Michigan's Integrated Behavior & Learning Support Initiative

District Support Model Report

November 2015

This report provides information about MiBLSi's District Support Model as of Fall 2015. It includes information about participating intermediate school districts, local school districts, and schools. Initial data on the impact of the District Support Model are shared, along with the next steps MiBLSi is taking to increase local capacity for the implementation of MTSS, school-level fidelity, and improved student outcomes. The report is intended as documentation of project supports and impact for use by MiBLSi partners and funding agencies.

Achievements in Problem Solving

Data-based problem solving is taking place with ISD, district, and school MTSS teams. The MiBLSi Database is a tool to support this work.

Dashboards and specialized reports in MiData support decision-making within an MTSS framework.
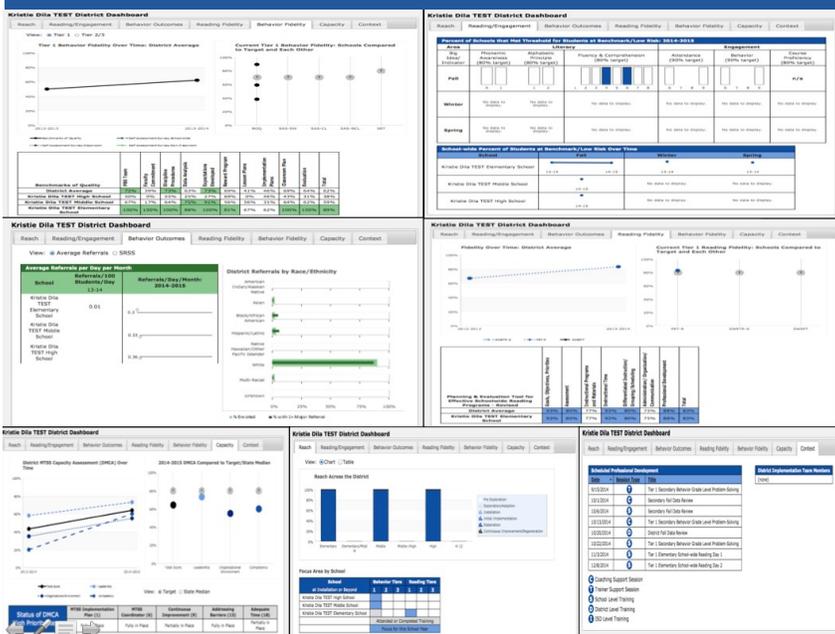
Data-based decision making is a hallmark of MTSS implementation. In the second year of partnership with MiBLSi, districts and schools shift from getting MTSS up and running to systematically and regularly examining data to make improvements to their MTSS implementation and supports. During Fall 2015, the largest number of partners engaged in a data review process since the start of our District Support Model, approximately:

- 12 ISDs
- 19 LEAs
- 68 Schools

To make the "gather and study" steps of Michigan's Continuous School Improvement Process easier for MTSS, MiBLSi created a web-hosted database, MiData. Teams are entering capacity, fidelity, and aggregate student outcome scores into MiData in order to access specialized reports and dashboards designed to support decision-making within an MTSS framework.

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Reach

We are partnering with 18 Intermediate School Districts, 43 Local Education Agencies, and 129 schools to implement an integrated reading and behavior MTSS model.

4 Cohorts of Intermediate School Districts (ISDs)

- 3 ISDs — started 2011
- 9 ISDs — started 2012
- 4 ISDs — started 2013
- 2 ISDS — started 2014

5 Cohorts of Districts

- 3 Districts — started 2011
- 2 Districts — started 2012
- 14 Districts — started 2013
- 9 Districts — started 2014
- 15 Districts — started 2015

