



2010-
2011

Missouri Integrated Model (MIM)

A Collaborative Project



Institute for Human Development

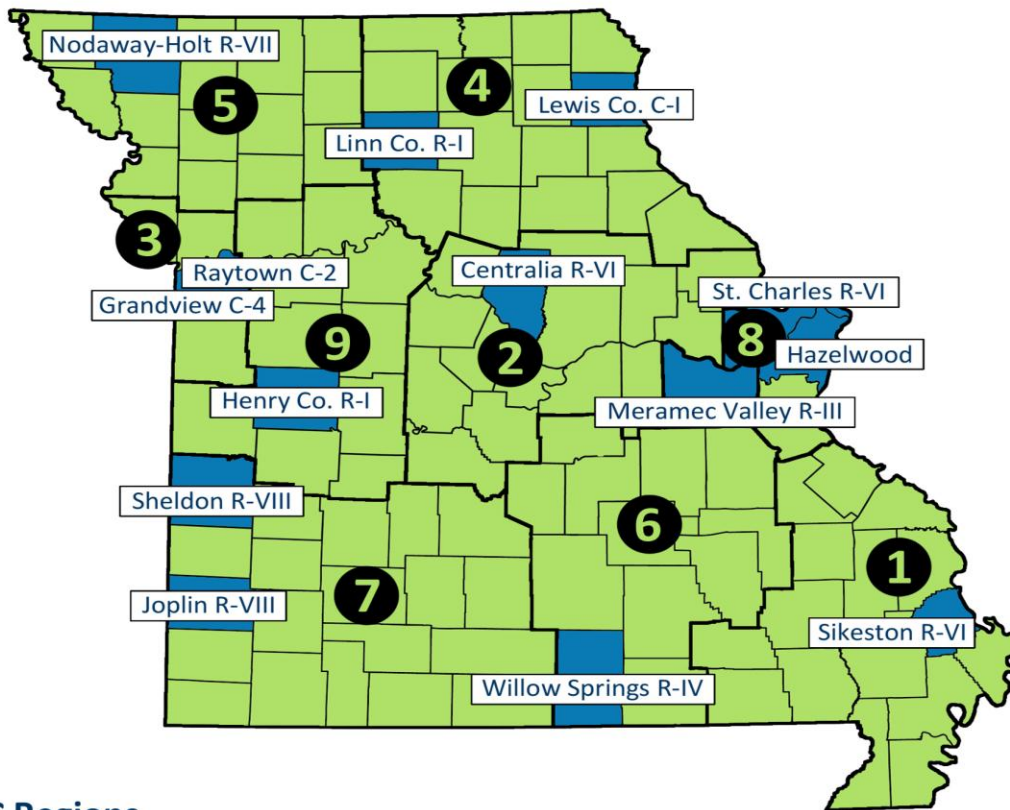


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PARTICIPATING DISTRICTS



Missouri Integrated Model (MIM) Pilot Schools



RPDC Regions

1. Southeast

Sikeston R-VI
Sikeston Junior High

2. Heart of Missouri

Centralia R-VI
Chance Elementary
Centralia Intermediate

3. Kansas City

Grandview C-4
Grandview Middle School
Raytown C-2
Eastwood Hills Elementary

4. Northeast

Lewis Co. C-1
Highland Elementary
Highland High
Linn Co. R-I
Linn Co. Elementary

5. Northwest

Nodaway Holt R-VIII
Nodaway Holt Elementary
Nodaway Holt Jr./Sr. High

6. South Central

Meramec Valley R-III
Meramec Valley Middle School
Truman Elementary
Willow Springs R-IV
Willow Springs Elementary
Willow Springs Middle 5–8
Willow Springs High 9–12

7. Southwest

Joplin R-VIII
South Middle School
Sheldon R-VIII
Sheldon Elementary
Sheldon High

8. St. Louis

Hazelwood
Arrowpoint Elementary
Southeast Middle School
St. Charles R-VI
Coverdell Elementary
Harris Elementary
Jefferson Intermediate 5–6

9. Central

Henry Co. R-I
Windsor Elementary
Windsor High

MISSOURI STATE PERSONNEL DEVELOPMENT GRANT

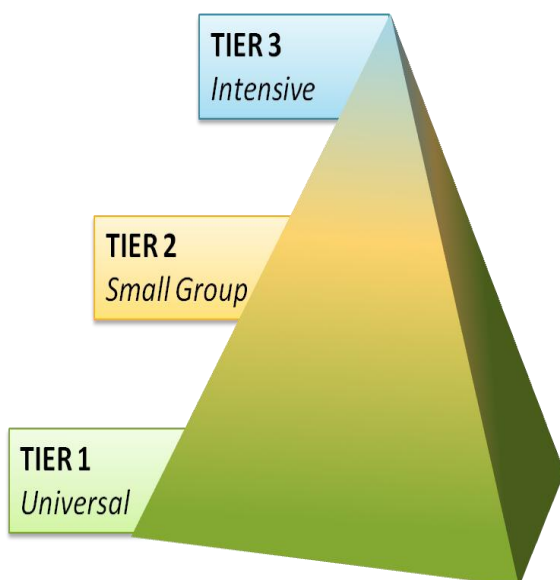
The Missouri Integrated Model (MIM) is an innovative process directed at improving student achievement and transforming school culture through tiered layers of support. MIM is a framework that pulls together evidence-based components — or essential features — with the goal of creating collaborative and effective schools where parents, community members, and school staff work together. With the support of a comprehensive coaching and leadership network, MIM schools and districts implement evidence-based practices in both academic and behavioral areas.

At its essence, the Missouri Integrated Model (MIM) is a systems-change process grounded in evidence-based essential features and tiered layers of support with the goal of creating collaborative and effective schools. In schools implementing the MIM, parents, community members, and school staff work together to make data-based decisions which ensure positive social and educational benefits for all students.

The MIM, which began in 2008, is funded by a 2008-12 State Personnel Development Grant (SPDG) awarded to the Missouri Department of Elementary and Secondary Education (DESE) by the U.S. Office of Special Education Programs. This purpose of the project is to develop and pilot an innovative systems-change process, the MIM, directed at increasing student achievement and transforming school culture. The impact of the MIM is measured through rigorous, multi-level evaluation activities.

Tiered Model

The Missouri Integrated Model utilizes a multi-tiered framework for schools to implement supports in both academic and behavioral areas. Instructional supports change as students respond to the general curriculum. All tiers are provided in the context of the general curriculum. Movement between tiers is based on data.



Tier 3, the intensive level, is the core curriculum supplemented by intensive, individualized supports. Individualized interventions and focused academic and behavior progress monitoring are characteristic of Tier 3.

Tier 2, the small group level, is comprised of the core curriculum plus timely, targeted instruction for students needing additional instructional or behavioral supports. School staff identify students in need of Tier 2 support by using data-based decision-making.

