

The logo graphic for MICIP features a large blue 'M' with a green arrow curving around it from the bottom left to the top right. Below the 'M' are two overlapping circular arcs, one light blue and one light green.

# MICIP

MICHIGAN INTEGRATED CONTINUOUS  
IMPROVEMENT PROCESS

## **Overview of the MICIP Process May 2020**

# So What is MICIP?

**M**ichigan's (All districts and ISDs)

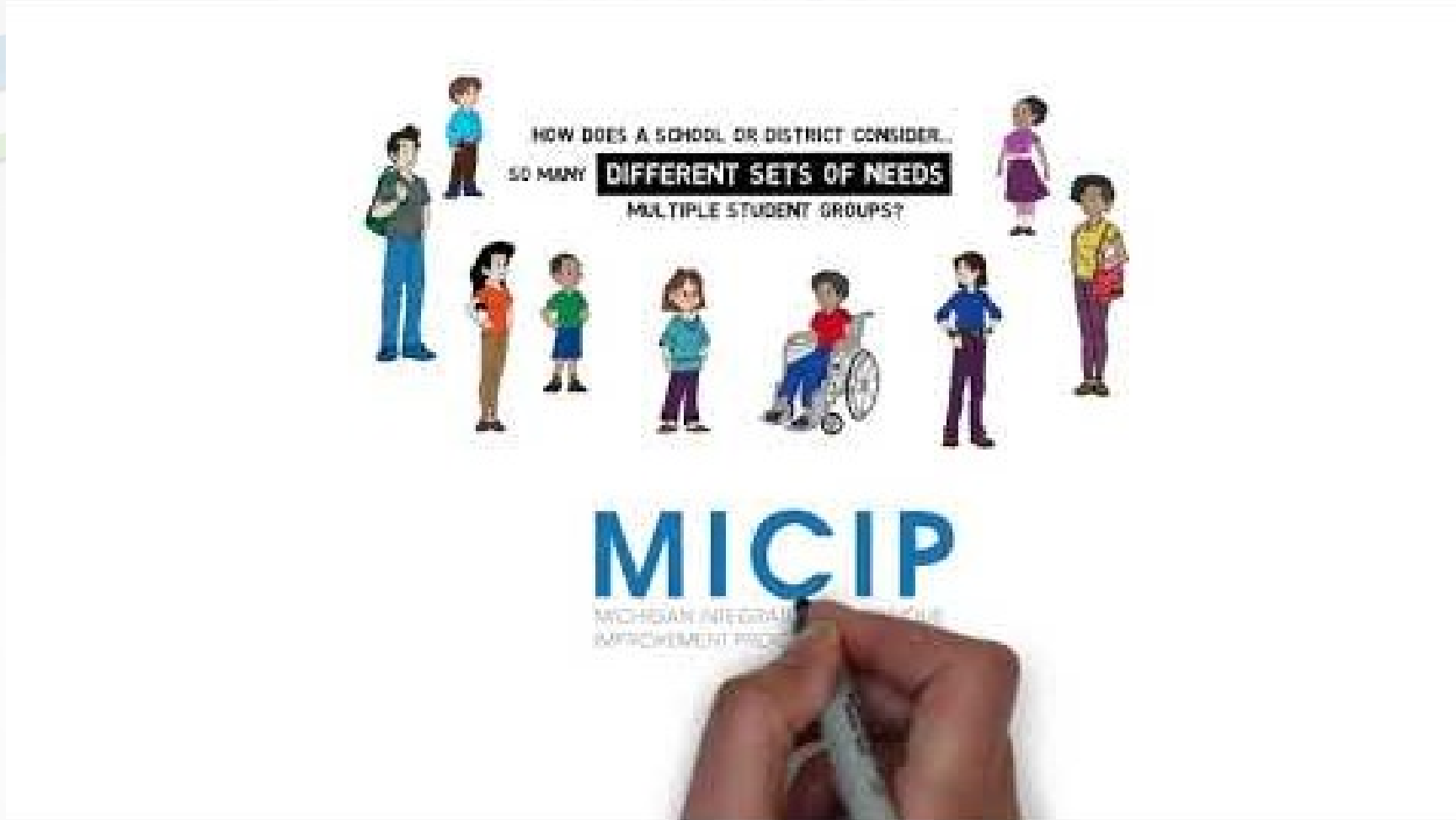
**I**ntegrated (multiple processes that are integrated rather than isolated)

**C**ontinuous (ongoing, not artificially time-bound)

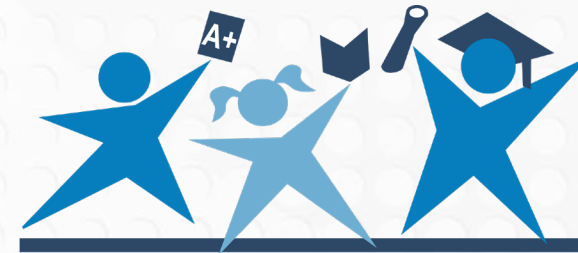
**I**mprovement (setting goals and strategies based on the needs of the whole child / whole system)

