Predictor Implementation School/District Self-Assessment Instructions and Action Planning Guide

Instructions

This document provides information about the process a school-level team will use to complete the Predictor Implementation School/ District Self-Assessment (PISA). This process involves four major steps including (a) identifying team members, (b) establishing a location and time for the meeting, (c) preparing for the meeting, and (d) process for conducting the meeting with the school-level team.

Step 1: Identifying Team Members

The PISA is best completed collaboratively by administration, general education teachers, special education teachers, school counselors, related service providers, agency partners, family members, students, and other relevant stakeholders. The tool may also be completed regarding practices in a single classroom and then might only include a team of teacher(s), paraprofessional(s), family members, and students. While it is not necessary to have all members as noted, team members should represent a thorough perspective on the program (school or district level). It is important to consider who the decision makers are and ensure these individuals are included as part of the team. Consider including the follow team members as part of the team:

- o Administrators
  - Statewide Transition Program Lead (education)
  - Statewide Transition Program Lead (vocational rehabilitation)
  - District Special Education Director or Secondary Program Coordinator
  - Parent Center Director or Transition Content Lead
  - Leadership from other service provider agencies
  - School Principal
  - Assistant Principal
- o Education Personnel
  - School Special Education Coordinator/Department Chair
  - Transition Specialist/Coordinator/Facilitator
  - Curriculum and Instruction Program Coordinator
  - Career and Technical Education Program Coordinator/Teacher
  - Special Education Teacher(s)
  - General Education Teacher(s) (including Career and Technical Education)
  - Paraprofessional(s)
  - School Psychologist
  - School Counselor

- School Social Worker
- Dropout Prevention Coordinator/ Coach
- Related Service Providers
  - Additional Key Individuals
    - Student(s)
    - Family Member(s)
    - Community Partners (business owners, institutions of higher education)
    - Service Provider Agencies (e.g., developmental disability services, vocational rehabilitation, community rehabilitation providers, juvenile justice, department of human services, centers for independent living, etc.)

Step 2: Establishing a Location and Meeting Time

The meeting location should be accessible to all members of the team. Select a location that can accommodate multiple people. Considerations for meeting space include: (a) meeting spaces that have technology to support use of a computer, LCD projector, and screen; (b) access to Wi-Fi for acquiring specific pieces of evidence (e.g., contracts with community partners, meeting notes, assessment data); and (c) chart paper and markers for brainstorming.

Regularly scheduled meetings should be scheduled to monitor progress on efforts made to improve the prioritized critical feature(s) and elements, including collecting data on those efforts. It is recommended that teams meet quarterly. However, it may be necessary to meet more frequently (e.g., monthly) to ensure progress is being made towards goals.

Step 3: Preparing for the Meeting

This section describes the process teams should use in order to ensure all team members are prepared for the meeting. This includes, but is not limited to, collecting data to be shared at the meeting and ensuring all team members have the materials necessary to actively engage in an informed discussion during the meeting. Preparing for the meeting includes:

- ***Developing the Team***: See above.
- ***Establishing Documentation Procedures***: Identify who will manage data collected from the PISA, the completed PISA instrument, and action plan. Decide if this information will "live" electronically or in hard copy.
- ***Sharing Materials***: Distribute a copy of the PISA (or specific groups of predictors with essential characteristics, if not completing the PISA in its entirety) to the team members prior to the meeting.
- ***Reviewing Materials:*** Ask team members to review the PISA prior to the meeting.
- ***Collecting Data/Evidence:*** Ask team members to gather data and evidence prior to the meeting. This may be done collectively, or specific team members may be tasked with collecting information that is specific to a critical feature(s).

