

Virginia Tiered Systems of Supports Division Capacity Assessment (DCA) Scoring Guide

DCA Item:	2 points	1 point	0 points	Data Source
1. There is a Division Implementation Team (DIT) to support implementation of Virginia Tiered Systems of Supports (VTSS)	<p>A team is developed and is</p> <ul style="list-style-type: none"> • Representative of the division (e.g., K-12) • Of functional size 	<p>A team is developed and representative of the division</p> <p style="text-align: center;">-HOWEVER-</p> <p>The size of the team is not functional (e.g., too large or too small) to effectively accomplish work</p>	<p>There is not a team</p> <p style="text-align: center;">-OR-</p> <p>Team composition is not representative of the division</p>	List of team members, roles, and job titles
2. DIT includes someone with executive leadership authority	<p>DIT includes someone with executive leadership authority to approve and support team decisions (e.g., adequate funding, resource allocation, Information Technology - IT support, and positions)</p> <p style="text-align: center;">-AND-</p> <p>Attendance at meetings is regular</p> <p style="text-align: center;">-AND-</p> <p>When scheduling conflicts occur, the leader makes sure (s)he is provided with relevant information (decisions and potential barriers that need to be addressed by other division leaders) within 1-2 days after the meeting</p>	<p>DIT includes 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>
3. DIT includes a designated coordinator (or coordinators)	<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 style="text-align: center;">-AND-</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 	<p>DIT does not include individual(s) to provide coordination</p> <p style="text-align: center;">-OR-</p> <p>The coordinator does not assume a lead role on the DIT</p>	Coordinator job description

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	<p>Coordinator(s) uses knowledge about VTSS 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>implementation</p> <p>-AND-</p> <p>The coordinator needs to deepen knowledge VTSS to make recommendations to the DIT and the executive leader overseeing the DIT</p> <p>-OR-</p> <p>Time is not adequate to fulfill responsibilities given the scope of the work and/or the size of the division being supported</p>		
4. DIT uses an effective team meeting process	<p>DIT meets in person monthly (during the school year) or more frequently depending on amount of work</p> <p>-AND-</p> <p>Meeting roles are consistently assigned and used (e.g., facilitator, recorder, time keeper, norms monitor)</p> <p>-AND-</p> <p>Process is in place for absent team members to receive updates shortly following the meeting</p> <p>-AND-</p> <p>Team documents and completes assignments outlined on an action plan within designated timelines</p>	<p>DIT meets in person monthly or more frequently depending on amount of work</p> <p>-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>
5. Division has written procedures for selecting evidenced-based practices (EBPs)	<p>Written procedures are in place</p> <p>-AND-</p> <p>The procedure to select EBPs includes an analysis of the following variables to ensure efficiency in DIT efforts:</p> <ul style="list-style-type: none"> • Need for the EBP 	<p>Written procedures are in place</p> <p>-AND-</p> <p>The procedure to select EBPs includes all of the variables bulleted in the 2-point response except for the following:</p>	<p>No formal procedure is in place</p> <p>-OR-</p> <p>The procedure to select a EBP includes only one or two of the following variables: Need; Fit; Resources; Evidence; Context</p>	<p>Guidance documents</p> <p>Written documentation showing how the procedure has been</p>

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	<ul style="list-style-type: none"> • Alignment with VTSS • Resources needed to implement fully • Evidence to demonstrate effectiveness • Context in implementing the EBP • Capacity of the division to implement the EBP successfully <p style="text-align: center;">-AND-</p> <p>Procedure is consistently used</p>	<ul style="list-style-type: none"> • Evidence to demonstrate effectiveness • Context in implementing the EBP <p style="text-align: center;">-OR-</p> <p>The procedure is not consistently used</p>	in implementing the EBP; Capacity to implement	used within the past 2 years
6. Division documents how current evidenced-based practices link together	<p>Documentation displays new and existing EBPs the division supports aligning with VTSS</p> <p style="text-align: center;">-AND-</p> <p>Documentation includes statements regarding how all EBPs are compatible and add value to one another to achieve improved implementation and student outcomes</p>	<p>Documentation displays the new and existing EBPs the division is supporting in alignment with VTSS</p> <p style="text-align: center;">-BUT-</p> <p>It is unclear how the EBPs are compatible and add value to one another</p>	<p>There is no documentation how new and existing EBPs are compatible and add value to each other</p> <p style="text-align: center;">-OR-</p> <p>Documentation was once created but has not been updated in the past 2-3 years, making it obsolete</p>	Document displaying how all EBPs are linked or compatible
7. Funds are available to support the implementation of VTSS	There is evidence of commitment to sustain funding for on-going implementation and scale-up of VTSS	There is evidence of commitment to funding for VTSS for a minimum of one year or less	There is no commitment to funding VTSS	Professional Learning budget allocations Grant budget allocations
8. DIT has an implementation plan for VTSS	<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>The plan is developed and focuses most heavily on:</p> <p>Fidelity data</p> <p>Student outcome data</p> <p style="text-align: center;">-AND-</p> <p>The plan has been approved by executive leadership</p>	An implementation plan that meets the criteria within the 2 or 1 point categories has not been developed.	Division implementation plan Record of approval (meeting minutes or other written communication,

