



SISEP

State Implementation and Scaling-up
of Evidence-based Practices

DISTRICT CAPACITY ASSESSMENT

Version 7.7 - October 2019

Citation

The SISEP Center is supported by a grant from the Office of Special Education Programs, US Department of Education H326K120004. Opinions expressed herein are those of the authors and do not necessarily reflect the position of the US Department of Education, and such endorsements should not be inferred.

Suggested Citation: Ward, C., St. Martin, K., Horner, R., Duda, M., Ingram-West, K., Tedesco, M., Putnam, D., Buenrostro, M., & Chaparro, E. (2015). District Capacity Assessment. National Implementation Research Network, University of North Carolina at Chapel Hill.

Contributors:

Anna Harms, Kathleen Ryan Jackson, Ellen Nacik, Christine Russell

Reviewers:

Roger Bearup, Lynnette Borree, Courtney Buck, Melissa Dawes, Cortney Duffner, Pete Frommeyer, Jennifer Graber, Anne Gordon, Julia Heilman, Susan Hoheisel, Ed Huth, Rachel James, Donna Jones, Nicole Kalmbach, Erica Karg, Cheyne LeVesseur, Lynne Loeser, Claire MacArthur, Susan Mielcarek, Tamara Morrow, Sandra F. Naoom, Shelli Otten, Carrie Peter, Heather Reynolds, Lisa Runyon, Patricia K. Sinen, Tawny Smith, Caroline Stout, Rod Teeple, Kelly Tuomikoski, John Vail, Sarah Weaver, Jerry Zielinski, Joe Zima



email: sisep@unc.edu

web: <http://www.scalingup.org>

Effective implementation capacity is essential to improving education. The State Implementation & Scaling-up of Evidence-based Practices Center supports education systems in creating implementation capacity for evidence-based practices benefitting students, especially those with disabilities.



email: nirn@unc.edu

web: <http://nirn.fpg.unc.edu>

The mission of the National Implementation Research Network (NIRN) is to contribute to the best practices and science of implementation, organization change, and system reinvention to improve outcomes across the spectrum of human services.

Table of Contents

Citation	2
<i>Contributors:</i>	2
<i>Reviewers:</i>	2
Introduction & Purpose	4
<i>Focus of the DCA</i>	4
<i>Schedule and Timeframe of DCA Administration</i>	4
<i>Process and Key Roles</i>	5
<i>DCA Administrator</i>	5
<i>Facilitator</i>	5
<i>Note Taker</i>	5
<i>Respondents</i>	5
<i>Observer</i>	5
<i>Preparation for the DCA and Administration</i>	5
<i>Scoring</i>	6
<i>Research Basis, Technical Adequacy, and Outcomes from the DCA Completion</i>	6
<i>Administration Prerequisites</i>	7
<i>Version 7 of the DCA</i>	8
DCA Administration Fidelity Checklist	10
Scoring Form.....	12
Scoring Guide.....	14
Action Planning.....	39
Glossary	40
Copyright	45

Introduction & Purpose

The primary purpose of the District Capacity Assessment (DCA) is to assist school districts to implement effective innovations that benefit students. The *capacity* of a district to facilitate building-level implementation refers to the systems, activities, and resources that are necessary for schools to successfully adopt and sustain Effective Innovations. Additional functions include using the DCA as a tool to orient new members to district needs and also to monitor progress of capacity development.

The specific purposes of the DCA are to:

1. Provide a **District Implementation Team (DIT)** with a structured process for the development of a District Capacity Action Plan;
2. Provide a DIT with information to monitor progress towards district, regional, and state capacity building goals;
3. Support a common infrastructure for the implementation of **Effective Innovations (EI)** to achieve desired outcomes for students;
4. Serve as a venue to orient new DIT members to strengths and needs of the district; and
5. Provide district, regional and state leadership with a consistent measure of the **capacity** for implementation and sustainment of Effective Innovations in districts.

Focus of the DCA

The DCA is administered with a specific innovation (e.g. Early Literacy, Positive Behavioral Interventions and Support, Multi-Tier System of Supports) in mind. *An **Effective Innovation** is any set of operationally defined practices used in a defined context (e.g. schools) to achieve defined outcomes.* It is important to choose one innovation and answer the DCA questions with that innovation in mind.

Schedule and Timeframe of DCA Administration

It is suggested that in January or February, the DIT formally completes a baseline DCA with the assistance of a trained administrator and facilitator. When used for progress monitoring purposes; however, it is important to ensure as much consistency as possible in the facilitator and respondents' roles. During progress monitoring, less formal administration processes can be used, which typically results in shorter administration times (often less than 45 minutes). During these administrations, the team reviews previous DCA scores, updates scores based on recent progress, and adjusts the **District Capacity Action Plan** as necessary. It is acceptable for a district to complete the DCA at any point during the year that would help achieve targeted functions/purposes.

District Capacity Assessment

Given the importance of the process and the complexity of the items, the anticipated duration to complete the DCA is one to two hours. Exact times will depend on the number of individuals participating and the familiarity of the team with the DCA and the process. The first implementation of the DCA typically takes more time than subsequent administrations. Preparing key documents prior to the DCA reduces the time for implementation (see page 5 for list of documents).

Process and Key Roles

The formal administration process consists of introducing the DCA and its purpose, providing an overview of the administration process and scoring, introducing the concepts or big ideas, reading each item aloud and providing any necessary clarification, facilitating the discussion and voting process, and recording the score for each item. Information about key roles are provided in the table below:

<i>DCA Administrator</i>	<ul style="list-style-type: none">• A trained individual responsible for leading the discussion and adhering to the DCA Administration Protocol. This individual is preferably external to the district team and does not vote.
<i>Facilitator</i>	<ul style="list-style-type: none">• An individual who has a relationship with the respondents, experience in the district and who supports the Administrator by helping to contextualize items for respondents or provide examples of work in which the district has engaged. The facilitator does not vote.
<i>Note Taker</i>	<ul style="list-style-type: none">• Records ideas shared for action planning and any questions and issues that are raised during administration. The Note Taker does not vote.
<i>Respondents</i>	<ul style="list-style-type: none">• Respondents are knowledgeable raters including District Implementation Team (DIT) members and other staff intentionally selected for their implementation knowledge, experience with the innovation being used, and leadership in the district.
<i>Observer</i>	<ul style="list-style-type: none">• Observers are invited <u>with permission</u> of the district team to learn about the DCA process or the activities in the district. Observers do not vote.

Preparation for the DCA and Administration

Prior to launching into the administration of the DCA the following should be in place:

1. District Implementation Team agreement to DCA administration and the commitment of time
2. Materials assembled in preparation for DCA administration include:
 - a. Previously completed DCA forms and/or data/reports from previous DCAs if applicable;
 - b. Blank copies (paper or electronic) accessible to all respondents; and
 - c. Data sources to inform DCA assessment (District Improvement Plan needed at a minimum).

