Evaluation Plan for Michigan's State Systemic Improvement Plan

This document outlines the evaluation plan for Michigan's State Systemic Improvement Plan. Included in this plan are: a logic model, goals, data collection plan, data analysis plan, and evaluation questions. The activities necessary to accomplish the goals of this plan are available separately.

Logic Model

Logic models are valuable for understanding intended work and causal connections. The shared understanding and meaning they produce among colleagues are valuable and enable success in subsequent steps of implementation and assessment. The logic model will be revisited at least annually to ensure the components continue to match the desired needs of stakeholders and the development and implementation of the program.

Logic Model Details

Inputs: Personnel, Information, Data, Materials

- State access to national expertise and technical assistance (OSEP, SISEP, NCSI, NCII, NCIL, Region 8 Comprehensive Center) on the following topics: systems to support literacy intensification, state-level improvement planning, implementation science, evidence-based practices for students with disabilities.
- Alignment of plans supported by federal funding (ESSA, IDEA, State Personnel Development Grant).
- Selection criteria for ISDs and schools to engage in the work to become a model demonstration site or intensive TA partner.
- State FTE to coach partners and provide data coordination.
- Evidence-based frameworks and practices.
- High-quality materials to use for professional learning.
- High-quality evaluation and assessment tools.

Outputs: Infrastructure Improvement Strategies

- Coordinated Supports: Use ESSA and IDEA results indicators to match district needs to a continuum of state-level technical assistance (e.g., MICIP, Blueprint/Systemic Support, MiMTSS).
- MDE Office of Special Education supports to develop ISD-level infrastructures to support students with disabilities.
- State-level systems to support implementation of MTSS, governed by the MiMTSS Leadership Team.

- Leverage the MiMTSS TA Center to provide support to districts on data-based individualization to improve reading outcomes, applied within an MTSS framework.
    - Model Demonstration: intensive training and coaching for district teams, school teams, and individual teachers.
    - Universal TA: Overview sessions, videos, resources posted on website.
    - Targeted and Intensive TA that leverages initial learning from the Model Demonstration.

Outputs: Recipients of Services:

- Model Demonstration: schools within three districts of varying size and demographics to test and improve new resources for data-based individualization to improve reading outcomes, applied within an MTSS framework.
- A continuum of TA to help improve literacy outcomes for all students, including students with disabilities:
    - Universal TA: open-access resources and events for anyone in Michigan to use or attend.
    - Targeted TA: ISDs or districts submit a request for targeted TA. Opportunities to submit a request are continuously available.
    - Intensive TA: Districts submit an application for intensive TA. Opportunities to submit an application are open once per year.
- Specific outreach to ISDs, districts, and schools that have been identified for support through federal and state accountability measures, inviting them to access TA.

Short-Term Outcomes: Effective State-Level Infrastructures & Scale

- MDE Office of Special Education: Professional learning and network for ISD directors and staff on how to develop regional infrastructures to support the literacy outcomes for students with disabilities.
- MDE will apply implementation science to support alignment of MTSS supports from the capital to the classroom.
- The MiMTSS TA Center will demonstrate learning from the DBI and MTSS model demonstration project and demonstrate how the learning is infused into other universal, targeted, and intensive technical assistance.

Intermediate Outcomes: Improved Knowledge, and Skills, Fidelity & Capacity

- As a result of participating in professional learning, teachers, schools, districts, and ISD leadership will increase their understanding of the core components of data-based individualization to improve reading outcomes, applied within an MTSS framework.
- Schools will implement the reading components of an MTSS framework and DBI with fidelity.
- Districts and ISDs will increase their capacity to support schools with DBI and MTSS through implementation infrastructures, including local training and coaching capacity.

Long-Term Outcomes: Impact on Learners and Families

- Students with disabilities and their families will experience the following types of benefits resulting from data-based individualization and MTSS:
    - Improved access to evidence-based reading intervention, with intensification as needed,
    - improved reading outcomes
    - positive attitudes about reading and school supports.