Step 4: Convening the Meeting

This section describes the process teams should use when convening the meeting to review the PISA. It is important to remember that completion of the PISA is, ideally, a team process and all stakeholders should have a voice in this process. Convening the meeting includes:

- *Predictors:* It is recommended the team complete the PISA in its entirety, across the 20 predictors, the first time it is completed. If the team is completing the PISA in its entirety, work through one predictor and its essential characteristics at a time. A team may decide to focus on a cluster of three to five predictors for the self-assessment. Suggested clusters of predictors are provided below. If so, the team should be sure to completely assess the "Degree of Implementation" and "Evidence of Implementation" for each predictor in its entirety, considering each of the essential characteristics associated with each predictor. This will provide the team an opportunity to prioritize across predictor clusters and then identify one or two predictors to focus on for the school year. A team should consider the definition of the predictor and each individual program characteristic, as well as the Degree of Implementation and the Evidence of Implementation scales, to guide decisions regarding program strengths, needs, and priorities for change.

   The following clusters are suggestions for grouping the predictors by similar topics or themes to facilitate discussion. Feel free to cluster the predictors in the manner that makes the most sense to you. Below are some examples of clustering:

   Career Development: Career Awareness, Career and Technical Education, Occupational Courses, Paid Employment/Work Experiences, Work Study
   Student Skills: Goal-Setting, Self-Care /Independent Living, Self Determination/Self-Advocacy, Social Skills, Travel Skills, Youth Autonomy
   Policies and Procedures: Community Experiences, Exit Exam Requirements/High School Diploma Status, Inclusion in General Education, Program of Study
   Collaboration: Interagency Collaboration, Parent Expectations, Parent Involvement, Student Support, Transition Program

- *Review and Rate Each Essential Characteristic:* As implementation of each essential characteristics are considered, reference the data or evidence collected for each critical feature. Document these data with the numerical rating in the "Evidence" column. The team may also reference where to find the evidence. *See guidance on rating implementation and evidence on page 4.*

- *Total Predictor Scores:* Within each predictor, each essential characteristic will receive a raw rating based on decisions by the team. After each essential characteristic has been scored, the team will determine the total score for the predictor. Once a total score for each predictor has been calculated, the team will prioritize across predictors to determine which is in greatest need of improvement. *See guidance on rating implementation and evidence on page 4.*

Degree of Implementation Scale

1- **Not Currently Being Implemented** means 0 to 25% of students with disabilities experience this program characteristic as described (e.g., in their program of study, on their IEP, or in a school-wide program). For example, implemented infrequently and or inconsistently.
2- **Intermittent Implementation** means 25-50% of students with disabilities experience this program characteristic as described (e.g., in their program of study, on their IEP, or in a school-wide program). For example, implemented infrequently and or inconsistently.
3- **Emerging Implementation** means 50-75% of students with disabilities experience this program characteristic as described (e.g., in their program of study, on their IEP, or in a school-wide program). For example, this is a priority in the school or district and concerted efforts are being made to make these program characteristics available to many students with disabilities or possibly through recently adopted policies or procedures or district-wide professional development. There is consistent implementation school or district wide.
4- **Currently Being Implemented** means 75-100% of students with disabilities experience this program characteristic as described (e.g., in their program of study, on their IEP, or in a school-wide program). There is consistent implementation school or district wide.

Evidence of Implementation Scale

0- **No Evidence**
1- **Weak Evidence:**
   - Written policies and/or procedures
   - Articulated agreements within and across agencies
   - Curriculum, instructional, or training materials
   - Meeting agenda/notes
2- **Moderate Evidence:**
   - Teacher lesson plan/service plan
   - IEP goal, objective, or transition services
   - Transcripts
3- **Strong Evidence**:
   - Data collection forms, progress monitoring, or service notes, unit/ lesson grades
   - Work product, instructional artifact
   - Program evaluation data supporting implementation

- ***Prioritizing Predictors:*** The team should systematically identify one or predictors that need improvement based on total scores. Once a predictor(s) has been identified as a priority area, it will be necessary for the team to focus efforts on essential characteristics within the predictor to improve secondary programs and services for youth. The team should conduct progress monitoring on efforts made to improve the prioritized predictor(s) and essential characteristics, including collecting data on those efforts. Focusing on one predictor at a time will require shorter meetings by the team. The team should develop action plans to guide the effort.

- ***Develop Action Plan and Set Next Meeting Date:*** See action planning process.

