MiMTSS Technical Assistance Center

Initiative and Innovation Review and Selection Process

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MICHIGAN Department of Education

Table of Contents

Overview 3
Guidelines for Use 4
Selection / De-selection Process 4
Initiating Selection/De-selection 4
Completing the Review Tool 4
Summarizing Results 5
Decision-Making Protocol 5
Initiative and Innovation Review Tool 6
Overview 6
Need 7
Evidence 8
Fit 9
Usability 10
Capacity 11
Supports 12
Assessment and Data System Review Tool 13
Overview 13
Need 14
Evidence 15
Fit 16
Usability 17
Capacity 18
Supports 19

District Initiative and Innovation Review Process

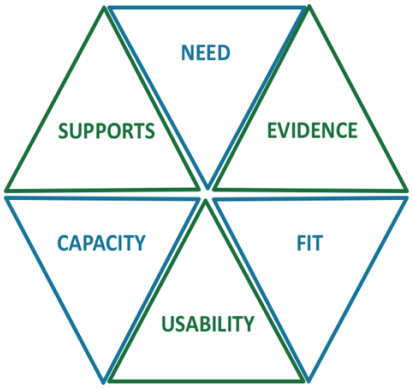
This document should be used by district implementation team's as guidance for developing an initiative and innovation review process.

Approved by: (insert name, date)

Overview

The review process is a two-pronged approach that will lead to a careful analysis of a proposed initiative or innovation to inform a selection or de-selection decision. The process includes: (1) providing information about an initiative or innovation to the District Implementation Team (DIT) to review prior to sending the information forward to district leadership; (2) district leadership discussing the feasibility of selecting the initiative or innovation for school/staff use.

The adoption of evidence-based programs, practices, initiatives, or assessments includes multiple components, including how the initiative or innovation will fit within a given context



The National Implementation Research Network (NIRN) outlines the components of a quality review, selection, and de-selection process within their Hexagon Tool (Metz and Louison, 2019). The process includes a thorough examination of Implementing Site Indicators and Program Indicators.

Implementing Site Indicators assess the degree to which a new or existing program, practice, or initiative matches the district's population needs, aligns with current initiatives and examines the capacity necessary for successful initial and on-going implementation efforts (e.g., financial, structural, cultural, responsivity).

Figure 1. NIRN Hexagon Tool

Program Indicators allow for careful examination of the evidence, necessary resources to support initial and on-going implementation, and usability (e.g., degree in which it is well-defined, opportunities to observe mature implementing sites, several replications of successful outcomes).

Each program indicator has a complementary implementing site indicator assessing similar constructs. For example, consideration of a program's evidence must be done with regard to an implementing site's need. Only assessing one of this pair would limit accurate understanding of fit and feasibility. Program and implementing site indicators alternate in the review tool and should be paired together when considering selection recommendations (e.g., need and evidence, fit and usability, capacity and supports).

The Initiative and Innovation Review Process and Michigan's Integrated Continuous Improvement Process (MICIP) are framed around these indicators.

Guidelines for Use

The review process will be used under the following conditions:

- When approached to consider participation in an initiative, "pilot project," and/or approached to use a new assessment or data system
- When considering the purchase of new curriculum resource materials
- When considering the purchase of new assessments, data systems, or educational software
- When considering the continued use of initiatives or innovations that overlap or appear to be redundant with other effective innovations (de-selection)

Selection / De-selection Process

Initiating Selection/De-selection

1. An individual or team identifies the need for review based on the guidelines for when the process would be used.
2. A request is made to the District Implementation Team to conduct the review process for the identified initiative or innovation. Staff initiating the process are asked to complete and submit the overview section of the appropriate Review Tool.
3. The DIT determines individuals to include in the review process. Consideration is given to DIT members, individuals with proper decision-making authority, individuals with an understanding of research, and individuals with advanced knowledge of initiatives and content areas in which the initiatives or innovation are focused. Identified individuals are contacted and asked to provide their availability before dates to begin the process are established.
4. Dates are scheduled to conduct the review process with identified individuals.

