Housekeeping

- Please turn off your cell phones or other devices or turn them to silent
Goal of Training

- Introduce the Missouri Improvement Planning Process
- Provide districts the tools to complete a structured Improvement Plan
Manual Resources –

- Expenditures codes – p. 47–48
- Exemplar Improvement Plan – p. 49–54
- Grant Program/Spending Guidelines – p. 63
- Scoring Guide – p. 64–68
- Sample District Data – p. 69–75
Improvement Planning Process

- We will cover the components of the Improvement Planning Process and complete activities to help you understand the process.
Timelines

- For Self-Study Districts—Improvement Plan must be submitted to DESE by 5:00 PM on March 1, 2010.
- For districts applying for grants—
  - Must submit a letter of intent to webreplyspeek@dese.mo.gov by 5:00 PM on January 11, 2010.
  - Plan must be submitted to DESE by 5:00 PM on March 1, 2010.
Improvement Plan Scoring – P. 64

- Uses a scoring guide and assigns points depending on the quality of the information assessed by that particular indicator
- Points range from 0 (item not included) to 3 for most indicators
Improvement Plan Components

- Needs Assessment
- Objectives
- Strategies
- Budget (required for grant applications)
Improvement Plan

Needs Assessment

Objective 1

- Strategy 1A
  - Action Steps
  - Budget

- Strategy 1B
  - Action Steps
  - Budget

Objective 2

- Strategy 2A
  - Action Steps
  - Budget
Improvement Planning

- Data and systems analysis
- Identify strengths and concerns
- Build a plan that includes activities that will address what is not working
- Avoid “random acts of improvement”
Stakeholder Group

- Should be developed prior to beginning needs assessment process
- Should include stakeholders from multiple areas, including regular and special education, teachers and administrators, and parents and community members. Should also include someone who understands data
- In the needs assessment, the stakeholder group should be listed and include the disciplines (not names) of group members
Time to Think

- Take 5 minutes to determine who would be relevant stakeholders you may wish to invite to participate in your stakeholder group.
- Remember that the group must include district staff and administration in both regular and special education and community members/parents who would be able to provide input.

Pages 49 and 64
Step One: Needs Assessment

- Uses a *data analysis methodology* and *drilldown process* to identify *needed areas of improvement*.

- Based upon this, the stakeholder group *develops hypotheses as to why the areas are of concern*.

- The group then *prioritizes areas of need* for the district.
Step 1: Needs Assessment

- This year there will be 2 boxes. The first box (limit of 4000 characters) will be for the OVERALL DISTRICT needs assessment. The second box labeled “Needs Assessment Documentation” (or some variance thereof) will have 16,000 character limit and this is where you will enter the Special Ed Needs Assessment Information.
Improvement Plan

Needs Assessment

Objective 1
- Strategy 1A
  - Action Steps
  - Budget
- Strategy 1B
  - Action Steps
  - Budget

Objective 2
- Strategy 2A
  - Action Steps
  - Budget
Needs Assessment Benefits

- Determines where to focus improvement efforts.
- Includes other information, such as stakeholder input.
Steps in Needs Assessment

1. Data Drilldown
2. Selection of SPP Indicators
3. Development of Hypotheses of Root Causes
4. Identification of Needs based on Hypothesized Root Causes
5. Prioritization of Needs in Order of Importance
Needs Assessment Scoring Guide – p. 64

- Describes the stakeholder group including how all recommended stakeholders (parents, general education, special education and community) are involved in the analysis, planning, implementation and evaluation process
- Methodology of drilldown process and data sources used are appropriate and described in sufficient detail
- Hypothesized root causes in needed areas of improvement are identified through data analysis
- The needs of the district are identified and prioritized (if multiple needs are listed) through data analysis
Steps in Data Drilldown

1) Scan data for accuracy

2) *Compare your data with SPP targets* established by the State

3) Take a careful look at data that have been summarized to identify relationships and trends

4) *Disaggregate data.* That is, take summary data and break it down into smaller groups

p. 57
Considerations When Analyzing Data

- Concentrate on priorities
- Recognize Differences within Special Education Populations
- Consider “Cell Size” — “slicing and dicing” too many ways can lead to very small cell sizes
Data Drill Down

My district has a high dropout rate.

- What data sources are available?
  - Screen 12 exit data, discipline data, school policies, family/community information, GPA, credits earned, programs available and utilized, transition plans, exit surveys, etc.
Data Drill Down

My district has a high dropout rate.