ISDs
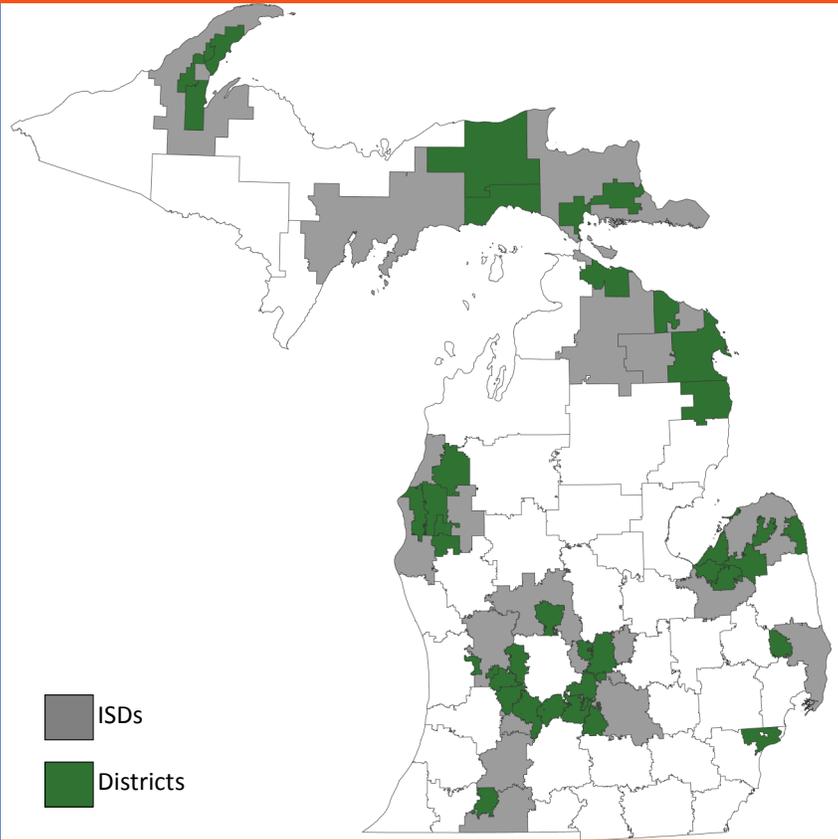
Districts

MiBLSi supports implementation efforts at many levels of the educational system (i.e., school, district, ISD); however, the goal is to build the capacity of educators to continue and sustain MTSS implementation independently.

To achieve this goal, MiBLSi initially works with ISD and District Implementation Teams to set up the organizational structures necessary to support MTSS. The intention is for ISDs to continue to partner with additional districts and schools to the point of supporting a critical mass of local districts and schools implementing MTSS with a high degree of fidelity.

MiBLSi recently developed *Stages of Implementation Indicators* for partnering ISDs, districts, and schools that can be pulled directly from records in the MiBLSi Database. These indicators will be used to examine partners' movement through the stages of implementation related to integrated behavior and reading MTSS. MiBLSi's goal is to support partners to move into initial implementation within the first year of partnership, and to keep progressing from there.

Partners are support to move through Stages of Implementation.

Should we do it? ▶ Work to do it right! ▶ Work to do it better!

Supports

In order to effectively and efficiently support project partners, the MiBLSi organization is structured into 4 units: Technical Assistance, Professional Learning, Evaluation & Research, and Fiscal, as well as Support Staff whose work cuts across the four units.
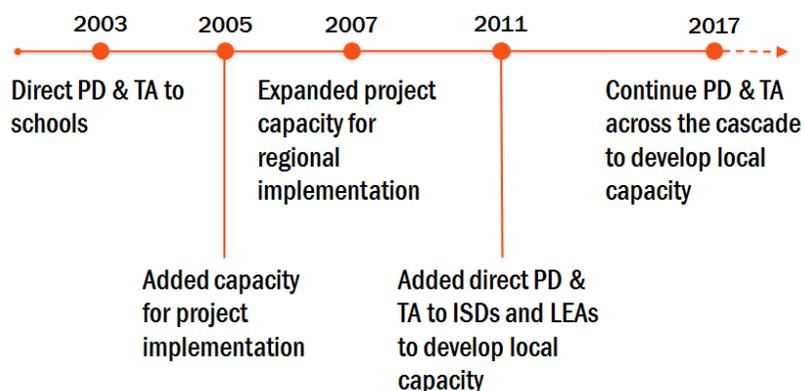
Technical Assistance Unit

MiBLSi's Technical Assistance Unit (TAU) is comprised of 10 Technical Assistance Partners (TAPs) that are regionally located across the state. This unit supports a variety of stakeholders across the ISD and district levels who are working to develop the organizational structures to support local implementation of a K-12 integrated behavior and reading MTSS model with fidelity.

