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Rationale for Required Assessments

This document provides information about the measures used within MIBLSI's MTSS model. Each measure has been carefully selected through a review of: 1) need for the assessment, 2) fit within the MTSS model and state, 3) supporting research, 4) resources needed to use the assessment well, 5) maturity of the assessment, and 6) the project's capacity to support its use among partners. All of the measures described below are supported by MIBLSI in the following ways:

- Training on overview, administration, scoring, installation, and data-based decision making is provided in-person, via webinar, or online module depending on measure
- Integration of the assessments into training and coaching content, including examples, tips, and resources
- Information provided on the project website

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Student Assessments

Critical data needed to guide implementation of MTSS, by knowing whether students are responding to instructional and behavioral supports.

Table 1. Student assessments.

Measure	How the measure supports effective decision-making
Discipline Referrals using the School-wide Information System (SWIS) Cost: $350 per school per year for SWIS (Tier 1), additional costs for Tier 2 and 3 SWIS applications.	• Designed in 1999 to support school-level decision-making with discipline referral data (as opposed to individual student, class, grade, or state levels). • Dashboard puts the most critical visualized data in front of each user immediately upon login. • Reports and graphs are designed specifically to support implementation of Positive Behavioral Interventions and Supports (PBIS). • In addition to a set of core reports, schools can also use the drill down feature to do systematic problem solving,

Rationale for Required Assessments (November 2017)
Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) is a Grant Funded Initiative (GFI), funded under the *Individuals with Disabilities Education Act* (IDEA) through the Michigan Department of Education.

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Measure	How the measure supports effective decision-making
Price breaks available for 20+ schools per district	starting with precise problem statements. • Data entry takes approximately 30 seconds per referral. • SWIS is integrated with Check-In Check-Out (CICO) SWIS and Individual Student Information System (I-SWIS) to support data-based decision making at Tiers 1, 2, and 3. • Graphs and reports available to support systematic problem solving around equity in discipline by race/ethnicity. • Low cost given the available features and limited maintenance required. • Active work on the part of PBIS Applications and MDE's Technology Readiness Infrastructure Grant (Data Integration Activity) to develop SWIS data integration capabilities with student information systems via Datalink (PBIS Applications solution) and the Michigan/TRIG Data Hubs. • Current capabilities to 1) integrate staff and student records between student information systems and SWIS and 2) enter data into SWIS and then load into student information systems (SDEX).
Curriculum Based Measures (CBM) for Reading (i.e., DIBELS Next using DIBELSnet) Annual cost of data system: $1 per student Annual cost of printed materials for universal screening: ranges from $0.80-2.05 per student	• Direct assessment of students' foundational reading skills at the early grades. • Results can be used to plan instruction and intervention aligned with the Big Ideas of Reading. • Predictive of future reading success on other reading measures, including state summative assessments. • Sensitive to change/growth. • Reporting system (i.e., DIBELSnet) is designed specifically to support effective decision-making within an MTSS framework at the district, school, grade, class, and student levels. • Built on decades of research designed to link with scientifically-based reading instruction. • Can be used for both universal screening and progress monitoring purposes.

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Measure	How the measure supports effective decision-making
Early Warning Indicators using locally-built systems Cost: free, depending on system used	• Leverages student data already being collected by schools (attendance, behavior, course fails, GPA). • Based on research conducted by Robert Balfanz and colleagues and supported through the National High School Center to prevent students from dropping out of school. • Meaningful indicators for secondary schools that can engage all staff in decision-making. • Locally-built systems/reports leverage the use of a district's existing student information system and/or data warehouse, rather than requiring duplicate data entry elsewhere. • MIBLSI is asking schools/districts to examine 2 additional indicators. An overall engagement indicator provides staff with a student's overall level of risk for dropping out of school. Progress since last term allows schools to strategically examine how they are helping to keep students on track and reduce levels of risk for students over time. These are both indicators also used at the elementary level for reading.
Student Risk Screening Scale using locally built systems Cost: free	• Allows for screening of all students, not waiting for students to repeatedly misbehave before identifying them as at risk. • Efficient: 20-30 minutes for a teacher to assess an entire classroom of students. • Strong evidence of validity and reliability. • Externalizing and Internalizing scales can be used K-12. • No cost. • Flexible format (paper/pencil, Excel, Google spreadsheet, data warehouse or student information system).