Scoring

The District Implementation Team completes the DCA together by using the *DCA Scoring Guide* to discuss each item and come to consensus on the final score for each item. The respondents score each item on a 0-2 scale utilizing a *simultaneous and public voting process*. This type of voting process facilitates participation of all respondents and neutralizes any potential power influences in the voting process. When asked to vote (e.g. “Ready, set, vote.”), respondents simultaneously hold up either two fingers to vote “fully in place,” one finger to vote “partially in place,” or a closed hand to vote “not in place yet.”

If the team is unable to arrive at consensus, additional data sources for each item are documented in the *DCA Scoring Guide* and should be used to help achieve consensus. Consensus means that voters in the minority can live with and support the majority decision on an item. If consensus is not able to be reached, the Facilitator encourages further discussion at a later time and the majority vote is recorded so that the results can be scored and graphed.

Research Basis, Technical Adequacy, and Outcomes from the DCA Completion

The research basis of the DCA is derived from the implementation science research literature and its Active Implementation Frameworks (Fixsen, Naoom et al., 2005). The Active Implementation frameworks “help define what needs to be done (effective interventions), how to establish what needs to be done, who will do the work (effective implementation), and establish the hospitable environment for the work (enabling contexts) to accomplish the positive outcomes” (Blase, Fixsen et al., 2005). The Active Implementation Frameworks are universal and apply to any attempt to use Effective Innovations. The frameworks consist of Usable Innovations, Implementation Teams, Implementation Drivers, Improvement Cycles, and Implementation Stages.

The Implementation Drivers assessed by the DCA:

- **Leadership** - Active involvement in facilitating and sustaining systems change to support implementation of the effective innovation through strategic communication, decisions, guidance, and resource allocation
- **Competency** - Strategies to develop, improve, and sustain educators’ ability to implement an Effective Innovation as intended in order to achieve desired outcomes. Competency Drivers include: **Fidelity, Selection, Training, and Coaching**
- **Organization** – Strategies for analyzing, communicating, and responding to data in ways that result in continuous improvement of systems and supports for educators to implement an effective innovation. Organization Drivers include: **Decision Support Data System, Facilitative Administration, and Systems Intervention**

District Capacity Assessment

DCA Scales:

DCA Scales	DCA Item #:
<i>Organizational Leadership</i>	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 17, 18, 19
<i>Competency</i>	21, 22, 23, 24, 25, 26, 27
<i>Data System for Decision Making</i>	13, 14, 15, 16, 20

DCA Items Mapping to Implementation Drivers:

Implementation Drivers	DCA Item #:
<i>Leadership</i>	1, 2, 3, 7, 8, 9, 18, 19
<i>Competency</i>	
<ul style="list-style-type: none"> Fidelity 	13
<ul style="list-style-type: none"> Selection 	21, 22
<ul style="list-style-type: none"> Training 	23, 24
<ul style="list-style-type: none"> Coaching 	25, 26, 27
<i>Organization</i>	
<ul style="list-style-type: none"> Decision Support Data Systems 	14, 15, 16, 20
<ul style="list-style-type: none"> Facilitative Administration 	4, 5, 6, 10, 11, 17
<ul style="list-style-type: none"> Systems Intervention 	12

Psychometrically, the DCA's content validity has been established and it has been demonstrated to have an adequate internal structure (RMSEA = .071, CFI=.93, TLI=.92), internal consistency (Cronbach alphas of 0.91 for the total score and 0.79 to 0.81 for the subscale scores), and test-retest reliability ($r = .98$ for Leadership, $.78$ for Decision Support Data System and Competency Scales; Ward, et al., 2019).

Outcomes from administration of the DCA:

1. Review and utilize the summary report with (a) Total score, (b) Scale Scores, and (c) Item Scores to identify areas of strength and need;
2. Identify priorities to address within a plan; and
3. Develop and create a District Capacity **Implementation Plan** that defines immediate and short-term actions focusing on improving capacity to implement Effective Innovations.

Administration Prerequisites

To assist districts in improving their capacity to implement effective innovations, administrators are required to successfully complete the DCA Administration online short course (<http://implementation.fpg.unc.edu/resources/district-capacity-assessment-dca>).

SISEP.org is a web-based application that allows District Implementation Teams to complete the DCA. Team scores are entered electronically, and reports are generated to view (a) Total Scores, (b) Scale Scores, and (c) Item Scores. These data are used to assess current level,

District Capacity Assessment

monitor progress across time, and plan actions that will improve capacity to implement evidence-based practices.

To access SISEP.org, DIT members are provided with a user ID, user type, and permission to enter DCA data and access reports. A user type and level of permission are determined and set by either the National SISEP Center, State Education Agency (SEA), or Regional Entity SISEP.org Coordinator. Note that once access is granted to a district, the user has access to view all of the district's DCA data. The user types that can be assigned to a user are listed below in the table.

SISEP.org User Types	Description
Agency Coordinator	An Agency Coordinator can add and manage users for their organization, administer assessments, edit a submitted assessment, and view assessment reports.
Assessment Administrator	An Assessment Administrator can administer assessments, edit a submitted assessment, and view assessment reports.
Read Only	Read Only access only allows team members to view reports.

We ask that you let us know how you use the DCA so we can use your experience and data to improve and expand the assessment. Please respond to Caryn Ward (contact information below). Thank you.

Caryn Ward, Ph.D.

Director of State Implementation and Scaling up Center of Evidence Based Practices

sisep@unc.edu, Reception: 919-843-5787

FPG Child Development Institute

University of North Carolina at Chapel Hill

Version 7 of the DCA

The DCA development team uses an iterative change process based on feedback gathered from users (i.e., usability testing) and research findings to make continuous improvements to the DCA. When an instrument is in its early stages of development and use, the iterative change process occurs annually while the psychometric properties for the measure are being established. Changes to the measure are noted by changing its Version number. Minor refinements to the measure that are unlikely to impact user's scores (i.e., misspellings, clarifications in introductory pages, slight re-wording to the scoring guide) result in a small incremental Version number change (i.e. 1.3 to 1.4). Significant changes to items and the corresponding scoring rubric that impact meaning or the scaling structure of the instrument result in a large Version number change (i.e. 1.3 to 2.0). At this time, the changes made to the DCA are significant; resulting in Version 7.

