

FFY 2019 Indicator B-17/C-11 Annual Performance Report (APR) Optional Template

Section A: Data Analysis

What is the State-identified Measurable Result (SiMR). (Please limit your response to 785 characters).

For this reporting period (July 1, 2019 to June 30, 2020 – a reporting timeline shift from previous MDE reports), Michigan’s SiMR continues to focus on improved reading proficiency for students with an IEP. 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 - NWEA. SiMR results included within this report are inclusive of districts within the transformation zone. In December 2019, the Michigan Department of Education (MDE) modified its SSIP Theory of Action (ToA) (see ToA section later in report), which will change the SiMR data moving forward. The SiMR will be expanded from the evaluation of reading outcomes for students with an IEP in grades K-3 to the addition of students with an IEP in grades K-5.

Has the SiMR changed since the last SSIP submission?

Yes

If “Yes”, provide an explanation for the change(s), including the role of stakeholders in decision-making. (Please limit your response to 1600 characters without space).

Based on guidance from OSEP, half-way through this reporting period MDE aligned the State Personnel Development Grant (SPDG) and the SSIP. Moving forward, SiMR data will be generated from elementary schools being supported through the State Personnel Development Grants (SPDG). This work is a direct partnership between districts and Michigan’s Multi-Tiered System of Support Technical Assistance Center (MiMTSS TA Center). Schools in these districts access a multi-year professional learning series. Within 1.5 years school teams have learned how to install the Tier 1 components of an integrated behavior and reading MTSS framework. Districts can expand MTSS implementation efforts to include Data-Based Individualization (DBI), a process for using data in an on-going way to meaningfully intensify reading intervention instruction. MDE’s revised SSIP ToA 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 an IEP.

The SiMR data will be collected using the Acadience Reading assessment, a universal screening and progress monitoring assessment that measures the acquisition of early literacy skills from K-6. Acadience Reading consists of six brief measures that function as indicators of the essential skills to become a proficient reader. The sample of schools for the SiMR will be from districts receiving professional learning and technical assistance support in the identified Evidence-Based Practices (EBPs) within an MTSS framework from the MiMTSS TA Center. The MiMTSS TA Center works on behalf of the MDE.

Special Education Advisory Committee (SEAC) was invited to learn about DBI during a December 2019

Progress toward the SiMR

Please provide the data for the specific FFY listed below (expressed as actual number and percentages).

Baseline Data: 45.5%

Has the SiMR target changed since the last SSIP submission? No

FFY 2018 Target: 46% FFY 2019 Target: 46%

FFY 2018 Data: $93/200=46.5\%$ FFY 2019 Data: $93/200=46.5\%$

Was the State's FFY 2019 Target Met? Yes

Did slippage¹ occur? No

If applicable, describe the reasons for slippage. (Please limit your response to 1600 characters without space).

¹ The definition of slippage: A *worsening from the previous data AND a failure to meet the target*. The worsening also needs to meet certain thresholds to be considered slippage:

1. For a "large" percentage (10% or above), it is considered slippage if the worsening is more than 1.0 percentage point. For example:
 - a. It is not slippage if the FFY 2019 data for Indicator X are 32% and the FFY 2018 data were 32.9%.
 - b. It is slippage if the FFY 2019 data for Indicator X are 32% and the FFY 2018 data were 33.1%.
2. For a "small" percentage (less than 10%), it is considered slippage if the worsening is more than 0.1 percentage point. For example:
 - a. It is not slippage if the FFY 2019 data for Indicator Y are 5.1% and the FFY 2018 data were 5%.
 - b. It is slippage if the FFY 2019 data for Indicator Y are 5.1% and the FFY 2018 data were 4.9%.

*Refer to SPP/APR Measurement Language for required information for Phases I-III including requirements for SiMR, baseline, targets, theory of action, and components of the implementation and evaluation plan.

Optional: Has the State collected additional data (*i.e.*, *benchmark, CQI, survey*) that demonstrates progress toward the SiMR? No

If “Yes”, describe any additional data collected by the State to assess progress toward the SiMR. (Please limit your response to 1600 characters without space).

*Refer to SPP/APR Measurement Language for required information for Phases I-III including requirements for SiMR, baseline, targets, theory of action, and components of the implementation and evaluation plan.

Did the State identify any data quality concerns, unrelated to COVID-19, that affected progress toward the SiMR during the reporting period? Yes

If “Yes”, describe any data quality issues specific to the SiMR data and include actions taken to address data quality concerns. (Please limit your response to 3000 characters without space).

Data quality issues specific to the NWEA assessment became apparent as professional learning on the MTSS component of Comprehensive Screening and Assessment System occurred within the transformation zone. District Implementation Teams voiced concerns about assessment fidelity specifically in the areas of assessment administration, assessment analysis, and data entry. As a result of the fidelity concerns, progress monitoring did not occur.

After this reporting year, SiMR data will no longer be collected from the Intermediate School Districts (ISDs) and districts within the transformation zone.

Did the State identify any data quality concerns directly related to the COVID-19 pandemic during the reporting period? Yes

If data for this reporting period were impacted specifically by COVID-19, the State must include in the narrative for the indicator: (1) the impact on data completeness, validity and reliability for the indicator; (2) an explanation of how COVID-19 specifically impacted the State's ability to collect the data for the indicator; and (3) any steps the State took to mitigate the impact of COVID-19 on the data collection.
(Please limit your response to 3000 characters without space).

Although there appears to be no slippage due to the percentage increase over the target, MDE wants to highlight that during this timeframe there was a plan of re-establishing the baseline with a new sample due to the change in the ToA. Unfortunately, the educational disruption associated with the COVID-19 pandemic disrupted the selection process for securing schools to participate in this effort and therefore new baseline data was not acquired. Even though districts submitted a return to school plan before the start of the 2020-2021 school year addressing virtual, in-person, or hybrid instructional approaches due to rises in COVID-19 cases, additional executive orders from the Governor have impacted those plans. Districts have prioritized which assessments to administer to students and have also adjusted the assessment administration protocols to accommodate students participating in virtual instruction. There has not been a reliable way for districts to determine the fidelity of administration, scoring, and data entry protocols. Acadience data, a reading curriculum-based measure, is one assessment all SPDG sites have been committed to using; however, it has been challenging to administer the data assessment using virtual learning platforms (e.g., the student reads an oral reading fluency assessment probe by the teacher displaying it on his or her shared computer screen). These challenges have resulted in staff feeling less confident that the data collected are reliable.

During this reporting period, the MiMTSS TA Center developed a range of mitigation strategies to impact the SiMR. The strategies assist districts in implementing the components of an MTSS framework for which they have already received professional learning. The first strategy involved developing resources to support districts/schools in providing effective instruction during remote learning. MiMTSS TA Center staff and national experts collaborated to create these resources. The second mitigation strategy focused on conceptualizing resources to guide districts/schools on assessing students during remote instruction. Monthly meetings with superintendents and other staff responsible for supporting MTSS efforts have occurred. The purpose of the meetings is to better understand the districts' needs, provide resources based on their needs, and mutually determine whether there are opportunities to re-engage with more formal MTSS implementation supports. The third mitigation strategy focused on developing an intensifying literacy instruction guide for educators and leaders. This guide has been the foundation for DBI professional learning. MiMTSS TA Center staff created a professional learning scope and sequence to align with the guide. Concurrently, the MiMTSS TA Center is developing DBI professional learning modules for model demonstration sites to access to improve implementation and the use of data to drive instruction.

Section B: Phase III Implementation, Analysis and Evaluation

Is the State's theory of action new or revised since the previous submission? Yes

If "Yes", please provide a description of the changes and updates to the theory of action

(Please limit your response to 1600 characters without space).