Tier 1, the universal level, is comprised of core, evidence-based academic instruction and behavior support. All students receive Tier 1 instruction.

ESSENTIAL FEATURES

Eleven essential features represent the practices and qualities congruent with effective schools, responsive intervention, and successful system-change efforts. Collectively, the tiered levels of support and the essential features are integrated to form the Missouri Integrated Model.

The essential features serve two functions: *to provide a structure for problem solving educational needs, and to help school staff respond more effectively to the educational needs of all students.* The essential features facilitate work in three categories: (a) building and sustaining capacity, (b) maximizing resources, and (c) making informed decisions.

Build and sustain capacity for responding to student needs

- ✓ *Shared vision and commitment*
- ✓ *Leadership at state, district, & building levels*
- ✓ *Collaborative environment*
- ✓ *Ongoing professional development*
- ✓ *Educator support through mentoring and coaching*
- ✓ *Culturally responsive practices*

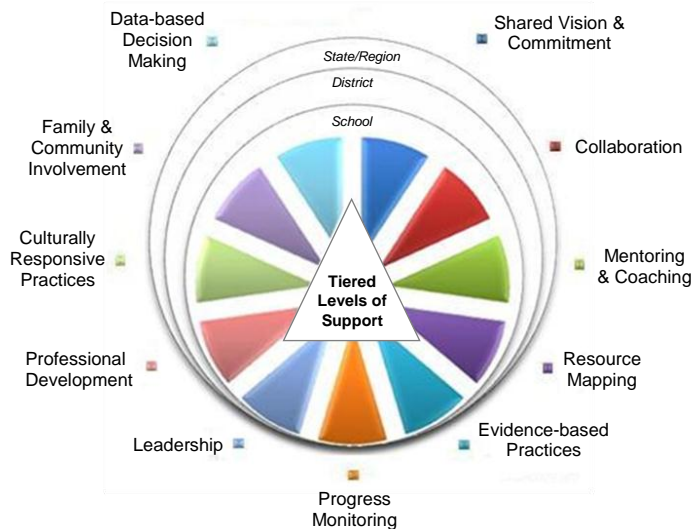
Maximize resources needed for innovation

- ✓ *Resource Mapping*
- ✓ *Family and community involvement*












Make informed decisions

- ✓ *Evidence-based practices*
- ✓ *Data-based decision-making*
- ✓ *Progress monitoring*

These essential features are integrated into the school climate to drive decision-making, support innovation, and support student progress. The Essential Features are described on the following page.



ESSENTIAL FEATURES

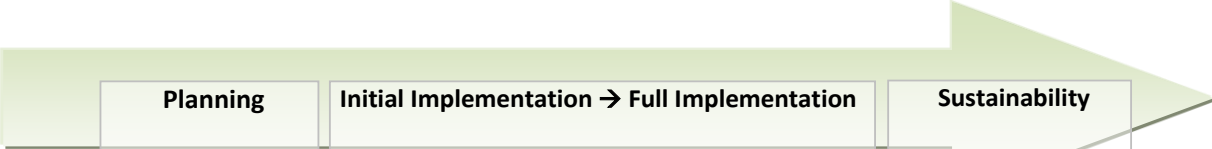
-  **Shared vision and commitment.** Commitment to the shared vision is essential for success and requires effective leadership and collaboration throughout all levels (state, district, and building) and across key stakeholders.
-  **Leadership at state, district, & building levels.** Leadership at all levels is critical to school improvement. The definition of leadership roles across should be constructed with a collaborative vision for supporting school improvement.
-  **Collaborative environment.** A collaborative environment supports and encourages continuous discussion, sharing, reflection, and problem solving about and toward a common goal. A collaborative environment embraces collaboration as the expected process for making decisions.
-  **Ongoing professional development.** Professional development is ideal when it is research-based, ongoing, tailored to the needs of participants, integrated within school improvement planning, and focused on student improvement.
-  **Educator support through mentoring and coaching.** Mentoring and coaching are professional development tools used to teach and support educators during implementation of new techniques or strategies to ensure student improvement.
-  **Culturally responsive practices.** Practices that take into account all aspects of each student's identities and backgrounds, including "the behaviors, actions, practices, attitudes, norms and values, communications (language), patterns, traits, etiquette, spirituality, concepts of health and healing, superstitions, and institutions of a racial, ethnic, religious, or social group" (Gay, 2000). These practices include instructional methods, instructional materials, and evaluation methods.
-  **Resource mapping.** Resource mapping is a collaborative process used to identify available resources in order to augment current services and avoid duplication of services, as well as to identify resources that are missing.
-  **Family and community involvement.** Responsive schools involve families and communities. Involvement of family and community members informs and reinforces school improvement efforts by helping to maximize resources and facilitate responses to student needs.
-  **Evidence-based practices.** Evidence-based practices are supported with empirical evidence of effectiveness using methods that are reproducible and appropriate for the studied environment and circumstances.
-  **Data-based decision-making.** Data-based decision-making involves using data from assessments and evaluations to drive decisions for educational practices and targeted interventions to improve student performance.
-  **Progress monitoring.** Progress monitoring is a scientifically based practice that is used to assess academic performance and evaluate the effectiveness of instruction. Progress monitoring should occur regularly and frequently.

MIM PROCESS

The MIM requires participating schools to go through a multi-year, systems-change process. Implementation of the MIM is conceptualized as a steady, ongoing process, similar to that described by Dean Fixsen and colleagues at the National Implementation Research Network (NIRN). During the first half of year 1, a planning year, schools complete an initial Self-Study to identify data resources and areas for improvement. By the end of year 1, participating schools have developed Action Plans targeting their initial implementation priorities.

With the Action Plan in place, schools are ready to begin implementation. Participating schools have varying prior experiences with key MIM components, such as the essential features and tiered models of support. This means schools in years two through four will follow differing paths—each one individualized to unique strengths and needs responding to data—as they move toward full implementation and sustainability.

After progressing through the process of self-study, action planning, and initial implementation to build an infrastructure of essential features and tiered levels of support, MIM participants begin exploring opportunities for scaling up within their districts.