In general, modifications to items included basic changes such as adding greater details to expand concepts or additional examples to increase understanding and application during action planning. More specific changes from Version 6.2 to 7 and their respective rationales are listed below:

District Capacity Assessment

- Changes in criteria to enhance scoring specificity were made in items: 8, 13, 15, 19, 22, 26 (former item #s 25)
- To provide increased clarity on the membership of the DIT, significant changes were made in the scoring criteria for items #1 and #2 that assesses the presence and composition of a DIT.
- To provide greater specification on the necessary components of an alignment process for EI, significant changes were made to the scoring criteria of item #6 outlining the components of an EI alignment process.
- To provide greater clarity on the role of the District in allocating resources, item #7 was rewritten.
- Significant changes were made to scoring criteria for item #10 that assesses communication practices to include “use” of a communication plan in addition to other necessary components of the plan.
- Addition of an item (new item #15) to the data system for decision making scale that captures the use of different types of data for its intended purpose. Item #16 (former item # 15) outlines the necessary components of a problem solving process for using data.
- Significant changes were made to the item wording and scoring criteria for the formation of BIT (item #18) to focus on the DIT actions in supporting the formation of BITs.
- Significant changes were made to wording and scoring criteria for development of BIT implementation plans (#19) to assess the components of implementation plan and its linkage to the district improvement plan.
- Addition of an item (new item #25) to the coaching driver that captures the development and use of a coaching system. New item #25 outlines necessary infrastructure supports for the provision of effective coaching practices outlined in a coaching service delivery plan.
- To provide increased clarity and further operationalization of the selection practices, significant changes were made in scoring criteria on item #21, which assesses selection practices of staff.
- To increase clarity and further operationalization of the necessary components of a coaching service delivery plan and in alignment with the new item assessing the use of a coaching system (new item #25), significant changes were made to the scoring criteria for the item assessing the use of coaching service delivery plan (current item #26, former item #24)
- To reduce redundancy, Item # 26 assessing the provision of staff performance feedback was deleted since its functions are assessed in items measuring the use of data including items # 15 and 27 (former item #25).
- To enhance clarity, minor changes in wording of score descriptors of several items were made. Items impacted include: 2, 3, 4, 5, 9, 11, 12, 14, 17, 22, 24.
- Additional examples of potential data sources were added to items: 2, 3, 4, 6, 7, 12, 16, 17, 20, 23.

DCA Administration Fidelity Checklist

Protocol Steps	Step Completed?		
	Y=Yes; N=No N/A= Unsure or Not Applicable		
	Y	N	N/A
1. Respondents Invited- Administrator and/or Facilitator invites knowledgeable raters including DIT members and others	Y	N	N/A
2. Materials Prepared in Advance- Administrator and/or Facilitator ensures that copies (paper or electronic) of a blank DCA are available for each member and ensures that a room is set up with a laptop, projector, internet connection, and conference phone (video if possible) for any participants joining remotely	Y	N	N/A
3. Overview- Administrator provides a review of DCA, purpose, and instructions for voting	Y	N	N/A
4. Administration- Blank DCA is projected on screen for entire team to view. If team is using SISEP.org, the web-based version is projected on the screen	Y	N	N/A
5. Administration- Each item is read aloud. After the Administrator reads the item and highlights differences in scoring, the Facilitator says, “ready, set, vote” and all respondents vote simultaneously and publicly to neutralize influence during the voting process (e.g. hold up 2 fingers to vote “fully in place,” 1 finger to vote “partially in place,” or a closed hand to vote “not in place” or holds up a card with the number 0, 1, or 2)	Y	N	N/A
6. Administration- Facilitator tallies the votes and notes agreement or discrepancies for each question	Y	N	N/A
7. Consensus- If complete agreement is reached move on to the next question. If not, the Facilitator invites an open, brief discussion of the reasons for differences in scoring. The group is asked to vote again. The vote can occur multiple times at the discretion of the Facilitator. The goal is to reach consensus. Consensus means that the minority voters can live with and support the majority decision on an item. If the minority persists in not being able to live with the majority vote, the Facilitator encourages further discussion at a later time and the majority vote is recorded so that the results can be scored and graphed.	Y	N	N/A
8. Recording- Administrator/Facilitator documents each scoring decision on sisep.org, which is projected for all respondents to see, or on the paper copy used to record all votes	Y	N	N/A

District Capacity Assessment

9. Data summary- After the last question has been asked and answered, the Administrator/Facilitator clicks the link on SISEP.org to display graphs of total scores and scale scores	Y	N	N/A
10. Review- While viewing the graphs, Administrator/Facilitator highlights all of the scales that moved in a positive direction and celebrates progress toward 80% or better scale scores	Y	N	N/A
11. District Status Review- Administrator/Facilitator initiates a discussion of updates on achievements, progress, and major milestones or barriers that have occurred since previous administration	Y	N	N/A
12. Action- Administrator/Facilitator asks respondents to discuss three domains they would like to set as agenda items for their regular meetings	Y	N	N/A
13. Planning- If there is not sufficient time for #11 and #12 the Facilitator ensures that a date and time are set for the District Status Review and Action related to selecting domains	Y	N	N/A
14. Conclusion- Administrator/Facilitator thanks the team for their openness and for sharing in the discussion	Y	N	N/A

Comments/Notes:

Scoring Form

District Name:	Date:		
DCA Administrator:	Facilitator:		
Effective Innovation:	DIT Members:		
<p>Directions: The District Implementation Team completes the District Capacity Assessment (DCA) together by using the <i>DCA Scoring Guide</i> to discuss each item and come to consensus on the final score for each item. If the team is unable to arrive at consensus, additional data sources for each item are documented in the <i>DCA Scoring Guide</i> and should be used to help achieve consensus. Scores are recorded on this <i>Scoring Form</i> below and then entered into SISEP.org.</p>			
Item	Score		
1. There is a District Implementation Team (DIT) to support implementation of Effective Innovations (EI)	2	1	0
2. DIT includes an individual with executive leadership authority	2	1	0
3. DIT includes a designated coordinator(s)	2	1	0
4. DIT uses an effective team meeting process	2	1	0
5. District has written process for selecting EIs	2	1	0
6. District has a written process to align EIs	2	1	0
7. District allocates resources to support the use of the selected EI (e.g., Multi-Tiered System of Support -MTSS)	2	1	0
8. DIT has an implementation plan for the EI (e.g., MTSS)	2	1	0
9. DIT continuously improves the use of the implementation plans	2	1	0
10. District uses a communication plan	2	1	0
11. District uses a process for addressing internal barriers	2	1	0
12. District uses a process to report policy relevant information to outside entities	2	1	0
13. DIT supports schools in the use of a fidelity measure for EI (e.g., MTSS Implementation)	2	1	0
14. DIT has access to data for the EI (e.g., MTSS)	2	1	0
15. DIT actively uses different types of data	2	1	0
16. DIT has a process for using data for decision making	2	1	0
17. District provides a status report on the EI (e.g., MTSS) to the school board	2	1	0
18. DIT supports the composition of BITs	2	1	0
19. DITs support the development of BIT implementation plans for the EI (e.g., MTSS)	2	1	0
20. DIT supports BITs in using data for decision making	2	1	0
21. District uses a process for selecting staff (internal and/or external) who will use EIs (e.g., MTSS)	2	1	0
22. District has a plan to continuously strengthen staff skills	2	1	0
23. DIT secures training on the EI (e.g., MTSS) for all district/school personnel	2	1	0
24. DIT uses training effectiveness data	2	1	0
25. District has a coaching system to support schools in their use of EIs (e.g., MTSS)	2	1	0

District Capacity Assessment

26. DIT uses a coaching service delivery plan to support building implementation teams	2	1	0
27. DIT uses coaching effectiveness data	2	1	0

