Michigan Department of Education
RESPONSE TO INTERVENTION:
A MULTI-TIERED SYSTEM
OF SUPPORTS

MEMORANDUM FROM SALLY VAUGHN

STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING

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MEMORANDUM

TO: Local and Intermediate School District Superintendents and Principals
           Public School Academy Directors

FROM: Sally Vaughn, Ph.D.
           Deputy Superintendent/Chief Academic Officer

SUBJECT: Response to Intervention Guidance Materials

The Michigan Department of Education (MDE) has completed Michigan's definition and vision for the Response to Intervention (RtI). The materials attached will provide guidance for continuity and alignment in the implementation of a research-based system of RtI. In addition, the collaborative planning or braiding of initiatives, is recognized as an essential component for improvement of academic achievement in all learners.

In the past, traditional plans for School Improvement, RtI, Special Education, etc., were created and implemented independently of each other resulting in well-written, but competing initiatives for schools and districts. This approach divides resources and can have a negative impact on effective achievement for all learners.

The Michigan RtI vision, definition, and essential components were developed by a statewide team of Michigan educators, experts, and stakeholders in collaboration with the MDE, the Great Lakes East Comprehensive Center, and the National Center for RtI. These defining elements, along with additional guidance materials and research-based resource links, will be coming soon to the RtI tab on the MDE Teaching for Learning website.

Questions regarding MDE's RtI guidance materials should be directed to Jan Oord in the Office of Education Improvement and Innovation at oordj@michigan.gov.

cc: Michigan Education Alliance

Michigan Department of Education's Vision for Response to Intervention: A Multi-Tiered System of Supports and Implementation within the Michigan Continuous School Improvement Process:

The focus of the Michigan Department of Education (MDE) is to improve achievement for all learners through support of Michigan schools. Experience has demonstrated that in order to increase achievement, successful schools plan collaboratively. Often, traditional plans for improvement have been written and implemented in silos, for example: School Improvement, Response to Intervention: A Multi-Tiered System of Supports (RtI-MTSS), Special Education, and others, have written and implemented their plans in isolation. While the plans may be well-written and solid in their own right, the lack of collaboration and common planning often results in them becoming competing initiatives in a school/district. These competing initiatives have a negative impact on improving achievement for all learners.

To streamline a school's efforts and resources to maximize improvement for all learners, the MDE has outlined how a school district can break down barriers and plan collaboratively to develop one common plan for improvement. The Michigan Continuous School Improvement Process serves as the process to organize staff to analyze data (achievement, perception, process, and demographic) and to develop a comprehensive, continuous improvement plan. The improvement goals are developed as a result of a comprehensive data analysis, leading to the identification of the improvement needs and the development of school improvement goals. Through the development of their school improvement plan, the staff may recognize that their school has key systems missing resulting in a negative impact on student achievement. This realization may lead them to recognize that implementing a RtI-MTSS would help to fill the void in their school systems. In addition to identifying the need for an RtI-MTSS, the School Improvement process will assist in development and implementation of RtI-MTSS.

When braided together, the Michigan Continuous School Improvement process and a system of RtI-MTSS will enhance and strengthen each other, a mutually beneficial relationship, as opposed to when planned and implemented in separate silos, competing for staff time and resources, leading to a dysfunctional and sporadic implementation of improvement strategies. A well implemented system of RtI-MTSS will enrich and enhance the school improvement process. The main purpose of this document will be to define the MDE's definition and vision of RtI-MTSS. An integral part of defining RtI-MTSS for Michigan will be to clarify the connections between and braiding of essential elements of RtI-MTSS and the school improvement process.

Michigan has defined RtI-MTSS and included eleven essential elements to help clarify the definition. In order to be an RtI-MTSS, all eleven elements must be present.

MDE Definition of Response to Intervention: A Multi-Tiered System of Supports (RtI-MTSS): RtI-MTSS is an integrated, multi-tiered system of instruction, assessment, and intervention designed to meet the achievement and behavioral needs of all learners.

