

# Missouri Improvement Planning Process and IMACS Training

Department of Elementary and Secondary Education  
Division of Special Education

2007-2008

1

---

---

---

---

---

---

---

---

## Housekeeping

- Please turn off your cell phones or other devices or turn them to vibrate.

2

---

---

---

---

---

---

---

---

## Goal of Training

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

3

---

---

---

---

---

---

---

---

## Manual Resources

- Allowable Expenditures- p. 55-56
- Exemplar Improvement Plan- p. 57-69
- List of Approvable Programs- p. 79
- Scoring Guide- p. 80-84
- Sample District Data- p. 85-91

4

---

---

---

---

---

---

---

---

## Improvement Planning Process

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

5

---

---

---

---

---

---

---

---

## Timelines

- For Self-Study Districts- Improvement Plan must be submitted to DESE by 5:00 PM on March 3, 2008.
- For districts applying for grants-
  - **Must submit a letter of intent to DESE by 5:00 PM on January 7, 2008.**
  - **Plan must be submitted to DESE by 5:00 PM on March 3, 2008.**

6

---

---

---

---

---

---

---

---

## Improvement Plan Scoring- P. 80

- 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
- Some only receive 0 or 3 points and are considered “deal-breakers” for that indicator
- If each indicator is addressed in the plan, it should lead to a good plan

7

---

---

---

---

---

---

---

---

## Improvement Plan Components

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

8

---

---

---

---

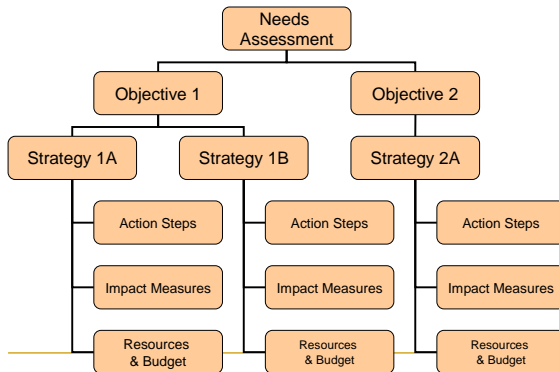
---

---

---

---

## Improvement Plan



9

---

---

---

---

---

---

---

---

### 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”

10

---

---

---

---

---

---

---

---

### 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**

11

---

---

---

---

---

---

---

---

### 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 57 and 80**

12

---

---

---

---

---

---

---

---

## 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.*

13

---

---

---

---

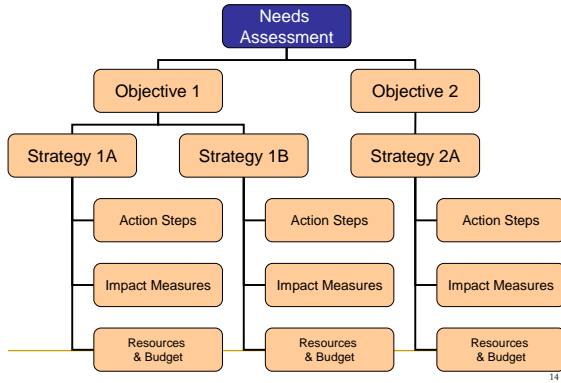
---

---

---

---

## Improvement Plan



14

---

---

---

---

---

---

---

---

## Needs Assessment Benefits

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

15

---

---

---

---

---

---

---

---

## 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

16

---

---

---

---

---

---

---

---

## Needs Assessment Scoring Guide- p. 80

- 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
- Hypotheses are developed to identify causes for the poor performance.
- Based upon the hypotheses developed the needs of the district are identified and prioritized

17

---

---

---

---

---

---

---

---

## 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. 73

18

---

---

---

---

---

---

---

---

## 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.

19

---

---

---

---

---

---

---

---

## 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.

20

---

---

---

---

---

---

---

---

## 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

21

---

---

---

---

---

---

---

---

## 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.”

22

---

---

---

---

---

---

---

---

## 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

23

---

---

---

---

---

---

---

---

## 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 85 in the manual? The SPP Indicators and Targets are on page 70-72.
- What hypothesized root causes could you develop based upon this data? We know this will be limited.

