

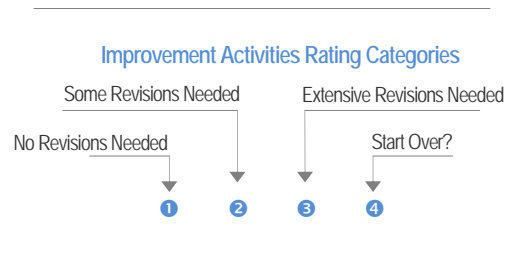
SPP/APR Improvement Activity Review Form

Purpose of the SPP/APR Improvement Activity Review Form

The intent of the SPP/APR Improvement Activity Review Form is to provide a means by which SPP/APR improvement activities can be assessed using a “quality” scale. This form should not be considered as any type of “formal” assessment—rather, it is simply a tool developed to stimulate thinking and discussion among state personnel responsible for developing or implementing improvement activities. Quality descriptions used for this form generally represent a formalization of basic “Who,” “What,” “Where,” “How,” and “When” concepts, along with other considerations related to development of improvement activities that clearly and effectively convey intent. This form is intended to broadly assess quality of improvement activities, since for any given SPP/APR results or compliance indicator, there can be multiple improvement activities listed.

Using the SPP/APR Improvement Activity Review Form

As indicated by the shaded arrows, quality of improvement activities is assessed on a continuous dimension—from High Quality to Low Quality. As a general or “global” assessment of improvement activities under each indicator, the rating categories—ranging from No Revisions Needed to Consider Starting Over—can be used to assess overall quality. In addition, to help keep track of the status of specific improvement activities, a “Comments About Specific Improvement Activities” section has been included to reference specific improvement activities in need of revision and review in the future.



Review Information

Indicator Number: _____

Indicator Type: Part B Part C

Date: _____

Review Team Members: _____

Overall Rating of Improvement Activities for Indicator

1. Data are valid and reliable.

1 2 3 4

High Quality...

There is confidence the data on which improvement activities will be based are timely, accurate, and likely to produce consistent results.



Low Quality...

There is uncertainty about whether improvement activities can be accurately measured with the currently available data. Cannot tell whether progress or slippage has occurred.

Comments About Specific Improvement Activities:

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2. Improvement activities are aligned to indicator and related indicators.

Overall Rating of Improvement Activities for Indicator

1 2 3 4

High Quality...

The "cause-effect" relationship between the activity and indicator is clear—you know how the indicator will be impacted as a result of implementing the activity.



Low Quality...

There is little or no indication that if the activity was implemented, the indicator will be impacted in any meaningful way. The activity may be considered "good," but bears little relationship to the intent of the indicator.

Comments About Specific Improvement Activities:

3. Improvement activities reflect state priorities.

Overall Rating of Improvement Activities for Indicator

1 2 3 4

High Quality...

It is clear where the state is dedicating human and other resources. One understands what improvement activities the state deems most important and will receive the most attention.



Low Quality...

Improvement activities are presented as a "laundry list"—one is unable to discern what should be done first or will be most likely to produce a desired outcome in relation to addressing the indicator.

Comments About Specific Improvement Activities:

4. Improvement activities are actionable.

Overall Rating of Improvement Activities for Indicator

1 2 3 4

High Quality...

Improvement activities include "action steps" detailing what needs to happen when implemented. Action steps can be either expressed or implied, but it is clear that a series of events must occur in order to successfully implement the improvement activity.



Low Quality...

Improvement activities are merely statements of vague intent. Frequently, "buzz words" and jargon give the impression that something will be accomplished (e.g., "Our agency will collaborate with X to strengthen and enhance cooperative relationships and resource sharing initiatives."), but actually reveal little in the way of actions that will be taken.

Comments About Specific Improvement Activities:

5. Improvement activities are realistic.

Overall Rating of Improvement Activities for Indicator

- 1 2 3 4

High Quality...

Improvement activities are "doable." It is apparent the improvement activities can—and will—be implemented.



Low Quality...

Even though each individual improvement activity is "doable," there are too many listed. It is clear that the state has neither the resources nor the capacity to support all of the improvement activities generated for the indicator.

Comments About Specific Improvement Activities:

Horizontal dotted lines for writing comments.

6. Improvement activities include measures of performance.

Overall Rating of Improvement Activities for Indicator

- 1 2 3 4

High Quality...

A metric, benchmark, or target is included in the improvement activities. One is able to judge progress quantitatively (percentage, base rate, etc.).



Low Quality...

No numbers or measures of progress of any type are included in the improvement activity. One is uncertain to what extent the improvement activity will contribute toward addressing the indicator.

Comments About Specific Improvement Activities:

Horizontal dotted lines for writing comments.

7. Improvement activities include timelines.

Overall Rating of Improvement Activities for Indicator

- 1 2 3 4

High Quality...

A timeline of when the activity will be implemented is stated or implied.



Low Quality...

No timeline is implied. Vague terms, like "ongoing" and "in the future", are used in place of a timeline.

Comments About Specific Improvement Activities:

Horizontal dotted lines for writing comments.

8. Improvement activities identify responsibility for implementation.

Overall Rating of Improvement Activities for Indicator

- 1 2 3 4

High Quality...

One knows "who to go to" to discuss overall progress of the implemented improvement activity.



Low Quality...

No individual can be identified for taking responsibility for knowing about the improvement activity. A "group" may be referred to, but no connection can be made with a leader or responsible entity, e.g., "everyone" in the group is responsible, hence no one is responsible.

Comments About Specific Improvement Activities:

9. Improvement activities include technical assistance needs.

Overall Rating of Improvement Activities for Indicator

- 1 2 3 4

High Quality...

A specific reference is made about the nature and intensity of technical assistance that will be needed to implement the activity.



Low Quality...

A reference is made to a technical assistance provider, but it is unclear what the assistance will entail. A technical assistance center is mentioned, but with no explanation of outcomes/activities.

Comments About Specific Improvement Activities:

10. Improvement activities reflect innovation.

Overall Rating of Improvement Activities for Indicator

- 1 2 3 4

High Quality...

It is clearly apparent that improvement activities were specifically designed to address the indicator. One gets the impression of "fresh" and "new" perspectives being considered to address the indicator. The state is willing to take a "risk" because strategies used in the past have not produced positive results.



Low Quality...

The same improvement activities appear year after year, even though there is little evidence they have "worked" in the past. The same improvement activities are used for multiple indicators with little or no consideration of alignment. The state plans on implementing the same improvement activities until 2010. There is no evidence that other options will be considered except those that are already being implemented.

Comments About Specific Improvement Activities:

The SPP/APR Improvement Activity Review Form was developed by the North Central Regional Resource Center (NCRRC). The North Central Regional Resource Center is supported through a cooperative agreement #H326R040005 with the U.S. Department of Education, Office of Special Education Programs. The content contained herein do not necessarily reflect the policy or position of the U.S. Department of Education and no official endorsement should be inferred. There are no copyright restrictions on the SPP/APR Improvement Activity Review Form. However, please cite the source when copying or citing all or part of this material.