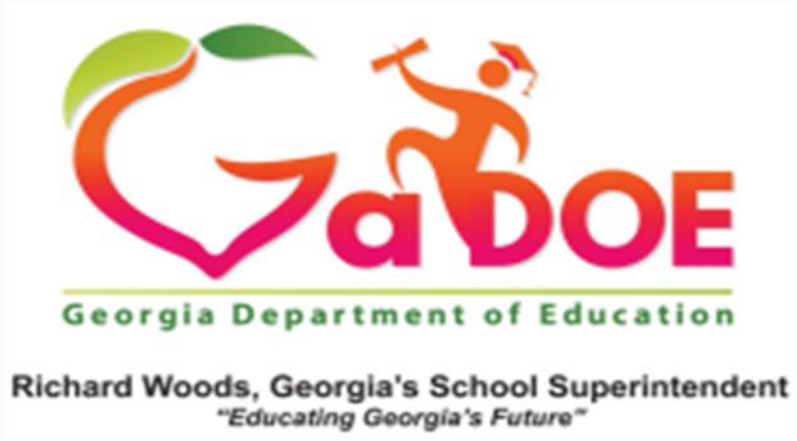


### District Self-Assessment Implementation Fidelity Rubric

District Name:	
Date Completed:	
Names of Individuals Completing Rubric	Position
	District SDE Point of Contact or General Education Representative (Required Member)
	Special Education Director or Designee (Required Member)
	District Effectiveness Specialist (Required Member)
	SSIP Program Specialist (Required Member)



### District Team

	<b>Exemplary 4</b>	<b>Operational 3</b>	<b>Emerging 2</b>	<b>Not Evident 1</b>
<b>Team Structure</b>	<p>The district team includes all the members needed to support implementation (e.g. representatives from general and special education, decision makers who have the authority to approve team decisions (e.g. funding, personnel, etc.).</p> <p>Additional team members are selected based on knowledge of programs, the capacity to support implementation, and the ability to ensure engagement</p> <p>District team members continue to be authentically engaged and take leadership roles beyond meetings.</p>	<p>The district team includes most of the members needed to support implementation (e.g. representatives from general and special education, decision makers who have the authority to approve team decisions (e.g. funding, personnel, etc.).</p> <p>The district is actively working to identify additional team members to support implementation.</p>	<p>The district team includes some of the members needed to support implementation (e.g. representatives from general and special education, decision makers who have the authority to approve team decisions (e.g. funding, personnel, etc.).</p>	<p>The district team does not include the members needed to support implementation (e.g. representatives from general and special education, decision makers who have the authority to approve team decisions (e.g. funding, personnel, etc.).</p>
<b>Roles and Responsibilities of Team Members</b>	<p>The district team has established clearly defined roles and responsibilities of the team and individual members to support effective implementation.</p> <p>Roles and responsibilities are assigned across general and special education with additional members added as needed based on implementation data.</p> <p>The person responsible for organizing and running the meetings is clearly identified and adequate time is provided to complete duties which include monitoring action steps.</p> <p>Staff are assigned tasks to be completed between meetings. Methods for monitoring work completion between meetings are identified.</p>	<p>The district team has established clearly defined roles and responsibilities of the team and individual members to support effective implementation.</p> <p>Roles and responsibilities are assigned across general and special education.</p> <p>The person responsible for organizing and running the meetings is clearly identified.</p> <p>Staff are assigned tasks to be completed between meetings.</p>	<p>The district team has informally assigned roles and responsibilities of the team and individual members (e.g. members have assumed roles, but they have not been defined) to support effective implementation.</p> <p>The district has not identified a team leader/ coordinator.</p>	<p>The district team has not established clearly defined roles and responsibilities of the team and individual members to support effective implementation.</p>

	<b>Exemplary 4</b>	<b>Operational 3</b>	<b>Emerging 2</b>	<b>Not Evident 1</b>
<b>District Team Meeting Schedule</b>	<p>The district team meets monthly to review the status of implementation including a discussion of implementation barriers and successes.</p> <p>An annual calendar for district meetings has been established and distributed to all team members and relevant personnel.</p> <p>Additional meeting dates are established as needed based on issues that arise in implementation.</p>	<p>The district team meets at least bimonthly to review the status of implementation including a discussion of implementation barriers and successes.</p> <p>Meeting dates are communicated in advance to all team members and relevant personnel.</p>	<p>The district team meets quarterly to review the status of implementation including a discussion of implementation barriers and successes.</p> <p>Meeting dates are not communicated in advance to all team members and relevant personnel to ensure that team members can plan for participation in meetings.</p>	<p>The district team is not engaged in the implementation of the district plan.</p>
<b>Documentation of Meetings (Agendas, Sign-in Sheets, etc.)</b>	<p>The district always documents team meetings through agendas, sign-in sheets, and minutes which include a summary of topics discussed including implementation barriers and successes as well as next steps.</p> <p>Updates are always provided to absent members.</p> <p>Leadership monitors attendance of team members to ensure that adequate representation is available to monitor implementation and adjust as needed.</p>	<p>The district consistently documents team meetings through agendas, sign-in sheets, and minutes which include a summary of topics discussed including implementation barriers and successes as well as next steps.</p> <p>Updates are consistently provided to team members who are absent from meetings.</p>	<p>The district inconsistently documents team meetings through agendas, sign-in sheets, and minutes which include a summary of topics discussed including implementation barriers and successes as well as next steps.</p> <p>Updates are not consistently provided to absent members.</p>	<p>The district does not document team meetings through agendas, sign-in sheets, and minutes which include a summary of topics discussed including implementation barriers and successes as well as next steps.</p> <p>Updates are not provided to absent members.</p>
<b>Action Steps:</b>				

