MICIP

MICHIGAN INTEGRATED CONTINUOUS IMPROVEMENT PROCESS

Monitor and Adjust

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CENTER FOR EDUCATIONAL PERFORMANCE AND INFORMATION

MAISA

MICHIGAN ASSOCIATION OF INTERMEDIATE SCHOOL ADMINISTRATORS

Learning Outcomes

- Understand the purpose and role of Monitor and Adjust
- Identify tools that can be used for Monitor and Adjust
- Understand how monitor and adjust work in the MICIP Platform

You have done the following:

1

Data Story

2

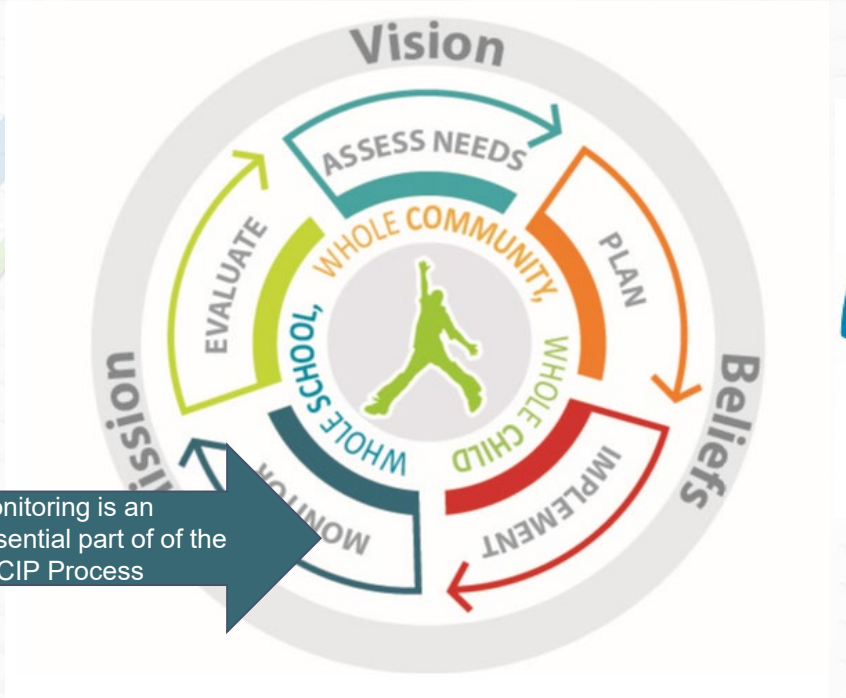
Root Cause

3

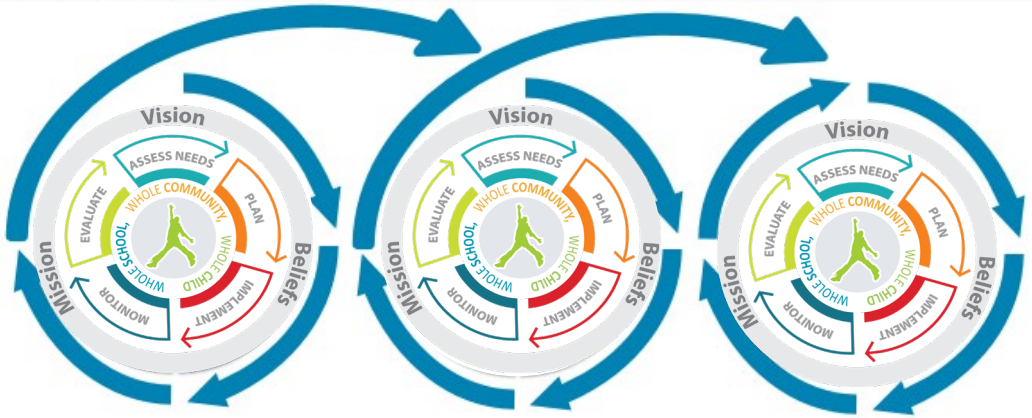
Challenge Statement

4

The MICIP Process



Monitoring is an essential part of of the MICIP Process



To systematically review the progress of implementation and the impact of actions.

"The minute you start implementing, you start monitoring."

"What gets monitored, gets done."

"Plan for your monitoring and monitor what you plan."

Do we know ***what is working*****?**

Do we know ***what may not*** be getting the intended impact**?**

Do we know ***why*** we are getting the results we are getting**?**

How do we know**?**

Do we ***need to adjust*****?**

If so, ***what adjustments*** are needed?

