



District Capacity Assessment

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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.



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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.

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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.

Introduction and Purpose

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. Provide district, regional and state leadership with a regular 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

In January/February, the DIT formally completes the DCA with the assistance of a trained administrator and facilitator. For progress monitoring purposes, the DCA is re-administered in July/August to refine the **District Capacity Action Plan**. During the DCA administration to monitor progress, the team reviews previous DCA scores, updates scores based on recent progress, and adjusts the District Capacity Action Plan as necessary. It is acceptable, however, for a district to complete the DCA at any point during the year that would help achieve targeted functions/purposes.

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

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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 and 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.
<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.
<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 agrees to DCA administration and the commitment of time
2. Materials to be 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
 - c. Data sources to inform DCA assessment (District Improvement Plan needed at a minimum)

Roles and Job Descriptions

- List of DIT members, roles, and job titles
- Listing of BIT members
- Executive Leader job description
- DIT Coordinator job description
- Interview protocol (including procedures used during the selection process)

Team Processes

- DIT Meeting schedule
- DIT linking communication protocols
- Meeting Agendas, Minutes, and Attendance
- Graphic of problem-solving process used

Guidance Documents

- Documentation of EI selection procedure
- Process documentation for sharing of policy relevant information to regional and state organizations
- Documentation of linking EIs
- Process documentation for addressing internal district barriers

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Budget

- Professional Learning budget allocations
- Grant budget allocations

Plans

- DIT implementation plan for EI
- Sample BIT implementation plans
- Sample of coaching service delivery plans
- Communication plan
- Documentation of implementation plan monitoring
- Sample of staff professional learning plans
- District professional learning schedule

Data and Measures

- Fidelity measure
- Practice Profile for EI
- Training outcome data
- Coaching effectiveness data
- Fidelity assessment data (feedback data)
- Evidence of performance feedback process
- Sample Data Reports
- Sample School Board Status Report
- Sample stakeholder Reports

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.”

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 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.

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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: **Performance Assessment, 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**

DCA Items Mapping to Drivers Domains and corresponding subscales:

Implementation Drivers and Subscales	DCA Item #:
<i>Leadership</i>	
• Leadership	1, 2, 3, 7, 17
• Planning	8, 9, 18
<i>Competency</i>	
• Performance Assessment	13, 26
• Selection	20, 21
• Training	22, 23
• Coaching	24, 25
<i>Organization</i>	
• Decision Support Data Systems	14, 15, 19
• Facilitative Administration	4, 5, 6, 10, 11, 16
• Systems Intervention	12

Outcomes from DCA completion:

1. Summary report with (a) Total score, (b) Sub-scale Scores and (c) Item Scores
2. Action plan for identifying immediate and short-term activities to improve district 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>).

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) Sub-scale Scores, and (c) Item Scores. These data are used to assess current level, monitor progress across time, and plan actions that will improve capacity to implement evidence-based practices.

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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
Coordinator	A coordinator can add surveys to a district, add users to a district, take surveys, and view reports.
Team Member	A team member may only 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.

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DCA Administration Fidelity Checklist

Protocol Steps	Step Completed?		
	Y=Yes; N=No N/A= unsure or not applicable		
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 question is read aloud. After the Administrator reads a question, 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 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
9. Data summary - After the last question has been asked and answered, the Administrator clicks the link on SISEP.org to display graphs of total scores and subscale scores	Y	N	N/A
10. Review - While viewing the graphs, Administrator highlights all of the subscales that moved in a positive direction and celebrates progress toward 80% or better subscale scores	Y	N	N/A
11. District Status Review - 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 - 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 thanks the team for their openness and for sharing in the discussion	Y	N	N/A

Comments/Notes:

District Capacity Assessment (DCA): Scoring Form

District Name:	Date:
DCA Administrator:	Facilitator:
Effective Innovation:	DIT Members:

Directions: The District Implementation Team completes the District Capacity Assessment (DCA) together by using the *DCA Scoring Guide* 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 *DCA Scoring Guide* and should be used to help achieve consensus. Scores are recorded on this *Scoring Form* below and then entered into SISEP.org.