### Engaging Stakeholders

	<b>Exemplary 4</b>	<b>Operational 3</b>	<b>Emerging 2</b>	<b>Not Evident 1</b>
<b>Strategies for Keeping Stakeholders Involved</b>	<p>Stakeholders routinely participate in district team meetings to support implementation of the district plan.</p> <p>Strategies are in place to involve stakeholders in plan implementation between meetings (e.g. email, phone calls, webinars, etc.).</p>	<p>Stakeholders routinely participate in district team meetings to support implementation of the district plan.</p>	<p>Stakeholders sometimes participate in district implementation team meetings to support implementation of the district plan, but they are not consistently included.</p>	<p>Stakeholders are not included in district implementation team meetings.</p>
<b>Stakeholders:</b>	<p>Relevant members, outside of the district team, such as additional district staff, school-based administrators or staff, parent mentors, parents, students, community support personnel, GaDOE Staff, other educational consultants.</p>			
<b>Action Steps:</b>				

## Implementing the District Plan of Supports

	<b>Exemplary 4</b>	<b>Operational 3</b>	<b>Emerging 2</b>	<b>Not Evident 1</b>
<b>Implementation of Plan</b>	<p>The district plan is consistently used to guide implementation of improvement strategies including implementation of evidence-based practices.</p> <p>The district always revises the district plan, as needed, based on on-going monitoring.</p> <p>The district establishes procedures and guidance documents to support the implementation of improvement strategies included in the district plan.</p>	<p>The district plan is consistently used to guide implementation of improvement strategies including implementation of evidence-based practices.</p> <p>The district generally adjusts the district plan, as needed, based on on-going monitoring.</p>	<p>The district plan is inconsistently used to guide implementation of improvement strategies including implementation of evidence-based practices.</p> <p>The district sometimes adjusts the district plan when needed.</p>	<p>The district plan is not used to guide implementation of improvement strategies including implementation of evidence-based practices.</p> <p>The district rarely adjusts the district plan when needed based on on-going monitoring.</p>
<b>Implementation of a Multi-tiered System of Supports to address varied needs of the whole child.</b>	<p>The district implements a multi-tiered system of supports in all schools through clearly defined processes &amp; procedures and defined roles and responsibilities.</p> <p>The district routinely monitors the impact of universal, targeted, and intensive supports and adjusts as needed based on data.</p>	<p>The district implements a multi-tiered system of supports in most schools through clearly defined processes &amp; procedures and defined roles and responsibilities.</p>	<p>The district implements a multi-tiered system of supports in some schools through clearly defined processes &amp; procedures and defined roles and responsibilities.</p>	<p>The district does not implement a multi-tiered system of supports.</p>
<b>Alignment of Improvement Strategies</b>	<p>All improvement strategies outlined in the district plan are fully aligned.</p> <p>Resources and expertise are fully leveraged across improvement strategies, and communication between personnel is on-going.</p>	<p>Most improvement strategies outlined in the district plan are aligned.</p> <p>Sharing of resources and expertise across improvement strategies is evident. Accountability for implementation progress and outcomes are shared.</p>	<p>Some improvement strategies outlined in the district plan are aligned.</p> <p>Sharing of resources and expertise across improvement strategies is limited. There limited joint accountability for implementation progress and outcomes.</p>	<p>Improvement strategies outlined in the district plan are implemented in isolation.</p>

