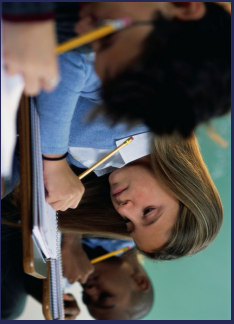


HOW TO ASSESS AND BUILD DISTRICT CAPACITY ASSESSMENT: AN INTRODUCTION TO THE DCA



Acknowledgments

Thank you to the Minnesota Department of Education Implementation Team Members for their contributions to the development and usability testing of the District Capacity Assessment and action planning protocols:

Eric Kloos
Mary Hunt
Ellen Naack
Cammy Lehr
Debra Price-Ellingstad
SISEP/PBIS Districts

Thank you to the OSEP-SISEP Center staff, the University of North Carolina-Chapel Hill and the University of Oregon for supporting the development of this instrument

Objectives



1. Define “District Implementation Capacity”
2. Learn about a tool and process to assess and build implementation capacity in your district

Agenda

1. Explore some common challenges (and gather solutions)
2. View from the Balcony—theory behind the practice
3. Learn about District Capacity and how to measure it
4. Try It! Use implementation capacity data for action planning
5. What we are learning

Challenge #1



How do we ensure that all students in our schools and districts benefit from PBIS?

Challenge #2



How do we create the supports for teachers and educators to implement PBIS with fidelity to support students?



Challenge #3

How do we support **Building level** Implementation teams create building level structures, organization and activities to help support **Teachers and educators**?



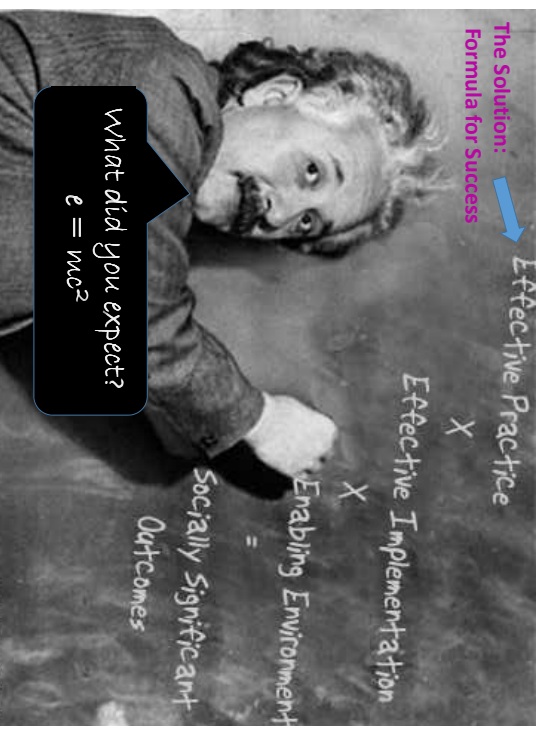
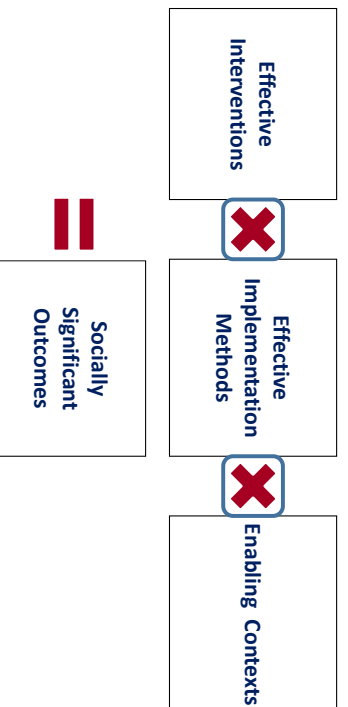
Challenge #4

How do we support **District level leadership** and Implementation teams create district-wide level structures, organization and activities to help support **Building level Implementation Teams**?

