Resource List: Tools for Building and Measuring Capacity

Capacity refers to the ability of an early intervention/educational system and the individuals working within it to produce improved outcomes for the infants, toddlers, children, and youth within the system. Individual capacity includes a person's existing knowledge, skills, and disposition toward change. Capacity of an early intervention/educational system includes the degree to which organizational structures and processes support sustained change that ultimately leads to improved child/student outcomes.

Many components are important when attempting to build and measure changes in capacity. For example, the coordination of resources, development of infrastructure to support effective professional development, alignment of organizational structures and leadership, and use of instructional practices shown to improve developmental, academic, and behavioral outcomes are all important when building and measuring capacity (Fullan, 2005; Massell, 1998; O'Day, Goertz, & Floden, 1995). Furthermore, several researchers and leading experts in building and measuring capacity agree that at least four components are essential to this work: [1]

1. **Stakeholder engagement:** The active involvement of a broad range of people in order to problem-solve complex issues and problems
2. **Data-based decision making:** A set of explicit procedures for readily using data to make decisions
3. **Alignment:** The presence of fully linked systems, initiatives, programs, and divisions to achieve a common vision or goal
4. **Leadership:** The supportive and engaged guidance from those in a position of formal or informal authority to achieve a common vision

Myriad tools exist that can be used for building and measuring capacity. These tools are typically geared toward state-level teams and lead agencies, or toward local-level teams. Given the large number of tools that exist, teams may be uncertain which tool is best suited to their needs. **The *Resource List: Tools for Building and Measuring Capacity* categorizes these tools so that teams can determine which ones may be most helpful in their efforts to build and measure capacity.**

- The majority of the tools included in this product address the four components of capacity previously identified: stakeholder engagement, data-based decision making, alignment, and leadership. One tool (the Multi-Attribute Consensus Building Tool) focuses on one specific component of capacity—stakeholder engagement.

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[1] For more information about this team of experts, refer to the document *National Center for Systemic Improvement (NCSI) Thought Leader Forum: Building and Measuring Capacity*.

- Note that all of the tools can be used by teams to build capacity *and* measure capacity.

- Tools on building and measuring capacity have been categorized in two charts according to audience. Figure 1 shows tools for Part B **state-level teams** and Part C **lead agency teams**. Figure 2 shows tools for Part B **local-level teams** and Part C **early intervention service teams**. Three tools that can be used by either type of audience are noted within the figure footnotes.

- The tools have been subcategorized according to one of two purposes: (1) tools used for building and measuring capacity within an overall system, and (2) tools for building and measuring capacity within systems focused on improving outcomes among all young children/students, particularly those with disabilities.

The following steps describe the process for locating the most useful tool for building and measuring capacity:

1. Identify the audience. Figure 1 shows tools for Part B state-level teams and Part C lead agency teams. Figure 2 shows tools for Part B local-level teams and Part C early intervention service teams.

2. Identify the context for use (e.g., overall system or for systems particularly focused on those with disabilities).

3. Read the brief description of each tool and pinpoint the one most likely to meet your need.

4. Click on the title of the tool to locate it.

5. Refer to the Annotated Bibliography section for detailed information about the resource.

References

Fullan, M. (2005). Turnaround leadership. *The Educational Forum*, *69*(2), 174–181.

Massell, D. (1998). *State strategies for building capacity in education: Progress and continuing challenges* (CPRE Research Report Series RR-41). Philadelphia: University of Pennsylvania, Graduate School of Education, Consortium for Policy Research in Education. Retrieved from http://www.cpre.org/images/stories/cpre_pdfs/rr41.pdf

O'Day, J., Goertz, M. E., & Floden, R. E. (1995). *Building capacity for education reform.* Philadelphia: University of Pennsylvania, Graduate School of Education, Consortium for Policy Research in Education. Retrieved from http://www2.ed.gov/pubs/CPRE/rb18/index.html

Figure 1. Tools for Building and Measuring Capacity: Part B State-Level Teams or Part C Lead Agency Teams

PART B STATE AGENCY TEAM OR PART C LEAD AGENCY TEAM

OVERALL SYSTEM

Active Implementation (AI) Hub Modules

These short (45–60-minute) online modules are intended to be self-paced or blended with preservice and inservice training designed to promote the knowledge and practice of implementation science and scaling up.

Multi-Attribute Consensus Building (MACB)[a]

This tool is used for consensus building and decision making with small and large groups. It can be used to build state capacity by helping define priorities and set agendas.

Strategic Performance Management Tool

This tool provides a process to guide state education agencies (SEAs) in establishing and implementing a strategic plan and performance-management system in order to create positive change in state systems.

State Toolkit Examining Post-School Success (STEPSS)[b]

STEPSS is a Web-based tool that is used to help districts make data-based decisions and build capacity to implement evidence-based practices for students with disabilities.

IndiSEA

IndiSEA is an online tool that helps states monitor and guide the progress of local education agencies (LEAs) in building their capacity to serve students and reach specified goals.

State Capacity Assessment (SCA)

This tool is designed to measure SEAs' capacity for scaling up evidence-based practices.

