

**Michigan Part B Phase III, Year 4  
State Systemic Improvement Plan**



April 2020

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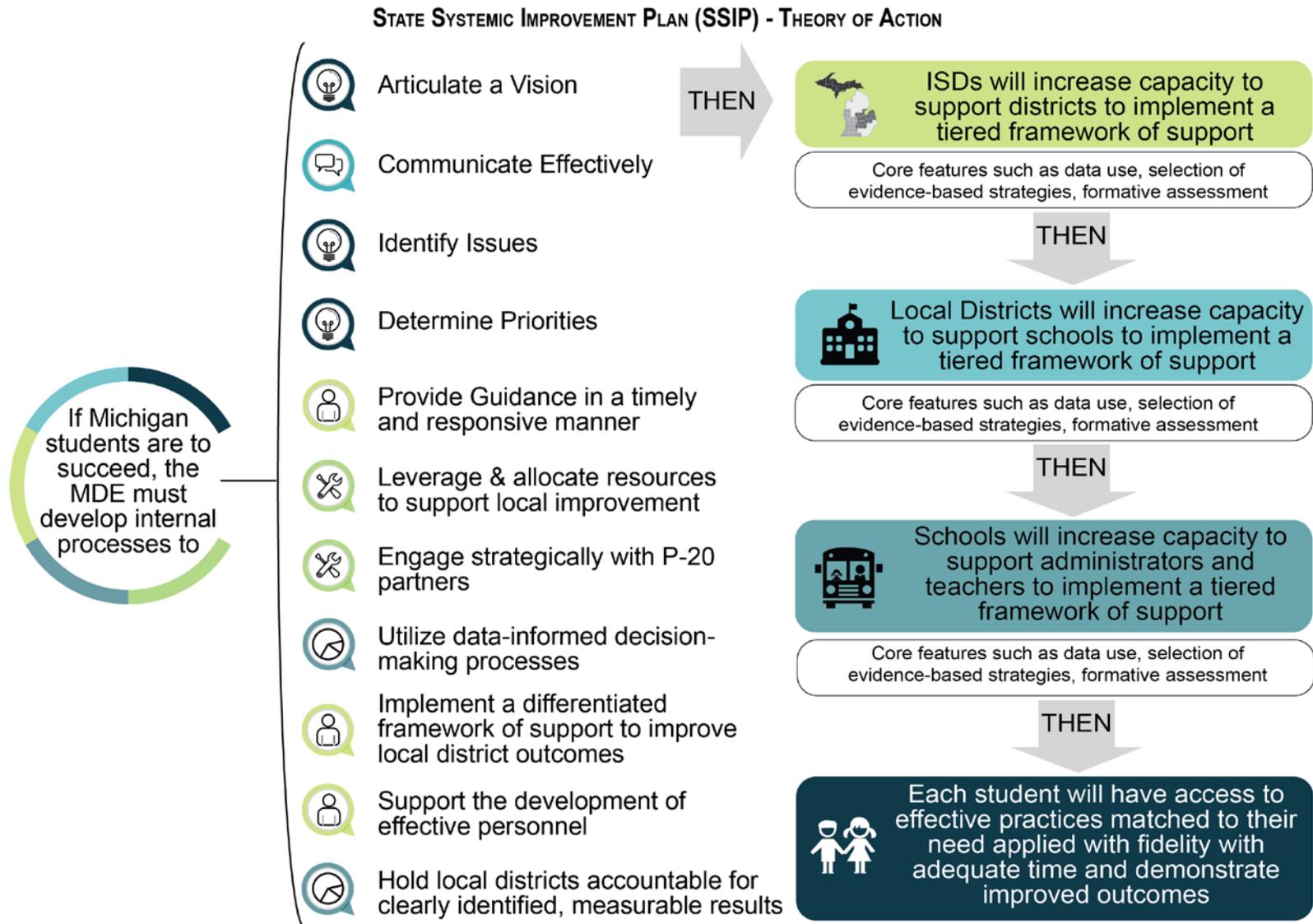
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## Section 1: Theory of Action



Way of Work Consideration Areas: = Defined Effort | = Communication | = PL & TA | = Data & Evaluation | = Resources

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## Section 2: Status of State-identified Measurable Result (SiMR)

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### INTRODUCTION

The State-identified Measurable Result (SiMR) is an indicator of systemic progress. Michigan's Theory of Action predicted systemic improvement would yield improved, sustainable student outcomes. With availability of student level data collected in 2019 from districts in the transformation zone, the Michigan Department of Education (MDE) aligned baseline and targets to the curriculum-based measurement being used by the districts – [NWEA](#). MDE has obtained student-level data for students with Individualized Education Programs (IEP) for K-3 literacy for one complete testing cycle, thus testing the Theory of Action. For this report, the only change has been including additional data from a participating district in the transformation zone.

### DATA AND EXPLANATION

**State Performance Plan (SPP) Indicator B17:** The indicator is the percentage of K-3 students with an IEP in participating schools who achieve benchmark status in reading as defined by a curriculum-based measurement. Data below are inclusive of all participating districts in the transformation zone.

**Baseline (FFY 2017): 45.5%**

**Target (FFY 2018): 46%**

**Actual Results (FFY 2018): 46.5%**

**Target (FFY 2019): 46%**

While the data submitted by the transformation zone districts utilizing NWEA saw an increase of 1 percent on the NWEA for students with disabilities from Federal Fiscal Year (FFY) 2018-2019, data quality issues specific to the assessment did become apparent as professional learning on the MTSS component of Comprehensive Screening and Assessment System occurred. District Implementation Teams (DITs) lifted concerns with assessment fidelity specifically in the areas of assessment administration, assessment analysis, and data entry. As a result of fidelity concerns, progress monitoring did not occur. Based on discussions during professional learning on student assessment systems, one participating district selected NWEA as an additional tool for their assessment system.

Districts within the transformation zone are focusing their efforts on increasing the fidelity of administration and the use of data, resulting in increased stakeholder's confidence in the assessment. Establishing a system that minimizes error requires appropriate and ongoing training of staff members. Districts are working to ensure assessment systems are designed and implemented properly at all levels, and procedures are examined on an ongoing basis to prevent drift and ensure implementation fidelity over time to meet the needs of students with disabilities.

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## Section 3: Executive Summary

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### MAJOR ACCOMPLISHMENTS/CRITICAL ACTIVITIES

Over the last several years, MDE has been engaged in work to address the department's systemic infrastructure to support the use of a Multi-tiered System of Supports (MTSS) framework. Previous Michigan State Systemic Improvement Plan (SSIP) reports identified the need for MDE to redefine its role as an education agency and to create a more aligned and coordinated education system to support students with disabilities and yield improved outcomes for every learner in Michigan. The MDE SSIP Theory of Action describes how improvement of the overall education systemic infrastructure is needed to build capacity at all levels of the system, by aligning efforts and providing clear, consistent policy, guidance, and support through coordinated and tiered improvement strategies.

MDE has made great strides over the past year in beginning to address the SSIP root causes identified in 2014, by intentionally coordinating the department's support to the field in relation to: MTSS, instructional support (i.e., literacy, behavior, mental health), assessments, and continuous improvement. The transformation zone has played a significant role in creating a neutral space to initiate key conversations across the department and to align system components to support the work. In addition, the work in the transformation zone has provided MDE with the opportunity to develop capacity to understand the implementation infrastructure needed to support the selection, training, and coaching of individuals who will be implementing MTSS to ensure fidelity, as well as the understanding of what is required to support and sustain change over time, and across staff, so MTSS can be implemented effectively beyond the cohort in the transformation zone on the way to statewide scale-up.

As a result of the SSIP, and the efforts of staff supported by the technical assistance provided by the State Implementation and Scaling-up of Evidence-based Practices (SISEP) Center, MDE's system of support for MTSS is a prime example of how changes in MDE's infrastructure are improving the department's coordination and alignment of support to the field, as well as addressing the causes of low student performance, which will in turn ensure each student, birth to age 26, will have access to effective practices matched to their need.

### CHANGES TO THE SSIP

In September 2019, the United States Department of Education Office of Special Education Programs (OSEP) and the Office of Elementary and Secondary Education (OESE) conducted a site visit at MDE. In considering the Systems Change Framework for Building Capacity to Improve Results for Students (Figure 1), OSEP expressed the following concerns regarding MDE's previous SSIP submissions and the interpreted lack of progress in Michigan:

- No discernible systems change or progress toward stated objectives and outcomes
- Work reported within SSIP submissions is solely related to infrastructure
- The only evidence-based "practice" identified is MTSS
- No report out on evaluation questions, later modified to the degree to which the evaluation questions are addressed

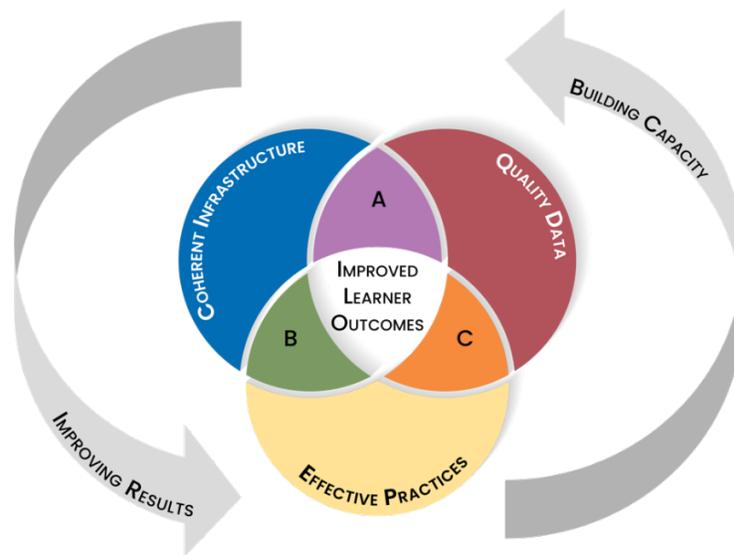


Figure 1: Systems Change Framework for Building Capacity to Improve Results for Students

Using the learnings gained from the work within the transformation zone and feedback provided by the OSEP, MDE is revisiting its Theory of Action and its infrastructure improvement strategies, as well as identification of evidence-based practices (EBPs) implemented within an MTSS.

In response to OSEP’s recommendations, MDE’s 2020 SSIP report is intended to:

- illustrate how activities related to infrastructure improvement strategies are changing adult behavior and serve as indications of progress toward systems change that will lead to improved outcomes for students with disabilities
- report on Michigan’s efforts to support the knowledge and use of MTSS in the transformation zone, and on the lessons learned that are informing further development of the systemic infrastructure and next steps
- provide insight to the reflection and continuous improvement efforts that lead to the development of the new SSIP Theory of Action and plans for next year to improve the SiMR

While the format of this report may cause Michigan’s SSIP strategies to appear top-down or linear in nature, it is important to note that the activities are occurring simultaneously and include feedback loops with stakeholders across the system for cycles of continuous improvement and alignment.

## CONTEXTUAL INFORMATION IMPACTING IMPLEMENTATION OF SSIP ACTIVITIES

With the passing of former state superintendent of public instruction Brian Whiston in May 2018, chief deputy superintendent Sheila Alles stepped in as the interim state superintendent. From that time moving forward, the chief deputy superintendent position had been left vacant, while awaiting the hiring of a permanent state superintendent. The chief deputy superintendent serves as the sponsor of the SSIP, Top 10 Strategic Education Plan, Way of Work (WoW), and the MTSS Leadership Team, as well as having direct oversight of other offices within the department. During this same period, other key positions on the SSIP Team experienced vacancies and turnover as well; these included the chief of staff to the state superintendent, and the director of the office of strategic planning implementation. While MDE executive leadership prioritized and distributed work of the chief deputy superintendent and the other

members of the SSIP team, other work had to be paused, as the level of capacity that existed previously to support these initiatives could not be maintained.

