

Installing a District Implementation Infrastructure

The purpose of this document is to outline the core components of a district implementation infrastructure and how it is used to support implementation of MTSS.

Overview

A District Implementation Infrastructure is intended to ensure **innovations** (e.g., programs, practices, or frameworks like MTSS) **can be used well, scaled-up across grade levels and schools within the district and sustained overtime**. Underlying this infrastructure are the Active Implementation Frameworks which are sometimes referred to as the “necessary ingredients” for effective implementation practices necessary to achieve outcomes. The Active Implementation Frameworks are as follows:

1. Usable Innovations
2. Implementation Stages
3. Implementation Drivers
4. Plan, Do, Study, Act Cycles
5. Implementation Teams

Further information about each of the five Active Implementation Frameworks can be found by accessing [National Implementation Research Network AI HUB](https://nirn.fpg.unc.edu/ai-lessons-and-short-courses) (<https://nirn.fpg.unc.edu/ai-lessons-and-short-courses>).

District Implementation Infrastructure Components

There are ten components that make up a district implementation infrastructure.

- District Implementation Team
- Effective Innovation Alignment Process
- Effective Innovation Review, Selection, De-selection Process
- Staff Recruitment and Selection Process
- Staff Development Process (e.g., professional learning for Effective Innovation)
- Communication Plan
- Barrier Removal Process
- Coaching System
- Implementation Plan
- Data Analysis and Use (at the district and school levels)

The District Capacity Assessment (DCA) is a tool used by district leaders to determine the degree to which each component is in place to support the implementation of a specific “effective innovation.”

Districts who are learning how to design (or install) an implementation infrastructure should do so with an “Effective Innovation” in mind. Districts partnering with MiMTSS TA Center will use the components of a district implementation infrastructure to support the implementation, use and scale up of a Multi-Tiered System of Supports (MTSS).

District Implementation Infrastructure Framed Around MTSS

A District Implementation Infrastructure provides structures necessary for effective implementation of a Multi-tiered System of Supports (MTSS).

The five essential components of MTSS are inter-related and complementary. The MTSS framework provides schools and districts with an efficient way to organize resources to support educators in the implementation of effective practices with fidelity so that all learners succeed (MDE MTSS Leadership Team, 2018).

- Team-based Leadership
- Tiered Delivery System
- Selection and Implementation of Instruction, Interventions, and Supports
- Comprehensive Screening and Assessment System
- Continuous Data-based Decision Making

Table 1. District Infrastructure to Support Implementation of MTSS

District Infrastructure Component	Framed Around MTSS
District Implementation Team	The District Implementation Team (DIT) is a representative team responsible for coordinating district MTSS efforts, organizing building and grade-level teams, and integrating MTSS with district and school improvement. Developing an effective District Implementation Team addresses the component of Team-based Leadership .
Effective Innovation Alignment Process	An EI alignment process ensures clear understanding across the district of how programs and practices align within one another to ensure high-quality instruction. Alignment is also a part of the process used for Selection of Instruction, Interventions and Supports .
Review, Selection, De-selection Process	A comprehensive review, selection and de-selection process is used to select evidence-based instruction, interventions, supports, and assessments. Utilizing this process addresses the MTSS components of Selection and Implementation of Instruction, Interventions and Supports .
Staff Recruitment and Selection Process	A high-quality recruitment and selection process ensures that staff selected to deliver quality instruction have the qualifications and skills necessary to meet the needs of all students. Using this process supports the MTSS components of Selection and Implementation of Instruction, Interventions and Supports and Tiered Delivery System .

District Infrastructure Component	Framed Around MTSS
Staff Development Process	A process for providing individualized and differentiated professional learning ensures staff have the skills to deliver high-quality instruction to all students and to collect and analyze data to make instructional decisions. Using this process addresses all components of an MTSS framework.
Communication Plan	A communication plan ensures there is a formal process for communicating with internal and external stakeholders (e.g., school teams, families, community). Using a communication plan is necessary to address all components of an MTSS framework.
Barrier Removal Process	A barrier removal process ensures that schools have the necessary resources and supports to implement an MTSS framework with fidelity. Using barrier removal process addresses all components of an MTSS framework.
Coaching System	High-quality professional learning extends beyond training and requires coaching to ensure individuals apply new learning. A coaching system ensures equitable access to high-quality coaching supports in order to ensure strong implementation. Use of a coaching systems addresses the MTSS component of Selection and Implementation of Instruction, Intervention and Supports .
Implementation Plan	An implementation plan includes goals and activities developed as a result of a continuous improvement process. The plan is used to guide the work of the DIT and support implementation of MTSS across all schools. An implementation plan addresses all components of an MTSS framework.
Data Analysis and Use	The district has a process for collecting, analyzing and using data. The process includes the development of an assessment system which includes assessment schedules, information about selected assessments (e.g. universal screeners, progress monitoring, diagnostic), and decisions about how data will be collected, analyzed and used. Districts also engage in a Data Review Process three times a year to inform the supports they are providing to schools. The use of an assessment system and data review process address the MTSS components of Comprehensive Screening and Assessment System and Continuous Data-based Decision Making .

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