Agenda

1. Explore some common challenges (and gather solutions)
2. View from the Balcony—theory behind the practice
3. Learn about **Disrupt Capacity** and how to measure it
4. Try It! Use implementation capacity data for action planning
5. What we are learning

Formula for Success



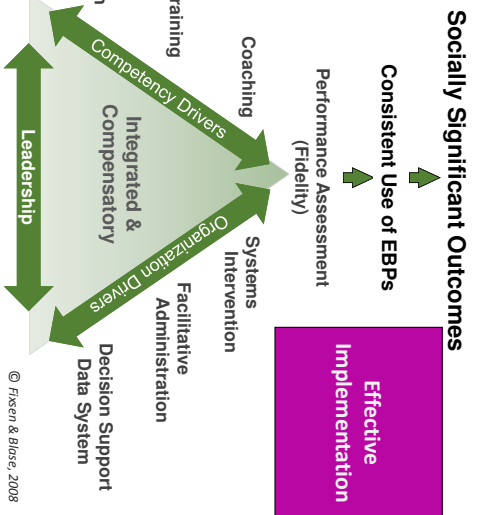
DCA in Service to PBIS Assessments

Building Intervention Capacity with:

- ✓ Effort Data
- ✓ Fidelity (SET, BOQ)
- ✓ Student Outcomes
- ✓ Sustainability

Effective Interventions





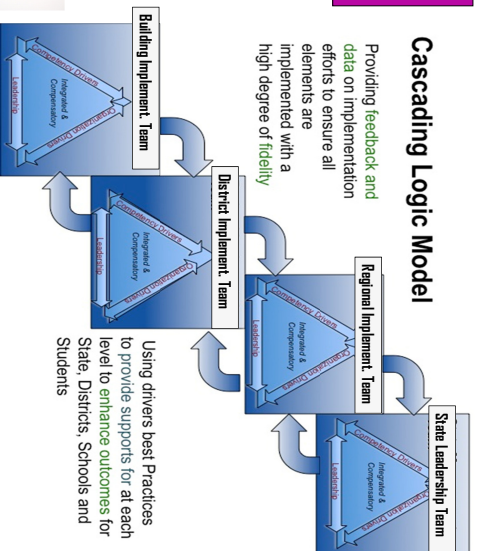
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Enabling Contexts



Cascading Logic Model



WHAT is “District Implementation Capacity”?

The “capacity” of a district to facilitate building-level implementation of evidence-based practices refers to the:

1. Organization
2. Activities
3. Systems

that exist at the district level and have a **direct effect** on the success of **building leadership teams** to **adopt** and **sustain** evidence-based practices

Why Was the DCA Developed?

DISTRICT NEED: A unified measure to identify systems and personnel capacity to implement and sustain multiple EBPs/Elis



WHY is understanding “District Implementation Capacity” Important?

- Supporting efforts district-wide increases the opportunity for scaling successful programs to all schools in the district
- Creating a common infrastructure for implementation at the districts helps improve the teachers and educators ability to implement programs with fidelity
- Leverages efficiencies and strengths in the system

How do we reach 60% saturation within and across our districts?

Knowing your ABC's

The administration of the DCA can serve three key functions:

- 1) **Assess** the current implementation infrastructure
- 2) **Educate** teams on implementation process, build a common language, and provide time to reflect on current capacity
- 3) **Action Planning** to strengthen the current infrastructure

When Is It Done?

- ✓ At “launch” to assess ‘entry status’
- ✓ Do it on a regular schedule
- ✓ Recommendation is twice a year
 - Fall and Spring
 - Action Planning Follows each administration



How was the DCA Developed?

- The “best practice” items on the DCA are based on a review of the literature, the principles of Applied Implementation Science and a crosswalk of the following district-wide initiatives/measures:

1. Implementation Drivers: Assessing Best Practices
2. Oregon Response to Intervention
3. Effective Behavioral and Instructional Support Systems
4. State Capacity Assessment

Items built from data on implementation – what matters to get results

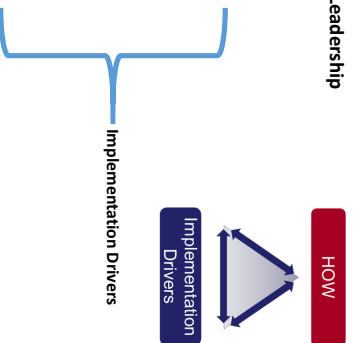
Who Participates?

