

# District Support Model Report

This report provides information about MiBLSi's District Support Model, Fall 2011 to Fall 2013. It includes information about participating intermediate school districts, local school districts, and schools. Initial data on the impact of the District Support Model are shared, along with the next steps MiBLSi is taking to increase local capacity for the implementation of MTSS, school-level fidelity, and improved student outcomes. It is intended as a resource and documentation of project supports and impact for MiBLSi participants and funding agencies.

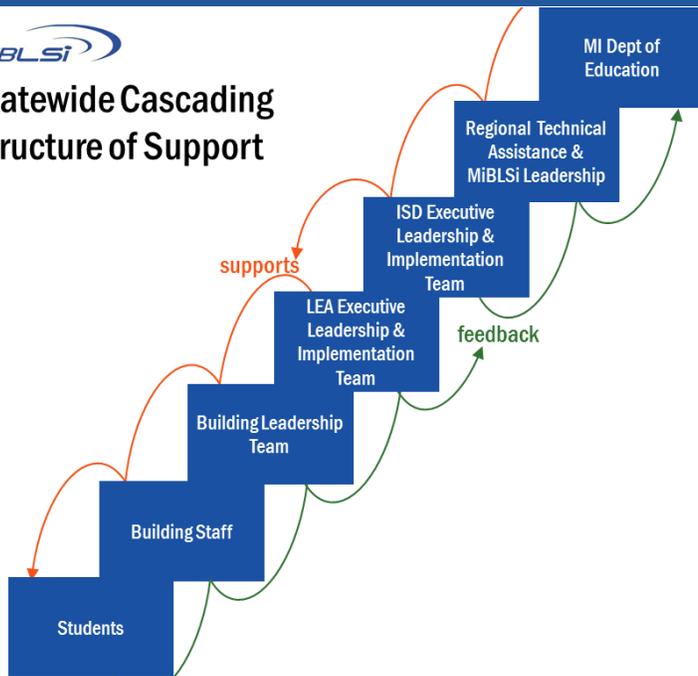
## Context

**We shifted our focus of support from schools to intermediate and local school districts, allowing for more sustainable, durable, and wide-spread impact.**

Our work with intermediate and local school districts ensures layers of support from the classroom to the capital.



### Statewide Cascading Structure of Support



Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi) is a statewide system of support for intermediate school districts (ISDs) and local school districts as they implement an integrated Multi-Tier System of Supports (MTSS) for reading and behavior. The project aims to support schools in implementing MTSS by developing the capacity of ISDs and districts to provide the necessary leadership functions, a host environment that makes the MTSS work easy for staff to carry out, and supports to develop staff competency. These aims reflect a shift from earlier work of MiBLSi, which emphasized direct implementation supports to individual schools.

MiBLSi's model is grounded in the following evidence bases: PBIS, developed from the scientific research base of Applied Behavior Analysis (Horner, Sugai, Smolkowski, Eber,

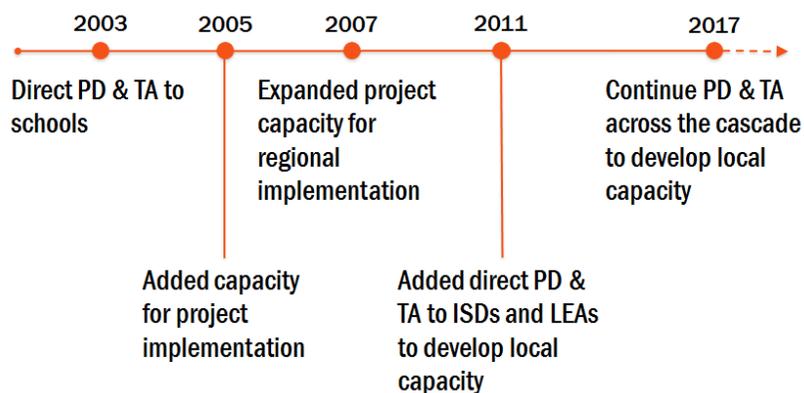
Contact  
info@miblsimtss.org  
miblsi.cenmi.org



Nakasato, Todd, & Esperanza, 2009), research-based reading practices developed from the findings of the National Reading Panel Report, the National Research Council, and the Institute for Educational Science Practice Guides (National Reading Panel, 2000; Gersten, Compton, Conner, Dimino, Linan-Thompson, & Tilly, 2008), evidence-based problem solving, linking gathering and studying of data to clear action plans based on research (Elliott & Fuchs, 1997) and implementation science supporting the creation and sustainability of systems that support continuous improvement (Fixsen, Naoom, Blasé, Friedman, & Wallace, 2005).