Scoring Guide

DCA Item:	2 points	1 point	0 points	Data Source
<p>1. There is a District Implementation Team (DIT) to support implementation of Effective Innovations (EI)</p>	<p>A team is developed and is representative of cross-departmental perspectives (e.g., general education and special education) -AND- Team members are selected for:</p> <ul style="list-style-type: none"> • Experience in using of effective innovations • Positive working relationships with building leadership and staff • And have sufficient time to dedicate to DIT functions 	<p>A team is developed and is representative of cross-departmental perspectives (e.g., general education and special education)</p>	<p>There is no District Implementation team (DIT)</p>	<p>List of team members, roles, and job titles</p>

DCA Item:	2 points	1 point	0 points	Data Source
<p>2. DIT includes an individual with executive leadership authority</p>	<p>DIT membership includes at least one executive leader who can make significant decisions within the district to support schools in their use of effective innovations without consulting with a higher authority</p> <p>-AND-</p> <p>The executive leader consistently attends meetings</p> <p>-AND-</p> <p>When scheduling conflicts occasionally occur, the leader makes sure (s)he is provided with relevant information (e.g., decisions and potential barriers that need to be addressed) within 1-2 days after the meeting</p>	<p>DIT membership includes at least one executive leader who can make significant decisions within the district to support schools in their use of effective innovations without consulting with a higher authority</p> <p>-AND-</p> <p>The executive leader consistently attends meetings</p> <p>-AND-</p> <p>When scheduling conflicts occasionally occur, there is <u>not</u> a mechanism for the leader to be provided with relevant information within 1-2 days after the meeting</p>	<p>There is not an executive leader on the DIT</p> <p>-OR-</p> <p>The executive leader’s lack of attendance at DIT meetings impedes the team’s ability to complete the activities needed to support schools</p>	<p>Executive leader job description</p> <p>List of team members, roles, and job titles</p> <p>Communication plan linking district executive leadership to other departments and structures</p>

DCA Item:	2 points	1 point	0 points	Data Source
<p>3. DIT includes a designated coordinator(s)</p>	<p>DIT includes a designated coordinator(s) who performs a lead role on the DIT by:</p> <ul style="list-style-type: none"> • Preparing for and facilitating DIT meetings • Developing meeting agendas • Monitoring completion of assigned actions and implementation plan <p style="text-align: center;">-AND-</p> <p>The coordinator(s) has direct and regular contact with executive leader(s) (e.g., before and after RIT and DIT meetings)</p> <p style="text-align: center;">-AND-</p> <p>Coordinator(s) uses knowledge about EIs and implementation research in order to make recommendations to the DIT and the executive leader overseeing the DIT</p> <p style="text-align: center;">-AND-</p> <p>Individual(s) providing coordination have adequate time to fulfill responsibilities</p>	<p>DIT includes a designated coordinator who assumes a lead role on the DIT by:</p> <ul style="list-style-type: none"> • Preparing for and facilitating the DIT meetings • Developing meeting agendas • Monitoring completion of assigned actions and implementation plan <p style="text-align: center;">-AND-</p> <p>The coordinator(s) has direct and regular contact with executive leader(s) (e.g., before and after DIT meetings)</p>	<p>DIT does not include a designated coordinator</p> <p style="text-align: center;">-OR-</p> <p>The coordinator(s) does not perform a lead role on the DIT</p> <p style="text-align: center;">-OR-</p> <p>The coordinator(s) does not have regular and direct contact to executive leader(s) (e.g., before and after DIT meetings)</p>	<p>Coordinator job description</p> <p>Identification of executive leader(s) who work with the coordinator</p> <p>Time allocated for the coordinator role</p>

DCA Item:	2 points	1 point	0 points	Data Source
<p>4. DIT uses an effective team meeting process</p>	<p>DIT uses the following effective meeting processes:</p> <ul style="list-style-type: none"> • Meets in person at least monthly or more frequently depending on amount of work • Meeting roles and responsibilities are consistently assigned and used (e.g., facilitator, recorder, time keeper, norms monitor) • Process is in place for absent staff to receive updates within 48 hours following the meeting • Assignments and tasks are completed within designated timelines with progress documented on an action plan 	<p>DIT uses the following effective meeting processes:</p> <ul style="list-style-type: none"> • Meets in person at least monthly or more frequently depending on amount of work • Meeting roles and responsibilities are consistently assigned and used (e.g., facilitator, recorder, time keeper, norms monitor) 	<p>DIT meeting processes do not meet the criteria in the 2 or 1 point responses.</p>	<p>Meeting schedule</p> <p>Meeting Agendas, Minutes, and Attendance</p> <p>Action Plan</p> <p>Documentation of the process for updating absent team members (i.e., Terms of Reference)</p>

DCA Item:	2 points	1 point	0 points	Data Source
<p>5. District has written process for selecting EIs</p>	<p>Written process is in place -AND- The process to select EIs includes an analysis of the following variables:</p> <ul style="list-style-type: none"> • Need for the EI • Fit and alignment with other EIs • Resources needed to fully implement • Capacity within the district to successfully use the EI • Evidence to demonstrate effectiveness • EI's readiness for usability <p>-AND- Process is consistently used</p>	<p>Written process is in place -AND- The process to select EIs includes an analysis of the following variables:</p> <ul style="list-style-type: none"> • Need for the EI • Fit and alignment with other EIs • Resources needed to fully implement • Capacity within the district to successfully use the EI <p>-OR- The process is not consistently used</p>	<p>Written process is not in place</p>	<p>Guidance documents outlining the process</p> <p>Written documentation showing how the process has been used within the past 2 years</p>

DCA Item:	2 points	1 point	0 points	Data Source
<p>6. District has a written process to align EIs</p>	<p>Written process is in place -AND- The process to align EIs outlines:</p> <ul style="list-style-type: none"> • Conditions that warrant its use • Criteria for selecting people with advanced knowledge of EIs to participate in the process • Core components for EIs • Documentation of whether or not EI components overlap or inhibit full use of other components • Expectations for summarizing alignment results • A decision-making protocol exists to be used if the alignment results in recommendations to discontinue use of an EI 	<p>Written process is in place -AND- The process to align EIs outlines:</p> <ul style="list-style-type: none"> • Conditions that warrant its use • Criteria for selecting people with advanced knowledge of EIs to participate in the process • Core components for EIs • Documentation of whether or not EI components overlap or inhibit full use of other components <p>-OR- The process is not consistently used or followed</p>	<p>Written process is not in place</p>	<p>Guidance documents outlining the process</p> <p>Written documentation showing how the alignment process has been used</p>