Goals

The table below includes goals in the areas of Scale, Capacity, Fidelity, and Impact. The goals are aligned with the outcomes (short-term, intermediate, long-term) described in the Logic Model (see List above). A goal specifies what will be accomplished, by when, and how progress/status will be measured. Goals are designed using the SMARTE framework: Specific, Measurable, Attainable, Relevant, Time-bound, and Equity-focused.

Table 1. SMARTE Goals

Outcomes and Focus	**What and By When**	**As Measured By:**
Long-Term Outcome Impact (Intervention and Intensification Access)	1. Within one year, schools participating in model demonstration and intensive technical assistance will increase the percent of students who are able to access evidence-based reading interventions within 2 weeks of verifying a need through fall screening, winter screening, or from a child moving into the school.	As measured by the number of students assigned to intervention groups and with a progress monitoring goal established in Acadience Data Management (or another data system) compared to the number of students meeting intervention access criteria (Acadience Reading K-6 screening results, intervention-specific placement tests, educator, and parent verification of need for support).
Long-Term Outcome Impact (Reading Outcomes, State-identified Measurable Result)	2. By the end of each school year SSIP target students will demonstrate within-year reading progress in two ways: A) make above or well above typical progress from fall to spring per the Acadience Reading Pathways of Progress for the Composite score; B) improve progress monitoring scores after an intervention intensification.	As measured by Acadience Reading K-6 universal screening and progress monitoring scores matched to students' grade and skill level (e.g., phoneme segmentation fluency, nonsense word fluency correct letter sounds and whole words read, oral reading fluency words correct and accuracy).
Long-Term Outcome Impact (Student attitudes about reading and school)	3. Annually, students within schools participating in model demonstration and intensive technical assistance will report more positive attitudes about reading and school compared to baseline,	As measured by student interviews (sampling of elementary students) or surveys (secondary).

Outcomes and Focus	**What and By When**	**As Measured By:**
Long-Term Outcome Impact (Family involvement and attitudes about school support)	4. Annually, parents, families, and caregivers will report more opportunities to be involved in planning about their children's learning and more positive attitudes about the school's reading support,	As measured by parent, family, and caregiver surveys or interviews and Reading Tiered Fidelity Inventory items. These 11 items incorporate family engagement: 1.1, 1.5, 1.7, 1.20, 2.2, 2.4, 2.6, 2.15, 2.17, 2.19, 2.20.
Intermediate Outcome Training Effectiveness	5. Annually, the MiMTSS TA Center will demonstrate that teachers, school, district, and ISD leadership increase their understanding of the core components of data-based individualization as a result of participating in professional learning sessions,	As measured by end-of-training evaluations and pre/post tests of educator knowledge of DBI.
Intermediate Outcome Social Validity	6. At least annually, educators will report that DBI data, systems, and practices are important and helpful for improving student reading outcomes,	As measured by annual feedback surveys.
Intermediate Outcome Fidelity (school)	7. Annually, the number of schools that implement the reading components of an MTSS framework (including DBI) with fidelity will increase,	As measured by the Reading Tiered Fidelity Inventory 2.0.
Intermediate Outcome Fidelity (multi-disciplinary team, classroom)	8. Annually, the number of schools demonstrating DBI implementation fidelity and intervention implementation fidelity will increase,	As measured by a random sampling of 10% of school products (intervention adaptations documented in individual student intensive intervention plans), intervention fidelity observations, and MDT Installation Checklist.
Intermediate Outcome Capacity (local)	9. Annually, the number of districts and ISDs with capacity to support schools with DBI and MTSS will increase,	As measured by the number of district and ISD staff trained, pre-post DBI knowledge tests, installation, and practice activities.

