District Application to Participate in Intensive Technical Assistance for an Integrated Behavior and Reading MTSS

2020 – 2021

https://miblsi.org

MICHIGAN Department of Education

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The designated individual at the Michigan Department of Education for inquiries and complaints regarding Title IX is:

Elizabeth Collins
Michigan Department of Education
Hannah Building
608 West Allegan
P.O. Box 30008
Lansing, Michigan 48909
Phone: 517-241-2091
Email: collinse2@michigan.gov

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What Is Michigan's Multi-Tiered System of Supports Technical Assistance Center?

Michigan's Multi-Tiered System of Supports Technical Assistance Center (MiMTSS TAC) (previously, Michigan's Integrated Behavior and Learning Support Initiative) works on behalf of the Michigan Department of Education to provide a continuum of technical assistance to ISDs, districts, and schools in a Multi-Tiered System of Supports (MTSS) framework.

There are three categories of MTSS technical assistance provide through the Center. These categories are provided on a continuum of intensity based on the supports provided and the expectations/effort required associated with accessing the Technical Assistance (TA) supports. The TA support categories include: (1) universal, (2) targeted, and (3) intensive. Brief definitions and examples of each category are as follows:

- **Universal Technical Assistance** involves information provided to primarily educators through their own accord or in connection to larger district efforts. Examples of universal TA includes conference presentations provided by MiMTSS staff, annual state MTSS conference. As well as newsletters, guidebooks, and briefs, downloaded from MiMTSS TAC.

- **Targeted Technical Assistance** involves services developed based on needs common to multiple recipients and not extensively individualized. This includes one-time events, such as facilitating strategic planning or hosting a series of state or regional conferences on specified content to meet an identified need for a defined audience. The partnership is defined by a letter of agreement with mutual commitments from the Technical Assistance Center and local educators. Examples include events that extend over a period of time, such as facilitating a series of conference calls on single or multiple topics that were designed around the needs of the recipients.

- **Intensive Technical Assistance (this application)** involves services often provided in-person and require a stable, on-going relationship between the Technical Assistance Center staff and local educators. A prescribed series of activities are implemented to reach a valued outcome, with ongoing use of data to improve implementation and impact. The partnership is defined by a letter of

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agreement with mutual commitments from the Technical Assistance Center and local educators. This category of technical assistance should result in changes to policy, program, practice, or operations that support increased capacity and/or improved outcomes. Due to the intensive investment of resources, this type of technical assistance is limited to a small number of partners who demonstrate readiness. Intensive technical assistance may also leverage resources used within targeted and universal technical assistance.

I. Overview of Application for Participation

This application is intended for districts seeking **intensive technical assistance** in the implementation of an integrated behavior and reading MTSS framework. Participation will involve a structured process for District Implementation Teams to develop and manage an implementation plan to scale-up an MTSS integrated behavior and reading framework with fidelity and that will endure over time**.**

<u>**Benefits of Participation**</u>

Participation with the MiMTSS Technical Assistance Center will assist the district in developing an implementation infrastructure that includes:

- Common vision within the district that aligns the beliefs and practices needed to support schools through the implementation of an MTSS framework.

- Guidance in selecting staff who will be mutually selected to perform key roles and responsibilities related to MTSS implementation efforts (e.g., District Implementation Team member, Coordinator of the district team, staff who will be coaching the school leadership teams, data coordinators).

- District Implementation Team that encompasses necessary perspectives and knowledge and is responsible for overseeing the successful use and scale-up of a K-12 MTSS framework.

- Guidance in developing school readiness related to the components of an MTSS framework before School Leadership Teams begin to attend professional learning.

- High-quality professional learning for School Leadership Teams and other school staff in the components of an integrated behavior and reading MTSS framework.

- Successful installation and use of MTSS-related assessments and data systems needed to evaluate the district's capacity to support MTSS, fidelity of MTSS implementation, impact on student behavioral and reading outcomes, and district scale-up efforts.

- Process to review, select, and de-select innovations (e.g., practices, programs, assessments, data systems).

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- Process to align innovations that collectively, will be used to enhance behavioral and literacy outcomes with key initiatives at the state and national levels (e.g., Michigan's Multi-Tiered System of Supports as defined in MDE's MTSS Practice Profile, Read by Grade Three legislation, state-wide efforts to improve literacy outcomes such as, the GELN Essentials, state-wide coaching network, MDE Top 10 in 10 Goals & Strategies, and Every Student Succeeds Act).