Completing the Review Tool

The group of individuals identified to complete the process work together to complete the appropriate Review Tool.

1. Determine if the Initiative and Innovation OR Assessment and Data System Tool should be used.
2. Review and discuss the questions for each indicator. Document responses to each question in the corresponding section of the document.
3. After discussing each component, rate the component using the 5-point scale and rubric provided in each section.
4. Summarize the results and provide recommendations about whether to select or de-select the initiative, innovation, assessment or data system. While ratings should be taken into account, the ratings alone should not be used to determine final recommendations.

When reviewing an initiative or innovation, answers are provided directly from the staff hired to support the initiative's intended use or from the program's author, publisher, and/or certified trainers. If a Core Reading Curriculum Review Process or the National Center on Intensive Intervention (NCII) Taxonomy Rating Rubric were used to review core reading or intervention

programs, include and reference findings from that process. Documents and/or links to electronic resources should be submitted or included with this document for specific items that require additional documentation.

Summarizing Results

Based on responses in the Review Tool, a brief summary of the results is developed and shared with decision-makers. The summary should include how the initiative, innovation, assessment, or data system does or does not address the following: the needs of the district's population, alignment with current initiatives or assessments, evidence of effectiveness, and the resources that will need to be allocated. In addition, the capacity of the district to support continued implementation should be noted. Recommendations for selection or de-selection of the initiative, innovation, assessment or data system are provided.

Decision-Making Protocol

Submit the completed document with the additional requested resources to: (insert name and email address of district designee). Confirmation of receipt of the document and estimated timelines for final decisions will be provided by the district designee to the DIT via email. The timelines will vary based on specific criteria (e.g., Board of Education approval, cost of the innovation).

The district designee will share the completed document with (insert the name and title of the person and/or team/group), to make a final decision as to whether the initiative, innovation, or assessment will be selected or de-selected for district/staff use.

(Include a statement about the Board of Education's involvement in purchasing – at what point does the board need to approve funds for a purchase or for participating?).

Initiative and Innovation Review Tool

Individuals Involved:

Date of Completion:

Directions:

1. Review and discuss the questions for each indicator. Document responses to each question in the corresponding section of the document.

   For existing programs or initiatives: Answer the questions based on what the author(s) and publisher recommend AND provide information about how the schools/staff are currently using the program or initiative components This will provide important information as to whether the current way the program or initiative is being used is contributing to the outcomes, and/or reasons why the program or initiative is being reviewed to determine if it should be de-selected.

   For new programs: If a Core Reading Curriculum Review Process or the NCII Taxonomy Rating Rubric were used to review core reading or intervention programs, include and reference findings from that process.

2. After discussing each component, rate the component using the 5-point scale and rubric provided in each section.
3. Summarize the results and provide recommendations about whether to select or de-select the program, practice, or initiative. While ratings should be taken into account, the ratings alone should not be used to determine final recommendations.

Overview

Prior to engaging in the process, an overview is submitted to the DIT by the individual(s) initiating the process to provide a clear description and purpose for the initiative or innovation being considered.

1. Title:
2. Description/Purpose (Provide skills/concepts the innovation or initiatives is intended to address; provide the description/purpose directly from the program or program developer):
3. Innovation Delivery (whole group, small group, individual student):
4. Estimated Cost (e.g., teacher materials, consumables, technology/software):
5. Are there other comparable innovations (program, practice, etc.) that address the identified skills/concepts already available to staff either within schools across the district or supported by the ISD? If “yes”, explain why the comparable innovations are not being considered for implementation (e.g., complexity of innovation, insufficient resources for training and/or coaching):

Need

Reflect on the questions to assist in rating the need for the initiative or innovation.

1. Describe the "data" (e.g., Curriculum Based Measure, unit assessment, district or state assessment) that warrants the district to consider selecting or de-selecting the initiative or innovation.
2. Who is the identified population of concern (i.e., target audience and grade levels for the innovation)? Are there populations/types of students who would be excluded from this innovation or initiative (who would not be a good candidate?)
3. Is there evidence that the program or practice addresses the specific area(s) of need identified? If so, how was this evidence generated (e.g., experimental research design, quasi-experimental research design, pre-post, descriptive)?
4. Do the studies (research and/or evaluation) provide data specific to effectiveness for culturally and linguistically specific populations? If yes, provide citations or links specific to effectiveness for families or communities from diverse cultural groups.