Outcomes and Focus	**What and By When**	**As Measured By:**
Short-Term Outcome Capacity (state)	10. Annually, the MiMTSS TA Center will demonstrate learning from the DBI and MTSS model demonstration project, and demonstrate how the learning is infused into other universal, targeted, and intensive TA,	As measured by annual summaries from data-driven continuous improvement planning sessions, documentation of lessons learned and descriptions of each technical assistance offering that integrates DBI data, systems, and practices.
Short-Term Outcome Capacity (state)	11. Annually, the state's capacity to support MTSS will improve or remain above 80%,	As measured by the State Capacity Assessment total score.
Outputs: Participants Reach	12. By June 2023 districts and ISDs of varying size and demographics, including sites that have been identified for support through state and federal accountability measures, will access a continuum of TA to help improve literacy outcomes for all students, including students with disabilities	As measured by universal, targeted, and intensive technical assistance participation and training records housed in the MiMTSS Data System.
Inputs	13. By June 2023, the MiMTSS TA Center will have available a core set of vetted materials/resources on intensifying literacy instruction that can be used across a variety of technical assistance offerings,	As measured by a list and description of each resource.

Data Collection Plan

A detailed data collection plan will help keep data collection on track so that teams will have all the necessary data available to them for analysis and improvement planning. A month-by-month view of this plan is available in Google Drive.

Table 2. Data Collection Plan

Data Source	**Where will the data be gathered and entered?**	**Who will be responsible?**	**Collection Timelines**
Intervention Acces Goal 1	Screening data, progress monitoring goals, and intervention groups are available in Acadience Data Management.	Multi-Disciplinary Team	Each Fall and Winter, 2-3 weeks after all reading universal screening is complete
Acadience Reading K-6 Screening (or a comparable measure) Goals 1 and 2	Data are collected paper/pencil with scores entered into Acadience Data Management	Classroom teachers, interventionists, and other assessment team members	Each September, January, and May for all students
Acadience Reading K-6 Progress Monitoring (or a comparable measure) Goals 1 and 2	Data are collected paper/pencil with scores entered into Acadience Data Management	Interventionists and classroom teachers	Weekly for all students participating in reading intervention
Student Interviews/Surveys Goal 3	Online surveys, or paper/pencil data collected via interview and later entered into a spreadsheet	Evaluation Team	Fall and Spring
Parent, Family, Caregiver Interviews/Surveys Goal 4	Online surveys, or paper/pencil data collected during MDT meetings and later entered into a spreadsheet	Evaluation Team	First MDT Meeting and another MDT Meeting 6-9 months later

Data Source	**Where will the data be gathered and entered?**	**Who will be responsible?**	**Collection Timelines**
ISD, district, and school ESSA and IDEA Results' Indicators Goal 5	Data analysis will be housed in Sharepoint	MDE Coordinated Supports	Each Fall (Sep-Nov)
Training Evaluations (general reaction, pre-post tests, installation and practice activities) Goal 6	Collected via online surveys and product reviews	Trainers	At the end of each training event (general reaction, pre-post tests, completion of in-session activities) and monthly thereafter (installation and practice activities)
Teacher Social Validity Goal 7	Collected via online survey when new interventions/skills are taught in training as part of the training evaluation	Trainers	At each training event for teachers when new interventions/skills are taught
Reading Tiered Fidelity Inventory 2.0 Goal 8	Scores and notes are entered into the MiMTSS Data System	Trained R-TFI Facilitator	Annually (spring)
Intensive Intervention Plan Product Reviews Goals 8 and 9	Scores and notes entered into a google spreadsheet	SSIP Implementation Team Members or Other Local TA Provider	Each March-May
Intervention Implementation Fidelity Observations Goal 9	Paper/pencil data collection during a live or recorded intervention lesson, later entered into a google spreadsheet	Instructional Coaches	Weekly or every other week until fidelity is established
Coaching Log Goal 9	Google spreadsheet	Instructional Coaches	Weekly

Data Source	**Where will the data be gathered and entered?**	**Who will be responsible?**	**Collection Timelines**
TA Participants Goals 11, 14, 15	Training participants and ISD/district/school training cohorts are entered into the MiMTSS Data System	MiMTSS TA Center Administrative Assistant	Within 1 week following each universal, targeted, intensive, or model demonstration training session
Product Quality, Relevance, Usefulness Goal 16	Product ratings are entered into an online survey	Sampling of target audience for each product (e.g., teachers, teams)	Annual collection of feedback on critical products for DBI
District Plans and State Teaming Structures Goal 13	Plans and teams will be housed in Sharepoint	MDE Coordinated Supports	Each January

Data Analysis Plan

The Data Analysis Plan describes which teams will use specific sets of data to make decisions. Having a plan for who will analyze data, when, and for a specific purpose will help facilitate data driven decision making at multiple levels of the educational cascade (state, ISD, district, school, individual student).

