

# MiMTSS Newsletter

Michigan's Multi-Tiered System of Supports

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*Welcome to this edition of the MiMTSS newsletter. Each edition keeps you informed about Michigan Department of Education's (MDE) efforts to support effective implementation of a Multi-Tiered System of Supports (MTSS). Please share this newsletter and subscribe at [MDE Email Lists](#), to keep informed on all the latest MiMTSS information.*

## **MDE MTSS Practice Profile 5.0 Essential Components**

## Comprehensive Screening and Assessment & Continuous Data-Based Decision Making



The MDE MTSS Practice Profile 5.0 is based around five essential components. This edition we complete our coverage of the five essential components with Comprehensive Screening & Assessment and Continuous Data-Based Decision Making.

### Comprehensive Screening and Assessment System

A comprehensive assessment system is a coordinated system of multiple assessments and measures. The system is designed to help educators make informed instructional and programmatic decisions and provides information about the needs and assets of every learner from a whole child perspective. A comprehensive assessment system contributes to an outcomes-driven approach that includes a meaningful monitoring and evaluation component and a commitment to continuous improvement.

The data acquired through a comprehensive assessment system are used to systematically evaluate the quality, equity, and efficiency of instruction, interventions and supports. It supports a responsive system that enhances individual learner outcomes. A **balanced student assessment system** (e.g., formative, progress monitoring, diagnostic, benchmark/interim, and summative) and **system assessments** (e.g., capacity, fidelity) make up the comprehensive screening and assessment system.

Sound implementation of this component expects a district to:

- Develop written processes that are consistently used over time to select and deselect learner outcome, fidelity, and capacity assessments.
- Ensure time and resources are allocated to support ongoing, high-quality professional learning for the use of all assessments.
- Ensure educators are provided guidance on assessments annually.

- Support a process for schools/centers to ensure learners and families are informed about assessments.
- Develop a written process that is consistently used over time for monitoring the fidelity of implementation.

### **Continuous Data-Based Decision Making**

Continuous Data-Based Decision Making utilizes all relevant whole child and system data to analyze, evaluate, and plan strategies to support sustainable, systemic improvement and whole child learner outcomes. Data-based decision making is inclusive of efficient data collection practices for multiple data sets and a formal continuous improvement process.

Data analysis allows for evidence to guide decision-making, and for both the effectiveness of the system and for meeting whole child needs of all learners, with explicit consideration for special populations. Examination of data trends as they are disaggregated by group may surface, and provide insight into, systemic issues that may be disproportionality impacting specific populations of learners. Data-based decisions should ensure that all learners are provided an appropriately challenging learning environment designed to accelerate their growth.

Sound implementation of this component expects a district to:

- Analyze data three times a year to determine the effectiveness of the district wide system and the needs and progress of all learners, with explicit consideration for special populations.
- Utilize and synthesize capacity, fidelity, scale/reach, and impact data to inform decision making.
- Maintain an efficient data collection system and protocol to ensure collection, entry and access to whole child and system data.
- Use an effective continuous improvement process.
- Support a process for schools/centers to communicate about continuous improvement with staff, learners, families, school board, ISD and community stakeholders.

- Ensure time and resources are allocated to support ongoing, high-quality professional learning on continuous data-based decision making.

## Sharing Experiences from the Field

### **Comprehensive Screening and Assessment System; Continuous Data-Based Decision Making**

*Lenawee Intermediate School District*

**“This** is what we need! This is what we’ve been craving all these years. This is what our kids deserve.” These are the words from Onsted Elementary’s Building Implementation Team (BIT) member, as she learned about the MiMTSS Grade Level Problem Solving process. As a teacher who has persevered through a plethora of initiatives throughout her career, her passion exemplifies how the MDE MTSS Practice Profile components **Comprehensive Screening and Assessment System** and **Continuous Data-Based Decision Making** successfully impacts the implementation of evidence-based best practice.

Onsted Elementary continues to receive professional learning from the MiMTSS Technical Assistance Center. This learning is guiding their District Implementation Team (DIT) and BIT in developing the core understanding of **analyzing data to make decisions** to best meet the whole child needs of all learners.

The Onsted Elementary BIT, with support from their DIT, is looking at assessment data with an eye toward the effectiveness of the Schoolwide Reading Plan, and the needs and progress of all learners.