Table 1. Identify the need for the initiative or innovation using the questions and criteria provided. Highlight or circle the corresponding rating.

Rating	Criteria
5	**Strongly Meets Need:** The program or practice has demonstrated meeting need for identified population through rigorous research (e.g., experimental design) with comparable population; disaggregated data have been analyzed to demonstrate program or practice meets need of specific subpopulations
4	**Meets Need:** The program or practice has demonstrated meeting need for identified population through rigorous research (e.g., experimental design) with comparable population; disaggregated data have NOT been analyzed for specific subpopulation
3	**Somewhat Meets Need:** The program or practice has demonstrated meeting need for identified population through less rigorous research design (e.g., quasi-experimental, pre-post) with comparable population; disaggregated data have not been analyzed for specific subpopulation
2	**Minimally Meets Need**: The program or practice has demonstrated meeting need for identified population through practice experience; disaggregated data have not been analyzed for specific subpopulation
1	**Does Not Meet Need:** The program or practice has not demonstrated meeting need for identified population

Evidence

Reflect on the questions to assist in rating the evidence for the initiative or innovation.

1. Are the research data available to demonstrate the effectiveness (e.g., randomized trials, quasi-experimental designs) of the program or practice? If yes, include research articles, excerpts or electronic links to those documents.
2. What is the strength of evidence (e.g., ESSA level, WWC rating)? Under what conditions was the evidence developed? Describe the population with which the research was conducted and the resources necessary to reach intended results.
3. Has the assessment research been reviewed by professionals external to the authors and publisher (e.g., National Center on Intensive Intervention, journal peer review process)?
4. If research data are not available, are there evaluation data to indicate effectiveness (e.g., pre/post data, testing results, action research)? If yes, provide citations or links to evaluation reports.

Table 4. Identify the evidence for the initiative or innovation using the questions and criteria provided. Highlight or circle the corresponding rating.

Rating	Criteria
5	**High Evidence:** The program or practice has documented evidence of effectiveness based on at least two rigorous, external research studies with control groups, and has demonstrated effectiveness at least one year post treatment
4	**Evidence:** The program or practice has demonstrated effectiveness with one rigorous research study with a control group
3	**Some Evidence:** The program or practice shows some evidence of effectiveness through less rigorous research studies that include comparison groups
2	**Minimal Evidence:** The program or practice is guided by a well-developed theory of change or logic model, including clear inclusion and exclusion criteria for the target population, but has not demonstrated effectiveness through a research study
1	**No Evidence:** The program or practice does not have a well-developed logic model or theory of change and has not demonstrated effectiveness through a research study

Fit

Reflect on the questions to assist in rating the fit for the initiative or innovation.

1. How does the program or practice fit with priorities of the implementing site?
2. How does the program or practice fit with family and community values in the impacted community, including the values of culturally and linguistically specific populations?
3. What other initiatives currently being implemented will intersect with the program or practice? Use an initiative inventory and consider how the components of the various initiatives align. Attach a summary of results.

Table 2. Identify the fit of the initiative or innovation using the questions and criteria provided. Highlight or circle the corresponding rating.

Rating	Criteria
5	**Strong Fit:** The program or practice fits with the priorities of the implementing site; community values, including the values of culturally and linguistically specific populations; and other existing initiatives
4	**Fit:** The program or practice fits with the priorities of the implementing site; community values; however, the values of culturally and linguistically specific populations have not been assessed for fit
3	**Somewhat Fit:** The program or practice fits with the priorities of the implementing site, but it is unclear whether it aligns with community values and other existing initiatives
2	**Minimal Fit:** The program or practice fits with some of the priorities of the implementing site, but it is unclear whether it aligns with community values and other existing initiatives
1	**Does Not Fit:** The program or practice does not fit with the priorities of the implementing site or community values

Usability

Reflect on the questions to assist in rating the usability for the initiative or innovation.