Leading by Convening: Rubrics to Assess and Shape the Practice of Stakeholder Engagement[a,b]

These rubrics describe a set of observable behaviors that stakeholders expect to see at varying levels of engagement, from informing and networking through collaboration, to reach the ultimate goal of transforming practice.

EMPHASIS ON CHILDREN/STUDENTS WITH DISABILITIES

Early Childhood Technical Assistance Center (ECTA) Framework

- COMPANION RESOURCE: **A Guide to the Implementation Process: Stages, Steps, and Activities**

Systemic Improvement in the State Education Agency

This tool is designed to help states assess and create plans to enhance state capacity in the context of the State Systemic Improvement Plan (SSIP).

Note: Unless otherwise noted, all tools address the four key components of building capacity and measuring capacity-building efforts (i.e., stakeholder engagement, data-based decision making, alignment, and leadership).

[a] Tool addresses stakeholder engagement only.

[b] Tool can be used by either a Part B state agency/Part C lead agency team or by a Part B local education agency/Part C early intervention service team.
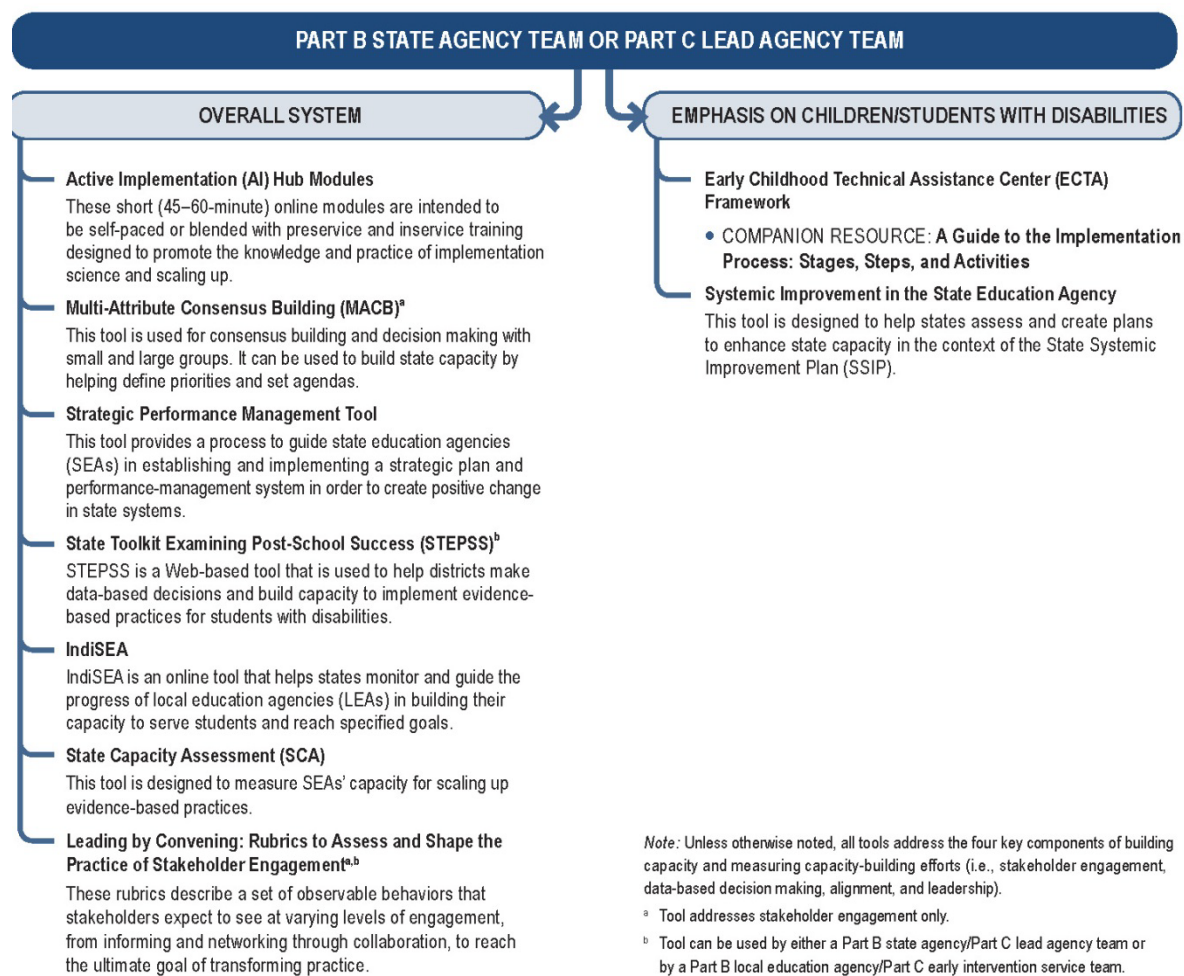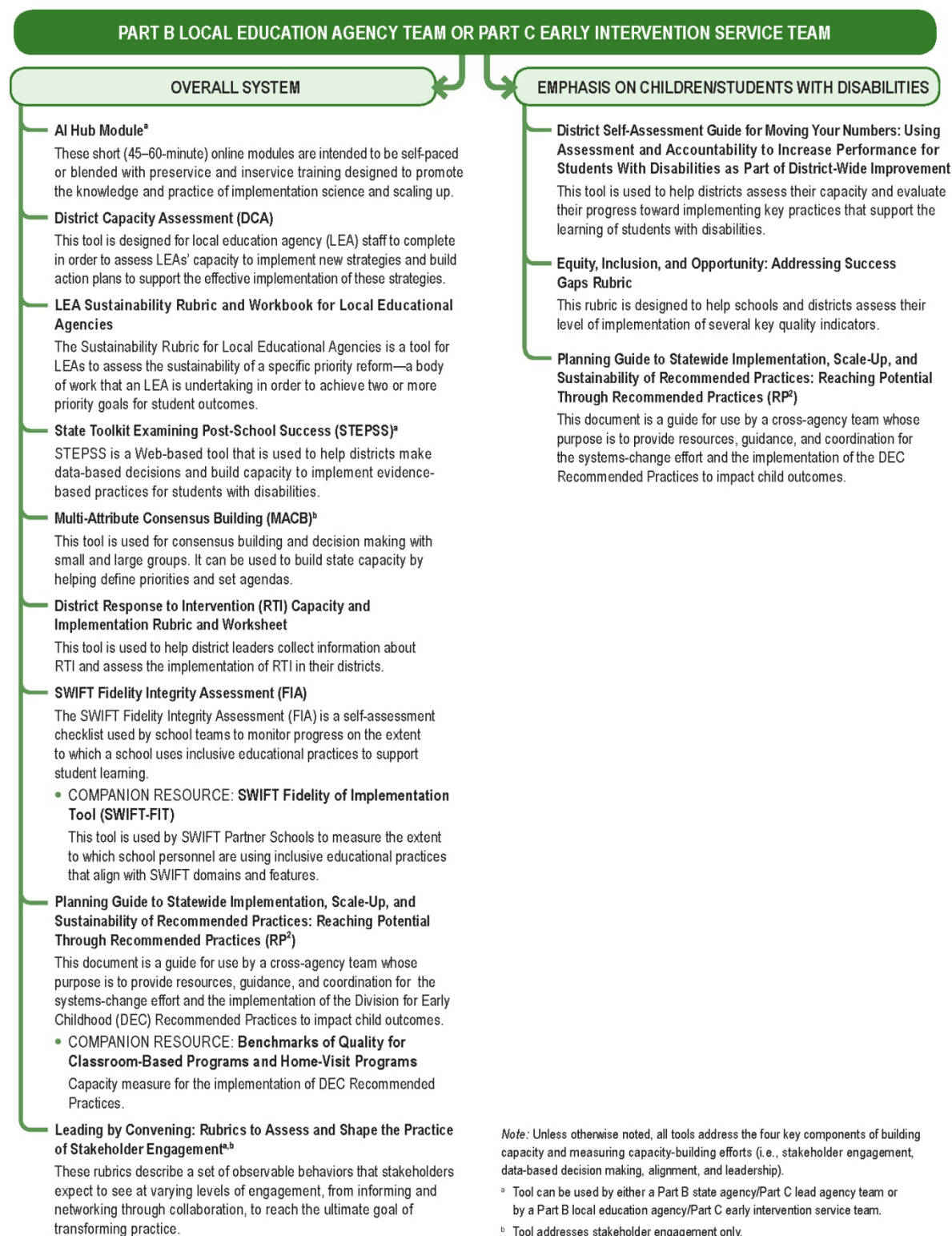
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nCSI
national center for systemic improvement