24

---

---

---

---

---

---

---

---

## 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.**

25

---

---

---

---

---

---

---

---

## 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?

26

---

---

---

---

---

---

---

---

## Needs Assessment Activity

- **Look at the exemplar Improvement Plan on page 57 and the Scoring Guide on page 80**
- **Take 5 minutes and use the information from the Scoring Guide to “score” the Needs Assessment portion of the Improvement Plan**

27

---

---

---

---

---

---

---

---

## 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

28

---

---

---

---

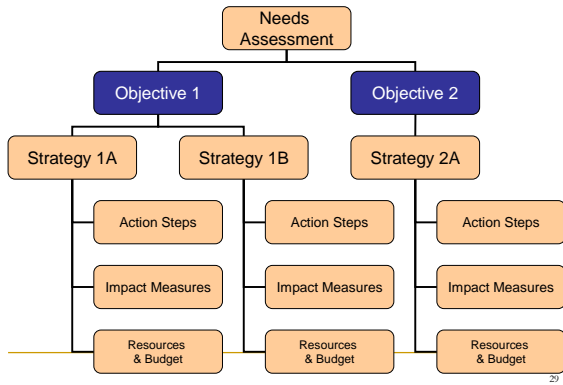
---

---

---

---

## Improvement Plan



29

---

---

---

---

---

---

---

---

## Issues to Consider About Objectives

- **Should be targeted-** but, one objective can impact more than one SPP indicator.
- Target “key” objectives that can impact multiple 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*

30

---

---

---

---

---

---

---

---

### 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
  - P. 81

31

---

---

---

---

---

---

---

---

### Objectives as SMART Goals

- Have 5 components
  - Measurable baseline
  - Measurable target
  - A specific time frame
  - Specificity about what is being assessed
  - Specificity about the method of assessment

32

---

---

---

---

---

---

---

---

### 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. 57

33

---

---

---

---

---

---

---

---

## Writing Objectives in IMACS

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

34

---

---

---

---

---

---

---

---

## 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. 57 and 76

35

---

---

---

---

---

---

---

---

## 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.

36

---

---

---

---

---

---

---

---

## 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 occur with sufficient frequency
  - P. 81

37

---

---

---

---

---

---

---

---

## 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?

38

---

---

---

---

---

---

---

---

## 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?

39

---

---

---

---

---

---

---

---

## Objectives Activity

- Turn to the **Writing Objectives** resource on page 50. 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. 80) score the objective you wrote and also score the exemplar objectives section.

40

---

---

---

---

---

---

---

---

## 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 either research or evidence-based
- If you are applying for a grant, DESE has a list of approved strategies that they are willing to fund that are based upon 3-tiered models of intervention (P. 79)

41

---

---

---

---

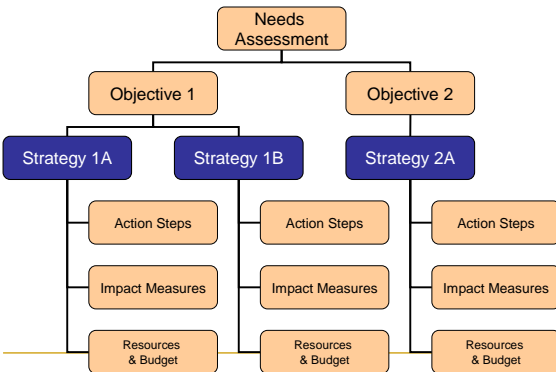
---

---

---

---

## Improvement Plan



42

---

---

---

---

---

---

---

---

### General Grant Information

- Available on Page 54
- Funding requests can be for both Elementary Achievement and Transition
- Can ask for funds for CA, Math, or Behavioral Interventions
- Elementary Achievement- K-8 ONLY if strategy selected progresses up from elementary school. Emphasis at lower grade levels

43

---

---

---

---

---

---

---

---

### 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 44)

44

---

---

---

---

---

---

---

---

### General Grant Information, Cont.

- List of allowable programs is 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 can not be used to supplant current District funding

45

---

---

---

---

---

---

---

---

### Steps in Selecting Strategies

- Determine which research or 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
  - Pg. 57

46

---

---

---

---

---

---

---

---

### Scoring Guide- Strategies

- The strategy is allowable and is aligned with the objective
- District personnel responsible for supervision of the strategy are clearly identified by role and/or name
- The rationale describes how the strategy matches district prioritized needs and is linked to identified root causes.
- The rationale describes the level of staff buy-in for implementation of the strategy
  - Pgs. 57 and 80

47

---

---

---

---

---

---

---

---

### What is a Research-Based Strategy?

- According to IDEA 2004, it...
  - Employs systematic, empirical methods.
  - Involves data analyses to test a stated hypothesis.
  - The measurements used are reliable and valid.
  - Uses experimental or quasi-experimental designs.
  - Is accepted by a peer reviewed journal.

