Scoring Guide

DCA Item:	2 points	1 point	0 points	Data Source
1. There is a **District Implementation Team** (DIT) to support implementation of Effective Innovations (EI)	A team is developed and is representative of cross-departmental perspectives (e.g., general education and special education) -AND- Team members are selected for: • Experience in using of effective innovations • Positive working relationships with building leadership and staff • And have sufficient time to dedicate to DIT functions	A team is developed and is representative of cross-departmental perspectives (e.g., general education and special education)	There is no District Implementation team (DIT)	List of team members, roles, and job titles

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2. DIT includes an individual with executive leadership authority	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 -AND- The executive leader consistently attends meetings -AND- 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	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 -AND- The executive leader consistently attends meetings -AND- When scheduling conflicts occasionally occur, there is not a mechanism for the leader to be provided with relevant information within 1-2 days after the meeting	There is not an executive leader on the DIT -OR- The executive leader's lack of attendance at DIT meetings impedes the team's ability to complete the activities needed to support schools	Executive leader job description List of team members, roles, and job titles **Communication plan** linking district executive leadership to other departments and structures

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3. DIT includes a designated coordinator(s)	DIT includes a designated coordinator(s) who performs a lead role on the DIT by: • Preparing for and facilitating DIT meetings • Developing meeting agendas • Monitoring completion of assigned actions and **implementation plan** -AND- The coordinator(s) has direct and regular contact with executive leader(s) (e.g., before and after RIT and DIT meetings) -AND- Coordinator(s) uses knowledge about EIs and implementation research in order to make recommendations to the DIT and the executive leader overseeing the DIT -AND- Individual(s) providing coordination have adequate time to fulfill responsibilities	DIT includes a designated coordinator who assumes a lead role on the DIT by: • Preparing for and facilitating the DIT meetings • Developing meeting agendas • Monitoring completion of assigned actions and **implementation plan** -AND- The coordinator(s) has direct and regular contact with executive leader(s) (e.g., before and after DIT meetings)	DIT does not include a designated coordinator -OR- The coordinator(s) does not perform a lead role on the DIT -OR- The coordinator(s) does not have regular and direct contact to executive leader(s) (e.g., before and after DIT meetings)	Coordinator job description Identification of executive leader(s) who work with the coordinator Time allocated for the coordinator role

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4. DIT uses an effective team meeting process	DIT uses the following effective meeting processes: • 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	DIT uses the following effective meeting processes: • 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)	DIT meeting processes do not meet the criteria in the 2 or 1 point responses.	Meeting schedule Meeting Agendas, Minutes, and Attendance Action Plan Documentation of the process for updating absent team members (i.e., Terms of Reference)

DCA Item:	2 points	1 point	0 points	Data Source
5. District has written process for selecting EIs	Written process is in place -AND- The process to select EIs includes an analysis of the following variables: • 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** -AND- Process is consistently used	Written process is in place -AND- The process to select EIs includes an analysis of the following variables: • Need for the EI • Fit and alignment with other EIs • Resources needed to fully implement • Capacity within the district to successfully use the EI -OR- The process is not consistently used	Written process is not in place	Guidance documents outlining the process Written documentation showing how the process has been used within the past 2 years

DCA Item:	2 points	1 point	0 points	Data Source
6. District has a written process to align EIs	Written process is in place -AND- The process to align EIs outlines: • 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	Written process is in place -AND- The process to align EIs outlines: • 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 -OR- The process is not consistently used or followed	Written process is not in place	Guidance documents outlining the process Written documentation showing how the alignment process has been used

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	The plan's primary purpose is to ensure the district has the capacity to support successful use and sustainability of the EI across schools -AND- The plan has been approved by district executive leadership -AND- The plan is developed using the following data: • Capacity data (e.g., DCA) • Scale-up data (e.g., each school's stage of implementation) • EI fidelity data • Student outcome data -AND- The plan's goals are **S.M.A.R.T.** -AND- The plan includes specific activities to achieve the goals	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 -AND- The plan has been approved by district executive leadership -AND- The plan is developed using: • EI fidelity data • Student outcome data	There is not an implementation plan -OR- The plan has not been approved by district executive leadership	District implementation plan Record of approval (meeting minutes or other written communication, signature)

DCA Item:	2 points	1 point	0 points	Data Source
9. DIT continuously improves use of the implementation plans	Use of the implementation plan is reviewed a minimum of three times per year -AND- The review includes documentation of: • 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) -AND- Plans are modified when data suggest the need	Use of the implementation plan is reviewed at least two times per year -AND- The review includes documentation of: • 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)	Use of the implementation plans are reviewed once a year or are not reviewed	Documentation of plan use and improvement