Monitor

The responsibility of both the district and school

Evidence is critical.

- **Schools/Programs**
  - ➢ Goals and strategies/activities assigned to the school – reporting to the district continuous improvement team

- **District**
  - ➢ Collecting data about goals/strategies/activities assigned to schools/programs across the district
  - ➢ Goals/strategies/activities assigned only to the district

- **Both**
  - ➢ Analysis of the data regarding goals/strategies/activities assigned to them.

How will you ensure that the monitoring process is consistent across entities monitoring the same thing?

Monitoring Considerations

- Monitoring must be considered in **every part of the continuous improvement process.**
- Monitoring **informs movement between stages** of implementation.
  - From installation to initial implementation
  - From initial implementation to full implementation
  - Back to a previous stage
  - Entire district or school by school
- Monitoring **confirms/contradicts the theory of change/logic model** reflected in the challenge statement
- Monitoring **supports adjusting the plan** to maximize opportunity for success without wasting valuable time
- Monitoring **meets the federal program evaluation requirements**
- Monitoring **may look different depending on the kind of goal** (academic, nonacademic, systems) **as well as the stage** of implementation .
- It is critical that districts and schools **monitor the effectiveness of their systems** as part of implementation.
- It is also important to **monitor the entire continuous improvement process**
  - ***Implementation*** - Fidelity of implementation, scale/reach. capacity
  - ***Impact***

Make sure your plan include ACTIVITIES to monitor and evaluate that are Adult and Student Focused

- Monitor Implementation
- Evaluate Implementation

→ Adult Focused

- Monitor Impact
- Evaluate Impact

→ Student Focused

Monitor and Evaluate

Capacity
To what extent are we supporting the implementation of the goal with sufficient human, financial, technology, material, and time resources?

Fidelity
To what extent are we implementing the strategies as intended? To what extent are we implementing the entire plan as written? What does the implementation data say?

Scale/Reach
To what extent are we reaching the target population, e.g., the number of schools, teachers, grade levels, students, etc.?
To what extent are we implementing the intended stage of implementation (exploration, installation, initial implementation, full implementation)?

Impact
To what extent are we reaching our interim targets? What does the interim target data say?
What adjustments might need to be made?
What will you communicate regarding the results of the monitoring process? To whom?
What will you communicate regarding adjustments to the plan? To whom?

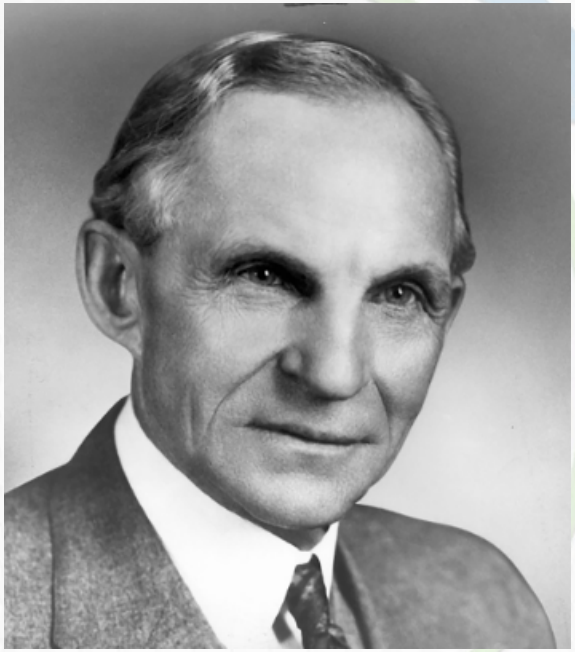
Capacity
To what extent did we support the implementation of the goal with sufficient human, financial, technology, material, and time resources?

Fidelity
To what extent did we implement the strategies as intended? To what extent did we implement the entire plan as written? What does the implementation data say?

Scale/Reach
To what extent did we reach the target population, e.g., the number of schools, teachers, grade levels, students, etc.?
To what extent did we implement the intended stage of implementation (exploration, installation, initial implementation, full implementation)?

Impact
To what extent did we reach our end targets? What does the end target data say?

Monitoring Adult Implementation is Key!