Essential Components of Michigan's RtI-MTSS Framework

1. **Implement effective instruction for all learners –** A unified system of comprehensive service delivery requiring significant general and special education system change that meets the needs of all learners.
2. **Intervene early –** All learners are screened through assessments several times per year, identifying learners who are not making expected progress. These learners are provided with targeted interventions and monitored for progress on an ongoing basis.
3. **Provide a multi-tiered model of instruction and intervention –** Levels of intervention will be used to meet the learning needs of all learners. Level/Tier 1 is the research-based core curriculum and classroom interventions that will be available to all learners and effectively meet the needs of 80-85% of them. Level/Tier 2 are targeted group interventions serving approximately 15% of the learners, that learners will receive in addition to the continuation of Level/Tier 1. Learners will move fluidly between Level/Tier 1 and Level/Tier 2. Level/Tier 3 interventions serve approximately 5% of the learners. Learners at this level receive intense individual interventions while continuing to receive Level/Tier 1 instruction. Based on their performance, learners move fluidly between this Level/Tier and 1 and 2.
4. **Utilize a collaborative problem solving model –** A structured, systematic problem solving model based in general education to identify student learning needs, analysis of learning problems, and use of the analysis to guide instructional decisions.
5. **Assure a research-based Core Curriculum (aligned with Michigan's state standards) –** The curriculum is aligned with the Michigan standards to ensure that learners are exposed to curriculum that has demonstrated effectiveness in meeting the learning needs of at least 80% of the student population.
6. **Implement research/evidence-based, scientifically validated, instruction/interventions –** The district, school, and teachers use instruction/interventions that have been validated through research/evidence as having a substantial impact on student achievement.
7. **Monitor student progress to inform instruction –** Teachers use relevant data to measure, on an ongoing basis, student progress to inform their educational decision making and impact what they are doing to improve student achievement.
8. **Use data to make instructional decisions –** The district, school, and staff use data to guide all of their instructional decisions.
9. **Use assessments for three purposes: universal screening, diagnostics, and progress monitoring –** The staff uses an assessment to

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screen the instructional needs of all learners. As learners are identified for more intensive instruction or interventions, the staff uses diagnostic assessments to identify the specific learning needs of all learners. The staff monitors the progress of the student to inform their ongoing decision making.

10. **Implement with fidelity –** Staff implements instructional and/or intervention practices according to the intent of the research base.

11. **Engage parents and community –** Parents and community are engaged and informed in the instructional process.

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RTI MTSS INQUIRY PROCESS

	Personnel Competencies	Systems & Infrastructure	Leadership Capacity
Implement effective instruction for all children - A unified system of comprehensive *service delivery, requiring significant general and special education system change that meets the needs of all students.*	Do we have evidence that there is a culture, climate and belief system that would indicate that ALL students could learn? Is there evidence that there is a unified system that delivers effective instruction to ALL students? Does staff (teacher, coaches etc.) indicate that they have the necessary skills, training & competent supports necessary to teach ALL students? Are skills taught and coached also reinforced by informal evaluation systems (principal walk-throughs, checklists etc.) How are staff selection criteria used to reinforce and support effective instruction for ALL students? Does staff have the necessary skills and competencies to plan, differentiate and accommodate instruction to meet the needs of ALL students?	Has "effective instruction" been defined and explicit expectations developed to insure ALL students are receiving high quality instruction? Is there a system of coaching supports to assure teacher effectiveness? Are there opportunities and processes in place to support collaborative planning and problem solving for instructional delivery and resource allocation based on student need? Does the personnel evaluation process provide feedback for continuous improvement and individual development insuring that staff is able to provide effective instruction for ALL students? Is there a system for teacher recruitment is in place to insure new staff meet standards of performance necessary to effectively instruct all students?	Is there evidence of shared leadership reinforcing the expectation that ALL students receive high quality instruction? Is there evidence that leadership supports and facilitates a unified system? There is evidence that leadership capacity exists in both the technical (administrative duties, knowledge of curriculum, instruction and assessment, etc.) and the adaptive (conflict management, facilitation, crucial conversations, etc.)?

	Personnel Competencies	Systems & Infrastructure	Leadership Capacity
Intervene early - *All students are screened through assessments several times per year of identifying students who are not making expected progress. These students are provided with targeted interventions and monitored for progress on an ongoing basis.*	Is there evidence that staff is trained in effectively using the universal screeners? Is staff conducting universal screening with fidelity? There is evidence that staff have the necessary competencies to analyze and use data from the screeners?	There is a systematic selection and review process to insure that screeners are reliable, valid and normed for referencing? There is evidence that all students are screened three times per year? Is screener data accessible to staff within an acceptable time frame? Data from universal screening is disaggregated for analysis at the individual, classroom, grade and school wide levels? There is evidence that screeners provide technically data and are used systematically to provide information on student performance in all content areas?	Is there evidence that leadership (team or individual) has the technical skill to provide guidance and support for the selection and use of universal screeners? Is there evidence that leadership supports and facilitates the consistent and persistent use of universal screeners 3 times per year for all students?

