

What mechanisms have you set up to collect data? Are there any for-seen challenges in the data collection?

We have continued to work closely with Wexford, our external evaluators, to document participation in our professional development modules, project meetings, family leadership development modules and other activities. We have a data collection process and database to track participation of teachers, administrators and parents.

So far, in meetings with our evaluators and a review of documents and data collected, we know that,

1. Project DELIGHT continues to be implemented as proposed. Based on feedback from participating districts, additional adjustments have been made to the sequencing of our modules but these do not impact our project outcomes and timelines.
2. We collected feedback about end of Year 2 Implementation from teachers, school leaders, and district leaders at all five DELIGHT Schools. Summary reports are attached to this KMS update. Our results show that a majority of DELIGHT Teachers, School Leaders and District Leaders strongly agree or agree that Project DELIGHT PD has been worth the time and energy they have invested in it and that it has helped improve DI instruction.
3. We collected feedback surveys at the end of our Project 2INSPIRE Parent Leadership Development (PLD) Mastery Level Training. The full summary of data is attached to this KMS update. Our results show that a majority of parents (100%, n=55) that completed Project DELIGHT PLD training have helped their child's school by learning how to share information with other parents and working with others to improve community engagement at their child's school.
4. In early October, our evaluators facilitated a session to help us long-term plan for Years 3-5. Wexford utilized the National Implementation Research Network's District Capacity Assessment (DCAs) tool as a way to facilitate discussions about DELIGHT implementation at both districts. Using the DCAs indicators as beginning points of discussion, we were able to focus on *implementation drivers*© that focused on how the DELIGHT Project Staff and District Leadership Teams:
 - Support implementation of DELIGHT through strategic communication, decisions, guidance and resource allocation.
 - Develop, improve, and sustain educators' ability to implement DELIGHT as intended in order to achieve desired outcomes.
 - Analyze, communicate and respond to data in ways that result in continuous improvement of systems and supports for the implementation of DELIGHT.

As a result of this reflective process, we accomplished three tasks related to project implementation and sustainability. First, we focused on defining the organizational structures within each district: District Leadership Team, School Leadership Team and Parent Leadership Team. We developed an organizational chart to communicate the different facets of the grant

and the infrastructures it is helping to create for each school. This organizational chart is also being published in the documents given to schools. This action step was important to the DELIGHT work because it helps delineate the teams needed to support the Dual Language Immersion (DLI) program across the district and to cement the communication lines between all stakeholders.

Next, we developed a Summary Sheet Planner to be used by School Leadership Teams (SLT). Its main purpose is to provide a consistent method for SLTs to document leadership team meetings and to loop back and report their work to the School Staff at-large. This planning tool also helps to document Leadership Team goals and outcomes.

Finally, we identified the need to assist districts and schools with the development of a Dual Language Immersion Master Plan. Districts and schools need to define, document and communicate their DLI program goals as well as the systems in place to align curriculum, instruction and assessments. We (DELIGHT Project Director and DELIGHT Curriculum Specialist) facilitated discussions with District and School Administrators to help them develop a master plan based on the Guiding Principles for Dual Language Education. We recommend documenting the DLI program in this way to improve the communication across all sites and stakeholders, as well as to have transparency about DLI program expectations.

We found the process to be very helpful and moving forward, plan to conduct these discussions at the beginning of each project year. A copy of the DCA is found in the attachments to this report.

Does your institution have all MOUs in place from partners? If not, please provide a timeline to collect this information.

Yes, we have all agreements in place from partners.

Do you have any other challenges in evaluation that not been addressed this area?

None at this time.

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CABE Project DELIGHT

End of Year 2 Teacher Feedback - September 2019

**Prepared by Wexford Institute
External Evaluators
November 2019**



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RESPONSES FROM ALL TEACHERS

1. My school is:	N=103	Response Percent	Response Count
Boyd		19%	20
Garcia		18%	18
Huerta Academy		20%	22
Kelley		21%	21
Morris		21%	22
Answered question			103

2. I teach the following grade level(s):	N=103	Response Percent	Response Count
Kindergarten		19%	20
1 st Grade		11%	11
2 nd Grade		18%	19
3 rd Grade		17%	17
4 th Grade		13%	13
5 th Grade		12%	12
Out of the Classroom		8%	8
Special Day Teacher		3%	3
Answered question			103

3. The Instructional Program I am part of is:	N=103	Response Percent	Response Count
DLI		21%	22
RSP		1%	1
SEI		58%	60
SPED DLI		1%	1
SPED SEI		2%	2
Other		15%	15
Answered question			101
Skipped question			2