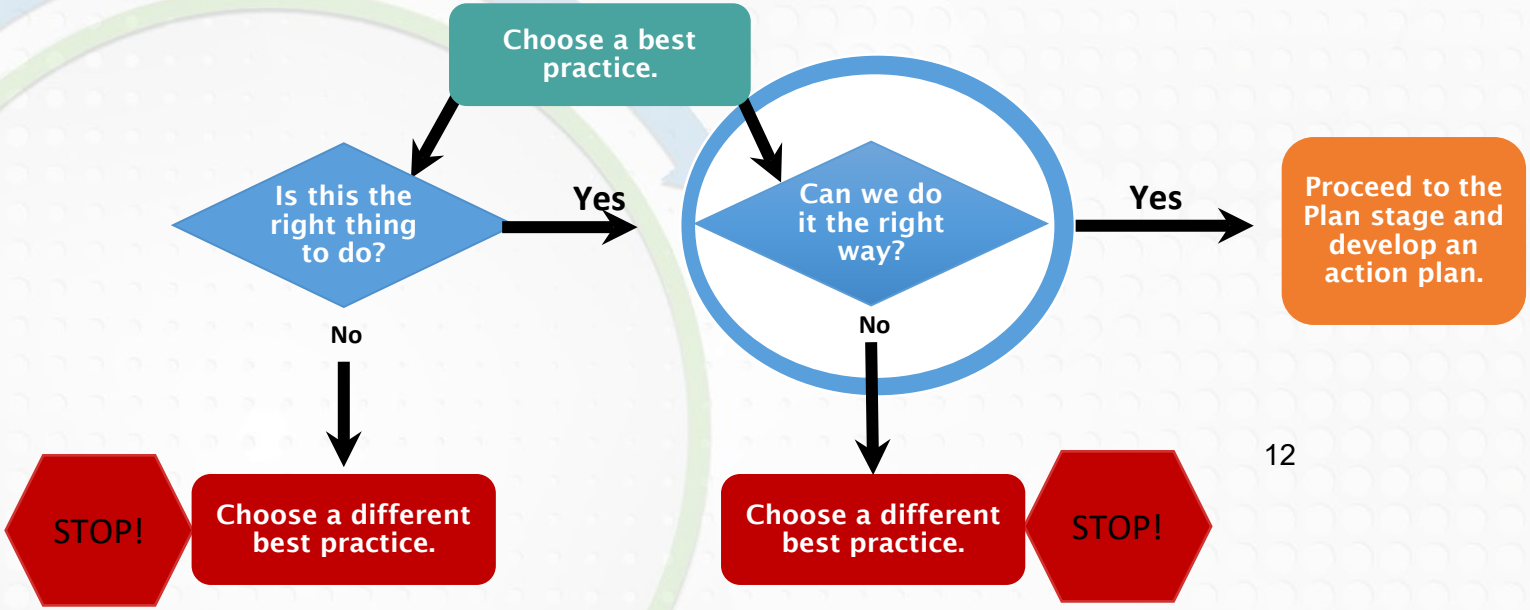


“If You Always Do What You’ve Always Done, You’ll Always Get What You’ve Always Got.” ~ Henry Ford

(Student outcomes will not change until adult behavior changes.)

Critical Question:

Will a district/building be able to follow the research around implementation with fidelity?



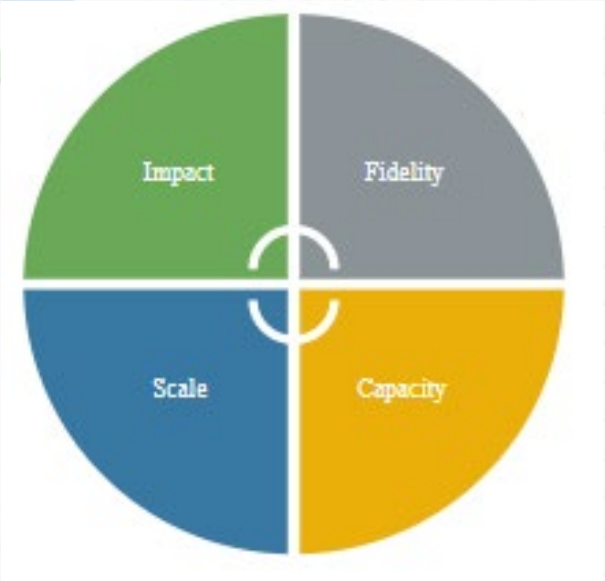
Monitoring: Three aspects of implementation are interdependent and determine IMPACT. They all need to be monitored.

Scale/Reach

The degree or extent to which a strategy is being used.

Includes the level of spread at which it is being used, such as the number of teachers using the strategy, students accessing the strategy, number of schools, etc.

