

Virginia Tiered Systems of Supports

Division Capacity Assessment (DCA): Scoring Guide

DCA Item:	2 points	1 point	0 points	Data Source
1. There is a Division Implementation Team (DIT) to support implementation of VTSS	<p>A team is developed and is</p> <ul style="list-style-type: none"> • Representative of the division (e.g., K-12) • Of functional size 	<p>A team is developed and representative of the division</p> <p style="text-align: center;">-HOWEVER-</p> <p>The size of the team is not functional (e.g., too large or too small) to effectively accomplish work</p>	<p>There is not a team</p> <p style="text-align: center;">-OR-</p> <p>Team composition is not representative of the division</p>	List of team members, roles, and job titles
2. DIT includes someone with executive leadership authority	<p>DIT includes someone with executive leadership authority to approve and support team decisions (e.g., adequate funding, resource allocation, Information Technology - IT support, and positions)</p> <p style="text-align: center;">-AND-</p> <p>Attendance at meetings is regular</p> <p style="text-align: center;">-AND-</p> <p>When scheduling conflicts occur, the leader makes sure (s)he is provided with relevant information (decisions and potential barriers that need to be addressed by other division leaders) within 1-2 days after the meeting</p>	<p>DIT includes someone who has executive leadership authority to approve and support team decisions</p> <p style="text-align: center;">-AND-</p> <p>Attendance at meetings is regular</p> <p style="text-align: center;">-HOWEVER-</p> <p>When scheduling conflicts occur there is not a mechanism for the leader to be provided with relevant information within 1-2 days after the meeting</p>	<p>There is no one with executive leadership authority represented on the DIT</p> <p style="text-align: center;">-OR-</p> <p>The executive leader's attendance at meetings is infrequent</p>	<p>Executive leader job description</p> <p>List of team members, roles, and job titles</p> <p>Linking communication protocol</p>

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3. DIT includes an identified coordinator (or coordinators)	<p>Coordinator assumes a lead role in preparing for and facilitating the DIT meetings, agenda topics and monitoring completion of assigned actions</p> <p>-AND-</p> <p>Coordinator is knowledgeable about VTSS and implementation science in order to make recommendations to the DIT and the executive leader overseeing the DIT</p> <p>-AND-</p> <p>Coordinator has adequate time to fulfill responsibilities</p>	<p>DIT includes a designated coordinator</p> <p>-AND-</p> <p>Coordinator assumes a lead role in preparing for and facilitating the DIT meetings, agenda topics and monitoring completion of assigned actions</p> <p>-HOWEVER-</p> <p>The coordinator needs to deepen knowledge of VTSS to make recommendations to the DIT and the executive leader overseeing the DIT.</p> <p>-OR-</p> <p>Time is not adequate to fulfill responsibilities given the scope of the work and/or the size of the division being supported</p>	<p>DIT does not include a designated coordinator</p> <p>-OR-</p> <p>The coordinator does not assume a lead role in making recommendations to the DIT or facilitating meetings</p>	Coordinator job description
4. DIT uses an effective team meeting process	<p>DIT meets in person monthly (during the school year) or more frequently depending on amount of work</p> <p>-AND-</p> <p>Meeting roles are consistently assigned and used (e.g., facilitator, recorder, time keeper, norms monitor)</p> <p>-AND-</p> <p>Process is in place for absent team members to receive updates shortly following the meeting</p> <p>-AND-</p> <p>Team documents and completes assignments outlined on an action plan within designated timelines</p>	<p>DIT meets in person monthly or more frequently depending on amount of work</p> <p>-HOWEVER-</p> <p>Meeting roles and responsibilities are inconsistently used during the meeting</p> <p>-OR-</p> <p>Absent team members are inconsistently updated following meetings</p> <p>-OR-</p> <p>Assignments are inconsistently completed within the designated timelines</p>	<p>It is difficult to establish an effective team meeting process due to meeting less frequently than monthly</p> <p>-OR-</p> <p>Inconsistent attendance by team members</p>	<p>Meeting schedule</p> <p>Meeting Agendas, Minutes, and Attendance</p>