- WHO are the dropouts?
  - Dropout rates by disability category
  - Dropout prevalence by disability category
  - Dropouts by age
  - Dropouts by race
Hypotheses Development

- Once the stakeholder group has drilled down the data and determined what SPP areas are problematic, then the team needs to hypothesize “what is contributing to the low (or high in case of dropout rate) scores?”
- These are called “root causes.”
Data Drill Down

My district has a high dropout rate.

- WHY are they dropping out?
  - Number of credits as juniors low
  - District attendance policy
  - Discipline rate high with lots of suspensions
  - Lack of work experience programs to meet the needs of those dropping out
Time to Think

- Look at the data from the State Performance Plan (SPP) indicators. What does it tell you? What is met and not met for the sample data provided on page 69 in the manual? The SPP Indicators and Targets are on page 55–56.
- What hypothesized root causes could you develop based upon this data? We know this will be limited.
Prioritization of Needs

- Once the hypotheses are established, the group must determine the needs of the district based upon the hypotheses and then prioritize the needs in order from greatest to least need.
Considerations When Prioritizing Needs

- What do stakeholders have to say?
- What has been the pattern in the past?
- What are your resources?
- What is “reasonable” improvement?
- What constitutes a realistic time frame for improvement?
Needs Assessment Activity

- Look at the exemplar Improvement Plan on page 49 and the Scoring Guide on page 64.
- Take 5 minutes and use the information from the Scoring Guide to “score” the Needs Assessment portion of the Improvement Plan.
Step Two: Selecting Objectives

- Objectives are the goals that you will work to achieve.

- These must be aligned with the SPP indicators that your district has not met for self-study districts.
Improvement Plan

Needs Assessment

Objective 1
- Strategy 1A
  - Action Steps
  - Budget
- Strategy 1B
  - Action Steps
  - Budget

Objective 2
- Strategy 2A
  - Action Steps
  - Budget
Issues to Consider About Objectives

- Should be targeted
- Target “key” objectives that can impact multiple SPP indicators
- Must be based upon the priorities identified by the Stakeholder group during the Needs Assessment
- Should be *realistic*
- Objectives should be *ambitious*, but *manageable*
Entering plan into ePeGs...

- Be sure your plan is entered at the DISTRICT LEVEL...not the Building Level

- When scoring...building levels are not retrieved and will not show up.
Scoring Guide—Objectives

- The objective is Specific, Measurable, Attainable, Results Oriented, and Time-Bound (a SMART goal)
- Intermediate and final targets are specified and dates by which they will be achieved are specified
- The SPP Indicators that the objective will address are specified
- Evaluation procedures align directly to the objective
- It is clearly stated when reports with respect to outcomes will be made and to whom
- Evaluation procedures occur with sufficient frequency
Objectives as SMART Goals

- Have 5 components
  - Specific
  - Measurable
  - Attainable
  - Results Oriented
  - Time-bound
Objective Example

- The Anywhere School District will increase the percent of students with disabilities in grade 3 who score in the Advanced/ Proficient levels on the MAP Communication Arts from 15% to 60% by the 2010–2011 school year.

P. 49
Writing Objectives in ePeGs

- In the ePeGS system, the objectives section includes:
  - Purpose of the objective (grant, self-assessment, etc.)
  - Objective
  - Baseline data, intermediate targets, and targets
  - Monitoring of objective
  - SPP Indicators addressed
Trends, Baselines and Targets

- Trends – past performance measured over time
- Baseline – level of performance at the “start” of data collection (before implementation of strategy)
- Intermediate Target – targets you want to achieve along the way between the baseline and the target year
- Target – the desired level of performance to be reached
  - Pgs. 49 and 60
Monitoring Objectives

- Scheduled monitoring of progress towards meeting the target for the objective is included.

- Monitoring procedures describe ongoing data collection, analysis, and interpretation methods.

- The monitoring procedures allow for adjustments if ongoing evaluation indicates a need for adjustment.
Scoring Guide– Monitoring of Objectives

- Evaluation procedures align directly to the objective
- It is clearly stated when reports with respect to outcomes will be made and to whom
- Evaluation procedures for objective occur with sufficient frequency
  - P. 65
Monitoring Objectives

- Some questions to consider when monitoring an objective include:
  - What if we are not making the progress we expected—what will we do?
  - How will our team demonstrate accountability—in other words that the strategy is being implemented as planned?
Evaluation of Monitoring Data

- Better than expected progress is being made—was the objective too easy to reach?

- Satisfactory progress is being made—ongoing monitoring should occur to track progress.

