



Ingham Intermediate
School District

2630 West Howell Road, Mason, Michigan 48854

MiStrategy Bank Vetting Process

Process Questions

Question 1: Is the strategy* already in the bank¹?

- **Yes:** Review the strategy using this process to ensure curators vetted it rigorously. If yes, do not add it to the bank a second time. If no, discuss options to collaborate with curator and improve the strategy's description/rating.
- **No:** [Go to Question 2.](#)

Question 2: Does research on the strategy exist in a well-respected clearinghouse² such as the WWC, NCII, Best Evidence, or Blueprints?

- **Yes:** [Go to Question 3.](#)
- **No:** [Go to Question 4.](#)

Question 3: Do we have the training, supports, AND resources necessary to help districts implement this strategy well ⁴?

- **Yes:** Use that clearinghouse's analysis to determine the ESSA level and recommend to the MiStrategy Bank.
- **No:** Work to make the strategy more scalable for our service region, and then re-take it through the vetting process when those supports are in place.

Question 4: Is there existing research/data on the strategy? (Peer-Reviewed, such as [ERIC](#) or [Google Scholar](#))

- **Yes:** [Go to Question 5.](#)
- **No:** [Go to Question 6.](#)

Question 5: Did the study have an experimental or quasi-experimental design? (See the Research Key Terms³ for assistance in appendix.)

- **Yes:** [Go to Question 7.](#)
- **No:** [Go to Question 6.](#)

Question 6: Was the strategy created using a research-informed logic model OR does it have favorable research/data comparing a control and treatment group on the variable of interest⁵?

- **Yes:** [Go to Question 8.](#)
- **No:** Do not recommend yet.

Question 7: Is the research relevant to at least one district with which we are partnering? (Consider whether the sample, setting, and variables studied address our service region's needs.)

- **Yes:** [Go to Question 9.](#)
- **No:** Try looking for a more relevant study. If one does not exist, consider returning to question #4, working through the vetting process as a strategy with no research/data.

Question 8: Are there (or will there be) ongoing efforts to examine and report the impact of the strategy, either through local data collection or formal research⁶?

- **Yes:** [Go to Question 10.](#)
- **No:** Do not recommend yet.

Question 9: Do our external/university partners believe that the research is convincing⁷?

- **Yes:** [Go to Question 11.](#)
- **No:** Do not recommend yet.

Question 10: Do we have the training, supports, AND resources necessary to help districts implement this strategy well⁴?

- **Yes:** Recommend the strategy as an *ESSA Tier 4* level of evidence.
- **No:** Work to make the strategy more scalable for our service region, and then re-take it through the vetting process when those supports are in place.

Question 11: Was a large, multi-site sample used? (Was the sample size greater than or equal to 350 and were at least two sites used?)

- **Yes:** [Go to Question 12.](#)
- **No:** [Go to Question 13.](#)

Question 12: Do we have the training, supports, AND resources necessary to help districts implement this strategy well ⁴?