	Personnel Competencies	Systems & Infrastructure	Leadership Capacity
Provide a multi-tiered model of instruction and intervention - *Levels of intervention will be used to meet the learning needs of all students.*	Is there evidence that staff have been trained to effectively provide instruction and/or intervention at all tiers? Are teachers able to provide instruction in Tier 1 for ALL students? Are teachers able to determine student need based on student performance and rate of progress? Are teachers able to make decisions regarding appropriate instruction and/or interventions based on student need? Are teachers able to target the skills that students need to progress?	Does system identify skills necessary for content areas? Is there a process that exists to guide personnel in how students receive instruction and/or intervention in fluid manner? Is data used systematically to move students fluidly between Level/Tier 1 and 2 based on their performance? Is the data used objective, measurable and sensitive enough to accurately guide decision making about tiered instruction and intervention? Is student progress data available to staff in a timely manner? A process exists to guide staff in determining when a student should be evaluated for a specific disability?	Is there evidence that leadership (team or individual) has the technical skill to provide guidance and support for multi-tiered instruction and intervention? Is there leadership capacity that can adequately support, guide and reinforce staff competencies related to instruction and intervention?

	Personnel Competencies	Systems & Infrastructure	Leadership Capacity
Utilize a Collaborative Problem-solving Model - *A structured, systematic problem solving model based in general education to identify student learning needs, analysis of learning problems and use of the analysis to guides instructional decisions.*	Does staff have the necessary skills and disposition to work within a team? Is staff trained in a structure problem-solving model? Does staff have the necessary skills to use data within a problem solving process? Do teachers have the skills necessary to analyze and identify learning needs and challenges?	Is the problem-solving model utilized to design and evaluate the effectiveness of instruction/intervention at each tier? Are new staff systematically trained and supported to use the problem-solving model? Is there a system used to monitor the integrity and effectiveness of the problem-solving model?	Is leadership modeling the use of a problem-solving model through data informed decision-making? Is leadership consistently prioritizing the use of a problem-solving model?

	Personnel Competencies	Systems & Infrastructure	Leadership Capacity
Assure a Research-Based Core Curriculum (aligned with Michigan State Standards) - *The curriculum is aligned with the Michigan standards.*	Does staff have a clear understanding of what the research based core curriculum is and how it should be taught?	Has the system provided the necessary resources, assistance and a structure for the delivery of a research-based for core curriculum? Is there adequate and on-going professional development to insure the adequate understanding and effective delivery of a research-based core curriculum? Is there a systemic curriculum review process?	Is there evidence that leadership has the technical knowledge and understanding to provide guidance and support in the delivery of the research based core curriculum? Is leadership effectively monitoring the delivery of the core programs?

	Personnel Competencies	Systems & Infrastructure	Leadership Capacity
Implement research-based scientifically validated interventions/instruction - *The District, school and teachers use interventions/instruction that have been validated through research as having a substantial impact on student achievement.*	Do school personnel have the necessary skills required *to*: • Examine research or scientific evidence? • Analyze and use data to make decisions? • Understand effect size, efficacy and effectiveness information? Does staff have adequate fluency in the core features of the selected intervention and/or instructional practice to select appropriate interventions for students?	Does the system regularly provide training to support skill development in: • Examining research or scientific evidence? • Analyzing and using data to make decisions? • Understanding effect size, efficacy and effectiveness information? Has the system provided structure and resources to determine current needs, appropriate fit and adequate evidence to select the appropriate research based instruction/ intervention?	Does leadership have fluency in the core features of the selected intervention and/or instructional practice? Does leadership have the necessary skills and knowledge to guide the selection of research based instructional practices/ interventions.

	Personnel Competencies	Systems & Infrastructure	Leadership Capacity
Implement with fidelity - *Staff implements an instructional practice according to the intent of the research base.*	Does staff have adequate fluency in the core features of the selected intervention and/or instructional practice to implement with fidelity? Does the staff have the skills and disposition to collaborate to insure implementation fidelity?	Does the system regularly provide training to support skill development in the selected instructional practices/ interventions? Has the system provided structure and resources to determine current readiness, necessary capacity and adequate resources to implement the appropriate research based instruction/intervention with fidelity? Does the system provide coaching supports to insure implementation fidelity?	Does leadership have fluency in the core features of the selected intervention and/or instructional practice to insure adequate monitoring of fidelity of implementation? Does leadership facilitate collaborative relationships amongst staff to insure fidelity of implementation?