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<p>5. Division outlines a formal procedure for selecting VTSS schools through the use of guidance documents</p>	<p>Guidance documents and formal procedures are in place -AND- Procedure to select a VTSS school includes an analysis of the following variables: Need for VTSS; Fit and alignment with other effective innovations/initiatives/programs; Resources needed to fully implement; Evidence to demonstrate effectiveness; Maturity of VTSS; Capacity within the division to successfully implement VTSS (e.g. Hexagon Tool) -AND- Procedure is consistently used</p>	<p>A formal procedure is in place -BUT- The procedure to select a VTSS school includes an analysis of only some (at least half) of the following variables: Need; Fit; Resources; Evidence; Maturity of VTSS; Capacity to implement -OR- The procedure is not consistently used</p>	<p>No formal procedure is in place -OR- The procedure to select a VTSS school includes only one or two of the following variables: Need; Fit; Resources; Evidence; Maturity of VTSS; Capacity to implement</p>	<p>Guidance documents Documentation showing how the procedure has been used within the past 2 years</p>
<p>6. Division documents how current effective innovations including VTSS link together</p>	<p>Documentation displays new and existing effective innovations the division supports including VTSS -AND- Documentation includes statements regarding how all effective innovations are compatible and add value to one another to achieve improved implementation and student outcomes</p>	<p>Documentation displays the new and existing effective innovations the division is supporting including VTSS -BUT- It is unclear how the initiatives/practices are compatible and add value to one another</p>	<p>There is no documentation of how VTSS is compatible with new and existing effective innovations -OR- Documentation was once created but has not been updated in the past 2-3 years, making it obsolete</p>	<p>Document displaying how VTSS is linked or compatible with other effective innovations</p>
<p>7. Funds are available to support the implementation of VTSS</p>	<p>There is evidence of commitment to sustain funding for on-going implementation and scale-up of VTSS</p>	<p>There is evidence of commitment to funding for VTSS for a minimum of one year or less</p>	<p>There is no commitment to funding VTSS</p>	<p>Professional Learning budget allocations Grant budget allocations</p>

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<p>8. DIT has an implementation plan for VTSS</p>	<p>The plan is updated as needed using:</p> <ul style="list-style-type: none"> • Fidelity data • Student outcome data • Capacity data (e.g., Organization, Competency, Leadership data) • Scale up data (e.g., each school's stage of implementation) <p style="text-align: center;">-AND-</p> <p>The plan's goals are S.M.A.R.T. and include strategies/activities to achieve the goals</p> <p style="text-align: center;">-AND-</p> <p>The plan has been approved by executive leadership</p> <p style="text-align: center;">-AND-</p> <p>The plan for implementing VTSS is integrated into the division's continuous improvement planning process</p>	<p>The plan is developed and focuses most heavily on:</p> <ul style="list-style-type: none"> • Fidelity data • Student outcome data <p style="text-align: center;">-AND-</p> <p>The plan has been approved by executive leadership</p> <p style="text-align: center;">-BUT-</p> <p>The plan is lacking in strategies to address:</p> <ul style="list-style-type: none"> • Capacity data • Scale up data <p style="text-align: center;">-OR-</p> <p>The plan includes only broad goals to implement VTSS, not S.M.A.R.T. goals and strategies/activities</p> <p style="text-align: center;">-OR-</p> <p>The plan has not yet been fully integrated into the continuous improvement planning process but the intent is to do so</p>	<p>There is not a plan</p> <p style="text-align: center;">-OR-</p> <p>Division has no goal(s) to implement VTSS</p> <p style="text-align: center;">-OR-</p> <p>The plan focuses primarily on a training plan for VTSS but fails to encompass a minimum of two of the following:</p> <ul style="list-style-type: none"> • Fidelity data • Student outcome data • Capacity data • Scale up data <p style="text-align: center;">-OR-</p> <p>The plan has not been approved by executive leadership</p>	<p>Division implementation plan</p> <p>Record of approval (meeting minutes or other written communication, signature)</p>
<p>9. DIT actively monitors implementation of the plan</p>	<p>DIT monitors implementation of the plan a minimum of three times per year</p> <p style="text-align: center;">-AND-</p> <p>Monitoring includes documentation of:</p> <ul style="list-style-type: none"> • Completion status of activities • Reasons activities were not completed (e.g. insufficient funding, training) • Team decisions (e.g., provide required resources to complete activities, next steps with communication of barriers) 	<p>DIT monitors the plan three times per year</p> <p style="text-align: center;">-HOWEVER-</p> <p>Monitoring only includes documentation of:</p> <ul style="list-style-type: none"> • Completion status of activities • Reasons activities were not completed (e.g. insufficient funding, training) 	<p>DIT monitors the plan less than three times per year</p>	<p>Documentation of monitoring</p>