Includes the stage of implementation i.e., Exploration, Installation, Initial Implementation, Full Implementation.



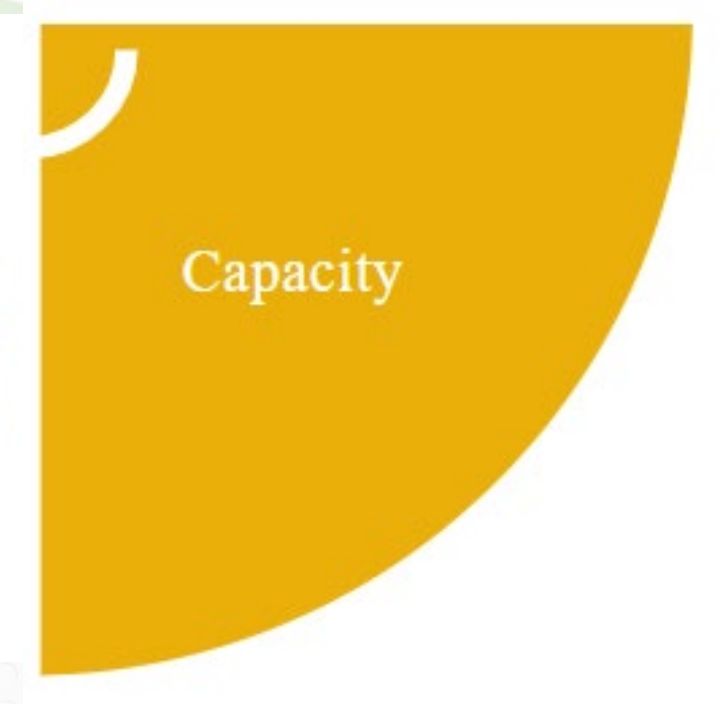
Fidelity

Degree to which a strategy or plan is implemented as intended according to research or evidence.

Capacity

Systems, activities, and resources that are necessary to successfully adopt and sustain effective practices, supports, and interventions.

Strategy Monitoring: Three aspects of implementation are interdependent and determine IMPACT. They all need to be monitored.



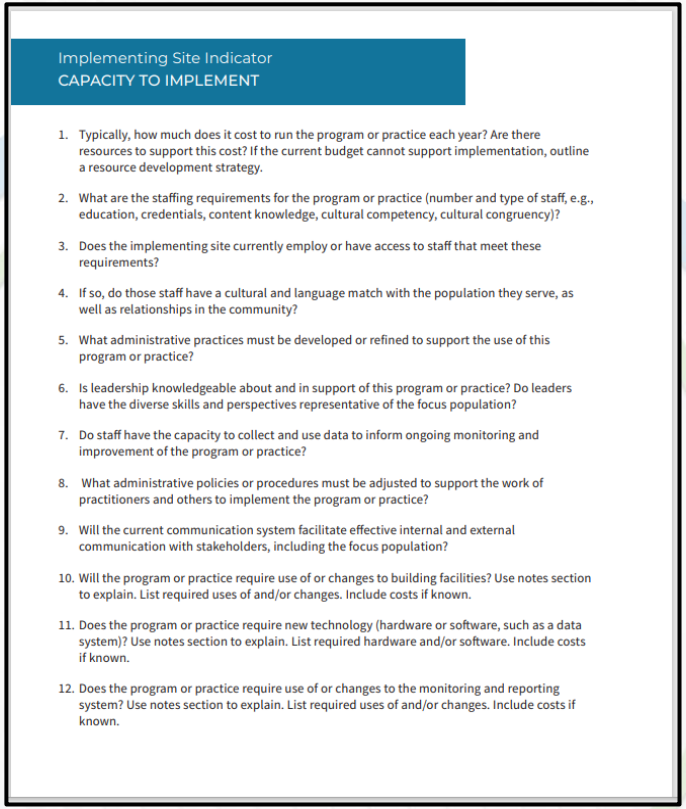
Capacity

Systems, activities, and resources that are necessary to successfully adopt and sustain effective practices, supports, and interventions.

What progress are me making in supporting those implementing the plan with sufficient human, financial, technology, material and time resources?