	Planning	Initial Implementation → Full Implementation	Sustainability
General Process	<ul style="list-style-type: none"> Initial commitment from school Selection of building & district leadership team members 	<ul style="list-style-type: none"> Moving from initial implementation of goals in action plans to full implementation with fidelity by all staff Strong focus on teaming, data-based decision-making, & implementing evidence-based practices Ongoing professional development & coaching 	<ul style="list-style-type: none"> MIM processes and essential features have become business as usual District and state scale-up
Documents	<ul style="list-style-type: none"> Complete Self-Study & Action Plan 	<ul style="list-style-type: none"> Guided data collection & analysis Action Plan Revise Self-Study annually 	<ul style="list-style-type: none"> Ongoing data collection & analysis Revisit self-study annually
Training	<ul style="list-style-type: none"> Bi-annual Regional Meetings Annual Summer Institute Introductory training 	<ul style="list-style-type: none"> Bi-annual Regional Meetings Annual Summer Institute Intervention-specific training 	<ul style="list-style-type: none"> Annual Summer Institute Intervention-specific training
Support	Ongoing support & training from Implementation Facilitators, Regional Professional Development Centers, MIM Implementation Team, & MIM Management Team		Support provided by RPDC staff

EXPANDING THE MIM WITHIN DISTRICTS

As MIM schools refined the cycle of self-study, action planning, and implementation to build an infrastructure of essential features and tiered levels of support, many MIM districts felt ready to begin the process in another building (at a same or different grade level). In May 2010, MIM pilot school districts were invited to submit plans for expanding their implementation of the Missouri Integrated Model to additional schools within their district. Scale-up plans were submitted for an Exploration Phase or Initial Implementation Phase.

- The Exploration Phase was most appropriate for MIM districts in which scaling-up involved (a) establishing a building leadership team and (b) conducting the MIM self-study in a school or with grade levels that were not considered in the prior self-study. Because schools most appropriate for the Exploration Phase were not involved in MIM, scaling-up plans included conducting the MIM self-study and developing an action plan. The two step process involved reviewing teaming practices, reviewing data, prioritizing areas to focus the action plan, and developing an action plan and budget.
- The Initial Implementation Phase was most appropriate for MIM districts who (a) had involved the additional grade levels or the additional building in the past two years of MIM work thus the self-study has been completed and (b) involved similar leadership team membership in scaling-up work. Because schools most appropriate for the Initial Implementation Phase had already conducted the self-study and have the results, 2010-2011 scaling-up plans included sharing the self-study results with school staff, developing an action plan and budget, and implementing the action plan.

Nine of the 14 MIM school districts received approval and funding to expand the MIM to additional schools.

District	2008-2012 Cohort	2010-2012 Cohort
Centralia R-VI	<i>Chance Elementary</i>	<i>Centralia Intermediate</i>
Grandview C-4	<i>Grandview Middle</i>	
Hazelwood	<i>Southeast Middle</i>	<i>Arrowpoint Elementary</i>
Henry County R-I	<i>Windsor Elem</i>	<i>Windsor High</i>
Joplin R-VIII	<i>South Middle</i>	
Lewis County C-1	<i>Highland Elem.</i>	<i>Highland Jr./Sr. High</i>
Linn County C-1	<i>Linn Co. Elem.</i>	
Meramec Valley R-III	<i>Meramec Valley Middle</i>	<i>Truman Elementary</i>
Nodaway-Holt R-VII	<i>Nodaway-Holt Elem.</i>	<i>Nodaway-Holt Jr/Sr High</i>
Raytown C-2	<i>Eastwood Hills Elem.</i>	
Sheldon R-VIII	<i>Sheldon Elem.</i>	<i>Sheldon High</i>
Sikeston R-6	<i>7th and 8th Grade Ctr.</i>	
St. Charles R-VI	<i>Harris Elem.</i>	<i>Coverdell Elementary</i> <i>Jefferson Intermediate</i>
Willow Springs R-IV	<i>Willow Springs Elementary</i>	<i>Willow Springs High School</i> <i>Willow Springs Middle</i>

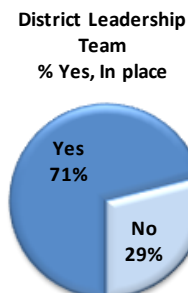
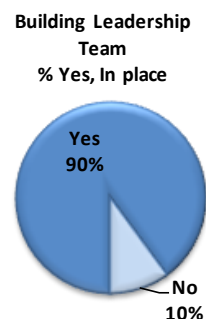
IMPLEMENTATION OF MIM PROCESS

Process Checklist

To assure basic fidelity to teaming and the MIM Processes, a MIM Process Checklist containing 24 items was developed in 2010. All teams completed the Process Checklist and submitted it early spring, 2011. Results indicated that implementation at 80% or higher was evident in 13/24 items for the 2008-12 cohort and 7/24 items for the 2010-12 cohort.

Implementation schools (2008-12 cohort) clearly have building leadership teams with recommended members that meet monthly, and include administration, defined meeting roles, team norms, structure, notes and materials. Additionally, these schools disseminate information widely, understand the MIM components and processes, administer the MIM Staff Survey annually, reflect on needs identified in the Self-Study process, and collaboratively develop and implement an action plan addressing key needs. Areas of low implementation were the following: District Leadership Team (DLT) meets quarterly at a minimum; Building Leadership Team (BLT) shares MIM information with community and families; and BLT and DLT partner and implement a plan for completing all MIM requirements and due dates. When results were discussed at a 2011 MIM Management Team Meeting, state leadership speculated that for small participating schools there may be difficulty in distinguishing Building vs. District level participants (e.g., BLT and DLT are identical).

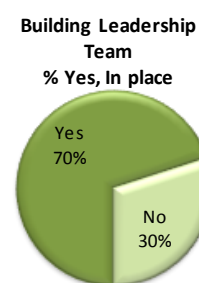
PROCESS CHECKLIST SUMMARY MIM 2008-12 Cohort	
Building Leadership Team (BLT)	90%
	% Yes
BLT is established and includes all recommended representation.	100%
BLT meets monthly at a minimum.	100%
Building Administration regularly attends the BLT meetings.	100%
Meeting roles are defined (ie facilitator, note keeper, time keeper, etc.)	86%
Team members agree on a system of assigned or rotated roles.	71%
Process for reaching a team decision (i.e. consensus or majority vote) has been defined and adopted.	71%
Team norms or ground rules have been established and agreed upon.	86%
Meeting structure (i.e. agenda and timing) has been established and agreed upon.	100%
An organizational system for tracking meeting notes, materials, and data has been established and is maintained.	93%
All team members are familiar with MIM terminology, components and processes.	100%
BLT shares MIM Information with all building staff.	100%
BLT shares MIM information with community and families.	64%
MIM Staff Survey is administered to all building staff.	100%
BLT collaboratively reflects on areas of need identified through the MM Self-study.	100%
BLT collaboratively develops and implements an action plan that addresses the prioritized needs identified through the self-study.	100%
BLT collaboratively monitors progress quarterly on action plan items.	71%
District Leadership Team (DLT)	71%
DLT is established and includes all recommended representation.	71%
DLT meets quarterly at a minimum.	50%
The BLT and DLT share meeting notes with each other.	71%
DLT shares MIM information with other administrators district-wide.	93%
BLT & DLT partner to develop and implement a plan for completing all MIM requirements and meeting all MIM due dates.	64%
DLT is familiar with the contents of the building action plan.	79%



IMPLEMENTATION OF MIM PROCESS

2010-12 cohort middle and high schools have developed Building Leadership Teams that meet monthly and include administration, with an identified process for reaching team decision. Meeting structure and organizational systems are in place, MIM information is shared with other administrators district-wide and the MIM Staff Survey is administered to all building staff. Similar to the veteran cohort, low implementation was evident in items related to the District Leadership Team and sharing information with community and families. Additional areas of low implementation for the 2010-13 cohort include: using data to drive decision-making, collaborative reflection on the self-study and action plan development and monitoring.

