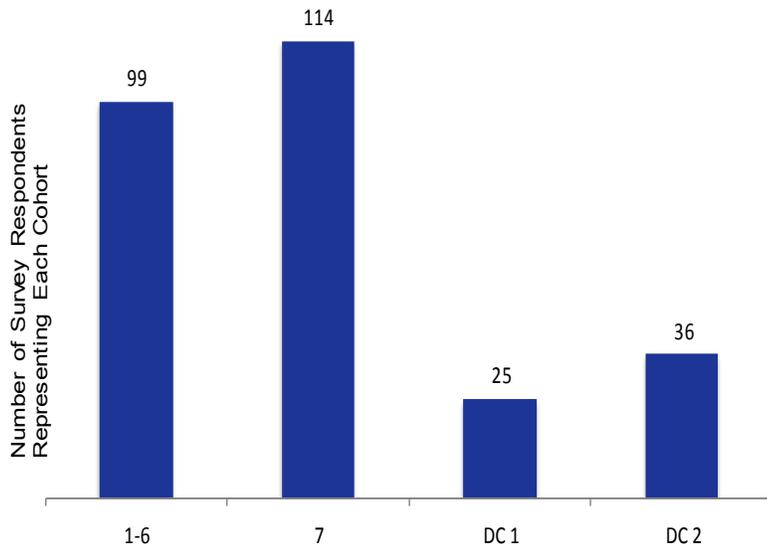


Consumer Feedback Survey Report

2012-2013

96% of respondents agreed or strongly agreed that overall, they are satisfied with the supports provided by MiBLSi and believe a partnership with this project is beneficial.

Purpose



Survey Respondents Represented Multiple Cohorts

This report summarizes consumers' feedback provided to MiBLSi through the 2012-2013 Consumer Feedback Survey. Throughout the report, consumers are referred to as partners, with the intent to emphasize the inclusion of stakeholder feedback and highlight our partnership model. It is important for MiBLSi to gather our partners' views about the services they receive. Feedback from districts, schools, and individuals will help MiBLSi reach our goal of providing an exceptional support and service delivery model in a sustainable manner. We believe we should be held accountable for our program integrity and our initiative to implement an integrated behavior and reading Multi-tier System of Supports.

Participants in this feedback survey included a total of **314 respondents**, representing Cohorts 1-7 (i.e., individual school buildings) and District Cohorts (DC) 1-2. Respondents represented 40 Intermediate School Districts (ISDs) out of 56 in the state of Michigan.