Capacity Tools

Capacity



Implementing Site Indicator
CAPACITY TO IMPLEMENT

1. Typically, how much does it cost to run the program or practice each year? Are there resources to support this cost? If the current budget cannot support implementation, outline a resource development strategy.
2. What are the staffing requirements for the program or practice (number and type of staff, e.g., education, credentials, content knowledge, cultural competency, cultural congruency)?
3. Does the implementing site currently employ or have access to staff that meet these requirements?
4. If so, do those staff have a cultural and language match with the population they serve, as well as relationships in the community?
5. What administrative practices must be developed or refined to support the use of this program or practice?
6. Is leadership knowledgeable about and in support of this program or practice? Do leaders have the diverse skills and perspectives representative of the focus population?
7. Do staff have the capacity to collect and use data to inform ongoing monitoring and improvement of the program or practice?
8. What administrative policies or procedures must be adjusted to support the work of practitioners and others to implement the program or practice?
9. Will the current communication system facilitate effective internal and external communication with stakeholders, including the focus population?
10. Will the program or practice require use of or changes to building facilities? Use notes section to explain. List required uses of and/or changes. Include costs if known.
11. Does the program or practice require new technology (hardware or software, such as a data system)? Use notes section to explain. List required hardware and/or software. Include costs if known.
12. Does the program or practice require use of or changes to the monitoring and reporting system? Use notes section to explain. List required uses of and/or changes. Include costs if known.

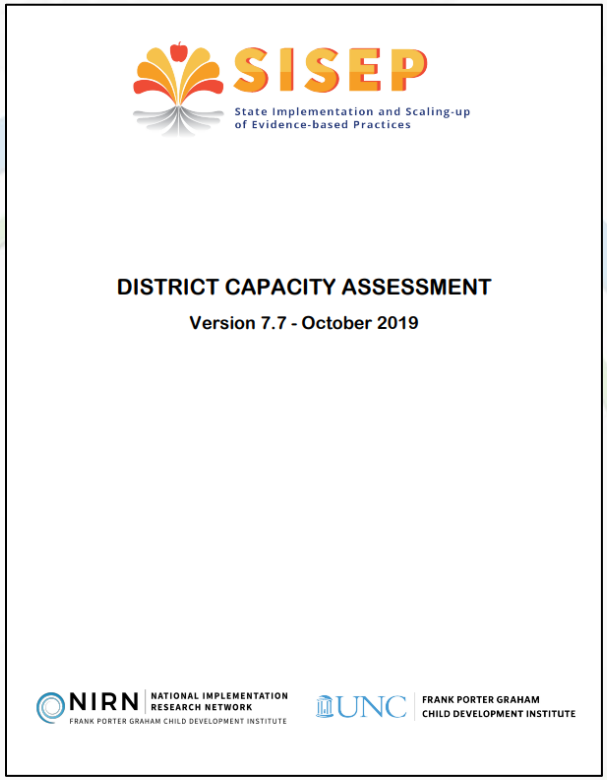
NIRN Hexagon Discussion Analysis Tool

Capacity Processing Sheet

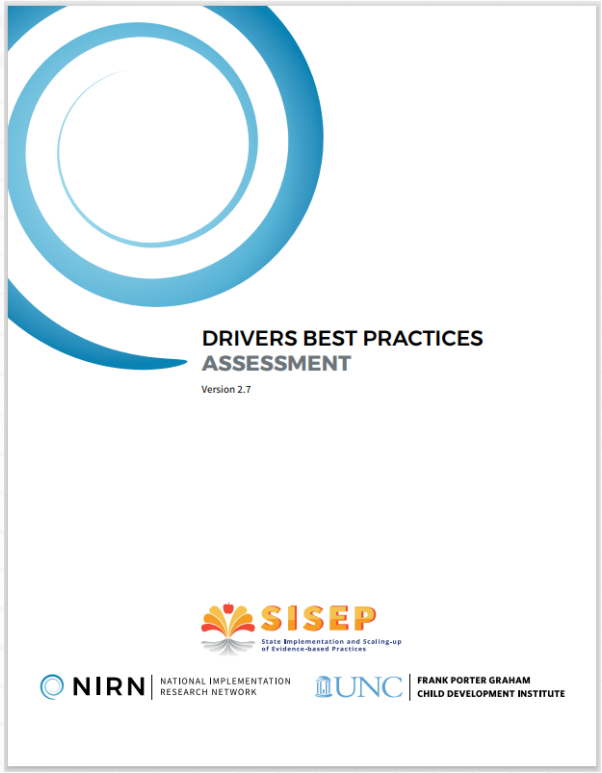
Element	Describe Current Status	Implications and Adjustments Needed
Budget: Is there a budget designated for the implementation and is available for use?		
Staff: Is there adequate staff in place to implement as intended?		
Leadership: Is there leadership support in place?		
Data: Is data being collected to monitor and evaluate?		
Communication: Is there a communication plan in place and being used?		
Time: Is there time allocated for training, data analysis, implementation of strategies, etc.?		