1. Is the program or practice clearly defined (e.g., what it is, for whom it is intended)? If additional resources were used to define the core components (e.g., TFIs, Reading League Core Reading Review Tool, NCII rating rubric), include a link to those resources.
2. Is each core feature well operationalized (e.g., staff know what to do and say, how to prepare, how to assess progress)?
3. Is there a fidelity assessment that measures practitioner behavior (i.e., assessment of whether staff use the practice as intended)? If yes, provide citations, documents or links to fidelity assessment information.

Table 5. Identify the usability of the initiative or innovation using the questions and criteria provided. Highlight or circle the corresponding rating.

Rating	Criteria
5	**Highly Usable:** The program or practice has operationalized principles and values, core components that are measurable and observable, and a validated fidelity assessment; modifiable components are identified to support contextualization for new settings or populations
4	**Usable:** The program or practice has operationalized principles and values, core components that are measurable and observable, has tools and resources to monitor fidelity, but does not have a fidelity measure; modifiable components are identified to support contextualization for new settings or populations
3	**Somewhat Usable:** The program or practice has operationalized principles and values and core components that are measurable and observable but does not have a fidelity assessment; modifiable components are not identified
2	**Minimally Usable:** The program or practice has identified principles and values and core components; however, the principles and core components are not defined in measurable or observable terms; modifiable components are not identified
1	**Not Usable:** The program or practice does not identify principles and values or core components

Capacity

Reflect on the questions to assist in rating the capacity for the initiative or innovation.

1. What are the staffing requirements for the program or practice (number and type of staff, e.g., education, credentials, content knowledge)? Does the implementing site currently employ or have access to staff that meet these requirements?
2. What administrative policies or procedures must be adjusted to support the work of practitioners and others to implement the program or practice?
3. Is leadership knowledgeable about and in support of this program or practice? Do leaders have the diverse skills and perspectives representative of the community being served?
4. Do staff have the capacity to collect and use data to inform ongoing monitoring and improvement of the program or practice?

Table 3. Identify the district's capacity for the initiative or innovation using the questions and criteria provided. Highlight or circle the corresponding rating.

Rating	Criteria
5	**Strong Capacity:** The implementing site adopting this program or practice has all of the capacity necessary, including a qualified workforce, financial supports, technology supports and administrative supports required to implement and sustain the program or practice with integrity
4	**Adequate Capacity:** The implementing site adopting this program or practice has most of the capacity necessary, including a qualified workforce, financial supports, technology supports and administrative supports required to implement and sustain the program or practice with integrity
3	**Some Capacity:** The implementing site adopting this program or practice has some of the capacity necessary, including a qualified workforce, financial supports, technology supports and administrative supports required to implement and sustain the program or practice with integrity
2	**Minimal Capacity: The** implementing site adopting this program or practice has minimal capacity necessary, including a qualified workforce, financial supports, technology supports and administrative supports required to implement and sustain the program or practice with integrity
1	**No Capacity:** The implementing site adopting this program or practice does not have the capacity necessary, including a qualified workforce, financial supports, technology supports and administrative supports required to implement and sustain the program or practice with integrity

Supports

Reflect on the questions to assist in rating the support for the initiative or innovation.

1. Is there a qualified "expert" (e.g., consultant, program developer, intermediary, technical assistance provider) who can help with implementation over time? Do implementation supports include training and coaching? If yes, list names and/or organization (e.g., Center, University), contacts who will provide supports, and add a link to the process used to select the individual, if applicable.
2. Are there start-up costs for implementation of the program or practice (e.g., fees to the program developer)? If yes, provide an itemized list of costs. What does the implementing site receive for these costs?
3. Are there curricula and other resources related to the program or practice readily available (e.g., teacher materials, consumables, technology/software)? If so, list publisher or links and cost of these materials.
4. Is guidance on administrative policies and procedures available? If so, identify resources and any costs associated.