MDE has been engaged for many years in work to address the department's systemic infrastructure to support the use of an MTSS framework. Using the learnings gained from the work within the transformation zone and feedback provided by OSEP, MDE revisited (during this reporting year) its ToA and its infrastructure improvement strategies, as well as identification of EBPs implemented within MTSS. Based on this, a new SSIP ToA was developed in December 2019, which shifted specific work and focus to meet the differentiated needs of learners, particularly students with an IEP.

Michigan's updated ToA states: if capacity is established within MDE, ISDs, and member districts to fulfill their respective roles in the selection, coordination, support, and/or implementation of EBPs within a multi-tiered framework, then identified local districts/schools will implement EBPs within a multi-tiered framework with fidelity, and reading outcomes will improve for K-5 students with an IEP in the identified districts, then fidelity of implementation of EBPs within a multi-tiered framework will be sustained, Michigan will scale-up the implementation of a multi-tiered framework, including practices to increase intervention intensity statewide, and reading outcomes will improve for K-5 students with an IEP across the state.

Did the State implement any new (previously or newly identified) infrastructure improvement strategies during the reporting period? No

If “Yes”, describe each new (previously or newly identified) infrastructure improvement strategy and the short-term or intermediate outcomes achieved. (Please limit your response to 1600 characters without space).

Provide a summary of each infrastructure improvement strategy that the State continued to implement in the reporting period, including the short-term or intermediate outcomes achieved. (Please limit your response to 3000 characters without space).

The ToA infers capacity is developed (internally and externally) by establishing, sustaining, and improving infrastructures to assure full use of effective practices, which will result in increased outcomes for students with an IEP. The following infrastructure improvement strategies are designed to build this capacity. (See appendix A for detailed activities for each strategy.):

Way of Work (WoW) is an internal system that aims to improve infrastructure through consistent and cohesive work processes across MDE and is rooted in implementation science. Tools and guidance continue to be developed and used to support MDE and more specifically the implementation of Coordinated Supports (CS) and MTSS. The WoW work directly tie to specific CS and MTSS needs and include: the development and strengthening of governance (inclusive of a teaming criteria), a comprehensive communication planning tool, a data and IT flowchart, and a professional learning plan (delayed due to COVID).

Coordinated Supports: In June 2020, MDE approved a proposal to align technical assistance provided by the state through Michigan's Multi-Tiered System of Supports (MiMTSS funded by the Office of Special Education), Blueprint (Statewide Technical Assistance Grant funded by ESSA), and Michigan Integrated Continuous Improvement Process (MICIP). The plan will increase MDE's capacity to support ISDs and member districts in their application of implementation and continuous improvement sciences to successfully implement, scale-up, and sustain effective practices for improvement of learner outcomes at a quicker rate statewide. By clearly articulating the role and function of each TA provider within this continuum, MDE will ensure continuity in applied research, approach, and language, which will enable the field to move seamlessly between supports as needed.

MiMTSS: MDE supports the implementation of MTSS through MiMTSS. MiMTSS includes: MDE's MiMTSS Leadership Team (MiMTSS LT), MiMTSS TA Center, and the MiMTSS Data System. In 2019-2020, MiMTSS engaged in an extensive process to improve the MDE MTSS Practice Profile, which defines standards for what MTSS looks like in practice and provides member districts with guidance for implementation of MTSS as indicated in Michigan's state law. The MiMTSS LT built upon its existing governance by establishing three committees to tackle specific continuous improvement strategies next year: MiMTSS Communications Committee, MiMTSS Fiscal Committee, and MiMTSS Professional Learning and Technical Assistance Committee. Differentiating the intensity and types of MTSS implementation support available to the field to include universal, targeted, and intensive offerings was a high priority, while also converting all existing offerings to a virtual format to accommodate needs in response to the COVID-19 pandemic.

General Supervision: Strategies to improve this area include: the development and implementation of a self-assessment tool completed by 12 of 56 ISDs; trainings for ISDs on timely and accurate data submissions and a quality data use process; joint monitoring activities with ISDs; and revised operational guide for components of general supervision.

Provide a description of how the State evaluated outcomes for each improvement strategy and how the evaluation data supports the decision to continue implementing the strategy. (Please limit your response to 3000 characters without space):

Way of Work: WoW staff evaluated progress on infrastructure through the number of tools and guidance developed (from two to 22); implementation of efforts receiving intensive and targeted WoW supports (requests increased from one to eight); and the use of tools and guidance documents for implementation efforts (application in nine of 17 offices). WoW efforts continue to develop a coordinated and aligned infrastructure across MDE to help support learning and learners; therefore, implementation of WoW will continue for the next reporting period. It is important to note that employee engagement survey data, which informed WoW in previous reporting periods, was not yet available when writing this report.

MiMTSS: To evaluate MDE's capacity to provide MTSS implementation support to the field, MDE's MiMTSS LT conducted the State Capacity Assessment (SCA) for MTSS in May/June of 2020 to establish a baseline and inform planning. The first administration resulted in a baseline total score of 35% with sub scores of 28% in Leadership, 42% in Infrastructure and Resources, and 39% in Communication and Engagement. Upon analysis of the data, three priority areas were identified for improvement in 2020-2021: communications, professional learning (particularly for MDE staff), and use of data to inform decision-making. In spring and early summer 2020, the MiMTSS TA Center established goals designed to operationalize a 3 to 5-year strategic plan that encompasses the overall work of the MiMTSS TA Center. The plan addresses three goals: Goal 1, Reach: Increase the number and percent of ISDs and member districts that access a continuum of MTSS technical assistance (universal, targeted, intensive). Goal 2, Statewide Capacity and Impact: Continuously improve the impact of the MiMTSS TA Center's work on educator skills and knowledge related to MTSS, district and ISD capacity, school-level fidelity, and learner outcomes, including students with an IEP. Goal 3, Model Demonstration: Establish model demonstration projects for the purpose of systematically learning more about specific MTSS data, practices, and systems to integrate that learning into the continuum of MTSS supports offered by the MiMTSS TA Center. MiMTSS is engaged in or preparing for three model demonstration projects, which are: Interconnected Systems Framework (PBIS + Social Emotional Learning + Mental Health), DBI, and the Pyramid Model (PBIS for Early Childhood). Within this reporting period, 51 (91.1%) ISDs, 168 (31.0%) LEAs, and 18 (7.1%) Public School Academies (PSAs) from 45 (80.4%) ISDs, participated in MiMTSS training events. The sessions are generally well received. For example, of the participants with the DBI training, 100% reported that the session content was of high quality and 94% reported that the session included valuable tools and resources.

General Supervision (GS): 56 ISDs participated in GS learning. 12 of 56 ISDs completed a self-assessment tool to determine the level of implementation of the eight components. The process and outcomes have increased the understanding of the sub recipient role of the ISD and the shared obligation of ensuring FAPE within their jurisdiction.

Provide a summary of the next steps for each infrastructure improvement strategy and the anticipated outcomes to be attained during the next reporting period. (Please limit your response to 3000 characters without space):

The following infrastructure improvement strategies will continue. (See Appendix B for detailed activities for each strategy.)

Way of Work: WoW will continue to strengthen MDE infrastructure by: creating tools and guidance to be used in the WoW process for Coordinated Supports and MTSS with specific efforts related to data, professional learning, and communications; aligning the technical assistance that MDE receives; increasing universal and targeted supports to MDE; developing and implementing the IDEA Leadership Team to establish shared expectations, procedures, policies, and systemic communications between Part C and all of Part B.