- Less than satisfactory progress is being made—was the objective set too high or do we need to change the strategy?
Objectives Activity

- Turn to the Writing Objectives resource on page 42. Using this resource and the scoring guide, write an objective that would be appropriate based upon the data drilldown you completed. Be sure to include ways you could monitor the outcome.
- Using the scoring guide (p. 65) score the objective you wrote and also score the exemplar objectives section.
Step Three– Selecting Strategies

- Once you have determined which objectives you need to address based upon your data, you need to decide what strategies (interventions) would be best to implement to meet your objectives.
- The strategies selected must be evidence-based or justification provided that describes the research base and effectiveness for the particular purpose and target population.
- If you are applying for a grant, DESE has a list of program/spending guidelines for funding that are based upon 3-tiered models (P. 63).
Improvement Plan

Needs Assessment

Objective 1
- Strategy 1A
  - Action Steps
  - Budget
- Strategy 1B
  - Action Steps
  - Budget

Objective 2
- Strategy 2A
  - Action Steps
  - Budget
General Grant Information

- Available on Page 46
- Funding requests can be for both Elementary Achievement and Post-Secondary Transition
- Funding is available for Communication Arts, Math, or Behavioral Interventions
- Elementary Achievement– K–8 ONLY if strategy selected progresses up from elementary school. Emphasis at lower grade levels
General Grant Information, Cont.

- Transition grants—used for Middle/Jr. High through High School
- Grants are competitive and limited in number.
- Once submitted to DESE, no corrections can be made—so make sure it is well-written, as the best grant applications will have the best chance at funding.
- Awards based on the size of the district (see Page 36)
General Grant Information, Cont.

- Resources and spending guidelines are provided
- Priority given to applications to fund implementation of three-tiered models
- Districts who have previously received DESE grants may apply to expand a program if it is on the approvable list or a evidence based justification is provided
- Funding primarily used for professional development
- Funds cannot be used to supplant current District funding
ePeGs Listserv

- There is an ePeGs listserv that will provide information about any changes in the system or if there are any bugs or issues. You may want to sign up for it if you haven’t already.

- The link to sign up is under “News and Updates” http://dese.mo.gov/epegs/
Entering ePeGs...

- ePeGs will open after the first of the year
- Someone from the district will need to select “open new year” when this is done it will COPY everything from the prior year—this is a 1 time copy and therefore will not make changes to the prior year’s plan if updates are made so since Special Ed is typically the first to begin entering information they need to be sure everyone is ready for the copy to be made.
Steps in Selecting Strategies

- Determine which evidence-based strategy would meet the need of the objective and fit with the district
- Build in fidelity checks to ensure that the strategy is implemented as written
- Develop a thorough list of Action Steps required to fully implement all parts of the strategy and provide follow-up
- Determine timelines needed to complete the tasks
  ◦ Page 49
Scoring Guide – Strategies

- The strategy is evidence based and is aligned with the objective
- District personnel responsible for supervision of the strategy are clearly identified by role and name
- The rationale describes how the strategy matches district prioritized needs and is linked to identified root causes.
- The rationale describes how staff buy-in (ownership) for implementation of the strategy was achieved and at what level
  - Pgs. 49 and 66
What is an Evidence-Based Strategy?

- It is a strategy that has been tested using:
  - Systematic, empirical methods.
  - Data analyses to test a stated hypothesis.
  - Measurements used are reliable and valid.
  - Experimental or quasi-experimental designs.
  - Is accepted by a peer reviewed journal.
Rationale for Selection of a Strategy

- Must provide justification as to how the strategy selected will work to help meet the identified needs in the district.

- Must include information about teacher or district buy-in.

- For districts who choose strategies outside of the resources provided in the resources/spending guidelines document, the research basis must be provided.

  - P. 49
Developing Action Steps

- Break the intervention into its components:
  - Task analysis: Start at the beginning, don’t stop until the end
  - Include: Start-up, improvement strategy, impact evaluation
- Provide a brief description of each action step (exactly what will be done)
- Include projected Date to Implement and Date of Completion
Action Steps

- Must include every step needed to implement the strategy. These include:
  - Planning of training
  - Training
  - Implementation of strategy
  - Strategy Impact Measures
  - Follow-up fidelity of implementation check points
  - Reporting to responsible party in the district and to DESE (as required)
Scoring Guide—Action Steps

- The action steps provide a logical sequence from planning to implementation and evaluation of the strategy and are specific enough to ensure effective implementation of the strategy.
- The projected starting dates for the action steps are identified.
- Action steps include communication with and/or involvement of parents regarding implementations, progress and/or outcomes of the strategy.