Table 6. Identify the support for the initiative or innovation using the questions and criteria provided. Highlight or circle the corresponding rating.

Rating	Criteria
5	**Well Supported:** Comprehensive resources are available from an expert (a program developer or intermediary) to support implementation, including resources for building the competency of staff (staff selection, training, coaching, fidelity) and organizational practice (data system and data use support, policies and procedures, stakeholder and partner engagement).
4	**Supported:** Some resources are available to support implementation, including limited resources to support staff competency (e.g., training, coaching) and limited resources to support organizational changes (e.g., data systems)
3	**Somewhat Supported:** Some resources are available to support competency development or organizational development but not both
2	**Minimally Supported:** Limited resources are available beyond a curriculum or one-time training
1	**Not Supported:** Few to no resources to support implementation

Assessment and Data System Review Tool

Individuals Involved:

Date of Completion:

Directions:

1. Review and discuss the questions for each indicator. Document responses to each question in the corresponding section of the document.

   For existing assessments or data systems: Answer the questions based on what the author(s) and developers recommend AND provide information about how the schools/staff are currently using the assessment or data system. This will provide important information as to whether the current way the assessment or data system is being used is contributing to the outcomes and/or reasons why the assessment or data system is being reviewed to determine if it should be de-selected.

2. After discussing each component, rate the component using the 5-point scale and rubric provided in each section.
3. Summarize the results and provide recommendations about whether to select or de-select the assessment or data system. While ratings should be taken into account, the ratings alone should not be used to determine final recommendations.

Overview

Prior to engaging in the process, an overview is submitted to the DIT by the individual(s) initiating the process to provide a clear description and purpose for the assessment or data system being considered.

1. Assessment Title, Authors/Developer, Website:
2. Description (Please provide the skills/behaviors/concepts the assessment is intended to assess, directly from the assessment authors/publisher):
3. Primary purpose of the assessment and the types of decisions the assessment is intended to support (e.g., screening, progress monitoring, diagnostic, summative, placement test, post-test, unit or mastery test):
4. Frequency of administration and timelines for administration (e.g., 3 times a year, screening window)
5. Assessment Administration Format (whole group, one-to-one, computer, etc.) If one-to-one or whole group, include how long to administer and score in your response:
6. Estimated Cost (e.g., teacher materials, student materials, data system/licenses, technology/software)
7. Are there other comparable assessments or data systems that address the identified skills/concepts already available to staff either within schools across the district or supported by the ISD? If “yes”, explain why the comparable assessments are not being considered for implementation (e.g., complexity of innovation, insufficient resources for training and/or coaching)

Need

Reflect on the questions to assist in rating the need for the assessment or data system.

1. Describe the "data" (e.g., assessment inventory reveals a gap or redundancies in assessments, etc.) that warrants the district to consider selecting or de-selecting the assessment or data system.
2. Who is the identified population for the assessment (i.e., age, grade levels, native English speakers)? Are there populations/types of students who would be excluded from this assessment or data system (who would not be a good candidate)?
3. Is there evidence that assessment or data system addresses the specific area(a) of need identified? If so, how was this evidence generated (e.g., experimental research design, quasi-experimental research design, pre-post, descriptive)?
4. Do the studies (research and/or evaluation) provide data specific to effectiveness for culturally and linguistically specific populations? If yes, provide citations or links specific to effectiveness for families or communities from diverse cultural groups.

Table 7. Identify the need for assessment or data system using the questions and criteria provided. Highlight or circle the corresponding rating.

Rating	Criteria
5	**Strongly Meets Need:** The assessment or data system has demonstrated meeting need for identified population through rigorous research (e.g., experimental design) with comparable population; disaggregated data have been analyzed to demonstrate assessment meets need of specific subpopulations
4	**Meets Need:** The assessment or data system has demonstrated meeting need for identified population through rigorous research (e.g., experimental design) with comparable population; disaggregated data have NOT been analyzed for specific subpopulation
3	**Somewhat Meets Need:** The assessment or data system has demonstrated meeting need for identified population through less rigorous research design (e.g., quasi-experimental, pre-post) with comparable population; disaggregated data have not been analyzed for specific subpopulation
2	**Minimally Meets Need:** The assessment or data system has demonstrated meeting need for identified population through practice experience; disaggregated data have not been analyzed for specific subpopulation
1	**Does Not Meet Need:** The assessment or data system has not demonstrated meeting need for identified population

Evidence

Reflect on the questions to assist in rating the evidence for the assessment or data system.

