	<ul style="list-style-type: none"> • Overlooks role to provide clear examples of primary and secondary drivers to explain how to create improvement.

2. Establish theory of improvement.

Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
2.3 Generate and prioritize change ideas.				
<ul style="list-style-type: none"> • Develops, with district and school leaders and improvement facilitators and teams, capacity to lead conversation about change ideas and support process to brainstorm and identify 3-5 small evidence-based measurable changes and develop change package to review potential changes to apply from known research and evidence-based practice. • Develops and models, with district and school leaders and improvement facilitators and teams, protocols to consider ease of implementation and level of impact on one or more secondary drivers to prioritize change ideas. • Provides multiple examples and demonstrates, with district and school leaders and improvement facilitators and teams, value of driver diagram to clarify how the theory of improvement connects change ideas all the way through to aim. • Creates, with district and school leaders and improvement facilitators and teams, inter- and intradistrict opportunities to share theories of improvement and reflections on learning and growing expertise used to refine driver diagrams. 	<ul style="list-style-type: none"> • Develops and shares, with school leaders and improvement facilitators and teams, process to brainstorm and identify 3-5 small evidence-based measurable changes. • Facilitates, with school leaders and improvement facilitators and teams, conversations about anticipated impact and ease of implementation, to inform prioritization of changes tied to drivers. • Shares with school leaders and improvement facilitators driver diagram to help clarify how theory of improvement connects change ideas all the way through to aim. 	<ul style="list-style-type: none"> • Shares with improvement facilitators and teams process to brainstorm and identify 3-5 small measurable changes. • Facilitates, with improvement facilitators and teams, conversations on the prioritization of change ideas tied to drivers. • Recommends, with improvement facilitators and team, use of driver diagram, or visual representation, of relationship among the aim, drivers, and change ideas. 	<ul style="list-style-type: none"> • Supports improvement team conversations to brainstorm change ideas. 	<ul style="list-style-type: none"> • Introduces and defines change ideas.

3. Plan and test changes.

Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
3.1 Develop action plan.				
<ul style="list-style-type: none"> • Supports the review and use of driver diagrams to select most impactful change to test over a short duration (i.e. no more than 2-3 weeks) and develops, with district and school leaders and improvement facilitators, process and tools (e.g. PDSA template) to develop an action plan. • Develops school and district leaders' and improvement facilitators' capacity to make and track predictions about what will happen and why and promotes collaborative culture to challenge assumptions and implicit biases that inhibit equitable practices. • Establishes process to determine size and scope of change to test, discuss initial focus on speed of learning, and identify PDSA measure (e.g. observation checklists, exit tickets, interviews), to collect evidence and observations. • Shares clear descriptions and creates tools (e.g. Innovation Configuration maps) to build common understanding of roles, responsibilities, and expectations of the improvement team and process. 	<ul style="list-style-type: none"> • Reviews and uses driver diagrams, with school leaders and improvement facilitators and teams, to select most impactful change to test and designs process and tools to develop an action plan. • Model and supports, with school leaders and improvement facilitators and teams, practice to make and track about what will happen and why and invites discussions about biases held that could inhibit equitable practices. • Establishes process to determine size and scope of change to test and identify PDSA measure (e.g. observation checklists, exit tickets, interviews) to collect evidence and observations. • Provides clear descriptions and clarifies, with school leaders and improvement facilitators and teams, roles, responsibilities, and expectations of the improvement team and process. 	<ul style="list-style-type: none"> • Reviews and uses driver diagrams, with improvement facilitators and teams, to select most impactful change to test. • Supports, with improvement facilitators and teams, practice to make predictions about what will happen and why. • Contributes, with improvement facilitators and teams, to conversations to determine the size of change to test. • Recognizes own role and responsibility as a hub member of improvement teams. 	<ul style="list-style-type: none"> • Supports improvement teams to select change to test and make predictions. 	<ul style="list-style-type: none"> • Shares action plans for PDSA cycles.

3. Plan and test changes.

Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
3.2 Conduct test and capture data.				
<ul style="list-style-type: none"> Coaches and supports the process and forms used to create and prepare for a small test of the change idea and carry out and record action plans for district and school leaders and improvement facilitators and teams. Coaches and supports district and school leaders and improvement facilitators and teams to adopt practices to manage, coordinate, and monitor the implementation of change ideas and use of practical measures to gather data to collect evidence. Facilitates conversation around the connection between data gathered to collect evidence and detailed notes about what occurred during tests to support reflection and learning with school and district leaders and improvement teams. 	<ul style="list-style-type: none"> Models the process used to create and prepare for a small test of the change idea for school leaders and improvement facilitators and teams. Coaches and supports school leaders and improvement facilitators and teams to monitor the implementation of change ideas and use of practical measures to gather data to collect evidence. Describes the connection between data gathered to collect evidence and notes about what occurred during tests to support reflection. 	<ul style="list-style-type: none"> Models the process used to create a small test of the change idea selected for improvement facilitators and teams. Supports improvement facilitators and teams to implement one change idea as planned and gathers data. 	<ul style="list-style-type: none"> Supports improvement facilitators to understand and use process to create a small test of the change idea. 	<ul style="list-style-type: none"> Provides process and action plan template.