	Personnel Competencies	Systems & Infrastructure	Leadership Capacity
Monitor student progress to inform instruction - *Teachers use relevant data to measure, on an ongoing basis, student progress to inform their educational decision making and impact what they are doing to improve student achievement.*	Are teachers able to identify the appropriate starting place/level to begin progress monitoring (i.e., teacher has determined at what level the student is proficient and begin monitoring progress at the next level) Are teachers trained on how to progress monitor and how to use decision rules to evaluate student progress and adjust instruction based upon the progress monitoring data? Are teachers able to discern what data is objective and measureable?	A process exists to guide the problem solving team in determining when a student would receive instruction or intervention within a different tier. A process exists to guide the problem-solving team in determining when a student should be evaluated for a specific disability. Is progress monitoring data measureable and objective? Are there "decision rules" used to evaluate student progress and adjust instruction based upon the data.	Does leadership have the necessary skills and knowledge to guide and support the practices of progress monitoring? Does leadership provide the necessary and sufficient resources to insure that progress monitoring informs instruction?

	Personnel Competencies	Systems & Infrastructure	Leadership Capacity
Use data to make instructional decisions - *The district, school and staff use data to guide all of their instructional decisions.*	Are teachers able to triangulate data to make educational decisions? Are there educational staff trained or available with the ability to analyze convergent data including discrepancy from peers, learning rate differences, adverse impact, and exclusion factors in order to participate in special education eligibility decisions.	Do problem-solving teams use a variety of data (e.g., CBM, functional behavior assessment, standardized, informal) to ensure alignment between instructional/behavioral need and intervention? Is there an effective and efficient data management system to manage district wide information? Integrated data systems are in place and the data generated are reliable and valid? Multidisciplinary groups of professionals are involved in data collection and decision making for students who have not responded to intense interventions.	Does leadership understand various data sources available and how those data can be used to inform instructional decisions? Has the leader facilitated making those data sources available to staff?

	Personnel Competencies	Systems & Infrastructure	Leadership Capacity
Use assessments for three purposes: Universal Screening, Diagnostics and Progress Monitoring - *The staff uses an assessment to screen the instructional needs of all students. As students are identified for more intensive interventions the staff uses diagnostic assessments to identify the specific learning needs of all students. The staff monitors the progress of the student to inform their ongoing decision making.*		Assessments are specifically selected to: • Identify children who are not making expected academic or behavioral progress • Diagnose what children are able to do academically or behaviorally • Monitor progress to determine if academic or behavioral interventions are effective	

	Personnel Competencies	Systems & Infrastructure	Leadership Capacity
Engage Parent and Community - *Parents and community are engaged and informed in the instructional process.*	Do teachers have the necessary skills and disposition to actively engage parents in understanding and participating in decisions about their child's educational progress?	Is there a communication plan in place to inform parents of instructional practices and interventions? Is there a communication plan that provides parents with detailed student performance and progress monitoring information? Has the system identified how they will actively engage parents? Are parents informed	Does leadership seek to inform and gather input on parent needs related to student performance? Does leadership insure that a transparent process is in place to inform parents of instructional processes, practices and interventions? Are leaders providing guidance to facilitate teachers to communicate individual student progress monitoring data to their parents?