DCA Item:	2 points	1 point	0 points	Data Source
10. District uses a communication plan	The plan is written and accessible to all staff -AND- The plan includes: • 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	The plan is <u>in the process of being written</u> and accessible to all staff -AND- The plan focuses primarily on: • 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.	There is not a plan for communication or the plan is not in use -OR- Stakeholders are reporting communication to be ineffective	Communication plan Stakeholder report summaries indicating communication has been effective

DCA Item:	2 points	1 point	0 points	Data Source
	-AND- Plan is consistently used - AND - Stakeholders report that communication has been effective			
11. District uses a process for addressing internal barriers	A <u>written</u> process is in place outlining steps needed to identify and address barriers -AND- 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) -AND- Follow-up determines if barrier was addressed effectively	The process is informal -OR- The process is inconsistently used	There is not a process -OR- The process is not used for addressing internal barriers that prevent successful use of the EI	Guidance document outlining process 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)

DCA Item:	2 points	1 point	0 points	Data Source
12. District uses a process to report **policy relevant information** to outside entities	A written process is in place to gather **policy relevant information** to help identify: • 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) -AND- 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)	A written process is in place and used inconsistently	There is not a written process -OR- Staff and executive leadership are unaware of how to use the process	Guidance document outlining process Gathering of information from districts and regions Documentation of reporting the gathered information (e.g., reports, meeting minutes, agendas)

DCA Item:	2 points	1 point	0 points	Data Source
13. DIT supports schools in use of a fidelity measure for EI Implementation	The EI fidelity measure is appropriate for assessing EI use: • Measure is a research-validated fidelity measure (i.e., highly correlated with or predictive of intended outcomes for EIs) -AND- 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)	The EI fidelity measure is appropriate for assessing EI use: • Measure is a research-validated fidelity measure (i.e., highly correlated with or predictive of intended outcomes for EIs) -OR- • The fidelity measure is in process of being validated	DIT does not support schools to use a fidelity measure for the EI -OR- DIT does not support schools use of 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 the EI	All of the following data are accessible for the DIT to analyze: • 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., *Stages of Implementation Analysis: Where are We Now*)	The DIT only has access to <u>at least three</u> but not all of the following types of data: • EI fidelity data • Student outcome data • Capacity data • Scale-up data	The DIT has access to less than three of the data sources listed in the 2-point response	Sample data reports

DCA Item:	2 points	1 point	0 points	Data Source
15. DIT actively uses different types of data.	All of the following different types of data are used for their intended purposes: • 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	DIT uses <u>at least two</u> of the following types of data for their intended purposes: • Fidelity data • Student outcome data • Capacity data • Scale up data	DIT primarily uses student outcome data to determine the impact the EI is having on outcomes.	Sample data reports

DCA Item:	2 points	1 point	0 points	Data Source
16. DIT has a process for using data for decision making	DIT uses a problem-solving process (e.g. Improvement Cycles) at least <u>three</u> times a year -AND- The process for using data includes: • 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	DIT uses a problem-solving process (e.g. Improvement Cycles) at least <u>once</u> a year -AND- The process for using data includes: • Analysis of all new data that results in a summary of celebrations and precise problem statements	DIT uses a problem-solving process (e.g. Improvement Cycles) that does not meet the conditions of the 2 or 1-point response -OR- DIT does not have a problem-solving process	Graphic of problem-solving process Evidence that improvement cycles resulted in refinement of the **implementation plan**

DCA Item:	2 points	1 point	0 points	Data Source
17. District provides a status report on the EI to the school board	The report includes <u>at least five</u> of the following types of information: • 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 -AND- Report is disseminated a minimum of twice per year	The report includes <u>at least 4 of the 7</u> different types of information outlined in the 2-point criteria -OR- The report is only disseminated once per year	A status report is not provided to stakeholders -OR- Report focuses primarily on action, instead of data	Copy of most recent school board status report or presentation

DCA Item:	2 points	1 point	0 points	Data Source
18. DIT supports the composition of BITs	DIT members provide guidance to principals and school staff in understanding best practices for BIT composition by focusing on the following: • 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) -AND- DIT provides guidance to BIT to coordinate their work with other school initiatives (e.g.,	DIT members provide guidance to principals and school staff in understanding best practices for BIT composition by focusing on the following: • Cross-departmental team composition (e.g., general education and special education) • Team size	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	List of BIT members Document outlining school teams Linking communication protocol for DIT and BITs and BITs and other school teams