Coordinated Supports: CS will continue to coordinate and align efforts to increase MDE's capacity to support local implementation and improve learner outcomes; further develop processes and tools to support MDE's use of data to inform planning and improvement of supports available to ISDs and LEAs; and implement the plan to support capacity development within ISDs, LEAs, schools, and classrooms to apply implementation and continuous improvement sciences for systemic improvement statewide.

MiMTSS:

Within each of the system components highlighted below, the following MiMTSS work will occur:

Governance

- Develop a MiMTSS State Action Plan to illustrate the collective work and impact across the MiMTSS LT, committees, and MiMTSS TA Center.
- Review and update Michigan's MTSS Scale-Up plan.

Data

- Expand its use of data to inform continuous planning and improvement.

Finance

- Release MiMTSS "Fiscal Guidance to Support Implementation of a Multi-Tiered System of Supports" through the coordination of state and federal funds.

Accountability and Monitoring

- Adjust the MiMTSS Recognition System in response to COVID-19.

Quality Standards

- Release the MDE MTSS Practice Profile version 5.0.

Professional Learning and Technical Assistance

- Release the MiMTSS Technical Assistance Catalog.
- Disseminate the document, "Intensifying Literacy Instruction: Essential Practices".
- Engage in model demonstrations for Data Based Individualization, Interconnected Systems Framework, and Early Childhood MTSS.

Communications

Did the State implement any new (previously or newly identified) evidence-based practices?

Yes

If “Yes”, describe the selection process for the new (previously or newly identified) evidence-based practices. (Please limit your response to 1600 characters without space):

Based on feedback from OSEP, the EBP was changed half-way through this reporting period.

Students who are struggling readers require explicit, systematic instruction that is guided by data. One component for intensifying supports involves DBI, which is an iterative multi-step, research-based process that relies on the systematic and frequent collection and analysis of student-level data. DBI is the newly selected EBP for the SSIP. DBI 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 EBP strategies of DBI and intensifying instruction were selected based on a demonstrated effect on outcomes. Evidence for DBI includes a meta-analysis involving students with intensive learning needs. (Jung et al., 2018). Additional evidence for the EBP comes from the Institute of Education Sciences practice guides “Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade” (2019) and “Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Interventions in the Primary Grade” (2009). Furthermore, strategies and evidence for intensifying literacy instruction can be found in the “Intensifying Literacy Instruction: Essential Practices” guide (St. Martin et al, 2020).

The new EBP is aligned with existing work of the MiMTSS TA Center. Other considerations for selecting the new EBP includes the technical assistance to MiMTSS TA Center from the National Center on Intensive Intervention.

Provide a summary of the continued evidence-based practices and how the evidence-based practices are intended to impact the SiMR. (Please limit your response to 1600 characters without space):

Following the decision to adjust the ToA, a plan was developed to fade support to the ISDs and districts within the transformation zone by the end of the reporting period. During this time, some capacity assessments at the ISD and district level were completed and demonstrated growth. For example, Lenawee ISD conducted a Regional Capacity Assessment in March 2020 and showed growth with a score of 76.8% up from 51.8%. Participating districts in Lenawee also demonstrated growth in capacity assessments and in school-wide fidelity measures.

In response to feedback from OSEP, there was a planned change for the EBP. During the first part of this reporting period, the EBP focused on MTSS. As presented in the SSIP, MTSS 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 IEPs, 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. The original intent of this EBP is that educators implement a multi-tiered framework that intensified supports for students in the area of reading instruction based on student need. Students with IEPs who struggle with reading are provided access to effective tier 1 reading supports. Additionally, further intervention is provided to students who require more intensified instruction that focuses on developing the specific area of reading skills.

Describe the data collected to evaluate and monitor fidelity of implementation and to assess practice change. (Please limit your response to 1600 characters without space):

Relative to the new EBP, the following data will be collected to evaluate and monitor fidelity and assess practice change. This collection did not occur due to the pandemic.

Reading Tiered Fidelity Inventory (R-TFI): The R-TFI was developed to measure the implementation of school-wide reading systems. Each measure includes items related to Tier 1, 2, and 3 reading systems organized with subscales of teams, implementation, resources, and evaluation. To date, research has been conducted on content validity and response-process validity. Additional research on reliability, construct validity, predictive validity, and consequential validity is planned. The R-TFI is the only measure to assess the implementation of reading systems with alignment across elementary and secondary schools as well as with the structure of a behavior TFI.

DBI Implementation Rubric: This DBI Implementation Rubric is intended to support monitoring of school-level implementation of DBI for students who need intensive intervention. The rubric follows the structure of the Center on Response to Intervention's Integrity Rubric (see www.rti4success.org). It is aligned with the essential components of DBI and the infrastructure that is necessary for successful implementation in grades K–6. It describes levels of implementation on a 1–5 scale across DBI components. The rubric is accompanied by guiding questions that may be used for a self-assessment or structured interview of a school's DBI leadership team.

*Refer to SPP/APR Measurement Language for required information for Phases I-III including requirements for SiMR, baseline, targets, theory of action, and components of the implementation and evaluation plan.

Describe the components (professional development activities, policies/procedures revisions, and/or practices, etc.) implemented during the reporting period to support the knowledge and use of selected evidence-based practices. (Please limit your response to 1600 characters without space):

During the reporting period, there has been a significant investment in supports for the implementation of intensified reading instruction and DBI. The work focused on professional development for the specific instructional practices, and tool/resource development to aid in implementing the practices with fidelity.

Professional Development: Specific efforts consisted of 29 video/webinars on the topic of effective reading instruction; 20 videos/webinars on data use; 12 video/webinars for leadership teams and administrators on supporting effective implementation; 11 video/webinars on the topic of developing coaching; and 8 webinars to promote family engagement in adequate reading supports within a multi-tiered framework. This included a webinar introducing the components of DBI that was recorded for additional viewing.

Tool/Resource Development: A feedback survey was sent out to educators, leaders, literacy experts, and to institutions of higher education to review the contents of the "Intensifying Literacy Instruction: Essential Practices" guide. The data and feedback from the survey were analyzed and edits were incorporated. The guide is the foundation for educators and leaders to begin to understand DBI. National experts, practitioners, MDE staff, and the MiMTSS TA Center staff worked collaboratively to sensibly articulate the cornerstones of high-quality reading and writing instruction for all learners. This guidance document outlines five practices that are the most critical aspects of assuring students receiving Tier 2 and 3 interventions are provided necessary intensive literacy instruction. Additionally, materials and resources were created to better address the implementation of intensifying evidence-based reading supports during the disruptions associated with the pandemic.

Section C: Stakeholder Engagement

Describe the specific strategies implemented to engage stakeholders in key improvement efforts.

(Please limit your response to 3000 characters without space):

The primary stakeholder group in relation to the SSIP is the Special Education Advisory Committee (SEAC), which meets monthly throughout the year. SEAC has been engaged with MDE to support the implementation of the SSIP since the initial requirement in 2014. Strategies to engage with SEAC include status updates, professional learning about assessment types, the eight components of general supervision and target setting activities. A subcommittee of the SEAC provides feedback on SSIP to improve the work and clarify communication. An MDE work group consisting of ISD and local directors provides additional input on SSIP efforts.

Administrators and educators are another key stakeholder group that support and/or implement the reading instruction. Educators typically have greater engagement in an initiative when there is:

- a clear rationale for doing the work (e.g., identified need and documented effectiveness),
- administrative support for the work (supportive policies, allocated resources),
- alignment with values and teaching philosophies, and
- training/coaching to ensure adequate skill development.