Figure 2. Tools for Building and Measuring Capacity: Part B Local-Level Teams or Part C Early Intervention Service Teams

PART B LOCAL EDUCATION AGENCY TEAM OR PART C EARLY INTERVENTION SERVICE TEAM

OVERALL SYSTEM

AI Hub Module[a]

These short (45–60-minute) online modules are intended to be self-paced or blended with preservice and inservice training designed to promote the knowledge and practice of implementation science and scaling up.

District Capacity Assessment (DCA)

This tool is designed for local education agency (LEA) staff to complete in order to assess LEAs' capacity to implement new strategies and build action plans to support the effective implementation of these strategies.

LEA Sustainability Rubric and Workbook for Local Educational Agencies

The Sustainability Rubric for Local Educational Agencies is a tool for LEAs to assess the sustainability of a specific priority reform—a body of work that an LEA is undertaking in order to achieve two or more priority goals for student outcomes.

State Toolkit Examining Post-School Success (STEPSS)[a]

STEPSS is a Web-based tool that is used to help districts make data-based decisions and build capacity to implement evidence-based practices for students with disabilities.

Multi-Attribute Consensus Building (MACB)[b]

This tool is used for consensus building and decision making with small and large groups. It can be used to build state capacity by helping define priorities and set agendas.

District Response to Intervention (RTI) Capacity and Implementation Rubric and Worksheet

This tool is used to help district leaders collect information about RTI and assess the implementation of RTI in their districts.

SWIFT Fidelity Integrity Assessment (FIA)

The SWIFT Fidelity Integrity Assessment (FIA) is a self-assessment checklist used by school teams to monitor progress on the extent to which a school uses inclusive educational practices to support student learning.