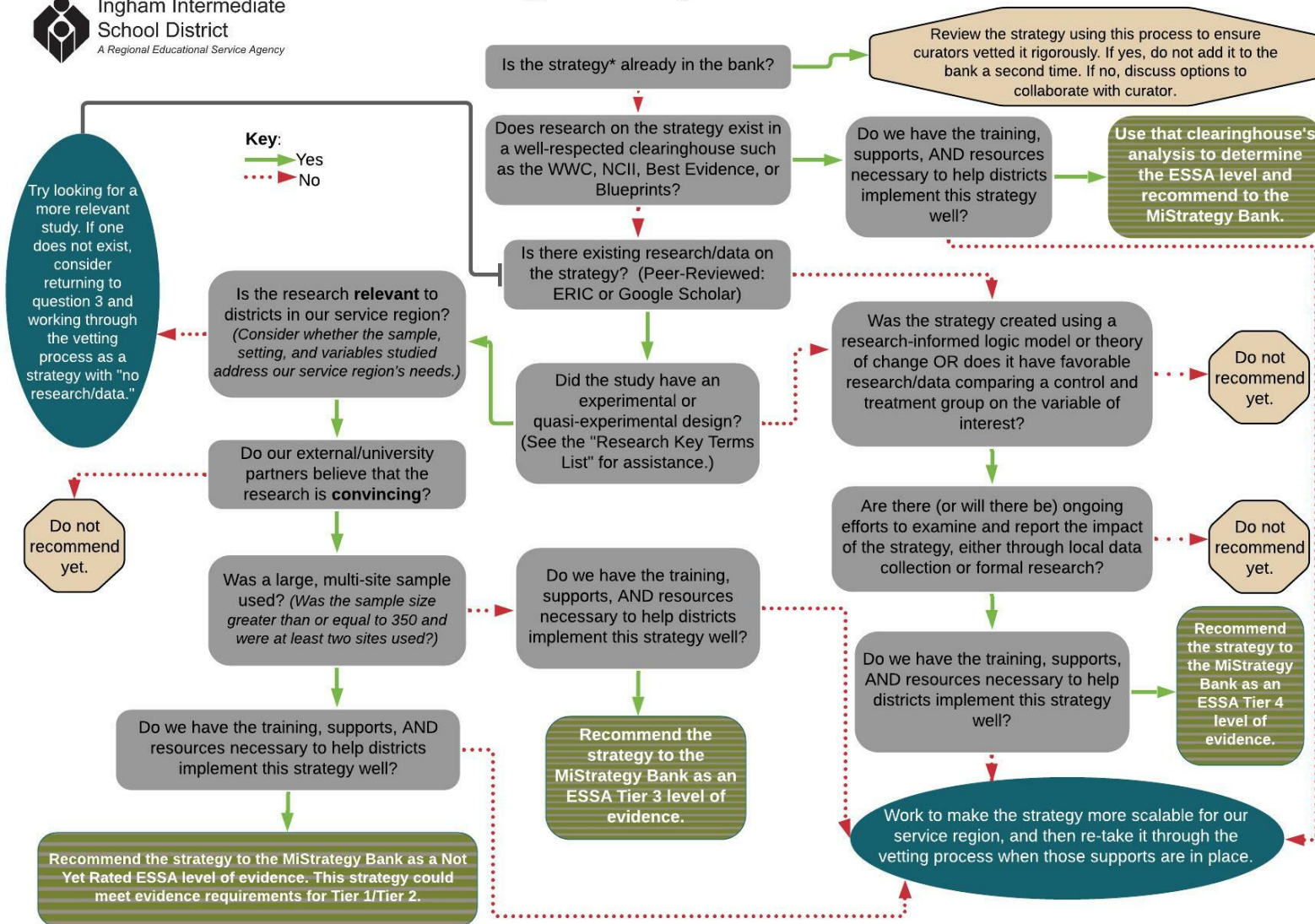
- **Yes:** Recommend the strategy to the MiStrategy bank as a *Not Yet Rated* ESSA level of evidence. This strategy could meet evidence requirements for Tier 1/Tier 2.
- **No:** Work to make the strategy more scalable for our service region, and then re-take it through the vetting process when those supports are in place.

Question 13: Do we have the training, supports, AND resources necessary to help districts implement this strategy well ⁴?

- **Yes:** Recommend the strategy to the MiStrategy Bank as an *ESSA Tier 3* level of evidence.
- **No:** Work to make the strategy more scalable for our service region, and then re-take it through the vetting process when those supports are in place.

* A MICIP strategy is a set of actions taken by adults to address a goal.

MICIP MiStrategy Bank Vetting Process - Revised 6/14/21



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Resources: Gordon & Conaway (2020), Kraft (2020), What Works Clearinghouse Standards and Procedures (2020), Michigan Department of Education Research Partnership (2021)

Resources

Gordon, N., & Conaway, C. (2020). Common-Sense Evidence: The Education Leader's Guide to Using Data and Research. The Educational Innovation Series. In *Harvard Education Press*. Harvard Education Press.

Kraft, M. A. (2020). Interpreting Effect Sizes of Education Interventions. *Educational Researcher*, 49(4), 241–253.

<https://doi.org/10.3102/0013189X20912798>

Michigan Association of Intermediate School Administrators. (n.d.). *MiStrategyBank (MSB)*. Retrieved August 11, 2021, from

<https://www.gomaisa.org/projects/mistrategybank/>

Appendix

¹ [MAISA MiStrategy Bank Resource](#)

² [Guide to Evidence-Based Clearinghouses](#)

³ [Research Key Terms](#)

⁴ [NIRN The Hexagon: An Exploration Tool Hexagon Discussion & Analysis Tool Instructions](#)

⁵ [Creating a Theory of Action for Improving Teaching and Learning](#)

⁶ [NIRN Competency Drivers](#)

⁷ [Common-Sense Evidence: The Education Leader's Guide to Using Data and Research](#)