TEACHERS WHO PARTICIPATED IN ALL OR SOME PROFESSIONAL DEVELOPMENT

4. How much DELIGHT PD did you attend?	Response Percent	Response Count
I attended ALL of the DELIGHT PD offered this year.	65%	33
I attended SOME of the DELIGHT PD offered this year.	35%	18
Answered question		51

5. What is the school you teach at?	Response Percent	Response Count
Boyd	22%	11
Garcia	12%	6
Huerta Academy	43%	22
Kelley	10%	5
Morris	14%	7
Answered question		51

6. What grade level(s) do you teach?	Response Percent	Response Count
Kindergarten	22%	11
1 st Grade	12%	6
2 nd Grade	20%	10
3 rd Grade	12%	6
4 th Grade	8%	4
5 th Grade	10%	5
Out of the Classroom	14%	7
Special Day Teacher	4%	2
Answered question		51

7. What is your current position?	Response Percent	Response Count
Classroom Teacher	80%	41
Other School Staff	4%	2
Instructional Coach (Out of Classroom)	8%	4
RSP (Out of Classroom)	2%	1
Special Day/SPED Teacher	4%	2
Out of Classroom: Not Specified	2%	1
Answered question		51

8. The Instructional Program I am part of is:	Response Percent	Response Count
DLI	41.2%	21
RSP	2.0%	1
SEI	35.3%	18
SPED SEI	3.9%	2
Other	13.7%	7
Answered question		49
Skipped question		2

9. How many years of teaching experience do you have?	Response Percent	Response Count
Less than 5 years	33.3%	17
6-10 years	15.7%	8
11-15 years	13.7%	7
16-20 years	21.6%	11
21-25 years	13.7%	7
26+ years	2.0%	1
Answered question		51

10. How many years have you been teaching at your current school?	Response Percent	Response Count
Less than 5 years	74.5%	38
6-10 years	2.0%	1
11-15 years	7.8%	4
16-20 years	3.9%	2
21-25 years	7.8%	4
Answered question		49
Skipped question		2

On a scale of 1 to 5, with 1 being "Not At All" and 5 being "A High Degree":

How much did the DELIGHT PD...	Not At All 1	2	3	4	A High Degree 5	Total	Mean
11. Help you understand the Project DELIGHT model for improving programs and practices in Dual Immersion and SEI classrooms?	2%	4%	16%	31%	45%	50	4.2
12. Help you understand the purpose and function of the District Leadership Team (DLT)?	2%	8%	24%	28%	39%	51	3.9
13. Help you understand the purpose and function of the School Site Leadership Team (SLT)?	2%	10%	18%	35%	35%	51	3.9
14. Provide an understandable overview of the Guiding Principles for Dual Language Education, 3rd edition (GPDLE)?	4%	4%	8%	41%	41%	50	4.1
15. Help you understand how to use the GPDLE as a tool for program design and implementation?	4%	10%	16%	39%	29%	50	3.8
16. Deepen your understanding of Dual Immersion Programs and the various program models?	2%	4%	14%	29%	51%	51	4.2
17. Deepen your understanding of how to engage parents as partners in a Dual Immersion Program?	2%	16%	22%	29%	31%	51	3.7
18. Help you understand how to sustain a quality Dual Immersion Program?	2%	12%	10%	37%	39%	51	4.0
19. Help you understand the importance of following the Dual Immersion instructional model (program instructional model)?	4%	2%	12%	35%	45%	50	4.2
20. Provide an understandable overview of the Common Core State Standards (CCSS) en Español?	6%	6%	18%	28%	43%	51	4.0
21. Understand how to modify your existing language arts curriculum and align it with the CCSS en Español?	6%	16%	14%	29%	35%	51	3.7

On a scale of 1 to 5, with 1 being "Not At All" and 5 being "A High Degree":

How much did the DELIGHT PD...	Not At All 1	2	3	4	A High Degree 5	Total	Mean
22. Understand how to modify your existing mathematics curriculum and align it with the CCSS en Español?	16%	20%	16%	26%	22%	50	3.2
23. Understand the differences between early literacy and language development in Spanish?	8%	2%	24%	29%	37%	51	3.9
24. Understand the differences between early literacy and language development in English?	4%	6%	28%	29%	31%	50	3.8
25. Provide an understandable overview of the research on cross-linguistic transfer?	4%	2%	18%	41%	33%	50	4.0
26. Help you understand the implications for cross-linguistic transfer for dual language classrooms?	4%	4%	14%	41%	37%	51	4.0
27. Understand how to incorporate explicit cross-linguistic skills within instructional units?	4%	6%	22%	37%	29%	50	3.8