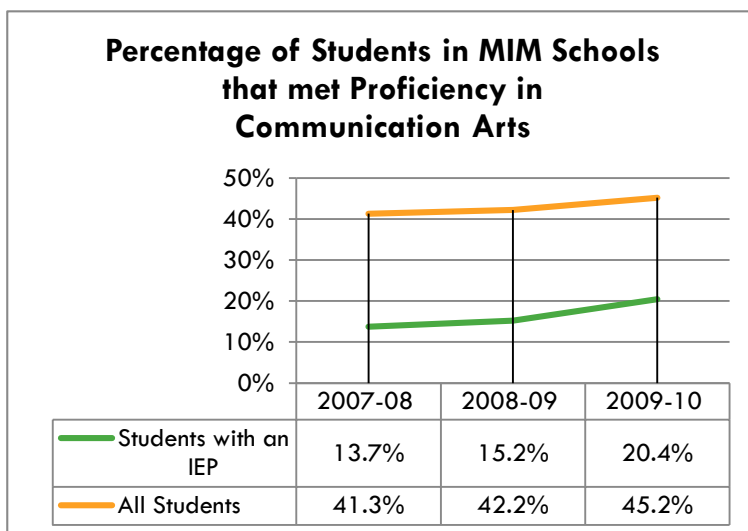
PROCESS CHECKLIST SUMMARY MIM 2010-12 Cohort	
Building Leadership Team (BLT)	70%
	% Yes
BLT is established and includes all recommended representation.	73%
BLT meets monthly at a minimum.	100%
Building Administration regularly attends the BLT meetings.	100%
Meeting roles are defined (ie facilitator, note keeper, time keeper, etc.)	73%
Team members agree on a system of assigned or rotated roles.	73%
Process for reaching a team decision (i.e. consensus or majority vote) has been defined and adopted.	82%
Team norms or ground rules have been established and agreed upon.	64%
Meeting structure (i.e. agenda and timing) has been established and agreed upon.	82%
An organizational system for tracking meeting notes, materials, and data has been established and is maintained.	82%
All team members are familiar with MIM terminology, components and processes.	73%
BLT shares MIM Information with all building staff.	73%
BLT shares MIM information with community and families.	27%
MIM Staff Survey is administered to all building staff.	100%
BLT collaboratively reflects on areas of need identified through the MM Self-study.	45%
BLT collaboratively develops and implements an action plan that addresses the prioritized needs identified through the self-study.	55%
BLT collaboratively monitors progress quarterly on action plan items.	18%
District Leadership Team (DLT)	56%
DLT is established and includes all recommended representation.	64%
DLT meets quarterly at a minimum.	45%
The BLT and DLT share meeting notes with each other.	55%
DLT shares MIM information with other administrators district-wide.	91%
BLT & DLT partner to develop and implement a plan for completing all MIM requirements and meeting all MIM due dates.	36%
DLT is familiar with the contents of the building action plan.	45%



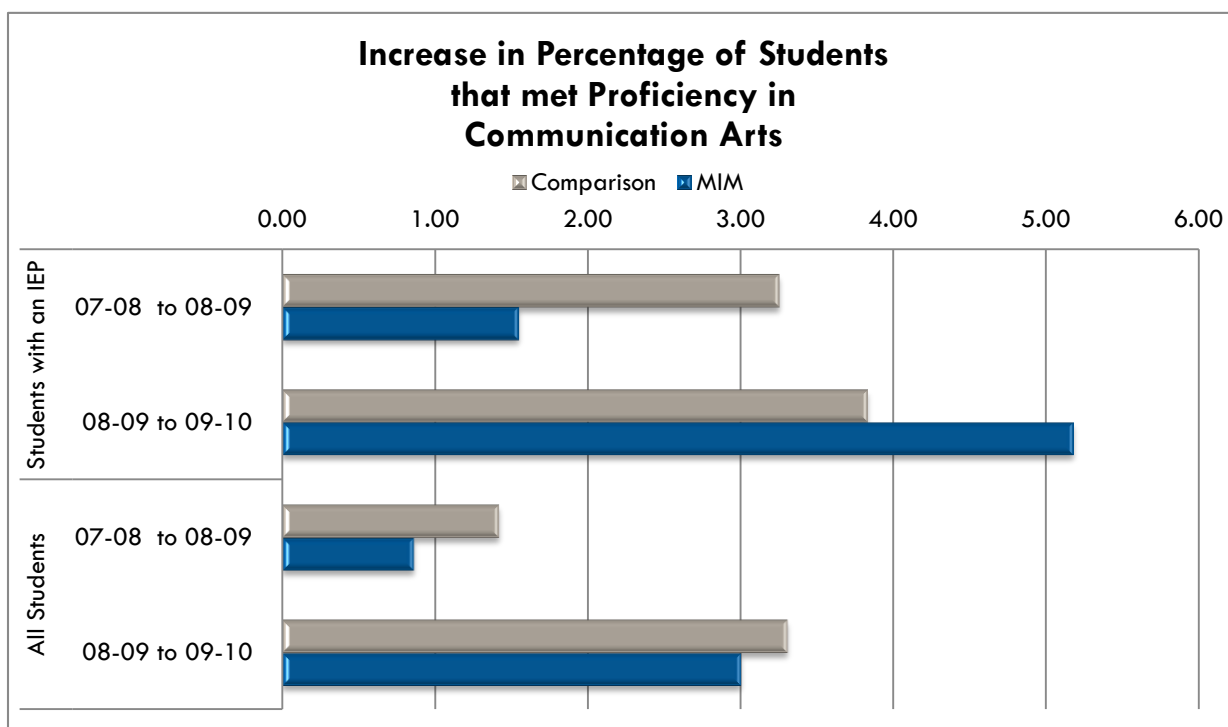
In conclusion, the MIM Process Checklist helps schools to understand the key process components of the MIM in a clear and user-friendly way. As schools progress towards deeper levels of implementation, it is clearly displayed via analysis of the process checklist. Not surprisingly, 2010-12 schools in the first year of the MIM illustrate lower percentages of implementation of key process indicators than the veteran MIM schools.

ACADEMIC TRENDS

The 2008-2012 cohort of MIM schools completed the self-study process in the 2008-09 school year and then began implementing action plans during the 2009-10 school year. The line graph to the right shows the average percent of students that met proficiency on the communication arts state assessment prior to participating in the MIM (baseline 1) during the self-study year (baseline 2), and during the first year of implementation.