While Onsted Elementary School has used a universal screener in the past and regularly conducted data meetings, the systems work that the BIT engaged for the past few years has increased the intentionality in the time and resources dedicated to professional learning on the use of a **Comprehensive Screening and Assessment System**.

The entire Onsted Elementary staff participated in administration, scoring and data interpretation training on Acadience Reading. Additionally, the BIT developed guidance documents outlining assessment windows, roles of assessment administrators, data coordinators, and data interpretation

processes. This shared leadership is evidenced by the BIT members presenting the new processes and learning to the rest of the staff.

Digging more deeply into the process of analyzing grade level and classroom level Acadience Reading data (problem identification, problem analysis, plan development, plan implementation and evaluation) has resulted in ensuring all learners are provided appropriately challenging instruction designed to accelerate their growth. Onsted Elementary staff engages in this process three times a year, as outlined in the Practice Profile.

*"It's been an honor to learn alongside Onsted Elementary BIT and to coach them throughout the process... and I look forward to the continuous improvements ahead for the systems, the instruction, and the learners."*

*Gina, Lenawee ISD Literacy Coach*

### **The Value of Data Review During a Pandemic**

To say that COVID has changed our process and procedures in the educational setting would be the understatement of the decade. It certainly feels like everything in our world has changed. MTSS was not immune from those educational process changes.

*Montabella Community Schools is in year one [of] installing an MTSS framework. Well, actually, this is our second year of attempting the year one work. We prepared for our first data review and realized we did not have the usual data to review due to the ongoing pandemic. We worked with our MiMTSS Implementation Specialist to study our Return to Learn plan during the data review. The process started with each type of instructional method, and then looked at available or provided supports at each tier. We completed a comparison of services and associated data, and some glaring data surfaced. The failure rate for secondary students that were entirely virtual jumped out. As we continued to dig deeper into the problem statement, we focused on some concerns with communication and academic support.*

We had successfully used the data review process and now had a good feel for how the process would work in our future MTSS work. We could have walked away at that point, but we didn't. Data review is only as good as what you use it for. The District Implementation Team went to work and developed a pilot program for our online learners. During the second

semester, we will roll it out to address the focus areas and hopefully lead to increased student achievement in those online courses.

Before the data review, everyone on the team suspected that our online students' failure rate was an issue. The data review allowed us to dig deeper into why this might be happening and develop a plan to address it. This intentional allocated time was priceless and showed us the benefits of using a structured data review process.

Shelly Millis, Superintendent Montabella Community Schools

***Want to share an experience with MTSS implementation, an MTSS accomplishment, or MTSS challenge that has been overcome? Submit your story by filling out the [Google form](#).***

## **News to Know from the MiMTSS Technical Assistance Center**

### **Intensifying Literacy Instruction: Essential Practices**

MDE and the MiMTSS Technical Assistance Center have released the document, "[Intensifying Literacy Instruction: Essential Practices](#)."

This document focuses on the advanced tiers of an MTSS framework (Tiers 2 and 3); however, it can and should impact Tier 1, class-wide instruction. This document describes five practices and considerations for understanding how students' learning and behavior are enhanced.

The TA Center is offering a limited number of printed copies through the Kalamazoo Regional Education Service Agency (KRESA) Print Center. These copies must be ordered by a school, district, or ISD. There is a minimum order of 10 copies and a maximum order of 25 copies. The free copies are available on a first-come, first-served basis. Please use the [Intensifying Literacy Instruction order form](#) to place your order. If you have any questions, please email [info@mimtss.org](mailto:info@mimtss.org).

### **MTSS Technical Assistance Supports**

On April 15, the MiMTSS TA Center released applications for intensive technical assistance and requests for targeted technical assistance. Intensive technical assistance options include a partnership to implement an integrated behavior and reading MTSS, or a behavioral component of MTSS

only (Promoting Positive School Climate). Several options exist for targeted technical assistance. Please visit the [MiMTSS TA Center website](#) for more information.

### **Save the Dates - MTSS Annual Conference**

*Leveraging MTSS to Improve Outcomes for All Learners in a Changing World* is the theme for the annual MiMTSS Technical Assistance Center conference. The virtual conference is scheduled for August 3-4. Guest keynote speakers are Dr. Anthony Muhammad and Dr. Nikole Hollins-Sims. [Read more about the speakers.](#)

## **Quick Links**

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