## CONTEXTUAL INFORMATION IMPACTING EVALUATION OF SSIP ACTIVITIES

Past SSIP reports included infrastructure evaluation protocols that were used to assess internal infrastructure progress. These included a state capacity assessment (SCA), state education agency (SEA) interviews, and employee engagement surveys. The SCA is a tool used at the state level to measure roles, structures, and functions that are consistent with effective, efficient, and durable implementation targeted practices. The SCA measures the extent to which the SEA invests in system components and aligns them to encourage and support the use of implementation best practices and the full use of innovations. After receiving feedback from OSEP, it was clear that the state would need to re-evaluate the current SSIP Theory of Action. Due to this feedback, the SSIP leadership decided against taking another SCA or holding SEA interviews, since changes will be made in the next phase of the SSIP.

The employee engagement survey, which was reported for multiple years in the SSIP to provide insights related to MDE leadership and communications, was not conducted in 2019 due to the election of a new governor. However, the employee engagement survey was reinstated and was conducted in March 2020.

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## Section 4: Status of Infrastructure Improvement Strategies

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### INTRODUCTION

The MDE SSIP Theory of Action states that to improve the overall education systemic infrastructure, it is important to build capacity at all levels of the system. This approach will then yield improved outcomes for every learner in Michigan. Additionally, the goal is for MDE to provide districts with clear, consistent expectations and aligned efforts, through coordinated and tiered improvement activities and resources (MTSS). A transformation zone—inclusive of MDE, intermediate school districts, and districts—was used as a learning lab to test elements of the MDE SSIP Theory of Action. The transformation zone was created to co-construct an aligned, coordinated, and coherent educational system from the classroom to the capital. As a result of the work in the transformation zone, capacity is being developed internally and externally, by establishing, sustaining, and improving infrastructures to assure full use of effective practices, resulting in increased outcomes for students with disabilities.

As indicated in the SSIP Theory of Action, the system must:

- articulate a vision
- communicate it effectively
- identify issues
- determine priorities
- provide guidance in a timely and responsive manner
- leverage and allocate resources to support local improvement
- engage strategically with P-20 partners
- utilize data-informed decision-making processes
- implement a differentiated framework of support to improve district outcomes
- support the development of effective personnel
- hold districts accountable for clearly identified, measurable results

Improving systems may take years, and when there are delays, changes in leadership and/or other key positions, or changes in the systems approach, there may be delays in changes needed for infrastructure. MDE has struggled with systems improvement for a variety of reasons; however, there were important improvements during this past year.

### BUILDING CAPACITY THROUGH LEADERSHIP

#### **MDE Senior Staff and Leadership**

Throughout this past year, the executive leadership team (consisting of deputy superintendents, chiefs of staff, and special assistants) focused on filling key leadership positions, while also engaging in professional learning to improve their leadership competencies, as defined in the book Leadership by Lyle Kirtman and Michael Fullan. Kirtman and Fullan identify four policy drivers—capacity building, teamwork, pedagogy, and systemic policies—that when combined make a difference in system performance regarding adult and student learning and achievement.

MDE is working toward what Kirtman and Fullan propose as a new paradigm for accountability—moving the primary focus from compliance and accountability in education to broad-based leadership and sound management practices. Kirtman and Fullan’s focus on identifying problems and patterns in the organization and determining high impact strategies to change behavior and create innovate methods to get results supports the intent of the SSIP. MDE is refining its infrastructure improvement strategies in its

SSIP Theory of Action to support the development at the state, ISD, and district levels of capacity leaders who are skilled in systems thinking, to support the instructional leaders in our schools, which in turn will unleash the power of teacher leaders in our classrooms—ultimately improving the outcomes for all learners in Michigan.

Kirtman and Fullan identify seven leadership competencies that are essential for educational leadership success, many of which are represented further within this report. Over the past year, members of the executive leadership team engaged in individual self-assessments to determine strengths and opportunities for reflection and growth. From these self-assessments, team members identified individual and team competency goals, created a growth plan, and engaged in one-on-one leadership coaching sessions with an outside facilitator.

As of February 2020, critical leadership positions within the department have been filled, providing increased capacity and consistency for the work of the SSIP. Also, 16 additional department leaders (including office directors and assistant directors) began professional learning on leadership. Participants in this expanded professional learning opportunity come from offices responsible for communications, finance, school safety, health and nutrition, educational technology, education workforce, pre-school and out of time learning, and strategic planning and implementation; they include staff who are responsible for implementation of the SSIP. This common professional learning regarding leadership shapes how leadership collectively articulates vision, identifies issues, and sets priorities.

### **Top 10 in 10 Strategic Education Plan**

On August 1, 2019, MDE's new state superintendent of public instruction, Dr. Michael F. Rice, took the helm. During the September 2019 State Board of Education (SBE) meeting, Dr. Rice expressed his commitment to continuous improvement and recommended a review and update of Michigan's Top 10 in 10 Strategic Education Plan as well as identifying metrics for the goals. The Top 10 in 10 is the state's plan to drive improvement in the education system for Michigan's children. The current plan has been in place since February 2016 and contains two goals aimed at the intent of the SSIP. These are Goal 7—to develop an innovative and cohesive state education agency that supports an aligned, coherent education system at all levels—and Goal 2: to implement, with strong district and building leadership, high-quality instruction in every classroom through a highly coherent, child-centered instructional model where students meet their self-determined academic and personal goals to their highest potential. As is good practice with any learning organization, a periodic review of a strategic plan is necessary to ensure its relevance, focus, and impact.

Beginning in October 2019, the MDE Top 10 review team convened and established a four-part review process. First, 39 structured interviews were conducted with a wide range of stakeholders and leaders (both internal and external), inquiring what stakeholders perceived as critical education issues and potential strategic goals. Next, based on the interviews with SBE members, education stakeholders, tribal partners, and MDE staff, a statewide survey was distributed outlining potential goals for the updated plan and requesting feedback. Nearly 12,000 survey responses were received. The ongoing part three of the process involves discussions with SBE members during their monthly meetings to discuss potential goal areas for the strategic plan in an open forum. Lastly, a focus group of stakeholders will be assembled in spring 2020 to review the potential changes to the plan and verify their alignment with expected outcomes.

The expected outcomes of the updated plan will yield a clearer and more concise plan that is streamlined and focused. These changes will lead to an improved understanding of the plan, common ownership,

and increased participation in its implementation. The revised plan will include metrics that align with the goals to be used to monitor Michigan’s progress toward becoming a top education state. The draft plan will be presented to the SBE in late spring 2020 and will guide future work within the department and with education partners across Michigan. Once the plan is updated, connections will be identified to Michigan’s other vital education plans, such as the SSIP, MDE’s ESSA plan, the Path Forward, and Michigan’s Action Plan for Literacy Excellence (MAPLE) plan, to ensure alignment of efforts to improve literacy outcomes for students with disabilities.

### **Cross-Office Collaboration**

Development of an innovative and cohesive state education agency that supports an aligned, coherent education system at all levels requires significant coordination and collaboration across MDE offices. Two offices co-lead the work of the SSIP – the Office of Strategic Planning and Implementation (OSPI) and the Office of Special Education (OSE).

Last year’s SSIP report stated there was a gap in OSPI leadership due to the short-term employment of a director. A new director was appointed in late March 2019. Over the last year, the office has established OSPI mission, vision, and values that align with Michigan’s Top 10 in 10 Strategic Education Plan. Through this exercise, OSPI prioritized the team’s work, including establishing structures to ensure coordination, alignment, and coherence across the department, especially related to the strategic education plan, the WoW system, the current transformation zone and department-wide coordination of MDE’s MTSS, the effective innovation selected for the SSIP. Additionally, OSPI is responsible for leading the department in a new initiative developing the System of Coordinated Supports.

OSE is responsible for developing the department’s system of general supervision for special education and provides funding for MDE’s MiMTSS Technical Assistance (TA) Center (formerly known as Michigan’s Integrated Behavior and Learning Support Initiative or MIBLSI). In the following subsections, this year’s activities related to four infrastructure improvement strategies (WoW, coordinated supports, general supervision, and MTSS) are described, as they are intended to provide a cohesive, aligned, and coherent approach to the MDE SSIP Theory of Action, which has a direct impact on the field and therefore on the SiMR.

MDE is grateful for the continued support of our federal technical assistance partners, whose support is represented throughout this report. MDE is especially grateful to SISEP, whose intensive technical assistance has increased MDE’s knowledge and application of implementation science to further infrastructure development and to guide work within the transformation zone. The impact of SISEP’s commitment to support MDE goes well beyond the state department; this support has improved the system of MTSS support available to the field and fidelity of implementation within ISDs and districts to improve outcomes for all students, including students with disabilities.

### **BUILDING THE WAY OF WORK (WOW) SYSTEM**

A critical component within the SSIP Theory of Action is MDE’s WoW system, which is rooted in implementation science. Within the theory, WoW aims to improve the whole system, not just individual parts, by ensuring that consistent and cohesive work processes exist across the department. When MDE offices use different processes or protocols within the department and with the field, confusion and inconsistencies occur. Ideally, by implementing clearly developed and communicated WoW processes and tools internally to MDE staff, increased efficiencies will improve the state’s capacity to focus on

supporting the field. This year, WoW had an extensive review and restructuring, and began developing and improving needed system tools.

To build and support the needed components within the system, WoW has identified eight critical consideration areas:

- Governance
- Defined Effort
- Communication
- Professional Learning
- Technical Assistance
- Resources
- Data
- Evaluation

All areas are interconnected, and together they build a strong systemic infrastructure. When WoW was initially developed, there were five consideration areas; however, after further discussion with staff and feedback from the transformation zone, WoW was expanded to these eight areas. Each consideration area team (in connection with the WoW Direction Team) is responsible for designing, developing, and testing the usability of the processes, procedures, and protocols needed for their consideration area. Highlights of this work from this reporting year include: the development of a project selection process, personal and problem-based workplan templates, a resource allocation guidance tool, and communications resources.

As part of the evaluation of WoW, two projects (or initiatives) were included in the usability testing of the system; these were Coordinated Supports and a new MDE mentoring program. These projects worked through the project selection documents and tested consideration area tools, such as the communication templates and team governance documents. Critical feedback was provided to the WoW Direction Team for improvement of the processes and tools.

In January 2020, the WoW Direction Team lead met with MDE deputies to discuss the reboot of WoW and to ask for support. The deputies agreed that the WoW processes and tools provide improved coordination and alignment across the department, and that when a new project is identified and developed, it will be critical and necessary to use the WoW process. This work has a direct impact on the MDE SSIP Theory of Action, as there has been progress toward articulating a vision, communications, prioritization of work, and leveraging and allocating processes. WoW guidance and tools must be consistently used across the department. Receiving strong support from senior staff is a significant accomplishment to help the work move forward more quickly and to ensure sustainability of the system improvements.

## SYSTEM OF COORDINATED SUPPORTS

The SSIP Phase I data analysis clearly demonstrated that MDE must do intensive work within the state agency to increase its capacity to support local improvement. Included in the capacity development are the establishment of processes to:

- identify needs throughout the state
- identify resources to support those needs
- align resources across the various offices and the department
- disseminate information and resources

- differentiate response based on local need (tiered framework)
- evaluate success of interventions

The effective innovation identified by the state for the initial focus of the SSIP was MTSS. While much progress has been made to improve MDE's coordination and alignment of MTSS support to the field (described later within this report), the need for MDE to coordinate and align additional supports and services remains. To best serve schools/districts that have been identified for support through accountability measures contained in the state's plan for the federal Every Student Succeeds Act (ESSA), the Individuals with Disabilities Education Act (IDEA), and/or the accountability system contained in Michigan Public Act 601 of 2018, MDE recognized the need to quantify the supports needed by districts and to coordinate MDE efforts to provide the resources and support necessary to improve learner outcomes.