Item	Score		
	2	1	0
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 (or coordinators)	2	1	0
4. DIT uses an effective team meeting process	2	1	0
5. District has written procedures for selecting EIs	2	1	0
6. District documents how current EIs link together	2	1	0
7. Funds are available to support the implementation of the EI	2	1	0
8. District has an implementation plan for the EI	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 the use of a fidelity measure for implementation of the EI	2	1	0
14. DIT has access to data for the EI	2	1	0
15. DIT has a process for using data for decision making	2	1	0
16. District provides a status report on the EI to the school board	2	1	0
17. Building Implementation Teams (BITs) are developed and functioning to support implementation of EIs	2	1	0
18. DIT supports BIT implementation plans being linked to district improvement plan	2	1	0
19. DIT supports BITs using data for decision making	2	1	0
20. District uses a process for selecting staff (internal and/or external) who will implement and support the EI	2	1	0
21. District has a plan to continuously strengthen staff skills	2	1	0
22. DIT secures training on the EI for all district/school personnel and stakeholders	2	1	0
23. DIT uses training effectiveness data	2	1	0
24. DIT uses a coaching service delivery plan to support building implementation teams	2	1	0
25. DIT uses coaching effectiveness data	2	1	0
26. Staff performance feedback is on-going	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</p> <ul style="list-style-type: none"> • Representative of the district (e.g., K-12) • Of functional size 	<p>A team is developed and representative of the district</p> <p style="text-align: center;">-HOWEVER-</p> <p>The size of the team is not functional (e.g., too large or too small) to effectively accomplish work</p>	<p>There is not a team</p> <p style="text-align: center;">-OR-</p> <p>Team composition is not representative of the district</p>	<p>List of team members, roles, and job titles</p>
<p>2. DIT includes an individual with executive leadership authority</p>	<p>DIT includes at least one executive leader to approve and support team decisions (e.g., adequate funding, resource allocation, Information Technology - IT support, and positions)</p> <p style="text-align: center;">-AND-</p> <p>Attendance at meetings is regular</p> <p style="text-align: center;">-AND-</p> <p>When scheduling conflicts occur, the leader makes sure (s)he is provided with relevant information (decisions and potential barriers that need to be addressed by other district leaders) within 1-2 days after the meeting</p>	<p>DIT includes at least one executive leader to approve and support team decisions</p> <p style="text-align: center;">-AND-</p> <p>Attendance at meetings is regular</p> <p style="text-align: center;">-HOWEVER-</p> <p>When scheduling conflicts occur there is not a mechanism for the leader to be provided with relevant information within 1-2 days after the meeting</p>	<p>There is not an executive leader on the DIT</p> <p style="text-align: center;">-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>Linking communication protocol</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 who assumes a lead role on the DIT by:</p> <ul style="list-style-type: none"> • Preparing for and facilitating the DIT meeting • Developing agenda topics • Monitoring completion of assigned actions and implementation plan <p>-AND-</p> <p>Coordinator(s) uses knowledge about the selected EI and implementation research in order to make recommendations to the DIT and the executive leader overseeing the DIT</p> <p>-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 meeting • Developing agenda topics • Monitoring completion of assigned actions and implementation plan <p>-AND-</p> <p>The coordinator needs to deepen knowledge of the EI to make recommendations to the DIT and the executive leader overseeing the DIT</p> <p>-OR-</p> <p>Time is not adequate to fulfill responsibilities given the scope of the work and/or the size of the district being supported</p>	<p>DIT does not include individual(s) to provide coordination</p> <p>-OR-</p> <p>The coordinator does not assume a lead role on the DIT</p>	<p>Coordinator job description</p>

DCA Item:	2 points	1 point	0 points	Data Source
<p>4. DIT uses an effective team meeting process</p>	<p>DIT meets in person monthly (during the school year) or more frequently depending on amount of work</p> <p>-AND-</p> <p>Meeting roles are consistently assigned and used (e.g., facilitator, recorder, time keeper, norms monitor)</p> <p>-AND-</p> <p>Process is in place for absent team members to receive updates shortly following the meeting</p> <p>-AND-</p> <p>Team documents and completes assignments outlined on an action plan within designated timelines</p>	<p>DIT meets in person monthly or more frequently depending on amount of work</p> <p>-AND- -</p> <p>Meeting roles and responsibilities are inconsistently used during the meeting</p> <p>-OR-</p> <p>Absent team members are inconsistently updated following meetings</p> <p>-OR-</p> <p>Assignments are inconsistently completed within the designated timelines</p>	<p>It is difficult to establish an effective team meeting process due to meeting less frequently than monthly</p> <p>-OR-</p> <p>Inconsistent attendance by team members</p>	<p>Meeting schedule</p> <p>Meeting Agendas, Minutes, and Attendance</p>