28. Project DELIGHT staff provided support and services with the development and implementation of our Site Leadership Team (SLT).	Response Percent	Response Count
Not at all or Very Little	2%	1
Somewhat	2%	1
Mostly	47%	24
To a greater degree than I expected	31%	16
I don't know	12%	6
Answered question		48
Skipped question		3

29. District Leaders have shown their support of the Project through tangible efforts.	Response Percent	Response Count
Not at all or Very Little	0%	0
Somewhat	14%	7
Mostly	39%	20
To a greater degree than I expected	33%	17
I don't know	10%	5
Answered question		49
Skipped question		2

30. Our Dual Immersion Teachers are actively engaged in the Project DELIGHT professional development activities.	Response Percent	Response Count
Not at all or Very Little	0%	0
Somewhat	0%	0
Mostly	22%	11
To a greater degree than I expected	67%	34
I don't know	8%	4
Answered question		49
Skipped question		2

31. Our SEI/EO/Mainstream Teachers are actively engaged in the Project DELIGHT professional development activities.	Response Percent	Response Count
Not at all or Very Little	8%	4
Somewhat	6%	3
Mostly	29%	15
To a greater degree than I expected	43%	22
I don't know	8%	4
Answered question		48
Skipped question		3

32. Project DELIGHT helped to improve the DI program at our school.	Response Percent	Response Count
Not at all or Very Little	0%	0
Somewhat	4%	2
Mostly	28%	14
To a greater degree than I expected	51%	26
I don't know	12%	6
Answered question		48
Skipped question		3

33. Project DELIGHT helped to improve family engagement at our school.	Response Percent	Response Count
Not at all or Very Little	2%	1
Somewhat	4%	2
Mostly	22%	11
To a greater degree than I expected	59%	30
I don't know	12%	6
Answered question		50
Skipped question		1

34. At our school, implementation of the content presented in Project DELIGHT PD fits with other school initiatives.	Response Percent	Response Count
Not at all or Very Little	2%	1
Somewhat	4%	2
Mostly	28%	14
To a greater degree than I expected	49%	25
I don't know	16%	8
Answered question		50
Skipped question		1

Please indicate your level of agreement with the following statements:	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	Response Count	Mean
35. Implementation of the content presented in Project DELIGHT PD is a high priority at my school.	37%	51%	8%	0%	49	3.3
36. Participating in Project DELIGHT PD has been worth the time and energy I invested in it.	51%	39%	2%	4%	49	3.4
37. Project DELIGHT PD has helped prepare me to effectively serve the English Learners in my classroom.	33%	59%	2%	4%	50	3.2
38. Project DELIGHT PD has increased my knowledge and skills related to parent, family, and community engagement.	37%	41%	16%	2%	49	3.2

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CABE Project DELIGHT

District Administrator and School Administrator Feedback – July 2019

**Prepared by Wexford Institute
External Evaluators
November 2019**



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DEMOGRAPHIC INFORMATION

Your District	District Administrator Survey		School Administrator Survey	
	Response %	Response #	Response %	Response #
Fontana USD	0%	0	0%	0
Rialto USD	100%	4	100%	8
Answered question		4		8

District Administrator Survey: What is your role/position?	Response Percent	Response Count
District Administrator	50%	2
District Staff	50%	2
Answered question		4

School Administrator Survey: What is your role/position?	Response Percent	Response Count
Principal	50%	4
Vice Principal	50%	4
Instructional Coach	0%	0
Other School Staff	0%	0
Answered question		8

School Administrator Survey: What is your school?	Response Percent	Response Count
Boyd Elementary	25%	2
Garcia Elementary	25%	2
Kelley Elementary	25%	2
Morris Elementary	25%	2
Redwood Elementary	0%	0
Dolores Huerta Academy	0%	0
Answered question		8

PROJECT DELIGHT PROFESSIONAL DEVELOPMENT

Select the statement that best describes your participation in Project DELIGHT this school year:	District Administrator Survey		School Administrator Survey	
	Response Percent	Response Count	Response Percent	Response Count
I have attended ALL DELIGHT PD offered this year.	50%	2	25%	2
I have attended SOME DELIGHT PD offered this year.	50%	2	75%	6
I have not attended any Project DELIGHT PD modules this school year.	0%	0	0%	0
		Answered question	4	8