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10. Division utilizes a communication plan	<p>The plan is written and accessible to all staff</p> <p style="text-align: center;">-AND-</p> <p>The plan includes all of the following components:</p> <ul style="list-style-type: none"> • List of stakeholder groups identified in the division’s organizational chart (e.g., outside agencies, families) • Type of information to share and receive from identified stakeholders • Who is responsible for communication with each group • Frequency and methods of communication • Plan to evaluate communication method and data at least annually <p style="text-align: center;">-AND-</p> <p>Stakeholders report the communication has been effective</p>	<p>The plan is in the process of being written and accessible to all staff</p> <p style="text-align: center;">-AND-</p> <p>Currently, communication is informally happening and/or is dependent on one main person</p> <p style="text-align: center;">-OR-</p> <p>The plan focuses primarily on following components:</p> <ul style="list-style-type: none"> • List of stakeholder groups identified in the division’s organizational chart (e.g., outside agencies, families) • Who is responsible for communication with each group • Frequency and methods of communication 	<p>There is not a plan for communication</p> <p style="text-align: center;">-OR-</p> <p>Stakeholders are reporting communication to be ineffective</p>	<p>Communication plan</p> <p>Stakeholder report summaries indicating communication has been effective</p>
11. Division uses a process for addressing internal barriers	<p>A formal process is in place (e.g., specific documents and steps)</p> <p style="text-align: center;">-AND-</p> <p>The process is consistently used to remove internal barriers (e.g., policy and guidance documents revised to support new ways of work, resources are allocated/re-allocated)</p>	<p>The process is informal</p> <p style="text-align: center;">-OR-</p> <p>The process is used inconsistently across all situations that would warrant use</p>	<p>There is not a process</p> <p style="text-align: center;">-OR-</p> <p>The process is not used for addressing internal barriers preventing successful implementation of VTSS</p>	<p>Guidance document outlining process</p> <p>Documentation showing how the process has been used in the past six months (e.g., examples of identifying a barrier, defining a solution, and implementing the solution with effect)</p>

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12. Division uses a process to report policy relevant information to outside entities	A formal process is in place to report policy relevant information (e.g., state/federal laws, mandated use of funds, bargaining agreements) to regional units , state department of education, etc. -AND- The process is consistently used for reporting to outside entities	The process is informal -OR- The process is used inconsistently across all situations that would warrant use	There is not a process -OR- The process is not used for reporting policy-relevant information to the regional unit or state department	Guidance document outlining process Evidence of use
13. DIT supports the use of a fidelity measure for implementation of VTSS	DIT supports schools to use a research validated fidelity measure as recommended that is highly correlated with (i.e., predictive of) intended outcomes for VTSS	DIT supports schools to use a fidelity measure for VTSS as recommended, but the measure is currently in development (i.e., not yet correlated with outcomes or research validated) -OR- Division has developed practice profiles to operationalize VTSS for use in developing a fidelity measure	DIT does not support schools to use any fidelity measures for VTSS -OR- DIT does not support schools to use the fidelity measure as recommended (e.g., frequency, audience)	Fidelity measure or practice profile Data (e.g., local or published) demonstrating that fidelity predicts intended outcomes
14. DIT has access to data for VTSS	All of the following data are accessible for the DIT to analyze: <ul style="list-style-type: none"> • Fidelity data • Student outcome data (e.g., universal screening data, progress monitoring data, and summative assessment data) • Capacity data (e.g., DCA, Assessing Drivers Best Practices) • Scale up data (e.g., Stages of Implementation Analysis: Where are we now) 	The DIT only has access to at least two of the following types of data, but not all types: <ul style="list-style-type: none"> • Fidelity data • Student outcome data • Capacity data • Scale up data 	No data are accessible -OR- Data accessible for the DIT to analyze are primarily focused on student outcomes	Sample data reports

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15. DIT has a process for using data for decision making	<p>A specific problem solving process is utilized</p> <p style="text-align: center;">-AND-</p> <p>All data are used in the following ways:</p> <ul style="list-style-type: none"> • Fidelity data are analyzed to improve implementation supports (e.g., selection, training, coaching supports to ensure VTSS is being implemented as intended) • Student outcome data (screening, progress monitoring, summative assessments/state test) are used to determine the impact VTSS is having on student outcomes • Capacity data for VTSS are used to enhance leadership, organizational or competency supports • Scale-up data are used to create differentiated plans for schools based on their current stage of implementation 	<p>A specific problem solving process is utilized</p> <p style="text-align: center;">-HOWEVER-</p> <p>DIT only use at least two of the following types of data for problem solving, but not all types:</p> <ul style="list-style-type: none"> • Fidelity data • Student outcome data • Capacity data • Scale up data 	<p>DIT does not use a specific problem solving process</p> <p style="text-align: center;">-OR-</p> <p>DIT primarily uses student outcome data to analyze student outcomes</p>	Graphic of problem-solving process

