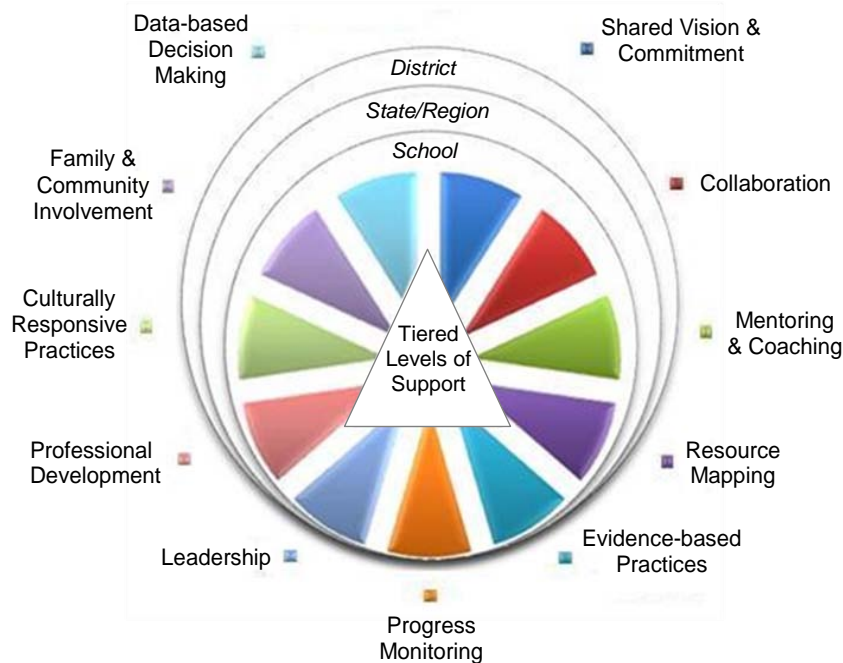


MIM Evaluation Plan May, 2010

The degree of systems change envisioned by MIM developers and participants requires simultaneous, coordinated activities at multiple levels, including the state, regional, district, school, teacher and individual student levels. This multi-level approach to systems change necessitates a multi-level approach to evaluation. MIM evaluators collect data from various stakeholders, including students, families, MIM school personnel, Regional Professional Development Center (RPDC) consultants, Implementation Facilitators, and the Missouri Department of Elementary and Secondary Education (DESE) staff.

Data collection methods vary and include surveys, analysis of student academic achievement and behavioral data, interviews, and document analysis. Furthermore, quantitative and qualitative data is collected on a range of variables from student achievement and teacher attitudes to capacity building at the school, district, regional, and state levels.

In order to lessen the time and effort required of school personnel, data collection instruments and processes already in use by the state and by districts have been utilized whenever possible. In addition, data collected through the MIM process serves multiple purposes, including evaluating the efficacy of MIM and aiding in schools' data-based decision-making processes. The following tables identify the indicators and measurement tools used for each evaluation question.



MIM Model Development

MIM was developed with the input of a wide range of stakeholders, including DESE staff, RPDC personnel, parent organizations, and multiple child-serving agencies across the state. In addition, model development is ongoing: the input of school personnel and the variations at each pilot site have informed the current conception of MIM and help to continually improve processes, materials, and technical assistance.

Questions	Indicators	Measurement Tools and Frequency
Have MIM developmental tasks and activities been accomplished according to plan and timeline?	<ul style="list-style-type: none"> Attainment of developmental goals 	<ul style="list-style-type: none"> Annual MIM Management Team Goal Attainment Scale
Is the project's developmental process meeting the needs of its stakeholders?	<ul style="list-style-type: none"> Stakeholder satisfaction with MIM 	<ul style="list-style-type: none"> Ongoing evaluation surveys from MIM meetings Annual IF interviews
How do school personnel feel about the MIM's implementation?	<ul style="list-style-type: none"> School personnel satisfaction 	<ul style="list-style-type: none"> Annual School Staff Survey
Are MIM school personnel satisfied with the usefulness of MIM planning documents (e.g., Self-Study, Action Plan)?	<ul style="list-style-type: none"> Usefulness of MIM materials 	<ul style="list-style-type: none"> Annual MIM Building Leadership Team Survey Implementation Facilitator interviews Ongoing evaluation surveys from MIM meetings

State Professional Development and Collaboration

DESE personnel, and particularly the MIM Implementation team, have guided the development of the model.