- Action steps include a determination of whether the strategy is implemented as intended (i.e., strategy fidelity/program integrity)
- Action steps include objective, quantifiable and/or qualitative data and are sufficiently sensitive to detect small increments of change in student progress
- P. 49
Timelines for Strategy Implementation

- Provides a logical sequence of steps from: Planning to Implementation to Evaluation

- Is realistic given the resources available for implementation.
Timeline Questions

- Questions include:
  - What steps are needed to complete strategy?
  - How long will each step take?
  - Who will be responsible for each step?
  - What data collection steps need to be built in?
  - When should reports be generated and to whom are they given?

Be sure the timeline is realistic
High Quality Professional Development

- Required by NCLB and DESE
- Training should be continuous and an integral part of the educational program and all school activities
- Should include follow-up training and consultation by a coach as an Action Step
- Strategy training should be incorporated as part of the district professional development plan
Strategy Impact Measures

- Entered in ePeGS in the ACTION STEPS
- Must assess the progress of students once the strategy is implemented
- Data collected frequently enough to provide information about needed mid-strategy changes
- Measures must also be included to evaluate the fidelity of implementation
Other Considerations

- Impact measures should be sensitive enough to detect increments of change.
- Collect objective and quantifiable data and not just qualitative information—can be as simple as a frequency or a percentage.
- Use measures that are reliable and valid.
Implementation Fidelity

- Degree to which planned strategies are implemented as designed
- Must include steps in your planning to ensure that the strategy is correctly implemented, or your success rate will be much lower
- Implementation fidelity measures are entered in ePeGS in the ACTION STEPS
Keys to Implementation Fidelity

- Choose evidence-based strategies
- Select strategies that are acceptable to the implementers, positive, have perceived effectiveness, and match the characteristics of the instructional environment
- Choose pivotal, “keystone” strategies
- Use feedback from your stakeholders
Ways to Enhance Fidelity

- Use high-quality professional development
- Assign a coach from the district
- Use guided practice and feedback
- Build in points during the year for data analysis to look at progress toward the objective
Fidelity Monitoring

- Incorporate fidelity checks or strategy monitoring devices
  - Self-reports should not be the sole check – not always accurate
  - Objective observations may also be important
Scoring Guide– Impact Measures (Included in the Action Steps)

- Impact measures allow for a determination of whether the strategy is implemented as intended (i.e., strategy fidelity/program integrity)
- Impact measures include objective, quantifiable data as well as related qualitative data and are sufficiently sensitive to detect small increments of change
  - P. 69
Time to Think

- What are some ways you can think to build fidelity checks or implementation measures into activities in your district?
Strategy, Action Step and Impact Measures Activity

- Take one of the school improvement initiatives listed on the program/spending guidelines (P. 63)
- Develop a list of the action steps needed for the first year and the timelines for beginning and completing each step
- Develop 2 possible student progress measures and 2 possible fidelity implementation measures
- Take 15 minutes for this activity
  - Pgs. 49 and 63
ePeGS – electronic Planning and electronic Grants System

› Web-based system developed by DESE

› A Comprehensive School Improvement Plan (CSIP) to cover all improvement needs of the LEA/districts, INCLUDING the special education improvement plan

› Will print an improvement plan including only those strategies tied to the special education improvement plan
Improvement Monitoring, Accountability and Compliance System (IMACS)

- Will not be used by districts for entry of most of the improvement plan
- For 2009–2010, will need to enter proposed budget information in IMACS again
- DESE will use IMACS to score the improvement plans
ePeGs/IMACS

- Districts can begin entry of the improvement plan in ePeGS at any time.
- Self-assessment districts should NOT access IMACS for the file review until notified by the Compliance Section.
- Grant districts should NOT access IMACS for entry of budget information until notified via SELS. Access will be granted when the system is ready and the letter of intent is received.
For Grant Districts Only

- The budget section of the Improvement Plan is only required for districts who will be applying for grants.
- If you have no intention of applying for any of the grant funds, you may leave at this time.
- Remember– any District can apply for a grant, so you may want to stay!
Improvement Plan

Needs Assessment

Objective 1

- Strategy 1A
  - Action Steps
  - Budget

- Strategy 1B
  - Action Steps
  - Budget

Objective 2

- Strategy 2A
  - Action Steps
  - Budget
Initial Resource Investigation

- Initial resource information gathering phase based upon proposal for improvement plan

- Considerations include...
  - *Number* of students on which improvement strategy is intended to have an impact
  - *Intensity* and *frequency* of proposed strategies
Initial Resource Investigation, Cont.