To what degree did the Project DELIGHT professional development... Scale: 1 = "Not at All" and 5 = "A High Degree"	District Administrators Mean N=4	School Administrators Mean N=8
Help you understand the Project DELIGHT model for improving programs and practices in Dual Immersion and SEI classrooms?	5.0	4.0
Help you understand the purpose and function of the District Leadership Team (DLT)?	4.5	4.0
Help you understand the purpose and function of the School Site Leadership Team (SLT)?	4.0	4.1
Provide an understandable overview of the Guiding Principles for Dual Language Education, 3rd edition (GDPLE)?	5.0	4.5
Help you understand how to use the GDPLE as a tool for program design and implementation?	5.0	4.3
Deepen your understanding of Dual Immersion Programs and the various program models?	5.0	4.5
Deepen your understanding of how to engage parents as partners in a Dual Immersion Program?	4.5	4.4
Help you understand how to sustain a quality Dual Immersion Program?	4.8	4.5
Help you recognize the attributes and skill set of highly biliterate and bicultural teachers and staff?	4.3	4.3
Help you understand how to identify certificated and/or classified job descriptions that will meet the needs of Dual Immersion programs/schools?	3.8	3.6
Help you understand how to make recommendations to your district about how to create or modify certificated and classified job descriptions that meet the needs of Dual Immersion programs/schools?	4.0	3.6
Help you understand the importance of following the Dual Immersion instructional model (program instructional model)?	5.0	4.5
Provide an understandable overview of the Common Core State Standards (CCSS) en Español?	4.8	4.1
Understand how to modify your existing language arts curriculum and align it with the CCSS en Español?	4.3	3.8
Understand how to modify your existing mathematics curriculum and align it with the CCSS en Español?	3.5	3.6
Understand the differences between early literacy and language development in Spanish?	4.8	4.3
Understand the differences between early literacy and language development in English?	4.5	4.0
Provide an understandable overview of the research on cross-linguistic transfer?	4.8	4.5
Help you understand the implications for cross-linguistic transfer for dual language classrooms?	4.8	4.5
Help you understand how to use the GDPLE as a tool for providing feedback to your Dual Immersion staff?	N/A	4.3
Help you understand how to use the GDPLE as a tool for instructional alignment?	N/A	4.0

District Administrator Survey: To what degree did the Project DELIGHT professional development... <i>Scale: 1 = "Not at All" and 5 = "A High Degree"</i>	Not At All 1	2	3	4	A High Degree 5	Response Count	Mean
Help you understand the Project DELIGHT model for improving programs and practices in Dual Immersion and SEI classrooms?	0%	0%	0%	0%	100%	4	5.0
Help you understand the purpose and function of the District Leadership Team (DLT)?	0%	0%	0%	50%	50%	4	4.5
Help you understand the purpose and function of the School Site Leadership Team (SLT)?	0%	0%	50%	0%	50%	4	4.0
Provide an understandable overview of the Guiding Principles for Dual Language Education, 3rd edition (GDPLE)?	0%	0%	0%	0%	100%	4	5.0
Help you understand how to use the GDPLE as a tool for program design and implementation?	0%	0%	0%	0%	100%	4	5.0
Deepen your understanding of Dual Immersion Programs and the various program models?	0%	0%	0%	0%	100%	4	5.0
Deepen your understanding of how to engage parents as partners in a Dual Immersion Program?	0%	0%	0%	50%	50%	4	4.5
Help you understand how to sustain a quality Dual Immersion Program?	0%	0%	0%	25%	75%	4	4.8
Help you recognize the attributes and skill set of highly biliterate and bicultural teachers and staff?	0%	0%	0%	75%	25%	4	4.3
Help you understand how to identify certificated and/or classified job descriptions that will meet the needs of Dual Immersion programs/schools?	0%	0%	25%	75%	0%	4	3.8
Help you understand how to make recommendations to your district about how to create or modify certificated and classified job descriptions that meet the needs of Dual Immersion programs/schools?	0%	0%	25%	50%	25%	4	4.0
Help you understand the importance of following the Dual Immersion instructional model (program instructional model)?	0%	0%	0%	0%	100%	4	5.0
Provide an understandable overview of the Common Core State Standards (CCSS) en Español?	0%	0%	0%	25%	75%	4	4.8
Understand how to modify your existing language arts curriculum and align it with the CSSS en Español?	0%	0%	25%	25%	50%	4	4.3
Understand how to modify your existing mathematics curriculum and align it with the CSSS en Español?	0%	0%	50%	50%	0%	4	3.5
Understand the differences between early literacy and language development in Spanish?	0%	0%	0%	25%	75%	4	4.8
Understand the differences between early literacy and language development in English?	0%	0%	0%	50%	50%	4	4.5
Provide an understandable overview of the research on cross-linguistic transfer?	0%	0%	0%	25%	75%	4	4.8
Help you understand the implications for cross-linguistic transfer for dual language classrooms?	0%	0%	0%	25%	75%	4	4.8