- Members of the District Leadership and Implementation Team (DLIT)
 - Minimum 3
 - Consistent as possible across administrations
- SISEP Trained Facilitator first time out
- Supported and then administered by members of the Regional Implementation Team



DCA Subscales

- DLIT District Commitment and Leadership
- DLIT System Alignment
- DLIT Action Planning Section
- Performance Assessment
- Selection
- Training Section
- Coaching
- Decision Support Data System
- Facilitative Administration
- Systems Intervention



Section A: DLIT District Commitment and Leadership

Data source	0= Does Not Meet Criterion 1= Partially Meets Criterion 2= Meets Criterion
District Organizational Chart*	0= No DLIT
List of DLIT members	1= Team exists but the members do not have authority to make decisions.
Interview DLIT	2= A DLIT has been formed
A.1 DLIT is part of the district management structure and includes personnel with authority to implement evidence-based practices across the district	AMD (a) it includes members of the Superintendent's cabinet and (b) has the authority to select and implement evidence-based practices
DLIT mission (Terms of Reference) or purpose statement	
Selection Criteria identified for DLIT members	

Scoring Key

DCA		
Fully Meets Criterion	2 points	<ul style="list-style-type: none"> All dimensions of element are adhered to and “evidence” is available to support this
Partially meets Criterion	1 point	<ul style="list-style-type: none"> Some dimensions of element are adhered to and/or some dimensions attended to Action Planning occurs with these elements
Does not meet Criterion	0 points	<ul style="list-style-type: none"> Element NOT adhered to or teams may not be developmentally ready to build in this component Action Planning occurs with these elements

Data Support: www.SISEP.org

- Developed to securely store data and generate necessary reports for action planning and decision making
- Used as the data entry platform for all SISEP led DCA administrations
- Trained DCA facilitators will have access to district-level data for districts being supported
- Built off of PBIS platform

Administration Fidelity

- Gather the Implementation Team or District/School level leaders in targeted initiative
- Set up room and provide materials in advance
- Link to and review existing data sources
- Scoring is completed “publically”
- Share data in a timely manner
- Use data for action planning

“Protecting All Voices”

- Item is read – short think alone time or clarification of the questions
- Ready, set, vote
 - 2 = All dimensions in place
 - 1 = Some elements in place
 - 0 = Not yet initiated or no elements meet criteria
- If multi-component or multi-tiered practice score the least developed component (conservative scoring)

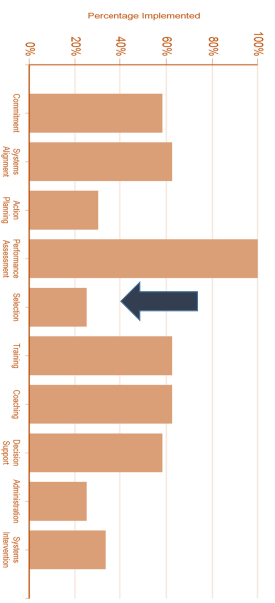
On average, fidelity to the administration process is 97%

Agenda

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- What we are learning

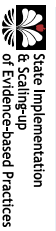
Example 1

District Capacity Assessment for Scaling up of Evidence-based Practices



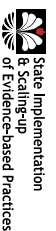
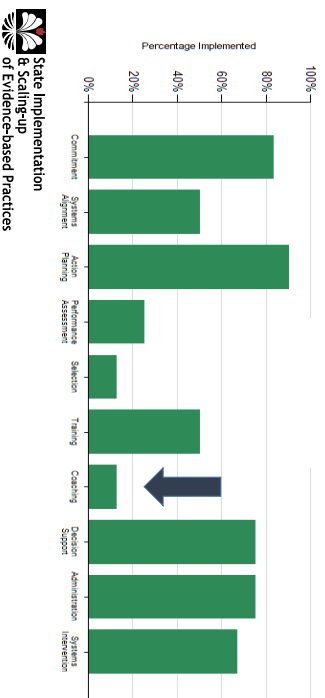
DCA Selection Items

SELECTED ITEM	2=Fully Meets Criterion
District has formal process for selection of qualified personnel that have the necessary skills needed to implement selected evidence-based practices and have a procedures for assessing if candidates have those skills	Job interview protocol includes documentation and assessment of core skills and includes specific interview procedures for assessing candidate capacity to perform key skills, and ability to use feedback to improve performance during a simulated work activity
Selection information is used by district/school to define targeted training supports needed for hired personnel	Selection information is gathered and used to guide training and coaching supports