- Communication protocols with internal and external groups / teams whose responsibilities either compliment or overlap with MTSS implementation efforts.

- Barrier removal process to quickly identify and effectively remove barriers impeding school efforts to use the components of an MTSS framework.

- Coaching infrastructure to pre-correct for coaching misunderstandings, proactively outline the conditions that warrant coaching of teams and staff, guidelines for how coaches are selected and supported).

Participation will also assist districts in meeting the requirement for Section 31a, subsection 3 of the State School Aid Act for implementing a K-12 MTSS framework.

Who Should Apply

The MiMTSS TAC promotes a "district-wide" model to implement the data, systems, and practices necessary for an integrated behavior and reading MTSS framework. **This does not mean that every school must adopt the supported MTSS work at the same time**. Instead, the district shares ownership for developing readiness and supports across the schools to achieve district-wide results that can include dividing the schools in the district into two cohorts with staggered starts across two school years.

Districts may wish to apply to partner with the MiMTSS TAC after considering the following:

- Desire to implement an MTSS framework that integrates Positive Behavioral Interventions and Supports (PBIS) and Scientifically-Based Reading Research that is consistent with the findings outlined in Institute of Education Science practice guides (e.g., "Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade") and the language that is found within the Read by Grade Three legislation.

- Previous experience and sustained implementation after participating with MIBLSI (now the MiMTSS TAC) either in the school-cohort model or the intermediate school district (ISD) model.

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- Ability to identify personnel who have sufficient time to provide MTSS coordination, coaching, and data coordination to support the schools with their implementation efforts.

- Ability to have school staff (District Implementation Team, School Leadership Teams, coaches, data coordinators, and other staff when applicable) travel to a regional location to attend professional learning sessions to learn how to implement behavior and reading components of an MTSS framework. (For the scope and sequence of professional learning sessions see the application webpage (https://miblsi.org/application).

- Ability to adopt specific required measures and data systems necessary for engaging in data-based problem solving at the school and district levels. (See Appendix A of this application and the Rationale for Required Assessments on the application webpage (https://miblsi.org/application).

- Sustained commitment to support staff across the district to implement the MTSS components that include maintaining a focus on a multi-year professional learning and data-based problem-solving series that will lead to high quality implementation and create the conditions for sustainability.

- Appropriate timeline for applying to partner with the MiMTSS TAC (e.g., this application cycle vs. next year's application cycle) by considering the current priorities and level of change if the district is in the process of district reconfiguration and/or leadership or staff turnover.

Who Should NOT Apply

- ISDs/Regional Educational Service Agencies (RESAs): Although this application focuses on district applicants, there are still mechanisms for ISDs to support their constituent districts seeking a partnership with MiMTSS TAC. The ways in which an ISD can support districts in their implementation efforts and steps for contributing to a district's application are outlined in the next section of this application.

- Districts seeking to focus their efforts either **solely** on the implementation of a three-tiered behavioral framework or a three-tiered reading framework. The intent of this application is for districts seeking partnership to implement an **integrated** behavior and reading MTSS framework. This means the behavior and reading components across each tier will be addressed simultaneously as opposed to being addressed in isolation.

- Districts seeking to access training and supports to only a portion of the schools within their district (e.g., training for an individual high school or an individual elementary school) and not seeking to build district implementation capacity.

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- Districts that are either unable to directly allocate dedicated personnel to provide MTSS implementation supports in the form of coordination, coaching, and data coordination support or the ISD/RESA is unable to provide some of the support functions. (The ISD supports are outlined in the next section.)

II. How to Complete This Application

Applications must be submitted online using the application survey on the MIBLSI website. Applications submitted via any other format (email, fax, mailed paper copies) will NOT be reviewed.

Many of the questions have multiple components that must be answered. It is recommended that you write out your answers using this document. Then, electronically copy and paste your answers as plain text into the online questionnaire/application form.

