

District Capacity Assessment 2024-2025 Michigan Data Summary

Introduction

The purpose of this summary report is to provide information about Michigan schools' use of and scores on the [District Capacity Assessment \(DCA\) 7.7](#) during the 2024-2025 school year. Data for these analyses were generated from the [MiMTSS Data System](#).

About the DCA

The DCA was developed on behalf of the State Implementation and Scaling-up of Evidence-based Practices (SISEP) Center in 2015. Version 7 of the DCA was released in 2019, including major revisions to items on team membership, alignment, resources, communication, data use, coaching, and staff selection, with two new items added, one removed, and many clarified to improve scoring, usability, and action planning.

“The primary purpose of the District Capacity Assessment (DCA) is to assist school districts to implement effective innovations that benefit students. The capacity of a district to facilitate building-level implementation refers to the systems, activities, and resources that are necessary for schools to successfully adopt and sustain Effective Innovations. Additional functions include using the DCA as a tool to orient new members to district needs and also to monitor progress of capacity development.

The specific purposes of the DCA are to:

1. Provide a District Implementation Team (DIT) with a structured process for the development of a District Capacity Action Plan;
2. Provide a DIT with information to monitor progress towards district, regional, and state capacity building goals;
3. Support a common infrastructure for the implementation of Effective Innovations (EI) to achieve desired outcomes for students;
4. Serve as a venue to orient new DIT members to strengths and needs of the district;
and
5. Provide district, regional and state leadership with a consistent measure of the capacity for implementation and sustainment of Effective Innovations in districts. ([District Capacity Assessment \(DCA\) 7.7](#), p. 4).”

Administrations

Assessment authors recommend that “in January or February, the DIT formally completes a baseline DCA with the assistance of a trained administrator and facilitator. ([District Capacity Assessment \(DCA\) 7.7](#), p. 4).” As district teams strengthen their infrastructure, they can continue to monitor their capacity by administering the DCA twice a year and updating district capacity targets and revise the implementation or action plan as needed. Recommended assessment windows are August/September and January/February.

Figure 1 and below shows the number of Michigan districts and the total number of District Capacity Assessment (DCA) administrations across five school years, from 2020–2021 through 2024–2025. The lighter blue line represents the number of districts completing at least one DCA each year, while the darker blue line represents the total number of administrations. Table 1 presents the same information in tabular format.

There is a steady upward trend over time. By 2024–2025, participation reached its highest level, with 95 Michigan districts completing a total of 128 administrations. This reflects consistent growth in both district participation and assessment activity over the five-year period.

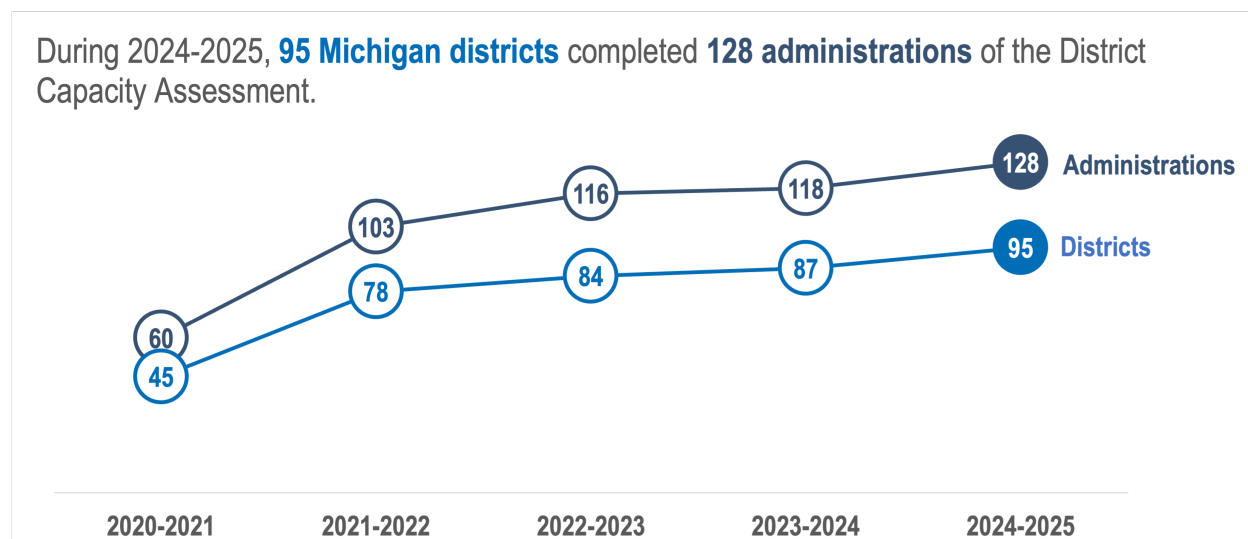


Figure 1. Annual Michigan DCA 7.7 Administrations

Table 1. Counts of DCA administrations and districts over the past five years

| Unit | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 |
|-----------------|-----------|-----------|-----------|-----------|-----------|
| Administrations | 60 | 103 | 116 | 118 | 128 |
| Districts | 45 | 78 | 84 | 87 | 95 |

DCA Total and Implementation Drivers Scores

The recommended DCA fidelity threshold is 80%. “The Implementation Drivers assessed by the DCA are:

- Leadership - Active involvement in facilitating and sustaining systems change to support implementation of the effective innovation through strategic communication, decisions, guidance, and resource allocation

- Competency - Strategies to develop, improve, and sustain educators' ability to implement an Effective Innovation as intended in order to achieve desired outcomes.