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	The primary purpose of the plans is to ensure BITs support staff to successfully use EI components -AND- The plan is developed using the following data: • Student outcome data • EI fidelity data -AND- The plan's goals are **S.M.A.R.T.** -AND- The plan includes specific activities to achieve the goals AND The plan is linked to district priorities within the district improvement plan	The primary purpose of the plans is to ensure BITs support staff to successfully use EI components -AND- The plan is developed using the following data: • Student outcome data -AND- The plan includes specific activities to achieve the goals	BITs do not have implementation plans -OR- The plans do not meet the criteria outlined in the 2 or 1-point response	School level plan

DCA Item:	2 points	1 point	0 points	Data Source
20. DIT supports BITs in using data for decision making	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: • 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	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: • Analysis of all new data that results in a summary of celebrations and precise problem statements	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	Evidence of the problem-solving process Evidence that improvement cycles resulted in refinement of the **implementation plan**

DCA Item:	2 points	1 point	0 points	Data Source
21. District uses a process for selecting staff (internal and/or external) who will use EIs	Job descriptions exist that describe pre-requisite knowledge and responsibilities required -AND- The selection process includes the following: • 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) -AND- Interview protocol is revised as needed to improve the selection process	Broad job descriptions exist -AND- The selection process is aligned with pre-requisite knowledge and responsibilities but does not meet the criteria outlined in the 2-point response	Broad job descriptions exist -AND- 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)	Job descriptions Interview protocol (including procedures used during the selection process)

DCA Item:	2 points	1 point	0 points	Data Source
22. District has a plan to continuously strengthen staff skills	All staff (newly selected and existing) assigned to use or support the use of EIs have a written professional learning plan that includes: • 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 -AND- • Time is allocated for staff to develop knowledge, skills, and abilities that are outlined in the plan	All staff have a written professional learning plan that includes at least 2 of the criteria outlined in the 2-point response -OR- Some staff have a professional learning plan that includes <u>all</u> the criteria outlined in the 2-point response	None of the staff have a written professional learning plan - OR - Written professional learning plans do not meet the criteria outlined in the 2-point response	Staff professional learning plans

DCA Item:	2 points	1 point	0 points	Data Source
23. DIT secures training in the EI for all district/school personnel	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	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)	The district does not secure training in the EI -OR- Trainings do not meet the criteria outlined in the 2 or 1-point response	Professional learning: schedule, outlines, agendas, participant materials Professional learning participant evaluations Presenter qualifications

DCA Item:	2 points	1 point	0 points	Data Source
24. DIT uses training effectiveness data	DIT uses the following types of training effectiveness data: • 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) -AND- Training effectiveness data are analyzed to: • Inform improvements to the content and delivery • Inform improvements in recruitment and selection, training, coaching, and other implementation supports	DIT uses two of the following types of training effectiveness data: • Pre and post assessment of knowledge and skills • Observation of participants practicing and applying newly acquired skills • Trainer performance feedback -AND- Training effectiveness data are analyzed to: • Inform improvements to the training content and delivery	Data are not analyzed or used to determine effectiveness of training	Training outcome data Evidence that data are used for improvements
25. District has a **coaching system** to support schools in their use of EIs	The coaching system is developed to ensure BITs and school staff have equitable access to high-quality coaching to successfully use EIs -AND-	The coaching system is developed to ensure BITs and school staff have equitable access to high-quality coaching to successfully use EIs -OR-	There is not a coaching system -OR- The coaching system does not meet the criteria of the 2- or 1-point response	Coaching system document

DCA Item:	2 points	1 point	0 points	Data Source
	The coaching system includes the following: • 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 -AND- The coaching system is consistently used	The coaching system includes at least 6 of the criteria outlined in the 2-point response -OR- The coaching system is inconsistently used	-OR- The coaching system is not used	

DCA Item:	2 points	1 point	0 points	Data Source
26. DIT uses a **coaching service delivery plan**	Coaching supports provided are documented and includes: • 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) -AND-	Coaching supports provided are documented and includes: • 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)	Coaching service delivery plan does not exist -OR- Coaching supports provided to BITs do not meet the criteria in the 1-point response -OR- The coaching service delivery plan is not being used	Sample of coaching service delivery plans

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	Coaching effectiveness is assessed at least three times a year -AND- At least three sources of data are used: • 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 -AND- Coaching effectiveness data are utilized to inform improvements in coaching, recruitment and selection, training, and other implementation supports	Coaching effectiveness is assessed at least annually -AND- At least two sources of data are used from the 2-point response -AND- Coaching effectiveness data are only used to inform coaching improvements	Coaching effectiveness is not assessed and multiple sources of data are not used.	Coaching effectiveness data such as staff satisfaction surveys Evidence the data are used to inform improvements