DCA Item:	2 points	1 point	0 points	Data Source
7. District allocates resources to support use of the selected EI	There is evidence of commitment to support the district’s successful use and scale-up of the selected EI	There is evidence of effort to secure the commitment to support the district’s successful use of the selected EI for a minimum of one year or less	There is no evidence of commitment or effort to secure commitment to support the selected EI	General fund budget allocations Grant budget allocations
8. DIT has an implementation plan for the EI	<p>The plan’s primary purpose is to ensure the district has the capacity to support successful use and sustainability of the EI across schools</p> <p style="text-align: center;">-AND-</p> <p>The plan has been approved by district executive leadership</p> <p style="text-align: center;">-AND-</p> <p>The plan is developed using the following data:</p> <ul style="list-style-type: none"> • Capacity data (e.g., DCA) • Scale-up data (e.g., each school’s stage of implementation) • EI fidelity data • Student outcome data <p style="text-align: center;">-AND-</p> <p>The plan’s goals are S.M.A.R.T.</p> <p style="text-align: center;">-AND-</p> <p>The plan includes specific activities to achieve the goals</p>	<p>The plan’s primary purpose is to ensure the district has the capacity to support the successful use and sustainability of the EI across schools</p> <p style="text-align: center;">-AND-</p> <p>The plan has been approved by district executive leadership</p> <p style="text-align: center;">-AND-</p> <p>The plan is developed using:</p> <ul style="list-style-type: none"> • EI fidelity data • Student outcome data 	<p>There is not an implementation plan</p> <p style="text-align: center;">-OR-</p> <p>The plan has not been approved by district executive leadership</p>	<p>District implementation plan</p> <p>Record of approval (meeting minutes or other written communication, signature)</p>

DCA Item:	2 points	1 point	0 points	Data Source
<p>9. DIT continuously improves use of the implementation plans</p>	<p>Use of the implementation plan is reviewed a minimum of three times per year -AND- The review includes documentation of:</p> <ul style="list-style-type: none"> • Status of activities (e.g., completed, partial, not-started) • Reasons activities are not completed (e.g., insufficient funding, training) • Team decisions (e.g., provide required resources to complete activities, communicating barriers, next steps) <p>-AND- Plans are modified when data suggest the need</p>	<p>Use of the implementation plan is reviewed at least two times per year -AND- The review includes documentation of:</p> <ul style="list-style-type: none"> • Status of activities (e.g., completed, partial, not-started) • Reasons activities are not completed (e.g., insufficient funding, training) • Team decisions (e.g., provide required resources to complete activities, communicating barriers, next steps) 	<p>Use of the implementation plans are reviewed once a year or are not reviewed</p>	<p>Documentation of plan use and improvement</p>

DCA Item:	2 points	1 point	0 points	Data Source
<p>10. District uses a communication plan</p>	<p>The plan is written and accessible to all staff -AND- The plan includes:</p> <ul style="list-style-type: none"> • List of internal and external stakeholder groups (e.g., internal staff represented in the organizational chart, necessary outside agencies, families) • Person(s) responsible for communication with each group • Frequency of communication (e.g., following each monthly team meeting) • Type of information to disseminate and gather from identified stakeholders • Methods of communication (e.g., regularly scheduled meeting, email) • Communication effectiveness survey and timelines for gathering communication survey data 	<p>The plan is <u>in the process of being written</u> and accessible to all staff -AND- The plan focuses primarily on:</p> <ul style="list-style-type: none"> • List of internal and external stakeholder groups (e.g., internal staff represented in the organizational chart, outside agencies, families) • Persons responsible for communication with each group • Frequency and methods of communication - OR - • The plan is inconsistently used. 	<p>There is not a plan for communication or the plan is not in use -OR- Stakeholders are reporting communication to be ineffective</p>	<p>Communication plan Stakeholder report summaries indicating communication has been effective</p>

DCA Item:	2 points	1 point	0 points	Data Source
	<p style="text-align: center;">-AND-</p> <p>Plan is consistently used</p> <p style="text-align: center;">- AND -</p> <p>Stakeholders report that communication has been effective</p>			
<p>11. District uses a process for addressing internal barriers</p>	<p>A <u>written</u> process is in place outlining steps needed to identify and address barriers</p> <p style="text-align: center;">-AND-</p> <p>The process is consistently used to remove internal barriers (e.g., policy and guidance documents are revised to support new ways of work, resources are allocated/re-allocated, competing or ineffective initiatives are modified or removed)</p> <p style="text-align: center;">-AND-</p> <p>Follow-up determines if barrier was addressed effectively</p>	<p>The process is informal</p> <p style="text-align: center;">-OR-</p> <p>The process is inconsistently used</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 that prevent successful use of the EI</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>

DCA Item:	2 points	1 point	0 points	Data Source
<p>12. District uses a process to report policy relevant information to outside entities</p>	<p>A written process is in place to gather policy relevant information to help identify:</p> <ul style="list-style-type: none"> • Strengths of the state system • Barriers that need to be resolved at the regional and/or state level to support district implementation efforts (e.g., state/federal laws, mandated use of funds, interpretation of legislative language) <p style="text-align: center;">-AND-</p> <p>The process is consistently used by staff and executive leadership for reporting information to the identified contact liaison with the Regional Agency and/or State Education Agency (SEA)</p>	<p>A written process is in place and used inconsistently</p>	<p>There is not a written process</p> <p style="text-align: center;">-OR-</p> <p>Staff and executive leadership are unaware of how to use the process</p>	<p>Guidance document outlining process</p> <p>Gathering of information from districts and regions</p> <p>Documentation of reporting the gathered information (e.g., reports, meeting minutes, agendas)</p>

DCA Item:	2 points	1 point	0 points	Data Source
<p>13. DIT supports schools in use of a fidelity measure for EI Implementation</p>	<p>The EI fidelity measure is appropriate for assessing EI use:</p> <ul style="list-style-type: none"> Measure is a research-validated fidelity measure (i.e., highly correlated with or predictive of intended outcomes for EIs) <p>-AND-</p> <p>DIT supports schools use of fidelity measures as recommended (e.g., proactive orientation of staff to the fidelity measure, administration, scoring, data entry, report generation, and analysis)</p>	<p>The EI fidelity measure is appropriate for assessing EI use:</p> <ul style="list-style-type: none"> Measure is a research-validated fidelity measure (i.e., highly correlated with or predictive of intended outcomes for EIs) <p>-OR-</p> <ul style="list-style-type: none"> The fidelity measure is in process of being validated 	<p>DIT does not support schools to use a fidelity measure for the EI</p> <p>-OR-</p> <p>DIT does not support schools use of the fidelity measure as recommended (e.g., frequency, audience)</p>	<p>Fidelity measure or practice profile</p> <p>Data (e.g., local or published) demonstrating that fidelity predicts intended outcomes</p>
<p>14. DIT has access to data for the EI</p>	<p>All of the following data are accessible for the DIT to analyze:</p> <ul style="list-style-type: none"> EI Fidelity data Student outcome data (e.g., universal screening data, progress monitoring data, and summative assessment data) Capacity data (e.g., DCA) Scale-up data (e.g., <i>Stages of Implementation Analysis: Where are We Now</i>) 	<p>The DIT only has access to <u>at least three</u> but not all of the following types of data:</p> <ul style="list-style-type: none"> EI fidelity data Student outcome data Capacity data Scale-up data 	<p>The DIT has access to less than three of the data sources listed in the 2-point response</p>	<p>Sample data reports</p>

DCA Item:	2 points	1 point	0 points	Data Source
<p>15. DIT actively uses different types of data.</p>	<p>All of the following different types of data are used for their intended purposes:</p> <ul style="list-style-type: none"> • Fidelity data are analyzed to improve implementation supports (e.g., selection, training, coaching supports to ensure EI is being implemented as intended) • Student outcome data (screening, progress monitoring, summative assessments/state test) are used to determine the impact the EI is having on student outcomes • Capacity data for the EI 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>DIT uses <u>at least two</u> of the following types of data for their intended purposes:</p> <ul style="list-style-type: none"> • Fidelity data • Student outcome data • Capacity data • Scale up data 	<p>DIT primarily uses student outcome data to determine the impact the EI is having on outcomes.</p>	<p>Sample data reports</p>