What evidence will you collect? Capacity

Capacity

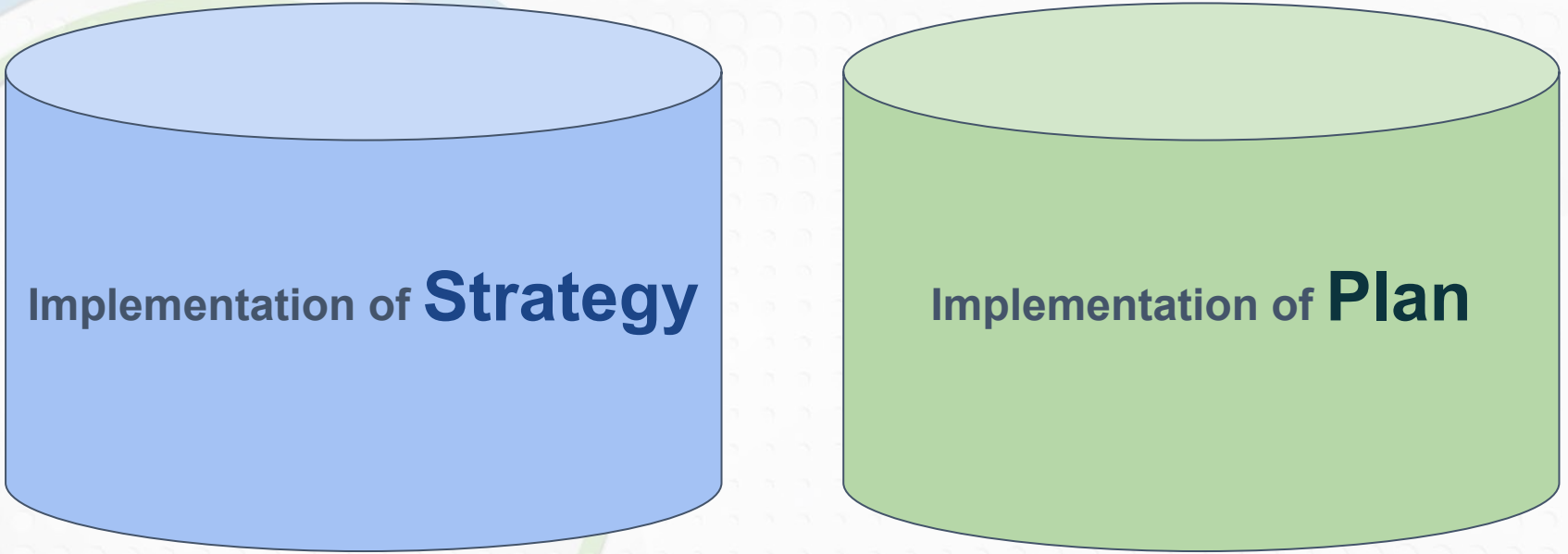


District Capacity Assessment

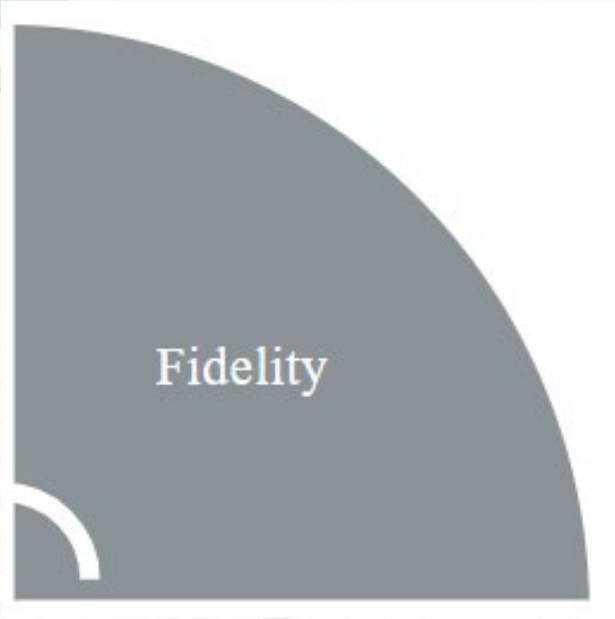


Drivers Best Practices Assessment

Fidelity monitoring is needed at 2 Levels



Strategy Monitoring: Three aspects of implementation are interdependent and determine IMPACT.