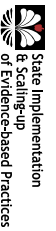
Example 2

District Capacity Assessment for Scaling up of Evidence-based Practices



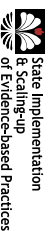
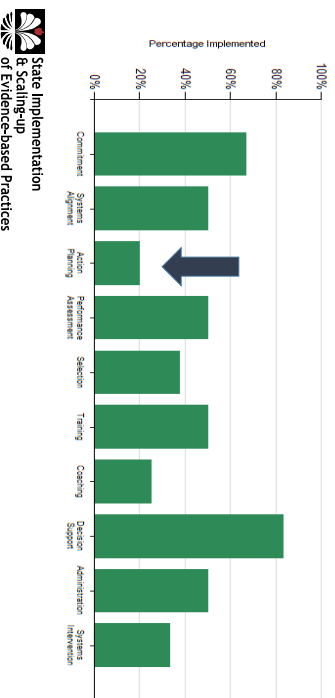
DCA Coaching Items

SELECTED ITEM	2=Fully Meets Criterion
Analysis of Coaching Effectiveness is conducted at least every 6 months for “new” practices	Coaching effectiveness is assessed at least every 6 months, and the data are used to improve coaching
Coaching outcome data are used to inform training, needed organization supports and related implementation activities	Coaching effectiveness is assessed and the information is used to build an action plan for improving the coaching capacity of the district and/or related changes in selection, training or organizational supports



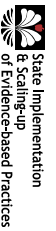
Example 3

District Capacity Assessment for Scaling up of Evidence-based Practices



DCA Action Planning Items

SELECTED ITEM	2=Fully Meets Criterion
District has established building implementation teams who have the responsibility of implementing evidence-based academic and behavior supports	District develops, trains and supports teams to implement and sustain evidence-based practices
Building teams report at least twice a year to district leadership on fidelity of intervention and student outcomes	All school building teams report to the district at least twice a year about intervention fidelity and outcome data



Outputs and Outcomes

- Summary report with “total score”, “sub-scale score”, and “Item scores” and notes to respondents within 5 days
- Action plan to:
 - Identify high impact areas or logical next areas to tackle
 - Specify tasks related to action planning, accountable persons, timeline
- DLT sets schedule for review of the action plan items and discussion of supports needed, changes to plan, etc. (e.g. start of every meeting, every second month)

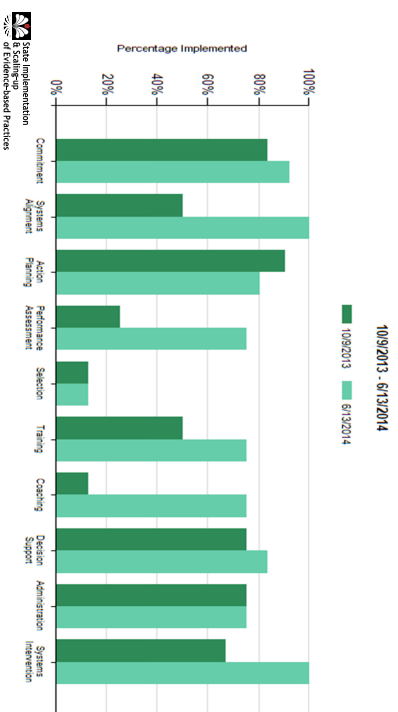


Agenda

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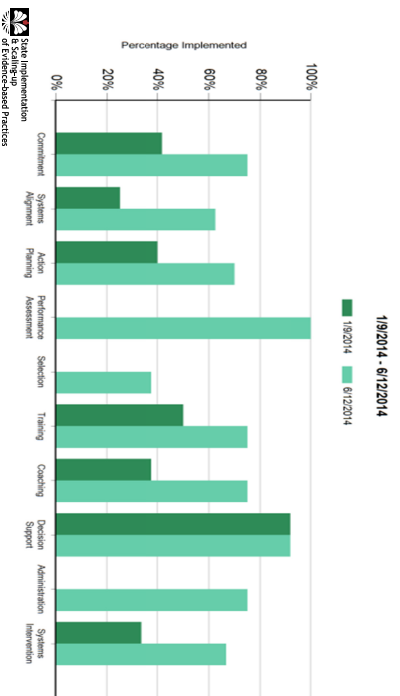
What's Possible?!