RTI MTSS ESSENTIAL ELEMENTS AND EXPLICIT PRACTICES

MICHIGAN RTI MTSS ESSENTIAL ELEMENTS	CLASSROOM	BUILDING	DISTRICT	ISD	STATE
Intervene Early/ Universal Screening - *All students are screened through assessments several times per year of identifying students who are not making expected progress. These students are provided with targeted interventions and monitored for progress on an ongoing basis.*	**Explicit Practices:** • Teachers ensure all students participate in screening assessments (academics & behavior). • Teachers utilize screening/ benchmark data during grade level meetings to ensure instruction is properly aligned with student need.	**Explicit Practices:** • Building Leadership Team ensures: ▪ A standardized process for selection of screeners exists ▪ Adequate # of staff are trained in administering screeners. ▪ There is a system for periodic review of fidelity measures associated with the implementation of the screening assessment ▪ Grade level staff are well trained in the use of screening data to determine instructional needs of ALL students	**Explicit Practices:** • District Leadership Team ensures: ▪ Periodic review of screeners used across K-12 grades district wide ▪ The use of screening data and Curriculum Based Measurements to determine if core instructional program is robust and implemented well to support 80% of ALL students to meet proficiency standards ▪ The support of the purchase of screeners across K-12 system	**Explicit Practices:** • ISD Leadership Team ensures: ▪ Periodic review of fidelity measures at the district level to determine if there are Personnel Development and/or Technical Assistance needs to ensure an adequate # of staff are trained to administer the assessments ▪ Staff across ISD are trained in use of screening data	**Explicit Practices:** • State publishes a list of high quality screeners that meet standardized criteria and/or ensures national resources related to universal screeners are available to schools and districts and are aligned with state/ national standards. • State publishes an allowable cost document that outlines funding streams that could be used to pay for the purchase of qualified universal screeners. • State makes available a list of qualified individuals to assist in training on the administration and use of universal screeners and/or fund a state wide initiative to support the development and use of universal screeners within the School Improvement Process and/or a high quality RTI-MTSS System.

MICHIGAN RTI MTSS ESSENTIAL ELEMENTS	CLASSROOM	BUILDING	DISTRICT	ISD	STATE
Provide a multi-tiered model of instruction and intervention - *Levels of instruction/intervention will be used to meet the learning needs of all students.* • **Level/Tier 1** is the research-based core curriculum and classroom approach to instruction/ interventions that will be available to all students and effectively meet the needs of 80-85% of all students. • **Level/Tier 2** are targeted group interventions, serving approximately 15% of students. Students receive this support in addition to the continuation of Level/ Tier 1. Students will move fluidly between Level /Tier 1 and Level/Tier 2. • **Level/Tier 3** interventions serve approximately 5% of the students. Students at this level receive intense individual interventions while continuing to receive Tier 1 instruction. Based on their performance, students move fluidly between this Level/Tier and 1 and 2.	**Explicit Practices:** • **Tier 1:** Core Program delivered in whole and small groupings of students. A variety of instructional materials used to support mastery. Tier 1 interventions are done within classroom for all students. • **Tier 2:** Students identified with similar need are provided additional support with research-based interventions. Small groupings of students (3-5) are supported either within or outside of classroom based on available resources. • **Tier 3:** Individual students presenting more significant need are supported with more intense and frequent intervention using research-based programs. Instruction is tailored to specific learning target or goals.	**Explicit Practices:** • Identified research-based core curriculum that meets the needs of 80-85% of all students. • Systematic and fluid movement of students within and across tiers based on need. • Grade level data review meetings. • Staff meetings would include review of school wide data on an ongoing basis. • Leadership team that monitors the decision-making regarding the movement of students within & across tiers and the fidelity of implementation of instruction and intervention.	**Explicit Practices:** • Allocation of resources for: 　▪ Research-based core curriculum, 　▪ Research-based interventions, 　▪ Professional Development to develop necessary competencies, 　▪ Coaching support model. • Alignment of curriculum across all buildings and grade levels. • Leadership team monitors, through a data review process, implementation fidelity and allocation of resources across the district.	**Explicit Practices:** • Collaborative leadership structure that facilitates support for a multi-tiered system by provided: 　▪ Targeted technical assistance and coaching for districts, 　▪ Comprehensive Professional Development, 　▪ Systems and frameworks to guide district and building level implementation, 　▪ Data support systems that generate data profiles.	**Explicit Practices:** • State initiative provides a model for guidance and professional development to implement a multi-tiered system of support. • State funding policies align and facilitate the implementation of a multi-tiered system of support. • State Board of Education policies promote a universally designed and a collaboratively implemented educational system.