When compared to other Missouri schools with similar geographical and student demographics, schools participating in the MIM increased student achievement for students with IEPs at greater rates than their counterparts during the first year of MIM implementation and the achievement for all students showed continuous growth.

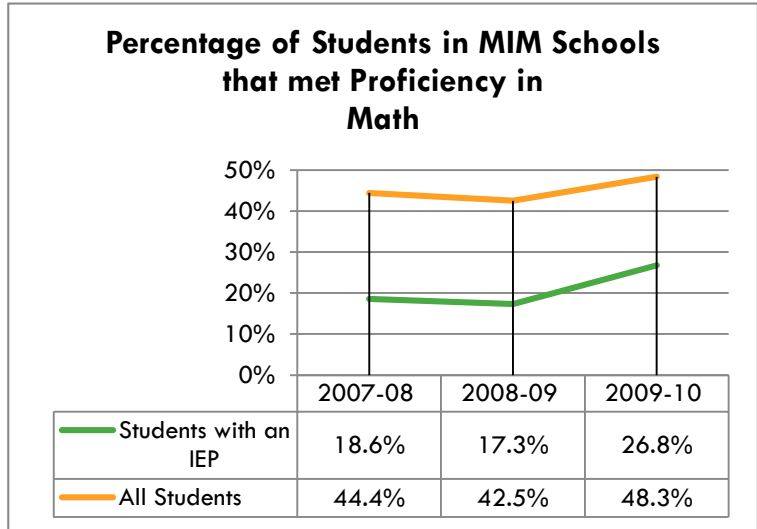


In addition to statewide assessments, each MIM school is conducting universal screening of all students to identify areas of literacy need, and then supporting students to improve their literacy skills in the specific target areas. These screenings reveal that more students in MIM schools are meeting proficiency in areas of literacy as they progress through the school year.

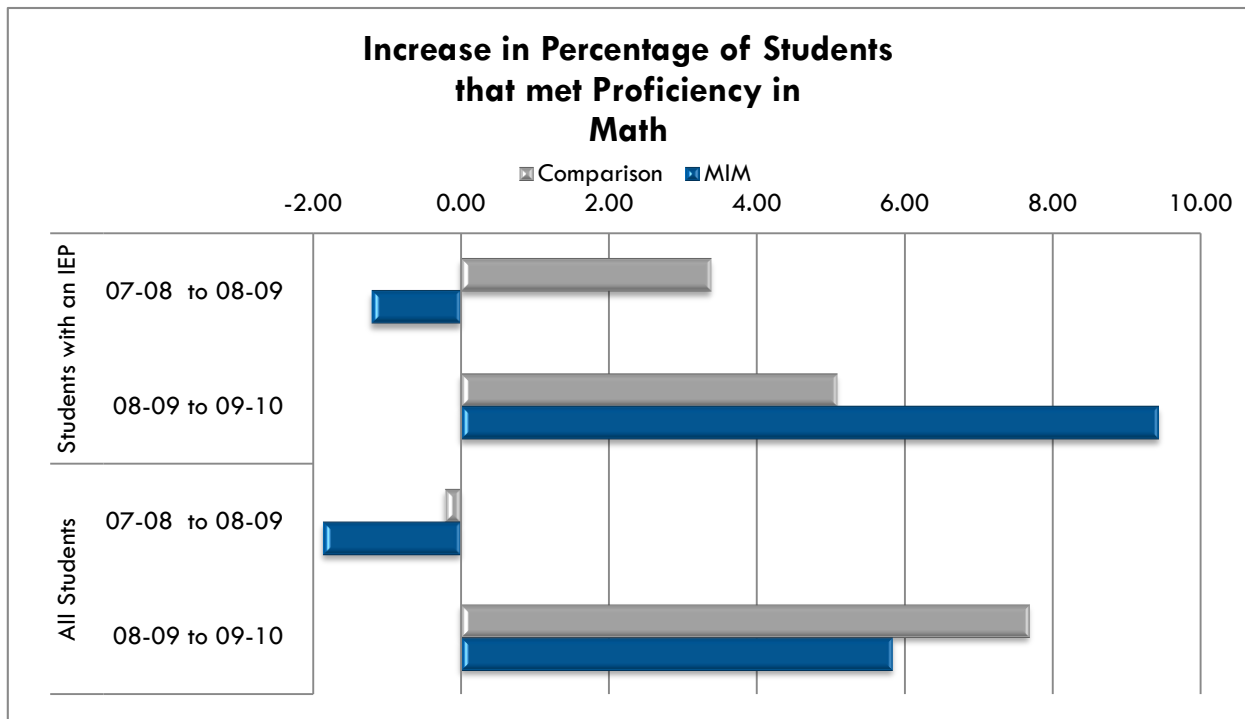
ACADEMIC TRENDS

Schools implementing the MIM have seen substantial growth in the percentage of students that met proficiency on the state mathematics assessment.

As evident by the graphs, on average the schools showed slight drops during the MIM self-study year and then substantial gains during the first year of implementation.



Comparison schools for the MIM 2008-2012 cohort continue to show growth in the percentage of students that met proficiency on state mathematics assessments at slightly higher rates than the MIM schools when analyzing the data for all students, but the growth for students with IEPs in the MIM schools far exceeds that for the comparison schools.