3. Plan and test changes.

Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
3.3 Conduct test and capture data.				
<ul style="list-style-type: none"> Models and shares, with district and school leaders and improvement facilitators and teams, process to debrief the cycle, analyze and interpret results, and compare data to predictions. Promotes importance and models data debriefs to ascertain meaning of data, acknowledge unrecognized issues, and form conclusions about the change idea. Shares value and tracks insights gained to support refinements to change ideas and advocates decisions (e.g. adopt, adapt, abandon) to apply before a new cycle. Supports district and school leaders to adopt system criteria to assess and improve conditions for professional learning and allocate support needed to optimize improvements. 	<ul style="list-style-type: none"> Models and shares, with school leaders and improvement facilitators and teams, process to debrief the cycle, analyze and interpret results, and compare data to predictions. Promotes importance and use of data debrief to ascertain meaning of data and acknowledge unrecognized issues. Highlights and tracks insights gained to support refinements to change ideas and shares responsibility for decisions. 	<ul style="list-style-type: none"> Shares, with improvement facilitators and teams, process to debrief the cycle and interpret results to inform future action. Contributes to use of data meetings to ascertain meaning of data. 	<ul style="list-style-type: none"> Supports, with improvement teams, conversations to debrief the cycle and interpret results. 	<ul style="list-style-type: none"> Provides process and action plan template.

4. Learn to inform actions.

Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
4.1 Design learning agenda.				
<ul style="list-style-type: none"> Coordinates funds and resources according to established school and system priorities. Supports district and school leaders and improvement facilitators and teams to link professional growth to theory of improvement and the collective PDSA experience and facilitate the identification of learning needed to support change ideas and attain team, school, and district goals. Participates in and models, with colleagues and improvement facilitators, continuous learning, relevant research, and reviewing evidence about the inquiry process with follow-up and coaching. Coaches district and school leaders and improvement facilitators as leaders of collaborative learning within and across teams. 	<ul style="list-style-type: none"> Coordinates funds and resources according to system priorities. Supports school leaders and improvement facilitators and teams to link professional growth to theory of improvement and the collective PDSA experience and facilitate the identification of learning needed to support change ideas. Participates in and models, with school leaders and improvement facilitators and teams, continuous learning, relevant research, and reviewing evidence about the inquiry process. Coaches improvement facilitators as leaders of collaborative learning. 	<ul style="list-style-type: none"> Coordinates funds and resources according to system priorities. Supports improvement facilitators and teams to link growth to theory of improvement and the collective PDSA experience and facilitate the identification of learning needed to support change ideas. Participates in, with improvement facilitators and teams, continuous learning, relevant research, and reviewing evidence about the inquiry process. 	<ul style="list-style-type: none"> Provides funds and recommends resources according to system priorities. Uses theory of improvement with improvement teams to delineate the knowledge, skills, and practices needed to support change ideas. 	<ul style="list-style-type: none"> Articulates the role of district and school leaders related to learning goals and priorities.

4. Learn to inform actions.

Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
4.2 Engage in professional learning.				
<ul style="list-style-type: none"> • Develops own, district and school leaders, improvement facilitators and team capacity to delineate and use learning outcomes, including the knowledge, skills, dispositions, and practices to design and select professional learning. • Engages in professional learning, coaching, feedback, and reflection to develop continuous improvement, content, pedagogy, and equitable inputs related to learning outcomes. • Participates routinely in multiple communities of practice to engage in conversations about the impact of professional learning and continuous improvement on student and educator results. • Analyzes practice based on learning acquired to support decision-making about what change to test next. 	<ul style="list-style-type: none"> • Develops own and improvement facilitators' and teams' capacity to delineate learning outcomes, including the knowledge, skills, and practices to guide professional learning. • Engages in professional learning, coaching, and reflection to develop content, pedagogy, and equitable inputs related to learning outcomes. • Participates routinely in community of practice to engage in conversations about the impact of professional learning on student results. 	<ul style="list-style-type: none"> • Develops own, improvement facilitators', and teams' capacity to delineate learning outcomes, including the knowledge, skills, and practices to guide professional learning. • Engages in professional learning and reflection to develop content and pedagogy related to learning outcomes. • Participants occasionally in community of practice to engage in conversations about the impact of professional learning on student results. 	<ul style="list-style-type: none"> • Develops own capacity to delineate learning outcomes, including the knowledge, skills, and practices to guide professional learning. • Engages in professional learning and reflection to develop content and pedagogy related to learning outcomes. 	<ul style="list-style-type: none"> • Develops educator outcomes to guide professional learning content.