MICHIGAN RTI MTSS ESSENTIAL ELEMENTS	CLASSROOM	BUILDING	DISTRICT	ISD	STATE
Utilize a Collaborative Problem-solving Model - *A structured, systematic problem-solving model based in general education to identify student learning needs, analysis of learning problems and use of the analysis to guides instructional decisions.*	**Explicit Practices:** • Teacher/s able to monitor student progress to do informal problem-solving related to effectiveness of instruction and/or intervention. • Grade level teams would conduct formal problem-solving meetings based on student performance data to ensure quality of instruction, effectiveness of curriculum and fidelity of delivery.	**Explicit Practices:** • Building Leadership Team: • Establishes and sustains a building level commitment for the use of a building wide problem-solving model. • Establishes a process that supports the analysis of root cause for students not reaching benchmark standards for all grade levels. • Evaluates grade level data to determine effectiveness of curriculum, instruction and interventions.	**Explicit Practices:** • District Leadership Team: ▪ Creates district policy to advance and support the use of a problem-solving model across the district. ▪ Utilize a problem-solving model while examining building level data to determine effectiveness of curriculum, instruction and interventions. ▪ Ensures all district staff is trained in the problem-solving model.	**Explicit Practices:** • Collaborative leadership structure facilitates & supports the use of a problem- solving model: ▪ Targeted technical assistance and coaching for districts, ▪ Comprehensive Professional Development, ▪ Systems and frameworks to guide district and building level implementation, ▪ Data support systems that generate data profiles.	**Explicit Practices:** • State initiative provides a model for guidance and professional development to implement a problem-solving model. • State Board of Education policies promote a universally designed and a collaboratively implemented educational system. • State RTI-MTSS framework supports and encourages the use of a problem-solving model.

MICHIGAN RTI MTSS ESSENTIAL ELEMENTS	CLASSROOM	BUILDING	DISTRICT	ISD	STATE

Assure a Research-Based Core Curriculum (aligned with Michigan State Standards) - *The curriculum is aligned with the Common Core State Standards and the Michigan standards. Research-based means the application of rigorous, systematic and objective procedures to obtain reliable and valid knowledge relative to education activities and programs.*
 	
Implement research-based scientifically validated interventions/instruction - *The District, school and teachers use interventions/instruction that have been validated through research as having a substantial impact on student achievement.*
	Explicit Practices:
	
	• Teacher implements curriculum as designed.
	• Classroom instruction is based on a clearly defined core program with explicitly stated performance benchmarks.
	• Core instruction is differentiated to meet the needs of a large majority of students.
	• Grade level meetings address the implementation fidelity of the core program and interventions.
		Explicit Practices:
		
		• Building Leadership Team:
		
		  ▪ Provides support to classroom teachers related to the implementation of the core program,
		
		  ▪ Monitors and reviews implementation of the core program,
		
		  ▪ Ensures a process for the selection of appropriate interventions.
			Explicit Practices:
			
			• District Leadership Team:
			
			  ▪ Provides support to building administration to ensure capacity to assess the quality of the implementation of the core program,
			
			  ▪ Monitors and reviews the implementation of the core program at the building level,
			
			  ▪ Ensures a process for the selection of appropriate interventions exists at the building level or this function could also be performed at a district level.
				Explicit Practices:
				
				• Collaborative leadership structure facilitates & supports:
				
				  ▪ Access to known and effective research-based core curriculum and interventions,
				
				  ▪ Technical assistance and professional development around the implementation of effective instructional and intervention practices.
					Explicit Practices:
					
					• Ensures access to information and guidance for use of the Common Core State Standards.
					• Ensures state content expectations and state assessments align with Common Core State Standards.
					• Develops guidance documents to ensure effective implementation of Common Core State Standards.
					• Provides guidance related to the selection and use of research-based instruction and intervention.

MICHIGAN RTI MTSS ESSENTIAL ELEMENTS	CLASSROOM	BUILDING	DISTRICT	ISD	STATE
Monitor student progress to inform instruction - *Teachers use relevant data to measure, on an ongoing basis, student progress to inform their educational decision-making and impact what they are doing to improve student achievement.*	**Explicit Practices:** Teachers are able to: • Use progress monitoring data frequently (weekly/monthly) to determine student growth or response to instruction, ▪ Use progress monitoring data to compare a student's expected and actual rate of learning, ▪ Use progress monitoring data to adjust the frequency and/or intensity of instruction, ▪ Use progress monitoring data to evaluate the match between instructional strategies and the students' academic or behavioral needs.	**Explicit Practices:** • Building Leadership Team: ▪ Develops a systematic progress monitoring plan across the building, ▪ Provides support to classroom teachers/ staff for conducting ongoing progress monitoring, ▪ Ensures that progress monitoring data is reviewed on a weekly/ monthly basis by classroom teacher/staff and instructional changes are made if needed, ▪ Ensures a problem solving process is in place for classroom teachers to identify students who are not demonstrating adequate academic or behavioral progress, ▪ Ensures that progress monitoring is conducted with fidelity, ▪ Ensures that parents are given access their child's progress monitoring data.	**Explicit Practices:** • District Leadership Team: ▪ Identifies how student progress will be monitored across the district, ▪ Ensures that teachers/staff are trained to use progress monitoring tools to evaluate student learning, ▪ Ensures that progress monitoring tools are available to teachers/staff in their appropriate grade level and content area, ▪ Ensures that teachers/staff understand how to analyze, chart and interpret progress monitoring data, ▪ Ensures that progress monitoring across the district is conducted with fidelity, ▪ Ensures that parents are encouraged access to their child's progress monitoring data.	**Explicit Practices:** • Collaborative leadership structure facilitates & supports: ▪ LEA's identification and use of progress monitoring tools with targeted technical assistance and coaching, ▪ Provides LEA's ongoing Professional development opportunities in the use of progress monitoring tools and fidelity of implementation, ▪ Staff across the ISD are trained in the use of progress monitoring data.	**Explicit Practices:** • State initiative provides a model for guidance and professional development to implement the use of progress monitoring tools. • State RTI-MTSS framework develops guidance documents and supports to encourage the use of progress monitoring tools.