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	<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 VTSS is integrated into the division’s continuous improvement planning process</p>			signature)
<p>9. DIT actively monitors the implementation of the plan</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>DIT monitors the plan less than three times per year</p>	<p>Documentation of plan use and improvement</p>
<p>10. Division utilizes a communication plan</p>	<p>The plan is written and accessible to all staff</p> <p>-AND-</p> <p>The plan includes all of the following</p>	<p>The plan is in the process of being written and accessible to all staff</p> <p>-AND-</p> <p>Currently, communication is</p>	<p>There is not a plan for communication</p> <p>-OR-</p> <p>Stakeholders are reporting</p>	<p>Communication plan</p> <p>Stakeholder report summaries</p>

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	<p>components:</p> <ul style="list-style-type: none"> • List of internal and external stakeholder groups identified in the division'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>-AND-</p> <p>Stakeholders report the communication has been effective</p>	<p>informally occurring and/or is dependent on one main person</p> <p>-OR-</p> <p>The plan focuses primarily on following components:</p> <ul style="list-style-type: none"> • List of internal and external stakeholder groups identified in the division's organizational chart (e.g., • outside agencies, families) • Persons responsible for communication with each group • Frequency and methods of communication 	<p>communication to be ineffective</p>	<p>indicating communication has been effective</p>
<p>11. Division uses a process for addressing internal barriers</p>	<p>A formal process is in place (e.g., specific documents and steps)</p> <p>-AND-</p> <p>The process is consistently used to remove internal barriers (e.g., policy and guidance documents revised to support new ways of work, resources are allocated/re-allocated)</p> <p>-AND-</p> <p>Follow up takes place to see if addressing the barrier was effective</p>	<p>The process is informal</p> <p>-OR-</p> <p>The process is used inconsistently across all situations that would warrant use</p>	<p>There is not a process</p> <p>-OR-</p> <p>The process is not used for addressing internal barriers preventing successful implementation of VTSS</p>	<p>Guidance document outlining process</p> <p>Documentation showing how the process has been used in the past six months (e.g., examples of identifying a barrier, defining a solution, and implementing the solution with effect)</p>
<p>12. Division uses a</p>	<p>A written process is in place to gather</p>	<p>A written process in place and is</p>	<p>There is not a written process</p>	<p>Guidance</p>

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process to report policy relevant information to outside entities	<p>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 support division implementation efforts (e.g., state/federal laws, mandated use of funds) <p>-AND-</p> <p>The process is consistently used for reporting monthly to the identified contact liaison with the Regional Agency and/or SEA</p>	used inconsistently		<p>document outlining process</p> <p>Evidence of use</p>
13. DIT supports the use of a fidelity measure for implementation of VTSS	DIT supports schools to use a research validated fidelity measure, as recommended, that is highly correlated with (i.e., predictive of) intended outcomes for VTSS	<p>DIT supports schools to use a fidelity measure for VTSS, as recommended, but the measure is currently in development (i.e., not yet correlated with outcomes or research validated)</p> <p>-OR-</p> <p>Division has developed practice profiles to operationalize VTSS for use in developing a fidelity measure</p>	DIT does not support schools in the use of any fidelity measures for VTSS	<p>Fidelity measure or practice profile</p> <p>Data (e.g., local or published) demonstrating that fidelity predicts intended outcomes</p>
14. DIT has access to data for VTSS	<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 	<p>The DIT only has access to at least two 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</p> <p>-OR-</p> <p>Data accessible for the DIT to analyze are primarily focused on student outcomes</p>	Sample data reports