DCA Item:	2 points	1 point	0 points	Data Source
<p>5. District has written procedures for selecting EIs</p>	<p>Written procedures are in place -AND- The procedure to select EIs includes an analysis of the following variables to ensure efficiency in DIT efforts:</p> <ul style="list-style-type: none"> • Need for the EI • Fit and alignment with other EIs/initiatives/programs • Resources needed to fully implement • Evidence to demonstrate effectiveness • Maturity of the EI • Capacity within the regional agency to successfully implement the EI <p>-AND- Procedure is consistently used</p>	<p>Written procedures are in place -AND- -AND- The procedure to select EIs includes all of the variables bulleted in the 2-point response except for the following:</p> <ul style="list-style-type: none"> • Evidence to demonstrate effectiveness • Maturity of the EI <p>-OR- The procedure is not consistently used</p>	<p>Written procedures are not in place</p>	<p>Guidance documents</p> <p>Written documentation showing how the procedure has been used within the past 2 years</p>
<p>6. District documents how current EIs link together</p>	<p>Documentation displays new and existing EIs the district supports -AND- Documentation includes statements regarding how all EIs are compatible and add value to one another to achieve improved implementation and student outcomes</p>	<p>Documentation displays the new and existing EIs the district supports -AND-- It is unclear how the initiatives/practices are compatible and add value to one another</p>	<p>There is no documentation of how new and existing EIs are compatible -OR- Documentation was once created but has not been updated in the past 2-3 years, making it obsolete</p>	<p>Document displaying how all EIs are linked or compatible</p>

DCA Item:	2 points	1 point	0 points	Data Source
<p>7. Funds are available to support the implementation of the EI</p>	<p>There is evidence of commitment to sustain funding for on-going implementation and scale-up of the selected EI</p>	<p>There is evidence of commitment to funding for the EI for a minimum of one year or less</p>	<p>There is no commitment to funding the EI</p>	<p>Professional Learning budget allocations</p> <p>Grant budget allocations</p>
<p>8. DIT has an implementation plan for the EI</p>	<p>The plan is updated as needed using:</p> <ul style="list-style-type: none"> • Fidelity data • Student outcome data • Capacity data (e.g., Organization, Competency, Leadership data) • Scale up data (e.g., each school's stage of implementation) <p>-AND-</p> <p>The plan's goals are S.M.A.R.T. and include strategies/activities to achieve the goals</p> <p>-AND-</p> <p>The plan has been approved by executive leadership</p> <p>-AND-</p> <p>The plan for implementing the EI is integrated into the district's continuous improvement planning process</p>	<p>The plan is developed and focuses most heavily on:</p> <ul style="list-style-type: none"> • Fidelity data • Student outcome data <p>-AND-</p> <p>The plan has been approved by executive leadership</p>	<p>There is not an implementation plan that meets the criteria within the 2 or 1point categories.</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 the use of the implementation plans</p>	<p>Use of the implementation plan is reviewed a minimum of three times per year</p> <p>-AND-</p> <p>Includes documentation of:</p> <ul style="list-style-type: none"> • Completion status of activities • Reasons activities were not completed (e.g., insufficient funding, training) • Team decisions (e.g., provide required resources to complete activities, next steps with communication of barriers) <p>-AND-</p> <p>Plan is modified when data suggest the need</p>	<p>Use of the implementation plan is reviewed one or two times per year</p> <p>-AND-</p> <p>Includes documentation of:</p> <ul style="list-style-type: none"> • Completion status of activities • Reasons activities were not completed (e.g., insufficient funding, training) • Team decisions (e.g., provide required resources to complete activities, next steps with communication of barriers) 	<p>Use of the implementation plan is 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</p> <p style="text-align: center;">-AND-</p> <p>The plan includes all of the following components:</p> <ul style="list-style-type: none"> • List of internal and external stakeholder groups identified in the district’s organizational chart (e.g., outside agencies, families) • Type of information to share and receive from identified stakeholders • Persons responsible for communication with each group • Frequency and methods of communication • Plan to evaluate communication method and data at least annually <p style="text-align: center;">-AND-</p> <p>Stakeholders report the communication has been effective</p>	<p>The plan is <u>in the process of being written</u> and accessible to all staff</p> <p style="text-align: center;">-AND-</p> <p>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 	<p>There is not a plan for communication</p> <p style="text-align: center;">-OR-</p> <p>Stakeholders are reporting communication to be <u>ineffective</u></p>	<p>Communication plan</p> <p>Stakeholder report summaries indicating communication has been effective</p>