The MiMTSS TA Center provides training and resources to leadership/implementation teams at both the district and school levels to help address the variables listed above to increase stakeholder engagement.

Another stakeholder group involves parents and families. A series of webinars has been provided (and recorded for optional later viewing) for educators to help promote family engagement in multi-tiered frameworks and reading interventions.

The MiMTSS TA Center had planned to conduct MTSS focus groups across the state, in collaboration with the Michigan Association of Intermediate School Administrators, to inform further development of MTSS implementation support for the field, especially at the ISD level. Unfortunately, this activity was put on hold due to COVID-19. MiMTSS will continue to evaluate the appropriate time to re-engage in the planning for this activity.

Were there any concerns expressed by stakeholders during engagement activities?**If “Yes”, describe how the State addressed the concerns expressed by stakeholders.**

(Please limit your response to 1600 characters without space):

SEAC and the special education work group concerns focus on the capacity of the ISD to implement the system as a coordinated effort. As the system has evolved, the concerns have largely focused on the need to increase funding to better support the implementation and the effective technical assistance resources needed to address identified areas of improvement.

The educator stakeholder group's primary concern involves the ability to participate in specific training in intensified reading instructional strategies and data-based-individualization during the pandemic. The educators suggested that they may not have the ability or capacity to take on a new initiative. This concern was addressed by clearly defining participation expectations (for both participant and technical assistance providers). Participation involves a mutual selection process as identified within a “readiness” session and resource materials. There is a section of the MiMTSS TA Center website that helps schools address needs during the pandemic. Training content and resource materials are created that tailor to the implementers' contextual needs while staying true to the core features of the evidence-based practices of intensifying instruction and data-based-individualization.

If applicable, describe the action(s) that the State implemented to address any FFY 2018 SPP/APR required OSEP response. (Please limit your response to 3000 characters without space):

Within the June 26, 2020 DMS report from OSEP to MDE, three items were identified as factors that constituted MDE receiving an intensive level of engagement from OSEP.

1. Coherent improvement strategies are not clearly defined, the state has not reported on the progress, or the activities are not aligned with the ToA/SiMR.

2. EBPs are not yet identified, or activities are limited to professional development to build teacher/provider knowledge and use of practices.

3. The State did not meet its FFY 2017 SiMR target, nor is it collecting progress monitoring data/interim measures of progress that suggest progress toward the SiMR throughout the year.

The following progress has been made in those areas:

1. MDE has a new SSIP ToA and coherent improvement strategies are aligned with the work and intend to change adult behavior and serve as indicators of progress toward systems change that will lead to improved outcomes for students with an IEP. OSEP strongly encouraged Michigan to increase oversight of improvement efforts and evaluate the effectiveness of initiatives intended to improve results for children with disabilities. 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 is developing a System of Coordinated Supports to align the resources and services available to districts to improve learner outcomes. The MiMTSS TA Center provides a robust structure to support educators in implementing effective practices with fidelity and collect data to determine impact.

2. The newly selected EBP is defined based on core components of literacy instruction aligned with the science of reading. Additionally, the EBP components of DBI have been operationalized through research and national expertise as funded through the OSEP technical assistance National Center on Intensive Intervention. The SSIP activities work to support implementation of the new EBP through tools, resources, training, and technical assistance. Fidelity tools are utilized to better define the correct and consistent implementation of the EBP. Also, the MiMTSS TA Center works closely with leadership teams at school and district levels to develop capacity for implementation of EBP with fidelity that can be sustained.

3. Measures have been identified for progress monitoring towards the SiMR. Data collection will involve the Acadience universal and progress monitoring assessment. The progress monitoring is aligned with the new EBP of DBI and intensifying literacy instruction. Due to the educational disruptions associated with the pandemic, schools did not collect Acadience data. The MiMTSS TA Center has used the time to further develop resources and learning opportunities for educators to conduct the Acadience assessments with fidelity. A number of webinars or videos have been provided or are in development to enhance educators' skills in effective reading intervention and use of data.

*Refer to SPP/APR Measurement Language for required information for Phases I-III including requirements for SiMR, baseline, targets, theory of action, and components of the implementation and evaluation plan.

Appendix A: SSIP Completed Activities - Organized by System Components

(Timeline: July 2019 – June 2020)

SiMR/EBP Activities (MiMTSS TA Center)

The activities provide direct support to Data-Based Individualization (DBI) and Intensifying Instruction as the Evidence Base Practice as well as developing and providing content that provides for foundations to set the stage for the evidence-based practices to be effective.

Governance

July - September	October - December	January - March	April - June
Blank cell	MiMTSS TA Center Leadership Team developed and aligned plan with MDE infrastructure and SiMR/EBP Activities.	MiMTSS TA Center Leadership Team reviewed/revised support plan from the MiMTSS TA Center to support SiMR/EBP Activities.	MiMTSS TA Center Leadership Team approved the DBI professional learning scope and sequence.

Data

July - September	October - December	January - March	April - June
Supported SSIP Leadership Team for the data collection plan for SiMR in Transformation Zone.	Supported SSIP Leadership Team for the data collection plan for SiMR in Transformation Zone.	Planned for collection of data on current resources and materials regarding relevance, usefulness, and quality planning and collecting data on fidelity of implementation for Tiers 1 – 3 within a multi-tiered framework Planning and collecting data on Data-Based Individualization.	Obtained feedback on Intensifying Literacy Instruction: Essential Practices.

Finance

July - September	October - December	January - March	April - June
Allocated funds to support implementation efforts for resource and content development.	Allocated funds to support implementation efforts for resource and content development.	Allocated funds to support implementation efforts for resource and content development.	Allocated funds to hire MiMTSS TA Center staff member to provide technical assistance for Data-Based Individualization and Intensifying Instruction.

Accountability and Monitoring

July - September	October - December	January - March	April - June
Blank cell	MiMTSS TA Center checked in with MDE regarding Data-Based Individualization and Intensifying Instruction status.	MiMTSS TA Center checked in with MDE regarding Data-Based Individualization and Intensifying Instruction status.	Model demonstration sites recruited recruitment for Data-Based Individualization and Intensifying Instruction

Quality Standards

July - September	October - December	January - March	April - June
Reviewed research literature for Data-Based Individualization and Intensifying Instruction standards incorporated into plan to support implementation.	Communicated with national experts for Data-Based Individualization and Intensifying Instruction standards incorporated into plan to support implementation.	Reviewed and revised Data-Based Individualization and Intensifying Instruction implementation support plan, based review of updated research and national experts.	Reviewed and revised Data-Based Individualization and Intensifying Instruction implementation support plan, based review of updated research and national experts.

Professional Development and/or Technical Assistance

July - September	October - December	January - March	April - June
Provided Acadience Reading Essential Workshop	Provided Best Practices in Dyslexia Legislation, Screening, Instruction, and Intervention	Developed and provided DBI Overview	Provided resource materials on MiMTSS website that addresses supporting reading instruction during the pandemic with remote learning, in-person, and hybrid instruction.
Provided Phonemic Awareness Training Session.	Provided Phonics for Reading Training Session.	Developed resources to support remote learning to support all students and specifically for students with disabilities or struggling learners.	Provided instructional videos for educators to support reading instruction. Videos posted on MiMTSS TA Center YouTube channel.
Provided MTSS Summit- providing information on multi-tiered framework to support all students.	Provided Tiered Fidelity Inventory Facilitator Training.	Provided refinements to DBI Professional Learning Scope and Sequence.	Blank cell
Blank cell	Blank cell	Writing the intensifying literacy instruction guide.	Blank cell

Infrastructure Activities Way of Work (WoW)

Governance

July - September	October - December	January - March	April - June
Sponsoring Deputy was provided updates and gave feedback and direction.	Sponsoring Deputy was provided updates and gave feedback and direction.	Sponsoring Deputy was provided updates and gave feedback and direction.	Sponsoring Deputy was provided updates and gave feedback and direction.
Monthly WoW Support Team meetings focused on obtainment of expected outcomes and continuous improvement.	Monthly WoW Support Team meetings focused on obtainment of expected outcomes and continuous improvement.	Monthly WoW Support Team meetings focused on obtainment of expected outcomes and continuous improvement.	Monthly WoW Support Team meetings focused on revising previous expected outcomes.
Expansion of consideration areas from 5 to 8.	Blank cell	Sponsoring Deputy approval of WoW 2.0.	Addition of monthly Consideration Area Team lead meetings for capacity building.

