

Implementation Matters

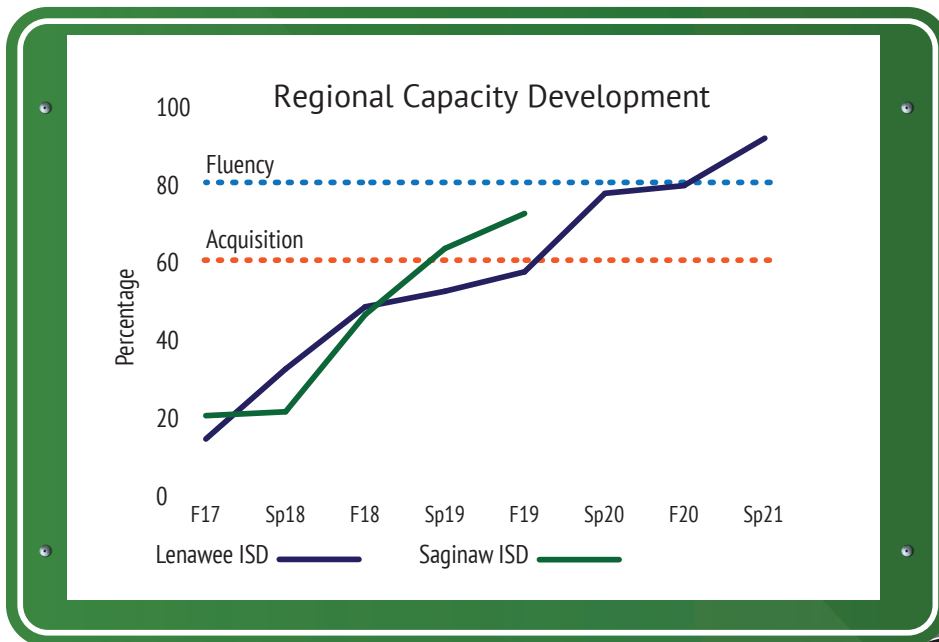
This report summarizes the implementation of Michigan’s Multi-Tiered System (MTSS) in the Michigan Department of Education transformation zone. This transformation zone overview serves to highlight the capacity growth, lessons learned, and positive implications of the collaboration with Lenawee and Saginaw Intermediate School Districts. To learn more about the impacts of this work at the district level, readers are encouraged to view district webpages for updates on implementation efforts.

The route to success is increasingly dependent on effectively gathering, managing, and analyzing data to reveal insights needed to make sustainable change. Results from the Regional Capacity Assessment (RCA; St. Martin et al., 2015) provided the road for MDE to follow in supporting the implementation of MTSS in the transformation zone.

The Regional Capacity Assessment (RCA) is a 27-item team-based self-assessment developed to assist Intermediate School Districts (ISDs) in the implementation of evidence-based practices or programs that benefit students. Lenawee and Saginaw Regional Implementation Teams used the RCA to assist with the development of an action plan to improve capacity for implementation of MTSS, help with monitoring of the action plan’s effectiveness, and support the development of a regionwide consistent structure for supporting initiatives and practices across their respective ISDs. Additionally, the RCA was used as part of the feedback structure to MDE to improve and guide the support provided to the regional teams.

The graph depicts capacity development for Lenawee and Saginaw ISD. Based on the goals for acquisition (scores of 60% by end of year one) and fluency (scores of 80%) by end of year three, both regional implementation teams are within mastery of knowledge and skills for using effective implementation strategies consistently across their ISDs. As the graphs indicate, Lenawee and Saginaw ISDs have made, and continue to make, sustainable

changes to how they support their districts and schools (e.g., professional learning, coaching, and data systems) in their use of MTSS.



Lessons Learned: Transformation is Hard Work

The experiences of MDE and ISDs make it clear that the journey of transformation is difficult work and requires thoughtful planning and dedicated implementation. Lessons that are consistent between both ISDs and have had the greatest impact on implementation are highlighted within the report.

Clearly identify roles and responsibilities of team members and revisit them frequently: At all levels of the system (e.g., state, regional, district, school), it is important to ensure accountability of the work among all members and establish decision making protocols within the governance structure. It is important that all members of the team have a role in implementation.

Establish coaching systems that are designed to build capacity through a gradual release of responsibility: A coaching plan for all practices should be operationalized during the planning stage (i.e., installation) and then reviewed and improved during initial implementation.

Collect, analyze, and report data early and often: Ensure data is gathered, reviewed, used for improvement purposes by MDE, ISD, district, and school team. Process, outcome, and fidelity data need to be available from the classroom, grade, school, and district levels so progress can be celebrated, needs identified, and improvement plans generated.

Clearly define practices at the teacher-student interaction level: Frameworks such as MTSS include multiple evidence-based practices. When a framework is selected as the focus of implementation, not only does the framework need to be clearly defined, but each of the evidence-based practices within the framework need to be clearly defined as well.

Knowledge in Practice

Although the sample of participating ISDs and districts was small, the impact goes beyond the efforts of two ISDs. Analyzing lessons learned from the transformation zone enabled MDE to identify meaningful connections to efforts across the department. Such connections opened critical new opportunities to make informed decisions and align the work of the department. Thus, paving the road for a cohesive infrastructure that best supports the educational system in Michigan.

Michigan Multi-Tiered System of Supports (MTSS) Practice Profile

To support the selection of MTSS as the focus, MDE, along with critical stakeholders, authored the MTSS Practice Profile to define the framework and identified

components needed for successful implementation. The MTSS Practice Profile has led to significant implementation efforts on MTSS, inclusive of MDE staff, MiMTSS Technical Assistance Center, and stakeholders from regional and local agencies.

Michigan MTSS Early-Childhood Team

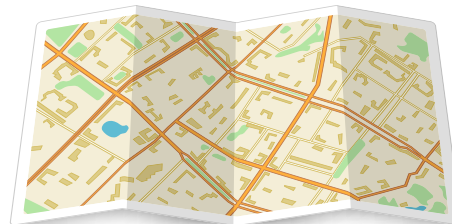
Learnings initiated the development of the MiMTSS Early Childhood Leadership Team. The goal of the MTSS Early-Childhood Team is to develop, maintain, and improve professional learning and technical assistance to support MTSS implementation within early childhood settings.

Way of Work 2.0

To support the work of the transformation zone, processes and strategies developed became the foundation for the Way of Work processes. Through collaboration and usability, MDE is building implementation science capacity across the department by developing the processes necessary to successfully implement and sustain defined efforts that are aligned to the strategic plan.

Michigan Integrated Continuous Improvement Process (MICIP)

Implementation Science Frameworks informed the development of MICIP. Implementation activities used within the transformation zone are integrated throughout the MICIP platform and the continuous improvement process.



The Implementation Journey Continues

Despite the small slice of the education system represented in the transformation zone, the impact goes beyond the efforts of two ISDs. As Lenawee continues its implementation work, MDE will measure capacity and use learnings to inform existing and future work.

Members of the RIT have described the transformation zone as “enlightening and revolutionary”. Voices from the field emphasize that the transformation zone supports what matters for our students. By utilizing implementation science to create a sustainable education system, we can support the 1.5 million learners in Michigan.