One unique contribution of the TAU is the support provided to a statewide network of MTSS Coordinators that span across 18 ISDs. Michigan is the only state to have an MTSS-C Network that develops the capacity of individuals to focus collective learning in three areas: (1) understanding of the MTSS framework and its practices; (2) implementation supports to help districts and their schools sustain their MTSS efforts; and (3) coordination of resources and priorities that will result in high quality implementation for an integrated behavior and reading MTSS model.

Professional Learning Unit

The Professional Learning Unit (PLU) is comprised of 10 staff that includes Content Specialists, Equity Coaches, an Urban Liaison and School Climate Transformation Specialists. The primary focus of the unit is to support professional learning related to MTSS for coaches and leadership teams across different levels of the educational system (e.g., ISD, districts, and schools). This work includes developing training and coaching content, as well as additional resources to develop local training capacity.

The emphasis of our work has changed over time.

2003	2005	2007	2011	2017
Direct PD & TA to schools		Expanded project capacity for regional implementation		Continue PD & TA across the cascade to develop local capacity
	Added capacity for project implementation		Added direct PD & TA to ISDs and LEAs to develop local capacity	

About MiBLSi

MiBLSi has been providing professional development and technical assistance for the implementation of a Multi-Tier System of Supports (MTSS) since 2000.

Mission

Scale-up a statewide structure to create local capacity to implement an integrated behavior and reading MTSS with fidelity, that endures over time and utilizes data-based decision making at all levels of implementation so that students become better readers with the social skills necessary for success.

Project Goals

1. Participating intermediate school district and local school district implementation teams will develop their capacity to support implementation of MTSS.

2. Schools that have access to high quality district implementation supports will implement an integrated Multi-Tier System of Supports with fidelity or demonstrate improved implementation fidelity over time.

3. Schools that implement an integrated Multi-Tier System of Supports with fidelity or demonstrate improved implementation fidelity over time will demonstrate annual reductions in the incidences of student problem behavior (discipline referrals) and increases in academic achievement (school-wide DIBELS/ AIMSweb scores).

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These trainings focus on the installation of systems, data, and practices necessary to support initial and sustained implementation of an integrated reading and behavior MTSS framework.

Training also includes deliberate review of a variety of data to inform problem solving and action planning at each level. In addition, professional learning also includes coaching support sessions to further enhance the learning and implementation efforts of School Leadership Teams. The coaching and training functions are fulfilled by individuals in a variety of roles within schools or across the district including school psychologists, school social workers, MTSS Coordinators, reading specialists, and teachers.

Evaluation and Research Unit

The Evaluation and Research Unit consists of 4 staff. The unit's work focuses on program evaluation and grant reporting for continuous improvement and accountability to our funding agencies. The unit conducts research projects related to MTSS and supports data coordinators in the effective use of MTSS measures.

ERU offers trainings and webinars for 7 data coordination roles: 1) SWIS Facilitators, 2) PBIS Assessment Coordinators, 3) Student Risk Screening Scale Coordinators, 4) Reading Data Coordinators, 5) DIBELS Mentors, 6) aimsweb LAMs, and 7) Early Warning System Coordinators. These roles and functions are essential for supporting the implementation of MTSS, which is grounded in the effective use of accurate data for decision making. A host of evaluation and measurement-related resources are available on the MiBLSi website. ERU also takes the lead on reviewing feature requests and designing enhancements to the MiBLSi Database.

The Evaluation and Research Unit conducts research studies, such as the analysis of predictive validity of DIBELS Next and aimsweb reading scores to MEAP performance, and the validation research to support newly developed measures.