**S**ystem (District then school, implementation science, fidelity)

# MICIP Official Video



# Development Partnership



**CENTER FOR EDUCATIONAL  
PERFORMANCE AND INFORMATION**



# Assumptions

- Continuous
- Integrated
- Dependent Applications
  - MiSchoolData
  - MiDataHub
  - MiLaunchPad
  - MiStrategyBank

# The Essence of MICIP

The Michigan Integrated Continuous Improvement Process (MICIP) is a pathway for districts to improve student outcomes by assessing **whole child needs** to develop **plans** and coordinate **funds**.



# Why MICIP?

- Continuous Process
- Integrated
- Systems Thinking
- Equitable
- Understand the Whole Child
- Streamlined Data and Tools
- Assets and Needs

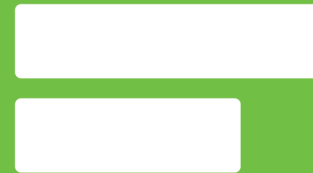
# MICIP - Broadly speaking...

**MINDSET**



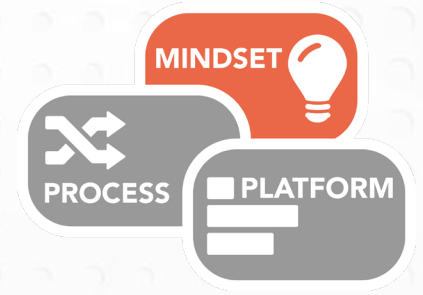
**PROCESS**

**PLATFORM**





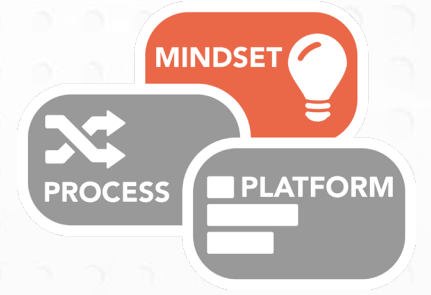
# A Shift In Thinking



Whole Child

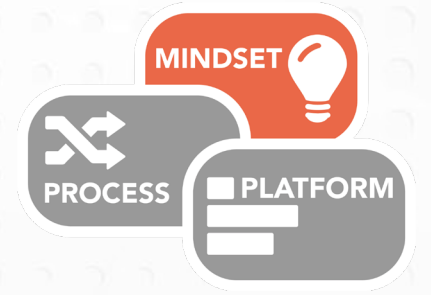


# Continuous Improvement



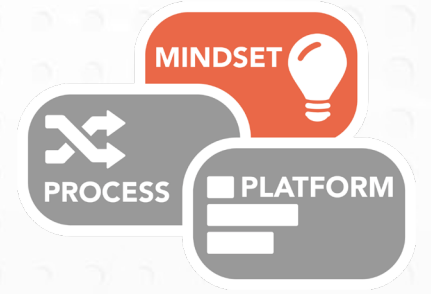
- Same for All
- Ongoing
- Deeper Analysis

# The Whole Child



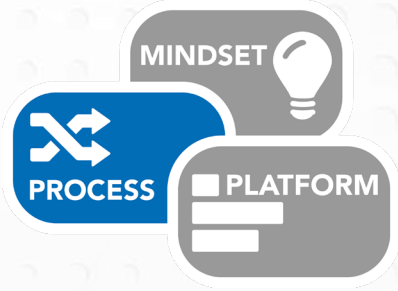
- A unique learner comprised of interacting dimensions such as cognitive, physical, behavioral, social, and emotional.

# Systems Thinking



- A series of interdependent and aligned processes and people working together toward a common goal to bring desired results.

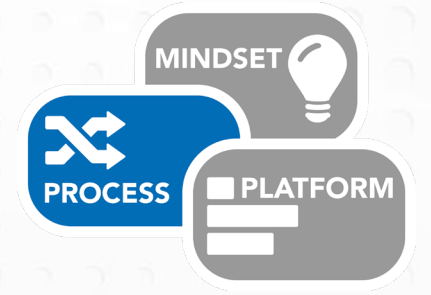
# Michigan CIC



- MICIP is operationalized through the Michigan Continuous Improvement Cycle.

# Current Challenges

- Isolated
- Whole Child
- Systems
- Maximizing Use of Funds
- Focus on Compliance Rather than Needs



ASSESS NEEDS

# Assess Needs



# The Assess Needs Process

What are you looking at? What will you explore? How will you explore it?

Identify Area(s) of Inquiry



What do you see? What does the data say?

Data Discovery



• What are you currently doing to address your data?