Data

July - September	October - December	January - March	April - June
MDE Staff and TZ participant feedback data were collected and used to inform WoW.	Blank cell	TZ data identified and summarized using RCA. Lessons learned informed the WoW process.	Utilization of measurement data of expected outcomes of WoW 1.0.
TZ data identified and summarized using RCA. Lessons learned informed the WoW process.	Blank cell	Tracking and developing tools based on MDE staff need.	Tracking and developing tools based on MDE staff need.
Blank cell	Blank cell	Usability testing on developed tools and guidance.	Usability testing on developed tools and guidance.

Fiscal

July - September	October - December	January - March	April - June
MDE allocation of FTE to staff WoW Support Team and Consideration Area Teams to implement WoW across the department.	MDE allocation of FTE to staff WoW Support Team and Consideration Area Teams to implement WoW across the department.	MDE allocation of FTE to staff WoW Support Team and Consideration Area Teams to implement WoW across the department.	MDE allocation of FTE to staff WoW Support Team and Consideration Area Teams to implement WoW across the department.
MDE continues to staff one State Transformation Assistant Administrator to lead the work of the	MDE continues to staff one State Transformation Assistant Administrator to lead the work of the	MDE continues to staff one State Transformation Assistant Administrator to lead the work of the	MDE continues to staff one State Transformation Assistant Administrator to lead the work of the

July - September	October - December	January - March	April - June
TZ at an intensive level of support.			

Accountability and Monitoring

July - September	October - December	January - March	April - June
Continuously monitored expected outcomes and plan for improvement, as necessary.	Continuously monitored expected outcomes and plan for improvement, as necessary.	Continuously monitored expected outcomes and plan for improvement, as necessary.	Continuously monitored expected outcomes and plan for improvement, as necessary.

Quality Standards

July - September	October - December	January - March	April - June
Revised definitions for consideration areas based on changes outlined in governance.	Developed WoW process for successful implementation of efforts.	Developed WoW tools and guidance documents to support implementation of MDE Defined Efforts.	Developed expected outcomes for each consideration area to guide the development of MDEs infrastructure
Blank cell	Blank cell	Blank cell	Developed WoW tools and guidance documents to support implementation of MDE Defined Efforts.

Professional Learning

July - September	October - December	January - March	April - June
Blank cell	Implementation science learning provided to support development of WoW process.	Implementation science learning provided to support development of WoW process.	Implementation science learning provided to support development of WoW process.
Blank cell	Blank cell	Blank cell	WoW Lead participation in SISEP Active States Forum.

Technical Assistance

July - September	October - December	January - March	April - June
TA provided to WoW Lead/STAA by SISEP.			
TA provided to WoW Support Team by WoW Lead.	TA provided to WoW Support Team by WoW Lead.	TA provided to WoW Support Team by WoW Lead.	TA provided to WoW Support Team by WoW Lead.
Blank cell	Blank cell	Blank cell	TA provided to WoW Consideration Area Teams by WoW Support Team members

Communication

July - September	October - December	January - March	April - June
Blank cell	WoW briefing with mid-level managers.	Presentation of WoW 2.0 to Senior Leadership.	Presentation of WoW at SISEP Active States Forum.
Ensured feedback loops throughout WoW teaming structure.			
Blank cell	Blank cell	Blank cell	Collaboration with SISEP Active States on implementation best practices.

Coordinated Supports

Governance

July - September	October - December	January - March	April - June
Coordinated Supports Phase 1 Plan and proposal for Phase 2 was approved by Sponsoring Deputy in September 2019.	Coordinated Supports Teaming Structure was approved by MDE Deputies in October 2019. The 2019-20 CS State Action Plan was developed in October 2019.	TSI & ATS Workgroup transitioned to the Coordinated Supports Development Team in February 2020. Coordinated Supports Leadership Team (CS LT) was established in March of 2020.	CS LT began discussions regarding previous attempts to increase coordination across MDE's support providers to the field and lessons learned.

Data

July - September	October - December	January - March	April - June
Reviewed 2017-2018 School Index Data at aggregate (ISD, District & Schools) and disaggregate levels (components, student subgroups) to further explore needs and supports available to LEAs in July 2019.	Blank cell	Customer Relations design committee was established to develop the District Profile prototype in March 2020.	1st draft of categories and data points for the District Profiles was presented to the CS Development Team and CS Leadership Team in May 2020. Identified Optimal Workshop as tool to vet prototype of District Profiles with MDE-All in June 2020.

Professional Development and/or Technical Assistance

July - September	October - December	January - March	April - June
Blank cell	Blank cell	MDE Catalog of Supports design committee was established in February 2020.	Conducted sorting activities to test out potential categories of support to organize the catalog. Discussed

July - September	October - December	January - March	April - June
		Reviewed potential categories from different sources and began to identify categories of support for the catalog in March 2020.	catalog navigation in April 2020. Layered catalog categories using three overarching categories and then sub-categories. Identified category and sub-category conventions in May 2020. Used analytics from Provenbyusers.com to further refine categories and subcategories for the catalog in June 2020.

Communications

July - September	October - December	January - March	April - June
Designed Customer Service Campaign to connect LEAs with schools identified for CSI, ATS and TSI to systemic supports available from MDE and gain insight to additional districts needs, July-September 2019.	Coordinated Supports presentation to MDE Leadership Team - Phase I in October 2019; Phase 2 presentation in November 2019.	Conducted Customer Service Campaign, January – March 2020. Adjusted campaign due to implications of COVID-19 in March 2020.	Followed-up with communication to the field about the Customer Service Campaign and continued offerings of support available in June 2020.
Blank cell	Trained Regional Field Consultants on the Customer Service Campaign and their role in communicating with LEAs and collecting resulting data in October 2019.	Blank cell	Blank cell

MiMTSS

Governance

July - September	October - December	January - March	April - June
MDE executive leadership acknowledged the capacity MIBLSI has built over 19 years to provide MTSS on	Reviewed MiMTSS work across offices.	Reviewed the roles and functions of the MiMTSS LT related to “Governance and Oversight” and developed graphic.	Conducted the 1st administration of the State Capacity Assessment (SCA) for MTSS in May/June 2020.

July - September	October - December	January - March	April - June
behalf the MDE in July 2019.			
An MTSS Early Childhood Committee was established to begin exploring MTSS for Pre-K classroom-based settings in districts with Great Start Readiness Programs and Head Start in September 2019.	Continued exploration of MTSS for Early Childhood.	Continued exploration of MTSS for Early Childhood.	Identified co-leads for the MiMTSS Early Childhood Committee to increase capacity and move the work forward.

Data

July - September	October - December	January - March	April - June
Ongoing improvements made to the MiMTSS Data System based on feature requests.	Ongoing improvements made to the MiMTSS Data System based on feature requests.	Ongoing improvements made to the MiMTSS Data System based on feature requests.	State level views were added to the MiMTSS Data System for State Capacity Data in April 2020.