School Administrator Survey: To what degree did the Project DELIGHT professional development... Scale: 1 = "Not at All" and 5 = "A High Degree"	Not At All 1	2	3	4	A High Degree 5	Response Count	Mean
Help you understand the Project DELIGHT model for improving programs and practices in Dual Immersion and SEI classrooms?	0%	0%	33%	33%	33%	6	4.0
Help you understand the purpose and function of the District Leadership Team (DLT)?	0%	0%	13%	75%	13%	8	4.0
Help you understand the purpose and function of the School Site Leadership Team (SLT)?	0%	13%	13%	25%	50%	8	4.1
Provide an understandable overview of the Guiding Principles for Dual Language Education, 3rd edition (GDPLE)?	0%	0%	13%	25%	63%	8	4.5
Help you understand how to use the GDPLE as a tool for program design and implementation?	0%	0%	25%	25%	50%	8	4.3
Deepen your understanding of Dual Immersion Programs and the various program models?	0%	0%	25%	0%	75%	8	4.5
Deepen your understanding of how to engage parents as partners in a Dual Immersion Program?	0%	0%	13%	38%	50%	8	4.4
Help you understand how to sustain a quality Dual Immersion Program?	0%	0%	0%	50%	50%	8	4.5
Help you recognize the attributes and skill set of highly biliterate and bicultural teachers and staff?	0%	0%	0%	75%	25%	8	4.3
Help you understand how to identify certificated and/or classified job descriptions that will meet the needs of Dual Immersion programs/schools?	0%	0%	38%	63%	0%	8	3.6
Help you understand how to make recommendations to your district about how to create or modify certificated and classified job descriptions that meet the needs of Dual Immersion programs/schools?	0%	0%	38%	63%	0%	8	3.6
Help you understand the importance of following the Dual Immersion instructional model (program instructional model)?	0%	0%	13%	25%	63%	8	4.5
Provide an understandable overview of the Common Core State Standards (CCSS) en Español?	0%	0%	25%	38%	38%	8	4.1
Understand how to modify your existing language arts curriculum and align it with the CSSS en Español?	0%	0%	25%	75%	0%	8	3.8
Understand how to modify your existing mathematics curriculum and align it with the CSSS en Español?	0%	0%	38%	63%	0%	8	3.6
Understand the differences between early literacy and language development in Spanish?	0%	0%	0%	75%	25%	8	4.3
Understand the differences between early literacy and language development in English?	0%	0%	13%	75%	13%	8	4.0
Provide an understandable overview of the research on cross-linguistic transfer?	0%	0%	0%	50%	50%	8	4.5
Help you understand the implications for cross-linguistic transfer for dual language classrooms?	0%	0%	0%	50%	50%	8	4.5
Help you understand how to use the GDPLE as a tool for providing feedback to your Dual Immersion staff?	0%	0%	13%	50%	38%	8	4.3
Help you understand how to use the GDPLE as a tool for instructional alignment?	0%	0%	38%	25%	38%	8	4.0

PROJECT DELIGHT IMPLEMENTATION AT YOUR SCHOOL

In regards to Project DELIGHT 2018-19 implementation at your school site Scale: 1 = "Not at All" and 5 = "To a greater degree than expected"	District Administrators Mean N=4	School Administrators Mean N=8
District leaders have shown their support of the Project through tangible efforts.	3.8	3.1
Project DELIGHT Staff have provided support and services with the development and implementation of our District Leadership Team.	3.8	3.5

District Administrator Survey: In regards to Project DELIGHT 2018-19 implementation at your school site: Scale: 1 = "Not at All" and 5 = "To a greater degree than expected"	Not At All 1	Some-what 2	Mostly 3	A Greater Degree 4	Response Count	Mean
District leaders have shown their support of the Project through tangible efforts.	0%	0%	25%	75%	4	3.8
Project DELIGHT Staff have provided support and services with the development and implementation of our District Leadership Team.	0%	0%	25%	75%	4	3.8
Project DELIGHT Staff have provided support and services with the development and implementation of our Site Leadership Teams.	0%	0%	25%	75%	4	3.8
School leaders have shown their support of the Project through tangible efforts.	0%	0%	50%	50%	4	3.5
Teachers have been actively engaged in the Project DELIGHT Professional Development activities.	0%	0%	25%	75%	4	3.8
Teachers have implemented the strategies presented in Project Delight PD modules.	0%	0%	25%	75%	4	3.8

School Administrator Survey: In regards to Project DELIGHT 2018 implementation at your school: Scale: 1 = "Not at All" and 5 = "To a greater degree than expected"	Not At All 1	Some-what 2	Mostly 3	A Greater Degree 4	Response Count	Mean
District leaders have shown their support of the Project through tangible efforts.	0%	25%	38%	38%	8	3.1
Project DELIGHT Staff have provided support and services with the development and implementation of our Site Leadership Team.	0%	0%	50%	50%	8	3.5
Our Dual Immersion Teachers have been engaged in the Project DELIGHT Professional Development activities.	0%	0%	25%	75%	8	3.8
Our SEI/EO/Mainstream Teachers have been engaged in the Project DELIGHT Professional Development activities.	0%	13%	63%	25%	8	3.1
Our Teachers have begun to implement the strategies presented in Project Delight PD modules.	0%	0%	63%	38%	8	3.4
Dual Immersion Teachers at our school have created and differentiated lesson plans to support different language and literacy levels in their classrooms.	0%	0%	50%	50%	8	3.5