The shift to the District Support Model in 2011 has allowed MiBLSi's support to flow more systematically across the cascading model of educational support within Michigan. This new support structure directly addressed the need to intentionally focus on leadership at all levels of the system to ensure durable and sustainable implementation. Rather than a classroom teacher contemplating universal screening data alone and independently determining how to move all students to mastery both academically and behaviorally, that teacher has access to a host of intentional research-based supports that are layered and aligned along the cascade. The ISD has structured coaching and training supports so that all educators within the system are better equipped with knowledge and skills of how to interpret data, match students to interventions, and support all students across the continuum of needs. The district has a vision to support all needs throughout the district through allocation of resource to both preventative practices and supplemental interventions that have sound research and empirical evidence. The school personnel understand the vision of the district and ISD and have received training, coaching, and evaluation support to enhance their work with students. Everyone across the system knows that it is a community of practice effort that will move students toward both academic and behavioral success regardless of their entry level of readiness.

The emphasis of our work has changed over time.



## About MiBLSi

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

### Mission

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

### Project Goals

1. Participating intermediate school district and local school district implementation teams will develop their capacity to support implementation of MTSS.
2. Schools that have access to high quality district implementation supports will implement an integrated Multi-Tier System of Supports with fidelity or demonstrate improved implementation fidelity over time.
3. Schools that implement an integrated Multi-Tier System of Supports with fidelity or demonstrate improved implementation fidelity over time will demonstrate annual reductions in the incidences of student problem behavior (discipline referrals) and increases in academic achievement (school-wide DIBELS/ AIMSweb scores).

### Project Director

Dr. Steven Goodman  
13565 Port Sheldon Street  
Holland, MI 49417  
sgoodman@miblsimtss.org

# Supports

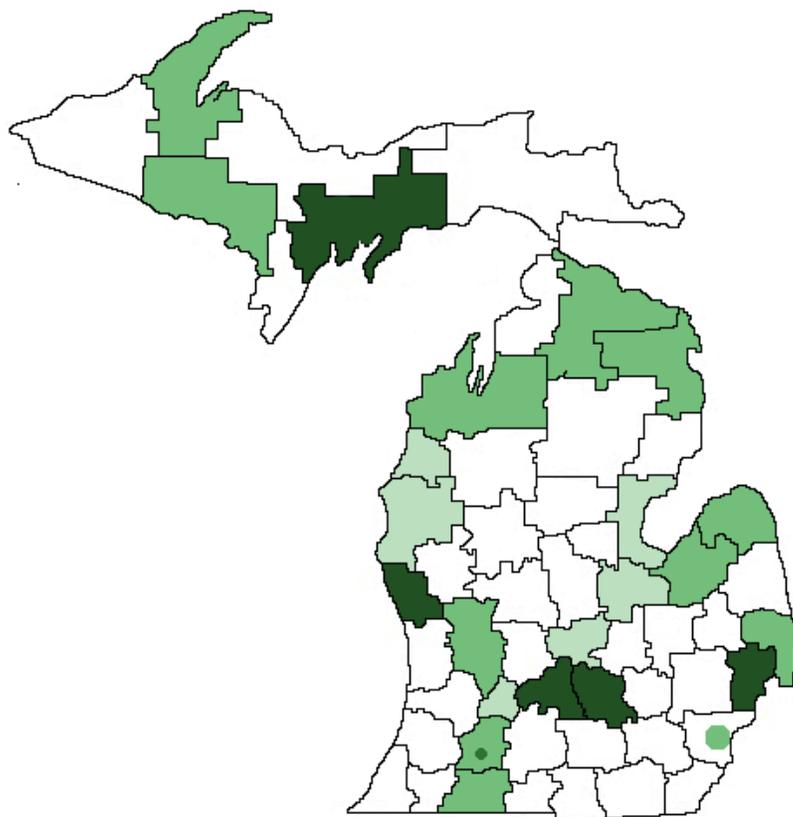
**We directly serve 22 Intermediate School Districts & 2 Local Education Agencies who in turn have the potential capacity to support 1,412 schools & over 600,000 students.**

MiBLSi supports implementation efforts at many steps of the cascade; however, the goal is to build the capacity of educators to continue and sustain the efforts independently.