Fiscal Unit

Macomb Intermediate School District is the fiscal agent for the MiBLSi grant. MiBLSi's fiscal coordination adheres to the internal processes and cost principles outlined in the federal government's Uniform Guidance (2014). MiBLSi offers professional learning opportunities throughout the State of Michigan, in addition to the integrated model trainings. While closely following the cost principles, MiBLSi's added-value assistance consists of providing high quality, vetted training materials, and exposure to national speakers and trainers, while minimizing the cost to our recipients and the grant. For example, MiBLSi is able to offer the 2 1/2 day SWIS Facilitator training at a cost of $50 for participants, compared to $450 in other areas of the country. This is a cost savings of 88%, not including additional expenses for out-of-state travel.

> **The training scope and sequence is designed to span 4 years, starting with the ISD.**

	Year 1 Fall	Winter	Spring		Year 2 F	W	S		Year 3 F	W	S		Year 4 F	W	S
ISDs	ISD Installation				District Installation Supports				Data Review	Data Review	Data Review		Data Review	Data Review	
Districts			District Exploration		District Installation				Data Review	Data Review	Data Review		Data Review	Data Review	
Schools							Tier 1 Behavior		Tier 1 Reading & Tier 1 Problem-Solving Teams	Data Review & Tier 2 Behavior	Data Review		Data Review & Tier 2/3 Reading	Data Review & Tier 3 Behavior	Data Review

Capacity

District and Regional Capacity Assessments are clarifying the work for Implementation Teams.

The capacity of an ISD or district to support local implementation of an integrated MTSS is being measured through two tools that have been developed in collaboration with the State Implementation and Scaling-Up of Evidence-Based Practices (SISEP) .

The Regional Capacity Assessment (RCA) is a 27-item self-assessment that is completed by an ISD Implementation Team.
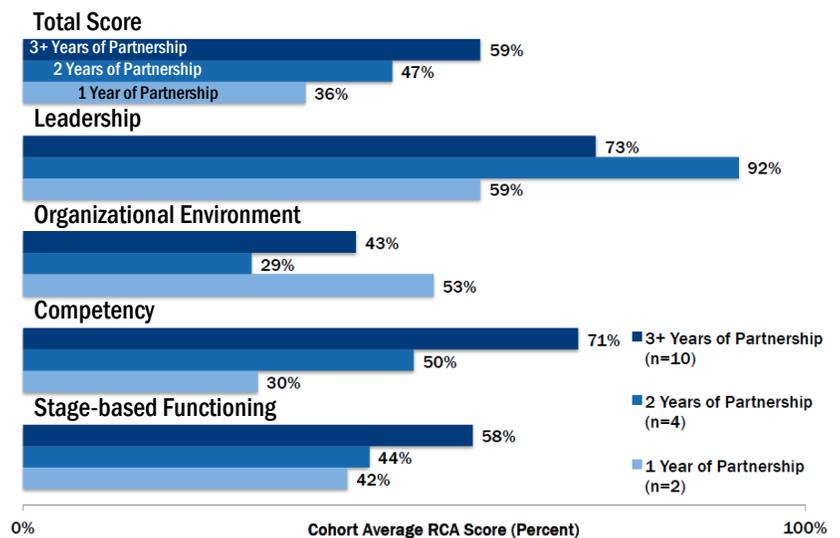
The District Capacity Assessment (DCA) is a parallel tool for use by a District Implementation Team.