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16. Division provides a status report on VTSS to the school board	<p>The report includes at least five of the following seven types of information:</p> <ul style="list-style-type: none"> • Number of schools across the division working to implement VTSS • Each school’s stage of implementation • Internal capacity to develop structures to support VTSS (leadership, organization, competency) • Fidelity of implementation for VTSS • Impact of VTSS on student outcomes • Stakeholder information (e.g., survey data from staff and parents) about implementation of VTSS • Upcoming work to scale-up VTSS and continue improving <p style="text-align: center;">-AND-</p> <p>At minimum twice a year</p>	The report includes less than five of the different types of information outlined in the 2-point criteria	A status report has never been provided to the school board -OR- Report focuses only on action, not on data	Copy of most recent school board status report
17. Building Implementation Teams (BITs) are developed and functioning to support implementation of VTSS	<p>Every school in the division has a BIT</p> <p style="text-align: center;">-AND-</p> <p>BITs overlap as much as possible (e.g., one or more members) with the school improvement team</p> <p style="text-align: center;">-AND-</p> <p>DIT supports BITs (e.g., provides training, coaching, etc.)</p>	<p>Some, but not all, schools in the division have a BIT</p> <p style="text-align: center;">-OR-</p> <p>BITs do not strategically overlap with the school improvement team</p> <p style="text-align: center;">-OR-</p> <p>BITs do not have the necessary supports from DIT</p>	None of the schools in the division have a BIT	<p>List of BIT members</p> <p>List of school improvement team members</p> <p>Linking communication protocol</p>

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18. BIT implementation plans are linked to division improvement plan	80% or more of schools with BITs have implementation plans linked to the division priorities within the division improvement plan	At least half of the BITs have implementation plans that are linked to the division priorities within the division improvement plan	BITs do not have implementation plans that are linked to the division priorities within the division improvement plan	School level plan
19. BITs have a process for using data for decision making	BITs use a specific problem-solving model -AND- All data listed below are used in the following ways: <ul style="list-style-type: none"> • Fidelity data are analyzed to improve implementation supports such as selection, training and coaching to ensure VTSS is being implemented as intended • Student outcome data (screening, progress monitoring, and summative assessment/state test) are used to determine the impact of VTSS • Capacity data are used to develop structures to support VTSS (leadership, organization, competency) 	BITS use a specific problem-solving model -AND- The BIT primarily uses a combination of two of the three sources of data: <ul style="list-style-type: none"> • Fidelity data • Student outcome data relying mostly on screening data but not consistently using other measures like progress monitoring data and summative assessment data • Capacity data are used to develop structures to support VTSS (leadership, organization, competency) 	BIT does not use a specific problem-solving model -OR- BIT chooses to primarily use annual summative assessment data (e.g., state test) to analyze student outcomes	Evidence of the problem-solving process Analysis of action plans and updated improvement plans based on analysis of the data

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<p>20. Division uses a process for selecting staff (internal and/or external) who will implement and support VTSS</p>	<p>Job descriptions align with the function of positions required to support VTSS -AND- Job interview protocol includes documentation and assessment of core skills needed to implement VTSS -AND- Interview protocol includes specific procedures for assessing candidate capacity to perform key skills (e.g., work task, role play) and use feedback provided during the interview to improve performance during a simulated work activity -AND- Interview protocol is refined and revised at least annually to improve the selection process</p>	<p>Job descriptions exist and include general descriptions that may align with competencies needed to implement VTSS -OR- Interview and selection protocols exist but do not include documentation and assessment of core skills or demonstrated ability to perform skills in simulated activity during the interview -OR- Interview protocol is refined and revised less than annually</p>	<p>Job descriptions exist but do not align with competencies needed to implement VTSS -OR- Generic job interview protocol (e.g. similar protocol for any position) exists in the division</p>	<p>Job descriptions Interview protocol (including procedures used during the selection process)</p>
<p>21. Staff members selected to implement or support VTSS have a plan to continuously strengthen skills</p>	<p>All selected staff assigned to implement or support VTSS have a professional learning plan that includes:</p> <ul style="list-style-type: none"> • Areas for further development • Training for initial competency development (if needed) • Coaching supports • Time allocated within job responsibilities to develop knowledge outlined in plan 	<p>Each selected staff member has a plan that includes only some of the criteria outlined in the 2-point response -OR- Selected staff have a plan with time allocated to implement but the plan focuses mostly on initial competency development (training) and limited follow-up supports (coaching)</p>	<p>All selected staff who are expected to support VTSS in a variety of roles do not have a professional learning plan</p>	<p>Staff professional learning plans</p>