Table 3. Data Analysis Plan

Team	**Decisions to Make**	**Data Sources to Make Decisions**	**Frequency of Analysis Meetings**
Coordinated Supports Leadership (or Development) Team	Ensure coordination of state-level supports to the field	Information about which schools, districts, and ISDs are accessing TA for MTSS Tiers 2 and 3 for literacy, perception data from districts and ISDs about the coordination of state-level supports	Annually
MiMTSS Leadership Team	Understand state-level capacity to support MTSS Tiers 2 and 3 for literacy, identify or secure additional fiscal resources, guidance resources, increase awareness of MTSS Tiers 2 and 3 resources for literacy across MDE offices and in the field	TA Center capacity, ISD and district capacity, barrier log, State Capacity Assessment	Annually
SSIP Leadership Team	Make connections between Coordinated Supports, MiMTSS, General Supervision, IDEA Parts B and C	Status updates on each of the goals outlined in this SSIP evaluation plan	2-4 times per year
ISD Directors of Special Education	Ensure ISD capacity to support local districts and schools with DBI to improve literacy outcomes for students with disabilities	Local ISD capacity data (number of district and ISD staff trained, pre-post DBI knowledge tests, and bridge to practice products)	1-2 times per year

Team	Decisions to Make	Data Sources to Make Decisions	Frequency of Analysis Meetings
MiMTSS TA Center	Remove barriers identified through the model demonstration that need to be address before scaling up; Understand what has been learned and if/when/what is ready to scale up; Resources needed to support scale up	District and ISD capacity to support DBI Summaries from the DBI model demonstration	2 times per year
SSIP Implementation Team	Improve usability, implementation, and outcomes within the model demonstration	Training evaluation data (reaction, post-training self-assessment of knowledge, pre-post knowledge tests), feedback on the collaborative relationships with districts and ISDs, aggregated, parent and student perception data	Monthly
District Implementation Team	Ensure district-wide capacity to support schools to improve literacy outcomes for all students.	Access to district-wide aggregated screening data and summaries intervention access, intervention effectiveness, and intervention fidelity data, schoolwide systems fidelity data (R-TFI), and district capacity (DCA), parent and student perception data	2 times per year
School Leadership Team	Ensure systems and resources are in place to improve schoolwide literacy outcomes for all students.	Access to schoolwide aggregated screening data and summaries intervention access, intervention effectiveness, and intervention fidelity data, and schoolwide systems fidelity data (R-TFI), parent and student perception data	3 times per year (fall, winter, spring)
School Multi-Disciplinary Team	Ensure students have access to intervention and actions needed to ensure and improve intervention effectiveness (student progress)	Individual student screening and progress monitoring data, intervention fidelity data, and intensification planning tools, parent and student perception data	Every 6 weeks

Evaluation Questions

Broad, overarching questions help to frame the parameters of what will and will not be addressed in the evaluation.

1. How does student reading performance improve as a result of intensifying literacy instruction?
2. How do student and parent, family, caregiver perceptions of reading skills and school supports change as a result of implementing data-based individualization (DBI) within an MTSS framework?
3. To what extent does training impact DBI knowledge and skill development?
4. To what extent do training and follow-up coaching impact MTSS implementation fidelity, intervention implementation fidelity and DBI implementation fidelity?
5. What lessons have been learned from DBI model demonstration and how has the learning been applied to other areas of MTSS technical assistance?
6. To what extent does the state department of education have the capacity to support MTSS in the field?
7. How are state-level resources and technical assistance coordinated to support schools, districts, and ISDs with demonstrated needs related to student literacy performance.
8. What resources are available for educators to learn about DBI and what is the quality of those resources?

URLs Used in Document

Google Drive
(https://docs.google.com/spreadsheets/d/1rSPNfFH8oAeJcozwOxnIRRYqvyj8QVcSARyZaD2opbw/edit#gid=0/)