Finance

July - September	October - December	January - March	April - June
Blank cell	Blank cell	An MiMTSS Fiscal Committee was established in January 2020.	Established common understanding and documenting allowable uses of funds to support MTSS implementation across federal and state funding streams thru June 2020.

Professional Development and/or Technical Assistance

July - September	October - December	January - March	April - June
Blank cell	MDE SIT and MiMTSS TA Center collaborated to enhance the system to evaluate MTSS professional learning.	The MiBLSI/MiMTSS TA Center provided over 340 days of training between July 2019 – January 2020.	Overall, 51 (91.1%) of ISDs, 168 (31.0%) LEAs, and 18 (7.1%) PSAs from 45 (80.4%) ISDs participated in MiMTSS training events between 07/01/19 – 06/30/20.
MiMTSS continued to provide intensive technical assistance to districts.	MiMTSS continued to provide intensive technical assistance to districts.	Development of the MiMTSS TA Catalog to differentiate the intensity and types of MTSS implementation	Continued development of the MiMTSS TA Catalog to differentiate the intensity and types of MTSS

July - September	October - December	January - March	April - June
		support available to the field.	implementation support available to the field.
Prepared for ISF Model Demonstration.	Prepared for ISF Model Demonstration.	Prepared for ISF Model Demonstration.	Partner LEAs and ISDs for ISF Model Demonstration Project identified.

Communications

July - September	October - December	January - March	April - June
Blank cell	Established MiMTSS email tree to triage emails from the field to provide timely and accurate responses.	Released MTSS and Michigan Integrated Continuous Improvement Process (MICIP) document in February 2020.	MIBLSI rebranded as MiMTSS TA Center Identified communications as a priority for improvement in June 2020.
Blank cell	Planned to conduct MiMTSS Focus Groups with the field to inform planning.	MiMTSS focus groups postponed due to COVID-19 .	Blank cell

General Supervision

Governance

July - September	October - December	January - March	April - June
Developed a self-assessment for ISD Systems of General Supervision.	A cohort of 8 ISDs (Cohort 0) completed the self-assessment of their System of General Supervision.	Collected and analyzed self-assessment for Cohort 0.	Due to the COVID-19 pandemic, on-site visits were cancelled, and a summary report of the self-assessment was provided to Cohort 0.

Data

July - September	October - December	January - March	April - June
Blank cell	Training was conducted with all ISDs to ensure time, accurate data submissions.	Implemented professional learning for Cohort 0 on the Quality Data Use Process.	Issued determinations at the ISD level.

Accountability and Monitoring

July - September	October - December	January - March	April - June
Blank cell	Completed joint OSE- ISD monitoring activities.	Continued provision of technical assistance to ISDs based on the Differentiated Framework of Technical Assistance and Monitoring Support.	Identified Cohort 1 ISDs to engage in the self-assessment of their System of General Supervision.

Quality Standards

July - September	October - December	January - March	April - June
Blank cell	Met with Cohort 0 to review and discuss information in the ISD System of General Supervision Self-Assessment Tool.	Reviewed and revised guide describing components of MDE OSE General Supervision.	Blank cell

Professional Development and/or Technical Assistance

July - September	October - December	January - March	April - June
Continued OSE staff development to use data to fulfill general supervision responsibilities.	Continued to build cross-office connections to coordinate improvement work.	Continued staff development to present data and other information for easy consumption by stakeholders.	Blank cell

Appendix B: SSIP Next Steps - organized by System Components

(Timeline: July 2020 – June 2021)

SiMR/EBP Activities (MiMTSS TA Center)

The activities provide direct support to Data-Based Individualization (DBI) and Intensifying Instruction as the Evidence Base Practice as well as developing and providing content that provides for foundations to set the stage for the evidence-based practices to be effective.

Governance

July - September	October - December	January - March	April - June
MiMTSS TA Center Leadership Team reviews/revises support plan from the MiMTSS TA Center to support SiMR/EBP Activities.	MiMTSS TA Center Leadership Team provide guidance on diagnostic evaluation tool, intervention selection guidance documents, reading skill alignment guides.	MiMTSS TA Center Leadership Team reviews/revises support plan from the MiMTSS TA Center to support SiMR/EBP Activities.	MiMTSS TA Center Leadership Team reviews/revises support plan from the MiMTSS TA Center to support SiMR/EBP Activities.
Blank cell	Blank cell	Blank cell	DBI Model demonstration recruitment.

Data

July - September	October - December	January - March	April - June
Develop internal structure to collect data on fidelity of implementation for Tiers 1 – 3 within a multi-tiered framework.	Develop internal structure to collect data on fidelity of implementation for Tiers 1 – 3 within a multi-tiered framework.	Conduct two intensive intervention surveys to district and school personnel, including special educators.	Develop internal structure to collect data on fidelity of implementation for Tiers 1 – 3 within a multi-tiered framework.
Planning and collecting data on Data-Based Individualization.	Planning and collecting data on Data-Based Individualization.	Blank cell	Planning and collecting data on Data-Based Individualization.
Blank cell	Obtain DBI resource development and feedback.	Blank cell	Blank cell

Finance

July - September	October - December	January - March	April - June
Allocate funding to support implementation efforts for resource and content development.	Allocate funding to support implementation efforts for resource and content development.	Allocate funding to support implementation efforts for resource and content development.	Allocate funding to support implementation efforts for resource and content development.

Accountability and Monitoring

July - September	October - December	January - March	April - June
MiMTSS TA Center checks in the MDE leadership regarding Data-Based Individualization and Intensifying Instruction status.	MiMTSS TA Center checks in the MDE leadership regarding Data-Based Individualization and Intensifying Instruction status.	MiMTSS TA Center checks in the MDE leadership regarding Data-Based Individualization and Intensifying Instruction status.	MiMTSS TA Center checks in the MDE leadership regarding Data-Based Individualization and Intensifying Instruction status.

Quality Standards

July - September	October - December	January - March	April - June
Review and revise Data-Based Individualization and Intensifying Instruction implementation support plan, based review of updated research and national experts	Review and revise Data-Based Individualization and Intensifying Instruction implementation support plan, based review of updated research and national experts	Review and revise Data-Based Individualization and Intensifying Instruction implementation support plan, based review of updated research and national experts	Review and revise Data-Based Individualization and Intensifying Instruction implementation support plan, based review of updated research and national experts

Professional Development and/or Technical Assistance

July - September	October - December	January - March	April - June
Provide online module for Tier 1 reading systems.	Provide online module for 1 Reading Components of MTSS.	Provide online module on Opportunities to Respond.	DBI professional learning module development.
Provide online module for Responding to needs of schools based on “returning to school” plans and providing materials resources on MiMTSS Website.	Provide online module for Coaching Support for Tier 1 Reading Systems.	Provide online module on Overview of Tier 1 reading.	Provide online module Reading Tiered Fidelity Inventory.
Provide webinar on High Leverage Instructional Practices (part 1).	Provide Responding to needs of schools based on “returning to school” plans and providing materials resources on MiMTSS Website.	Provide online module on Explicit Instruction implementer interview.	Provide Dyslexia training series.
Provide webinar on Data-Based Individualization Overview: A Process for Intensifying Intervention.	Provide webinar on High Leverage Instructional Practices (part 2).	Provide online module on Intervention Platform Features of Tier 3	Provide webinar on Instruction to reading science and structured language and literacy.
Blank cell	Provide webinar on Engaging and supporting families within a multi-tiered approach.	DBI professional learning module development.	Blank cell