48

---

---

---

---

---

---

---

---

## Evidence- Based Research

- Very few interventions now meet these rigorous standards. Instead, may need to use evidence-based interventions
- Evidence-based interventions are those that are based on sound research and have had sufficient research conducted with the intervention to suggest it would make a significant difference toward achieving your goal (objective)
- Must select activities that meet the standard of being either research or evidence-based. p. 57

49

---

---

---

---

---

---

---

---

## 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 Approvable list, must provide the research basis.**
- P. 51

50

---

---

---

---

---

---

---

---

## 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 Start Date/End Date**
- **Identify the specific person responsible for each action step and their role**

51

---

---

---

---

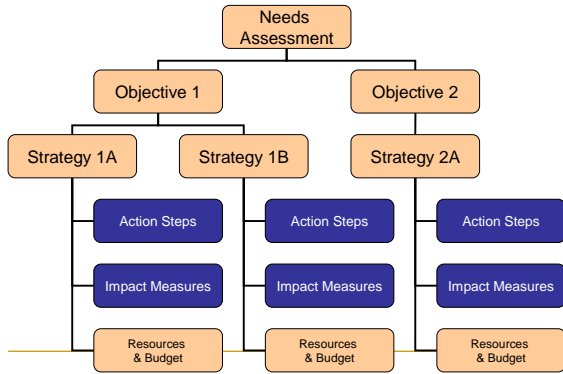
---

---

---

---

## Improvement Plan



---

---

---

---

---

---

---

---

## 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)**

53

---

---

---

---

---

---

---

---

## 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
- Implementation fidelity checks are included as an action step
- The personnel responsible for implementation are identified as well as projected starting dates

□ P. 57

54

---

---

---

---

---

---

---

---

## Timelines for Strategy Implementation

- Provides a **logical sequence of steps** from: Planning to Implementation to Evaluation
- Is **realistic** given the **resources** available for implementation.

55

---

---

---

---

---

---

---

---

## 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

56

---

---

---

---

---

---

---

---

## 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

57

---

---

---

---

---

---

---

---

## Strategy Impact Measures

- 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

58

---

---

---

---

---

---

---

---

## 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

59

---

---

---

---

---

---

---

---

## 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

60

---

---

---

---

---

---

---

---

## 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
  - P. 57

61

---

---

---

---

---

---

---

---

## Ways to Enhance Fidelity, Cont.

- 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

62

---

---

---

---

---

---

---

---

## 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**
    - P. 57

63

---

---

---

---

---

---

---

---

## Scoring Guide- Impact Measures

- 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. 83

64

---

---

---

---

---

---

---

---

## Time to Think

- What are some ways you can think to build fidelity checks or implementation measures into activities in your district?

65

---

---

---

---

---

---

---

---

## Strategy, Action Step and Impact Measures Activity

- Take one of the programs or evidence-based practices from the Approvable list (P. 79)
  - 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. 57 and 80

66

---

---

---

---

---

---

---

---

Improvement, Monitoring, Accountability and Compliance System (IMACS)

- **Web-based system that allows districts to maintain an improvement plan and submit monitoring information to DESE**
- **Here we will provide an on-line demonstration of the IMACS system**

67

---

---

---

---

---

---

---

---

IMACS Availability as of October 3, 2007

- **Programming changes to IMACS are in progress on both the improvement plan and the compliance file review.**
- **Self-assessment districts should NOT access IMACS until notified by the Compliance Section**
- **Grant districts should NOT access IMACS until notified via SELS. Access will be granted when changes are completed and the letter of intent is received**

68

---

---

---

---

---

---

---

---

For Grant Districts Only

- The resource and budget sections of the Improvement Plan are 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!