	Accountability for implementation progress and outcomes are shared.			
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	<b>Exemplary 4</b>	<b>Operational 3</b>	<b>Emerging 2</b>	<b>Not Evident 1</b>
<b>Communication Feedback Loops</b>	<p>The district always uses formalized feedback loops to communicate information about implementation vertically and horizontally. District processes (e.g. meeting agendas, communication protocols) promote the use of the feedback loops.</p> <p>This information is always used to inform policy and guide practice in the district.</p>	<p>The district consistently uses formalized feedback loops to communicate information about implementation vertically and horizontally.</p> <p>District processes (e.g. meeting agendas, communication protocols) promote the consistent use of the feedback loops</p> <p>This information is frequently used to inform policy and guide practice in the district.</p>	<p>The district has established formalized feedback loops to communicate information about implementation up and down the vertically and horizontally, but the district does not consistently use the feedback loops.</p>	<p>The district has not established formalized feedback loops to communicate information about implementation vertically and horizontally.</p>
Action Steps:				

## District Implementation Supports

	<b>Exemplary 4</b>	<b>Operational 3</b>	<b>Emerging 2</b>	<b>Not Evident 1</b>
<b>Professional Learning</b>	<p>The district provides on-going, job embedded professional learning for all staff assigned to implement or support the increase of student achievement for all students including subgroups.</p> <p>There is a comprehensive professional learning delivery plan.</p> <p>The professional learning is aligned and coordinated across district departments to leverage resources, reduce duplication of effort, and maximize outcomes.</p>	<p>The district provides ongoing job-embedded professional learning, and for all identified staff assigned to implement or support the increase of achievement for all students including subgroups</p> <p>The district has established a process for providing professional learning for new staff and providing renewal or booster sessions for existing staff.</p>	<p>The district provides professional learning for some staff assigned to implement or support the increase of subgroup performance.</p>	<p>The district does not provide professional learning for staff assigned to implement or support the increase of subgroup performance.</p>
<b>District Special Education Director or Designee and District Point of Contact for the TSI Plan of Support</b>	<p>The district Team includes and collaborates frequently with the Special Education Director or Designee and has defined roles and responsibilities for implementation and coordination of the district plan of support to improve graduation rates and achievement for students with disabilities in identified TSI schools.</p> <p>The District Special Education Office provides technical assistance/coaching supports in the targeted schools in collaboration with the District Point of Contact for TSI .</p> <p>The Special Education Director or Designee is responsible for developing implementation capacity throughout the district.</p>	<p>The district collaborates occasionally with the Special Education Director or Designee to implement the district plan of support to improve graduation rates and achievement for students with disabilities in identified TSI schools.</p> <p>The District Special Education Office provides technical assistance/coaching supports in the targeted schools in collaboration with the Point of Contact for the TSI Plan of Support.</p>	<p>The Special Education Director or Designee is not on the District Team, but is aware of the district plan of support and activities to improve graduation rates and achievement for students with disabilities in the identified TSI schools.</p> <p>The District Special Education Office provides technical assistance/coaching supports in the targeted schools.</p>	<p>The district does not collaborate with the Special Education Director or Designee to implement the district plan of support to improve graduation rates and achievement for student with disabilities in identified TSI schools.</p> <p>The District Special Education Office provides technical assistance/coaching supports in the targeted schools, if asked by the school administrator.</p>

	<b>Exemplary 4</b>	<b>Operational 3</b>	<b>Emerging 2</b>	<b>Not Evident 1</b>
<b>Technical Assistance for All Schools (Universal)</b>	<p>The district provides job-embedded technical assistance and coaching supports to all schools to support the implementation of a multi-tiered system of supports.</p> <p>Technical assistance and coaching procedures include feedback loop reporting structures.</p> <p>Technical assistance and coaching are differentiated for schools based on readiness, data, need, and current stage of implementation.</p> <p>The technical assistance and coaching supports are aligned and coordinated across district departments to leverage resources, reduce duplication of effort, and maximize outcomes.</p>	<p>The district provides technical assistance and coaching supports to all schools to support the implementation of a multi-tiered system of supports.</p> <p>Technical assistance and coaching procedures include feedback loop reporting structures.</p> <p>Technical assistance and coaching are differentiated for schools based on data and need.</p>	<p>The district provides technical assistance and coaching supports to some schools to support the implementation of a multi-tiered system of supports</p>	<p>Technical assistance and coaching have not been provided to support the implementation of a multi-tiered system of supports</p>
<b>Technical Assistance for Identified Schools:</b>	<p>The district provides additional technical assistance and coaching to identified schools to support the implementation of evidence-based strategies for students needing intensive supports.</p> <p>The infrastructure in the identified schools is sufficient to ensure fidelity of implementation.</p> <p>Resources (e.g., guidance, staff, job-embedded professional learning, coaching, and materials) needed for implementation are</p>	<p>The district provides additional technical assistance and coaching to identified schools to support the implementation of evidence-based strategies for students needing intensive supports.</p> <p>The infrastructure in the identified schools is sufficient to ensure fidelity of implementation.</p> <p>Resources (e.g., guidance, staff, job-embedded professional learning, coaching, and materials) needed for implementation are provided.</p>	<p>The district provides additional technical assistance and coaching to identified schools to support the implementation of evidence-based strategies for students needing intensive supports.</p> <p>The infrastructure does not support fidelity of implementation.</p> <p>Resources (e.g., guidance, staff, job-embedded professional learning, coaching, and materials) needed for implementation are not provided as needed</p>	<p>The district does not provide additional technical assistance and coaching to identified schools to support the implementation of evidence-based strategies for students needing intensive supports.</p>



