MISSION POSSIBLE EVALUATION PLAN
SERVE Center at the University of North Carolina at Greensboro

Data Sources	Benchmarks	Data Gathering Points	Analytical Methods	Party Responsible
1. To what extent are the most high qualified teachers and administrators being recruited and retained at *Mission Possible* (*MP*) Schools?				
Personnel data, e.g., vacancy ratings, turnover, numbers of unlicensed, lateral entry, and high qualified teachers. Includes: ▪ GCS application process information including Haberman Assessment ▪ Value added scores	▪ Number of vacancies/ rate of turnover at *MP* schools ▪ Number of non-highly qualified, unlicensed and lateral entry teachers at *MP* schools	Years 1 – 5	Pre/post analysis of personnel data at *MP* schools (beginning of school year and end of school year)	*GCS* ▪ Provide/facilitate SERVE access to the necessary data *SERVE* ▪ Determine matched comparison group using propensity scoring ▪ Data collection ▪ Data analysis
AYP status and ABC status of *MP* schools vs. non-*MP* schools) [1]	ABC and AYP status of *MP* schools vs. non-*MP*	Years 1 – 5	Comparison of AYP and ABC data between *MP* and non-*MP* schools	
System budget review to determine incentives teachers and principals receive compared to system salary budget overall	Percentage of personnel budget that goes to pay teachers' and principals' incentives	Years 1 – 5	System budget data *MP* schools	*GCS* ▪ Data collection ▪ Data analysis ▪ To be included in annual evaluation report as an addendum (data to be provided by GCS)
2. To what extent were the *MP* teachers and administrators trained as proposed?				
Participation rate of teachers/administrators	Documentation of participation in professional development activities	Years 1 – 5	Number/percentage of teachers participating in professional development from *MP* schools	*GSC* ▪ Data collection (participant sign in sheets, rosters, etc.) *SERVE* ▪ Data analysis
3. To what extent did the *MP* training and incentives impact teacher and student outcomes?				
Survey of teacher and administrator satisfaction with school climate in *MP* schools	School Climate Inventory (pre/post)	Years 1 – 5	Frequencies and percentages (mean and standard deviations, if applicable) of satisfaction survey results (beginning of school year and end of school year).	*GCS* ▪ Identify School Climate Inventory participants ▪ Administer School Climate Inventory –

[1] "Non-*MP*" schools will be selected, by SERVE, via a matched comparison group process whereby these schools will be matched with *MP* schools based upon predetermined demographic variable.

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				pre/post *SERVE* ▪ Data analysis
Interviews/focus groups of teachers/ administrators to determine satisfaction with professional development activities and Mission Possible project overall	Interview/focus group data	Year 2 and Year 4	Content analysis of interviews/focus group transcripts	*GCS* ▪ Identify focus group/interview participants *SERVE* ▪ Develop, collaboratively with *GSC*, interview/focus group protocol for teachers and administrators ▪ Conduct focus group/interviews ▪ Data analysis
Survey of parent satisfaction with MP schools	Parent Survey data	Years 1 – 5	Frequencies and percentages of satisfaction survey results	*GCS* ▪ Identify parent participants ▪ Administer survey to parents *SERVE* ▪ Develop, collaboratively with GSC, parent survey ▪ Data analysis
Survey of student satisfaction with school climate in *MP* schools	School Climate Inventory (pre/post) – student focused	Years 1 – 5	Frequencies, and percentages (mean and standard deviations, if applicable) of satisfaction survey results	*GCS* ▪ Identify student participants ▪ Administer student School Climate Inventory – pre/post *SERVE* ▪ Develop student School Climate Inventory ▪ Data analysis
MP students' discipline referrals, attendance, promotion rates	School level data	Years 1 – 5		*GCS* ▪ Provide/ facilitate SERVE access to the necessary data *SERVE* ▪ Data collection ▪ Data analysis
MP teachers' students' EOG/EOC scores as compared to non-*MP* teachers' students' EOG/EOC scores	EOG/EOC scores of students of *MP* and non-*MP* teachers	Years 1 – 5	Comparison of EOG/EOC data between *MP* and non-*MP* schools	*GCS* ▪ Provide/ facilitate SERVE access to the necessary data *SERVE* ▪ Data collection ▪ Data analysis

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Data Sources	Benchmarks	Data Gathering Points	Analytical Methods	Party Responsible
Pre and Post *MP* teachers' value added scores Teacher Observations – Incorporate results from teachers observations and evaluations	Current value-added scores Observation data/360 degree feedback	Years 1 – 5		<u>*GCS/SAS*</u> ▪ Calculate teachers' value-added scores at Time 1 (pre) and Time 2 (post) ▪ Teacher observation data/360 degree feedback <u>*SERVE*</u> ▪ Incorporate value-added and teacher observation results in to evaluation reporting
Attending monthly/quarterly meetings		Years 1 – 5		<u>*SERVE*</u>
Report Writing		Years 1 – 5		<u>*SERVE*</u>

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