Applications must be submitted online by 5:00 p.m. EST March 13, 2020

III. Application Timeline

February 3, 2020	Application is released to the public.
February 10, 2020	Application webinar (9:30 - 10:30 a.m. EST). *
February 14, 2020	Application webinar (3:30 - 4:30 p.m. EST). *
March 13, 2020	Applications are due (entered online by 5:00 p.m. EST).
March 27, 2020	Applicants are notified of potential partnership.
April, 2020	**TAC staff will schedule meetings** with potential partners who are accepted. These meetings will clarify the work and expectations. These meetings will also ensure a good "fit" for the partnership and allow for mutual selection. The following meeting dates are offered to potential partners: April 1st, 2nd 14th, 15th, 21st, 22nd, 23rd.

* Webinar connection information is available on the application webpage (https://miblsi.org/application)

IV. Supporting District Implementation: Essential Role of the Intermediate School District (ISD)

An ISD is a critical partner with local districts and the Michigan Department of Education to improve educational outcomes. The ISD supports to constituent districts can exist along a continuum that often includes providing professional learning and technical

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supports and programming. Throughout the evolution of the MiMTSS TAC, the partnerships with ISDs have been greatly valued. In particular, the MTSS integrated model has emphasized developing local capacity at the ISD in MTSS coordination, training, coaching, and evaluation support to scale-up across the county/region an integrated behavior and reading MTSS framework with fidelity so that it sustains over time.

Even with the emphasis on a district application, the MiMTSS TAC continues to believe ISDs can play a critical role in supporting a local district's implementation of MTSS. The following ISD support roles to district applicants are possible:

- Coaching support in the form of systems-level coaching to the School Leadership Team and to the Grade-Level Teams.

- Data coordination support (support with on-going use of measures, and data systems post installation and initial implementation).

- Data systems, technology integration support.

- Content expertise.

District applicants who wish to request MTSS implementation support from the ISD will be asked to communicate with ISD leadership about their request for support before submitting their application. ISD leadership will, in turn, be asked to provide the district with a signed letter outlining the support that will be provided from the ISD. The letter will be submitted with the district's application.

V. Requirements for Participation

The following describes expectations for the partnership between the MiMTSS TAC and a district:

- Implementation of an MTSS framework that integrates PBIS and Scientifically-Based Reading Research across schools within the district (perhaps with the exception of schools that have special populations such as alternative schools, center-based programs, or schools that have early childhood centers).

- Utilize a District Implementation Team for planning, monitoring, problem solving, and continually improving implementation efforts across schools.

- Utilize personnel to perform critical roles:

  - Executive leadership to oversee and participate on a District Implementation Team.

  - MTSS coordination.

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- District Implementation Team member.

- Systems-level coaching for School Leadership Teams.

- Data Coordination (individuals who will learn how to administer, score, and interpret required assessments over time and support their effective use within the district).

- Allow identified personnel outlined above to travel to a regional location to attend professional learning sessions to learn how to implement behavior and reading components of an MTSS framework.

- Allocate resources to adopt and sustain for use, specific measures and data systems necessary for engaging in data-based problem solving at the school and district levels within designated timelines (See Appendix A of this application and the Rationale for Required Assessments on the [application webpage](https://miblsi.org/application) (https://miblsi.org/application).

- Connect student demographic data (e.g., race, ethnicity, disability, English language fluency, Title eligibility, 504) to student assessment data (i.e., Acadience Reading, discipline referral data in SWIS, Early Warning Indicators, Student Risk Screening Scale-Internalizing and Externalizing)

- Submit required assessment results (aggregate scores) using the Michigan Department of Education's MiMTSS Data System and use reports and dashboards in the system for ongoing problem solving.

- Provide select MiMTSS TAC staff direct login access to specific data systems (e.g., SWIS, Acadience Data Management, OurSchoolData, DataHub) so they can provide data coordination (coaching) on the installation and use of the data systems.

- Commitment by executive leadership to continuing to support MTSS components as a priority, on-going allocation of resources, and removal of barriers to implementation.

- Maintain focus on a four-year professional learning and data-based problem-solving series that will lead to high quality implementation and create the conditions for sustainability.

Michigan Department of Education's MTSS Data System (MiMTSS Data System)

Schools and districts are required to enter data into the MiMTSS Data System so that it can be used for the following purposes:

- School-Level Data Review, Action Planning, and Continuous Improvement.
- District-Level Data Review, Action Planning, and Continuous Improvement.