DCA Item:	2 points	1 point	0 points	Data Source
<p>16. DIT has a process for using data for decision making</p>	<p>DIT uses a problem-solving process (e.g. Improvement Cycles) at least <u>three</u> times a year</p> <p>-AND-</p> <p>The process for using data includes:</p> <ul style="list-style-type: none"> • Analysis of all new data that results in a summary of celebrations and precise problem statements • Generation of hypotheses identifying factors contributing or maintaining the problem • Analysis of data to validate or generate new hypotheses • Refinement of the implementation plan including S.M.A.R.T. goals and activities that lead to desired outcomes 	<p>DIT uses a problem-solving process (e.g. Improvement Cycles) at least <u>once</u> a year</p> <p>-AND-</p> <p>The process for using data includes:</p> <ul style="list-style-type: none"> • Analysis of all new data that results in a summary of celebrations and precise problem statements 	<p>DIT uses a problem-solving process (e.g. Improvement Cycles) that does not meet the conditions of the 2 or 1-point response</p> <p>-OR-</p> <p>DIT does not have a problem-solving process</p>	<p>Graphic of problem-solving process</p> <p>Evidence that improvement cycles resulted in refinement of the implementation plan</p>

DCA Item:	2 points	1 point	0 points	Data Source
<p>17. District provides a status report on the EI to the school board</p>	<p>The report includes <u>at least five</u> of the following types of information:</p> <ul style="list-style-type: none"> • Number of schools across the district working to successfully use the EI • Each school’s stage of implementation • Development of internal capacity to build structures to support the EI (leadership, organization, competency) • EI fidelity data • Impact on student outcomes • Stakeholder information (e.g., survey data from staff and parents) about implementation supports • Upcoming work to scale-up the EI and continue improving its use <p style="text-align: center;">-AND-</p> <p>Report is disseminated a minimum of twice per year</p>	<p>The report includes <u>at least 4 of the 7</u> different types of information outlined in the 2-point criteria</p> <p style="text-align: center;">-OR-</p> <p>The report is only disseminated once per year</p>	<p>A status report is not provided to stakeholders</p> <p style="text-align: center;">-OR-</p> <p>Report focuses primarily on action, instead of data</p>	<p>Copy of most recent school board status report or presentation</p>

DCA Item:	2 points	1 point	0 points	Data Source
<p>18. DIT supports the composition of BITs</p>	<p>DIT members provide guidance to principals and school staff in understanding best practices for BIT composition by focusing on the following:</p> <ul style="list-style-type: none"> • School-wide assessment / audit of teaming structures to determine if BIT functions are being addressed by an existing team • Cross-departmental team composition (e.g., general education and special education) • Team size • Selection of the personnel to perform key roles on the team (e.g., coordination) • Experience of team members (e.g., successful use of EIs, positive relationships with staff, adequate time to fulfill responsibilities) <p>AND-</p> <p>DIT provides guidance to BIT to coordinate their work with other school initiatives (e.g.,</p>	<p>DIT members provide guidance to principals and school staff in understanding best practices for BIT composition by focusing on the following:</p> <ul style="list-style-type: none"> • Cross-departmental team composition (e.g., general education and special education) • Team size 	<p>DIT members do not provide guidance to principals and school staff in understanding best practices for BIT composition in a way that meets the conditions of the 1- or 2-point responses</p>	<p>List of BIT members</p> <p>Document outlining school teams</p> <p>Linking communication protocol for DIT and BITs and BITs and other school teams</p>

DCA Item:	2 points	1 point	0 points	Data Source
	discuss alignment of district and school priorities, barriers)			
19. DITs support the development of BIT implementation plans for the EI	<p>The primary purpose of the plans is to ensure BITs support staff to successfully use EI components</p> <p>-AND-</p> <p>The plan is developed using the following data:</p> <ul style="list-style-type: none"> • Student outcome data • EI fidelity data <p>-AND-</p> <p>The plan’s goals are S.M.A.R.T.</p> <p>-AND-</p> <p>The plan includes specific activities to achieve the goals</p> <p>AND</p> <p>The plan is linked to district priorities within the district improvement plan</p>	<p>The primary purpose of the plans is to ensure BITs support staff to successfully use EI components</p> <p>-AND-</p> <p>The plan is developed using the following data:</p> <ul style="list-style-type: none"> • Student outcome data <p>-AND-</p> <p>The plan includes specific activities to achieve the goals</p>	<p>BITs do not have implementation plans</p> <p>-OR-</p> <p>The plans do not meet the criteria outlined in the 2 or 1-point response</p>	School level plan

DCA Item:	2 points	1 point	0 points	Data Source
<p>20. DIT supports BITs in using data for decision making</p>	<p>DIT supports BITs use of a problem-solving process (e.g. Improvement Cycle) at least three times per year -AND- The process for using data includes:</p> <ul style="list-style-type: none"> • Analysis of all new data that results in a summary of celebrations and precise problem statements • Generation of hypotheses identifying factors contributing to the problem • Analysis of data to validate or generate new hypotheses • Refinement of the implementation plan (S.M.A.R.T. goals and activities) to address the problem 	<p>DIT supports BITs use of a problem-solving process (e.g. Improvement Cycle) at least once per year -AND- The process for using data includes:</p> <ul style="list-style-type: none"> • Analysis of all new data that results in a summary of celebrations and precise problem statements 	<p>BITs do not use a problem-solving process -OR- BIT uses a problem-solving process (e.g. Improvement Cycles) that does not meet the conditions of the 2 or 1-point response</p>	<p>Evidence of the problem-solving process</p> <p>Evidence that improvement cycles resulted in refinement of the implementation plan</p>

DCA Item:	2 points	1 point	0 points	Data Source
<p>21. District uses a process for selecting staff (internal and/or external) who will use EIs</p>	<p>Job descriptions exist that describe pre-requisite knowledge and responsibilities required</p> <p style="text-align: center;">-AND-</p> <p>The selection process includes the following:</p> <ul style="list-style-type: none"> • Performance assessment asking individual(s) to demonstrate required knowledge, skills, and abilities (e.g., simulated activity, role-plays, product development) • Feedback provided to individuals to assess their use of feedback (e.g., incorporating feedback into subsequent portions of the selection process) <p style="text-align: center;">-AND-</p> <p>Interview protocol is revised as needed to improve the selection process</p>	<p>Broad job descriptions exist</p> <p style="text-align: center;">-AND-</p> <p>The selection process is aligned with pre-requisite knowledge and responsibilities but does not meet the criteria outlined in the 2-point response</p>	<p>Broad job descriptions exist</p> <p style="text-align: center;">-AND-</p> <p>Generic job interview protocol used during the selection process does not assess pre-requisite knowledge and responsibilities required (e.g., similar protocol used for any position)</p>	<p>Job descriptions</p> <p>Interview protocol (including procedures used during the selection process)</p>

