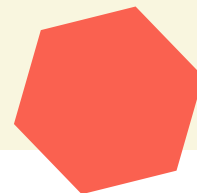


Your eROI self-assessment and action guide



See how your supplemental tools measure up so you can maximize your educational return on instruction (eROI) with this five-minute self-check, plus a practical worksheet to help turn your resource investments into measurable results.



Every supplemental investment starts with the potential it can support specific instructional goals and student outcomes.

However, potential has a proven impact only when the right resources are chosen intentionally, coordinated across the instructional ecosystem, implemented with fidelity, and connected to returns your district can see.

For K–12 leaders, eROI provides a clearer way to understand and communicate the value of those investments, and how they support teachers, strengthen student learning, and move district priorities forward.

RETURN ON INSTRUCTION

The instructional returns your supplemental resources produce, such as teacher time, student learning, and strategic-goal progress, unlocked by coordination × fidelity, relative to what you invest.

The five components of eROI

COMPONENT	THE QUESTION TO ASK
1. Fidelity	Are they being adopted as designed, consistently using it as part of their instruction?
2. Quality	Have the tools been properly vetted: evidence-based and standards-aligned?
3. Coordination	Do resources work together or overlap and conflict?
4. Investment	What are we putting in: spend, number of tools, time, professional development, and reach?
5. Returns	Are we seeing positive outcomes: teacher time, student learning, and strategic-goal progress?

Your eROI priorities evolve throughout the year

Think of your results as a snapshot of where your district is today and a starting point for continued progress. While all five eROI components work together, the component that deserves the most attention may shift throughout the school year. Early in the year, fidelity may be the most useful lens as educators establish routines and implementation takes shape. As the year progresses, the other components can help your team evaluate progress and prepare for future planning and resource decisions.

Take the eROI self-assessment

Want to uncover where your educational return on instruction stands today? Based on these five components, we've created a five-minute assessment to help you uncover where your district's eROI stands today, whether you are navigating fragmented resources, building momentum, or proving impact.

There are no wrong answers, only an honest baseline. Each answer is worth 1, 2, or 3 points. At the end, total your points to find your current stage and use your category scores to decide where to focus next.

FIDELITY

1. Can you see whether each solution is reaching its intended users and being used as designed?

- ☐ No, we have little visibility into actual use. — **1 pt**
- ☐ We have usage data for some tools, but not "as designed." — **2 pts**
- ☐ Yes, we track fidelity of use for each tool. — **3 pts**

2. Have you defined what successful implementation looks like for each tool, including expected frequency and usage?

- ☐ No, expected use isn't defined. — **1 pt**
- ☐ Expected use is defined, but not monitored. — **2 pts**
- ☐ Expected use is defined and monitored. — **3 pts**

QUALITY

3. Does your district use shared criteria to evaluate the quality of supplemental tools?

- ☐ Selection criteria are not consistently defined. — **1 pt**
- ☐ Informal criteria exist, but they vary by school, team, or tool. — **2 pts**
- ☐ Shared criteria, including evidence, standards alignment, usability, and purposeful student engagement are consistently applied. — **3 pts**

4. How are supplemental tools, including free online resources, selected for classroom use?

- ☐ Educators independently find and use resources from free teacher-resource websites as needs arise. — **1 pt**
- ☐ Schools or teams select resources independently, with limited districtwide guidance. — **1 pt**
- ☐ The district provides recommended resources, but review and alignment vary. — **2 pts**
- ☐ The district uses a defined process to approve resources against shared instructional goals and quality criteria. — **3 pts**

COORDINATION

5. How intentionally are supplemental resources matched to specific instructional needs across literacy, math, and science?

- ☐ Resources are generally selected in response to immediate needs, without a consistently defined role. — **1 pt**
- ☐ Some resources are connected to specific needs, but alignment varies by subject, school, or team. — **2 pts**
- ☐ Each resource is selected to address a clearly defined instructional need and support district priorities. — **3 pts**

6. Do educators and leaders understand the specific role each resource is intended to play alongside core instruction and other supplemental tools?

- ☐ Roles are not clearly defined, so use may vary by educator or school. — **1 pt**
- ☐ Roles are defined for some resources, but they are not consistently communicated. — **2 pts**
- ☐ Each resource has a clear, shared instructional role that guides how it is used. — **3 pts**

INVESTMENT

7. Do you have credible evidence that supplemental tools contribute to improvements in student outcomes?

- ☐ We have usage data. — **1 pt**
- ☐ For one or two tools, anecdotally. — **2 pts**
- ☐ Yes, we link tools to trusted learning measures. — **3 pts**

8. Do you evaluate each tool against your district's strategic goals?

- ☐ No, tools aren't tied to strategic goals. — **1 pt**
- ☐ Loosely, goals are referenced but not measured. — **2 pts**
- ☐ Yes, each tool is evaluated against named goals. — **3 pts**

RETURNS

9. Do you have credible evidence that supplemental tools contribute to improvements in student outcomes?

- ☐ We have usage data. — **1 pt**
- ☐ For one or two tools, anecdotally. — **2 pts**
- ☐ Yes, we link tools to trusted learning measures. — **3 pts**

10. Could you clearly explain the value your supplemental investments are delivering to students, educators, and your district?