In April 2019, a new initiative was established to develop a System of Coordinated Supports. The initial focus was on districts that had been identified for Targeted Support and Improvement (TSI) or Additional Targeted Support (ATS) through the Michigan School Index System, which is MDE's ESSA accountability system. The goals of the initiative were to:

- determine how to provide coordinated services to this set of schools/districts
- use this application/case study to identify guiding principles/processes that can potentially be used to provide coordinated services to other identified sets of districts/schools
- propose a governance model to monitor implementation of the plan that is created to provide coordinated services to these schools/districts

At the request of the sponsoring deputy superintendent, a cross-office work group of 21 representatives from 13 offices was convened within MDE to tackle this work. Each member had a solid understanding of the resources and services their office currently provides, or could provide, to districts; understood the general concept of differentiated supports; and was willing to think creatively about how MDE can best support districts moving forward. To begin, the work group brought together multiple data sets from across the department in a way that began to provide a picture of which schools had been identified within which districts and ISDs and for what reasons, and which supports they are currently receiving from MDE.

As of March 2019, 4 percent of Michigan's schools (123 out of 3,405 schools) were identified ATS (60 schools) and TSI (63 schools), with subgroups needing support. Sixty percent (36/60) of the schools identified as ATS in 2018 were identified as such because their students with disabilities were performing similarly to a bottom 5 percent school (i.e., if the school's students with disabilities subgroup was a separate building it would have been a bottom 5 percent building). Meanwhile, 56 percent of the schools identified for TSI in 2018 (35/63) were identified as such because their students with disabilities recorded low performance on each applicable system component within the School Index. In review of the data, it was clear that the needs of students were going unmet. However, since TSI and ATS schools are not required to engage with MDE to identify root cause of their identification, MDE had limited information regarding the actual needs of these districts, schools, and students from a root cause perspective. MDE did know, however, that systemic issues within districts and schools often play a significant role in the challenges they face in meeting the differentiated needs of learners, particularly students with disabilities.

Two of MDE's largest offerings of support to districts are systemic. These are professional learning and technical assistance on MTSS, and the Blueprint for System Reconfiguration, which is comprised of research and evidence-based effective practices that guide school district leaders in the installation of

systems and routines that increase the instructional and leadership capacity of adults and positively affect student outcomes. However, only a small percentage of districts and schools that had been identified for TSI or ATS were participating in MDE services to support MTSS implementation and/or Blueprint. While MDE did not know why these districts and schools were not participating, the department did suspect that the schools/districts might not have known what supports are available to them, what the supports entail, the intended outcomes of the supports, and how to access them. For this reason, the work group recommended launching a customer service campaign to more effectively communicate these offerings directly to Comprehensive Support and Improvement (CSI), and to TSI and ATS schools, to assist them in exploring their options for support. Since 86 percent of TSI/ATS schools serve middle and/or high school grades (106/123), offerings related to Early Warning Intervention and Monitoring Systems (EWIMS) support were also included. Districts with identified schools already receiving systemic support from MDE would be contacted as well, to ensure their needs were being met. In January 2020, following the December release of the 2019 School Index identification, MDE began the customer service campaign as recommended above, contacting districts with schools identified for CSI, ATS, and/or TSI that are not currently being served by MDE's Partnership District Model. The Partnership Model focuses on building capacity to improve student outcomes by asking districts to carefully assess their own needs and challenges and then develop context-specific solutions in collaboration with a coalition of partners from MDE, intermediate school districts, and local communities.

Building upon the guiding principles, processes, and coordination established during the development of the customer service campaign (Phase 1), MDE has committed to further develop the System of Coordinated Supports. Beginning in January 2020, the original work group was leveraged to establish the Coordinated Supports Development Team. Supported by WoW, this team is responsible for specifically developing the internal processes and tools necessary to increase the department's ability to effectively coordinate support to districts. Three design teams are charged with creating and implementing the initial components of the system that were identified as needs during Phase 1, these being a catalog of supports, customer relations, and a coordinated supports data repository. The development team provides implementors (such as regional field consultants, partnership district liaisons, special education consultants) with the guidance and support necessary to utilize the processes and tools, while obtaining in response information needed for system improvements and enhancements.

Based on the work of the development and design teams, recommendations for the development, improvement, maintenance, and/or discontinuation of supports are lifted to the Coordinated Supports Leadership Team. The leadership team, comprised of seven MDE directors and assistant directors, is intended to provide governance and oversight of the effort, by using data to make decisions regarding the prioritization of supports offered to districts and the allocation of resources for further development of the system. This effort includes supporting the structural and functional changes needed within MDE to implement and sustain the System of Coordinated Supports and communicating implications to internal and external stakeholders. Communication loops are in place with MDE leadership to share updates on progress, recommendations for policy improvements, and to request barrier removal. Through this initiative, MDE will partner with ISDs to collectively improve the coordination of general education and special education supports to its districts and improve outcomes for all learners in Michigan.

## SYSTEMS OF GENERAL SUPERVISION FOR SPECIAL EDUCATION

As illustrated above, MDE is striving to provide districts with the systemic, instructional, and monitoring support they need to improve learner outcomes, through a cohesive and coherent approach intended to realize MDE's Theory of Action. In 2016, OSEP informed MDE that ISDs were to be considered the

“LEAs” as sub-recipients of IDEA funds. As such, ISDs have responsibilities and must meet requirements as LEAs. This shift emphasized the need for OSE to commit to building capacity not only at the state level, but at the ISD and member district levels as well. The OSE began working closely with ISDs to transition these responsibilities of accountability to the ISD level, rather than to the individual member district level. This transition has included bimonthly face-to-face meetings with ISD Directors, individual ISD meetings, and operational changes within the OSE. As noted in the April 2019 SSIP, OSE provided grants to Michigan’s 56 ISDs to support the individual design of systems of general supervision.

OSE closely examined the Michigan Administrative Rules for Special Education (MARSE), which state, “Each intermediate school district shall implement monitoring procedures and evaluation methods developed by the department to ensure that the standards and criteria established are being achieved by the intermediate school district, their constituent school districts, and their public school academies.” While the MARSE rule indicates ISDs are to implement procedures and methods developed by the department, OSE determined this work had to include the stakeholders affected – ISD directors of special education, member district directors of special education, and public agency representatives. The general supervision accountability workgroup began meeting in March 2018 and meets every other month. This group is charged with gathering feedback from their constituency groups and providing input back to the work group. Workshops have provided input on activities such as the monitoring manual, the ISD determinations’ methodology, and how OSE is defining monitoring and technical assistance.

OSE has worked to develop the capacity of ISDs through professional learning and development activities during ISD directors’ meetings. A portion of each meeting focuses on a component of general supervision, as well as evidence-based practices and resources. Additionally, the OSE has worked through iterations of documents intended to lead to a better understanding of how ISDs operate and how OSE can provide greater support. In the April 2018 SSIP, MDE noted the introduction of a *Conversation Guide for MDE OSE and ISDs*. As the conversations between ISDs and OSE have continued and the ISDs have implemented the general supervision system grants, this document has evolved into *Assessing ISDs’ Evidence of a System of General Supervision: Part B*. This evolution is based on the National Center for Special Education Accountability Monitoring paper titled *Developing and Implementing an Effective System of General Supervision: Part B* (January 2007).

As OSE has worked to broaden its internal system of general supervision and capacity, a cross-unit group—the Differentiated Framework of Technical Assistance and Monitoring Supports Liaisons—began monthly meetings to facilitate communications among OSE units, review ISD general supervision system grant applications and reports, and continue to develop deeper understanding of components of general supervision. Additionally, a cross-department initiatives group meets monthly. The initial charge of this group was to coordinate efforts among specified initiatives: infrastructure development; data collection and use; general supervision; and improved outcomes for children and youth, especially those with disabilities. Considering MDE’s new Coordinated Supports initiative, this group has homed in on utilizing cross-office data to better understand the system, on instructional and monitoring needs of ISDs and districts to better support students with disabilities, and on informing the System of Coordinated Supports.

## MiMTSS

In 2014, the primary cause of low student performance identified by Michigan’s SSIP was inadequate infrastructure to deliver technical assistance needed to implement effective instruction. The SSIP root cause analysis identified other deep drivers, including:

- schools without a comprehensive system of instruction and targeted interventions in place (lack of MTSS)
- the lack of useful professional learning systems for educators in many schools
- early gaps perpetuated by inequitable access to high quality early learning experiences across demographic groups
- failure to have an uncompromising focus on early literacy
- differing views and understanding of what defines best reading practices and instruction
- inadequate core literacy instruction in classrooms
- underutilization of fidelity and student data to drive coordinated decisions, from the individual student level to MDE

MDE has made great strides over the past year in beginning to address these root causes, by intentionally coordinating the department's support to the field in relation to MTSS: instructional support (literacy, behavior, mental health); assessments; and continuous improvement. The transformation zone has played a significant role in creating a neutral space to initiate key conversations across the department and to align system components to support the work. In addition, the transformation zone has allowed MDE to develop the capacity to understand the implementation infrastructure needed to support the selection, training, coaching, and fidelity assessment of individuals who will be implementing MTSS, as well as the understanding of what is required to support and sustain change, over time and across staff, so that MTSS can be implemented effectively beyond the cohort in the transformation zone on the way to statewide scale-up. As a result of the SSIP, and the efforts of staff supported by the technical assistance provided by SISEP, MDE's system of support for MTSS is a prime example of how changes in MDE's infrastructure are improving the department's coordination and alignment of support to the field, as well as addressing the causes of low student performance identified above; these efforts will in turn ensure that each student, from birth to age 26, will have access to effective practices matched to their need.

### **Supporting a Common Definition of MTSS in Michigan**

As described in previous SSIP reports, MDE has been working to establish an infrastructure to support effective MTSS implementation across Michigan. By defining and operationalizing MTSS in the MDE MTSS Practice Profile, ISDs and districts are provided with guidance that supports the establishment of systemic processes—inclusive of communication plans, professional learning, technical assistance, data, evaluation, and resources—while also applying those processes within the context of MTSS implementation. Over the past two years, usability testing of the practice profile has been conducted in the transformation zone. Meanwhile, the five essential components outlined within the practice profile have been integrated into Michigan law (State Aid Sections 31a – At Risk and 35a – Read By Grade Three), supporting the expectation that districts implement the five essential components of MTSS as indicated in the practice profile. Based upon usability testing in the transformation zone and processes to align the practice profile with the district capacity assessment (DCA) and other MDE resources (such as MICIP, assessment) and national resources (such as implementation science, taxonomy of intervention intensity), significant improvements were recently made to the MDE MTSS Practice Profile (version 5.0). While the essence of each of the five essential components within the practice profile remains the same, the changes improved its usability, by aligning language, reorganizing content, and reducing redundancy, while also making some content more explicit and actionable for districts. By aligning all MDE MTSS professional learning and technical assistance to the MDE MTSS Practice Profile, ISDs and districts are receiving consistent MTSS guidance and messaging from across MDE offices.

An essential component of both implementation science and continuous improvement science is data-based decision-making. Within MTSS, such decision-making is informed by the data obtained from a comprehensive assessment system that includes both system assessments and student assessments. The usability testing of the MDE MTSS Practice Profile in the transformation zone has led to two significant improvements.