MICHIGAN RTI MTSS ESSENTIAL ELEMENTS	CLASSROOM	BUILDING	DISTRICT	ISD	STATE
Use assessments for three purposes: Universal Screening, Diagnostics, and Progress Monitoring - *The staff uses an assessment to screen the instructional needs of all students. As students are identified for more intensive interventions the staff uses diagnostic assessments to identify the specific learning needs of all students. The staff monitors the progress of the student to inform their ongoing decision-making.* **Use data to make instructional decisions -** *The district, school, and staff use data to guide all of their instructional decisions.*	**Explicit Practices:** • Teachers are able to: ▪ Use screening data to determine which students are not making progress at expected rates, ▪ Use data to determine what all children can and cannot do in important academic and behavioral domains, ▪ Use data to monitor the rate and growth of student progress.	**Explicit Practices:** • Building Leadership Team: ▪ Provides support to classroom teachers related to the implementation of the assessments, ▪ Monitors and reviews implementation of the assessments and the review of the assessment data, ▪ Determines whether an issue is student specific or related to curriculum and instruction, and therefore a systemic issue.	**Explicit Practices:** • District Leadership Team: ▪ Assists buildings by developing corrective actions to ensure improvement in the areas of need (student, practitioner and/or systemic), ▪ Ensures appropriate assessments are selected and are consistently used across all district buildings, ▪ Ensures capacity of building team to implement assessments and utilize assessment data.	**Explicit Practices:** • Collaborative leadership structure facilitates & supports: ▪ The purchase of or access to appropriate data systems, ▪ Provides technical assistance and professional development around the use of effective assessment systems, ▪ Provide coaching to ensure the fidelity of the administration of the assessments and fidelity in the use of the assessment data.	**Explicit Practices:** Encourages ISD's and LEA's to utilize assessments for multiple purposes by identifying within the State's School Improvement Framework how these processes would be integrated within the cycle of school improvement.

MICHIGAN RTI MTSS ESSENTIAL ELEMENTS	CLASSROOM	BUILDING	DISTRICT	ISD	STATE
Implement with fidelity - *Staff implements an instructional practice according to the intent of the research base.*	**Explicit Practices:** • Teachers are trained and coached to implement instructional practices. • Implementation guides are developed and/or provided that explicitly define and outline the critical features of the instructional practice. • Critical features of the instructional practice have standards of practice clearly defined and mapped within the implementation guide. • Grade level meetings include data reviews on student progress monitoring and implementation fidelity as measured by the standards set forward in the implementation guides.	**Explicit Practices:** • Building Administration develops a Principal Walk Thru checklist aligned to the critical elements and the standards of practice of the instructional practice. • Administration reinforces implementation fidelity by performing regular "principal walk thru's" and providing coaching supports. • Building Leadership Team/School Improvement Team conducts regular implementation measures, review and student performance data reviews to determine fidelity of implementation, and impact on student achievement. • Building Leadership Team/School Improvement Team conducts a periodic review of current practices within the building and has a meaningful process of selecting new practices for implementation.	**Explicit Practices:** • District Administration financially supports a cadre of building level coaches. • District resource allocation aligned with both overall district level needs based on data and building level needs based on building level. • District Personnel Development is aligned to building need. • District Personnel Development promotes implementation fidelity by assuring training objectives and outcomes for staff are clearly defined and monitored for implementation.	**Explicit Practices:** • ISD Administration ensures there is knowledge and capacity around "Effective Implementation Practices" within the ISD to ensure adequate District support around large scale or ISD-wide initiatives. • ISD level Leadership Teams exist to support implementation fidelity of large scale county/ISD/RESA-wide initiatives. • ISD promotes implementation fidelity by developing templates, tools, and guidance around the development of implementation guides and implementation measures for large scale county/ISD/RESA-wide initiatives. • ISD Leadership works collaboratively with State Leadership and pertinent associations to promote and support capacity development around "Effective Implementation Practices" and the development of a statewide network, or Community of Practice around "Effective Implementation Practices.	**Explicit Practices:** • State guidance documents, templates, and tools align with the core principles and essential research-based elements of "Effective Implementation Practices." • All state level initiatives are required to show use of the core principles and essential research-based elements of "Effective Implementation Practices." • All state level initiatives have evaluation measures related to implementation fidelity to their practices. • State level leadership ensures there are key personnel deployed across departments to support implementation practices and the improvement of implementation fidelity supports at an ISD/RESA level. • State personnel supporting "Effective Implementation Practices collaborate with and support the state wide network or Community of Practice around Effective Implementation Practices."