- COMPANION RESOURCE: **SWIFT Fidelity of Implementation Tool (SWIFT-FIT)**

  This tool is used by SWIFT Partner Schools to measure the extent to which school personnel are using inclusive educational practices that align with SWIFT domains and features.

Planning Guide to Statewide Implementation, Scale-Up, and Sustainability of Recommended Practices: Reaching Potential Through Recommended Practices (RP²)

This document is a guide for use by a cross-agency team whose purpose is to provide resources, guidance, and coordination for the systems-change effort and the implementation of the Division for Early Childhood (DEC) Recommended Practices to impact child outcomes.

- COMPANION RESOURCE: **Benchmarks of Quality for Classroom-Based Programs and Home-Visit Programs**

  Capacity measure for the implementation of DEC Recommended Practices.

Leading by Convening: Rubrics to Assess and Shape the Practice of Stakeholder Engagement[a,b]

These rubrics describe a set of observable behaviors that stakeholders expect to see at varying levels of engagement, from informing and networking through collaboration, to reach the ultimate goal of transforming practice.

EMPHASIS ON CHILDREN/STUDENTS WITH DISABILITIES

District Self-Assessment Guide for Moving Your Numbers: Using Assessment and Accountability to Increase Performance for Students With Disabilities as Part of District-Wide Improvement

This tool is used to help districts assess their capacity and evaluate their progress toward implementing key practices that support the learning of students with disabilities.

Equity, Inclusion, and Opportunity: Addressing Success Gaps Rubric

This rubric is designed to help schools and districts assess their level of implementation of several key quality indicators.

Planning Guide to Statewide Implementation, Scale-Up, and Sustainability of Recommended Practices: Reaching Potential Through Recommended Practices (RP²)

This document is a guide for use by a cross-agency team whose purpose is to provide resources, guidance, and coordination for the systems-change effort and the implementation of the DEC Recommended Practices to impact child outcomes.

Note: Unless otherwise noted, all tools address the four key components of building capacity and measuring capacity-building efforts (i.e., stakeholder engagement, data-based decision making, alignment, and leadership).

[a] Tool can be used by either a Part B state agency/Part C lead agency team or by a Part B local education agency/Part C early intervention service team.

[b] Tool addresses stakeholder engagement only.

Annotated Bibliography of Tools: Building and Measuring Capacity

Active Implementation Hub

The National Implementation Research Network's Active Implementation Hub.
(2015). *Modules and lessons.* Retrieved from
http://implementation.fpg.unc.edu/modules-and-lessons

Summary: This webpage provides several modules and lessons designed to
support implementation of evidence-based practices at the state and local levels.

Intended Audience: Educators, researchers, and technical assistance providers

Description of Tool: "*AI Modules* are short (45–60 minute) online modules
designed to be self-paced, or blended with preservice and inservice training. They
include content, activities and assessments designed to promote the knowledge and
practice of implementation science and scaling-up."

"*AI Lessons* are very short (5–15 minute), interactive web presentations designed
to help you and your team get started and get better with Active Implementation.
They focus on specific implementation tools and practices and can be viewed online
for self-paced learning or used for professional development in a team setting" (The
National Implementation Research Network's Active Implementation Hub, 2015).

A Guide to the Implementation Process: Stages, Steps and Activities

Early Childhood Technical Assistance Center. (2014). *A guide to the implementation
process: Stages, steps, and activities.* Chapel Hill: University of North Carolina
at Chapel Hill, Frank Porter Graham Child Development Institute, Early
Childhood Technical Assistance Center. Retrieved from
http://ectacenter.org/~pdfs/implementprocess/implementprocess-
stagesandsteps.pdf

Summary: This tool is designed to help state leaders guide the implementation of
evidence-based practices for students with disabilities and provides a framework for
the implementation process.

Intended Audience: State leadership teams

Description of Tool: "Through carefully planned implementation, the adoption of
any new practices builds the system's capacity for change. The stages described in
the guide include: 1) exploration, 2) installation, 3) initial implementation, 4) full
implementation, and 5) expansion and scale-up. Each stage has specific steps and
associated activities. While the stages, steps and activities suggest a linear
sequence of events, in actual implementation there is often a more dynamic flow to
the work. Some stages or steps may be occurring simultaneously and the work
often circles back to revisit earlier stages. Implementation drivers such as technical

leadership and adaptive leadership, organizational supports and personnel development mechanisms must align with and support the new practices" (Early Childhood Technical Assistance Center, 2014, p. 4).

District Capacity Assessment (DCA)

State Implementation & Scaling-up of Evidence-based Practices Center. (2015). *District capacity assessment (DCA).* Retrieved from http://implementation.fpg.unc.edu/resources/district-capacity-assessment-dca

Summary: This tool is designed for local education agency (LEA) staff to complete in order to assess LEAs' capacity to implement new strategies and build action plans to support the effective implementation of these strategies.

Intended Audience: LEAs

Description of Tool: "The DCA is an action assessment designed to help educational district leaders and staff better align resources with intended outcomes and develop action plans to support the use of effective innovations. Both the training and tool are available online. The DCA is completed by staff intentionally selected for their implementation knowledge, experience with the innovation being used, and leadership in the district (i.e., an implementation team). The [State Implementation & Scaling-up of Evidence-based Practices (SISEP)] center recommends that the DCA be administered by a trained administrator" (State Implementation & Scaling-up of Evidence-based Practices Center, 2015).