DCA Item:	2 points	1 point	0 points	Data Source
<p>22. District has a plan to continuously strengthen staff skills</p>	<p>All staff (newly selected and existing) assigned to use or support the use of EIs have a written professional learning plan that includes:</p> <ul style="list-style-type: none"> • Areas for further development • Type of professional learning that will be provided to develop knowledge, skills and abilities (e.g., attending a professional learning session, independent reading with structured dialogue to reflect on readings) • Timeline for completing learning • Person(s) assigned to support staff <p style="text-align: center;">-AND-</p> <ul style="list-style-type: none"> • Time is allocated for staff to develop knowledge, skills, and abilities that are outlined in the plan 	<p>All staff have a written professional learning plan that includes at least 2 of the criteria outlined in the 2-point response</p> <p style="text-align: center;">-OR-</p> <p>Some staff have a professional learning plan that includes <u>all</u> the criteria outlined in the 2-point response</p>	<p>None of the staff have a written professional learning plan</p> <p style="text-align: center;">- OR -</p> <p>Written professional learning plans do not meet the criteria outlined in the 2-point response</p>	<p>Staff professional learning plans</p>

DCA Item:	2 points	1 point	0 points	Data Source
<p>23. DIT secures training in the EI for all district/school personnel</p>	<p>Training is prioritized for district staff in EI specific data, systems, and practices -AND- Highly competent individuals provide trainings (e.g., trainers have deep knowledge in areas they are providing training and use effective presentation and engagement skills) -AND- Trainings are skill based, include opportunities for practice/behavioral rehearsals when applicable, and provide participant feedback</p>	<p>Training is prioritized for district staff in EI specific data, systems, and practices -AND- Highly competent individuals provide trainings (e.g., trainers have deep knowledge in areas they are providing training and use effective presentation and engagement skills)</p>	<p>The district does not secure training in the EI -OR- Trainings do not meet the criteria outlined in the 2 or 1-point response</p>	<p>Professional learning: schedule, outlines, agendas, participant materials</p> <p>Professional learning participant evaluations</p> <p>Presenter qualifications</p>

DCA Item:	2 points	1 point	0 points	Data Source
<p>24. DIT uses training effectiveness data</p>	<p>DIT uses the following types of training effectiveness data:</p> <ul style="list-style-type: none"> • Pre and post assessment of knowledge and skills • Observation of participants practicing and applying newly acquired skills • Trainer performance feedback (e.g., feedback on training content, training process, delivery) <p style="text-align: center;">-AND-</p> <p>Training effectiveness data are analyzed to:</p> <ul style="list-style-type: none"> • Inform improvements to the content and delivery • Inform improvements in recruitment and selection, training, coaching, and other implementation supports 	<p>DIT uses two of the following types of training effectiveness data:</p> <ul style="list-style-type: none"> • Pre and post assessment of knowledge and skills • Observation of participants practicing and applying newly acquired skills • Trainer performance feedback <p style="text-align: center;">-AND-</p> <p>Training effectiveness data are analyzed to:</p> <ul style="list-style-type: none"> • Inform improvements to the training content and delivery 	<p>Data are not analyzed or used to determine effectiveness of training</p>	<p>Training outcome data</p> <p>Evidence that data are used for improvements</p>
<p>25. District has a coaching system to support schools in their use of EIs</p>	<p>The coaching system is developed to ensure BITs and school staff have equitable access to high-quality coaching to successfully use EIs</p> <p style="text-align: center;">-AND-</p>	<p>The coaching system is developed to ensure BITs and school staff have equitable access to high-quality coaching to successfully use EIs</p> <p style="text-align: center;">-OR-</p>	<p>There is not a coaching system</p> <p style="text-align: center;">-OR-</p> <p>The coaching system does not meet the criteria of the 2- or 1-point response</p>	<p>Coaching system document</p>

DCA Item:	2 points	1 point	0 points	Data Source
	<p>The coaching system includes the following:</p> <ul style="list-style-type: none"> • Definition of coaching • Conditions that warrant coaching • Pre-requisite knowledge needed for coaches • Responsibilities of coaches • Selection guidelines for coaches (for existing or new staff that will be assigned districts to coach) • Allocation of time for staff to provide coaching to BITs and school staff • Statement clarifying coaches' decision-making authority • Coaching service delivery plan • Communication protocol between coaches and other groups / teams internal and external to the district • Supervision and accountability structures <p style="text-align: center;">-AND-</p> <p>The coaching system is consistently used</p>	<p>The coaching system includes at least 6 of the criteria outlined in the 2-point response</p> <p style="text-align: center;">-OR-</p> <p>The coaching system is inconsistently used</p>	<p style="text-align: center;">-OR-</p> <p>The coaching system is not used</p>	

DCA Item:	2 points	1 point	0 points	Data Source
<p>26. DIT uses a coaching service delivery plan</p>	<p>Coaching supports provided are documented and includes:</p> <ul style="list-style-type: none"> • Stage-based coaching concepts that distinguish supports to BITs and / or school staff • Continuum of coaching strategies needed to develop the team’s knowledge, skills, and abilities (e.g., observation, prompting, modeling, assistance in adapting to local context, fluency building) • Coaching effectiveness measures (EI fidelity data, observation, products, coaching satisfaction survey data) • Frequency of coaching • Expectations for the coach’s preparation • Guidelines for providing feedback (e.g., conceptual feedback components, specific behaviors, timelines for providing written feedback) <p>-AND-</p>	<p>Coaching supports provided are documented and includes:</p> <ul style="list-style-type: none"> • Stage-based coaching concepts that distinguish supports to BITs and / or school staff • Continuum of coaching strategies needed to develop the team’s knowledge, skills, and abilities (e.g., observation, prompting, modeling, assistance in adapting to local context) • Coaching effectiveness measures (EI fidelity data, products, coaching satisfaction survey data) 	<p>Coaching service delivery plan does not exist</p> <p>-OR-</p> <p>Coaching supports provided to BITs do not meet the criteria in the 1-point response</p> <p>-OR-</p> <p>The coaching service delivery plan is not being used</p>	<p>Sample of coaching service delivery plans</p>

DCA Item:	2 points	1 point	0 points	Data Source
	Adherence to the coaching service delivery plans is reviewed three times a year			
27. DIT uses coaching effectiveness data	<p>Coaching effectiveness is assessed at least three times a year</p> <p>-AND-</p> <p>At least three sources of data are used:</p> <ul style="list-style-type: none"> • EI fidelity data • BIT observations • Product reviews • Coaching satisfaction survey results (coaching recipients) • Coaching service delivery adherence data • Coaches' self-reflections using data • Coaching logs <p>-AND-</p> <p>Coaching effectiveness data are utilized to inform improvements in coaching, recruitment and selection, training, and other implementation supports</p>	<p>Coaching effectiveness is assessed at least annually</p> <p>-AND-</p> <p><u>At least two sources of data</u> are used from the 2-point response</p> <p>-AND-</p> <p>Coaching effectiveness data are only used to inform coaching improvements</p>	Coaching effectiveness is not assessed and multiple sources of data are not used.	<p>Coaching effectiveness data such as staff satisfaction surveys</p> <p>Evidence the data are used to inform improvements</p>

Action Planning

Step 1: For any item listed below a “2” consider actions that may be completed within the next 3 months.

