

Announcement: 2025-2026 MiMTSS Recognition Criteria

This document outlines criteria for ISD, district, and school MiMTSS recognition using data from the 2025-2026 school year.

Overview

Michigan educators work tirelessly on behalf of learners and do so much that is worthy of celebration and acknowledgment. The MiMTSS Recognition process provides one way to shine a positive light on work happening in the state related to a Multi-Tiered System of Supports (MTSS).

The implementation of MTSS is a priority of the Michigan Department of Education (MDE). In alignment with this priority, the MDE and the MiMTSS Technical Assistance Center have developed a process for identifying and recognizing Intermediate School Districts (ISDs), districts, schools, and early childhood sites that are demonstrating strong outcomes and/or making progress related to meeting the needs of each and every learner through a multi-tiered framework. A state-level recognition process can help to sustain local implementation efforts. **This recognition process is based primarily on information housed in the [MiMTSS Data System](#), and organizations do not need to apply to be eligible for recognition.**

ISDs, districts, and schools will be eligible for two types of MiMTSS Recognition based on 2025-2026 school year data to reflect a range of local successes: 1) MTSS Data Utilization and 2) MTSS Implementation and Impact.

New this year:

- For school-level reading implementation and impact awards (silver and gold), schools may submit summary reports from an [MDE-approved K-3 screening and progress monitoring assessment](#). More details about this option will be provided in May 2026.

Data will be analyzed during the summer of 2026. All awardees will be notified via an email in October 2026, with a preview period available in late September 2026. The email to each superintendent and designated ISD or District MiMTSS Data System Users will include a customized message and information about how to download award badges and certificates in the MiMTSS Data System. A list of all recognized organizations will be posted to the [MiMTSS TA Center website](#) and announced at upcoming MiMTSS TA Center and MDE events.

The remainder of this document describes the details of each recognition type. Criteria are subject to change in the future to best reflect educators' shared vision for MTSS in Michigan.

MTSS Data Utilization

Purpose

Ongoing data collection signals that ISDs, districts, and schools are actively measuring MTSS implementation and supports to ensure there is evidence of fidelity and impact. It also indicates that they use capacity and fidelity data to drive local decision-making and ongoing efforts to refine their system.

Eligible Entities

ISDs, districts, K-12 schools, and early childhood sites

District MiMTSS Data System Acceptable Use Agreement must be signed and on record in the MiDataHub cockpit.

Data Sources for Data Utilization Recognition

Organizations administered and entered scores for the identified assessment at least once between 7/1/25 and 6/30/26 based on MiMTSS Data System Records:

- **ISDs** must have data entered for at least one of the following assessments to earn a Data Utilization award:
 - Regional Capacity Assessment (RCA) scores
 - Early Childhood Benchmarks of Quality (EC BOQ) scores
- **Districts** must have data entered for at least one of the following assessments to earn a Data Utilization award:
 - District Capacity Assessment (DCA) scores
 - Early Childhood Benchmarks of Quality (EC BOQ) scores
- **K-12 Schools** must have data entered for at least one of the following assessments to earn a **Reading** Data Utilization award
 - Reading Tiered Fidelity (R-TFI) 2.0 scores (excludes version 1.0)
 - Reading Intervention Implementation data
- **K-12 Schools** must have data entered for at least one of the following assessments to earn a **Behavior** Data Utilization award
 - School-wide Positive Behavioral Interventions and Supports Tiered Fidelity Inventory (SWPBIS TFI) 2.1 or 3.0 scores
 - Classroom Management Observation Tool (CMOT) data
- **Early Childhood Sites** must have data entered for at least one of the following assessments to earn a **Behavior** Data Utilization award
 - Early Childhood Benchmarks of Quality (EC BOQ) scores
 - Teaching Pyramid Observation Tool (TPOT) data

MTSS Implementation and Impact

Purpose

As organizations make progress with MTSS implementation, they should be moving toward implementation fidelity and having a strong local (ISD and district) infrastructure. As fidelity of implementation and local infrastructure strengthens overtime, so too should the impact on

learners. The Implementation and Impact awards recognize successes with fidelity/capacity, scale of implementation, and impact on learners.

Eligible Entities

- ISDs, districts, schools, and early childhood sites
- A formal partnership with the MiMTSS TA Center is not required.
- District or ISD (as applicable) MiMTSS Data System Acceptable Use Agreement must be signed and on record in the MiDataHub cockpit.

Data Sources and Criteria for Implementation and Impact Recognition

School Implementation and Impact Recognition Criteria

The tables below outline the criteria used to identify schools for MTSS Implementation and Impact recognition across multiple tiers in reading, behavior, or both based on 2025-2026 data (7/1/25-6/30/26).