Initial Initiative Inventory



How well is that working? How far are you from where you need to be?

Gap Analysis



What do you know?

Data Story Summary



Why are things the way they are?

Conduct Root Cause Analysis



Where is there an opportunity to grow?

Identify Challenge








# Identify Areas of Inquiry

- Based on your current work, what data will you explore?
- What protocol will you use to investigate it?

Explore Data Templates Discover data by exploring premade data templates.

 Academic  
18 Templates

 Non-Academic  
12 Templates

 Systems  
8 Templates

+ Art 1 template

- Literacy 3 templates

- Factors Affecting 3rd Grade Literacy >
- Factors Affecting Grades 3-8 M-STEP ELA Scores >
- Factors Affecting Early Literacy >

+ Math 2 templates

+ Science 3 templates

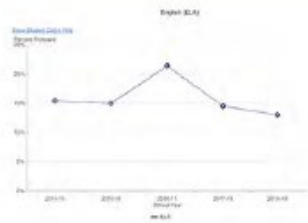
+ Social Studies 3 templates

+ World Languages 1 template

## Data Set: Factors Affecting Early Literacy\_Copy

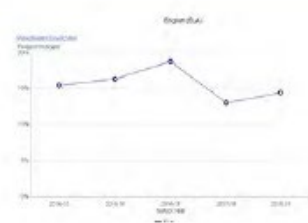
Adopted from template by Nancy M. on 09-05-2020

### 3rd Grade Reading M-STEP District Trend Data



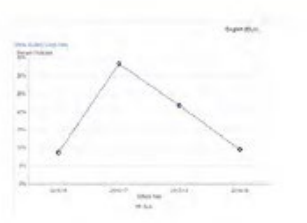
Source: MISchool Data

### 3rd Grade Reading M-STEP School A Trend Data



Source: MISchool Data

### 3rd Grade Reading M-STEP School B Trend Data



Source: MISchool Data

### Attendance Rates District Entity Breakdown

Entity Type	Attendance Rate (AD)
Elementary	95.12%
JMI	90.91%
Elementary	83.90%
Elementary	86.52%
Elementary	81.92%
Elementary	80.95%
Elementary	81.28%

Source: MISchool Data

### NWEA Reading School A Student Growth Summary...

Grade (Spring 2016)	Growth Score	Fall 2015			
		Mean RIT	SD	Percentile	Mean
K	70	136.6	8.1	4	145
1	95	147.9	10.3	1	152
2	95	156.1	13.4	8	161
3	91	170.0	14.7	1	164
4	82	176.6	13.4	1	163
5	75	187.7	15.9	1	166

Source: MISchool Data

+ Add Data


## Data Discovery

### What does the data say?

- Analyze data, looking for patterns and trends
- Identify, collect and analyze additional data
- Summarize data findings in the Initial Data Discovery Summary – What does your data say?

# Initial Initiative Inventory, Gap Analysis, and Data Story Summary

- Initial Initiative Inventory – What are you currently doing to address your data?
- Gap Analysis – How well is that working? How far are you from where you need to be?
- Data Discovery + Initial Initiative Inventory + Gap Analysis = Data Story Summary

Data Story: Factors Affecting Early Literacy 

Last updated by Nancy M. on 09-21-2020

+ Data Set 5 pieces of data

- Data Story 0 of 4 responses recorded

**Initial Data Discovery**  
Summarize the story the data above is telling.

Initial data discovery...

**Initial Initiative Inventory and Analysis**  
In the area you are exploring, list systems/initiatives that are currently in place and summarize your findings. [View Consideration Questions](#)

Systems and initiatives currently in place...

Summarize the gap analysis of the above data. [View Consideration Questions](#)

Summary of gap analysis...

**District Data Story Summary**  
Based on the data and inputs above, briefly describe the story.

District story summary...

# Analyze the Root Cause – Why did this happen?

Analyze the Root Cause

Select a Root Cause tool to analyze this Distric Data Story with.

?

5 Whys

>>

Fishbone

+

Add Your Own

The flowchart illustrates the 5 Whys process. It starts with a blue box labeled 'Review the Data'. This leads to a series of five yellow boxes, each containing the question 'Why is that?'. The first yellow box also includes the text 'What is it showing? Why?'. Arrows on the left side of the boxes indicate a downward flow from one question to the next. The final yellow box is followed by a green box labeled 'Why is that?' with 'ROOT CAUSE' written below it.

The 5 Whys

5 Whys is an iterative interrogative technique used to explore the cause-and-effect relationships underlying a particular problem. The primary goal of the technique is to determine the root cause of a defect or problem by repeating the question "Why?". Each answer forms the basis of the next question.