Both measures use Active Implementation as frameworks (i.e., Implementation Science) for assessing capacity and replace previous measures developed in Michigan (the Intermediate Unit Capacity Assessment and District MTSS Capacity Assessment).
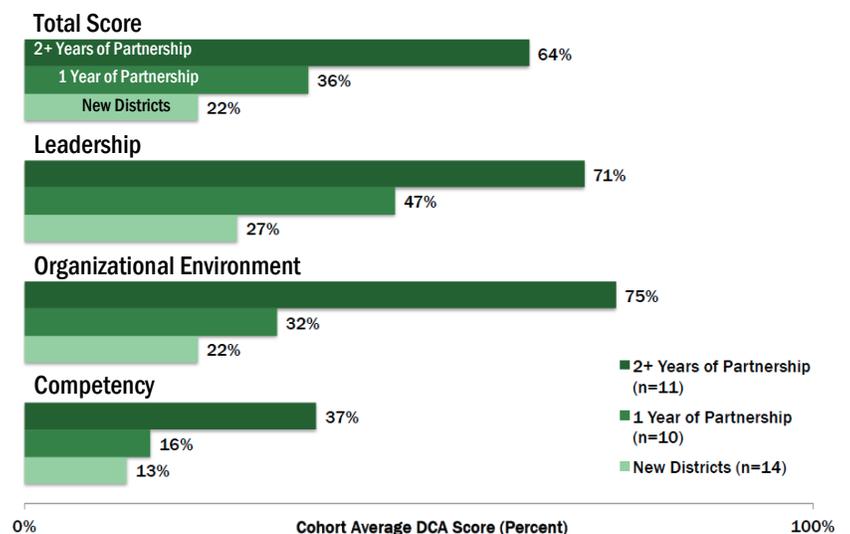
Validation of the RCA and DCA began with a rigorous process to establish the content validity and response process validity of the assessments. Next, research on the measures' reliability, internal structure, and predictive validity will be conducted.

MiBLSi will continue to monitor ISD and district progress as they work to develop the internal capacity to support MTSS implementation. Scores are used to examine the impact of project supports and to design future improvements. Our goal is for all ISDs and Districts to reach or exceed a total score criterion of 80%. On the journey to this criterion score, we hope to see annual improvements of at least 10% for each partnering ISD and district.

2015 Regional Capacity Assessment (RCA) results show Leadership as a strength across cohorts.

Total Score
- 3+ Years of Partnership: 59%
- 2 Years of Partnership: 47%
- 1 Year of Partnership: 36%

Leadership
- 73%
- 92%
- 59%

Organizational Environment
- 43%
- 29%
- 53%

Competency
- 71%
- 50%
- 30%

Stage-based Functioning
- 58%
- 44%
- 42%

Legend:
- 3+ Years of Partnership (n=10)
- 2 Years of Partnership (n=4)
- 1 Year of Partnership (n=2)

Cohort Average RCA Score (Percent) — 0% to 100%

2015 District Capacity Assessment (DCA) results show districts who have been partnering longer have greater capacity.

Total Score
- 2+ Years of Partnership: 64%
- 1 Year of Partnership: 36%
- New Districts: 22%

Leadership
- 71%
- 47%
- 27%

Organizational Environment
- 75%
- 32%
- 22%

Competency
- 37%
- 16%
- 13%

Legend:
- 2+ Years of Partnership (n=11)
- 1 Year of Partnership (n=10)
- New Districts (n=14)
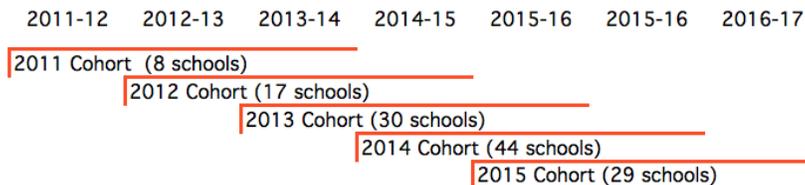
Cohort Average DCA Score (Percent) — 0% to 100%

School Outcomes

All of this work is driven by the goal to help students become better readers with the social skills necessary for success.

> The 129 participating schools are split across 5 cohorts.

Participating Schools by Cohort

2011-12   2012-13   2013-14   2014-15   2015-16   2015-16   2016-17

2011 Cohort (8 schools)
2012 Cohort (17 schools)
2013 Cohort (30 schools)
2014 Cohort (44 schools)
2015 Cohort (29 schools)

All participating schools have begun Tier 1 training focused on either reading or behavior. Schools are assigned a cohort that matches the school year during which training supports were first provided under a partnership between their district, ISD, and MiBLSi.