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	<ul style="list-style-type: none"> Implementation Analysis: Where are we now) 			
15. DIT has a process for using the data for decision making	<p>A specific problem-solving process (e.g. Improvement Cycle) is utilized</p> <p>-AND-</p> <p>All data are used in the following ways:</p> <ul style="list-style-type: none"> Fidelity data are analyzed to improve implementation supports (e.g., selection, training, coaching supports to ensure VTSS is being implemented as intended) Student outcome data (screening, progress monitoring, summative assessments/state test) are used to determine the impact VTSS is having on student outcomes Capacity data for VTSS are used to enhance leadership, organizational, or competency supports Scale-up data are used to create differentiated plans for schools based on their current stage of implementation 	<p>A specific problem-solving process (e.g. Improvement Cycle) is utilized</p> <p>-HOWEVER-</p> <p>DIT only use at least two of the following types of data for problem solving, but not all types:</p> <ul style="list-style-type: none"> Fidelity data Student outcome data Capacity data Scale up data 	<p>DIT does not use a specific problem solving process</p> <p>-OR-</p> <p>DIT primarily uses student outcome data to analyze student outcomes</p>	Graphic of problem-solving process
16. Division provides a status report on VTSS to the school board	<p>The report includes at least five of the following seven types of information:</p> <ul style="list-style-type: none"> Number of schools across the division working to implement VTSS Each school's stage of implementation 	<p>The report includes less than five 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>-OR-</p> <p>Report focuses only on action, not on data</p>	Copy of most recent school board status report

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	<ul style="list-style-type: none"> • Internal capacity to develop structures to support VTSS (leadership, organization, competency) • Fidelity of implementation for VTSS • Impact of VTSS on student outcomes • Stakeholder information (e.g., survey data from staff and parents) about implementation of VTSS • Upcoming work to scale-up VTSS and continue improving <p>-AND- At minimum twice a year</p>			
<p>17. Building Implementation Teams (BITs) are developed and functioning to support implementation of VTSS</p>	<p>Every school in the division has a BIT</p> <p>-AND-</p> <p>BITs overlap as much as possible (e.g., one or more members) with the school improvement team</p> <p>-AND-</p> <p>DIT supports BITs (e.g., provides training, coaching, etc.)</p>	<p>Some, but not all, schools in the division have a BIT</p> <p>-OR-</p> <p>BITs do not strategically overlap with the school improvement team</p> <p>-OR-</p> <p>BITs do not have the necessary supports from DIT</p>	<p>None of the schools in the division 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 division improvement plan</p>	<p>80% or more of schools with BITs have implementation plans linked to the division priorities within the division improvement plan</p>	<p>At least half of the BITs have implementation plans that are linked to the division priorities within the division improvement plan</p>	<p>BITs do not have implementation plans that are linked to the division priorities within the division improvement plan</p>	<p>School level plan</p>
<p>19. DIT supports BITs using data for decision making</p>	<p>BITs use a specific problem-solving process (e.g. Improvement Cycle)</p> <p>-AND-</p>	<p>BITs use a specific problem-solving process (e.g. Improvement Cycle)</p> <p>-AND-</p>	<p>BIT does not use a specific problem-solving process (e.g. Improvement Cycle)</p>	<p>Evidence of the problem-solving process</p>

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	<p>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 VTSS is being implemented as intended Student outcome data (screening, progress monitoring, and summative assessment/state test) are used to determine the impact of VTSS Capacity data are used to develop structures to support VTSS (leadership, organization, competency) 	<p>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 VTSS (leadership, organization, competency) 	<p>-OR- BIT chooses to primarily use annual summative assessment data (e.g., state test) to analyze student outcomes</p>	<p>Analysis of action plans and updated improvement plans based on analysis of the data</p>
<p>20. Division uses a process for selecting staff (internal and/or external) who will implement and support VTSS</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 VTSS -AND- Job interview protocol includes documentation and assessment of core skills needed to implement VTSS -AND- Interview protocol includes specific procedures for assessing candidate capacity to perform key skills (e.g., work task, role play) and use feedback provided during the interview to improve performance during a simulated work activity - AND-</p>	<p>Job descriptions exist and include general descriptions of the functions of positions that may align with competencies needed to implement VTSS -OR- 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 VTSS - OR- Generic job interview protocol (e.g. similar protocol for any position) exists in the division</p>	<p>Job descriptions Interview protocol (including procedures used during the selection process)</p>