- Resources include...
  - Personnel
  - Supplies & Materials
  - Professional & Technical Services (training, consultants, etc.)
Resource Requirements

- Develop the **specific details** as to each resource necessary to effectively carry out each aspect of the strategy.
- For each sub-task clearly specify the **specific resources** needed:
  - **What resources** are needed? Operationally define them
  - **How much** of the identified resources are needed (e.g., number of hours, number of curricula or books)?
Resource Requirements – Purchased Services

- **What** and how much training will be necessary to implement the improvement strategy? Consider...
  - Training for LEA professional personnel (e.g., supervisory, front line)
  - Training for Non-LEA professional personnel
  - Training for non-professional staff and volunteer training
Purchased Services

- What technical assistance will be needed?
  - Ongoing
  - Periodic

- Who is best qualified to conduct training and technical assistance?
Resource Requirements – Evaluation

- Will outside resources be necessary to carry out evaluation activities to determine program effectiveness? Consider…
  - How much time will be needed to collect the measures?
  - Who is best qualified to conduct the evaluation?
Sustainability

- Sustainability: To keep going or maintained in the future

- In most cases, effective improvement activities will need to be continued if improvements are to be sustained

- Develop strategies to ensure that effective improvement activities can be sustained over a prolonged period
Resource Development

- Develop a plan to acquire the additional resources that are needed:
  - State Improvement Grant
  - Local foundation funding
  - LEA contribution
  - Community volunteers
  - Student volunteers

- P. 47
Budget Design

- Break down budget into following sections and estimate/provide costs for each section:
  - Purchased Services
  - Salaries/Stipends
  - Supplies & Materials
# Grant Amounts by District Enrollment

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Amount of Grant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 2,499</td>
<td>$15,000</td>
</tr>
<tr>
<td>2,500 to 4,999</td>
<td>$17,500</td>
</tr>
<tr>
<td>5,000 to 14,999</td>
<td>$25,000</td>
</tr>
<tr>
<td>15,000 to 30,000</td>
<td>$50,000</td>
</tr>
<tr>
<td>30,000 +</td>
<td>$75,000</td>
</tr>
</tbody>
</table>

*P. 36*
Scoring Guide—Budget

- The budget includes only approvable expenses
- Budget is aligned with action steps
- Budget is detailed enough to outline all expected costs.
  ◦ P. 68
Budgetary Items

- Funds **may not** be used to supplant existing funds
- Only allowable expenditures can be included
- Funding request must not exceed the allowable grant amount
- Break request down according to the budgetary codes provided on the Expenditures list (P. 47)
Salaries/Stipends

- Funds not provided to fund FTE’s for personnel
- Stipends for existing teachers to complete work on strategy activities or training outside of school hours is allowable
- Substitute teacher pay is also allowed for district personnel to attend trainings, follow-up consultation, or other strategy implementation activities
Budget Detail

- Budget must be very thorough
  - Must include all costs associated with training (estimated number of persons trained, number of days, what training is for [Ex: RtI, CBM], and name of trainer if known)
  - For supplies, must include number of items to be purchased and cost per item
  - For consultants, name of person is needed, as is the amount of time required for consulting and the purpose (Ex: follow-up for RtI implementation)
If applying for grants in both areas, the budgets must be written separately.

- For example, if the district wants to apply to implement RtI in K–12, you must write separate objectives, strategies, and budgets for elementary achievement and transition funds, as the budget amounts only apply to one area. Do not combine the two areas.
Caps for Certain Budget Requests

- There are limits placed on two areas of allowable items:
  - Student incentives will be limited to no more than 5% of the total budget
  - Food or meal requests will be capped at no more than 6% of the budget
- Please take this into consideration when developing your budget.
  • P. 37
When entering budget...

- REMEMBER to hit the “Submit/Print Plan” button in IMACS.

- It will NOT be submitted if you fail to do this.
Don’t Forget!!!!

- For districts applying for grants—
  - Must submit a letter of intent to DESE by 5:00 PM on January 11, 2010.
  - Plan must be submitted to DESE by 5:00 PM on March 1, 2010.
  - If you don’t send in the letter of intent, you will not be able to apply for a grant. So, mark your calendar!!
Q&A

- Let’s take time to answer any further questions the group may have at this time.
Future Questions?

- If you have any questions about General Supervision, the Improvement Planning process, ePeGS, or the IMACS system, please contact your RPDC consultant or DESE for help.