District Response to Intervention (RTI) Capacity and Implementation Rubric and Worksheet

National Center on Response to Intervention. (2012). *NCRTI district RTI capacity and implementation rubric and worksheet.* Washington, DC: Author. Retrieved from http://www.rti4success.org/sites/default/files/NCRTI_District_Rubric%20and%20Worksheet_061112.pdf

Summary: This tool is used to help district leaders collect information about RTI and assess the implementation of RTI in their districts.

Intended Audience: District leaders

Description of Tool: "The *NCRTI District RTI Capacity and Implementation Rubric and Worksheet* is for use by individuals responsible for monitoring district-level capacity to support the implementation of RTI and implementation integrity of district-wide RTI. The purpose of this worksheet is to provide a framework for collecting relevant information and for recording a district's rating on various items related to district capacity to support district-wide implementation of RTI and the fidelity of RTI implementation. Districts may use the rubric and accompanying worksheet for self-appraisal; NCRTI did not design them for compliance monitoring, however, and therefore districts should not use them for this purpose. NCRTI designed the rubric and worksheet for use together and has aligned them with the

Center's stages on RTI implementation and the essential components of RTI" (National Center on Response to Intervention, 2012, p. 4).

District Self-Assessment Guide for Moving Our Numbers: Using Assessment and Accountability to Increase Performance for Students With Disabilities as Part of District-Wide Improvement

National Center on Educational Outcomes. (n.d.). *Using assessment and accountability to increase performance for students with disabilities as part of district-wide improvement. Minneapolis: University of Minnesota, National Center on Educational Outcomes.* Retrieved from http://www.movingyournumbers.org/images/resources/81157-self-assessment.pdf

Summary: This tool is used to help districts assess their capacity and evaluate their progress toward implementing key practices that support the learning of students with disabilities.

Intended Audience: District leaders

Description of Tool: "Moving Your Numbers identifies six essential practices that must be in place to improve the performance of students with disabilities. Evidence suggests that these six practices, when used in an aligned and coherent manner, are associated with higher student achievement. These practices are *use data well, focus your goals, select and implement shared instructional practices (individually and collectively), implement deeply, monitor and provide feedback and support, and inquire and learn*" (National Center on Educational Outcomes, n.d., p. 1).

Equity, Inclusion, and Opportunity: Addressing Success Gaps Rubric

O'Hara, N., Munk, T. E., Reedy, K., D'Agord, C., Inglish, J., & DuRant, S. (2014). *Equity, inclusion, and opportunity: Addressing success gaps rubric* (Version 2.0). Rockville, MD: Westat, IDEA Data Center. Retrieved from https://ideadata.org/files/resources/54611b49140ba0d8358b4569/54c90770150ba0e2148b456d/success_gaps_rubric/2015/01/28/success_gaps_rubric.pdf

Summary: This rubric is designed to help schools and districts assess their level of implementation of several key quality indicators.

Intended Audience: School and district leaders

Description of Tool: "This rubric can help schools or districts address success gaps that exist between groups of their students, such as gaps in test scores or graduation rates between students with disabilities and other students. The rubric allows a team of users from a school or district to systematically examine the root causes of a success gap by focusing on elements leading to equity, inclusion, and opportunity. A complementary white paper provides the research-based background that supported development of the rubric. The rubric and white paper are being piloted in several states. Feedback from other states is also welcome. State and local staff can contact

their IDC state liaisons for information on how the rubric can be modified to meet their state-specific needs" (O'Hara et al., 2014).

IndiSEA

Building State Capacity and Productivity Center. (2013). *Basic steps for using the BSCP rubric to assess and improve the performance management of a state system of recognition, accountability and support (SRAS).* San Antonio, TX: Building State Capacity and Productivity Center at Edvance Research. Retrieved from http://www.bscpcenter.org/resources/publications/BasicStepsForUsingTheBSCPCenterRubric.pdf (No citation available for the actual tool.)

Summary: IndiSEA is an online tool that helps states monitor and guide the progress of LEAs in building their capacity to serve students and reach specified goals.

Intended Audience: State education agencies (SEAs)

Description of Tool: "Although it was originally designed to guide school and LEA improvement, Indistar has been customized by BSCP [Building State Capacity and Productivity Center] for use by an SEA team in assessing, planning, and implementing improvements to the SRAS. The customized version is called IndiSEA. This system improvement tool (the Indistar version for the SRAS) includes 52 rubric-based indicators of best practice from *Managing Performance in the System of Support*" (Building State Capacity and Productivity Center, 2013, p. 2).

LEA Sustainability Rubric and Workbook for Local Educational Agencies

Reform Support Network. (2015). *Sustainability rubric for local educational agencies.* Washington, DC: U.S. Department of Education, Reform Support Network. Retrieved from https://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/sustainabilityrubricrorlea.pdf

Reform Support Network. (2015). *Sustainability self-assessment workbook for local educational agencies.* Washington, DC: U.S. Department of Education, Reform Support Network. Retrieved from https://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/sustainabilityself-assessmentworkbookforlea.pdf

Summary: The Reform Support Network designed these two documents to be used in conjunction to help LEAs assess their capacity to implement reforms in a sustainable manner.