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	Interview protocol is refined and revised at least annually to improve the selection process			
21. Division has an ongoing plan to strengthen staff skills	<p>All staff (newly selected and existing) assigned to implement or support VTSS have a professional learning plan that includes:</p> <ul style="list-style-type: none"> • Areas for further development • Training for initial competency development (if needed) • Coaching supports • Time allocated within job responsibilities to develop knowledge outlined in plan 	<p>All staff have a professional learning plan that includes only some of the criteria outlined in the 2-point response</p> <p>-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 VTSS have a professional learning plan</p> <p>-OR-</p> <p>Professional learning plans include fewer than 2 of the criteria outlined in the 2-point response</p>	Staff professional learning plans
22. DIT secures training on VTSS for all division/school personnel and stakeholders	<p>Highly competent individuals provide trainings (e.g., deep content knowledge, effective presentation skills)</p> <p>-AND-</p> <p>Trainings are skill based, include opportunities for practice/behavioral rehearsals when applicable, and provide participant feedback -</p> <p>-AND-</p> <p>All staff have opportunities to receive training as outlined in their professional learning plans</p>	<p>Highly competent individuals provide trainings</p> <p>-AND-</p> <p>Trainings are skill based, opportunities for practice/behavioral rehearsals are provided when applicable, and provide participant feedback</p> <p>-OR-</p> <p>All staff do not have opportunities to execute a professional learning plan. Plans are limited to either new staff or staff who are relatively new in their positions (e.g., non-tenured teachers)</p>	<p>Trainings are not skill based and do not include opportunities for practice or behavioral rehearsals</p> <p>-OR-</p> <p>A one-sized fits all professional learning plan is developed for staff regardless of their current strengths and needs to accurately implement/support VTSS</p>	<p>Division professional learning schedule</p> <p>Training evaluations</p> <p>Sample of staff professional learning plans</p>
23. DIT uses training effectiveness data	<p>DIT uses the following types of training effectiveness data:</p> <ul style="list-style-type: none"> • Pre and post assessment of 	<p>DIT uses the following types of training effectiveness data:</p> <ul style="list-style-type: none"> • Pre and post assessment of 	Data are not collected, analyzed, or used to determine effectiveness of training	<p>Training outcome data</p> <p>Evidence that data</p>

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	<p>knowledge and skills</p> <ul style="list-style-type: none"> • Observation of participants practicing new skills • Trainer performance feedback (e.g., training schedule, training content, training process) <p>-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>knowledge and skills</p> <ul style="list-style-type: none"> • Observation of participants practicing new skills <p>-AND-</p> <p>Training effectiveness data are analyzed to:</p> <ul style="list-style-type: none"> • Inform improvements to the training content and delivery 		are used for improvements
24. DIT uses a coaching service delivery plan to support building implementation teams (BITs)	<p>Coaching supports provided to building staff are outlined in a service delivery plan that includes:</p> <ul style="list-style-type: none"> • Supports for BIT functioning • Support for use of VTSS <p>-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>-AND-</p> <p>Coaching activities include:</p> <ul style="list-style-type: none"> • Prompting • Modeling • Feedback 	<p>The plan only includes consultation without direct observation</p> <p>-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>-OR-</p> <p>The coaching service delivery plan is not being implemented</p>	Sample of coaching service delivery plans

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	<ul style="list-style-type: none"> Self-reflection using data Assistance with adaption to local context <p>-AND-</p> <p>Adherence to the coaching service delivery plans is reviewed three times a year</p>			
25. DIT uses coaching effectiveness data	<p>Coaching effectiveness is assessed at least every 6 months</p> <p>-AND-</p> <p>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-</p> <p>Coaching effectiveness data are utilized to inform improvements in coaching, selection/recruitment, training, and other implementation supports</p>	<p>Coaching effectiveness is assessed annually</p> <p>-AND-</p> <p>At least one 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-</p> <p>Coaching effectiveness data are only utilized to inform coaching improvements</p>	Coaching effectiveness is not assessed	<p>Coaching effectiveness data such as staff satisfaction surveys</p> <p>Evidence the data are used to inform improvements</p>
26. Staff performance feedback is on-going	<p>Performance feedback (e.g., fidelity) process is in place to provide consistent feedback to all staff who are implementing or supporting VTSS, including trainers and coaches:</p> <ul style="list-style-type: none"> Feedback is specific to implementation of VTSS 	<p>The process for performance feedback related to implementing VTSS is either in development or partially in place (e.g., process is in place but is not policy or policy is in place but is not fully implemented)</p> <p>-OR-</p>	No process is in place for providing performance feedback to staff implementing or supporting VTSS	<p>Evidence of performance feedback process</p> <p>Fidelity assessment data</p>

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	<ul style="list-style-type: none"> • Those providing feedback have knowledge of VTSS and understand the components of high • quality implementation • Collaborative review of data with all staff is perpetual • Data are used to celebrate accomplishments • Data are used to strengthen staff skills (at all levels) 	<p>The process for the performance feedback is currently being aligned with the implementation of VTSS</p> <p>- OR -</p> <p>Feedback data are collected and reviewed, but it is done on an annual basis rather than in an ongoing way</p>		