To achieve this goal, MiBLSi initially works with the ISD and district implementation teams to set up the organizational structures necessary to support MTSS. Next, side-by-side support is provided at the school level through initial implementation to ensure that all are well supported at the onset of their work. This intensity of project support helps to maintain implementation fidelity for the districts and schools but also provides a model for those who will be long-term supports to those within the district and school.

The long term vision is to invest time in deepening the knowledge and skills of the professionals who work directly with the local systems so they are fully prepared to carry on implementation independently after working with MiBLSi for a period of time. The goal is that an ISD will continue to move forward with its other districts and schools to the point of supporting--at minimum--a critical mass of their districts and schools implementing MTSS with a high degree of fidelity.

As ISDs branch out to working with their local districts, there is an expectation that the ISD and district will work together with a shared vision of implementation. Districts are supported in their MTSS endeavors through the Stages of Implementation including Adoption/Exploration, Program Installation, Initial Implementation, Elaboration and then moving into Continuous Im-



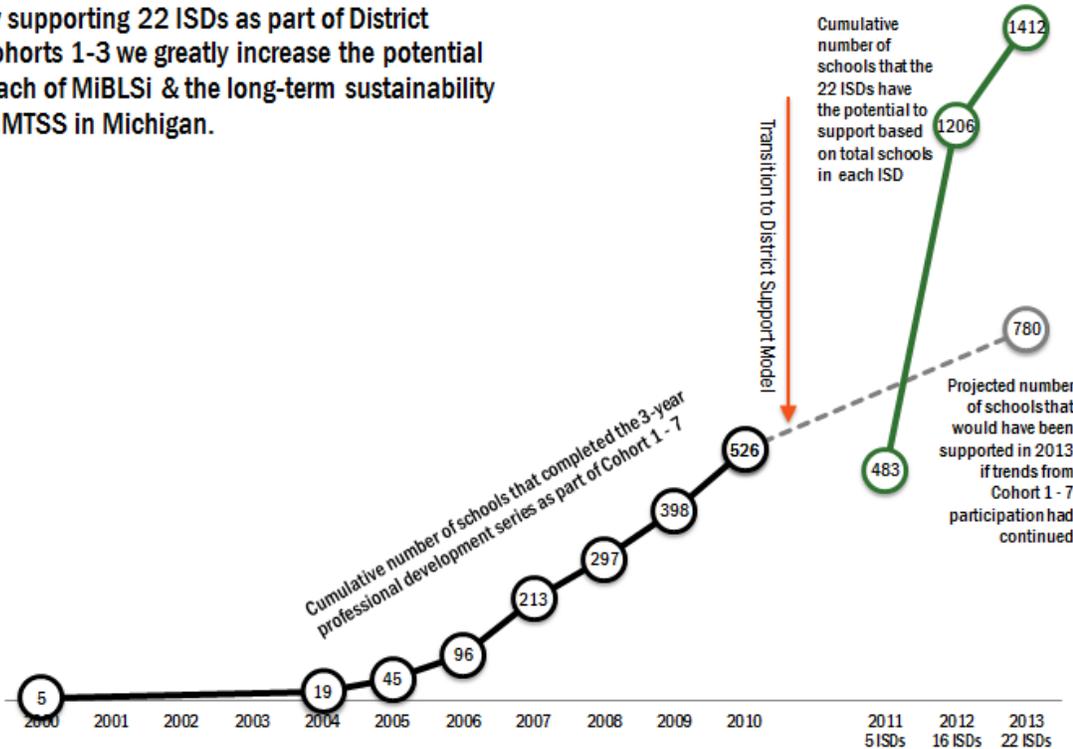
Our 24 Intermediate School Districts and Local Education Agencies participate in 3 different cohorts, marked by color, and spread throughout the state of Michigan.

provement/Sustainability of the practice (Fixsen, Naoom, Blasé, Friedman & Wallace, 2005). Teamg are guided through the stages of implementation based on assessments that indicate readiness for implementation and current success. In other words, rather than sending districts and schools through a pre-determined training sequence, MiBLSi ISDs determine training content and sequence based on need, fit, resources, evidence, readiness, and capacity (Blasé, Kiser & Van Dyke 2013).