4. Learn to inform actions.

Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
4.3 Integrate new learning into change ideas.				
<ul style="list-style-type: none"> • Shares benefits of reflection on experiences with informal and formal learning to identify effective ideas, practices, and measures related to outcomes. • Analyzes and shares, with district and school leaders, and improvement facilitators and teams, feedback about experience running tests, collaboration, learning, and results to improve cycles. • Engages in conversations about adjustments made to plans for next small test with district and school leaders and improvement facilitators and team. • Extends and differentiates coaching for district and school leaders and improvement facilitators and teams to deepen understanding and refine and accelerate PDSA process. 	<ul style="list-style-type: none"> • Shares benefits of reflection on experiences with informal and formal learning to identify effective ideas, practices, and measures. • Analyzes and shares, with school leaders and improvement facilitators and teams, feedback about collaboration, learning, and results. • Engages in conversations about plans for next small test with school leaders and improvement facilitators and teams. 	<ul style="list-style-type: none"> • Shares benefits of reflection on experiences with informal and formal learning to identify effective ideas and practices. • Analyzes and shares, with improvement facilitators and teams, feedback about collaboration, learning, and results. • Engages in, with improvement facilitators and teams, conversations about plans for next small test. 	<ul style="list-style-type: none"> • Shares benefits of reflection on experiences with informal and formal learning. • Collects feedback from improvement teams about collaboration and learning. 	<ul style="list-style-type: none"> • Share information and tools to support reflection on learning experiences.

5. Measure progress and scale.

Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
5.1 Measure change of drivers.				
<ul style="list-style-type: none"> • Provides opportunities for school and district leaders and improvement facilitators and teams to develop knowledge and skills to select and use appropriate measures to gauge improvement over time. • Advocates for and models systems to track and monitor evidence to chart progress of the change idea and understand changes across systems. • Collects evidence and methods used to report progress toward goals, contributes to a collection of change ideas, or change package, and gauges potential support needed. • Provides feedback on the effectiveness of theory of improvement and approaches used to reach outcome measures and advise team on adjustments. 	<ul style="list-style-type: none"> • Provides opportunities for school leaders and improvement facilitators and teams to develop knowledge and skills to use appropriate measures to gauge improvement. • Models systems to track and monitor evidence to chart progress and understand the change idea. • Collects evidence and methods used to report and share progress toward goals. 	<ul style="list-style-type: none"> • Develops, with improvement facilitators and teams, knowledge and skills needed to use measures to understand improvement. • Shares systems to track and monitor embedded evidence to chart progress of change idea. 	<ul style="list-style-type: none"> • Presents information to increase understanding of different types of measurement. 	<ul style="list-style-type: none"> • Accepts traditional approaches to measurement.

5. Measure progress and scale.

Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
5.2 Assess confidence in change to make decisions.				
<ul style="list-style-type: none"> • Uses, with district and school leaders and improvement facilitators and teams, evidence from tests showing consistent results to confirm impact and provide coaching on potential next actions. • Identifies, with district and school leaders and improvement facilitators and teams, opportunities and barriers to expansion across classrooms, grades, and schools. • Provides feedback on plans to avoid pitfalls and maximize chances of success. 	<ul style="list-style-type: none"> • Uses, with district and school leaders and improvement facilitators and teams, evidence collected from tests showing consistent results to support next actions. • Identifies, with district and school leaders and improvement facilitators and teams, factors influencing the expansion of change ideas across classrooms and grades. 	<ul style="list-style-type: none"> • Uses, with school leaders and improvement facilitators and teams, evidence collected from tests showing consistent results to discuss next actions. • Identifies, with school leaders and improvement facilitators, factors influencing the expansion of change ideas across classrooms. 	<ul style="list-style-type: none"> • Supports decision-making with improvement facilitators and teams to move forward when a practice creates positive results. 	

5. Measure progress and scale.

Level 1 (Ideal)	Level 2	Level 3	Level 4	Level 5 (Entry)
5.3 Ensure continuous cycle of improvement.				
<ul style="list-style-type: none"> • Advocates for and contributes to the development of district principles for and a definition of continuous improvement aligned to district strategic priorities. • Provides district and school leaders and improvement facilitators and teams with coaching and resources to clarify and support the iterative testing cycle and nonlinear phases of continuous improvement. • Identifies and challenges district and school practices and policies that contradict the shared principles and definition of continuous improvement. • Showcases examples and impact of district, school, and team continuous improvement practices. 	<ul style="list-style-type: none"> • Facilitates and supports the adoption of core principles for and a definition of continuous improvement. • Models, with district and school leaders, the iterative testing cycle and develops own knowledge and skills about the phases of continuous improvement. • Identifies policies and practices that are potential barriers to continuous improvement. 	<ul style="list-style-type: none"> • Discusses and promotes the use of core principles for and a definition of continuous improvement. • Develops own knowledge and skills about continuous improvement. 	<ul style="list-style-type: none"> • Promotes and provides core principles for continuous improvement. • Facilitates learning about the cycle of continuous improvement. 	<ul style="list-style-type: none"> • Provides core principles for continuous improvement.