First, the development of the practice profile has highlighted that previously, MDE had adopted a definition only for formative assessment, leaving other student assessments loosely defined and utilized with varied understanding across districts within the field. To address this, a cross-office work group was convened to establish common definitions of additional student assessments—including interim/benchmark, summative, universal screening, diagnostic, and progress monitoring—and to help to delineate between the intent of these assessments and evaluation for special education.

During this process, MDE engaged the Michigan Assessment Consortium (MAC) to gain broader stakeholder input and support. As a result of this collaboration, MDE approved and released the student assessment definitions in December 2019. Since that time, MDE staff, including MiMTSS Leadership Team members, has continued to collaborate with the MAC in the Early Literacy Assessment System Project (ELAS). The intent of this project is to develop guidance to support the field in developing assessment literacy and in appropriately utilizing data from a comprehensive set of student assessments, to inform planning and efforts to meet the needs of learners. The final draft of this guidance is currently being reviewed.

Secondly, usability testing of the practice profile led to the identification that the essential component of the “Comprehensive Screening and Assessment System” had been narrowly defined to student assessments, leaving the system assessments used within an MTSS (capacity, fidelity) loosely connected throughout the practice profile. Updates to the MTSS Practice Profile 5.0 explicitly call out the use of both student and system assessments to inform continuous improvement. These activities are intended to support the field in addressing what the SSIP root cause analysis identified as the underutilization of fidelity and student data to drive coordinated decisions, from the individual student level to the state department.

### **The MiMTSS Technical Assistance Center**

Design groups (professional learning and technical assistance, data and evaluation, and communications) were used to develop professional learning, technical assistance, and evaluation needed for usability testing of the MDE MTSS Practice Profile within the transformation zone. At the same time, scans of state MTSS resources (such as MIBLSI, MI Excel and other MDE resources) were conducted to identify opportunities to leverage existing content and tools. Examples of tools and processes, such as evaluation, were lifted to WoW. Meanwhile, additional groups within MDE were convened to identify opportunities for alignment across systemic supports to districts; these included the Michigan Integrated Continuous Improvement Process (MICIP), MTSS and Blueprint. These collective approaches to the work of the SSIP offered MDE the opportunity to align MTSS professional learning and technical assistance content based upon the MDE MTSS Practice Profile, and to further evaluate the capacity of MDE to provide MTSS implementation support to the field across offices.

In July 2019, MDE executive leadership acknowledged the capacity that MIBLSI has built over the past 19 years to ensure high quality MTSS support to educators in ISDs, LEAs, and schools in Michigan. As MIBLSI provides technical assistance to build local capacity, each year a new cohort of districts is provided with a four-year scope and sequence of professional learning and systems supports for the

implementation of MTSS. So far, over 34 ISDs, 88 LEAs, and 860 schools have accessed supports through MIBLSI since its creation. Last year over 780 days of training were provided across the state. From July through January of this year, there have been over 340 days of training. In addition to a long history of supporting MTSS in Michigan, beginning in 2015 MIBLSI began to systematically infuse the active implementation frameworks of implementation science (i.e., usable innovations, drivers, stages, improvement cycles, and teams) into MTSS support and systems internal to the MIBLSI. Recognizing the capacity that MIBLSI has built to support both MTSS and implementation science within Michigan, MIBLSI has been formally identified as MDE's MiMTSS Technical Assistance (TA) Center. Within MiMTSS, there is the MiMTSS Leadership Team, the MiMTSS TA Center, and the MiMTSS Data System (formerly known as MIDATA System). MIBLSI is transitioning its name to the MiMTSS TA Center and will cease using the name MIBLSI in Summer 2020. By clearly articulating the role of the MiMTSS TA Center, and naming it accordingly, MDE hopes to demonstrate MDE's MTSS coordination and alignment, while decreasing previous misinterpretations in the field.

Upon the naming of the MiMTSS TA Center, executive leadership also identified the need for MDE to differentiate the intensity and types of MTSS implementation support available to the field. Leveraging the technical assistance definitions from OSEP, MiMTSS has begun to identify strategies to differentiate MTSS support to include universal, targeted, and intensive supports. The MiMTSS TA Center is in the process of reviewing their current offerings and further developing their continuum of supports.

Over the past year, the MDE State Implementation Team (SIT) and the MiMTSS TA Center have been working collaboratively to design and implement a robust system to evaluate MTSS professional learning. Data collected from professional learning events focus on the progress made by participating teams in applying their learning during the session. This progress is built upon the objectives outlined in the professional learning, the individual participant's confidence of being able to complete the next steps identified during the professional learning, and individual's perception of the training (quality, relevance, usefulness). These data are then shared with coaches and others supporting the teams, to identify additional implementation supports the teams need. The participant data and evaluation data related to the development and delivery of the professional learning are also shared with the SIT and MiMTSS TA Center staff, for continuous improvement of content development and delivery, to ensure high quality MTSS professional learning and coaching for ISDs, districts, and schools. In addition to informing work within the transformation zone and the MiMTSS TA Center, learnings are lifted to inform the professional learning consideration area within MDE's WoW, ultimately strengthening the infrastructure to ensure high quality professional learning is provided to all levels of the educational cascade in Michigan.

The MiMTSS Data System is designed to capture data (capacity, fidelity) used by districts for continuous improvement of MTSS implementation. It is currently offered as a universal support to any ISD and district in Michigan, free of charge. As the system is enhanced, the MiMTSS Data system will interface with other MDE data systems (MiDataHub, MICIP) to reduce the burden of data collection and integration on districts. The data system is maintained by the MiMTSS TA Center, which in turn collaborates with partners across Michigan and the nation to improve features within the data system.

### **MiMTSS Leadership Team**

As MDE strives to coordinate and align roles and responsibilities across the department related to MTSS, the MiMTSS Leadership Team is intentionally designed to bring together 15 MDE members from across seven offices who lead work directly connected to MTSS through practice and legislation. The offices are:

- Office of Educational Supports: federal title programs; State Aid (Section 31a) – At-Risk; State Aid (Section 35a) – Read by Grade Three legislation; Michigan Integrated Continuous Improvement Process
- Office of Educator Excellence: recruitment; pre-service; continued professional learning
- Office of Great Start: Early childhood mixed service delivery system, including the Great Start Readiness Program and Head Start
- Office of Health and Nutrition Services: State Aid (Section 31n) – Mental Health
- Office of Partnership Districts: State Aid (Section 21h) – Partnership Districts
- Office of Special Education: Federal and State Aid (Section 54b) – MTSS Scale-up
- Office of Strategic Planning and Implementation: Coordinated supports including MTSS and the transformation zone

Over the past year, the team has worked together to better understand each other's roles and the connections between them. In spring 2019, the team set forth the following mission and vision.

- **Mission:** Providing coordination and oversight of MDE's efforts to support educators' effective implementation of MTSS with fidelity so that all learners can be successful.
- **Vision:** A responsive and comprehensive, tiered service delivery system aligned through state and local capacity that is sustainable and scaled across Michigan to meet the needs of all learners.

In order to visualize the mission of providing coordination and oversight, the MiMTSS Leadership Team leveraged the leadership team structure found in the *Positive Behavioral Interventions and Supports Implementation Blueprint*, at PBIS.org. Organized around implementation drivers, the elements found in the figure are considered when conducting systemic implementation activities related to MTSS—for example, resource mapping, practice alignment and integration, program evaluation, and local capacity development. After engaging in a process to review the team's roles and functions in relation to the elements, the leadership team adapted the graphic to represent the intent of MiMTSS coordination and oversight.

### **MiMTSS and Early Childhood**

While the SSIP root cause analysis identified that early learning gaps are perpetuated by inequitable access to high quality early learning experiences across demographic groups, the work in the transformation zone highlighted the need for MDE to engage in further developing MTSS for the context of early childhood settings in Michigan. As part of MDE's P-8 priority, in September 2019 an MTSS Early Childhood Team was established to begin exploring MTSS for Pre-K classroom-based settings in districts with Great Start Readiness Programs and Head Start. This subcommittee of the MTSS Leadership Team is in the process of reviewing successful implementation of early childhood MTSS in other states, including Vermont, to inform Michigan's plan for implementation.

### **MiMTSS and Literacy**

Michigan has identified literacy (reading, writing, listening, and speaking) as a focus area to support educators and learners. The foundation of Michigan's Action Plan for Literacy Excellence (MAPLE) is the Essential Instructional Practices in Early, Elementary, and Disciplinary Literacy. The Essential Instructional Practices in Early, Elementary, and Disciplinary Literacy are a set of research-supported instructional practices that when implemented in the classroom can have a positive impact on student literacy achievement. These practices in every classroom, every day are intended to make a measurable difference in the state's literacy achievement. These instructional practices were developed by the

Michigan Association of Intermediate School Administrators (MAISA) General Education Leadership Network (GELN) Early Literacy Task Force (ELTF) and the 6-12 Disciplinary Literacy Task Force, including MDE's Literacy Manager and the Assistant Director of the MiMTSS TA Center as well as additional MDE literacy staff. The instructional practice includes the following:

- Essential Instructional Practices in Language and Emergent Literacy: Birth to Age 3
- Essential Instructional Practices in Early Literacy: Prekindergarten
- Essential Instructional Practices in Early Literacy: Grades K-3
- Essential Instructional Practices in Literacy: Grades 4-5
- Essential Instructional Practices for Disciplinary Literacy: Grades 6-12

Additionally, the MAISA GELN ELTF created organizational practices in support of literacy development that systemically impact learning, and also a set of research-supported literacy coaching practices that can provide powerful job-embedded, ongoing professional development with a primary goal of enhancing classroom literacy instruction through improving teacher expertise. The documents are titled as follows:

- Essential School-Wide and Center-Wide Practices in Literacy
- Essential Coaching Practices in Elementary Literacy

All the documents are intended to be used collectively to support a strong literacy system. Every child, in every classroom, every day should experience research-aligned literacy instruction in order to ensure that every child develops strong literacy knowledge, skills, and dispositions. As MDE continues working with ISDs, districts, and education partners to support the implementation of the Michigan's literacy essentials, the department also recognizes that Tier 1 instruction alone will not meet the needs of all learners. For this reason, the MiMTSS literacy staff has collaborated with the National Center on Intensive Intervention (NCII) to develop a companion guide to the literacy essentials that focuses on intensifying literacy instruction. This work sets the stage for continued collaboration in Michigan to bridge differing views in understanding what defines best literacy practices and instruction and to align support for improving core literacy instruction in classrooms. The work also sets the stage for updates to Michigan's SSIP Theory of Action and the use of data-based individualization (DBI) to meet the needs of all learners, including students with disabilities. DBI is an evidence-based approach to intensive intervention (see [www.intensiveintervention.org](http://www.intensiveintervention.org)). Intensive intervention, delivered through the DBI process, is designed to help students with significant and persistent challenges in reading. DBI is an iterative multi-step, research-based process that relies on the systematic and frequent collection and analysis of student-level data. This information is used to inform modification of intervention components when improving outcomes in reading.

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## Section 5: Status of Evidence-Based Practices

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### INTRODUCTION

In July 2016, MTSS was the selected innovation for implementation capacity learning within the transformation zone. As such, MTSS was identified as the framework for addressing Michigan learners' specific needs as indicated in the SSIP Phase 1. The SiMR is a student-level outcome that serves as a gauge by which the effectiveness of MTSS implementation is assessed.