Fidelity

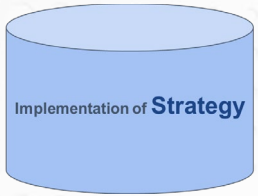
Degree to which a strategy or plan is implemented as intended according to research or evidence.

What progress are we making on implementing the selected strategy or plan as intended?

A Critical Tool: Strategy Implementation Guides

The Strategy Implementation Guide bridges the gap between the research and implementation.

This protocol/tool is how stakeholders involved with implementation understand the expectations for **WHAT** and **HOW** to execute implementation with fidelity so that maximum impact can be obtained.



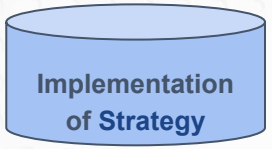
Strategy Implementation Guide

Strategy Implementation Guide

Strategy _____

_____

Critical Component (Non-negotiable)	Ideal "Gold Standard" of Implementation	Acceptable Variation of Implementation	Unacceptable Variation of Implementation



Strategy Implementation Guide

The implementation guide is critical so that everyone has a clear understanding of the expected behaviors regarding putting the strategy into practice.

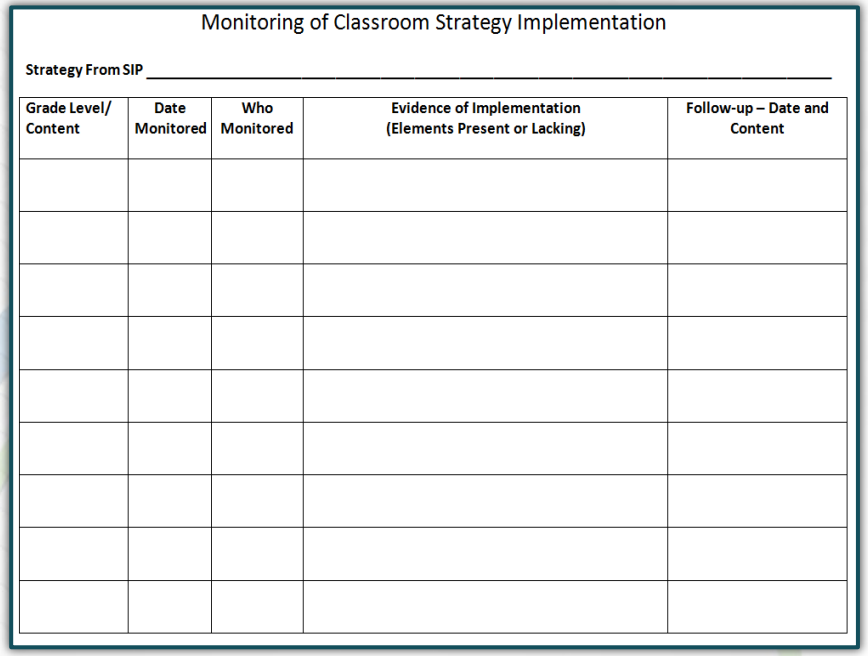
Critical Component How does this component contribute to the overall outcome of this practice?	**"Gold Standard" for Implementating a Critical Component** What would you see when this component is implemented well?

Strategy Implementation Modified Template

Other Implementation Guide Examples

Implementation Guides
SEL Implementation Guide
PBiS Implementation Guide
Student Engagement Implementation Guide
ELA Implementation Guide
Math Implementation Guide