July - September	October - December	January - March	April - June
Blank cell	Blank cell	Provide DBI resource refinement for dissemination through website.	Blank cell

Infrastructure Activities Way of Work (WoW)

Governance

July - September	October - December	January - March	April - June
Provide Sponsoring Deputy updates and receive feedback and direction.	Provide Sponsoring Deputy updates and receive feedback and direction.	Provide Sponsoring Deputy updates and receive feedback and direction.	Provide Sponsoring Deputy updates and receive feedback and direction.
Conduct monthly WoW Support Team meetings focus on obtainment of expected outcomes and continuous improvement.	Conduct monthly WoW Support Team meetings focus on obtainment of expected outcomes and continuous improvement.	Conduct monthly WoW Support Team meetings focus on obtainment of expected outcomes and continuous improvement.	Conduct monthly WoW Support Team meetings focus on obtainment of expected outcomes and continuous improvement.
Conduct monthly Consideration Area Team lead meetings for capacity building.	Conduct monthly Consideration Area Team lead meetings for capacity building.	Conduct monthly Consideration Area Team lead meetings for capacity building.	Conduct monthly Consideration Area Team lead meetings for capacity building.
Blank cell	Blank cell	Restructure PL/TA into one consideration area for tool and guidance development.	Blank cell
Blank cell	Blank cell	Reflect upon restructuring Data and Evaluation into one consideration area.	Blank cell

Data

July - September	October - December	January - March	April - June
Track and develop tools based on MDE staff need.	Track and develop tools based on MDE staff need.	Track and develop tools based on MDE staff need.	Track and develop tools based on MDE staff need.
Blank cell	Increase the number of Defined Efforts supported by WoW.	Increase the number of Defined Efforts supported by WoW.	Increase the number of Defined Efforts supported by WoW.
Usability test developed tools and guidance.	Usability testing on developed tools and guidance.	Usability testing on developed tools and guidance.	Usability testing on developed tools and guidance.
MTSS Leadership Team SCA results inform the WoW process.	Blank cell	Provide exit survey to offices after WoW training.	Analyze Employee Engagement Data to inform the WoW of work process.

Fiscal

July - September	October - December	January - March	April - June
Continue MDE allocation of FTE to staff WoW Support Team and Consideration Area Teams to implement WoW across the department.	Continue MDE allocation of FTE to staff WoW Support Team and Consideration Area Teams to implement WoW across the department.	MDE add additional P-20 FTE to support WoW.	Continue MDE allocation of FTE to staff WoW Support Team and Consideration Area Teams to implement WoW across the department.

Accountability and Monitoring

July - September	October - December	January - March	April - June
Continuously monitor expected outcomes and plan for improvement, as necessary.	Continuously monitor expected outcomes and plan for improvement, as necessary.	Continuously monitor expected outcomes and plan for improvement, as necessary.	Continuously monitor expected outcomes and plan for improvement, as necessary.

Quality Standards

July - September	October - December	January - March	April - June
Develop WoW tools and guidance documents to support implementation of MDE Defined Efforts	Develop WoW tools and guidance documents to support implementation of MDE Defined Efforts.	Develop WoW tools and guidance documents to support implementation of MDE Defined Efforts.	Develop WoW tools and guidance documents to support implementation of MDE Defined Efforts.
Develop WoW SharePoint site.	Blank cell	Blank cell	Blank cell

Professional Learning

July - September	October - December	January - March	April - June
Conduct monthly coaching meetings for Consideration Area Team leads and WoW Support Team members for the purpose of building implementation science capacity and strengthen MDE infrastructure.	Conduct monthly coaching meetings for Consideration Area Team leads and WoW Support Team members for the purpose of building implementation science capacity and strengthen MDE infrastructure.	Conduct monthly coaching meetings for Consideration Area Team leads and WoW Support Team members for the purpose of building implementation science capacity and strengthen MDE infrastructure.	Conduct monthly coaching meetings for Consideration Area Team leads and WoW Support Team members for the purpose of building implementation science capacity and strengthen MDE infrastructure.
Blank cell	Blank cell	Develop scope and sequence for WoW training.	Provide WoW training to MDE offices and senior leadership.
Blank cell	Blank cell	Blank cell	WoW Lead participation in SISEP Active States Forum.

Technical Assistance

July - September	October - December	January - March	April - June
Provide TA to WoW Lead/STAA by SISEP.			
Provide TA to WoW Support TEAM by WoW Lead.	Provide TA to WoW Support TEAM by WoW Lead.	Provide TA to WoW Support TEAM by WoW Lead.	Provide TA to WoW Support TEAM by WoW Lead.
Provide TA to WoW Consideration Area Teams by WoW Support Team members.	Provide TA to WoW Consideration Area Teams by WoW Support Team members.	Provide TA to WoW Consideration Area Teams by WoW Support Team members.	Provide TA to WoW Consideration Area Teams by WoW Support Team members.

Communication

July - September	October - December	January - March	April - June
Collaborate with SISEP active states.			
Ensure feedback loops throughout WoW teaming structure.			

Coordinated Supports

Governance

July - September	October - December	January - March	April - June
Develop the 2020-21 CS State Action Plan by September 2020.	Establish Team Governance for the CS Leadership Team by November 2020.	Monitor and update the 2020-21 CS State Action Plan.	Monitor and update the 2020-21 CS State Action Plan.
Develop the 2020-21 Coherence Action Plan by December 2020.	Establish Team Governance for the Coherence Team responsible for the plan to support capacity to apply implementation and continuous improvement sciences for systemic improvement statewide by November 2020.	Monitor and update the 2020-21 Coherence State Action Plan.	Monitor and update the 2020-21 Coherence State Action Plan.

Data

July - September	October - December	January - March	April - June
Complete development of District Profile prototype including desired data points and sources by September 2020.	Vet the District Profile Categories and Data Points with MDE-All Staff by November 2020.	Build District Profiles in the identified data platform by TBD.	Usability Test the District Profiles by TBD.

July - September	October - December	January - March	April - June
Run School Index by September 2020 (Identification delayed due to COVID)	Review 2019-2020 School Index Data at aggregate (ISD, District & Schools) and disaggregate levels (components, student subgroups) to further explore needs and supports by October 2020. (Identification delayed due to COVID)	Compile and analyze additional data to determine needs of LEAs and recommend prioritizations of supports offered by March 2021.	Leverage data from MICIP to further inform the prioritization of supports offered by June 2021.

Finance

July - September	October - December	January - March	April - June
Blank cell	Blank cell	Determine resources (fiscal and personnel) needed to support the structural changes (e.g., roles, processes) needed as a result of CS and identify funding sources by January 2021.	Blank cell
Blank cell	Blank cell	Determine resources (fiscal and personnel) needed to develop the MDE Catalog of Supports and District Profiles and identify funding sources by January 2021.	Blank cell

Accountability and Monitoring

July - September	October - December	January - March	April - June
Further identify internal roles, processes, and tools necessary to increase the department's ability to effectively coordinate support to districts.	Review and identify structural changes (e.g., roles, processes) needed as a result of CS by December 2020.	Implement structural changes (e.g., roles, processes) needed as a result of CS by March 2021.	Blank cell

Professional Development and/or Technical Assistance

July - September	October - December	January - March	April - June
Complete the prototype design for the MDE Catalog of Supports by September 2020.	Vet the design of the MDE Catalog of Supports with MDE-All Staff by December 2020.	Build MDE Catalog of Supports in the identified data platform by TBD.	Analyze supports for alignment, redundancies, and gaps; Recommend development,

July - September	October - December	January - March	April - June
			improvement, maintenance and/or discontinuation of supports to the CS Leadership Team by TBD.
Coherence Team will develop plan for MDE to support capacity to apply implementation and continuous improvement sciences for systemic improvement statewide.	Coherence Team will develop plan for MDE to support capacity to apply implementation and continuous improvement sciences for systemic improvement statewide by December 2020.	Implement plan to support capacity development within ISDs, LEAs, schools, and classrooms to apply implementation and continuous improvement for systemic improvement statewide in March 2021.	Implement plan to support capacity development within ISDs, LEAs, schools, and classrooms to apply implementation and continuous improvement for systemic improvement statewide.