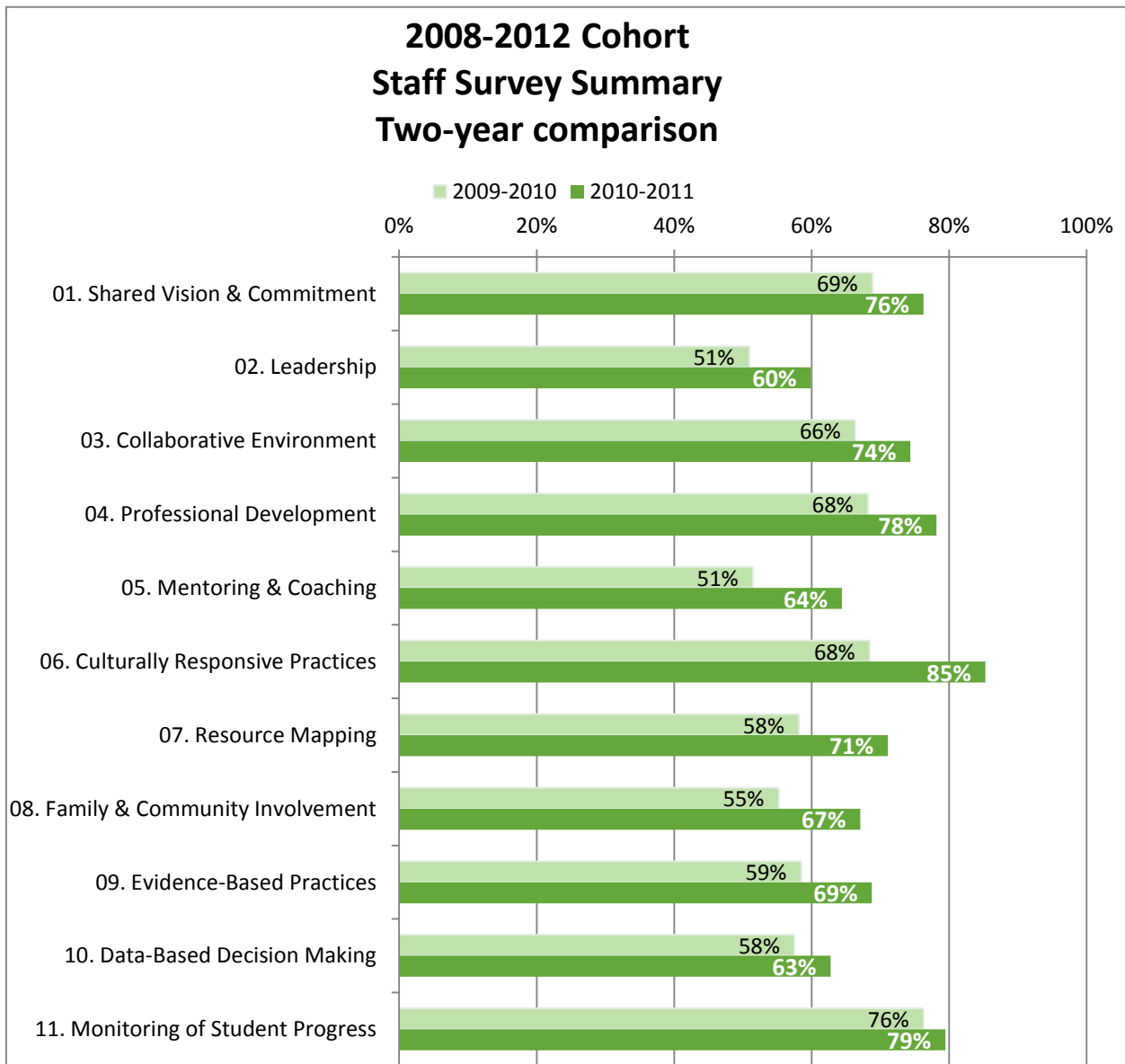


The MIM schools are making great strides in student academic achievement. The schools in the 2008-2012 cohort have shown increases in the number of students that met proficiency on the Missouri Assessment Program (MAP) Communication Arts and Mathematics assessments. These gains are particularly evident for students with disabilities.

SCHOOL-WIDE IMPLEMENTATION

The School Staff Survey (Gaumer Erickson, 2009) was administered within each of the MIM schools during Spring, 2011. This research-based survey is designed to gain input from all school staff (teachers, administrators and instructional staff) regarding the level of implementation of the essential features of the MIM. Reliability analyses on this survey show that it is a strong measure of school-wide, classroom-level, and individual student-level effective practices with a coefficient alpha of 0.96. A total of 833 staff in the MIM schools responded to the survey (overall response rate of 80%), including 660 teachers (teacher response rate of 89%).

The following graph shows a summary of each essential feature of MIM Implementation in the 2008-2012 cohort, displaying the average percentage of staff in each school that reported high levels of implementation of indicators in each essential feature. As evident from the graph, the level of implementation of each essential feature has increased during the past year with Mentoring/Coaching, Culturally Responsive Practices, Resource Mapping, and Family/Community Involvement showing the largest gains.



LESSONS LEARNED

In February to March, 2011, all seven Implementation Facilitators (IFs) were interviewed for one hour by phone to obtain information about the successes and challenges in the original 14 MIM pilot schools and the 11 start-up schools. IFs provide technical assistance to MIM schools, guiding them through planning processes. They also act as liaisons between the state-level MIM Management Team, Regional Professional Development Center (RPDC) staff, MIM district administrators and school staff. The interviews were recorded, transcribed, and coded based on successes and challenges for original MIM schools and newer start-up schools.



Successes in 2008-12 cohort MIM schools.

Successes for the original MIM schools (2008-12 cohort) are based on their second year of implementation. The original schools made notable progress in several areas, including student achievement, data, leadership, integrating initiatives in behavior and academics, collaboration, and district support. IFs reported a wide range of successes as the 14 MIM schools progressed in action plan implementation. Perhaps the most significant success is that schools are starting to see encouraging results in student achievement. In general, schools note gradual improvement in student scores on standardized tests and progress monitoring tools (e.g., DIBELS). In addition, one school has emerged from school improvement status as a result of better test scores, and they attributed the increase to their involvement with MIM. Other schools have seen improved math scores. Buy-in has improved, largely as a result of the persuasive impact of positive student data: “When you have data and you start to show that you are making progress and how you’re doing it, people start looking at it and say well, “If you’re successful with it, maybe I can be successful with it.”

One IF summarized the attitudes and actions of a leadership team: “They’re just willing to get out there and look at themselves and go find and research ideas and come back to the table and have good honest discussions.”

Successes in MIM 2010-12 cohort schools.

Eleven schools consisting of middle and high schools formally began the MIM process in the 2010-11 school year. Most of these schools had completed or nearly completed their self-study at the time of the interviews; a few had begun their action planning. Initial impressions of 2010-12 cohort school staff attitudes were positive (e.g., “They’re real eager,” “They’ve got a good leadership team”) and optimistic (e.g., “[they are] just going to continue to get better”). Some schools are drawing on previous experience with tiered models of support experience as they go through the planning process.

LESSONS LEARNED

The formation of a leadership team is an important early process, and IFs noted good progress in that area. One leadership team had “developed protocols” to share the information they had gathered on the MIM process with the entire faculty, and the IF reflected, “I think that’s really positive that they’re taking that kind of lead as a team.”



Challenges

MIM schools experienced a number of challenges in the past year. Time and resources were concerns for MIM school staff, just as they are for staff in schools nearly everywhere. Schedules for both original and 2010-12 cohort MIM schools were upended by several strong winter storms, which required school closures throughout the state. Likewise, 2008-12 and 2010-12 cohort schools alike were anxious about the effects of the ongoing state budget uncertainties and what impact they might have on funding for building teaching and support positions, as well as for MIM-related programs and resources. In fact, IFs reported that many districts had lost positions in the previous year—often instructional coaching jobs—and they were going through a resource mapping process to identify how that coaching and mentoring support could be maintained, even without a dedicated position. Other schools have simply adjusted to not having any in-school coaching support. However, effective leadership teams provided stability for some schools going through a change in leadership at the administrative level. Principals, it was noted, were strong supporters of the MIM process. Lack of resources was noted as a particular concern among smaller MIM districts. However, one of the small, rural districts joined a consortium of similar districts that was organized by its regional RPDC for the purpose of sharing ideas and resources.