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Measure	How the measure supports effective decision-making
School Climate Survey using PBIS Assessment (only required for Promoting Positive School Climate and ISD PBIS project partners at this time) Cost: free	• Supported through PBIS Assessment, the same system that houses other fidelity measures, and the same organization that supports the SWIS Suite. • Aligned editions available for students, teachers, parents. • Online surveys that aggregate scores by respondent group, can also be administered paper-pencil and hand entered. • Brief. • Questions align with PBIS implementation and ask about equity in education.

Fidelity Assessments

In order to best interpret student outcomes, we need to also understand the extent to which MTSS data, systems, and practices are being implemented with fidelity. These data are used to guide changes in adult behavior that will lead to improved fidelity and improved student outcomes.

Table 2. Fidelity assessments.

Measure	How the measure supports effective decision-making
School-wide PBIS Tiered Fidelity Inventory using PBIS Assessment Cost: free	• Single measure that assesses PBIS implementation at Tiers 1, 2, 3. • Designed based on the best features of other PBIS fidelity measures (SET, BOQ, BAT, I-SET, SAS, TIC). • Free to use, enter data, and generate reports on PBIS Assessment.
Reading Tiered Fidelity Inventory using the MIBLSI Database Cost: free	• Only assessment of its kind that measures implementation of reading systems at Tiers 1, 2, and 3. • Elementary and Secondary Editions available. • Extensive scoring rubric designed to make scoring more accurate and to guide implementation of a tiered reading system. • Initial research support through a rigorous content validation process, and ongoing research being conducted

Measure	How the measure supports effective decision-making
	by MIBLSI and other research partners. • Free to use, enter data, and generate reports in the MIBLSI Database.

Capacity Assessments

Allow Districts and ISDs to examine and improve their internal systems needed to support schools to implement MTSS with fidelity.

Table 3. Capacity assessments.

Measure	How the measure supports effective decision-making
District Capacity Assessment using the MIBLSI Database Cost: free	• District-Level assessment of capacity that is aligned with active implementation frameworks. • Initial research support through a rigorous content validation process, and ongoing research being conducted by National Implementation Research Network (NIRN), MIBLSI and other research partners. • Free to use, enter data, and generate reports on SISEP.org and the MIBLSI Database.
Regional Capacity Assessment using the MIBLSI Database Cost: free	• ISD-level assessment of capacity that is aligned with active implementation frameworks. • Initial research support through a rigorous content validation process, and ongoing research being conducted by NIRN, MIBLSI and other research partners. • Free to use, enter data, and generate reports in the MIBLSI Database.

Reach Assessment

Allows ISDs and districts to examine access to MTSS supports. Used for planning supports designed to keep schools moving forward by meeting them where they are at in the implementation process.

Table 4. Reach assessment.

Measure	How the measure supports effective decision-making
MIBLSI Stages of Implementation Indicators using the MIBLSI Database	• The way MIBLSI assesses stages, uses indicators already present within the MIBLSI database, rather than requiring additional active assessment.

Project Reporting Tool

Meets the need to bring together multiple sources of data in a way that can be used efficiently by schools, districts, and ISDs for their unique needs in supporting MTSS

Table 5. Project reporting tool.

System	How the system supports effective decision-making
MIBLSI Database (MIDATA) Cost: free	• Only system of its kind in Michigan that integrates reporting for student reading outcomes, student behavior outcomes, school-level implementation fidelity, district and ISD capacity, and reach (stages of implementation). • Simple data entry. • Once entered, data immediately loads into school-level reports, district dashboard, and ISD dashboard, all of which are designed to be used as part of a continuous improvement process for MTSS. • Free to districts in Michigan. • MIDATA was designed based on the principles of effective data visualization to make the graphics consistent, easy to interpret, and clutter-free. • All aspects of MIDATA have undergone multiple cycles of usability testing. • Data collected here are also used to support MIBLSI's grant reporting to the Michigan Department of Education and the federal Office of Special Education Programs, without requiring districts to submit additional data elsewhere.