- Does our conclusion connect to the question?
- Do we need any other data to validate our findings

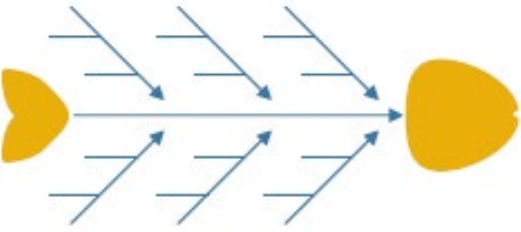
# Analyze the Root Cause – Why did this happen?

- Does our conclusion connect to the question?
- Do we need any other data to validate our findings?

### Analyze the Root Cause

Tool selected: [Fishbone](#) [Change Tool](#)

Reference the District Data Story to go through [Fishbone exercise](#). Record the summary of your findings.



**Summary of Fishbone discovery:**

The Fishbone exercise revealed that...

**Supporting Documents** (Optional)

Document	Upload Date
2020_Fishbone The Fishbone exercise helped us determine that the root cause lies at phasellus faucibus scelerisque eleifend donec pretium vulputate sapien.	12/25/2019 <span>✕</span>

[+ Add Document](#)

**Add Evidence to Data Story** (Optional)

Based on the results of the Root Cause Analysis, is there any other data that should be added to the District Data Story? If no additional data is needed, continue to define the Challenge Statement.

[Add Data to District Story](#)

# Write a Challenge or Opportunity for Growth Statement

## Analyze the District Data Story: Early Literacy - Essentials Adoption ▾

### District Data Story

Both schools are below state proficiency targets. School A has increased proficiency on M-STEP while school B has decreased proficiency...

[View District Data Story](#)

### Root Cause

There is a lack of resources to implement the GELN Literacy Essentials in school B

## Create a Challenge Statement

Based on the results of the Root Cause Analysis, define the problem in a one-sentence problem statement.

Example: Cras arcu arcu, ultrices non risus quis, posuere ullamcorper tellus, fusce aliquet diam ut elit commodo, sit amet molestie ligula varius.

The district needs to allocate resources to develop a system to implement GELN Literacy Essentials at School B and maintain resources to continue implementation and progress at School A.

- What do you need to address? - “If we do this, then this will happen.”



# Planning




# Plan

- Challenge Statement
  - Goal
    - Interim Measures
    - End Targets
  - Strategy
    - Activity
    - Activity
  - Strategy
    - Activity
    - Activity
  - ...



# Challenge to Goal



Eastern Upper Peninsula  
Independent School District

DISCOVER ▾    PLAN ▾    IMPLEMENT ▾    REPORT

Hi, Nancy ▾

## Define a Measurable Goal: Early Literacy - Essentials Adoption ▾

### District Data Story

Both schools are below state proficiency targets. School A has increased proficiency on M-STEP while school B has decreased proficiency...

[View District Data Story](#)

### Challenge Statement [Edit](#)


The district needs to allocate resources to develop a system to implement GELN Literacy Essentials at School B and maintain resources to continue implementation and progress at School A.

### Define Goal

**Create a one-sentence goal to solve the issue defined in your Problem Statement. The goal should include a measure and a due date.**

**Example:** Our goal is to provide opportunities for students to study together, in order to improve ELA M-Step scores by 5% by 2022.

Goal Due Date

# Name Goal

## Name Goal

Create a short title for the goal. This is how it will be referred to in short, moving forward.

Example: Improve ELA M-Step

3rd Grade ELA M-STEP

## Define Evaluation Impact Measures

### End Targets

+ Add Measure

### Interim Targets

+ Add Measure

# Define End Target Measure

## Define End Target Measure



Goal: Increase the 3rd grade proficiency rate by 12% on ELA M-STEP.

QUANTITATIVE

QUALITATIVE

Select which data from your story you would like to track.

- 3rd Grade Reading M-STEP District Trend Data
- 3rd Grade Reading M-STEP School A Trend Data
- 3rd Grade Reading M-STEP School B Trend Data
- Attendance Rates District Entity Breakdown
- NWEA Reading School A Student Growth Summary Report

How will the data change?

Increase in Value

Decrease in Value

% Change

12 %

Measure Due Date

03/01/2022



Measure Explanation (optional)

Explanation...

Save Measure

# Define Interim Target Measure



**Goal:** Increase the 3rd grade proficiency rate by 12% on ELA M-STEP.

QUANTITATIVE

QUALITATIVE

TASK

Select which data from your story you would like to track.

- 3rd Grade Reading M-STEP District Trend Data
- Attendance Rates District Entity Breakdown
- 3rd Grade Reading M-STEP School A Trend Data
- NWEA Reading School A Student Growth Summary Report
- 3rd Grade Reading M-STEP School B Trend Data

How will the data change?

Increase in Value

Decrease in Value

% Change

12 %

Measure Due Date

03/01/2022



Measure Explanation (optional)

Explanation...