Intended Audience: LEAs

Description of Tool: "The *Sustainability Rubric for Local Educational Agencies* is a tool for LEAs to assess the sustainability of a specific priority reform—a body of work that an LEA is undertaking in order to achieve two or more priority goals for student

outcomes. The rubric covers 19 elements of sustainability and what characterizes inadequate to exemplary for each element. The rubric should be used in conjunction with the *Sustainability Self-Assessment Workbook for Local Educational Agencies*. The rubric is most valuable when applied by a team composed of LEA team members who have leadership roles with respect to either the specific priority reform(s) and/or the areas of focus that the LEA has identified in the sustainability rubric. This tool could also be used at the higher echelons of an LEA to assess the agency's overall readiness to sustain priority reforms, or within specific offices or content teams within the LEA" (Reform Support Network, 2015).

The *Sustainability Self-Assessment Workbook for Local Educational Agencies* is a "companion document to the Sustainability Rubric for Local Education Agencies [that] contains a series of exercises designed to answer the question, 'I want to make our reforms sustainable—where do I start?' The workbook is designed to help a designated facilitator lead a series of meetings for the appropriate team in a local educational agency (LEA), conduct an initial self-assessment of the sustainability of the LEA's reforms and plan to improve sustainability. Before using the workbook, it is a good idea to read the *Sustainability Rubric for Local Education Agencies* to understand the structure of the framework and begin to consider its implications for your work" (Reform Support Network, 2015, p. 3).

Leading by Convening: Rubrics to Assess and Shape the Practice of Stakeholder Engagement

The IDEA Partnership, the National Association of State Directors of Special Education, & the National Center for Systemic Improvement. (2016). *Leading by convening: Rubrics to assess and shape the practice of stakeholder engagement.* Available at https://ncsi.wested.org

Summary: These rubrics describe a set of observable behaviors that stakeholders expect to see at varying levels of engagement, from informing and networking through collaboration, to reach the ultimate goal of transforming practice.

Intended Audience: Cross-stakeholder groups (self-advocates, families, practitioners, administrators, and decision makers)

Description of Tool: *Leading by Convening: Rubrics to Assess and Shape the Practice of Stakeholder Engagement* includes four rubrics that specifically relate to results-driven accountability and the state systemic improvement plan. As written, the rubrics are descriptive, not evaluative. However, when used to compare current levels of interaction against those described in the rubric, they provide a useful way to assess interaction and deepening levels of engagement. The four rubrics describe coalescing around evidence-based practice, building support through data, creating active engagement, and stakeholder engagement in evaluation. A diverse group of stakeholders with a wide variety of experiences in leading or participating in collaborative efforts wrote the rubrics. The rubrics describe the behavior of systems, leaders, and stakeholders as they build authentic engagement. The tool

suggests learning activities from the *Leading by Convening* blueprint[2] that help teams move toward deeper levels of engagement and build greater capacity for systems change.

Multi-Attribute Consensus Building (MACB) Tool

Shyyan, V., Christensen, L., Thurlow, M., & Lazarus, S. (2013). *Multi-attribute consensus building tool*. Minneapolis: University of Minnesota, National Center on Educational Outcomes.

Summary: This tool is used for consensus building and decision making with small and large groups. It can be used to build state capacity by helping define priorities and set agendas.

Intended Audience: State, district, and school leaders

Description of Tool: "The MACB method is a quantitative approach for determining a group's opinion about the importance of each item (strategy, decision, recommendation, policy, priority, etc.) on a list (Vanderwood, & Erickson, 1994). This process enables a small or large group of participants to generate and discuss a set of items, weight the importance of each item, and debrief their weightings to either reach consensus or identify the sources of differences in participants' perceptions" (Shyyan, Christensen, Thurlow, & Lazarus, 2013, p. 4).

A Guide to the Implementation Process: Stages, Steps, and Activities

Early Childhood Technical Assistance Center (2014). *A guide to the implementation process: Stages, steps, and activities.* Chapel Hill: University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute, Early Childhood Technical Assistance Center. Retrieved from http://ectacenter.org/~pdfs/implementprocess/implementprocess-stagesandsteps.pdf

Summary: This tool is designed to help state leaders guide the implementation of evidence-based practices for students with disabilities and provides a framework for the implementation process.

Intended Audience: State leadership teams

Description of Tool: "Through carefully planned implementation, the adoption of any new practices builds the system's capacity for change. The stages described in the guide include: 1) exploration, 2) installation, 3) initial implementation, 4) full implementation, and 5) expansion and scale-up. Each stage has specific steps and associated activities. While the stages, steps and activities suggest a linear

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[2] Cashman, J., Linehan, P., Purcell, L., Rosser, M., Schultz, S., & Skalski, S. (2014). *Leading by convening: A blueprint for authentic engagement.* Alexandria, VA: National Association of State Directors of Special Education. Retrieved from http://www.ideapartnership.org/documents/NovUploads/Blueprint%20USB/NASDSE%20Leading%20by%20Convening%20Book.pdf

sequence of events, in actual implementation there is often a more dynamic flow to the work. Some stages or steps may be occurring simultaneously and the work often circles back to revisit earlier stages. Implementation drivers such as technical leadership and adaptive leadership, organizational supports and personnel development mechanisms must align with and support the new practices" (Early Childhood Technical Assistance Center, 2014, p. 4).