*We can do this,
we can figure this out...
it is the Power of MIM!”*

-- Teacher



ACTION PLANS

In Spring 2010, the 14 MIM schools in the 2008-2012 cohort developed action plans for the 2010-11 school year. These plans outlined SMART goals, action steps, resources, data sources, budget, and timeline. Essential features presented in the action plans for all schools were: progress monitoring, collaboration, evidence-based practices, shared vision and commitment, data-based decision making and professional development.

Highlights from Action Plans by Essential Feature

Progress Monitoring 14/14 Schools	Implementing tools (e.g., DIBELS, AIMSweb, SWIS, CBM) for use with three-tiered models; tracking office and counselor referrals
Collaboration 14/14 Schools	Organizing grade-level teams; developing team norms; coordinating curriculum planning; implementing professional learning community strategies
Evidence-Based Practices 14/14 Schools	Implementing specific curriculum and learning strategies; utilizing evidence-based behavior practices
Shared Vision & Commitment 14/14 Schools	Developing and revising vision and mission; communicating vision and mission to school staff and community
Data-Based Decision Making 14/14 Schools	Implementing data systems; analyzing data in teams
Mentoring & Coaching 8/14 Schools	Training in mentoring/coaching and school wide routines, utilizing RTI and PBS coaches
Family & Community Involvement 12/14 Schools	Developing strategies to increase parent-school communication; hosting informational and curricular parent meetings; implementing community literacy activities
Culturally Responsive Practices 2/14 Schools	Researching and implementing effective strategies for diverse populations; observing others schools known to be culturally responsive
Leadership 11/14 Schools	Sustaining Leadership teams, disseminating information among district leadership
Professional Development 14/14 Schools	Attending national, state, and local professional development opportunities to support essential feature implementation



The action plans for *all schools* included team oriented work, coordinated curriculum planning, and communication to increase school-wide collaboration. In addition, the action plans were generally more defined and focused than those from the previous year. This implies that MIM schools continue to expand their ability to collect, interpret and utilize data to target specific areas for improvement.

IMPLEMENTATION FACILITATORS

Mary Dell Black, Ed.D.
blackmd@umkc.edu
Grandview C-4
Willow Springs R-IV



Implementation Facilitators (IFs) are key resources for implementation of the MIM at the school level. Specific IF responsibilities include supporting the pilot schools in conducting their self-study and action plans, providing guidance to school staff throughout the implementation process, and communicating information among DESE, the RPDCs, and school-based personnel. The IFs have worked to communicate up-to-date information to school teams and to guide them through self-assessment and goal setting.



Bobbie Brennan, Ed.D.
brennanra@umkc.edu
St. Charles R-VI
Hazelwood

Ben Franklin, M.S.
franklincb@umkc.edu
Joplin R-VIII
Sheldon R-VIII



The seven Implementation Facilitators bring a wealth of experience to their roles. All have at least 30 years of professional experience, have advanced education degrees, and have experience as teachers and as administrators. They problem-solve with school teams and develop strategies for effective implementation unique to each school. IFs collaborate with each other and with MIM stakeholders during meetings and online. This collaboration ensures that, first, successful strategies from one pilot school can benefit all pilot schools, and second, feedback from pilot schools can be brought to the MIM management team to help refine the model.



Rich Hodits
hoditsr@umkc.edu
Sikeston R-6
Meramec Valley R-III

Kim Harding
hardingki@umkc.edu
Lewis County C-1
Linn County R-1



Each Implementation Facilitator works with one to three pilot schools and participates in the Management Team, Implementation Team and Advisory Group.



Meg Sneed, M.S.
sneedm@umkc.edu
Raytown C-2
Linn County R-1
Nodaway-Holt

Sarah Spence, Ed.D.
spences@umkc.edu
Centralia R-VI
Henry County R-1



REGIONAL PROFESSIONAL DEVELOPMENT CENTERS

Regional Professional Development Centers (RPDC) across Missouri provide a wide range of training and technical assistance to meet the need of teachers, administrators and school districts in their region. RPDC staff members collaborate with the DESE staff and the Implementation Facilitators to provide training and resources that support school teams in addressing the Self-Study and implementing Action Plans. RPDC representatives also serve on the Implementation Team and Advisory Group.

In July, 2010, teams from nine of the ten RPDCs attended the MIM Summer Institute. Directors and Assistant Directors met with MIM Management Team members to discuss: (a) the ongoing role of the RPDC in the MIM process, (b) restructuring due to statewide changes in funding and staffing, (c) assisting MIM teams with data organization, and (d) collaboration with Implementation Facilitators (IFs). The input of the RPDC representatives was recorded and summarized for the consideration and benefit of the MIM Management Team. Furthermore, 29 RPDC staff attended the two ½ day trainings.

One goal of the MIM is to show increases among Regional Professional Development Centers (RPDCs) consultants in satisfaction regarding collaboration and level of knowledge of multi-tiered models. To evaluate these changes, online surveys were developed and administered online in March 2011 to RPDC staff. The response rate increased from past reporting periods to 106/146 RPDC staff (73%). Results from 106 RPDC staff were analyzed to reveal critical information about the progress of the MIM.

Results of the online survey indicated that many RPDC staff (56/77 or 73%) were satisfied with the collaboration in developing and implementing the MIM. Furthermore, most RPDC staff (89/98 or 91%) reported that their knowledge of research-based, tiered models of student support had increased.

To understand changes in the level of collaboration, the online survey included a level of collaboration scale (Frey, Loheier, Lee, Tollefson, and Johanning, 2004). The five-point scale provides detailed definitions of all five levels of collaboration (i.e., networking, cooperation, coordination, coalition and collaboration). Respondents rated their personal level of interaction with various partners (i.e., Office of Quality Schools, Office of Special Education, Office of Early and Extended Learning, Office of Adult Learning, Office of Educator Quality, Office of College and Career Readiness, Office of Data System Management, RPDCs, MIM Schools, MIM Districts, Parent Centers, Representatives of Higher Education).