	<b>Exemplary 4</b>	<b>Operational 3</b>	<b>Emerging 2</b>	<b>Not Evident 1</b>
<b>Technical Assistance for Identified Schools (Continued)</b>	consistently provided and aligned across improvement initiatives.  Progress monitoring data from the identified schools are reviewed and used to adjust interventions when needed.	Progress monitoring data in the identified schools are collected.	Progress monitoring data are not used.	
<b>Resources</b>	The district provides the fiscal, personnel, and material resources needed to support implementation. With resources aligned and coordinated across district departments to reduce duplication of effort and maximize outcomes.  Additional resources were identified and allocated based on implementation data.	The district provides the fiscal, personnel, and material resources needed to support implementation.	The district provides some of the fiscal, personnel, and material resources needed to support implementation.	The district did not provide the fiscal, personnel, and material resources needed to support implementation.
Action Steps:				

## Monitoring Implementation of the District Plan of Support and Evidence-based Practices

	<b>Exemplary 4</b>	<b>Operational 3</b>	<b>Emerging 2</b>	<b>Not Evident 1</b>
<p>Monitoring Fidelity of Implementation of Evidence-based Practices (e.g. Universal, targeted, and intensive)</p> <p style="text-align: center;">AND</p> <p>Monitoring Fidelity of Implementation of District Supports (Professional Learning, Coaching, Technical Assistance)</p>	<p>The district has established measures and tools for monitoring for fidelity of implementation of:</p> <ul style="list-style-type: none"> <li>• evidence-based practices</li> <li>• district supports</li> </ul> <p>and the district always monitors implementation fidelity.</p> <p>These assessment data are shared with the district team on a frequent basis (e.g., at least per month), and the team consistently uses the data to adjust the goals and activities in district plan of support as needed. Data are also shared with broader stakeholders.</p> <p>Implementation successes are shared and celebrated.</p>	<p>The district has established measures and tools for monitoring for fidelity of implementation of:</p> <ul style="list-style-type: none"> <li>• evidence-based practices</li> <li>• district supports</li> </ul> <p>and the district routinely monitors implementation fidelity.</p> <p>These assessment data are shared with the district team on a regular basis (e.g., at least once per quarter), and the team consistently uses the data to adjust in the district plan of support.</p> <p>Implementation successes are shared and celebrated.</p>	<p>The district has established measures and tools for monitoring for fidelity of implementation of:</p> <ul style="list-style-type: none"> <li>• evidence-based practices</li> <li>• district supports</li> </ul> <p>but the district does not consistently monitor implementation fidelity.</p> <p>The assessment data are shared with the district team annually.</p>	<p>The district does not monitor fidelity of implementation of the improvement strategies including evidence-based practices for identified schools.</p> <p>The assessment data are not shared with the district team.</p>
<p>Monitoring Outcomes of Evidence-based Practices (e.g. Universal, targeted, and intensive)</p> <p style="text-align: center;">AND</p> <p>Monitoring Outcomes of District Supports (Professional Learning, Coaching, Technical Assistance)</p>	<p>The district has established measures and tools for monitoring outcomes (e.g., changes in practices related to teaching and learning and student outcomes) and the district always monitors the identified outcomes.</p> <p>These assessment data are shared with the district team on a frequent basis (e.g., at least once per month), and the team consistently uses the data to adjust the district plan of support and adjust teaching and learning practices in the district and identified schools.</p>	<p>The district has established measures and tools for monitoring outcomes (e.g., changes in practices related to teaching and learning and student outcomes) and the district routinely monitors the identified outcomes.</p> <p>These assessment data are shared with the district team on a regular basis (e.g., at least once per quarter), and the team consistently uses the data to adjust the district plan of support as needed and adjust teaching and learning practices in the district.</p>	<p>The district has established measures and tools for monitoring outcomes (e.g., changes in practices related to teaching and learning and student outcomes) but the district does not consistently monitor the identified outcomes.</p> <p>The assessment data is shared annually with the district team.</p> <p>The assessment data is not used to adjust teaching and learning practices in the district.</p>	<p>The district does not monitor outcomes for evidence-based practices and district supports.</p> <p>The identified schools monitor outcomes for evidence-based practices and supports.</p> <p>The assessment data is not shared with the district team.</p> <p>The assessment data is not used to adjust teaching and learning practices in the district or the identified schools.</p>

	Implementation successes are shared and celebrated with broader stakeholders.			
Action Steps:				