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- ISD-Level Data Review, Action Planning and Continuous Improvement (if applicable).
- MiMTSS TAC Internal Problem Solving, Continuous Improvement, and reporting to the Michigan Department of Education and U.S. Department of Education.

VI. Costs Associated with Implementation

The intensive technical assistance provided by the MiMTSS TAC is specifically funded by the U.S. Department of Education, Office of Special Education Programs, through a State Personnel Development Grant to provide professional learning to partnering districts and their schools to assist in the implementation of an integrated behavior and reading MTSS framework. Therefore, project funds are used to support MiMTSS TAC-created professional development and technical assistance activities (e.g., developing coaching, data coordination supports, and statewide capacity building opportunities) for behavior and reading MTSS components.

This intensive technical assistance is not intended to cover the necessary costs associated with MTSS implementation within a given fiscal year and throughout the course of participation with the Center. Funding and additional resources are not available through the MiMTSS TAC to participating districts beyond the project-sponsored technical assistance and professional development. Consequently, applicants are strongly encouraged to leverage existing funding sources to offset implementation costs to develop, sustain, and scale-up local capacity for MTSS coordination, coaching, technical assistance, and data coordination. One source of funding for local implementation efforts might include Section 31a, subsection 3 of the State School Aid Act for implementing a K-12 MTSS framework.

VII. Application Questions and Agreements—REQUIRED

The following questions should be answered online through the application survey (https://www.surveygizmo.com/s3/5424491/2020-2021-MiMTSS-Reading-and-Behavior-MTSS-District-Application). For responses to open-ended questions, it is helpful to type responses in this or another document and then paste as text into the online application system. The application system does not accept tables or other formatting (i.e., bold, underline, italics, paragraph spacing).

Question 1

Contact information for primary and alternate contacts.

Question 2

Previous experience with MIBLSI (check all that apply):
- ☐ No previous experience

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☐ Individual school(s) partnered in the building cohort model (2003 to 2011)
☐ District partnered with ISD and MIBLSI in the ISD/District cohort model (2010 to 2019)
☐ District partnered with MIBLSI through the PPSC model (2014 to 2020)
☐ Schools partnered with the ISD and MIBLSI through the PBIS ISD work (2016 to 2019)
☐ School participated in a pilot project (PARS, Equity)

Question 3

If individual schools within your district have partnered with MIBLSI in the past for any combination of supports described above in number 2, indicate what will be different about this potential partnership for your district.

Question 4

How do you envision the potential partnership with the MiMTSS TAC will add value to your district's efforts to improve student outcomes including addressing state and federal mandates/initiatives? (see benefits referred to earlier in this application)

Question 5

Planning for scale-up of an integrated behavior and reading Multi-Tiered System of Supports (MTSS) framework:
  a. List all schools in your district. Based on each school's level of readiness, indicate whether it will either be the first cohort of school(s) to install the MTSS components (referred to as a Model Demonstration School) or the second cohort to go through the professional learning scope and sequence (See the scope and sequence documents on the [application webpage](https://miblsi.org/application) (https://miblsi.org/application):
    i. School name
    ii. Grade levels included (K-12)
    iii. Anticipated cohort and start date for scope and sequence (January 2021, January 2022, other)

Question 6

Please upload letters of support from all school administrators/principals (with signatures). Up to ten files can be uploaded with a maximum file size of 10MB. If you have more than ten administrators/principals, scan them into ten or fewer files before submitting.

Question 7

Will your ISD provide support to your district and/or schools during your MTSS implementation efforts? (Yes/No)

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Question 8

Please select all of the following supports that your ISD will provide. **For each of the selected supports, provide a summary of the agreement that has been made between your district and ISD.**

- ☐ Coaching support in the form of systems-level coaching (to the School Leadership Team, to the Grade-Level Teams).
- ☐ Data coordination support (support with on-going use post installation and initial implementation of measures and data systems). Describe the specific assessments and data coordination roles the ISD will support.
- ☐ Data Systems, technology integration support.
- ☐ Reading content expertise.
- ☐ Behavior content expertise.

Question 9

Please upload a signed letter of support from your ISD outlining the agreed upon MTSS implementation supports that will be provided to your district. Up to two files can be uploaded with a maximum file size of 10MB per file.