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22. DIT secures training on VTSS for all division/school personnel and stakeholders	<p>Highly competent individuals provide trainings (e.g., deep content knowledge, effective presentation skills)</p> <p>-AND-</p> <p>Trainings are skill based, include opportunities for practice/behavioral rehearsals when applicable, and provide participant feedback</p> <p>-AND-</p> <p>All staff have opportunities to receive training as outlined in their professional learning plans</p>	<p>Highly competent individuals provide trainings</p> <p>-AND-</p> <p>Trainings are skill based and opportunities for practice/behavioral rehearsals are provided when applicable, and provide participant feedback</p> <p>-OR-</p> <p>All staff do not have opportunities to execute a professional learning plan. Plans are limited to either new staff or staff who are relatively new in their positions (e.g., non-tenured teachers)</p>	<p>Trainings are not skill based and do not include opportunities for practice or behavioral rehearsals</p> <p>-OR-</p> <p>A one-sized fits all professional learning plan is developed for staff regardless of their current strengths and needs to accurately implement/support VTSS</p>	<p>Division professional learning schedule</p> <p>Training evaluations</p> <p>Sample of staff professional learning plans</p>
23. DIT uses training effectiveness data	<p>Training evaluation data (e.g., pre-post of knowledge/skills, observations) and training performance assessment data (e.g., schedule, content, process) are analyzed to determine effectiveness of training (initial and on-going)</p> <p>-AND-</p> <p>Training effectiveness data are utilized to inform needs in selection/recruitment, coaching, and other implementation supports</p>	<p>Training evaluation data are primarily analyzed to determine the effectiveness of training (initial and on-going)</p> <p>-OR-</p> <p>Training effectiveness data are only utilized to inform improvements to the training content and delivery</p>	<p>Data are not analyzed to determine effectiveness of training</p>	<p>Training outcome data</p> <p>Evidence that data are used for improvements</p>

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24. DIT uses a coaching service delivery plan	Coaching service delivery plan for VTSS includes a combination of: <ul style="list-style-type: none"> • Direct observation • Prompting • Modeling • Feedback • Assistance in adaptation of VTSS to local context • Consultation without direct observation -AND- Adherence to the coaching service delivery plan is regularly reviewed	The plan only includes consultation without direct observation -OR- Coaching service delivery plan developed but is not current (over a year old)	No coaching service delivery plan exists -OR- The coaching service delivery plan is not being implemented	Sample of coaching service delivery plans
25. DIT uses coaching effectiveness data	Coaching effectiveness is assessed at least every 6 months, using multiple sources of data including: <ul style="list-style-type: none"> • Fidelity measures • Coach observations • Staff satisfaction surveys (coaching recipients, coach, other stakeholders) • Coaching service delivery adherence data -AND- Coaching effectiveness data are utilized to inform improvements in coaching, selection/recruitment, training, and other implementation supports	Coaching effectiveness is assessed annually and multiple sources of data are used to improve coaching -OR- Coaching effectiveness data are only utilized to inform coaching improvements	Coaching effectiveness is not assessed using multiple sources of information	Coaching effectiveness data such as staff satisfaction surveys Evidence the data are used to inform improvements

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26. Staff performance feedback is on-going	<p>Performance feedback (e.g., fidelity) process is in place to provide consistent feedback to all staff who are implementing or supporting VTSS, including trainers and coaches</p> <ul style="list-style-type: none"> • Feedback is specific to implementation of VTSS • Those providing feedback have knowledge of VTSS and understand the components of high quality implementation • Collaborative review of data with all staff is perpetual • Data is used to celebrate accomplishments • Data is used to strengthen staff skills (at all levels) 	<p>The process for performance feedback related to implementing VTSS is either in development or partially in place (e.g., process is in place but is not policy or policy is in place but is not fully implemented)</p> <p style="text-align: center;">-OR-</p> <p>The process for the performance feedback is currently being aligned with the implementation of VTSS</p> <p style="text-align: center;">- OR -</p> <p>Feedback data are collected and reviewed but it is done on an annual basis rather than in an on-going way</p>	<p>No process is in place for providing performance feedback to staff implementing or supporting VTSS</p> <p style="text-align: center;">-OR-</p> <p>The process for the performance feedback is unable to be aligned with the implementation of VTSS</p> <p style="text-align: center;">-OR-</p> <p>Individuals providing the performance feedback are not knowledgeable enough about VTSS to accurately determine what should and should not be seen</p>	<p>Evidence of performance feedback process</p> <p>Fidelity assessment data</p>