1. Are research data available to demonstrate the effectiveness (e.g., validity, reliability, predictive, normative) of the assessment or data system? If yes, include excerpts from research articles and technical manuals or electronic links to those publications.
2. What is the strength of evidence (e.g., ESSA level, WWC rating)? Under what conditions was the evidence developed? Describe the population with which the research was conducted and the resources necessary to reach intended results.
3. Has the assessment research been reviewed by professionals external to the authors and publisher (e.g., National Center on Intensive Intervention, journal peer review process)?
4. If research data are not available, is a research study currently underway? If yes, provide citations or links to a description of the planned research.

Table 10. Identify the evidence for the assessment system using the questions and criteria provided. Highlight or circle the corresponding rating.

Rating	Criteria
5	**High Evidence:** The assessment or data system has documented validity for all grades and subtests the assessment covers, reliability (.80 or higher), predictive validity for screening assessments (.40 or higher correlations),cut scores paired with percentile ranks or odds of meeting future goals, normed using nationally representative sample data
4	**Evidence:** The assessment or data system has documented validity for all grades and subtests the assessment covers, reliability (.80 or higher) predictive validity for screening assessments (.40 or higher correlations), and may have cut scores or norms available
3	**Some Evidence:** The assessment or data system shows some evidence of being valid and reliable to make low-stress decisions and research is on-going.
2	**Minimal Evidence:** The assessment or data system is guided by a well-developed theory of change or logic model, including clear inclusion and exclusion criteria for the target population, but has not demonstrated evidence of being valid or reliable through systematic research
1	**No Evidence:** The assessment or data system does not have a well-developed logic model or theory of change and there are no plans to conduct further research

Fit

Reflect on the questions to assist in rating the fit for the assessment or data system.

1. How does the assessment or data system fit with priorities of the implementing site?
2. How does the assessment or data system fit with family and community values in the impacted community, including the values of culturally and linguistically specific populations?
4. What other assessments currently being implemented will intersect with the program or practice? What other initiatives currently being implemented will intersect with the program or practice? Use an initiative inventory and consider how the components of the various initiatives align. Attach a summary of results.

Table 8. Identify the fit of the assessment or data system using the questions and criteria provided. Highlight or circle the corresponding rating.

Rating	Criteria
5	**Strong Fit:** The assessment or data system fits with the priorities of the implementing site; community values, including the values of culturally and linguistically specific populations; and other existing initiatives
4	**Fit:** The assessment or data system fits with the priorities of the implementing site; community values; however, the values of culturally and linguistically specific populations have not been assessed for fit
3	**Somewhat Fit:** The assessment or data system fits with the priorities of the implementing site, but it is unclear whether it aligns with community values and other existing assessments
2	**Minimal Fit:** The assessment or data system fits with some of the priorities of the implementing site, but it is unclear whether it aligns with community values and other existing assessments
1	**Does Not Fit:** The assessment or data system does not fit with the priorities of the implementing site or community values

Usability

Reflect on the questions to assist in rating the usability for the assessment or data system.

1. Is the assessment or data system clearly defined (e.g., what it is, for whom it is intended)?
2. Can data by analyzed in multiple ways through existing reports in a data system (e.g., levels of risk, skills to support, subgroups, across school years)? If yes, include the types of reports available.
3. Is there a fidelity assessment that measures assessor behavior (i.e., whether staff administer the assessment as intended)? If yes, provide citations, documents or links to fidelity assessment information.

Table 11. Identify the usability of the assessment or data system using the questions and criteria provided. Highlight or circle the corresponding rating.