Question 10

Select all grade levels where Acadience Reading is currently being used:

☐ K	☐ 2	☐ 4	☐ 6
☐ 1	☐ 3	☐ 5	

Question 11

Provide information related to the current use **and** commitment for each **Elementary School Assessment** in the table below. Select all that apply.

Elementary School Assessment	Current Use	We Commit to New/Sustained Use in ALL Elementary Schools
Acadience Reading for universal screening and progress monitoring	☐ No Schools ☐ Some Schools ☐ All Schools	☐
Student Risk Screening Scale-Internalizing and Externalizing	☐ No Schools ☐ Some Schools ☐ All Schools	☐
School-wide Information System (SWIS via PBISApps.org)	☐ No Schools ☐ Some Schools ☐ All Schools	☐

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Elementary School Assessment	Current Use	We Commit to New/Sustained Use in ALL Elementary Schools
School-wide PBIS Tiered Fidelity Inventory (via PBISApps.org)	☐ No Schools ☐ Some Schools ☐ All Schools	☐
Reading Tiered Fidelity Inventory (Elementary-Level Edition)	☐ No Schools ☐ Some Schools ☐ All Schools	☐

Question 12

Provide information related to the current use **and** commitment for each **Secondary** School Assessment in the table below. Select all that apply.

Secondary School Assessment	Current Use	We Commit to New/Sustained Use in ALL Secondary Schools
Early Warning Indicators (attendance, behavior, course performance) for universal screening (via Michigan DataHub)	☐ No Schools ☐ Some Schools ☐ All Schools	☐
Student Risk Screening Scale-Internalizing and Externalizing	☐ No Schools ☐ Some Schools ☐ All Schools	☐
School-wide Information System (SWIS via PBISApps.org)	☐ No Schools ☐ Some Schools ☐ All Schools	☐
Curriculum-Based Measures for Reading for progress monitoring	☐ No Schools ☐ Some Schools ☐ All Schools	☐
School-wide PBIS Tiered Fidelity Inventory (via PBISApps.org)	☐ No Schools ☐ Some Schools ☐ All Schools	☐
Reading Tiered Fidelity Inventory (Secondary-Level Edition)	☐ No Schools ☐ Some Schools ☐ All Schools	☐

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Question 13

Provide information related to the current use **and** commitment for **District** Assessments/Evaluation Tools listed in the table below. Select all that apply.

Assessment	Current Use	We Commit to New/Sustained Use
District Capacity Assessment	☐ Have not used before ☐ Have used at least once before	☐
MiMTSS Data System	☐ Have not used before ☐ Have used at least once before	☐

Question 14

List all other reading assessments being used in your district.

Question 15

List all other behavior assessments being used in your district.

Question 16

What is the name of the student information system being used in your district (e.g., PowerSchool, Skyward, Infinite Campus)?

Question 17

What is the name of the data warehouse being used in your district (e.g., Illuminate Ed, OurSchoolData)?

Question 18

Does your district currently have data flowing to the Michigan DataHub? (Yes, No, Unsure)

Question 19

What do you see as the potential challenges of adopting a multi-year, district model for MTSS? Describe how you plan to address each of the challenges:

a. Any pedagogical/philosophical differences in beliefs around PBIS & Scientifically-Based Reading Research?
b. Other major initiatives or practices that draw on existing resources (staff, time, fiscal)?

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Question 20

As a district, we understand and are committed to allocation of resources to support the behavior and reading MTSS components at the district and school levels in the following areas (check all boxes below).

- ☐ Staff time to attend district- and school-level trainings.
- ☐ Associated sub costs.
- ☐ Travel costs associated with sending district and/or school staff to a regional location to attend professional learning.
- ☐ Ensuring staff are addressing the functions to support MTSS (e.g., MTSS coordination, data coordination, coaching, intervention implementation).
- ☐ Purchase of measures/data systems.

Question 21

Have you begun conversations within your district about allocation of resources to support the behavior and reading components of MTSS (Yes/No)? If yes, please provide a brief description of who these conversations have been with and any decisions.

Question 22

Identify current capacity (name, role/title, and time per week they have allocated) for each of the following functions. If ISD staff are currently supporting any of the functions related to coaching or data coordination, please provide their name and role. It is possible that an individual may fulfill multiple functions. If an individual(s) is not currently fulfilling a function, please leave that row blank.