69

---

---

---

---

---

---

---

---

## Step Four- Resource Development

- Includes all resources that are available and needed.
- Should incorporate all resources that would be required to implement the strategy with fidelity and monitor the progress

70

---

---

---

---

---

---

---

---

## Scoring Guide- Resources

- **Resources currently available and needed to support implementation of the strategy are identified and include resources outside and/or inside of the district**
  - Pgs. 57 and 84

71

---

---

---

---

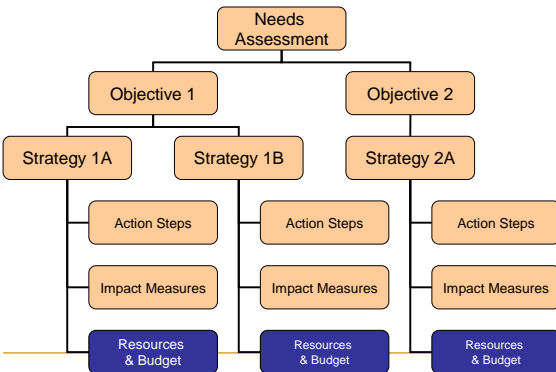
---

---

---

---

## Improvement Plan



72

---

---

---

---

---

---

---

---

## 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

73

---

---

---

---

---

---

---

---

## Initial Resource Investigation, Cont.

- Resources include...

- Personnel
- Supplies & Materials
- Professional & Technical Services (training, consultants, etc.)

74

---

---

---

---

---

---

---

---

## 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)?

75

---

---

---

---

---

---

---

---

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

76

---

---

---

---

---

---

---

---

Purchased Services

- What technical assistance will be needed?
  - Ongoing
  - Periodic
- Who is best qualified to conduct training and technical assistance?

77

---

---

---

---

---

---

---

---

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?

78

---

---

---

---

---

---

---

---

## 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

79

---

---

---

---

---

---

---

---

## Scoring Guide- Sustainability

- **The district indicates how the strategy will be sustained following completion of the grant**
  - P. 84

80

---

---

---

---

---

---

---

---

## Draft Resource Requirements

- Using resource requirements *and* information about the resources currently available and allowable, develop a complete draft budget for the improvement strategy.
- Include *all resources needed* in this budget.
  - Pgs. 57 and 80

81

---

---

---

---

---

---

---

---

## Resource Development

- Develop a plan to acquire the additional resources that are needed:
  - State Improvement Grant
  - Local foundation funding
  - In-kind LEA contribution
  - Community volunteers
  - Student volunteers
  
- P. 55

82

---

---

---

---

---

---

---

---

## Step 5: Budget Design

- Break down budget into following sections and estimate/provide costs for each section:
  - Purchased Services
  - Salaries
  - Supplies & Materials

83

---

---

---

---

---

---

---

---

## Grant Amounts by District Enrollment

<u>Enrollment</u>	<u>Amount of Grant</u>
Below 2,499	\$15,000
2,500 to 4,999	\$17,500
5,000 to 14,999	\$25,000
15,000 to 30,000	\$50,000
30,000 +	\$75,000

- P. 44

84

---

---

---

---

---

---

---

---

## Scoring Guide- Budget

- The budget includes only approvable expenses
- Budget is aligned with action steps, impact measures, and needed resources
- Budget is detailed enough to outline all expected costs.
  - P. 84

85

---

---

---

---

---

---

---

---

## Budgetary Items

- Funds may not be used to supplant existing funds
- Only allowable expenditures can be included
- Include all resources for which you are requesting funding
- Funding request for 1<sup>st</sup> year must not exceed the allowable grant amount
- Break request down according to the budgetary codes provided on the Allowable Expenditures list (P. 55)

86

---

---

---

---

---

---

---

---

## Salaries

- 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

87

---

---

---

---

---

---

---

---

## 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: Rtl, 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 Rtl implementation)**

88

---

---

---

---

---

---

---

---

## Budget Detail, Cont.

- **If applying for grants in both areas, the budgets must be written separately.**
  - **For example, if the district wants to apply to implement Rtl in K-12, you must write separate objectives, strategies, resources, and budgets for elementary achievement and transition funds, as the budget amounts only apply to one area. Cannot combine the two areas.**
  - **Therefore, you have to break the costs down to what would be needed for elementary and what would be needed for middle/ high school.**

89

---

---

---

---

---

---

---

---

## 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. 45**

90

---

---

---

---

---

---

---

---

## Don't Forget!!!!

- For districts applying for grants-
  - **Must submit a letter of intent to DESE by 5:00 PM on January 7, 2008.**
  - **Plan must be submitted to DESE by 5:00 PM on March 3, 2008.**
  - **If you don't send in the letter of intent, you will not be able to apply for a grant. So, mark your calendar!!**

91

---

---

---

---

---

---

---

---

## Q&A

- **Let's take time to answer any further questions the group may have at this time.**

92

---

---

---

---

---

---

---

---

## Future Questions?

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

93

---

---

---

---

---

---

---

---