So much knowledge, skills and research must be done in order to effectively implement MTSS. We don't currently have the capacity to do all the research and know all there is to know about implementation science and MTSS. MiBLSi can provide that to us.

- ISD MTSS Coordinator

By supporting 22 ISDs as part of District Cohorts 1-3 we greatly increase the potential reach of MiBLSi & the long-term sustainability of MTSS in Michigan.



The potential reach of MiBLSi has been expanded in just the first three years of the District Support Model.

## Our References

Blase, K., Kiser, L. and Van Dyke, M. (2013). *The Hexagon Tool: Exploring Context*. Chapel Hill, NC: National Implementation Research Network, FPG Child Development Institute, University of North Carolina at Chapel Hill.

Elliott, S. N. and Fuchs, L. S. (1997). The utility of Curriculum-Based Measurement and performance assessment as alternatives to traditional in telligence and achievement tests. *School Psychology Review*, 26, 224-233.

Fixsen, D. L., Naoom, S. F., Blasé, K. B., Friedman, R. M. and Wallace, F. (2005). *Implementation research: A synthesis of the literature*. Tampa, FL: National Implementation Research Network, Louis de la Florida Mental Health Institute, University of South Florida. Available online at <http://nirn.fmhi.usf.edu/resources/publications/Monograph/index.cfm>

Gersten, R., Compton, D., Connor, C. M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W. D. (2008). *Assisting students struggling with reading: Response to intervention and multi-tier intervention for reading in the primary grades. A practice guide*. (NCEE 2009-4045). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. Retrieved August 10, 2013, from [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/rti\\_reading\\_pg\\_021809.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf)

Horner, R. H., Sugai, G., Smolkowski, K., Eber, L., Nakasato, J., Todd, A. W. and Esperanze, J. (2009). A randomized, wait-list controlled effectiveness trail assessing school-wide positive behavior support in elementary schools. *Journal of Positive Behavior Interventions*, 11, 133-144.

National Reading Panel, National Institute of Child Health and Human Development (US). (2000). *Report of the national reading panel: Teaching children to read. An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups*. National Institutes of Health.

# Capacity

## Baseline data and monthly checklists help ISDs to prioritize the work of developing local capacity to support MTSS.

The capacity of an ISD or district to support local implementation of an integrated MTSS is being measured through two tools that are currently under development.

The Intermediate Unit Capacity Assessment (IUCA) is a 33-item self-assessment that is completed by the ISD Implementation Team.

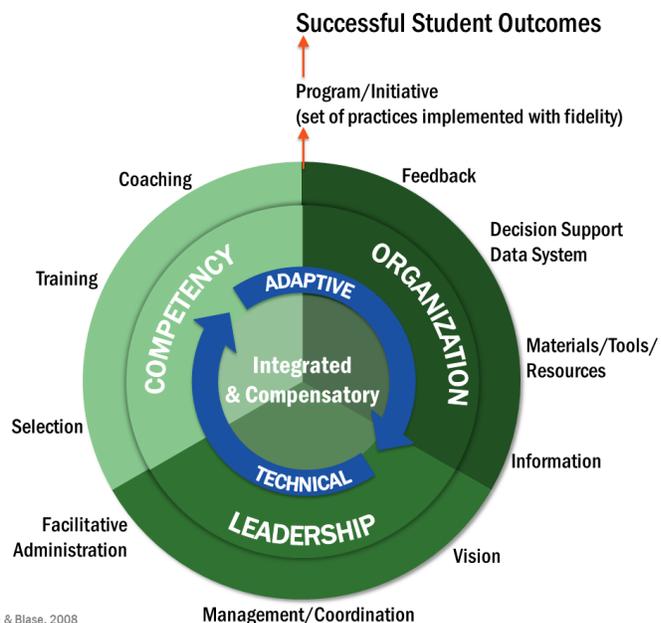
The District MTSS Capacity Assessment is a parallel tool for use by the District Implementation Team.

Both measures use the Implementation Drivers (pictured to the right) as a framework for assessing capacity.

Baseline data on the IUCA and DMCA are being gathered during the 2013-2014 school year. This, along with feedback from teams, is part of the process of developing and validating the instruments. Initial feedback on the IUCA has been positive.