Save Measure

# Define Interim Target Measure

# Turn and Talk

- How might this be the same/ different than that processes that you / your schools currently use for creating and evaluating goals?
- What might your teams want to do to ensure that goals are open to considering the whole child?

# Strategy Addition

- Filter for Strategies
  - Find and Select
  - or Create if needed
- Evaluate Readiness
- Add to plan
- Plan Activities to implement
- Commit (add) Plan to Portfolio

# Filtering for Strategies in MiStrategyBank

- Interface Still in Design
- Similar to Naming Data Story
- Filtering and Tagging
  - Academic
    - Art
    - ELA
    - Math...
  - Non-Academic
    - Behavior
    - Attendance
    - Mental Health...
  - Systems
    - Finance
    - Technology
    - Facilities...

Dashboard Master List By Location Users 2019-2020 Tom Johnson

## Master List of Strategies

Create Strategy Filter Results

FILTERS APPLIED: None 182 Results

VIEW BY: Published Ready to Publish Drafts Low Use Potential Duplicates

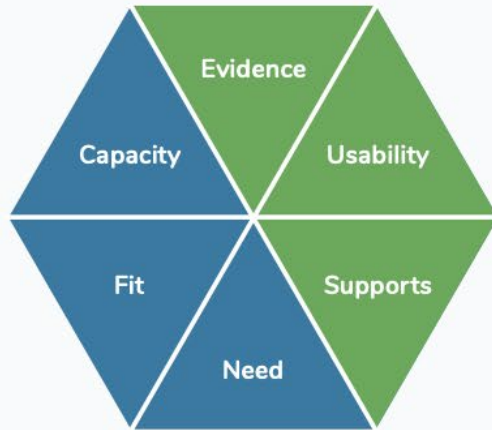
Name ^	Area v	Students	ESSA ^	
<input type="checkbox"/> Progress in Mathematics © 2006	N/A	0	N/A	⚙️
<input type="checkbox"/> Great Explorations in Math and Science® (GEMS®) Space Science Sequence	Science Achievement	0	L1	⚙️
<input type="checkbox"/> Head Start	General Academic Achievement +2	0	L1	⚙️
<input type="checkbox"/> Fast Track: Elementary School	External behavior +2	0	L1	⚙️
<input type="checkbox"/> Reading Recovery®	Alphabetics +3	0	L1	⚙️

# Strategies - Readiness

## Build Teacher Capacity through Instructional Coaching Aligned to the Essentials

### Description

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Aliquam eleifend mi in nulla.



[Learn More](#)

### Selection Considerations

Rate each category based on the current state of the district. Rating is based on a five point scale, with 5 being great and 1 poor. Click the wedges in the hexagon to learn more about each segment.

Evidence:  1  2  3  4  5

Need:  1  2  3  4  5

Usability:  1  2  3  4  5

Fit:  1  2  3  4  5

Supports:  1  2  3  4  5

Capacity:  1  2  3  4  5

Include in Strategy Implementation Plan



## Selection Considerations - Capacity



Reflect on the following questions to assist in rating the capacity of the strategy. Rate each category based on the current state of the district. Rating is based on a five point scale, with 5 being great and 1 poor. [Learn More](#)

1. What are the staffing requirements for the program or practice? (Number and type of staff, e.g., education, credentials, content knowledge). Does the implementing site currently employ or have access to staff that meet these requirements?
2. What administrative policies or procedures must be adjusted to support the work of practitioners and others to implement the program or practice?
3. Is leadership knowledgeable about and in support of this program or practice? Do leaders have the diverse skills and perspectives representative of the community being served?
4. Do staff have the capacity to collect and use data to inform ongoing monitoring and improvement of the program or practice?

Capacity:  1  2  3  4  5

Save Response

# Capacity

## Selection Considerations - Usability



Reflect on the following questions to assist in rating the usability of the strategy. Rate each category based on the current state of the district. Rating is based on a five point scale, with 5 being great and 1 poor. [Learn More](#)

1. Is the program or practice clearly defined (e.g. what it is, for whom it is intended)?
2. Is each core feature well operationalized (e.g., staff know what to do and say, how to prepare, how to assess progress)?
3. Is there a fidelity assessment that measures practitioner behavior (i.e., assessment of whether staff use the practice as intended)? If yes, provide citations, documents, or links to fidelity assessment information.

Usability:  1  2  3  4  5

Save Response

# Usability

# Activities

## Strategy Implementation Activities ✕

**Strategy:** Build Teacher Capacity through Instructional Coaching Aligned to the Essentials.

**Activity**

**Activity Owner**

**Activity Start Date**  **Activity Due Date**

[Save Activity](#)

## Build Teacher Capacity through Instructional Coaching Aligned to the Essentials ✓ Ready!

### Strategy Details

#### Strategy Description

Nulla mattis urna quis lorem commodo, a tincidunt libero pretium. Phasellus eget eleifend lacus. Morbi malesuada tincidunt cursus. Suspendisse accumsan urna felis, sit amet varius diam cursus a. Sed egestas efficitur mattis. Aenean metus nisl, mattis vel odio non, imperdiet mattis diam. Nam dolor enim, cursus non laoreet in, vehicula et neque. Suspendisse sagittis lacinia diam et fermentum.