Please indicate your level of agreement with the following statements <i>Scale: 1 =Strongly Disagree, 2=Disagree, 3=Agree, and 4 =Strongly Agree</i>	District Administrators Mean N=4	School Administrators Mean N=8
Project DELIGHT PD has helped prepare me to effectively serve English Learners at our schools.	3.8	3.5
Project DELIGHT PD has helped prepare our teachers to effectively serve English Learners.	3.8	3.4
Project DELIGHT PD has helped prepare teachers to improve instruction in DI classrooms in our district/school	3.8	3.6
Project DELIGHT PD has helped to improve the EL instruction at our school(s).	3.5	3.0
Project DELIGHT PD has helped to improve family engagement at our school(s).	3.5	3.4
Project DELIGHT PD has helped to improve the DI program at our school(s).	3.8	3.5

District Administrator Survey: Please indicate your level of agreement with the following statements	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	Response Count	Mean
Project DELIGHT PD has helped prepare me to effectively serve English Learners at our schools.	75%	25%	0%	0%	4	3.8
Project DELIGHT PD has helped prepare our teachers to effectively serve English Learners.	75%	25%	0%	0%	4	3.8
Project DELIGHT PD has helped prepare teachers to improve instruction in DI classrooms in our district.	75%	25%	0%	0%	4	3.8
Project DELIGHT PD has helped to improve the EL programs at our schools.	50%	50%	0%	0%	4	3.5
Project DELIGHT PD has helped to improve the EL instruction at our schools.	50%	50%	0%	0%	4	3.5
Project DELIGHT PD has helped to improve family engagement at our schools.	50%	50%	0%	0%	4	3.5
Project DELIGHT PD has helped to improve the DI programs at our district.	75%	25%	0%	0%	4	3.8

School Administrator Survey: Please indicate your level of agreement with the following statements:	Strongly Agree 4	Agree 3	Disagree 2	Strongly Disagree 1	Response Count	Mean
Project DELIGHT PD has helped prepare me to effectively serve English Learners at our school.	50%	50%	0%	0%	8	3.5
Project DELIGHT PD has helped prepare our teachers to effectively serve English Learners.	38%	63%	0%	0%	8	3.4
Project DELIGHT PD has helped prepare teachers to improve instruction in DI classrooms at our school.	63%	38%	0%	0%	8	3.6
Project DELIGHT PD has helped to improve the EL programs at our school.	38%	50%	13%	0%	8	3.3
Project DELIGHT PD has helped to improve the EL instruction at our school.	13%	75%	13%	0%	8	3.0
Project DELIGHT PD has helped to improve family engagement at our school.	38%	63%	0%	0%	8	3.4
Project DELIGHT PD has helped to improve the DI program at our school.	50%	50%	0%	0%	8	3.5
Implementation of the content presented in DELIGHT PD is a high priority at my school.	38%	63%	0%	0%	8	3.4
Participating in the Project DELIGHT PD Modules has been worth the time and energy I invested in it.	63%	38%	0%	0%	8	3.6
Project DELIGHT PD has increased my knowledge and skills related to parent, family, and community engagement.	63%	25%	13%	0%	8	3.5
At our school, implementation of the content presented in Project DELIGHT PD fits with other school initiatives.	29%	57%	14%	0%	7	3.1

School Administrator Survey:
If you indicated "Strongly agree" or "Agree" with item [At our school, implementation of the content presented in Project DELIGHT PD fits with other school initiatives]:
What other school initiatives are aligned with DELIGHT PD?

Improving family and parent engagement. According to feedback/input provided by parents (through surveys and discussions with parents) they wanted a variety of workshops to increase their knowledge and skills to better support their children. Project DELIGHT has provided that to our parents.

One of our district initiatives is Reading by 3rd grade (at grade level) aligns with the focus on literacy instruction in DI. Guided Reading instruction K-3.

Our balanced literacy initiative aligns with the DELIGHT professional development that we received.

Our focus on writing beginning in the 19/20 school year.

Project DELIGHT parent classes and social capital development. DLI team meetings, projects, and cultural capital development.

Strategic Plan

The staff development that was provided by Project DELIGHT aligned with our literacy initiative.