- ☐ No, we'd need weeks to assemble it. — **1 pt**
- ☐ Partially, we could show usage, but not outcomes. — **2 pts**
- ☐ Yes, we have a board-ready one-pager. — **3 pts**

Score your starting point

Add your points. Your total will fall between 10 and 30. Each component includes two questions and has a maximum score of 6, so you can compare component scores directly. Your highest score may signal a current strength; your lowest score may signal an opportunity. Also consider which component is most relevant at this point in the school year.

COMPONENT	QUESTIONS	YOUR SCORE	MAX	FOCUS NOW?
Fidelity	1-2	#	6	#
Quality	3-4	#	6	#
Coordination	5-6	#	6	#
Investment	7-8	#	6	#
Returns	9-10	#	6	#
Total	1-10	#	30	#

Find your tier

Score	Tier	What it means
10-16	Fragmented Resources	Your school or district may be carrying resources it cannot yet properly implement or clearly defend. Start by clarifying what each tool is meant to do, the quality standard it must meet, and where overlap exists.
17-23	Building Momentum	The foundation is taking shape. The next opportunity is to strengthen implementation and evidence so you can show how use contributes to meaningful instructional returns.
24-30	Proven Impact	You have strong conditions for measurable eROI. Protect that advantage with a regular review cadence, addressing gaps quickly, and communicating impact to stakeholders.

Use your results as a starting point.

Choose the component most relevant right now and identify one manageable next step. Revisit the assessment at key points throughout the year as implementation, priorities, and evidence evolve. These check-ins can help your team recognize progress and make informed resource decisions.

Turn your score into an action plan

Work through the next few pages on your own or with your leadership team. Start with what is true today, choose one priority, and define the evidence that will show progress.

A. Capture your baseline

TOTAL SCORE	# /30	Tier	Enter text here.
CURRENT STRENGTH	Enter text here.	PRIORITY COMPONENT	Enter text here.

The pattern we notice:

Enter text here.



B. Revisit the five eROI components

Use your assessment results as the lens. Capture what you know now — and the one question you need to answer next.

COMPONENT	WHAT IS TRUE TODAY?	WHAT DO WE NEED TO LEARN OR CLARIFY?
Fidelity <i>Expected use · actual use · support</i>	Enter text here.	Enter text here.
Quality <i>Evidence · standards · purposeful use</i>	Enter text here.	Enter text here.
Coordination <i>Instructional needs · roles · alignment</i>	Enter text here.	Enter text here.
Investment <i>Spend · resources · time · learning · reach</i>	Enter text here.	Enter text here.
Returns <i>Teacher time · student learning · strategic goals</i>	Enter text here.	Enter text here.

Choose one manageable priority

You do not need to solve every gap at once. The strongest action plans focus on one component, one return, and one observable change.

C. Write your priority statement

IF / THEN / BECAUSE

If we strengthen enter text, then we expect to improve enter text, because our assessment shows enter text.

Priority component	Enter text here.
The return we want to improve	☐ Teacher time ☐ Student learning ☐ Strategic-goal progress
Who needs to be involved?	Enter text here.
What we will intentionally NOT tackle yet	Enter text here.

D. Build a 90-day plan

Use your assessment results as the lens. Capture what you know now — and the one question you need to answer next.

WHEN	ACTION	OWNER	EVIDENCE OF PROGRESS
FIRST 30 DAYS	Establish the baseline and agree on the change to make.	Enter text here.	Enter text here.
BY 60 DAYS	Test or implement one focused improvement.	Enter text here.	Enter text here.
BY 90 DAYS	Review the evidence; decide what to sustain, adjust, scale, or stop.	Enter text here.	Enter text here.

E. Set the checkpoint

REVIEW DATE	Enter text here.	DECISION OWNER	Enter text here.
TEAM / FORUM	Enter text here.	CADENCE AFTER 90 DAYS	Enter text here.

F. Build the evidence you will need

RETURN	WHAT EVIDENCE DO WE HAVE?	WHAT EVIDENCE IS MISSING?	HOW WILL WE GATHER IT?
Teacher time <i>Planning · differentiation · reporting</i>	Enter text here.	Enter text here.	Enter text here.
Student learning <i>Growth · mastery · engagement</i>	Enter text here.	Enter text here.	Enter text here.
Strategic goals <i>Priority progress · access · consistency</i>	Enter text here.	Enter text here.	Enter text here.



See how ExploreK12 can support your goals.

Your assessment results can help you identify where to focus next. Learn how ExploreK12's literacy, math, and science solutions can support your educators, accelerate student growth, and advance your instructional priorities.

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