DCA Item:	2 points	1 point	0 points	Data Source
<p>11. District uses a process for addressing internal barriers</p>	<p>A formal process is in place (e.g., specific documents and steps) -AND- The process is consistently used to remove internal barriers (e.g., policy and guidance documents revised to support new ways of work, resources are allocated/re-allocated) -AND- Follow up takes place to see if addressing the barrier was effective.</p>	<p>The process is informal -OR- The process is used inconsistently across all situations that would warrant use</p>	<p>There is not a process -OR- The process is not used for addressing internal barriers preventing successful implementation 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>
<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) <p>-AND- The process is consistently used for reporting monthly to the identified contact liaison with the Regional Agency and/or SEA</p>	<p>A written process in place and is used inconsistently</p>	<p>There is not a written process</p>	<p>Guidance document outlining process</p> <p>Evidence of use</p>

DCA Item:	2 points	1 point	0 points	Data Source
<p>13. DIT supports the use of a fidelity measure for implementation of the EI</p>	<p>DIT supports schools to use a research validated fidelity measure as recommended that is highly correlated with (i.e., predictive of) intended outcomes for the EI</p>	<p>DIT supports schools to use a fidelity measure for the EI as recommended, but the measure is currently in development (i.e., not yet correlated with outcomes or research validated) -OR- District has developed practice profiles to operationalize (e.g. Practice Profile) the EI for use in developing a fidelity measure</p>	<p>DIT does not support schools to use a fidelity measure for the EI -OR- DIT does not support schools to use the fidelity measure as recommended (e.g., frequency, audience)</p>	<p>Fidelity measure or practice profile 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"> • Fidelity data • Student outcome data (e.g., universal screening data, progress monitoring data, and summative assessment data) • Capacity data (e.g., DCA, Assessing Drivers Best Practices) • Scale up data (e.g., Stages of Implementation Analysis: Where are we now) 	<p>The DIT only has access to <u>at least two</u> of the following types of data, but not all types:</p> <ul style="list-style-type: none"> • Fidelity data • Student outcome data • Capacity data • Scale up data 	<p>No data are accessible -OR- Data accessible for the DIT to analyze are primarily focused on student outcomes</p>	<p>Sample data reports</p>

DCA Item:	2 points	1 point	0 points	Data Source
<p>15. DIT has a process for using data for decision making</p>	<p>A specific problem-solving process (e.g. Improvement Cycle) is used</p> <p style="text-align: center;">-AND-</p> <p>All data are used in the following ways:</p> <ul style="list-style-type: none"> • Fidelity data are analyzed to improve implementation supports (e.g., selection, training, coaching supports to ensure 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>A specific problem-solving process (e.g. Improvement Cycle) is used</p> <p style="text-align: center;">--AND</p> <p>DIT only use at least two of the following types of data for problem solving, but not all types:</p> <ul style="list-style-type: none"> • Fidelity data • Student outcome data • Capacity data • Scale up data 	<p>DIT does not use a specific problem-solving process</p> <p style="text-align: center;">-OR-</p> <p>DIT primarily uses student outcome data for decision making</p>	<p>Graphic of problem-solving process</p>

DCA Item:	2 points	1 point	0 points	Data Source
<p>16. 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 seven types of information:</p> <ul style="list-style-type: none"> • Number of schools across the district working to implement the EI • Each school’s stage of implementation • Internal capacity to develop structures to support the EI (leadership, organization, competency) • Fidelity of implementation for the EI • Impact of the EI on student outcomes • Stakeholder information (e.g., survey data from staff and parents) about implementation of the EI • Upcoming work to scale-up the EI and continue improving <p style="text-align: center;">-AND-</p> <p>At minimum twice a year</p>	<p>The report includes <u>less than five</u> of the different types of information outlined in the 2-point criteria</p>	<p>A status report has never been provided to the school board</p> <p style="text-align: center;">-OR-</p> <p>Report focuses only on action, not on data</p>	<p>Copy of most recent school board status report</p>

