A-ROI Capacity Self-Assessment Rubric

		Capacity Dimension Rate each Item on a Scale of 1 – 3	
Ready	**Structures**	**Team identified** – Who will be responsible for each element of this work?	
		Time available – Do the people on the team have time allocated to execute this work?	
		Access to leadership – How available are district executives for collaboration?	
		Defined roles – Who is doing which parts of the work?	
		Clear reporting – Who reports to the team internally and who is the final customer for reporting?	
	Systems	**Student data available** – Does the data important to your analysis currently exist in the district?	
		Student data accessible to team – Does a member of the team have access to the data?	
		Budget data available – Does the data important to your analysis currently exist in the district?	
		Budget data accessible to team – Can you realistically collect the needed data?	
		Clear budget process – Is your budgeting process clearly defined? Systematized?	
		Process for program review – Do you have pre-existing systems for program evaluation?	
	District Ready Score		**/33**
Willing	**Central Office**	**Superintendent buy-in** – How much value does the superintendent see in this work?	
		Superintendent understanding – Does the superintendent have a full understanding of the work/required investments?	
		A-ROI team buy-in – How much value does the team see in this work?	
		A-ROI team understanding – Does the team have a full understanding of the work and required investments?	
		District use of data – How consistently do district leaders use data to make decisions?	
	School Staff	**Principal buy-in** – How much value do you believe principals will see in this work?	
		Principal understanding – Do principals have a full understanding of the work and required investments?	
		School use of data – What is the level of data-informed decision making in schools?	
		Trusting school-staff relationships – How strong is the trust between schools and the district?	
	District Willing Score		**/27**
Able	**Hard Skills and Talents**	**Determine fully-loaded costs** – What are the indirect and direct costs of the program?	
		Pull comprehensive student data – Do you have the correct data to perform the analysis?	
		Analyze student data – Does a team member have the analytical skills to analyze the data?	
		Statistical analysis – Does your team have analysis capability to establish p-values and other measures of statistical significance? Is there a good candidate to take this on?	
	Strategic Skills and Talents	**Write and communicate** – Is there skill and time available within the team to communicate your work and findings (e.g. data and findings presentations)?	
		Contextualize analysis within the district – Do you have the right knowledge on the team as you do the analysis to communicate context to stakeholders?	
		Define program objectives – How clearly are program definitions of success determined and communicated?	
		Design research studies – Do you have someone with both the capacity and experience to design these studies?	
		Willing to draw conclusions and make recommendations – How often and thoroughly are analysis findings followed up with insight and action?	
	District Able Score		**/27**