

Guiding Questions: The FAIR Test

The FAIR Test is a helpful starting point for educators and leaders making evidence-based decisions. It guides teams in considering the **feasibility**, **acceptability**, **impact**, and **relevance** of practices, interventions, professional learning approaches, and assessments within their context. The FAIR Test provides questions to consider when evaluating whether selected strategies and practices are both evidence-based and a good fit for the target audience and implementation context.

The FAIR Test

- **Feasible** to implement
- **Acceptable** to families, students, and professionals
- Effective in producing a positive **Impact**
- **Relevant** for your identified context

FEASIBILITY

Is it possible to implement it as it was designed and researched (i.e., with fidelity) within the relevant context?

- Are there sufficient staff to implement?
- Do staff have the requisite knowledge, skills, or credentials to implement?
- Will staff need special training?
- Is there sufficient time to implement?
- Are adequate financial resources available for initial and sustained implementation?

ACCEPTABILITY

Do those involved perceive this approach as one that effectively addresses outcomes that matter to them?

- Do students believe that participation will be beneficial?
- Do families feel like it aligns with their culture, values, and priorities?
- Do staff feel like it aligns with their professional principles, standards, and priorities?
- Do leaders believe it addresses system-level needs and goals?

IMPACT

Does the evidence show positive results for students or other target beneficiaries with similar characteristics and within comparable contexts (e.g., disability status, race/ethnicity, culture, language)?

- Does the impact justify the time, resources, and effort required for implementation?
- If no direct evidence is available, are there other sources supporting its consideration (e.g., evidence supporting components or strategies within the intervention, local student data indicating effectiveness)?
- Is there any evidence that implementation may cause harm, be ineffective, or have unintended consequences for certain students or subgroups?

RELEVANCE

Does it align with the identified needs and context?

- Is it linked to desired outcomes or goals (e.g., system-level goals, grade-level expectations, teacher performance, individualized education program goals)?
- Is it appropriate for the students' academic and functional needs?
- Does it reflect the realities of your local environment?

Want to learn more about evidence-based decision making?

See the resources below:

- **IRIS Center:** Evidence-Based Practices Module 1: Identifying and Selecting a Practice or Program https://iris.peabody.vanderbilt.edu/module/ebp_01/
- **National Center for Systemic Improvement:** Three Circles of Evidence-Based Decision Making to Support Students with Disabilities <https://ncsi.wested.org/resource/three-circles-of-evidence-based-decision-making-to-support-students-with-disabilities>
- **National Center on Intensive Intervention:** Tools Chart Overview <https://intensiveintervention.org/tools-charts/overview>
- **National Implementation Research Network:** The Hexagon: An Exploration Tool <https://implementation.fpg.unc.edu/resource/the-hexagon-an-exploration-tool/>
- **U.S. Department of Education Institutes of Education Sciences:** What Works Clearinghouse <https://ies.ed.gov/ncee/wwc/>

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