



# SISEP

State Implementation and Scaling-up  
of Evidence-based Practices

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SISEP eNote

## Assessing Capacity

To reach socially significant outcomes for students, it is critical to use implementation capacity data and fidelity data to guide planning and continuous improvement of implementation efforts. These two types of data are not the same, though people often confuse them or use the terms interchangeably.

### *Fidelity Measures & Capacity Assessments*



**Fidelity measures** assess the degree to which something is being implemented as intended. Fidelity data answer questions such as: Are those implementing the Effective Innovation (EI) adhering to the core components of the EI? Is the EI being implemented with the frequency and duration (i.e., dosage) intended? Is the implementation of high quality?



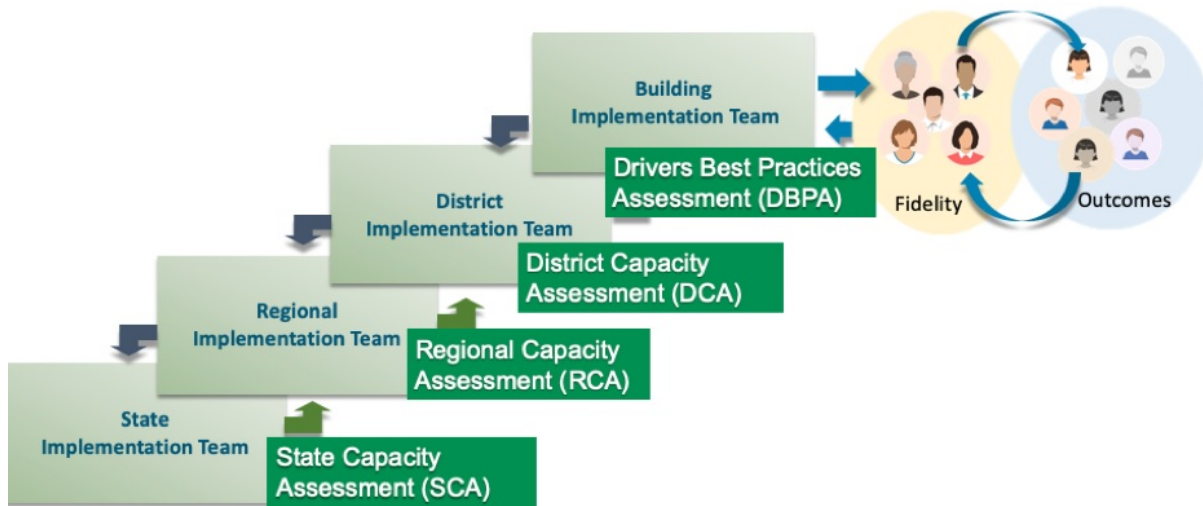
**Capacity assessments** measure an organization's ability to facilitate and support implementation of EIs through examination of the systems, activities, and resources necessary to successfully adopt, use, and sustain EIs. Teams can use assessment data to identify strengths and areas for planning related to leadership and teaming structures, systems for developing and improving competency (e.g., selection, training, coaching, fidelity), and organization strategies for analyzing, communicating, and using data for continuous improvement.

### *Need to Measure Both Fidelity and Capacity*

Fidelity data have been more commonly used, however fidelity measures that are specific to a given effective innovation (EI) lack generality for use across EIs or programs. Just because an organization implements one EI with fidelity, doesn't mean they will automatically be able to implement another EI with fidelity. Development of a strong infrastructure is necessary for selecting, supporting implementation of, continuously improving, and sustaining EIs. This is where capacity assessments are key. The need for a measure that assesses core implementation components, that is generalizable across innovations, led to SISEP's development of capacity assessments.

SISEP has assessments to measure capacity across the linked teaming

structure: State Capacity Assessment (SCA) at the state level, Regional Capacity Assessment (RCA) at the regional level, District Capacity Assessment (DCA) at the district level, and the Drivers Best Practices Assessment (DBPA) at the school/building level, as depicted in the image below.



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## *Increased capacity facilitates improved implementation with fidelity*

The Minnesota Department of Education (MDE) examines the connections between their fidelity and capacity data. As shown in the figure below, this district saw an increase in capacity data over time as well as an increase in the number of schools implementing with fidelity. Though no causation can be drawn, these data suggest using capacity assessments to guide building and refining of the infrastructure to support those implementing EIs, as well as fidelity data to inform the effectiveness of that support for implementers, may increase the likelihood that the EIs are implemented with fidelity. Additionally fidelity of implementation *may* be more likely to be sustained when the infrastructure is solidly in place.

# District Capacity and Fidelity Matrix



## Fidelity

Capacity

	# Schools w/No Data	Decrease # Schools at fidelity	# Schools at fidelity same	Increase # Schools at fidelity	60 % or more schools at fidelity
DCA $\geq$ 80				* * * T3, T4, T5	
DCA 60 - 80				* T2	
DCA < 60			Time 1		

*“Measuring fidelity without measuring capacity doesn’t ensure you will have the systems to sustain well implemented (high fidelity) work; **measuring capacity without measuring fidelity** indicates potential for effective implementation, but doesn’t inform the delivery of practice to impact student outcomes. They interact with each other in different ways depending on where, in this case, a district is on their implementation journey.”*

-E. Kloos, Minnesota Department of Education

## You can learn to administer capacity assessments!

Check out our new online, interactive Capacity Assessment Administration Course in which you can learn more about capacity assessments! The course provides an overview of all of our capacity assessments and instructions on the administration process. Through the use of interactive scenarios, participants have opportunities to practice the administration process.

[Take the Course](#)

## Technically adequate capacity assessments

Our assessments are efficient and provide actionable next steps around building or improving systems and processes to support effective implementation of any EI. SISEP recently conducted a technical adequacy study of the DCA and found the DCA’s content validity has been established and it has been demonstrated to have an adequate internal structure (RMSEA = .071, CFI = .93, TLI = .92), internal consistency (Cronbach alphas of 0.91 for the total score and 0.79 to 0.81 for the subscale scores), and test-retest reliability (r = .98 for Leadership, .78 for



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## *In your context...*

- Do you currently collect both capacity and fidelity data to guide your implementation efforts?
  - What connections are you finding between your capacity and fidelity data?
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## *Learn More:*

- Take our new [NIRN/SISEP Capacity Assessment Administration Course!](#)
  - Enter your capacity assessment data in the online [NIRN-SISEP Data System](#) and access graphs and written reports to examine your data over time and guide your action planning.
  - Learn more about updates the District Capacity Assessment, including additional information on the technical adequacy study through the [What is new with the District Capacity Assessment? webinar](#)
  - Read about the District Capacity Assessment psychometric properties in the [DCA Technical Adequacy Overview](#)
  - View the [Drivers Ed: Fidelity lesson](#) to learn more about fidelity assessment
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