### SPECIFIC EVIDENCE-BASED PRACTICE

MTSS, as presented in this SSIP, is a comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child. The importance of this approach focuses on selecting interventions and supports most likely to produce successful outcomes for students with disabilities, as informed by research and matched to student need. Additionally, MTSS provides structures to ensure that the practices are implemented correctly and consistently with program adjustments necessary to promote continuous improvement.

### PROFESSIONAL DEVELOPMENT ACTIVITIES

Since the previous SSIP report, the MDE SIT continued to provide foundational MTSS professional learning for Regional Implementation Teams (RIT) and District Implementation Teams (DITs) in the transformation zone. The professional learning plan was created by the Professional Learning Design Group (PLDG). The PLDG is comprised of partners from the RITs, the SIT, and staff from MDE who have expertise in the area of MTSS. The PLDG used capacity and qualitative data as well as the MDE MTSS Practice Profile to determine the necessary professional learning. In addition to creating the scope and sequence of the learning, the PLDG identified and collaborated with experts in the field to facilitate the learning.

Three of the five professional learning days in the 2018-2019 school year were completed between February 2019 and May 2019. Data from the first two days was included in the previous SSIP report. Participants engaged in learning and planning around Tier 1 instructional practices, comprehensive screening and assessment systems, data-informed decision-making, implementation planning, and the development of coaching systems.

After reviewing capacity and fidelity data, as well as evaluations from Year One professional learning, the PLDG identified three learning objectives for Year Two (2019-2020 school year): high quality professional learning, data utilization, and comprehensive screening and assessment systems. In October 2019, the ISDs and districts received training on high quality professional learning. Additional support and learning are being provided to the RITs to ensure successful implementation of professional learning plans.

The PLDG made the decision to postpone professional learning on data utilization and comprehensive screening and assessment systems. Learning from the transformation zone lifted the need for more streamlined data utilization process for ISDs and districts to use for continuous improvement purposes. As a result, a group of internal and external stakeholders will be convened to create a process that will be aligned and integrated into MICIP. This work will be done across divisions, include multiple offices, the transformation zone, and members of the MiMTSS TA Center. Professional learning on comprehensive screening and assessment systems will be developed and provided once the work from

the ELAS has concluded this spring. The PLDG group wanted to ensure alignment to the work being done by ELAS to continue to strengthen systems.

In addition to the MTSS professional learning series provided for DITs and RITs, the MDE SIT provided ongoing professional learning and coaching support to the ISDs in the transformation zone, through quarterly convenings and monthly RIT meetings. Support for RITs was focused on building their internal implementation capacity as well as their capacity to support their DITs in implementation of MTSS. The MDE SIT used data from the regional capacity assessment (RCA) to identify the focus of the quarterly convenings. Topics included learning and team planning using a DCA data protocol to analyze data from their districts' DCA data to plan the RIT support for DITs; operationalizing effective innovations; and implementation of high-quality professional learning plans. Through participation in monthly RIT meetings, the MDE SIT was able to differentiate learning and support for RITs as they refined their structures and processes to support district MTSS implementation.

To inform continuous improvement of the MTSS professional learning provided for DITs and RITs, the SIT collected data on trainer fidelity; participant perception of session quality, relevance, and effectiveness; and participant knowledge during professional learning events. Data from trainer observations revealed strengths in the trainers' abilities to:

- establish rapport with participants
- make connections to participants' context
- build on participants' prior knowledge
- develop shared vocabulary
- accurately explain concepts
- provide feedback to participants
- facilitate opportunities for participants to practice new skills
- engage participants in assessment of their knowledge

Based on the areas of need observed across trainers, immediate improvements were made between trainings that included emphasizing the impact of content on student outcomes, providing examples of content in use, and providing opportunities for participants to reflect on their learning and interact with each other across teams during the training sessions. Participant satisfaction feedback from initial training sessions indicated a need for additional time for the teams to work together. As a result, more time for team application of content was built into the subsequent professional learning sessions.

The SIT continuously evaluated the learning and support provided for RITs at quarterly convenings and monthly RIT meetings through participant satisfaction evaluations and a biannual SIT support survey. Since the last SSIP report, RITs completed one SIT support survey. Feedback from the regions was consistent and data were used to strengthen coaching supports to the regions. Both ISDs felt the SIT supported them in the following areas (over 85 percent of participants agreed):

- using implementation science methods and tools
- creating confidence to cooperatively use the assessment data (RCA) to create action plans
- effectively using a wide range of listening and questions skills that increased the teams' capacity to meet regional goals
- effectively using observation and guided reflection to increase the teams' proficiency to meet regional goals
- effectively modeling the use of data for continuous improvement processes
- providing a level of communication that was adequate

Both ISDs reported that the SIT needed to provide more concrete examples, as well as provide further professional learning in district stage-based activities and coaching systems for DITs. The SIT will be using the data collected to create differentiated implementation plans for each region.

## DATA ON PRACTICE CHANGE

### **State Capacity Assessment (SCA)**

In past SSIP reports, infrastructure evaluation protocols were used to assess internal infrastructure progress. These protocols included a SCA, state education agency (SEA) interviews, and employee engagement surveys. The SCA is a tool used at the state level to measure roles, structures, and functions that are consistent with effective, efficient, and durable implementation targeted practices. The SCA measures the extent to which the SEA invests in and aligns system components to encourage and support the use of implementation best practices and the full use of innovations. After receiving feedback from OSEP, it was clear that the state would need to re-evaluate the current SSIP Theory of Action. Due to this feedback, the SSIP leadership decided against taking another SCA or holding SEA interviews, since changes will be made in the next phase of the SSIP.

### **Regional Capacity Assessment (RCA)**

Since the previous SSIP report, ISDs in the transformation zone have completed two additional administrations of the RCA (March and August 2019). One ISD RIT reported growth in all domains measured by the RCA—leadership, competency, organizational capacity, and stage-based functioning. The other ISD RIT reported growth in all but one of the domains (competency). One of the ISDs increased overall implementation capacity by 30 percent, while the other ISD increased overall implementation capacity by nearly 15 percent.

#### **RCA data as reported by ISD 1 indicate the following areas of progress and planning:**

The greatest area of increased capacity reported by ISD 1 was in the organizational capacity domain (29 percent increase since the administration reported in the last SSIP report). Within the organizational capacity domain, the ISD reported increases specifically in the areas of systems intervention (use of strategies to identify and share barriers that need to be addressed at a level above the organization [such as MDE]), and data systems for decision support. Additionally, within the construct of Leadership, ISD 1 reported improvements in action planning.

Based on RCA data, ISD 1 set goals around refining their implementation plans to continue building implementation capacity internally and with their district teams, embedding key aspects of high-quality professional learning into their professional learning plans and refining their coaching system.

#### **RCA data as reported by ISD 2 indicate the following areas of progress and planning:**

ISD 2 reported increases in two domains since the RCA administration reported in the last SSIP report—in stage-based functioning (34 percent increase) and competency (33 percent increase). Within the competency domain specifically, the ISD reported increases in the areas of fidelity and coaching supports.

Based on RCA data, ISD 2 set goals around refining their implementation plans to continue building implementation capacity internally and with their district teams, refining their coaching system, and coordinating their system for professional learning across all departments within their regional agency.

### **District Capacity Assessment (DCA)**

Since the previous SSIP report, districts in the transformation zone completed two additional administrations of the DCA (March and September 2019). Four of the five districts reported increased capacity on the assessment between administrations (average increase of 36 percent). Four of the five districts reported increased capacity in the area of leadership (average increase of 20 percent). Four of the five districts reported either maintained or increased capacity in the data system for decision making construct of the capacity assessment; over two administrations, the average gain in this area was 33 percent. All five districts reported increased capacity (average increase of 17.6 percent) in the competency domain, which focuses on strategies to develop, improve and sustain the ability to implement an EBP as intended in order to achieve desired outcomes.

#### **DCA data as reported from districts in ISD 1 indicate the following areas of progress and planning:**

While both districts in ISD 1 reported increased capacity in the area of Leadership, the degree of growth differed. District 1 had a 13 percent increase, while District 2 reported a 46 percent increase. In the area of data system for decision-making, District 1 maintained a 50 percent between the March and September 2019 administrations, while District 2 reported a 50 percent increase in this area.

Both districts in ISD 1 reported increased capacity in the competency construct of the DCA (average increase of 22 percent).

Based on DCA data, districts from ISD 1 set goals around the subscale of organization. The districts will use their implementation plans to build capacity by creating strategies for analyzing, communicating, and responding to data, in ways that result in continuous improvement of systems and supports to implement MTSS.

#### **DCA data as reported from districts within ISD 2 indicate the following areas of progress and planning:**

Two of the three districts in ISD 2 reported increased capacity in the leadership construct of the assessment (average increase of 19 percent) and in the data system for decision-making construct of the assessment (average increase of 25 percent) between March and September 2019.

All three districts in ISD 2 reported increased capacity in the competency construct of the DCA (average increase of 15 percent).

Given the data of the three districts from ISD 2, the SIT will work with the RIT to utilize the DCA data to plan for differentiation support to their districts. All three districts will use their implementation plans to build capacity by creating strategies for analyzing, communicating, and responding to data in ways that result in continuous improvement of systems and supports to implement MTSS. In addition, districts will develop strategies to improve and sustain educators' ability to implement MTSS as intended, in order to achieve desired outcomes.

## FIDELITY OF IMPLEMENTATION

### **Tiered Fidelity Inventory**

Since the previous SSIP report, Building Implementation Teams (BITs) from participating schools within four districts in the transformation zone completed one additional administration of the Reading Tiered Fidelity Inventory (RTFI); moreover, one district's schools completed an additional administration of the School Wide Positive Behavioral Intervention Supports (SW-PBIS TFI).

Schools in all the districts participating in the transformation zone are assessing overall Implementation of Tier I of their MTSS Framework (inclusive of teams, implementation, resources). For the RTFI Implementation, fidelity was defined as meeting or exceeding the total score threshold of 80 percent or the schools increasing their total score by 10 percentage points since the previous administration. For the SWPBIS TFI Implementation, fidelity is defined as meeting or exceeding the total score threshold of 70 percent or the schools increasing their SWPBIS TFI total score by 10 percentage points since the previous administration. Since the previous TFI data were reported, each DIT created a goal that every building would achieve an 80 percent or better on the TFI subscale of teaming by fall 2019.

**Tiered Fidelity Inventory Data as reported from districts in ISD 1 indicate the following areas of progress and planning for Tier 1:**

All three schools in District 1 showed growth in Tier 1 scores (average increase of 12 percent). In the subscale of teaming, none of the schools met their 80 percent goal by the fall administration but had an average increase of 14 percent.

Based on RTFI data, District 1 set goals around refining their implementation plans to continue building implementation capacity with their building teams, with specific focus on teaming and implementation. In addition, District 1 is using their selection and alignment process to identify an MTSS technical assistance provider.

All three schools in District 2 showed growth in Tier 1 scores (average increase of 31 percent). In the subscale of Teaming, one of the three schools met the target goal by scoring 100 percent at the fall administration, while the other two schools scored 75 percent.

Based on SWPBIS TFI data, District 2 set goals around refining their implementation plans to continue building capacity with their building teams, with specific focus on the subscale of implementation. District 2 is currently working with an MTSS TA provider.

**Tiered Fidelity Inventory Data as reported from districts in ISD 2 indicate the following areas of progress and planning for Tier 1:**

All three schools in District 1 showed growth in Tier 1 scores (average increase of 23 percent). In the subscale of teaming, one of the three schools met the target goal by scoring 100 percent by the fall administration, while the other two schools scored 67 percent.