Step 2: Define the action, "who" is responsible, when it will be accomplished, and the team/meeting when updates on the action will be reviewed.

Step 3: Team should prioritize the areas or items that are most critical to improve– critical defined as most likely to improve fidelity, sustainability and student outcomes.

Scales and Drivers	Action	Who	When	Next Update
Organizational Leadership				
Leadership				
Facilitative Administration				
Systems Intervention				
Competency				
Selection				
Training				
Coaching				
Data System for Decision Making				
Fidelity				
Decision Support Data System				

Glossary

Browse the glossary below to learn the vocabulary terms commonly encountered in the DCA. To successfully administer the DCA, knowledge of these terms is necessary. The glossary was compiled using the following resources: SISEP's Active Implementation Hub, National Implementation Research Network, and PBIS.org.

Authority

Authority in the context of the DCA refers to the power or right to make decisions regarding budgets, positions, and allocation of resources.

Building Implementation Team (BIT)

An organized and active group that supports the implementation, sustainability, and scale-up of Effective Innovations by integrating the use of implementation stages, drivers and improvement cycles.

Capacity

Systems, activities, and resources that are necessary for schools to successfully adopt and sustain effective innovations.

Coaching

Coaching is defined as regular, embedded professional development designed to help teachers and staff to use the program or innovation as intended.

Coaching Service Delivery Plan

A written plan detailing the frequency of coaching observations, methods of support, and routines and methods (e.g. written, verbal) for providing constructive feedback in a safe environment.

Communication Protocol

A written document outlining the frequency, type, and format of communication between teams for the following purposes: communicate progress and celebrate success throughout the system, report systemic barriers that are preventing or hindering implementation and should be resolved by one of the groups, report on actions taken to resolve or address past issues, and revisit past decisions and agreements periodically to ensure that solutions are still functional.

Coordinator

District staff member assuming a lead role in preparing for and facilitating the DIT meetings, agenda topics and monitoring completion of assigned actions.

Decision Support Data System

A system for identifying, collecting, and analyzing data that are useful to the teacher, school, and district for decision making to improve implementation of the EI. Specifically, the utilization of process data, performance (fidelity) data, and outcome data is measured and data are used.

Diagnostic Assessment

Assessments which provide more in-depth information about an individual student's specific skill, for the purpose of guiding future instructional supports.

District Capacity Action Plan

A detailed plan outlining actions needed to reach one or more goals for improving district capacity.

District Implementation Plan

A detailed plan outlining actions needed to reach one or more goals for effective and sustained implementation of an EI.

District Implementation Team

An organized and active group that supports the implementation, sustainability, and scale-up of Effective Innovations by integrating the use of implementation stages, drivers and improvement cycles.

District Improvement Plan

A detailed plan outlining actions needed to reach one or more goals for performance improvement.

Effective Innovation

An innovation is anything that is new to a district and that is intended for use to improve effectiveness or efficiency. The innovation was developed based on the best available evidence (e.g., evaluation results, research findings).

Executive Leadership

A process of social influence in which a person can enlist the aid and support of others in the accomplishment of a specific task.

Fidelity

Fidelity is defined as doing what is intended.

Formal

Formal refers to an established hierarchy, procedure or set of specific behaviors.

Facilitative Administration

Organization driver focused on the internal processes, policies, regulations, and structures over which a district implementation team has some control in order to create and maintain hospitable environments to support new ways of work.

Guidance Documents

Publicly available documents outlining a process and/or procedure and its implementation.

Implementation

A specified set of activities designed to put into practice an activity or program of known dimensions. According to this definition, implementation processes are purposeful and described in sufficient details such that independent observers can detect the presence and strength of the “specific set of activities” related to implementation.

Implementation Science

Implementation science is the study of methods to promote the integration of research findings and evidence into policy and practice. It seeks to understand the behavior of professionals and other stakeholders as key variables in the sustainable uptake, adoption, implementation, and sustainability of Effective Innovations.

Improvement Cycles

Improvement cycle is a planned sequence of systematic and documented activities aimed at improving a process (e.g., PDSA Cycle – Plan, Do, Study, Act).

Informal

Informal refers to an activity or process that is marked by the absence of formality or structure.

Interview Protocol

A document outlining the various activities used within a selection process of a staff member.

Performance Assessment

Performance assessment refers to measuring the degree to which a teacher or staff are able to use the intervention or instructional practices as intended. Performance assessment (fidelity) measures the extent to which an innovation is implemented as intended.

Policy Relevant Information

Data and material that can be used to inform the development and/or refinement of a policy or statement of intent adopted by a Board or senior governance body.

Progress Monitoring

Frequent assessment to provide more in-depth information about an individual student's specific skills, for the purpose of guiding instructional supports.

Readiness for Usability

Reflects the potential (e.g., feasibility, operationally defined, scalable) of the EI to be used across settings.

Regional Unit

An educational entity providing various school districts within a specified geographic region of the state with a wide array of educational programs and services, many of which are too costly or limited in demand for a single location.

Scaleworthy or Scalable Practices

Practices that have sufficient social and scientific validation to warrant the large-scale investment needed to transform these practices into Standard Practice. Scalable practices have documentation that they are needed, effective, usable, and feasible.

Selection

Selection refers to the purposeful process of recruiting, interviewing, and hiring '*with the end in mind*'. Selection through an *active implementation lens* includes identifying skills and abilities that are pre-requisites and/or specific to the innovation or program, as well as attributes that are difficult to train and coach.

SMART Goal

District Capacity Assessment

SMART is a mnemonic acronym, giving criteria to guide in the setting of goals and/or objectives. A SMART goal is defined as one that is specific, measurable, achievable, relevant, and time-bound.

Summative Assessment Data

Measures used to gather information about student performance compared to grade level standards.

Systems Intervention

An Organization driver focused on the external variables, policies, environments, systems or structures that influence or have impact on the district and schools.

Training

Training through an *active implementation lens* is defined as purposeful, skill-based, and adult-learning informed processes designed to support teachers and staff in acquiring the skills and information needed to begin using a new program or innovation.

Universal Screening

The systematic assessment of all children within a given class, grade, school building, or school district, on academic and/or social-emotional indicators that the school personnel and community have agreed are important.

Copyright

© 2019 National Implementation Research Network at the University of North Carolina at Chapel Hill



This content is licensed under Creative Commons license CC BY-NC-ND, Attribution-Noncommercial-NoDerivs. You are free to share, copy, distribute and transmit the work under the following conditions: Attribution — You must attribute the work in the manner specified by the author or licensor (but not in any way that suggests that they endorse you or your use of the work); Noncommercial — You may not use this work for commercial purposes; No Derivative Works — You may not alter, transform, or build upon this work. Any of the above conditions can be waived if you get permission from the copyright holder.