Rating	Criteria
5	**Highly Usable:** The assessment or data system has operationalized principles and values, core components that are measurable and observable, and a validated fidelity assessment; modifiable components are identified to support contextualization for new settings or populations
4	**Usable:** The assessment or data system has operationalized principles and values, core components that are measurable and observable, has tools and resources to monitor fidelity, but does not have a fidelity measure; modifiable components are identified to support contextualization for new settings or populations
3	**Somewhat Usable:** The assessment or data system has operationalized principles and values and core components that are measurable and observable but does not have a fidelity assessment; modifiable components are not identified
2	**Minimally Usable:** The assessment or data system has identified principles and values and core components; however, the principles and core components are not defined in measurable or observable terms; modifiable components are not identified
1	**Not Usable:** The assessment or data system does not identify principles and values or core components

Capacity

Reflect on the questions to assist in rating the capacity for the assessment or data system.

1. What are the staffing requirements for the assessment or data system (number and type of staff (e.g., education, credentials, data integration knowledge/skills)? Does the implementing site currently employ or have access to staff that meet these requirements?
2. What administrative policies or procedures must be adjusted to support the work of practitioners and others to administer and use the assessment or data system?
3. Is leadership knowledgeable about and in support of this assessment and data system? Do leaders have the diverse skills and perspectives representative of the community being served?
4. Do staff have the capacity to collect and use assessment data or data system?

Table 9. Identify the district's capacity for the assessment or data system using the questions and criteria provided. Highlight or circle the corresponding rating.

Rating	Criteria
5	**Strong Capacity:** The implementing site adopting this assessment or data system has all of the capacity necessary, including a qualified workforce, financial supports, technology supports and administrative supports required to implement and sustain the use of the assessment or data system with integrity
4	**Adequate Capacity:** The implementing site adopting this assessment or data system has most of the capacity necessary, including a qualified workforce, financial supports, technology supports and administrative supports required to implement and sustain the use of the assessment or data system with integrity
3	**Some Capacity:** The implementing site adopting this assessment or data system has some of the capacity necessary, including a qualified workforce, financial supports, technology supports and administrative supports required to implement and sustain the use of the assessment or data system with integrity
2	**Minimal Capacity:** The implementing site adopting this assessment or data system has minimal capacity necessary, including a qualified workforce, financial supports, technology supports and administrative supports required to implement and sustain the use of the assessment or data system with integrity
1	**No Capacity:** The implementing site adopting this assessment or data system does not have the capacity necessary, including a qualified workforce, financial supports, technology supports and administrative supports required to implement and sustain the use of the assessment or data system with integrity

Supports

Reflect on the questions to assist in rating the support for the assessment or data system.

1. Is there a qualified "expert" (e.g., consultant, assessment developer, intermediary, technical assistance provider) who can help with implementation over time? Do implementation supports include training and coaching? If yes, list names and/or organization (e.g., Center, University), contacts who will provide supports, and add a link to the process used to select the individual, if applicable.
2. Are there start-up costs for implementation of the assessment or data system (e.g., fees to the assessment developer)? If yes, provide an itemized list of costs. What does the implementing site receive for these costs?
3. Are there other resources related to the assessment or data system readily available (e.g., consumables, equipment, technology/software)? If so, list resources or links and cost of these materials.
4. Is guidance on administrative policies and procedures available? If so, identify resources and any costs associated.

Table 12. Identify the support for the assessment or data system using the questions and criteria provided. Highlight or circle the corresponding rating.

Rating	Criteria
5	**Well Supported:** Comprehensive resources are available from an expert (an assessment developer or intermediary) to support implementation, including resources for building the competency of staff (staff selection, training, coaching, fidelity) and organizational practice (data system and data use support, policies and procedures, stakeholder and partner engagement).
4	**Supported:** Some resources are available to support implementation, including limited resources to support staff competency (e.g., training, coaching) and limited resources to support organizational changes (e.g., data systems)
3	**Somewhat Supported:** Some resources are available to support competency development or organizational development but not both
2	**Minimally Supported:** Limited resources are available beyond materials or one-time training
1	**Not Supported:** Few to no resources to support implementation

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