Questions	Indicators	Measurement Tools and Frequency
Have DESE staff members been satisfied with the level of collaboration in developing and implementing MIM professional development activities?	<ul style="list-style-type: none"> Satisfaction with level of collaboration 	<ul style="list-style-type: none"> Annual DESE Collaboration Survey
Are state-level MIM professional development activities sustained, ongoing, and research-based?	<ul style="list-style-type: none"> Type of professional development 	<ul style="list-style-type: none"> Ongoing document review of agendas Annual analysis of My Learning Plan
Are MIM school staff members satisfied with the level of state support for MIM professional development and implementation?	<ul style="list-style-type: none"> Satisfaction with state support 	<ul style="list-style-type: none"> Annual MIM Building Leadership Team Survey Ongoing evaluation surveys from MIM meetings

Regional Professional Development and Collaboration

DESE collaborates with eleven Regional Professional Development Centers (RPDC) throughout the state to provide professional development to schools in each region. RPDC staff has been instrumental in providing support for MIM schools, sometimes through general training and sometimes through trainings tailored to specifically to MIM schools.

Questions	Indicators	Measurement Tools and Frequency
Do RPDC staff attend the MIM Implementation Team Meetings?	<ul style="list-style-type: none"> Attendance at MIM Implementation Team meetings 	<ul style="list-style-type: none"> Ongoing Meeting Sign-In Sheets
Have RPDC staff members been satisfied with the level of collaboration in developing and implementing MIM professional development activities?	<ul style="list-style-type: none"> Satisfaction with level of collaboration 	<ul style="list-style-type: none"> Annual RPDC Collaboration Survey
Have RPDC staff members increased their knowledge of research-based 3-tiered models of school reform?	<ul style="list-style-type: none"> Knowledge of 3-tiered models 	<ul style="list-style-type: none"> Annual RPDC Collaboration Survey
Are RPDC staff members satisfied with technical assistance for professional development?	<ul style="list-style-type: none"> Satisfaction with technical assistance for professional development 	<ul style="list-style-type: none"> Annual RPDC Collaboration Survey
Are MIM school personnel satisfied with their level of regional support?	<ul style="list-style-type: none"> Satisfaction with regional support 	<ul style="list-style-type: none"> Annual MIM Building Leadership Team Survey
Are regional-level MIM professional development activities sustained, ongoing, and research-based?	<ul style="list-style-type: none"> Type of professional development 	<ul style="list-style-type: none"> Ongoing document review of agendas Annual analysis of My Learning Plan
Are RPDC personnel supporting MIM implementation in pilot schools?	<ul style="list-style-type: none"> Number and type of RPDC trainings and technical assistance 	<ul style="list-style-type: none"> Annual Implementation Facilitator interviews Annual MIM Building Leadership Team Survey IF Logs (# of meetings with RPDC staff)

Implementation Facilitator Collaboration & Technical Assistance

The six MIM Implementation Facilitators provide vital support to MIM schools as Implementation Drivers through overall coaching of MIM schools, assistance in completing MIM documents and processes, and ensuring a cross-flow of information among school and district teams, RPDCs and State leadership.

Questions	Indicators	Measurement Tools and Frequency
How satisfied are Implementation Facilitators with MIM training and professional development activities?	<ul style="list-style-type: none"> • Implementation facilitator satisfaction with professional development 	<ul style="list-style-type: none"> • Annual MIM IF Collaboration Survey • Annual Implementation Facilitator interviews • Ongoing review of Management Team meeting minutes
Are school staff members satisfied with the level of support they've received from their implementation facilitator?	<ul style="list-style-type: none"> • School satisfaction with Implementation Facilitator 	<ul style="list-style-type: none"> • Annual MIM Building Leadership Team Survey • Annual Survey of Schools regarding IF Support
Are RPDC staff satisfied with the level of support they've received from their implementation facilitator?	<ul style="list-style-type: none"> • RPDC satisfaction with Implementation Facilitator 	<ul style="list-style-type: none"> • Annual Survey of RPDCs regarding IF Support
Are Implementation Facilitators carrying out their duties as specified in the Implementation Facilitator position description?	<ul style="list-style-type: none"> • position description items 	<ul style="list-style-type: none"> • Annual Implementation Facilitator interviews • Annual review of Implementation Facilitator logs • Annual Survey of Schools regarding IF Support

School Staff Outcomes

School reform efforts go nowhere without the coordinated and persistent efforts of school staff. Several staff members at each MIM school make up the Building Leadership Team, while other staff members collaborate to support the particular actions that each school outlined in the Action Plans.