All three schools in District 2 showed growth in Tier 1 scores (average increase of 20 percent). In the subscale of teaming, none of the schools met their 80 percent goal by the fall administration but had an average increase of 29 percent.

All three schools in District 3 showed growth in Tier 1 scores (average increase of 27 percent). In the subscale of teaming, none of the schools met their 80 percent goal by the fall administration but had an average increase of 18 percent. Additionally, District 3 is restructuring their building teams. Beginning with the spring 2020 RTFI administration, grade level teams within each participating school will complete the RTFI instead of the BIT.

Based on RTFI data, District 2 set goals around refining their implementation plans to continue building implementation capacity with their building teams, with specific focus on teaming and implementation

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## Section 6: Stakeholder Engagement

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### INTRODUCTION

When Michigan’s SSIP was developed, a broad scope of stakeholders and MDE staff provided support, guidance, and input. The importance of sharing and receiving information from various stakeholders to inform the work has continued throughout the SSIP phases. Specifically, MDE has provided opportunities for stakeholder involvement at the state, regional, and district levels.

### MICHIGAN STATE BOARD OF EDUCATION

The Michigan State Board of Education was given the opportunity to engage with an ISD transformation zone on the implementation of MTSS as outlined in the SSIP. Saginaw ISD hosted a State Board of Education on October 9, 2019 and showcased the development and strengthening of infrastructures that will result in a sustainable system designed to positively impact student outcomes. During this meeting, the State Board of Education members were able to ask questions and provide feedback to the ISD.

### SPECIAL EDUCATION ADVISORY COMMITTEE

The Special Education Advisory Committee (SEAC) has been engaged with MDE to support the implementation of the SSIP since the initial requirement in 2014. During 2019-2020, the SEAC established a priority area pertaining to improved literacy for students with disabilities. As part of each monthly meeting, the MDE OSE director provides updates to the committee regarding current activities of the department as it pertains to literacy support.

In the past two years, SEAC has engaged in work to better understand the integration of behavior and academic supports in improving outcomes for students with disabilities. SEAC invited Dr. Kim St. Martin, Assistant Director of the MiMTSS TA Center, to provide professional learning to the committee about strategies to improve literacy outcomes for struggling learners. These EBPs were explained in detail and in the context of the implementation of a well-established framework of MTSS.

Through MiMTSS TA Center presenters, SEAC members have learned the importance of integrating and intensifying literacy instruction and interventions in order to ensure a strong foundation for student achievement. Members are excited about the newest research and information provided by the MiMTSS TA Center and are encouraged by the infrastructure that is being built to support schools, including the development of a school’s capacity of practitioners and leaders to implement DBI to accelerate early literacy outcomes. As the MiMTSS TA Center continues to develop supports, SEAC is excited to learn about and share with their constituents the ways these dimensions may be implemented across all grade levels, so that SEAC’s 2019-20 priority of focusing on diploma options to increase the percentage of students with Individualized Education Programs (IEPs) who earn a Michigan diploma can actually become a reality for all Michigan students.

### TRANSFORMATION ZONE IMPLEMENTATION TEAMS AND DESIGN GROUPS

During this reporting period, transformation zone stakeholders had a voice and were involved in transformation zone decision-making. The MDE SIT continued to develop implementation capacity in the form of linked RITs and DITs. The RITs convened four times between February 2019 and December 2019. Team members participated in quarterly convenings to discuss implementation of MTSS. Implementation activities were discussed, and feedback from these discussions was used to improve

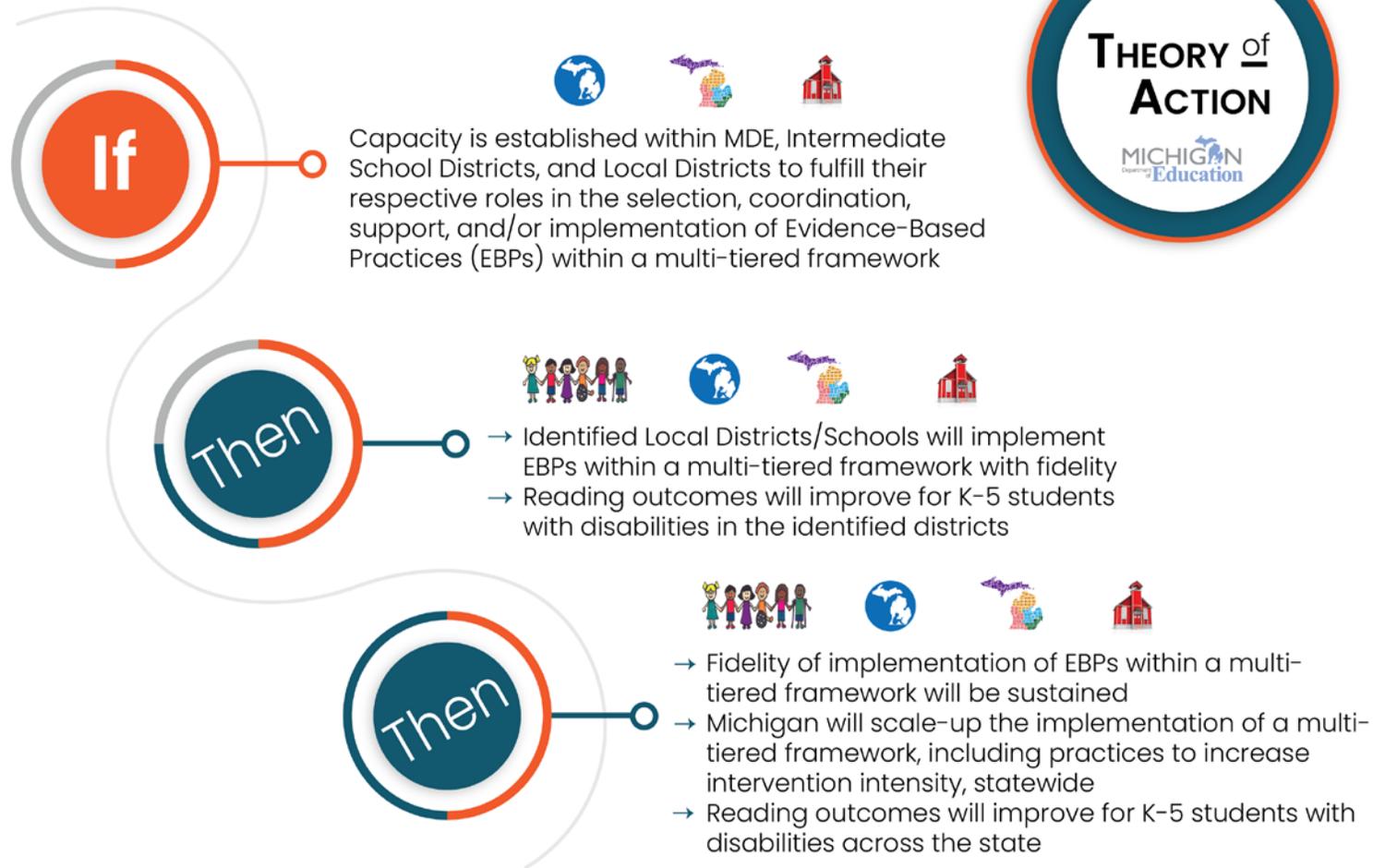
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implementation of improvement activities. In addition, professional learning and data and evaluation design groups conducted monthly meetings to collaborate in the development of scope and sequence development for professional learning and to provide suggestions regarding changes in evaluation measures, methods, and timelines. Stakeholders participated in decision-making about the direction of the project by: rating the quality and relevance of professional development events; providing updates on progress; articulating needs at the local level for moving forward with implementation; and making suggestions about needed changes or improvements. DITs also provided stakeholder feedback during professional learning evaluations. Key aspects of the feedback structures included sharing information and gathering feedback via state-level leadership and design group meetings with stakeholders, and by providing mechanisms for frequent feedback, both formally and informally, from participants within the transformation zone regions and districts and from the coaches who support them. Several new approaches were put in place this past year, including the creation of social media sites and presentations at statewide organizational conferences.

**Section 7: Plans for Next Year**

THEORY OF ACTION (REVISED)

Michigan Department of Education  
**State Systemic Improvement Plan**



Michigan Department of Education
 Intermediate School Districts
 Local Districts/Schools
 Learner Outcomes v8

## INTRODUCTION

Over the last several years, MDE has been engaged in work to address the department's systemic infrastructure to support the use of a MTSS framework. Using the learnings gained from the work within the transformation zone and feedback provided by OSEP, MDE revisited its Theory of Action and its infrastructure improvement strategies, as well as identification of EBPs implemented within MTSS.

As a result of MDE Theory of Action review, the current transformation zone partners will no longer be reported in the SiMR. The existing Memorandums of Understanding (MOU) between MDE and the transformation zone ISDs expires in June 2020. The SSIP Team understands there is still learning from the transformation zone partnerships that will influence capacity development of both internal and external infrastructures across the educational cascade. As such, the SIT will begin transitioning from intensive to targeted support in July 2020 and is developing a new MOU that will outline a continued partnership between MDE and the participating transformation zone ISDs.

## STATE-IDENTIFIED MEASURABLE RESULT (REVISED)

The State Identified Measurable Result (SiMR) is intended to stay the same—that is, improved reading proficiency for students with disabilities. However, a recommendation was made to SEAC to expand the SiMR from grades K-3 to grades K-5. The measure will be the Acadience Reading assessment, a universal screening and progress monitoring assessment that measures the acquisition of early literacy skills from kindergarten through sixth grade. Acadience Reading is comprised of six brief measures that function as indicators of the essential skills that every child must master to become a proficient reader. In previous years, two ISDs and five districts within the MDE transformation zone served as the data source for reporting on the SiMR. Moving forward, the sample of schools for the SiMR will be drawn from districts receiving professional learning and technical assistance support in the identified EBPs within an MTSS framework from the MiMTSS TA Center.

Following OSEP guidance to align the State Personnel Development Grant (SPDG) and the State SSIP, future SiMR data will be generated from elementary schools being supported through the SPDG. In the previous SPDG award, the MiMTSS TA Center partnered with ISDs, who then in turn partnered with districts and schools. The current SPDG includes a direct partnership between districts and the MiMTSS TA Center, which allows for intensive support to districts (training, plus an average of 35 days of annual follow-up coaching to each district), faster school-level implementation, and faster impact on students. Many districts also partner with their ISD to provide additional staff for coaching, data coordination, and technology supports. The MiMTSS TA Center currently partners with 11 districts to provide intensive technical assistance for reading and behavior MTSS through a 4-year training and coaching sequence. Based on their current status in the training sequence, 15 schools specifically would be eligible to participate in a model demonstration project for DBI with coaching. MDE's revised SSIP Theory of Action proposes that the schools' implementation of DBI, when layered on top of well-implemented reading and behavior MTSS supports, has the potential to substantially improve reading performance for students with disabilities. The approximate number of students enrolled in the potential 15 schools is 4,240; of these students, 573 have a disability (13.5 percent).

By the end of the 2019-20 school year, MDE will implement a systematic process to invite the 15 SPDG schools with district and ISD representation to participate in the DBI model demonstration project. A smaller number of schools will be selected based on mutually determined readiness, commitment to the requirements of the project (professional learning, data collection and use), and available

resources/capacity of the MiMTSS TA Center. Baseline Acadience Reading K-6 data (Spring 2020) and annual performance targets will be provided to OSEP once schools and specific students have been selected for the DBI model demonstration project. The future SiMR will represent the percentage of target students who score at or above benchmark on the spring Acadience Reading K-6 Composite Score. In addition, MDE will describe progress monitoring results for target students, schoolwide reading performance for all students with and without disabilities, and MTSS implementation data (Reading Tiered Fidelity Inventory, intervention fidelity, DBI fidelity).