FINAL REFLECTIONS ABOUT PROJECT DELIGHT

District Administrator Survey:

What was most important to you this year related to participating in Project DELIGHT professional development?

Everything! Every single module has helped me greatly. I have learned something new every time and I feel better equipped to support our DI teachers.

Most important was the involvement of our partner teachers in that they began to understand DI and its benefits. All of the training was for them an eye-opener and I believe Project DELIGHT is having a huge impact on changing teachers' perceptions of our English Learners and what kind of instruction is best for them.

Working with the DLT has helped our district build a better DI program. Our collaboration has really given teachers the opportunity to have a say in the foundation of our program.

District Administrator Survey:

Do you have any suggestions for moving ahead Project DELIGHT next year? If yes, please describe.

The first two years have been very intense as a district administrator expected to be at every training and meeting. I don't have a solution for this.

Walkthroughs and teacher feedback on instruction.

Yes - I think it would be beneficial - even though difficult to implement - to provide a schoolwide presentation about DI, English Learners and the kind of instruction that most benefits the students at each of the four DI schools.

School Administrator Survey:

What was most important to you this year related to participating in Project DELIGHT professional development?

Identifying specific assessments for the ongoing monitoring of student progress and to monitor the effectiveness of the program. Also, improving writing instruction for students and developing the grade-level writing rubrics to be used next school year.

It helped me understand the key components of a DI program and how I can support our teachers in the program.

Learning more about how to use the Guiding Principles to evaluate our program.

Project DELIGHT parent workshops.

The most important to me relating to participating in Project DELIGHT PD is the support I received after the trainings. Maria Villa and Dr. Gonzalez were always available for any questions I had.

The most important to me was the focus on implementing a DI program with high standards and expectations. Self-evaluation was very valuable as well.

The professional development offered to my teachers.

The support that my staff and I received throughout this year from Project DELIGHT has been so valuable. We were always able to contact either Maria Villa or Dr. Gonzalez, for assistance and or clarification.

School Administrator Survey:

Do you have any suggestions for moving ahead Project DELIGHT next year? If yes, please describe.

Continue your partnership with Dr. Gloria Ramos. She is extremely knowledgeable.

Focus on recruitment and hiring of qualified DI teachers, also how to grow our programs and expand.

I believe that district personnel need to understand the benefits of Dual Language Immersion and make it a priority to visit the classrooms and students they are investing in.

I think that the full support of the district for Project DELIGHT is very important.

Map out staff trainings during the same week each month (i.e. last or 1st week) and the same day to create a consistent schedule for attendees.

Producing common formative assessments.

Project DELIGHT goals are aligned to the needs of our school; therefore, we are excited with the implementation of the Project DELIGHT activities and PD for teachers, school support staff, and parents.

November | 19

CABE Project DELIGHT
Parent Leadership Development
2INSPIRE Mastery Level

Final Survey, 2019

**Prepared by Wexford Institute
External Evaluators
November 2019**



WEXFORD INSTITUTE

Division of Wexford Inc, a Nonprofit Agency | Established 1996

1. I am participating at this school:	Response Percent	Response Count
RUSD: Boyd ES	37.5%	21
RUSD: Kelley ES	19.6%	11
RUSD: Garcia ES	8.9%	5
RUSD: Morris ES	14.3%	8
FUSD: Huerta Academy	17.9%	10
FUSD: Redwood ES	37.5%	21
Answered question		55
Skipped question		1

<i>As a result of my participation in Project DELIGHT-2INSPIRE, this year I have helped at my child's school to...</i>	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	Response Count	Mean
2. I know how to help support my child's learning at home.	64%	36%	0%	0%	56	3.6
3. I know how to help support my child's learning in the classroom.	59%	41%	0%	0%	56	3.6
4. I understand the importance of family engagement and parent leadership at my child's school.	73%	23%	2%	0%	55	3.7
5. I understand the importance of parent participation in district committees such as DELAC and DAC.	71%	29%	0%	0%	56	3.7
6. I understand the importance of parent participation in school committees such as ELAC and SSC.	73%	27%	0%	0%	56	3.7
7. I understand the importance of parent participation in school parent organizations such as PTA and PTO.	66%	32%	2%	0%	56	3.6
8. I have taken on various roles at my child's school, including leadership roles.	43%	43%	7%	4%	54	3.3
9. I know how to build relationships with other parents/families at my child's school.	68%	32%	0%	0%	56	3.7
10. I know how to work with others to improve family engagement at my child's school.	64%	34%	2%	0%	56	3.6
11. I know how to work with others to improve community engagement at my child's school.	57%	43%	0%	0%	56	3.6
12. I am learning how to share information with other parents/families.	70%	30%	0%	0%	56	3.7
13. I know how to organize a group of parents to communicate concerns to school administrators about school/district policies and/or procedures and/or community issues.	38%	57%	2%	2%	55	3.3
14. I know how to build relationships with teachers, the principal and other school staff.	48%	46%	4%	0%	55	3.5
15. I know how to work on a committee with teachers and parents to improve student services/programs at my child's school.	50%	45%	4%	0%	55	3.5
16. I know how to communicate with teachers about my child's academic progress.	70%	29%	2%	0%	56	3.7
17. I know how to communicate with the school principal or other school administrators about my concerns/questions with school policies and/or procedures.	55%	43%	0%	0%	55	3.6
18. I know how to communicate with district administrators about my concerns/questions with school/district policies and/or procedures	45%	54%	0%	0%	55	3.5