Table 1. Behavior School Criteria for Implementation and Impact Awards

Award Level	Tier 1	Tier 2 or Advanced Tiers	Tier 3	Total Score Tiers can be administered on different dates
Bronze	SWPBIS TFI Tier 1 Score \geq 70% (2.1) or \geq 50% (3.0) OR EC BOQ \geq 80% of all items scored as “in place”	SWPBIS TFI Tier 2 Score \geq 70% (2.1) or \geq 50% (3.0)	SWPBIS TFI Tier 3 Score \geq 70% (2.1) or \geq 50% (3.0)	Not applicable
Silver	SWPBIS TFI Tier 1 Score \geq 70% (2.1) or \geq 50% (3.0) AND 80% of students with 0-1 major referral OR annual discipline referral rate below the national 75th percentile	SWPBIS TFI Tier 2 Score \geq 70% (2.1) or \geq 50% (3.0) AND annual discipline referral rate below the national 75th percentile	SWPBIS TFI Tier 3 Score \geq 70% (2.1) or \geq 50% (3.0) AND annual discipline referral rate below the national 75th percentile	Not applicable
Gold	Not applicable	Not applicable	Not applicable	SWPBIS TFI Total Score \geq 70% (2.1) or \geq 50% (3.0) AND annual discipline referral rate below 50th percentile

Table 2. Reading School Criteria for Implementation and Impact Awards

Award Level	Tier 1	Advanced Tiers	Total Score Tiers can be administered on different dates
Bronze	R-TFI 2.0 Tier 1 Score \geq 70%	R-TFI 2.0 Advanced Tiers Score \geq 70%	Not applicable
Silver	R-TFI 2.0 Tier 1 Score \geq 70% AND at least one indicator of positive student impact	R-TFI 2.0 Advanced Tiers Score \geq 70% AND at least one indicator of positive student impact	Not applicable
Gold	Not applicable	Not applicable	R-TFI 2.0 Total Score \geq 70% AND at least one indicator of positive student impact

Indicators of positive student reading impact:

- \geq 80% of students demonstrate adequate reading performance per the spring school-wide screening composite* (elementary schools) OR end-of-year schoolwide Overall Engagement Indicator (secondary schools)
- \geq 10% annual increase (spring to spring) in % of students who demonstrate adequate reading performance per the spring school-wide screening composite* (elementary schools) OR end-of-year schoolwide Overall Engagement Indicator (secondary schools)

*Acadience Reading K-6 (data entry available in the MiMTSS Data System) or a school-provided summary report from one of the [MDE approved K-3 screening and progress monitoring assessments](#) (more information to be provided in May 2026)

District and ISD Implementation and Impact Criteria

The table below outlines the criteria used to identify districts and ISDs for MTSS Implementation and Impact recognition based on 2025-2026 data (7/1/25-6/30/26).

Table 3. District and ISD Criteria: Bronze Implementation and Impact

Districts	ISDs
DCA Total Score \geq 80%, or EC BOQ \geq 80% of all items scored as “in place”	RCA Total Score \geq 80%, or EC BOQ \geq 80% of all items scored as “in place”

Table 4. District and ISD Criteria: Silver Implementation and Impact

Districts	ISDs
DCA Total Score \geq 80% AND all schools within the district with 50+ students enrolled have at least one fidelity score (reading and/or behavior) entered during the school year.	RCA Total Score \geq 80% AND \geq 40% of districts within the ISD with enrollment of 100+ students have a DCA entered during the school year.

Table 5: District and ISD Criteria: Gold Implementation and Impact

Districts	ISDs
DCA Total Score \geq 80% AND all schools within the district with 50+ students enrolled have at least one fidelity score (reading and/or behavior) entered during the school year. AND at least one of the following: <ul style="list-style-type: none"> • At least one school meets the gold recognition criteria (reading and/or behavior). • Two or more schools meet the silver recognition criteria (reading and/or behavior). 	RCA Total Score \geq 80% AND \geq 40% of districts within the ISD with enrollment of 100+ students have a DCA entered during the school year. AND \geq 20% of districts meet the district bronze criteria. AND at least 1 district meets the district gold criteria.

URLs Used in Document

[MiMTSS Data System](https://mimtssdata.org/MIData/)

(<https://mimtssdata.org/MIData/>)

[MiMTSS TA Center website](https://mimtsstac.org/evaluation-research/results/mimtss-recognition)

(<https://mimtsstac.org/evaluation-research/results/mimtss-recognition>)

[MDE-approved K-3 screening and progress monitoring assessment](https://www.michigan.gov/mde/services/academic-standards/literacy/k-12-literacy-and-dyslexia-law)

(<https://www.michigan.gov/mde/services/academic-standards/literacy/k-12-literacy-and-dyslexia-law>)

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