Training records show that 19 of the 129 schools (15%) have also participated in Tier 2/3 training supports for behavior and/or reading. This is far less than anticipated, given that partnering schools were able to move through the training series in three years, prior to 2011. If schools were able to complete the Tier 1-3 reading and behavior training series in 3 years, we would have at least 55 schools implementing Tier 2/3 supports (2011-2013 Cohorts).

Schools first enter data into the MiBLSi database when they begin the school-level data review training series (typically one year after they start their initial training). Not only are fewer schools getting to implementation than expected, but fewer schools than expected are also participating in school-level data review three times per year. This has implications for grant reporting and continuous improvement.

As a result, there is limited school-level data to report at this time. As MiBLSi works to improve implementation efforts, we hope to expand future annual reports to elaborate on additional school-level data. Page 9 of this report addresses initial plans to accelerate school-level implementation of MTSS.
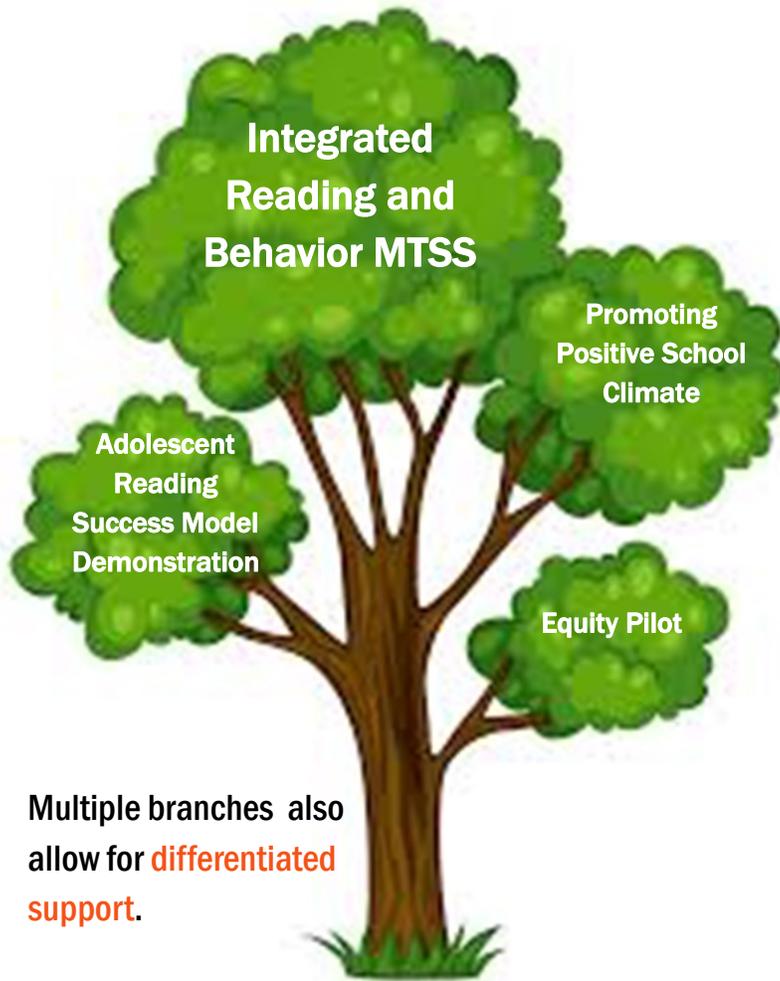
About the Measures

Participating schools are asked to collect reading and behavior fidelity and student outcome data during their participation with MiBLSi. All of the below data are entered as school- or grade-level aggregate scores into the MiBLSi database during coaching support sessions prior to school-level data review trainings.

Student Outcomes: Schools collect reading curriculum-based measures (CBM), early warning indicator data (EWI) and discipline referral data to examine student outcomes in reading and behavior. Reading CBM data are either Dynamic Indicators of Basic Early Literacy Skills (Good & Kaminski, 2002) or aimsweb (Shinn & Germann, 2006). Early warning indicator data include attendance, behavior, and course proficiency risk markers for dropout. Discipline referral data are entered and analyzed using the School-wide Information System (SWIS; May et al., 2002). Additionally, the state high stakes test results are used in summative evaluation.

