Initiative and Assessment Inventory

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Initiative Inventory

This document provides an example process to be used by a District Implementation Team when developing an initiative and assessment inventory for their district.

Overview

Districts are working to effectively implement many initiatives, each one requiring ongoing commitment, time, attention, and resource allocation. Because people's time and district resources are limited, introducing any new initiative or innovation can raise concerns among staff who would be expected to implement them.

These concerns, while valid, can disrupt buy-in or the quality of implementation for existing areas of focus. For this reason, an initiative and assessment inventory will help districts identify and organize existing initiatives to help determine whether new initiatives will add value to achieving their overarching improvement goals. It will also help district leaders determine if and how space can be made for new initiatives.

Definition of Initiative

An initiative is a defined effort (e.g., grant participation, county-wide collective focus to improve outcomes for a specific content area or group of students) that requires a sustained commitment of resources (e.g., money, materials, staff, time). Initiatives can either be broadly focused, such as an organized way to develop staff knowledge in an MTSS framework, or more narrowly on evidence-based practices, such as the Science of Reading.

Guidelines for Use

The initiative and assessment inventory will be used under the following conditions:

- To guide a review of past and current programs to get a clear picture of existing programs, practices, initiatives, and resource commitments.
- To explore the fit of additional initiatives with current work, guide decision making to make room for new work, and assist with alignment of initiatives.

Next Steps to Align Your Initiatives

Once complete, district and building administrators should review the results of the initiative inventory to make decisions about the use of initiatives across the district. Questions to consider include:

- Duplication: Are there areas of redundancy that might overtax staff?
- Identification of gaps: Are there any gaps in instruction that need to be addressed?
- Alignment: Do all of these initiatives work well together? Do any of the initiatives conflict with other initiatives?
- Staff support: Do staff understand their responsibilities for implementing initiatives? Is it manageable for staff to implement these initiatives? Have staff been trained?
- Review and selection: Should a process for reviewing and selecting initiatives be used to make decisions about what initiatives should be maintained and/or discontinued?

District Initiative Inventory

This tool is used by District Implementation Teams to gather key information about use of current initiatives and priorities. Information collected can be used by the district to explore the fit of additional initiatives, priorities and / or resource commitments with current work, to guide decision making to make room for new work, and to assist with alignment of initiatives.

Date of Inventory:

Focus Area: (list specific area of focus)

Table 1. Complete the fields below for current initiatives which are requiring staff time, attention and resources.

Name of Initiative	**Initiative**	**Initiative**	**Initiative**	**Initiative**
Description (e.g. purpose, skills taught, instructional approach)				
Implementation Status (e.g., stage of implementation)				
Executive Leader Responsible for the Initiative				
Target Population (e.g., all learners)				
Staffing Requirements (e.g., FTE, roles)				
Professional Learning and Coaching Commitment (e.g., years and number of days)				
Data Collection and Reporting Requirement				
Evidence of Impact (quantitative and qualitative)				
Technical Assistance Provider (e.g., PD provider)				
Financial Commitment and Source of Funding (e.g., federal, state, grant, other)				

Assessment Inventory

District Implementation Teams use this tool to gather key information about the use of assessments and their alignment with current initiatives and priorities. Teams will be able to analyze the audit results to decide if there are gaps or areas of overlap in current evaluation practices that need to be addressed to develop a more efficient assessment system.

Date of Inventory:

Focus Area: (list specific area of focus)

Table 2. Complete the fields below for current assessments which require staff time, attention, and resources.

Name of Assessment	**Assessment**	**Assessment**	**Assessment**	**Assessment**
Type: Student or System				
Data Type: Universal Screener, Progress Monitor, Summative, Formative, Fidelity, Capacity				
Intended Audience/Population: Grade/age range, culturally and linguistically specific populations, etc.				
Administration Frequency: Fall, Winter, Spring, or 2x a year, biweekly or daily, etc.				
Time Commitment: How much time does it take to give?				
Individuals or teams & Administration format: School Leadership Team, classroom teachers, special educators, aides				
Professional Learning / Coaching Commitment: To ensure assessment fidelity and validity of data				

Name of Assessment	Assessment	Assessment	Assessment	Assessment
Validity and Reliability Check: Is there a fidelity assessment that measures assessor behavior (i.e., whether staff administer the assessment as intended)				
Measurement Outcome: What is being measured? Is the target clear?				
Data Use: Who will review and analyze the data? When will this review occur? How will this data be used in action planning?				
Why is it being measured? Relation to district priorities and initiatives: MICIP, Building Goals, Strategic Plan				
Financial Commitment: Source of Funding federal, state, grant, other				
Assessment Overlap: Is there any other assessment that measures skills similar to this?				

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