Competency Drivers include: Fidelity, Selection, Training, and Coaching

- Organization – Strategies for analyzing, communicating, and responding to data in ways that result in continuous improvement of systems and supports for educators to implement an effective innovation. Organization Drivers include: Decision Support Data System, Facilitative Administration, and Systems Intervention [District Capacity Assessment \(DCA\) 7.7](#), p. 6”

Figure 2 below displays statewide average scores on the DCA scales for the 2024–2025 school year. The total average across all scales remained below the recommended fidelity threshold, indicating continued opportunities for growth in district capacity. Leadership demonstrated the highest average among the implementation drivers, while Competency showed the lowest. Table 2 presents the same information in tabular format.

During 2024-2025, the state's average **Leadership scale score (82%)** was the highest, followed by **Organization (66%)** and **Competency (54%)**.

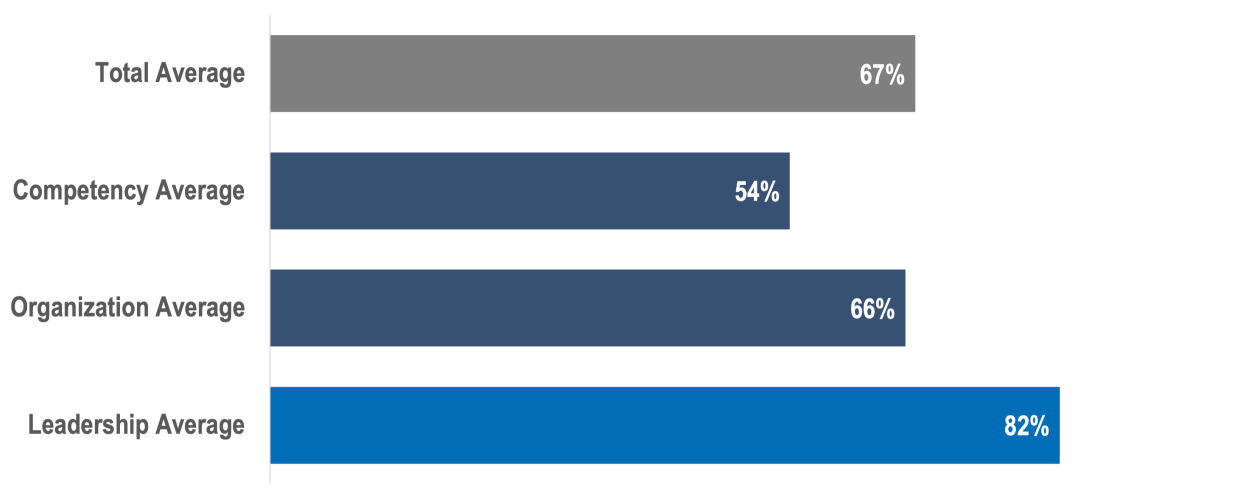


Figure 2. Total and Implementation Drivers Statewide Averages

Table 2. Average DCA total and drivers scores during 2024-2025

| Scale | Average Score |
|--------------|---------------|
| Total | 67% |
| Competency | 54% |
| Organization | 66% |
| Leadership | 82% |

Item Scores

All DCA 7.7 items are scored on a 3-point scale: 2, 1, or 0. A score of 2 indicates the practice is fully in place and effective, while 1 means it is partially in place or not yet fully documented, and 0 signifies it is not in place at all.

To support interpretation, item averages are displayed using a color gradient to represent score ranges. Table 3 provides the legend for the background color coding used to categorize average item scores.

Table 4 presents the statewide average scores for each DCA item during the 2024–2025 school year. Overall, item scores vary across implementation areas, with some practices more consistently in place than others, highlighting areas of relative strength as well as opportunities for continued development.

Table 3. Legend for the cell background colors in Table 4

| Average Item Score Background Color | White | Light Blue | Royal Blue | Navy Blue |
|-------------------------------------|-------------|-------------|-------------|-------------|
| Average Item Score Range | 0.00 – 0.49 | 0.50 – 0.99 | 1.00 – 1.49 | 1.50 – 2.00 |