State Capacity Assessment

Fixsen, D. L., Duda, M. A., Horner, R., & Blase, K. A. (2014). *State capacity assessment (SCA) for scaling up evidence-based practices* (Version 24). Chapel Hill: University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute, Implementation and Scaling-up of Evidence-based Practices Center.

Summary: This tool is designed to measure SEAs' capacity for scaling up evidence-based practices.

Intended Audience: SEAs

Description of Tool: "The purpose of the Assessment of State Capacity for Scaling up Evidence-Based Practices is to: 1. Provide a State Management Team with a regular measure of the state capacity for implementation of evidence-based practices, and 2. Provide a structured process for the development of [a] State Capacity Action Plan" (Fixsen, Blase, Duda, & Horner, 2012, p. 4).[3]

State Toolkit Examining Post-School Success (STEPSS)

National Post-School Outcomes Center. (n.d.). *State toolkit for examining post-school success.* (The tool is located on a secure server at the University of Oregon and is available by permission only.)

Summary: STEPSS is a Web-based tool that is used to help districts make data-based decisions and build capacity to implement evidence-based practices for students with disabilities.

Intended Audience: SEAs, district leaders, and local educators

Description of Tool: "The STEPSS tool facilitates the dissemination of secondary transition data from States to their local districts and encourages district use of a data based decision-making model to identify needs and help prescribe appropriate strategies and interventions. The State Department of Education uploads these Indicator data into the tool for dissemination to districts. Local educators, in partnership with other stakeholders, can then use an ongoing data based decision-making model utilizing secondary transition data related to graduation (Indicator 1),

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[3] Fixsen, D. L., Blase, K. A., Duda, M. A., & Horner, R. (2012). *Assessment of state capacity for scaling up evidence-based practices/state capacity assessment (SCA).* Chapel Hill: University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute, Implementation and Scaling-up of Evidence-based Practices Center.

dropout (Indicator 2), transition compliance of the IEP (Indicator 13), and post-school outcomes (Indicator 14) to improve in-school transition programs for youth with disabilities" (National Post-School Outcomes Center, n.d.).

Strategic Performance Management Tool

Redding, S., & Layland, A. (2015). *Strategic performance management: Organizing people and their work in the SEA future.* San Antonio, TX: Building State Capacity and Productivity Center at Edvance Research. Retrieved from http://www.bscpcenter.org/planning/assets/spm.pdf

Summary: This tool provides a process to guide SEAs in establishing and implementing a strategic plan and performance-management system in order to create positive change in state systems.

Intended Audience: SEAs

Description of Tool: "Strategic Performance Management (SPM) weds strategic planning with performance management in a living system that provides direction for people's work while allowing for innovation and course adjustment to produce better results more efficiently. SPM includes elements of strategic planning and connects them to performance measures, productivity considerations, and ongoing processes for gauging progress, improving practice, and exceeding expectations" (Redding & Layland, 2015, p. 6).

SWIFT Fidelity Integrity Assessment

National Center on Schoolwide Inclusive School Reform: The SWIFT Center. (2013). *Fidelity integrity assessment (FIA).* Lawrence, KS: Author. Retrieved from http://www.swiftschools.org/Common/Cms/Documents/SWIFT_FIA_v1.1.pdf

Summary: School leadership teams regularly use this tool to monitor progress toward a set of key school features across five domains.

Intended Audience: School leadership teams

Description of Tool: "The SWIFT Fidelity Integrity Assessment (FIA) is used by teams at school sites to consistently monitor their progress on SWIFT implementation. This self-assessment checklist examines current status and priority for improvement of SWIFT implementation. The 22 FIA items are associated with the SWIFT domains, core features, and SWIFT Fidelity of Implementation Tool (FIT) items" (National Center on Schoolwide Inclusive School Reform: The SWIFT Center, 2013, p. 3).

SWIFT Fidelity of Implementation Tool (SWIFT-FIT)

Algozzine, B., Morsbach Sweeney, H., Choi, H., Horner, R., Sailor, W. S., McCart, A. B,...Lane, K. L. (2014). *SWIFT fidelity of implementation tool: Development and preliminary technical adequacy.* Lawrence, KS: National Center on

Schoolwide Inclusive School Reform: The SWIFT Center. Retrieved from http://www.swiftschools.org/Common/Cms/Documents/SWIFT%20FIT%20Technical%20Adequacy%20Report.pdf

Summary: SWIFT-FIT is an assessment tool that evaluates the extent to which a school uses inclusive educational practices to support student learning.

Intended Audience: SWIFT-FIT is intended to be used by school and district leaders partnering with the SWIFT Center.

Description of Tool: "The SWIFT Fidelity of Implementation Tool (SWIFT-FIT) is designed to measure growth and maturation of a school's inclusive educational practices and to help simplify school decision making about installing or improving practice" (Algozzine et al., 2014, p. 2).