The PISA planning tool facilitates building a plan to implement select predictor(s) within a school or district*.*

The data documented in a completed PISA may also contribute to completion of the Transition Program Tool, based on the Taxonomy for Transition Programming 2.0 (online tool or hard copy) or the The Quality Indicators of Exemplary Transition Programs Needs Assessment Instrument (QI-2). P*lease refer to the Taxonomy for Transition Programming 2.0/Predictors of Post School Success alignment tool [Predictors Aligned with the Taxonomy for Transition Programming 2.0 at www.transitionta.org](#) (and on page 8 of this guide), if using the Transition Program Tool. It will assist a team to identify practices in specific categories of the Taxonomy to build into activities in the plan. A completed PISA may also contribute data for a district or school's existing improvement plan.*

Action Planning Guide

Now that the team has assessed the extent to which secondary programs address the 20 predictors, it is now time to develop an action plan to outline the steps for change based on the results of the PISA. To develop an action plan, the team will:
1. Determine any additional key individuals that should be involved in planning that may influence change in the school or district/ community program
2. Develop an action plan composed of action steps that address all proposed changes.
   - Steps for remedying the problem should have a direct link to the data analysis.
   - Any action listed **must be specific, observable,** and **measurable.**
   - Sufficient detail is needed to determine when the action has been implemented
3. Review the completed action plan
4. Follow through
5. Evaluate the team's efforts

The action plan should be complete and clear. It should include information and ideas the team has gathered throughout the course of completing the PISA. Determine what action or change should occur? Who should carry out each step? When it should take place and for how long? What resources will the school or district need?

The first step in action planning is to develop a S.M.A.R.T. goal. Create a goal with a **6-month to one-year timeframe**. Focus on what the school should do over the next year to lay a strong foundation for the prioritized predictor (i.e., Career Awareness, Parent Involvement, Self-Determination). **Use the SMART technique to write the goal.**

S	**M**	**A**	**R**	**T**
Specific	**Measurable**	**Achievable**	**Results-Focused**	**Time bound**
The activity must clearly state *what* is to be achieved, *by whom*, *where*, and *when* it is to be achieved. It may also state *why* it is important that the activity is achieved.	The activity must clearly state how to evaluate whether the activity has been achieved. Think of the questions, *how much? How many? How often? How effective?* The goal is to measure change over time.	The activity must be achievable within the political climate, effort, resources, and commitment of the SEA (e.g., providing additional professional development with current allotment of professional development days).	The activity must focus on outcomes (e.g., in-school or post-school outcomes of youth with disabilities) not process	The activity must clearly identify the timeline in which the activity is to be completed. This can include benchmarks and target date of completion (e.g., month/year).

The S.M.A.R.T. model:
- **Specific -** refers to elements that clearly define what will be done. More specifically, a specific goal answers the questions: who, what, when, where, and how.
- **Measurable** - refers to the observable and countable evidence demonstrating the goal accomplished the intended outcome.
- **Achievable** - refers to the ability to implement the activity within local constraints (e.g., political climate, resources, commitment of LEA).
- **Results-Focused** - refers to a focus on outcomes achieved from the goal as opposed to the process. For example, counting the number of students who received training on the Self-Determined Learning Model of Instruction (SDLMI) is process focused; determining whether students can adequately use the SDLMI to set and attain goals in an English-Language Arts class is results-focused.
- **Time-bound**, refers to an established timeline in which progress can be measured.

Formula for writing a S.M.A.R.T goal:

SMART Goal: By (Date**), we will:** _____ **for**

(**Specific** action: what, where, how)

_____**of the** _____

(**Measurable:** %, number, measure)   WHO (students, families, teachers, etc.)

using materials and resources: _____

Once you have developed your goal, it is time to develop the action plan. Use the following template to create your plan. A full-page version is available at the end of this document.