Who owns this strategy implementation?

Susie Baker ▼

When will it start?

01/15/2020 📅

When will it be complete?

09/15/2020 📅

What building(s) in the district does this strategy apply to?

Chippewa Valley High School ✕

Dakota High School ✕ ▼

### Strategy Implementation Activities

Define Strategy implementation activities, including monitoring for fidelity.

Activity	Owner	Start Date	Due Date	
Reallocate funds	Susie Baker	05/01/2020	05/01/2020	✕
Hire coach	Susie Baker	06/01/2020	06/01/2020	✕
Build district-wide data system to collect implementation data	David Vaughn	08/15/2020	08/15/2020	✕
Present to staff at school B on role of coach	Patricia Cunningham	08/28/2020	08/28/2020	✕
Set coaching expectations (frequency, target for coaching, communication loops)	Patricia Cunningham	08/28/2020	08/28/2020	✕

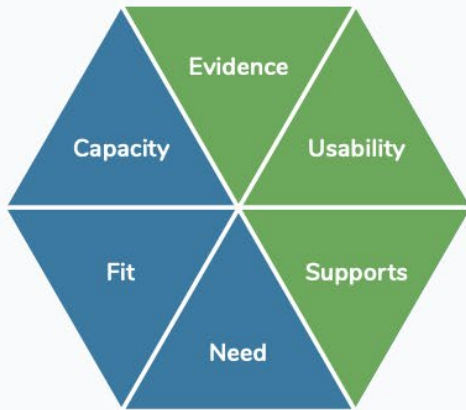
[+ Add Activity](#)

## Build Teacher Capacity through Instructional Coaching Aligned to the Essentials

✓ In Implementation Plan

### Description

Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed do eiusmod tempor incididunt ut labore et dolore magna aliqua. Aliquam eleifend mi in nulla.



[Learn More](#)

### Selection Considerations

Rate each category based on the current state of the district. Rating is based on a five point scale, with 5 being great and 1 poor. Click the wedges in the hexagon to learn more about each segment.

Evidence:  1  2  3  4  5

Need:  1  2  3  4  5

Usability:  1  2  3  4  5

Fit:  1  2  3  4  5

Supports:  1  2  3  4  5

Capacity:  1  2  3  4  5

Remove from Strategy Implementation Plan

+ Add Strategy

# Build Teacher Capacity Goal

✓ 1 Strategy added to Implementation Plan.

Cancel

Save & Close

Define Strategy Implementation >

# Pair and Share

- How might the MICIP planning tools support the creation of plans that are continuous, based on district needs?
- How might you see MICIP supporting your efforts to implement efforts with high-fidelity?

# Questions about Planning

- Key tips about revising the current goals and not always starting over.
- Who should be included on designing the plan?
- When should the plan be reviewed and revised if necessary?



# Planning: Funding & Communication

# Planning - Funding





## Strategy Implementation Activities

Define Strategy implementation activities, including monitoring for fidelity.

Activity	Owner	Start Date	Due Date	
Reallocate funds	Susie Baker	05/01/2020	05/01/2020	✘
Hire coach	Susie Baker	06/01/2020	06/01/2020	✘
Build district-wide data system to collect implementation data	David Vaughn	08/15/2020	08/15/2020	✘
Present to staff at school B on role of coach	Patricia Cunningham	08/28/2020	08/28/2020	✘
Set coaching expectations (frequency, target for coaching, communication loops)	Patricia Cunningham	08/28/2020	08/28/2020	✘

➤ Add Activity

## Strategy Funding - Total funding: \$3,200.00

### Federal Funds

- Title 1
- Title 2
- Title 3
- Title 4
- Title 5
- Title 6
- Other Titles
- Grant Y
- Homeless
- Erate

### State Funds

- At Risk
- Grant X
- Legislative Category

### Other

- Local Funds
- In Kind
- Other

# Strategy Implementation Activities

# Blending and Braiding Funds

- It's legal, it's efficient and it's how you should be thinking to pay for your district initiatives. What should you do?