DCA Item:	2 points	1 point	0 points	Data Source
<p>17. Building Implementation Teams (BITs) are developed and functioning to support implementation of EI</p>	<p>Every school in the district has a BIT</p> <p style="text-align: center;">-AND-</p> <p>BITs overlap as much as possible (e.g., one or more members) with the school improvement team</p> <p style="text-align: center;">-AND-</p> <p>DIT supports BITs (e.g., provides training, coaching, etc.)</p>	<p>Some, but not all, schools in the district have a BIT</p> <p style="text-align: center;">-OR-</p> <p>BITs do not strategically overlap with the school improvement team</p> <p style="text-align: center;">-OR-</p> <p>BITs do not have the necessary supports from DIT</p>	<p>None of the schools in the district have a BIT</p>	<p>List of BIT members</p> <p>List of school improvement team members</p> <p>Linking communication protocol</p>
<p>18. DIT supports BIT implementation plans being linked to district improvement plan</p>	<p>80% or more of schools with BITs have implementation plans linked to the district priorities within the district improvement plan</p>	<p>At least half of the BITs have implementation plans that are linked to the district priorities within the district improvement plan</p>	<p>BITs do not have implementation plans that are linked to the district priorities within the district improvement plan</p>	<p>School level plan</p>

DCA Item:	2 points	1 point	0 points	Data Source
<p>19. DIT supports BITs in using data for decision making</p>	<p>BITs use a specific problem-solving process (e.g. Improvement Cycle) -AND- All data listed below are used in the following ways:</p> <ul style="list-style-type: none"> • Fidelity data are analyzed to improve implementation supports such as selection, training and coaching to ensure the EI is being implemented as intended • Student outcome data (screening, progress monitoring, and summative assessment/state test) are used to determine the impact of the EI • Capacity data are used to develop structures to support the EI (leadership, organization, competency) 	<p>BITs use a specific problem-solving process (e.g. Improvement Cycle) -AND- The BIT primarily uses a combination of two of the three sources of data:</p> <ul style="list-style-type: none"> • Fidelity data • Student outcome data relying mostly on screening data but not consistently using other measures like progress monitoring data and summative assessment data • Capacity data are used to develop structures to support the EI (leadership, organization, competency) 	<p>BIT does not use a specific problem-solving process (e.g. Improvement Cycle) -OR- BIT chooses to primarily use annual summative assessment data (e.g., state test) to analyze student outcomes</p>	<p>Evidence of the problem-solving process</p> <p>Analysis of action plans and updated improvement plans based on analysis of the data</p>

DCA Item:	2 points	1 point	0 points	Data Source
<p>20. District uses a process for selecting staff (internal and/or external) who will implement and support the EI</p>	<p>Job descriptions exist that describe the functions of the position and align with the competencies needed to develop building implementation capacity and use of Effective Innovations (EIs)</p> <p>-AND-</p> <p>Job interview protocol includes documentation and assessment of core skills needed to implement the EI</p> <p>-AND-</p> <p>Interview protocol includes specific procedures for assessing candidate capacity to perform key skills (e.g., work task, role play) and use feedback provided during the interview to improve performance during a simulated work activity</p> <p>-AND-</p> <p>Interview protocol is refined and revised at least annually to improve the selection process</p>	<p>Job descriptions exist and include general description of the functions of positions that may align with competencies needed to implement the EI</p> <p>-OR-</p> <p>Interview protocols exist but do not include documentation and assessment of core skills or demonstrated ability to perform skills in simulated activity during the interview</p>	<p>Job descriptions exist but do not align with competencies needed to implement the EI</p> <p>-OR-</p> <p>Generic job interview protocol (e.g. similar protocol for any position) exists in the district</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>21. District has a plan to continuously strengthen staff skills</p>	<p>All staff (newly selected and existing) assigned to implement or support the EI have a professional learning plan that includes:</p> <ul style="list-style-type: none"> • Areas for further development • Training for initial competency development (if needed) • Coaching supports • Time allocated within job responsibilities to develop knowledge outlined in plan 	<p>All staff have a professional learning plan that includes only some of the criteria outlined in the 2-point response</p> <p style="text-align: center;">-OR-</p> <p>Only newly selected staff have a professional learning plan that includes all of the criteria outlined in the 2-point response.</p>	<p>None of the staff who implement or support the EI have a professional learning plan</p> <p style="text-align: center;">-OR-</p> <p>Professional learning plans include fewer than 2 of the criteria outlined in the 2-point response.</p>	<p>Staff professional learning plans</p>
<p>22. DIT secures training on the EI for all district/school personnel and stakeholders</p>	<p>Highly competent individuals provide trainings (e.g., deep content knowledge, effective presentation skills)</p> <p style="text-align: center;">-AND-</p> <p>Trainings are skill based, include opportunities for practice/behavioral rehearsals when applicable, and provide participant feedback</p> <p style="text-align: center;">-AND-</p> <p>All staff have opportunities to receive training as outlined in their professional learning plans</p>	<p>Highly competent individuals provide trainings</p> <p style="text-align: center;">-AND-</p> <p>Trainings are skill based and opportunities for practice/behavioral rehearsals are provided when applicable, and provide participant feedback</p>	<p>Trainings are not skill based and do not include opportunities for practice or behavioral rehearsals</p> <p style="text-align: center;">-OR-</p> <p>A one-sized fits all professional learning plan is developed for staff regardless of their current strengths and needs to accurately implement/support the EI</p>	<p>District professional learning schedule</p> <p>Training evaluations</p> <p>Sample of staff professional learning plans</p>