In addition to the IUCA and DMCA, MiBLSi has designed monthly checklist tools to help ISD and District Implementation Teams keep track of the activities and assignments that are reviewed during monthly sessions. These activities and assignments focus on the critical activities for ISD and District leadership to complete during the installation and initial implementation stages.

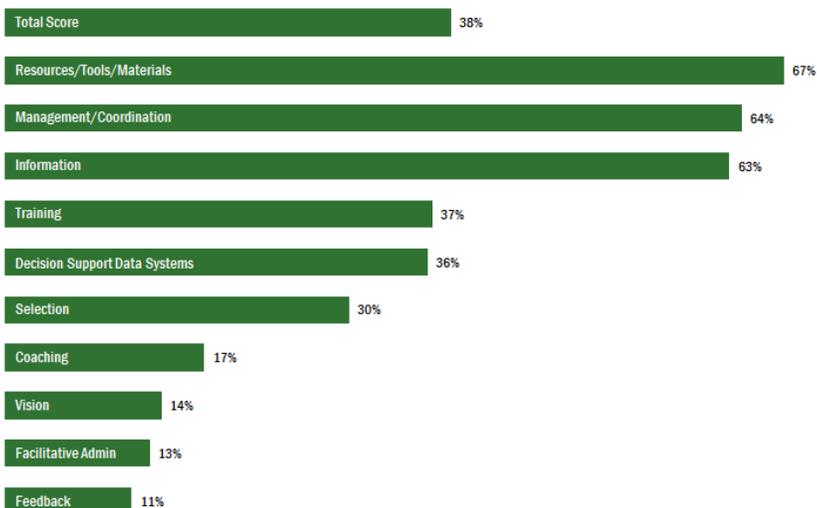
During the first year of monthly focus planning sessions, DC1 and 2 ISDs were asked to complete 32 essential activities. 9 of the 12 ISDs that fully participated in the monthly sessions during 2012-2013 were able to complete at least 80% of the checklist activities by June of 2013.



Adapted from Fixsen & Blase, 2008

The Implementation Drivers (pictured above) are measured on the capacity assessment tools we developed. Average subscale scores on the IUCA for District Cohort 1 and 2 are graphed below.

Baseline IUCA scores help ISDs to identify priority areas as part of a MTSS improvement plan.



# Next Steps

## MiBLSi focuses on replication, expansion of the model, & continuous improvement.

MiBLSi continues to provide direct support to ISD and district partners in three cohorts/stages of work in order to develop model demonstrations of sustainable local infrastructures for MTSS.

In August of 2013 formal monthly planning sessions were initiated for the districts working in partnership with ISDs.

Training and coaching supports for school leadership teams are slated to begin during the winter of 2014 for District Cohort 2 partners.

District Cohort 3 ISDs continue to work on the development of their internal infrastructures to support MTSS as they get ready to partner with local school districts by June of 2014.

Research and development is underway in the areas of math and early childhood models of MTSS, as well as an approach to address disproportionality in race and discipline.

MiBLSi is strengthening internal data analysis and action planning through the development of a Technical Assistance Group (TAG) structure. This TAG structure is designed to ensure that rapid and effective problem solving is occurring that will help the project staff to provide intensive technical assistance to our partnering ISDs. The TAG structure is also a model that could be replicated within partnering ISDs.

## Partnerships & Funders

Michigan Alliance for Families

Michigan Association for Intermediate School Administrators

Higher Education Learning Partnership

Dr. Donald Peurach  
University of Michigan

Dr. Elizabeth MacLeod  
Central Michigan University

Dr. Sara Bolt  
Michigan State University

Dr. Amy Campbell  
Grand Valley State University

Dr. Daniel Morgan  
Western Michigan University

The contents of this report were developed under a grant from the US Department of Education, #H323A120001-12. However, the contents do not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the Federal Government Project Officer, Grace Zamora Duran.

This document was produced and distributed through an Individuals with Disabilities Education Act (IDEA) Mandated Activities Project (MAP) for Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi) awarded by the Michigan Department of Education (MDE). The opinions expressed herein do not necessarily reflect the position or policy of the MDE, Michigan State Board of Education (SBE) or the U.S. Department of Education (USED), and no endorsement is inferred. This document is in the public domain and may be copied for further distribution when proper credit is given.