Questions	Indicators	Measurement Tools and Frequency
Are MIM school personnel participating in ongoing and research-based professional development?	<ul style="list-style-type: none"> Quality of professional development 	<ul style="list-style-type: none"> MIM Action Plan Review Annual analysis of My Learning Plan
To what extent MIM school personnel satisfied with the level of collaboration in their schools?	<ul style="list-style-type: none"> Level of collaboration 	<ul style="list-style-type: none"> Annual School Staff Survey Annual Implementation Facilitator interviews
To what extent are MIM school personnel using data-based decision-making?	<ul style="list-style-type: none"> Data-based decision-making 	<ul style="list-style-type: none"> Annual School Staff Survey Annual Implementation Facilitator interviews Annual review of MIM School Action Plans & Budgets
To what extent are MIM school personnel using research-based models of instruction and intervention? What models are pilot schools currently using?	<ul style="list-style-type: none"> Research-based practices 	<ul style="list-style-type: none"> Annual School Staff Survey Annual Implementation Facilitator interviews Annual review of MIM School Action Plans & Budgets
Are MIM teachers satisfied with their jobs?	<ul style="list-style-type: none"> Job satisfaction 	<ul style="list-style-type: none"> Annual School Staff Survey Annual Implementation Facilitator interviews
To what extent are MIM schools implementing the MIM process with fidelity?	<ul style="list-style-type: none"> Fidelity of implementation 	<ul style="list-style-type: none"> Annual review of MIM School Action Plans & Budgets Annual Implementation Facilitator interviews

Student Achievement & Engagement

The MIM project is ultimately aimed at increasing outcomes among students. Targeted areas for data collection include increasing academic achievement, graduation rates, and the inclusion of students with disabilities in general education; and decreasing suspensions, expulsions, and dropout rates. To identify growth over time, this data is collected on all students within the MIM schools and disaggregated by disability status. Additionally, data is collected on a sample of non-MIM schools that are comparable in demographics to the MIM schools.

Questions	Indicators	Measurement Tools and Frequency
How are students (with and without disabilities) in MIM school performing academically?	<ul style="list-style-type: none"> • MAP Communication Arts scores • MAP Math scores • Progress monitoring 	<ul style="list-style-type: none"> • Annual school statistics data • Fall, Winter, & Spring Progress Monitoring data
How are students (with and without disabilities) in MIM school performing behaviorally?	<ul style="list-style-type: none"> • Suspension and expulsion • Office referrals 	<ul style="list-style-type: none"> • Annual school statistics data • Annual office referral data
What is the level of engagement of students in MIM school activities?	<ul style="list-style-type: none"> • Engagement with classroom and school activities 	<ul style="list-style-type: none"> • Advanced Questionnaire administered on MSIP cycle
What is the level of satisfaction of students in MIM schools?	<ul style="list-style-type: none"> • Satisfaction with school environment and support provided at school 	<ul style="list-style-type: none"> • Advanced Questionnaire administered on MSIP cycle
What percentage of students (with and without disabilities) in MIM high schools graduate and drop out?	<ul style="list-style-type: none"> • High school graduation rate • High school dropout rate 	<ul style="list-style-type: none"> • Annual school statistics data
What percentage of students with disabilities in MIM schools are in general education settings more than 80% of the school day?	<ul style="list-style-type: none"> • Time in general education 	<ul style="list-style-type: none"> • Annual school statistics data — Special Education Profile
What percentage of students with disabilities in MIM schools who are 16 years and older have coordinated and measurable annual goals and transition services that will enable the students to meet post-secondary goals in their IEPs?	<ul style="list-style-type: none"> • Annual goals in IEP 	<ul style="list-style-type: none"> • Annual Transition Outcomes Project

Questions	Indicators	Measurement Tools and Frequency
How does the achievement level of students (with and without disabilities) in MIM schools compare to other Missouri schools with similar demographics?	<ul style="list-style-type: none"> • MAP Communication Arts scores • MAP Math scores • Suspension and expulsion • Engagement with classroom and school activities • High school graduation rate • High school dropout rate • Time in general education 	<ul style="list-style-type: none"> • Annual school statistics data • Advanced Questionnaire administered on MSIP cycle • Annual school statistics data — Special Education Profile

Parent Satisfaction & Engagement

Parent perspectives are a vital mechanism for ensuring that MIM activities motivate increased collaboration between families and schools.

Questions	Indicators	Measurement Tools and Frequency
How do parents of students (with and without disabilities) in MIM schools rate their school's efforts to involve parents in decision making?	<ul style="list-style-type: none"> • Parent rating of school efforts to involve parents 	<ul style="list-style-type: none"> • Advanced Questionnaire administered on MSIP cycle
What percentage of parents of students (with and without disabilities) report satisfaction with information-sharing about educational services?	<ul style="list-style-type: none"> • Parent rating of information-sharing 	<ul style="list-style-type: none"> • Advanced Questionnaire administered on MSIP cycle
What percentage of parents of students (with and without disabilities) in MIM schools report satisfaction with their student's education?	<ul style="list-style-type: none"> • Parent rating of satisfaction with educational services 	<ul style="list-style-type: none"> • Advanced Questionnaire administered on MSIP cycle