# Braiding

- Braiding: “Financial assistance from several sources, coordinated...to support a single initiative or strategy.”
- No statutory authority necessary
- Good project management
- Best practice

# Blending

- Blending: financial assistance is combined under a single set of reporting and other requirements and resources contributed from each individual funding stream lose their original award-specific identity.
- Requires specific statutory authorization
- Single project can have both Blended and Braided Funding

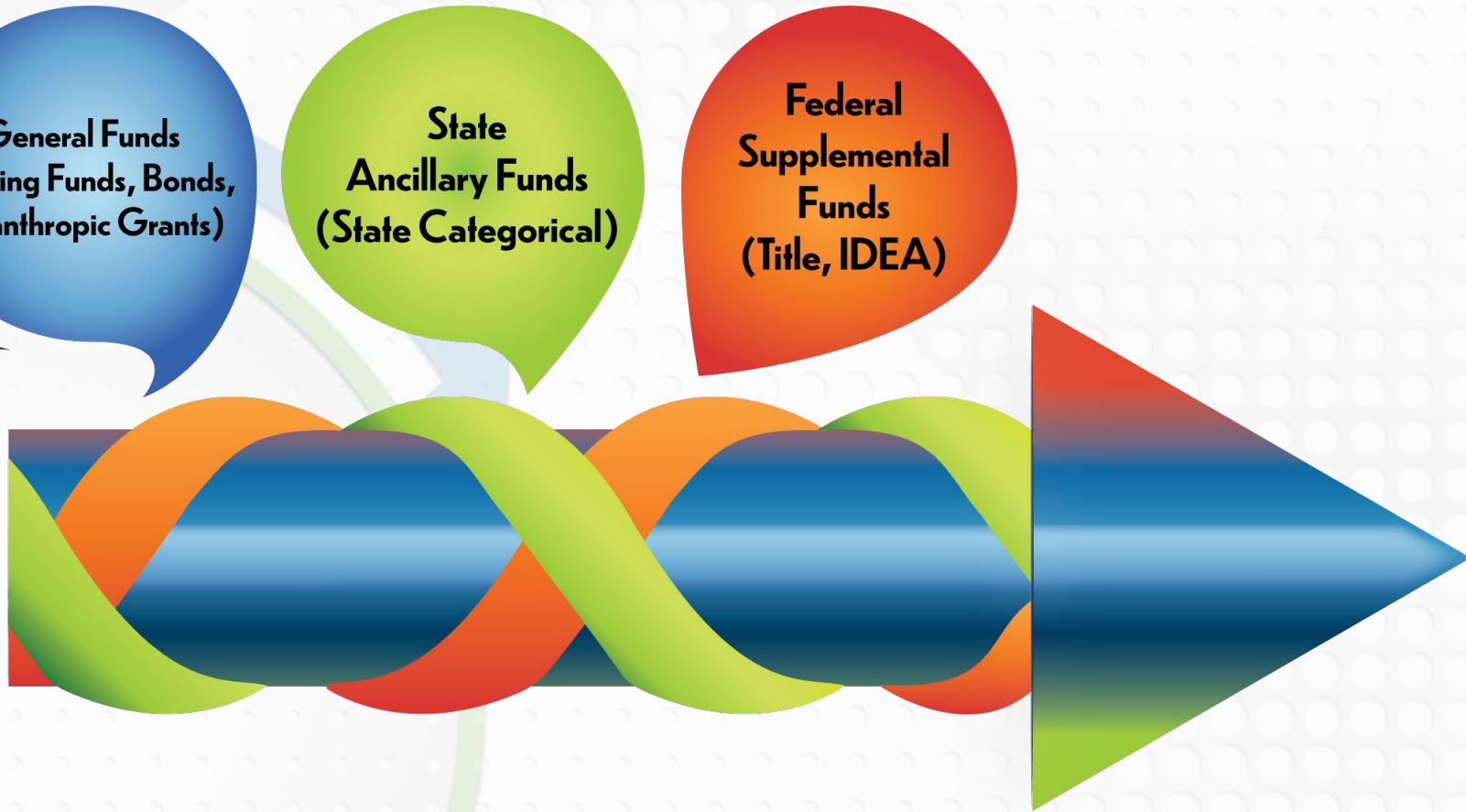
**General Funds  
(Foundation  
Allowance)**

**General Funds  
(Sinking Funds, Bonds,  
Philanthropic Grants)**

**State  
Ancillary Funds  
(State Categorical)**

**Federal  
Supplemental  
Funds  
(Title, IDEA)**

**Continuous  
Improvement Plan  
3 - 5 Year  
Initiative**



**Sustainable  
3-5 Year  
Cohesive  
Funding  
Plan**

# Planning - Communications

## Strategy Communication

**How will the plan be communicated?**

- Local Newspaper
- Parent Newsletter
- Email Campaign
- Brochure
- District Website Update
- Presentations
- Social Media
- School Board Meeting
- MI School Data
- Other

**Who will the plan be communicated to?**

- Educators
- Parents
- Community-at-Large
- School Board
- Staff

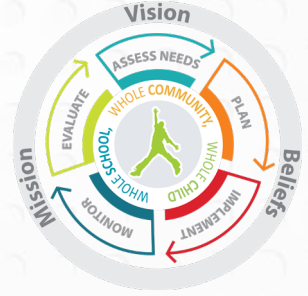
[Remove from Strategy Implementation Plan](#)

✓ 1 of 1 Strategy Implementation Plans complete.