Implementation Fidelity: Schools completed the Benchmarks of Quality (Kincaid, Childs & George, 2005), an annual self-assessment of the implementation of School-wide Positive Behavioral Interventions and Supports. A total score of 70% on the BOQ is considered a minimum threshold for implementation fidelity. Starting in 2015-16, schools will transition to the SWPBIS Tiered Fidelity Inventory as the primary assessment for behavior fidelity. To examine the fidelity of a School-wide Reading Model, leadership teams annually self-assessed using either the School-wide Evaluation Tool for Reading: Self Assessment (SWETR-S) or the Reading Tiered Fidelity Inventory (R-TFI). A total score of 80% is considered a minimum threshold for implementation fidelity.

New Areas of Work

MiBLSi is branching out into new work to make contributions in great areas of need.

Integrated Reading and Behavior MTSS

Promoting Positive School Climate

Adolescent Reading Success Model Demonstration

Equity Pilot

Multiple branches also allow for differentiated support.

Promoting Positive School Climate

In 2014, the Michigan Department of Education (MDE) was awarded a School Climate Transformation Grant from the U.S. Department of Education. This grant is being supported through a collaboration between MDE and MiBLSi staff. Four ISDs, six districts, and over 80 schools are being supported through PPSC to scale up the implementation of a multi-tiered behavioral framework. PPSC partners are working to implement PBIS, with an additional focus on integrating and aligning mental health supports and juvenile justice

Equity Pilot

While PBIS has been shown to reduce overall rates of discipline referrals for students of all races and ethnicities, traditional implementation of PBIS is not sufficient for reducing disproportionate disciplinary practices and outcomes for minority students. MiBLSi is partnering with the National PBIS Technical Assistance Center to design and test data-based decision-making and specific practices infused within a PBIS framework to address disproportionality in discipline and race. Two Michigan districts are currently participating in this pilot work. Learning from this pilot will shape guidance at a state and national level around how to address this very pressing need in schools

Promoting Adolescent Reading Success Model Demonstration Grant

MiBLSi is one of three awardees of a model demonstration grant focused on improving the reading performance of secondary school students with individualized education plans (IEPs). This grant is funded by the U.S. Department of Education, Office of Special Education Programs. Initial planning occurred this fall. Starting in January of 2016, 4 middle schools will receive professional development and on-site coaching support to improve reading supports for students with IEPs as they participate in general education and special education settings.

The integrated reading and behavior MTSS model remains MiBLSi's primary focus.

Applying Learning

MiBLSi focuses on getting to student outcomes faster, while building local capacity to make successes last.

MiBLSi embarked down the path of building the capacity of Intermediate School Districts with great hope that scaling-up would be faster and implementation would be more lasting. This work has resulted in many accomplishments and we have also learned a great deal over the past 4 years. Each successive year since 2011 has resulted in minor shifts to professional learning, assessment practices, and internal MiBLSi systems to act on our learning with the intent of continuous improvement.

As we look to the future, plans are currently underway to modify our support model in ways that will allow us to sustain the outstanding work of our current partners, while improving efficiencies in order to achieve desired student outcomes faster.

1. MiBLSi will offer school-level trainings at regional training hubs, with MiBLSi project staff as the lead trainers. This shift is designed to help off-set circumstances where capacity is limited and districts are unable to invest in local staff to learn and delivery high quality professional learning in an integrated MTSS model.

2. The trainings offered in a regional training hub will follow a standardized scope and sequence, with clear timelines for implementation and forward movement.

3. When the next MiBLSi partnership application is released, it will allow for individual districts to apply to work with MiBLSi directly to implement an integrated MTSS model. In previous years, the applications were for interested ISDs, not districts.

helping students become better readers with social skills necessary for success

Partnerships

Michigan Alliance for Families

Michigan Association for Intermediate School Administrators

Higher Education Learning Partnership & CEEDAR

> Grand Valley State University
>
> Central Michigan University
>
> Western Michigan University
>
> University of Michigan
>
> Michigan State University

Funders