District Capacity Assessment for Scaling up of Evidence-based Practices



What's Possible?!

District Capacity Assessment for Scaling up of Evidence-based Practices



Are these items important? (external)

- 10 External Reviewers participated in the validation process
- This cohort of reviewers averaged 11.4 years of experience.
- Each reviewer also rating their own level of expertise on a 5 point scale :
 - PBIS (X=4.5)
 - Applied Implementation Science (X=3.9).

Dr. Duda's Top 3 DCA Themes

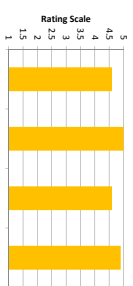
Disclaimer—themes are based on Dr. Duda's experience of admin 90% of current DCAs . Data collected, but not yet analyzed to validate these points

1. Many teams have process ideas or mechanisms in place—BUT are not documented or communicated
2. Data are being collected on many professional development —BUT are not linked
3. Student outcome data are reported-BUT fidelity data (adult bx) are not reported

External Review Results

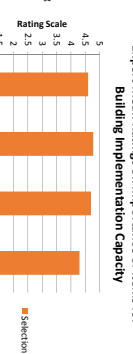
Reviewers rated almost all item as a **4 or 5** in terms of importance to building implementation capacity across a district

Expert Mean Ratings on Importance of Items for Building Implementation Capacity



Expert Mean Ratings on Importance of Items for Building Implementation Capacity

Expert Mean Ratings on Importance of Items for Building Implementation Capacity



External Review Results

What's Missing?

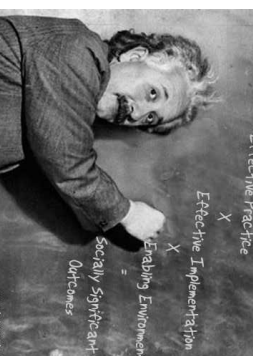
- “Not that I see. Each time I thought something was missing or should be elaborated, I found it addressed in the next item.”
- “This seems quite comprehensive... thank you for allowing me to provide feedback!”
- “Administrative support”
- “None noticed”

What District Staff are Saying

- Very informative, helps me understand where we are as a district
- I like being able to see the subscales, so that no matter what we do we can look at things that need to be in place. I see this as applicable to so many things.
- We don't know what people know and don't know. When you are in your specialty area not sure what others don't know and this helps. This helps us operationalize and put it in writing.
- “Reflective” – it is good to look at what we are currently doing. It also let us see what holes we need to fill, so this is an opportunity and exciting proposition.
- Perspective – isolated as a classroom teacher so for me – the perspective I received was informational and important. It shows how important communication is – we all need to share information, especially for new staff.
- Power – communicating district information and meeting with staff. The communication and planning will build a nice formal process. I can see what will happen.

Summary: The DCA

- ✓ A **generalizable measure and data source** that can be used by any TA Center, State Education Agencies and Local Education Agencies
- ✓ Provides a snapshot of **current implementation capacity** and generates “**actionable**” items that educators can achieve to support implementation practices
- ✓ Helps **build alignment** in traditionally fragmented systems
- ✓ Paves the way to ensuring **sustainability for any EBP** currently being used
- ✓ Helps **build upon current strengths** to support **any new or additional EBPs**



Take Home Challenge

1. How do we ensure that PBIS is implemented with fidelity (so that all students benefit)?
2. How do we ensure that teachers and educators are supported to implement with fidelity?
3. How do we measure and build a sustainable implementation system at a school and district level?

Questions and Discussion

Suggested Citation

District Capacity Assessment (DCA) for Scaling up of Evidence-Based Practices

Duda, M.A., Ingram-West, K., Tedesco, M., Putnam, D., Buenerostro, M., Chaparro, E. & Horner, R. (2012). District Capacity Assessment. Unpublished Instrument, University of North Carolina, Chapel Hill.



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