- a. Coaching:
    - i. School Leadership Team level
- b. Data Coordination:
    - i. Acadience Reading Mentor
    - ii. Reading Tiered Fidelity Inventory Facilitator
    - iii. SWIS Facilitator
    - iv. SWPBIS Tiered Fidelity Inventory Facilitator
    - v. PBIS Assessment Coordinator
    - vi. Early Warning System Coordinator
    - vii. Student Risk Screening Scale-Internalizing and Externalizing Coordinator

Question 23

As a district we understand that these are critical functions to supporting MTSS implementation, and we are committed to building capacity for these functions within our district staff and/or in partnership with our ISD (check "yes").

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Question 24

Please provide time ranges during the offered days (April 1ˢᵗ, 2ⁿᵈ, 14ᵗʰ, 15ᵗʰ, 21ˢᵗ, 22ⁿᵈ, 23ʳᵈ) when your district executive leaders would be available for an initial one-hour meeting (either phone call or in person) to confirm the potential partnership.

VIII. Selection Process

Selection of applicants will reflect geographic and demographic diversity (size, urban versus rural, race, socio-economic status), experience, and previous success with supporting district-wide change efforts, as well as a need to improve academic performance. Based on the quality of the applications, those receiving the highest scores will be considered for partnership.

IX. Application Submission

All applications must be submitted online by 5:00 p.m. EST March 13, 2020 through the application survey (https://www.surveygizmo.com/s3/5424491/2020-2021-MiMTSS-Reading-and-Behavior-MTSS-District-Application).

Paper copies of the application will **not** be accepted. If you have questions about the application process, please contact:

- Steve Goodman (Project Director) for questions about potential participation at sgoodman@miblsimtss.org (616-738-8940 x4027)
- Anna Harms (Evaluation & Research Coordinator) for questions about the application survey at aharms@miblsimtss.org (616-843-5676)

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Appendix A: Required Assessments for Participation

Table A1. Behavior and reading required assessments and data systems.

Assessment Type	Elementary Schools	Middle Schools	High Schools	District
Universal Screening & Progress Monitoring*	• Acadience Reading using Acadience Data Management • Student Risk Screening Scale Internalizing and Externalizing (SRSS-IE) • Major Discipline Referrals using the School-wide Information System (SWIS)	• Early Warning Indicators (EWI) using the Michigan DataHub • Student Risk Screening Scale Internalizing and Externalizing (SRSS-IE) • Major Discipline Referrals using the School-wide Information System (SWIS) • Curriculum-Based Measures for Progress Monitoring in Reading (i.e., Acadience Reading, CARI)	• Early Warning Indicators (EWI) using the Michigan DataHub • Student Risk Screening Scale Internalizing and Externalizing (SRSS-IE) • Major Discipline Referrals using the School-wide Information System (SWIS) • Curriculum-Based Measures for Progress Monitoring in Reading (i.e., Acadience Reading, CARI)	n/a

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Assessment Type	Elementary Schools	Middle Schools	High Schools	District
Fidelity	• School-wide Positive Behavior Intervention & Supports Tiered Fidelity Inventory (SWPBIS TFI) • Reading Tiered Fidelity Inventory (Elementary-Level Edition)	• School-wide Positive Behavior Intervention & Supports Tiered Fidelity Inventory (SWPBIS TFI) • Reading Tiered Fidelity Inventory (Secondary-Level Edition)	• School-wide Positive Behavior Intervention & Supports Tiered Fidelity Inventory (SWPBIS TFI) • Reading Tiered Fidelity Inventory (Secondary-Level Edition)	n/a
District Capacity	n/a	n/a	n/a	District Capacity Assessment
District Reach (schools' stage of implementa-tion)	n/a	n/a	n/a	Based on criteria identified by the project
Feedback to MIBLSI	n/a	n/a	n/a	Partnership and coaching feedback surveys, Training Evaluations

*Universal Screening defined: The systematic assessment of all students on academic and/or social-emotional indicators for the purpose of identifying students who are at-risk and may require support that varies in terms of level, intensity, and duration.

*Progress Monitoring defined: Frequent (bi-monthly, weekly) assessment in a specific skill area to assist in determining whether students are making adequate progress and for evaluating the effectiveness of instructional/behavioral support.

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