Predictor Cluster:

Goal:

Activity:	Responsible Party/s:	Due Date:	Completed? Yes / No

Anticipated outcomes:

Taxonomy for Transition Programming 2.0

o *Predictors of Post-School Success*

Student-Focused Planning
- **IEP Development**
  o *Parent Expectations*
  o *Parent Involvement*
- **Planning Strategies**
  o *Career Awareness*
  o *Parent Expectations*
  o *Parent Involvement*
- **Student Participation**
  o *Goal Setting*
  o *Program of Study*
  o *Self-Determination*
  o *Work Study*
  o *Youth Autonomy*

Family Engagement
- **Family Involvement**
  o *Parent Expectations*
  o *Parent Involvement*
- **Family Empowerment**
  o *Community Experiences*
  o *Parent Expectations*
  o *Parent Involvement*
  o *Social Skills*
- **Family Preparation**
  o *Community Experiences*
  o *Parent Expectations*
  o *Parent Involvement*

Student Development
- **Assessment**
  o *Career Awareness*
  o *Community Experiences*
  o *Exit Exams/ Diplomas*
  o *Self-Determination*
- **Academic Skills**
  o *Inclusion*
  o *Program of Study*
- **Life, Social, and Emotional Skills**
  o *Community Experiences*
  o *Inclusion*
  o *Self-Care Skills*
  o *Social Skills*
  o *Travel Skills*
- **Employment and Occupational Skills**
  o *Career Awareness*
  o *Occupational Courses*
  o *Paid Work*
  o *Program of Study*
  o *Vocational Education*
- **Student Supports**
  o *Inclusion*
  o *Parent Expectations*
  o *Self-Determination*
  o *Student Support*
- **Instructional Context**
  o *Community Experiences*
  o *Inclusion*
  o *Occupational Courses*
  o *Paid Work*
  o *Program of Study*
  o *Work Study*

Program Structures
- **Program Characteristics**
  o *Career Awareness*
  o *Community Experiences*
  o *Interagency Collaboration*
  o *Occupational Courses*
  o *Paid Work*
  o *Self-Care Skills*
  o *Vocational Education*
- **Program Evaluation**
  o *Inclusion*
  o *Interagency Collaboration*
- **Strategic Planning**
  o *Interagency Collaboration*
- **Policies and Procedures**
  o *Exit Exams/ Diplomas*
  o *Inclusion*
  o *Interagency Collaboration*
  o *Program of Study*
  o *Vocational Education*
  o *Work Study*
- **Resource Development and Allocation**
  o *Community Experiences*
  o *Interagency Collaboration*
  o *Parent Involvement*
  o *Social Skills*
- **School Climate**
  o *Inclusion*
  o *Parent Expectations*
  o *Parent Involvement*

Interagency Collaboration
- **Collaborative Framework**
  o *Interagency Collaboration*
  o *Parent Expectations*
  o *Student Support*
- **Collaborative Service Delivery**
  o *Community Experiences*
  o *Interagency Collaboration*
  o *Paid Work*
  o *Vocational Education*

Appendix A: ACTION PLAN Template

Area of Improvement (Check One): Note some action plans may address multiple domain areas.			
Predictor Cluster			
☐ Career Development	☐ Student Skills	☐ Collaboration	☐ Policies and Procedures
Predictor Category			
☐ Career Awareness ☐ Career Technical Education ☐ Occupational Courses ☐ Paid Employment/Work Experience ☐ Work study	☐ Goal-setting ☐ Self-Care/ Independent Living ☐ Self-Determination/ Self-Advocacy ☐ Social ☐ Travel ☐ Youth Autonomy	☐ Interagency Collaboration ☐ Parent Expectations ☐ Parent Involvement ☐ Student Support ☐ Transition Program	☐ Community Experiences ☐ Exit Exam/ Diploma Status ☐ Inclusion in General Education ☐ Program of Study

SMART Goal:

Action Steps (consider aligned effective practices)	Person(s) Responsible	Due Date	Step Completed
1.			☐
2.			☐
3.			☐
4.			☐
5.			☐
6.			☐

7.			☐
8.			☐
9.			☐
10.			☐
11.			☐
12.			☐
13.			☐
14.			☐
15.			☐
16.			☐
17.			☐
18.			☐
19.			☐
20. [ADD Steps as Needed]			☐