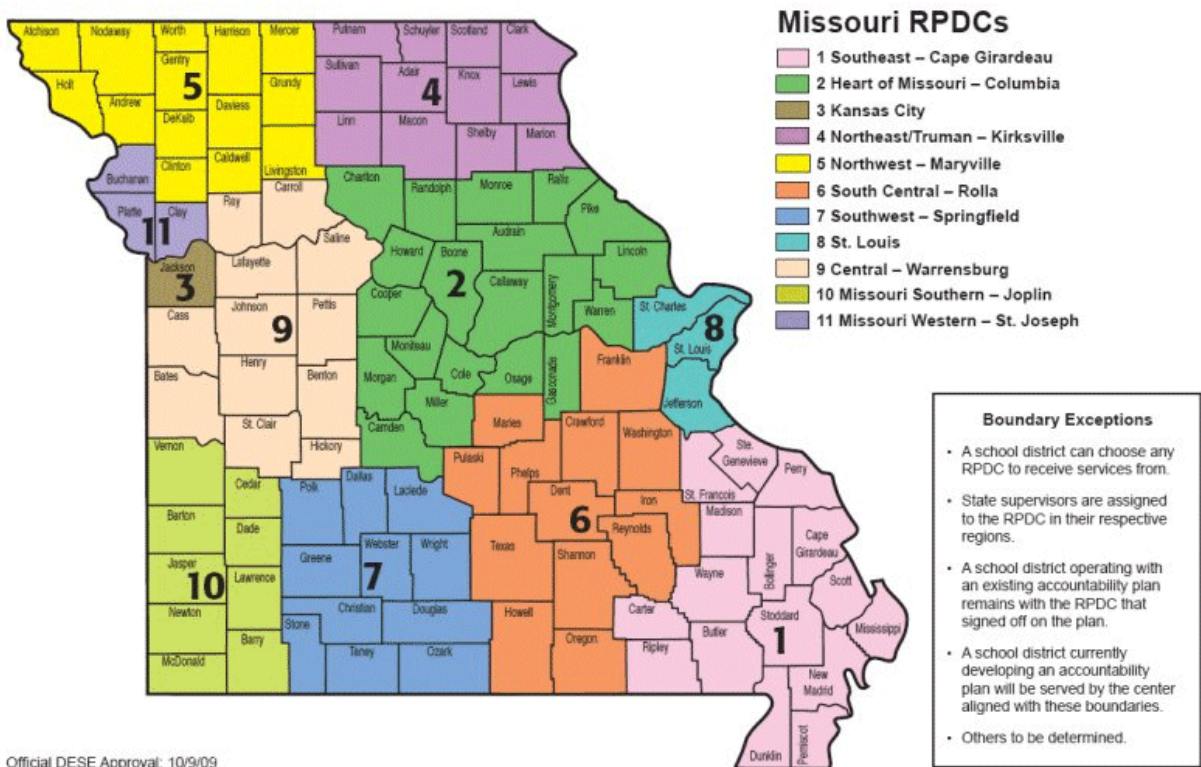
Responses were analyzed to gauge changes in the level of collaboration during the last year in comparison to earlier MIM years. The collaboration scale starts at the lowest level of collaboration, networking, and progresses toward higher levels of collaboration (cooperation, coordination, coalition) and culminates in collaboration, which is the highest form of working together.

“They really, as a team and as a school, see the results of the professional development they’re having and talk about the progression they’ve made as teams. But they’ve had intensive professional development throughout from literacy specialists, additional supports from the RPDC’s PLC consultant.”

--Excerpt from an IF interview

RPDC

Results indicated that RPDC consultants maintained their level of collaboration with the DESE at the same level as the prior reporting period, halfway between Cooperation (i.e., characterized by providing information to each other, somewhat defined roles, independent decision making and formal communication) and Coordination (i.e., characterized by sharing information and resources, defined roles, frequent communication and some shared decision-making). Furthermore, RPDCs saw an increase in collaboration with other RPDCs in the past two years, growing from Coalition to high Coalition (i.e., characterized by shared ideas, shared resources, frequent prioritized communication and shared decision-making) and emerging Coordination (3.28 mean on 5 point scale). RPDCs reported maintaining their level of collaboration with Parent Centers (e.g., MPACT) at the Networking level (i.e., characterized by awareness of the organization, loosely defined roles, little communication) and Representatives of Higher education at the Cooperation level (mean 1.95). Furthermore, RPDC staff report a general understanding of the MIM (3.13 mean on 5 point scale), an increase of knowledge of three-tiered models (3.96 mean on 5 point scale), increased collaboration with the DESE divisions (2.82 mean on 5 point scale), and an understanding of where to get MIM information when needed (3.85 mean on 5 point scale).



MANAGEMENT TEAM

The MIM Management Team consists of representatives from Missouri’s Department of Elementary and Secondary Education, experts from area universities, and program evaluators. The Management Team developed the initial framework for the MIM and management team members meet regularly to develop MIM planning documents, coordinate training and coaching activities, and collect and disseminate information about the model and its implementation.

<p>Pam Williams Coordinator of Services SPDG Project Director Dept. of Elementary & Secondary Education pam.williams@dese.mo.gov</p>	<p>Thea Scott Director of Three-Tiered Model Coordination Dept. of Elementary & Secondary Education Thea.Scott@dese.mo.gov</p>
<p>Mary Ann Burns Director, School Improvement Initiatives Dept. of Elementary & Secondary Education maryann.burns@dese.mo.gov</p>	<p>Dennis D. Harden, Ed.D. Coordinator, Career Education Dept. of Elementary & Secondary Education dennis.harden@dese.mo.gov</p>
<p>Sharon Hoge, Ph.D. Assistant Commissioner Office of College and Career Readiness Dept. of Elementary & Secondary Education sharon.hoge@dese.mo.gov</p>	<p>Cathi Rust Supervisor, School Improvement, Accountability Data and Accreditation Dept. of Elementary & Secondary Education catherine.rust@dese.mo.gov</p>
<p>Doug Sutton Director, Career Education Initiatives Dept. of Elementary & Secondary Education doug.sutton@dese.mo.gov</p>	<p>Erica Lembke, Ph.D. Assistant Professor University of Missouri-Columbia, lembkee@missouri.edu</p>
<p>Tim Lewis, Ph.D. Professor, Special Education Director, MU Center for School-wide Positive Behavior Support University of Missouri-Columbia lewisTJ@missouri.edu</p>	<p>Ronda Jenson, Ph.D. Research Consultant, Missouri Integrated Model Director of Research UMKC Institute for Human Development jensonr@umkc.edu</p>
<p>Pattie Noonan, Ph.D. Assistant Research Professor University of Kansas Center for Research on Learning pnoonan@ku.edu</p>	<p>Amy Gaumer Erickson, Ph.D. Assistant Research Professor University of Kansas Center for Research on Learning aerickson@ku.edu</p>



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MIM Participants [Register](#) or [Login](#) here.

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Missouri Integrated Model MIM

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Missouri Department of Elementary and Secondary Education DESE

<http://dese.mo.gov>

Federal Office of Special Education Programs OSEP

<http://www.ed.gov/about/offices/list/osers/osep/index.html>

Missouri Regional Professional Development Centers

<http://dese.mo.gov/divteachqual/leadership/rpdc/>

Missouri School District Directory

<http://dese.mo.gov/directory/>



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This document was developed by the SPDG evaluators at Research Collaboration of the University of Kansas. Contact Pattie Noonan at (785) 864-0593 or pnoonan@ku.edu with questions about the project evaluation; design by Rachel Myslivy at the University of Kansas Center for Research on Learning.