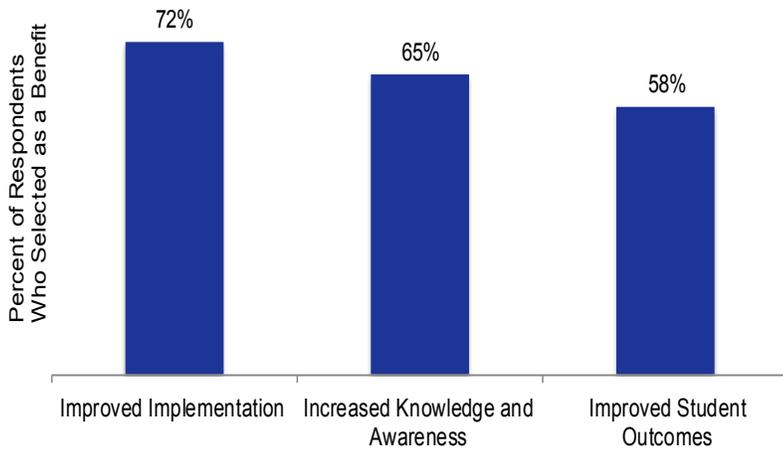
Contact: info@miblsimtss.org

Website: miblsi.cenmi.org

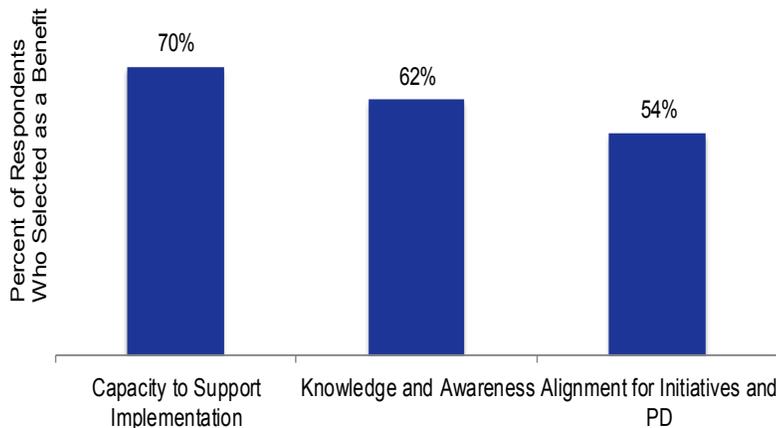


Benefits

Participants commented on having a deeper understanding of students' needs, placement, and better instructional strategies. Trainings helped teachers use data better, and provide explicit, systematic and sequential reading instruction.



Top 3 Benefits to Schools



Top 3 Benefits to ISDs/Districts

Participant feedback indicated a high-level of satisfaction with MiBLSi's services and support to schools and staff. Respondents from schools and ISDs/Districts observed improvements across the implementation drivers, ranging from their MTSS leadership teams, the organizational environment, and staff competency. Staff from participating schools also observed increased improved implementation, increased knowledge and awareness, and improved student outcomes, while ISDs/District staff indicated an overall improvement in the alignment of initiatives and professional development.

“We saw **SIGNIFICANT improvements** in our DIBELS data as a result of this adoption. For example, one building went from around 50% proficient in kindergarten to **75% proficient** in just one benchmark period. It was a huge accomplishment. Their winter data had already surpassed their end of the year data from the previous year.”

Concerns and Barriers

We believe we our partners should be empowered by making their voice central in our initiative to implement an integrated behavior and reading Multi-tier System of Supports.

MiBLSi provides guidance around the implementation of MTSS by developing leadership, competency, and supportive environments. The complexities within these three implementation drivers necessitate the need for MiBLSi to seek out suggestions and gather feedback data in context, and by making our partners voice central in the discussion, MiBLSi is better able to provide differentiated supports that accommodate to their immediate and long-term needs.

Common themes expressed by participants were issues around local barriers. Suggestions include securing appropriate administrative support and working with regional leaders to better establish buy-in and maintain adequate momentum. While participants maintained an awareness of barriers that need attention locally, they also provided suggestions on how MiBLSi could better support their changing needs at a project level. Suggestions include a greater extent of differentiated supports and reducing the amount of work necessitated by the re-

Local Barriers

- Securing appropriate administrative support
- Establishing buy-in
- Maintaining adequate momentum

Project-level Barriers

- Extent and access of differentiated supports
- Amount of required forms and evaluation tools

“Our problem has been finding a regular time to meet and work on this initiative... we have too many **competing agendas.**”

“I always wish we had more time to **network.**”

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 students become better readers with 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

Next Steps

The changing needs of participants will be addressed in several ways.

To assist staff with understanding and surmounting local barriers and improve sustainability, MiBLSi will provide more networking opportunities, continue to identify and focus on ISD/District leadership needs and competencies. In acknowledging the importance of district leadership, MiBLSi aims to increase the likelihood of sustainability and staff buy-in by developing leadership capacity that will more effectively provide guidance and coordination of implementation efforts, ensure action plans and implementation activities are embedded within a school improvement framework, and align current initiatives and professional development efforts.

At the project level, MiBLSi will provide differentiated supports by deepening implementation content, focusing on the practical applications of implementation science, and improving data-driven decisions. MiBLSi will also continue to provide targeted training opportunities, incorporate more application-based content, address specific interventions, and include secondary school improvement support. In order to streamline data collection across the district, MiBLSi will work at the ISD/District levels to conduct assessment audits and schedules, align MTSS with school improvement efforts (i.e., ASSIST), and launch MiData, a web-based data management application developed to be an efficient, reliable, and confidential tool for managing implementation information.

Local Barriers

- Develop leadership capacity
- Provide more networking opportunities
- Collection of resources

Provide Differentiated Supports

- Deepen implementation content
- Improve on data-driven decisions around accessing training support

Forms and Evaluation Tools

- Align MTSS with school improvement (i.e., ASSIST)
- Work at district/ISD/RESA levels
- Conduct assessment audits/schedules to streamline data collection
- Introduce MiData

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

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