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Engage Parent and Community - *Parents and community are engaged and informed in the instructional process.* School staff and families will share an understanding of the following: What children are expected to achieve during each grade level in Michigan schools (Common Core State Standards). How student progress in relation to the standards and other students in the class will be measured and reported to parents at each school (Curriculum Based Measures, Formative Assessments, etc.). What evidence-based practices teachers will implement to help students meet standards or extend their learning if standards have been met. What parents can do to support their student's learning at home.	**Explicit Practices:** • Teachers create a welcoming environment and communicate frequently with parents/caregivers in family-friendly language about: ▪ Grade-level expectations, ▪ Michigan's Common Core State Standards, how the selected curriculum aligns with these standards, and specific strategies families can use to support their student's learning at home, ▪ What screening/progress monitoring data are collected in the classroom, at which times of the year, and student scores in relation to both the standards and the rest of the class, ▪ Instructional action plans to ensure student needs are met, including which evidence-based, targeted interventions will be used if students are not meeting standards, and strategies to extend students' learning if they are, ▪ How families can pro-actively communicate any ideas or concerns to the teacher.	**Explicit Practices:** • Building leadership team and administration provide training, implementation support, tools, materials, strategy suggestions and organizational structures to ensure: ▪ Grade-level expectations/standards are shared in family-friendly language during regularly scheduled times (beginning of year, after benchmarks, monthly if students are being progress monitored, etc.), ▪ School-wide data regarding family and student satisfaction are collected and reviewed regularly (at least twice annually), and action plans are developed to respond to areas of identified need, ▪ Building staff identify and implement tiered strategies to welcome, communicate with, and involve parents of students who are not meeting standards/benchmarks or who are not able to be involved in school activities in traditional ways.	**Explicit Practices:** • District leadership team and administration provide clear expectations and related policies for pro-active, school-family partnership practices. • Expectations and related policies are aligned with state standards for school-family partnership practice (Title I, NCLB, PTSA, etc.), and are regularly communicated to building administration and staff. • High-quality professional development on how to create a welcoming environment, share data, and communicate with ALL families is coordinated with buildings. • Coaches/technical assistant providers are identified and made available to support building staff as they work to implement evidence-based, school-family partnership practices. • District-wide data regarding family, student and community satisfaction are collected and reviewed regularly (at least twice annually), and action plans are developed in collaboration with building leadership teams to address areas of common identified needs.	**Explicit Practices:** • Provides a collaborative leadership structure that facilitates the implementation of a tired system of evidence-based, school-family partnership practices by: ▪ Comprehensive professional development and targeted technical assistance and coaching in collaboration with districts, ▪ Systems and frameworks to guide district and building level implementation, ▪ Data support systems that generate data profiles related to school-family partnership practice implementation.	**Explicit Practices:** • Ensures access to information and guidance regarding evidence-based school-family partnership systems and practices, and the relationship between these practices, the Common Core State Standards, student achievement, and a response to intervention: A Multi-Tiered System of Supports framework. ▪ Provides information and guidance regarding the collection of family, student and community satisfaction data along with how to use and share these data with staff and constituents. ▪ Encourages ISD's and LEA's to integrate school-family partnership data and practices within the cycle of school improvement. ▪ Provides up-to-date information and guidance regarding state-wide and federal policies and procedures related to school-family partnerships.