"SWIFT Fidelity of Implementation Tool (SWIFT-FIT) provides a measure of the extent to which school personnel are using inclusive educational practices that align with SWIFT domains and features" (Algozzine et al., 2014, p. 2).

ECTA System Framework

Early Childhood Technical Assistance Center. (2015). *A system framework for building high-quality early intervention and preschool special education programs.* Chapel Hill: University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute, Early Childhood Technical Assistance Center. Retrieved from http://ectacenter.org/~pdfs/pubs/ecta-system_framework.pdf

Summary: The System Framework can be used to evaluate and guide the development of high-quality programs for early intervention and preschool special education.

Intended Audience: Part C and Section 619 coordinators and staff

Description of Tool: "Building and sustaining high-quality early intervention and preschool special education systems is a complex and ongoing process for state agencies. To support states, the Early Childhood Technical Assistance Center (ECTA Center), funded by The Office of Special Education Programs (OSEP), has developed a framework that addresses the question, 'What does a state need to put into place in order to encourage/support/require local implementation of evidence-based practices that result in positive outcomes for young children with disabilities and their families?'" (Early Childhood Technical Assistance Center, 2015, p. 3).

Systemic Improvement in the State Education Agency

Kerins, T., Keleher, J., Perlman, C., & Zavadsky, H. (2014). *Systemic improvement in the state education agency.* San Antonio, TX: Building State Capacity and Productivity Center at Edvance Research. Retrieved from

http://www.bscpcenter.org/resources/publications/SystemicImprovementInTheSEA.pdf

Summary: This tool is designed to help states assess and create plans to enhance state capacity in the context of the State Systemic Improvement Plan (SSIP).

Intended Audience: SEAs

Description of Tool: "The Building State Capacity and Productivity (BSCP) Center is one of seven national content centers funded by the U.S. Department of Education and purposed to provide technical assistance to state education agencies. The BSCP Center created this rubric-based, self-assessment tool to help SEAs assess the status of their special education program and develop and implement improvement plans through a guided, strategic process. The BSCP Center's previous publication, Managing Performance in the System of Support, is also a rubric-based tool that assists SEAs in improving their systems of recognition, accountability, and support.

"Lack of significant progress for many students with disabilities has created the need to collect, analyze, and respond to more nuanced data on the progress of students with disabilities. Because students with disabilities are often served alongside general education students, this tool is best used by an integrated SEA team that includes, for example, representatives from special education, accountability, school improvement, and Title programs. The SSIP and rubric are vehicles for the SEA to move beyond individual silos into a well-coordinated and aligned system aimed to improve the achievement of, and support provided to, all students" (Building State Capacity and Productivity Center, 2014, pp. 3–4).

Planning Guide to Statewide Implementation, Scale-Up, and Sustainability of Recommended Practices: Reaching Potential Through Recommended Practices (RP²)

Smith, B. J., Fox, L., Dunlap, G., Strain, P., Trivette, C. M., Binder, D.P.,…Blasé, K. (2015). *Planning guide to statewide implementation, scale-up, and sustainability of recommended practices: Reaching potential through recommended practices (RP2)*. Chapel Hill: University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute, Early Childhood Technical Assistance Center. Retrieved from http://ectacenter.org/~pdfs/implement_ebp/ECTA_RP_StateGuide_2-2015.pdf

Summary: This document is a guide for use by a cross-agency team whose purpose is to provide resources, guidance, and coordination for the systems-change effort and the implementation of the Division for Early Childhood (DEC) Recommended Practices to impact child outcomes.

Intended Audience: SEAs and LEAs

Description of Tool: This document provides guidance on what is needed to effectively scale up evidence-based practices, including what is needed to build capacity within a state program and descriptions of tools for planning and measuring capacity of state and local programs.

Reaching Potential Through Recommended Practices (RP²): Benchmarks of Quality for Home-Visiting Programs

Trivette, C., & Jones, A. (2015). *Reaching potential through recommended practices (RP²): Benchmarks of quality for home-visiting programs.* Chapel Hill: University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute, Early Childhood Technical Assistance Center. Retrieved from http://ectacenter.org/~pdfs/calls/2015/decrp-2015-02-11/Benchmarks_Home%20Visiting.pdf

Summary: Capacity measure for the implementation of DEC Recommended Practices

Intended Audience: Local teams

Description of Tool: This tool provides early intervention and other early childhood home visiting programs criteria to measure capacity on critical elements related to the implementation of the DEC Recommended Practices.

Reaching Potential Through Recommended Practices (RP²): Benchmarks of Quality for Classroom-Based Programs

Binder, D., & Fox, L. (2015). *Reaching potential through recommended practices (RP²): Benchmarks of quality for classroom-based programs.* Chapel Hill: University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute, Early Childhood Technical Assistance Center. Retrieved from http://ectacenter.org/~pdfs/calls/2015/decrp-2015-02-11/Benchmarks_Class.pdf

Summary: Capacity measure for the implementation of DEC Recommended Practices

Intended Audience: Local teams

Description of Tool: This tool provides classroom-based early childhood programs criteria to measure capacity on critical elements related to the implementation of the DEC Recommended Practices.