MiMTSS

Governance

July - September	October - December	January - March	April - June
Blank cell	Conduct the MiMTSS Leadership Team Survey to assess team functioning in October 2020.	Conduct the 2nd administration of the State Capacity Assessment (SCA) for MTSS in February 2021.	Conduct the 2nd administration of the MiMTSS Leadership Team Survey to assess team functioning in April 2021.
Blank cell	Develop the collective MiMTSS State Action leveraging goals and metrics from MiMTSS LT, subcommittees, and TA Center, incorporating strategies identified utilizing SCA data, by December 2020.	Monitor the MiMTSS State Action Plan.	Monitor the MiMTSS State Action Plan. Revise MDE's MTSS Scale-up Plan to support regional ISD capacity development by June 2021.

Data

July - September	October - December	January - March	April - June
Blank cell	Use SCA and MiMTSS Leadership Team Survey data to inform development of the MiMTSS State Action Plan by December 2020.	Review MiMTSS TA Center data on Goal 1: Reach to inform planning by January 2021.	Review MiMTSS TA Center Model Demonstration data review by May 2021.
Blank cell	Blank cell	Further develop state level views within the	Further develop state level views within the

July - September	October - December	January - March	April - June
		MiMTSS Data System to support data informed decision making.	MiMTSS Data System to support data informed decision making.
Blank cell	Blank cell	Leverage LEA data regarding MTSS from 31a reporting to inform MiMTSS planning by March 2021.	Blank cell

Finance

July - September	October - December	January - March	April - June
Compile an "Allowable Uses of Federal and State Funds to Support MTSS Implementation" document for internal MDE use by July 2020.	Develop MiMTSS "Fiscal Guidance to Support Implementation of a Multi-Tiered System of Supports" through the coordination of state and federal funds.	Release MiMTSS "Fiscal Guidance to Support Implementation of a Multi-Tiered System of Supports" through the coordination of state and federal funds by March 2021.	Further develop the roles and functions of the MiMTSS Fiscal Committee by June of 2021.

Accountability and Monitoring

July - September	October - December	January - March	April - June
Release MTSS in State School Aid Act document in July 2020	Blank cell	Adjust the MiMTSS Recognition System in response to COVID-19 by January 2021.	Further explore the MiMTSS Recognition System in connection to 31a monitoring by June 2021.

Quality Standards

July - September	October - December	January - March	April - June
Release the MDE MTSS Practice Profile version 5.0 and updated MiMTSS Frequently Asked Questions by September 2020.	Blank cell	Blank cell	Use a data-driven process to continuously improve upon the contents of the MDE MTSS Practice Profile by December 30, 2021.

Professional Development and/or Technical Assistance

July - September	October - December	January - March	April - June
Release the MiMTSS Technical Assistance Catalog, which differentiates the intensity and types of MTSS support available to the field	Blank cell	Develop a process that incorporates reviewing data to help determine additional MTSS professional learning opportunities and technical assistance	Develop and use process to continuously improve the universal and targeted technical assistance supports outlined in the MiMTSS

July - September	October - December	January - March	April - June
(universal, targeted, and intensive) by September 2020.		supports that may need to be accessible to stakeholders by March 2021.	TA Catalog by May 31, 2021. Develop a series of professional learning modules customized for internal MDE staff to deepen knowledge of MTSS by June of 2021.
Seek federal TA to support the development of MiMTSS for Early Childhood by September 2020.	Prepare for Early Childhood MTSS Model Demonstration in 2021-22.	Prepare for Early Childhood MTSS Model Demonstration in 2021-22.	Prepare for Early Childhood MTSS Model Demonstration in 2021-22.
Blank cell	ISF Model Demonstration - schools will complete baseline DCA data shifting the Effective Innovation (EI) to Interconnected Systems Framework (ISF) from either integrated MTSS or PBIS by November 2020.	Develop a district-level ISF installation scope and sequence by January 31, 2021. Re-orient the ISF State Team to its role and functions in supporting ISF model demonstration and scale-up efforts by February 2021.	Blank cell
Blank cell	Develop the document, "Intensifying Literacy Instruction: Essential Practices" to support a range of learners with and without disabilities (including dyslexia)	Disseminate the document, "Intensifying Literacy Instruction: Essential Practices" by January 2021. Outline a scope and sequence of professional learning for the five practices outlined in the "Intensifying Literacy Instruction..." that would support a range of learners (including students with disabilities and dyslexia) for educators and leaders by February 2021.	Blank cell
Blank cell	Coordinate and align EWIMS professional learning and technical assistance offered by	MiEWIMS data tool ready for pilot through the Data Hubs by February 2021.	Blank cell

July - September	October - December	January - March	April - June
	MDE OES and MiMTSS TA Center.		

Communications

July - September	October - December	January - March	April - June
Establish MiMTSS Communications Committee by July 2020.	Develop the MiMTSS Communications Plan by Fall 2020.	Implement and improve the MiMTSS Communications Plan.	Implement and improve the MiMTSS Communications Plan.
Redesign MDE's MiMTSS website by September 2020.	Institute the publication of a bi-monthly MiMTSS eNewsletter by September 2020.	Identify strategies to increase stakeholder engagement to inform MiMTSS (e.g., ISDs, LEAs, education associations) by March 2021	Implement strategies to increase stakeholder engagement to inform MiMTSS (e.g., ISDs, LEAs, education associations) by June 2021

System of General Supervision

Governance

July - September	October - December	January - March	April - June
Select Cohort 1 to complete the self-assessment for ISD Systems of General Supervision.	Cohort 1 conduct the self-assessment activity for Systems of General Supervision.	Collect and analyze self-assessment completed by the Cohort 1 ISDs.	Provide a written summary of the self-assessment completed by the Cohort 1 ISDs.

Data

July - September	October - December	January - March	April - June
Blank cell	Implemented professional learning for Cohort 0 ISDs on the Quality Data Use Process.	Implemented professional learning for Cohort 0 ISDs on the Quality Data Use Process.	Issue determinations at the ISD level.

Accountability and Monitoring

July - September	October - December	January - March	April - June
Blank cell	Provide technical assistance to ISDs based on the Differentiated Framework of Technical Assistance and Monitoring Support.	Provide technical assistance to ISDs based on the Differentiated Framework of Technical Assistance and Monitoring Support.	Provide technical assistance on the consolidated monitoring manual.

Quality Standards

July - September	October - December	January - March	April - June
Blank cell	Distribute MDE OSE guide and conduct professional learning for ISDs regarding the 8 components of General Supervision.	Distribute MDE OSE guide and conduct professional learning for ISDs regarding the 8 components of General Supervision.	Review and revise the continuum of incentives and sanctions for improved performance and uncorrected noncompliance in collaboration with ISDs.

Professional Development and/or Technical Assistance

July - September	October - December	January - March	April - June
Continue OSE and IDS professional learning to use data to fulfill general supervision responsibilities.	Blank cell	Continue staff development to present data and other information for easy consumption by stakeholders.	Blank cell