DCA Item:	2 points	1 point	0 points	Data Source
<p>23. 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 new skills • Trainer performance feedback (e.g., training schedule, training content, training process) <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 • Inform improvements in recruitment and selection, training, coaching, and other implementation supports 	<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 new skills <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>

DCA Item:	2 points	1 point	0 points	Data Source
<p>24. DIT uses a coaching service delivery plan</p>	<p>Coaching supports provided to building staff are outlined in a service delivery plan that includes:</p> <ul style="list-style-type: none"> • Support for BIT functioning • Support for use of EI <p style="text-align: center;">-AND-</p> <p>Service delivery plan is informed by:</p> <ul style="list-style-type: none"> • Direct observation • Product Review • Participant input obtained from conversations, interviews, surveys <p style="text-align: center;">-AND-</p> <p>Coaching activities include:</p> <ul style="list-style-type: none"> • Prompting • Modeling • Feedback • Self-reflection using data • Assistance with adaptation to local context <p style="text-align: center;">-AND-</p> <p>Adherence to the coaching service delivery plans is reviewed three times a year</p>	<p>The plan only includes consultation without direct observation</p> <p style="text-align: center;">-OR-</p> <p>Coaching service delivery plan developed but is not current (over a year old)</p>	<p>No coaching service delivery plan exists</p> <p style="text-align: center;">-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
<p>25. DIT uses coaching effectiveness data</p>	<p>Coaching effectiveness is assessed at least every 6 months -AND- At least three of the following sources of data are used:</p> <ul style="list-style-type: none"> • Fidelity measures • Coach observations • Staff satisfaction surveys (coaching recipients, coach, other stakeholders) • Coaching service delivery adherence data <p>-AND- Coaching effectiveness data are utilized to inform improvements in coaching, selection/recruitment, training, and other implementation supports</p>	<p>Coaching effectiveness is assessed annually -AND- <u>At least one</u> of the following sources of data are used:</p> <ul style="list-style-type: none"> • Fidelity measures • Coach observations • Staff satisfaction surveys (coaching recipients, coach, other stakeholders) • Coaching service delivery adherence data <p>—AND- Coaching effectiveness data are only utilized to inform coaching improvements</p>	<p>Coaching effectiveness is not assessed and multiple sources of data are not used.</p>	<p>Coaching effectiveness data such as staff satisfaction surveys</p> <p>Evidence the data are used to inform improvements</p>

DCA Item:	2 points	1 point	0 points	Data Source
<p>26. Staff performance feedback is on-going</p>	<p>Performance feedback (e.g., fidelity) process is in place to provide consistent feedback to all staff who are using or supporting the EI, including trainers and coaches</p> <ul style="list-style-type: none"> • Feedback is specific to implementation of the EI • Those providing feedback have knowledge of the EI and understand the components of high quality implementation • Collaborative review of data with all staff is perpetual • Data are used to celebrate accomplishments • Data are used to strengthen staff skills (at all levels) 	<p>The process for performance feedback related to using the EI is in development</p> <p style="text-align: center;">-</p> <p style="text-align: center;">- OR -</p> <p>Feedback data are collected and reviewed but is done on an annual basis rather than in an on-going way</p>	<p>No process is in place for providing performance feedback to staff using or supporting the EI</p>	<p>Evidence of performance feedback process</p> <p>Fidelity assessment data</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.

Subscale and Items	Action	Who	When	Next Update
1. Leadership				
2. Action Planning				
3. Performance Feedback				
4. Selection				
5. Training				
6. Coaching				
7. Decision Support System				
8. Facilitative Administration				
9. Systems Intervention				

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.

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

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.

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