<i>As a result of my participation in Project DELIGHT-2INSPIRE, this year I have helped at my child's school to...</i>	Yes	Not yet	No	Response Count
19. Recruit parents, families and/or community members to attend school activities and events.	69.6%	26.8%	3.6%	56
20. Recruit parents, families and/or community members to volunteer at school activities and events.	64.3%	33.9%	1.8%	56
21. Recruit parents to attend SSC, ELAC or other school meetings.	69.6%	25.0%	3.6%	55
22. Recruit parents to become members of SSC, ELAC or other school advisory committees for parents and families.	67.9%	23.2%	8.9%	56
23. Recruit parents to participate in Project DELIGHT training at my school	76.8%	19.6%	3.6%	56

<i>As a result of Project DELIGHT-2INSPIRE, this school year...</i>	Yes	No	Response Count
24. I have attended ELAC meetings.	85.7%	7.1%	52
25. I was elected as a leader (president/chair, vice-president/co-chair, secretary) for ELAC.	26.8%	66.1%	52
26. I was elected as the school representative for the DELAC.	16.1%	76.8%	52
27. I have attended SSC meetings.	30.4%	62.5%	52
28. I was elected as a leader (president/char, vice-president/co-chair, secretary) for SSC.	7.1%	85.7%	52
29. I have attended a school board meeting.	62.5%	28.6%	51
30. I have presented at a school board meeting.	23.2%	66.1%	50
31. I am working with others to improve parent engagement at my child's school.	62.5%	30.4%	52
32. I am working on a committee(s) with teachers and other parents to improve student services or programs at my child's school.	35.7%	57.1%	52
33. I have helped organize a group of parents to communicate concerns to school administrators about school/district policies and/or procedures.	17.9%	75.0%	52
34. I have communicated with my child's teacher about my child's academic progress.	89.3%	1.8%	51
35. I have communicated my concerns/questions to school and/or district administrators about school/district policies and/or procedures.	66.1%	26.8%	52

36. Select the statement that best describes your completion status for this class.	Response Percent	Response Count
I completed some Mastery Level sessions/classes.	1.8%	1
I completed 9 Mastery Level sessions/classes.	3.6%	2
I completed all 12 of the Mastery Level sessions/classes.	82.1%	46
Answered question		49
Skipped question		7

DISTRICT CAPACITY ASSESSMENT

Version 7.5 - May 2019

Scoring Form

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

District Capacity Assessment

25. District has a coaching system to support schools in their use of EIs (e.g., MTSS)	2	1	0
26. DIT uses a coaching service delivery plan to support building implementation teams	2	1	0
27. DIT uses coaching effectiveness data	2	1	0

Scoring Guide

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

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

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

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

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

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

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

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

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

DCA Item:	2 points	1 point	0 points	Data Source
	<p style="text-align: center;">-AND-</p> <p>Plan is consistently used</p> <p style="text-align: center;">- AND -</p> <p>Stakeholders report that communication has been effective</p>			
<p>11. District uses a process for addressing internal barriers</p>	<p>A <u>written</u> process is in place outlining steps needed to identify and address barriers</p> <p style="text-align: center;">-AND-</p> <p>The process is consistently used to remove internal barriers (e.g., policy and guidance documents are revised to support new ways of work, resources are allocated/re-allocated, competing or ineffective initiatives are modified or removed)</p> <p style="text-align: center;">-AND-</p> <p>Follow-up determines if barrier was addressed effectively</p>	<p>The process is informal</p> <p style="text-align: center;">-OR-</p> <p>The process is inconsistently used</p>	<p>There is not a process</p> <p style="text-align: center;">-OR-</p> <p>The process is not used for addressing internal barriers that prevent successful use of the EI</p>	<p>Guidance document outlining process</p> <p>Documentation showing how the process has been used in the past six months (e.g., examples of identifying a barrier, defining a solution, and implementing the solution with effect)</p>

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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