## EVIDENCE-BASED PRACTICES: INTENSIFICATION OF INSTRUCTION

In July 2016, MDE executive leadership selected MTSS as the innovation the department will use to develop implementation capacity within the transformation zone. As such, MTSS was identified as the framework for addressing the specific needs of learners in Michigan, by supporting the selection and implementation of evidence-based instruction, interventions, and supports; this in turn would improve literacy outcomes for students with disabilities as measured by the SiMR. MDE acknowledges that frameworks, including MTSS, help organize system processes within districts and schools to support implementation of specific EBPs. Noting this distinction between a framework for implementation and the specific EBPs being implemented within the framework represents a shift in Michigan's SSIP Theory of Action.

The MDE Office of Special Education received the OSEP-funded SPDG to provide schoolwide implementation of MTSS. The SPDG provides funding in part for the MiMTSS TA Center. The goal of the SPDG is to improve reading and behavior outcomes for all students in participating districts, specifically students with disabilities. Activities of the SPDG create local capacity to implement behavior and reading MTSS with fidelity that endures over time and utilizes data-based decision-making at all levels of implementation support (student, class, grade, department, school, district). The MiMTSS TA Center currently partners with 11 districts to provide intensive technical assistance for reading and behavior MTSS through a 4-year training and coaching sequence that covers Tiers 1-3. The SPDG is leveraged to support educators in intensifying intervention for students with the greatest instructional needs.

One component for intensifying supports involves DBI. As previously described, DBI is an iterative multi-step, research-based process that relies on the systematic and frequent collection and analysis of student-level data. This information is used to inform modification of intervention components when improving outcomes in reading. Intensive intervention and the DBI process are a defining feature of Tier 3 supports within an MTSS framework. Effective intensification relies on strong implementation of Tiers 1 and 2. The DBI process begins when data show a student is making insufficient progress in response to an evidence-based intervention that is delivered with fidelity. The first step is to implement the program with greater intensity (for instance, smaller group sizes, more time) and to collect frequent progress monitoring data. If the student continues to be unresponsive, diagnostic data are collected and analyzed to identify the specific skill deficits that need to be targeted. The results of the diagnostic assessment, in combination with the teacher's analysis of which features of the intervention need to be modified to better support the student, help staff determine how to individualize the secondary intervention program to meet the individual student's unique needs. Teams develop an individualized intervention plan for the student that identifies how the intervention has been adapted. Upon implementing the change, the teacher continues to collect progress-monitoring data at regular intervals, to help determine if additional changes to the individualized intervention are required to support adequate student response.

This knowledge of intensive intervention is important for general and special educators, related service providers, and administrators. The systematic and iterative nature of DBI lends itself to a teaming process to ensure efficiency and effectiveness. The DBI process is best implemented by a team comprised of individuals with expertise in analyzing data to drive instructional changes to meet individual student need, as well as individuals with a strong understanding of the student. An existing team, such as a student support team or child study team, can be leveraged to support intensive intervention with the DBI process. Student-level teams equipped with the DBI process can move beyond admiring a problem to generating effective solutions.

The focus will be on teaching leaders and staff responsible for developing individualized intensive intervention plans how to use DBI. The professional learning series will address:

- appropriate selection of interventions to meet the most critical dimensions of intervention intensity (strength, alignment, dosage, comprehensiveness, attention to transfer, behavior supports)
- collection and analysis of progress-monitoring data to determine whether the intervention needs to be adapted to intensify the instruction
- determination of which dimension(s) of intervention intensity should be prioritized for adaptation using various data sources (progress monitoring, diagnostic data, observations)
- the design, monitoring, and adjustment of an individualized intensive intervention plan

Intended outcomes include:

- improved reading outcomes for all students, including students with disabilities in grades K-5
- increased understanding of the selection and effective implementation of supports needed to implement EBP within a scalable and sustainable multi-tiered framework
- successful demonstrations of intensifying intervention instruction to accelerate reading outcomes for students with persistent and severe reading needs
- replication and scale-up of DBI resulting in effective Individualized Intensive Intervention Plans
- capacity-building efforts to develop a cadre of teachers and leaders at the district and ISD levels with the literacy and behavioral expertise necessary to effectively intervene for students with severe and persistent needs

## INFRASTRUCTURE IMPROVEMENT STRATEGIES

To improve the outcomes of students with disabilities and to support the implementation of the above evidence-based practice, MDE will continue to improve its infrastructure.

The SSIP work will fall within the revised Top 10 Strategic Education Plan. Connections will be identified to Michigan's other vital education plans, such as the SSIP, MDE's ESSA plan, the Path Forward, and Michigan's Action Plan for Literacy Excellence (MAPLE), to ensure alignment of efforts to improve literacy outcomes for students with disabilities.

### **MiMTSS Technical Assistance Center**

MDE's MiMTSS TA Center plays a vital role in improving outcomes for all learners, by assisting educators in developing infrastructures to support high-quality and sustained implementation of effective, data-driven practices within a MTSS framework. The MiMTSS TA Center provides professional learning and technical assistance to educators in ISDs, local districts, and schools to support implementation of EBPs in an MTSS with fidelity.

The coordinated and aligned technical assistance delivery structure for MiMTSS through MDE will focus on (1) developing local implementation capacity; (2) enhancing the implementation fidelity of effective practices; (3) producing meaningful student outcomes; and (4) evaluating the effectiveness of the MTSS implementation model and identify additional infrastructure needs.

### **MiMTSS Leadership Team**

One of the MDE coordinated supports to ISDs and districts is MTSS support. To ensure cross-office cohesion, the MTSS Leadership Team was established to provide coordination and oversight of MDE's effort to support educators' effective implementation of MTSS and to develop local capacity to sustain and scale up an MTSS framework. Collectively, the team will seek solutions and opportunities to strengthen MDE's MiMTSS System of Support. For example, tackling the challenge of building implementation capacity across the educational cascade (state, ISD, district, school, classroom) including ISDs without a delay in getting to student outcomes.

### **System of General Supervision**

The system of general supervision is being aligned and coordinated between OSE and each of the 56 ISDs that are sub-recipients of the IDEA grant award. This aligned system will increase the capacity to support improvement efforts within each member district, to provide consistent guidance and support for improvement, and to leverage shared resources, for improved equity of access to evidence-based practices.

### **MDE System of Coordinated Supports**

To best serve schools/districts that have been identified for support through the federally approved accountability systems, MDE will quantify needed supports and coordinate MDE's efforts to meet those needs. This coordinated approach is designed to provide resources to these districts to improve learner outcomes. The system of Coordinated Supports includes a teaming structure for governance, development, and implementation. Three initial components of the system are being developed to increase the department's ability to effectively coordinate support to districts: data coordination and utilization, the MDE catalog of supports, and district profiles for customer relations management.

### **MDE Way of Work**

To support learners and learning, MDE will continue to develop and implement consistent and cohesive work processes across the department through WoW. The intention of WoW is to align MDE resources, guide decision-making, and explore the fit of additional ideas or projects. A new initiative currently being supported by the WoW is Coordinated Supports.

### **SSIP Team**

MDE recently formed a new SSIP team that meets monthly. This team is responsible for leading the SSIP work and lifting barriers to the team's executive sponsor. The co-leads of this team are from the offices of Special Education and Strategic Planning and Implementation. Program staff who are responsible for the areas of WoW, coordinated supports, MTSS, and implementation science are part of the team. Information about the SSIP work has been shared with internal and external stakeholders through meetings, conferences, and emails. This stakeholder engagement area will be improved in the next phase of the SSIP.

## BARRIERS AND CHALLENGES

Anticipated barriers in communication are an area of focus for the SSIP team. A communication plan related to the SSIP will be developed and implemented. Additionally, capacity to implement the work may be a barrier, so an implementation specialist is being hired. A challenge when working with schools might be the lack of available substitute teachers needed when critical teachers participate in the necessary trainings. This challenge will be addressed prior to commitments with schools to ensure teacher participation. Lastly, a potential challenge may be evaluating the effectiveness of the work outlined within the new SSIP Theory of Action. An evaluation plan is being created and is outlined later in this report.

## TECHNICAL ASSISTANCE AND SUPPORT

MDE will continue its partnership with the State Implementation and Scaling-up of Evidence-based Practices (SISEP) center. Support from the National Center for System Improvement will continue as needed, as will the support from the National Center for Literacy and the National Center on Intensive Intervention.

## SSIP ACTIVITIES TIMELINE

**Table 1: MiMTSS TA Center SiMR/EBP Activities**

April - June	July – September	October – December	January - March
Develop selection process for evaluating districts'/schools' readiness and willingness to participate	Collect and analyze District Capacity Assessment data	Collect and analyze intervention access data, fidelity of intervention (DBI) data, and student progress monitoring data	Collect and analyze intervention access data, fidelity of intervention (DBI) data, and student progress monitoring data
Reach out to potential districts/schools for participation in DBI	Collect Acadience Reading K-6 screening data three times/year fall/winter/spring for the SiMR	Provide coaching to teams utilizing DBI	Collect and analyze District Capacity Assessment data
Schedule training with schools to receive DBI	Train ISD/district/school leaders in infrastructure development for DBI	Gather and analyze satisfaction data from partnering ISDs/Districts/Schools	Collect and analyze fidelity of implementation data (2 <sup>nd</sup> administration)
Develop training materials and guidance documents	Train ISDs/districts/ schools on DBI (leadership session and session 2 in August) and gather training effectiveness data	Gather and review products from school teams	Collect Acadience Reading K-6 screening data three times/year fall/winter/ spring for the SiMR
Hire an intensification specialist for the MiMTSS TA Center	Collect data from training participants after professional learning session	Meet monthly with SEAC to discuss SSIP progress	Train participating ISDs/districts/schools on DBI (session 3-4) and gather training effectiveness data
Summarize baseline R-TFI and Acadience Reading K-6 data from schools	Provide coaching to teams utilizing DBI		Gather satisfaction data from families
Revisit ISDs commitment to engage in DBI learning and support districts/schools	Meet monthly with SEAC to discuss SSIP progress		Analyze data to identify districts and schools within general supervision for ISD special education cohorts
Train ISDs/districts/ schools in overview DBI (session 1) and gather effectiveness data			Collect and analyze perception data from families
Develop stakeholder engagement timeline around teachers/administrators and families			Gather and review products from school teams
Meet monthly with SEAC to discuss SSIP progress			Meet monthly with SEAC to discuss SSIP progress