[Cancel](#) [Save & Close](#) [Add to MICIP Portfolio >](#)

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# Implement, Monitor, Evaluate



# Portfolio

The screenshot displays the District MICIP Portfolio interface. At the top, there is a navigation bar with the MICIP logo and menu items: Home, PLAN, IMPLEMENT, and MONITOR. The main header reads "District MICIP Portfolio" with a "Share Portfolio" button.

The content area is divided into several sections:

- 3rd Grade ELA H-STEP**: A strategy card with a "Strategy Details" section. It includes a description of the strategy, a table for "Strategy Implementation Activities", and a "Strategy Funding" section. A purple circle with the number "2" is overlaid on the table.
- Build Teacher Capacity through Instructional Coaching Aligned to the Essentials**: A strategy card with a "Strategy Details" section.
- Graduation Rate**: A strategy card with a "Strategy Details" section.
- Decrease Student Behavior Referrals with an Action**: A strategy card with a "Strategy Details" section.
- Most Recent ASSIST Plan**: A section with an "Add File" button.

The "Strategy Implementation Activities" table for the 3rd Grade ELA H-STEP strategy is as follows:

Activity	Owner	Start Date	End Date	Status
<input type="checkbox"/> Hold teacher forums	Sarah Baker	08/01/2020	09/15/2020	On Track
<input type="checkbox"/> Hire coach	Sarah Baker	08/01/2020	08/15/2020	On Track
<input type="checkbox"/> Build district-wide data system to collect implementation data	David Vaughn	08/15/2020	08/15/2020	Approved
<input type="checkbox"/> Present to staff at school & on site of coach	Patricia Cunningham	08/18/2020	08/26/2020	On Track
<input type="checkbox"/> Set coaching expectations (frequency, target for coaching, communication target)	Patricia Cunningham	08/18/2020	08/26/2020	On Track



# Monitor

The screenshot shows the MICIP Strategy Activity Monitoring interface. At the top, there are navigation tabs: DISCOVER, PLAN, IMPLEMENT, and REPORT. The main title is "Strategy Activity Monitoring: 3rd Grade ELA M-STEP".

**Challenge Statement:** The district needs to allocate resources for developing a system to implement GLEU Literacy Essentials at School B and maintain resources to...  
[View District Data Here](#)

**Measurable Goal:** Increase the 3rd grade proficiency rate by 1.2% on ELA M-STEP

**Strategy 1 of 2: Build Teacher Capacity through Instructional Coaching Aligned to the Essentials** (1 of 3 updates)

Strategy Implementation Activity 1	Owner 1	Start Date 1	End Date 1	Status 1
<input type="checkbox"/> Posters for staff	Sarah Baker	04/01/2020	04/01/2020	Complete
<input type="checkbox"/> Plan event	Sarah Baker	04/01/2020	04/01/2020	In Progress
<input type="checkbox"/> Build shared teacher data system to collect implementation data	David Young	09/29/2020	09/29/2020	Approved
<input type="checkbox"/> Present to staff at school B on use of coach	Patricia Cunningham	09/29/2020	09/29/2020	Approved
<input type="checkbox"/> Get coaching opportunities prepared, target for coaching communication (email)	Patricia Cunningham	09/29/2020	09/29/2020	Approved

**Strategy 1 of 2: Create After School Reading Program** (1 of 3 updates)

Strategy Implementation Activity 1	Owner 1	Start Date 1	End Date 1	Status 1
<input checked="" type="checkbox"/> Communicate program overview	Christina Patten	04/01/2020	04/01/2020	Complete
<input checked="" type="checkbox"/> Plan reading activities	Eric Stronachman	04/01/2020	04/01/2020	Complete
<input type="checkbox"/> Follow up with support staff on program	Patricia Hoffman	09/29/2020	09/29/2020	Approved

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# Evaluate

**MICIP** Learn more Periodic Improvement School System

DISCOVER PLAN IMPLEMENT REPORT HISTORY

### Evaluate Goal

**Challenge Statement** [Edit](#)  
The district wants to allocate resources to develop a system to implement SAU 17/Clark's assessment at School B and maintain resources to...  
[View District Data, Story](#)

**Measurable Goal** [Edit](#)  
Increase the 3rd grade proficiency rate by 12% on P.A.M. 322P

#### Questions for Consideration

**Fidelity** - How well did we adhere to the fidelity of our plan?  
Fidelity:

**Scale/Reach** - How well did we reach the intended target population?  
Scale/Reach:

**Capacity** - How well did we support progress towards our goal?  
Capacity:

**Impact** - How did student outcomes improve?  
Impact:

**Has the Goal been met?**  
Based on the responses to the Questions for Consideration and careful review of the defined Measurable Goal, has the goal been met?

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