Table 4. DCA Item Averages

| Item Number | Item Description | Average Score |
|-------------|---|---------------|
| 1 | There is a District Implementation Team (DIT) to support implementation of Effective Innovations (EI) | 1.84 |
| 2 | DIT includes an individual with executive leadership authority | 1.84 |
| 3 | DIT includes a designated coordinator(s) | 1.73 |
| 4 | DIT uses an effective team meeting process | 1.52 |
| 5 | District has written process for selecting EIs | 1.13 |
| 6 | District has a written process to align EIs | 1.07 |
| 7 | District allocates resources to support the use of the selected EI (e.g., Multi-Tiered System of Support -MTSS) | 1.83 |
| 8 | DIT has an implementation plan for the EI (e.g., MTSS) | 1.40 |
| 9 | DIT continuously improves the use of the implementation plans | 1.35 |
| 10 | District uses a communication plan | 1.14 |
| 11 | District uses a process for addressing internal barriers | 1.39 |
| 12 | District uses a process to report policy relevant information to outside entities | 1.14 |
| 13 | DIT supports schools in the use of a fidelity measure for EI (e.g., MTSS) Implementation | 1.57 |

| Item Number | Item Description | Average Score |
|-------------|--|---------------|
| 14 | DIT has access to data for the EI (e.g., MTSS) | 1.58 |
| 15 | DIT actively uses different types of data | 1.38 |
| 16 | DIT has a process for using data for decision making | 1.24 |
| 17 | District provides a status report on the EI (e.g., MTSS) to the school board | 1.38 |
| 18 | DIT supports the composition of BITs | 1.66 |
| 19 | DITs support the development of BIT implementation plans for the EI (e.g., MTSS) | 1.56 |
| 20 | DIT supports BITs in using data for decision making | 1.48 |
| 21 | District uses a process for selecting staff (internal and/or external) who will use EIs (e.g., MTSS) | 1.14 |
| 22 | District has a plan to continuously strengthen staff skills | 1.19 |
| 23 | DIT secures training on the EI (e.g., MTSS) for all district/school personnel | 1.45 |
| 24 | DIT uses training effectiveness data | 0.76 |
| 25 | District has a coaching system to support schools in their use of EIs (e.g., MTSS) | 1.12 |
| 26 | DIT uses a coaching service delivery plan to support building implementation teams | 0.73 |
| 27 | DIT uses coaching effectiveness data | 0.69 |

Discussion

District Implications

At the district level, results provide valuable feedback on how DCA administration schedules and scores compare with other districts across the state. Districts in the early stages of MTSS implementation can use these data to anticipate potential challenges and plan proactively for improvement. Districts with stronger performance may look to collaborate with others in their region, share effective practices, and celebrate accomplishments while identifying strategies to sustain implementation. Sharing successes at the district, regional, or state level can help other districts learn from their experiences.

ISD and State-Level Implications

For Intermediate School Districts (ISDs), these findings highlight how their local districts compare with statewide trends and point to the types of supports districts may require as they work to implement and sustain MTSS. Lower item average scores across districts within an ISD indicate priority areas where targeted assistance is likely to be most impactful. ISDs may also learn from districts with stronger implementation and share those practices across the region. In addition, ISDs can collaborate with the MiMTSS TA Center and the Michigan Department of Education to request support for districts struggling with persistent challenges. For ISDs offering MTSS professional learning, statewide results can help refine training content and resources to better address common needs, particularly around coaching systems and training effectiveness.

Statewide, there has been consistent growth in the number of districts administering the DCA from the 2020–2021 through the 2024–2025 school years. During the 2024–2025 school year, approximately 11% of Michigan districts administered the DCA, indicating that while use of the tool continues to expand, it is not yet widely implemented across all districts statewide. This level of participation reflects both progress and opportunity. On one hand, the increasing number of districts engaging in the DCA suggests growing awareness and use of structured implementation supports. On the other hand, the relatively low participation rate indicates that many districts may still be in earlier stages of MTSS implementation or have not yet incorporated the DCA into their continuous improvement processes.

At the state level, the data indicate that many districts require more intensive and sustained support to fully establish district infrastructure. The overall average score (67%) falls below the recommended fidelity threshold of 80%, but still reflects meaningful progress toward implementation. This suggests that while many districts have foundational elements in place, additional support is needed to achieve full and sustained implementation.

Analyses of Implementation Drivers and item-level results highlight areas most in need of attention. “Item 27: DIT uses coaching effectiveness data” (average score = 0.69) and “Item 26: DIT uses a coaching service delivery plan to support building implementation teams” (average score = 0.73) represent some of the lowest statewide averages and signal urgent needs for improvement. These results emphasize the importance of strengthening coaching structures that support schools. These findings directly inform updates to District Installation training content and guide the coaching supports provided to districts receiving intensive technical assistance.

About the MiMTSS TA Center

Michigan’s MTSS (MiMTSS) Technical Assistance Center works on behalf of the Michigan Department of Education to provide a continuum of technical assistance to ISDs, districts, and schools. The mission is to support educators in building their knowledge and skills to serve all students equitably using a Multi-Tiered System of Supports framework. We are committed to helping educators use data, systems, and practices that honor individual identities and provide opportunities for all to achieve their dreams.

URLs Used in Document

[District Capacity Assessment \(DCA\) 7.7](https://implementation.fpg.unc.edu/wp-content/uploads/DCA-7.7-10-18-19.pdf)

(<https://implementation.fpg.unc.edu/wp-content/uploads/DCA-7.7-10-18-19.pdf>)

[MiMTSS Data System](https://mimtsstac.org/evaluation-research/data-systems/mimtss-data-system)

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