**Table 2: MiMTSS Leadership Team Activities**

April - June	July – September	October – December	January - March
Develop and maintain the communications plan	Develop and maintain the communications plan	Develop and maintain the communications plan	Develop and maintain the communications plan
MiMTSS Leadership Team + SSIP Team to conduct the SCA to establish baseline	Review and maintain the MTSS Practice Profile and FAQs	Maintain and monitor the MiMTSS action plan and evaluation	Maintain and monitor the MiMTSS action plan and evaluation
Develop and monitor the MiMTSS action plan leveraging goals and metrics from MiMTSS subcommittees and teams; incorporating strategies identified utilizing SCA data	Maintain and monitor the MiMTSS action plan and evaluation	Differentiate the intensity and types of MTSS implementation support available to the field – universal, targeted and intensive	Differentiate the intensity and types of MTSS implementation support available to the field – universal, targeted, and intensive
Further develop the roles and functions of the MiMTSS Finance Committee	Differentiate the intensity and types of MTSS implementation support available to the field – universal, targeted & intensive	Develop plan for Early Childhood MTSS	Develop plan for Early Childhood MTSS
Develop resources to support district braiding of federal and state funds to support MTSS implementation	Develop plan for Early Childhood MTSS	Align systems language and processes between Blueprint, MICIP and MTSS based upon implementation science	Align systems language and processes between Blueprint, MICIP, and MTSS based upon implementation science
Collaborate on further development of state level views within the MiMTSS Data System to support data informed decision making	Align systems language and processes between Blueprint, MICIP and MTSS based upon implementation science	Follow up from MTSS focus groups to inform further development of MTSS implementation support for the field	Implement strategies to increase MDE’s capacity to simultaneously support ISD capacity development and district capacity to prevent delay in getting to student outcomes
Hold the MiMTSS (State) Conference	Conduct MTSS focus groups to inform further development of MTSS implementation support for the field	Identify/Implement strategies to increase MDE’s capacity to simultaneously support ISD capacity development and district capacity to improve student outcomes	
Differentiate the intensity and types of MTSS implementation support available to the field – universal, targeted and intensive	Identify strategies to increase MDE’s capacity to simultaneously support ISD capacity development & district capacity to improve student outcomes		
Review Vermont’s Early Childhood MTSS system			
Align systems language and processes between Blueprint, MICIP and MTSS based upon implementation science			
Plan and conduct MTSS focus groups to inform further development of MTSS implementation support for the field			

**Table 3: System of General Supervision Activities**

April - June	July – September	October – December	January - March
Review Cohort 0 self-review submissions (comprised of OSEPs eight components of general supervision)	Issue ISD Determinations	Revise the ISD General Supervision Self-Assessment Tool for use by Cohort 1	Implement professional learning for Cohort 0 ISDs on the Quality Data Use process
Conduct individual, on-site visits with the eight ISDs that comprise Cohort 0 to evaluate each ISDs developing system of general supervision	Complete joint OSE-ISD monitoring activities	Develop a draft of a continuum of incentives and sanctions for improved performance and uncorrected noncompliance	Review written procedures for each 618 data collection and State Performance Plan/Annual Performance Report indicators
	Provide ISD Directors with feedback on the development and implementation of ISD systems of General Supervision – mid-year report (March)	Continue cross-unit work to support development of technical assistance and understanding of ISD general supervision development	Continue provision of technical assistance to ISDs based on the Differentiated Framework of Technical Assistance and Monitoring Support
	Review draft guide describing components of MDE OSE General Supervision	Provide feedback to ISDs on the development and implementation of ISD systems of General Supervision – final report 2019-2020 and 2020-2021 application	Continue staff development to present data and other information for easy consumption by stakeholders
	Meet with Cohort 0 ISDs to review and discuss information in the ISD General Supervision System Self-Assessment Tool	Provide technical assistance to ISDs based on the Differentiated Framework of Technical Assistance and Monitoring Support	Finalize consolidated monitoring manual for use in 2021
	Continue to provide ISD Directors with information and resources to address technical assistance needs identified in Fall 2019	Continue building cross-office connections to coordinate improvement work	Assess the process effect of differentiated technical assistance activities
	Continue OSE staff development to use data to fulfill general supervision responsibilities	Review draft consolidated monitoring manual	Revise the draft guide describing components of MDE OSE General Supervision
		Identify Cohort 0 ISDs to engage in the Quality Data Use professional learning	

**Table 4: Coordinated Support (CS) Leadership Team**

April - June	July – September	October – December	January - March
Conduct the SCA to establish baseline	Monitor the action plan of the CS Development Team	Conduct the SCA and update plan	Monitor the evaluation plan for CS
Develop plan utilizing SCA data	Allocate resources within their purview (Fiscal, Personnel) and secure additional resources as needed	Monitor the evaluation plan for CS	Prioritize supports offered to districts based upon data and recommendations from the CS Development Team and/or other sources; make recommendations to sponsoring deputy.
Monitor the action plan of the CS	Communicate implications to internal (MDE Staff) and external stakeholders (such as ISDs, Associations)	Prioritize supports offered to districts based upon data and recommendations from the Coordinated Supports Development Team and/or other sources; make recommendations to sponsoring deputy	Monitor the action plan of the CS Development Team
Development Team Allocate resources within their purview (Fiscal, Personnel) and secure additional resources as needed	Identify and support structural and functional changes needed as a result of CS	Monitor the action plan of the CS Development Team	Allocate resources within their purview (Fiscal, Personnel) and secure additional resources as needed
Communicate implications to internal (MDE staff) and external stakeholders (such as ISDs, Associations)		Allocate resources within their purview (Fiscal, Personnel) and secure additional resources as needed	Communicate implications to internal (MDE Staff) and external stakeholders (such as ISDs, Associations)
Identify and support structural and functional changes needed as a result of CS		Communicate implications to internal (MDE Staff) and external stakeholders (such as ISDs, Associations)	Identify and support structural and functional changes needed as a result of Coordinated Supports
		Identify and support structural and functional changes needed as a result of Coordinated Supports	

***Table 5: Coordinated Supports Development Team***

April - June	July – September	October – December	January - March
Further identify internal roles, processes, and tools necessary to increase the department’s ability to effectively coordinate support to districts	Further identify internal roles, processes, and tools necessary to increase the department’s ability to effectively coordinate support to districts	Train and support relevant cross office staff on the tools developed to assist in the population of data	Train and support cross office implementors (such as Regional Field Consultants, Special Education, Partnership District PALS) to utilize system components/tools
Develop prototypes of each component/tool	Usability test of each component/tool	Populate tools based upon prioritization of supports and data	Train and support implementors to identify patterns of need and/or barriers across districts that need to be raised to the CS Development Team
Usability test each component/tool as the design teams are ready; an agile process of development will be applied with feedback from implementors incorporated into improvements	Build tools in the identified data platform	Analyze supports for alignment, redundancies, and gaps	Recommend development, improvement, maintenance and/or discontinuation of supports to the CS Leadership Team
Build tools in the identified data platform, once vetted	Develop and maintain the communications plan	Recommend development, improvement, maintenance and/or discontinuation of supports to the CS Leadership Team	Develop and maintain the communications plan
Develop and maintain the communications plan	Develop and implement evaluation plan	Develop and maintain the communications plan	Implement the evaluation plan
Compile and analyze data to determine need and recommend prioritizations	Compile and analyze data to determine need and recommend prioritizations	Implement the evaluation plan	Compile and analyze data to determine need and recommend prioritizations
Identify plan for ISD engagement	Implement plan for ISD engagement	Compile and analyze data to determine need and recommend prioritizations	

Note: Timeline is tentative for coordinated support tools based upon securing of resources. These are high level activities supported by the work plans of each design team.

**Table 6: WoW Activities**

April - June	July – September	October – December	January - March
Collect and analyze SCA for WoW Direction Team	Communicate WoW SharePoint site and available tools	Collect and analyze agency capacity assessment data for WoW Direction Team; change plan based on results	Develop and test WoW tools, policies, and procedures
Develop and test WoW tools, policies, and procedures	Develop and test WoW tools, policies, and procedures	Develop and test WoW tools, policies, and procedures	Implement and evaluate communications plan
Develop WoW SharePoint site		Survey to staff, including leadership, to understand WoW impacts on infrastructure	Analyze evaluation data and make recommendations for change
Determine needs of MDE staff on additional WoW tools		Implement communications plan	
Identify specific questions within the 2020 State of Michigan Employee Engagement Survey to assist in the evaluation of department leadership, strategic planning, and WoW components (develop baseline)			

## EVALUATION

For the revised SSIP Theory of Action, an evaluation plan has been developed to leverage the existing SPDG evaluation plan and former SSIP evaluation plan as appropriate. The revised SSIP Theory of Action provided the MDE with an opportunity to strengthen current evaluation work, to measure the impact of the EBPs and infrastructure improvement strategies for students with disabilities.

The following questions will be used to guide the evaluation.

- To what extent have reading outcomes improved for all students, including students with disabilities, in grades K-5?
- To what extent are students who need additional reading support accessing relevant evidence-based intervention?
- To what extent do students, families, and school staff report improved perceptions of the quality of reading instruction and satisfaction with the school's reading supports?
- To what extent are interventionists implementing interventions with intensification strategies with fidelity?
- To what extent are schools implementing a schoolwide reading with fidelity across tiers one through three?
- To what extent are ISDs and districts maintaining an infrastructure to support implementation of a schoolwide reading model and data-based individualization?
- To what extent are individuals receiving professional learning demonstrating high levels of knowledge/skills at the conclusion of all learning sessions?
- To what extent are individual recipients of coaching support reporting high levels of satisfaction with intensification strategies?
- To what extent is MDE maintaining an infrastructure to support ISDs, districts, and schools in fulfilling their respective roles in the implementation of evidence-based practices within a multi-tiered framework?

Table 7 on the subsequent page outlines the specific outcomes to be measured at each level of the education system, using various methods with different stakeholders. Previously, the SCA was conducted by the MDE cabinet. With recent changes in teaming structures, and a review of functions held across teams, it has been determined that SCAs will be completed by the leadership teams that provides governance over the improvement strategy (i.e.: WOW Direction Team, Coordinated Supports Leadership Team, MiMTSS Leadership Team). A more detailed evaluation plan is in development, with specification of objectives, data collection schedules, data analysis and use schedules, and reporting and communication methods.

**Table 7: Measurable Outcomes**

Level	Construct	Method/Measure
Student	Impact	Acadience Reading End of Year Screening Results Acadience Reading Progress Monitoring Scores
Student	Access	Rate of Access to Intervention
Family	Satisfaction with School & District Supports	Interviews/Focus Groups/Surveys
Family	Engagement	Product Reviews of Meeting Minutes & Intensification Plans
Classroom	Fidelity	Intervention Fidelity Checklist
Classroom	Coaching Satisfaction	Coaching Satisfaction Survey
School	Fidelity	Reading – Tiered Fidelity Inventory
School	Satisfaction with District/ISD & State Supports	Interviews/Focus Groups/Surveys
District	Capacity	DCA
District	Satisfaction with ISD & State Supports	Interviews/Focus Groups/Surveys
ISD	Capacity - if developing an implementation infrastructure to support MTSS and DBI	RCA
Training Recipients Across Levels	Training Effectiveness	Survey: Self-Efficacy, General Reactions, and Completion of Activities
State	Capacity	SCA

## STAKEHOLDER ENGAGEMENT

Diverse stakeholders and staff are engaged to inform, guide, and support the work of SSIP. Various stakeholders are engaged along a continuum, from outreach to involvement to collaboration to shared leadership, to not only exchange information but to co-design the work. Below is a description of each stakeholder group and their role in supporting the work of the SSIP.

- State Board of Education. The Michigan State Board of Education provides overall governance for education. At least annually, information regarding the current progress of the SSIP will be shared with the board, and an opportunity provided for the board to provide input, feedback, and recommendations.
- Special Education Advisory Committee. The Special Education Advisory Committee (SEAC) will continue to be engaged with MDE to support the implementation of the SSIP, as it has been since the initial requirement in 2014. As part of each monthly meeting, the MDE OSE director provides updates to the committee regarding current activities of the department as it pertains to literacy support. In addition to regular updates, the SEAC is engaged in co-learning opportunities, to deepen knowledge of related topics, such as literacy and intensification of instruction, to support guidance and input into SSIP implementation and evaluation activities.
- ISDs, LEAs, and school partners. Staff and families within ISDs, LEAs, and schools involved in the work of the SSIP will be engaged through various implementation activities, such as participation on implementation teams and evaluation activities of the SSIP, for example interviews and focus groups. Through these implementation and evaluation activities, representative staff and families of students with disabilities will guide and support the SSIP.