Monitoring *Strategies* for Fidelity

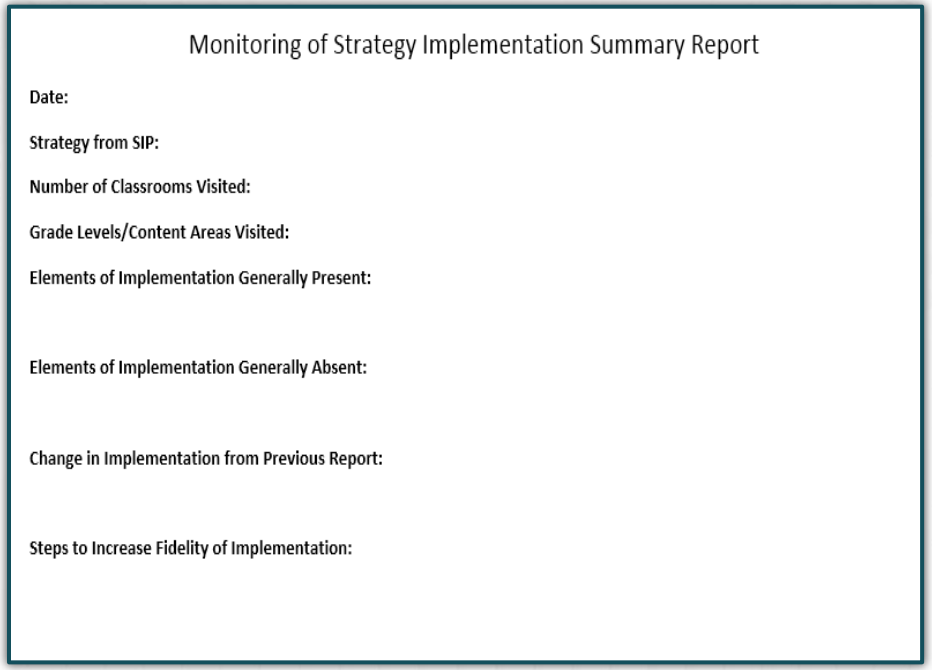


Monitoring of Classroom Strategy Implementation

Strategy From SIP _____

Grade Level/ Content	Date Monitored	Who Monitored	Evidence of Implementation (Elements Present or Lacking)	Follow-up – Date and Content

- It is important to include the evidence. Upload and hyperlink evidence you want to add to the MICIP platform.
- Make sure to add any notes with the evidence you want to consider when considering adjustments later.



Monitoring of Strategy Implementation Summary Report

Date:

Strategy from SIP:

Number of Classrooms Visited:

Grade Levels/Content Areas Visited:

Elements of Implementation Generally Present:

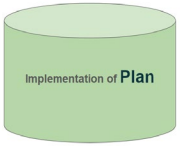
Elements of Implementation Generally Absent:

Change in Implementation from Previous Report:

Steps to Increase Fidelity of Implementation:

Monitoring of Strategy Implementation

Stages of Implementation



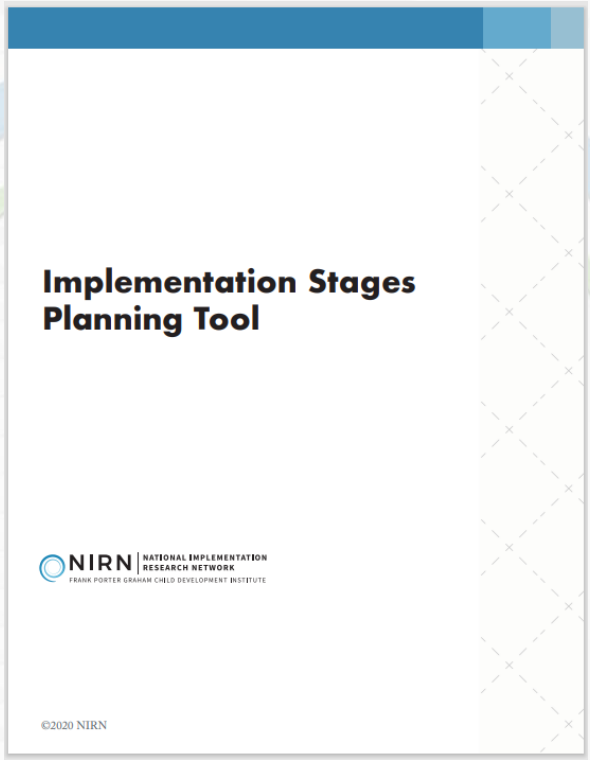
Exploration - To examine the degree to which a particular program or innovation *meets the district's needs* and whether *implementation is feasible*.

Installation - To ensure that *resources for implementation* are in place and to *develop practitioner competency*.

Initial Implementation - To first put the strategy into place and identify *solutions to barriers* for implementation; initial implementation could also involve *implementation on a limited scale.*

Full Implementation - To *skillfully put the strategy into place* and *achieve intended outcomes*. Full implementation could also mean *moving from implementation on a limited scale to full scale.*

NIRN Implementation Stages Planning Tool



Implementation Stages Planning Tool

- Use the Implementation Stages Planning Tool at any point in the implementation process.
- Assists you in ensuring that your implementation activities match your current stage of implementation.
- Supports you in moving into subsequent stages of implementation.

The planning tool allows you to be specific in your actions and monitor implementation as evidence for fidelity monitoring.

Monitor Implementation of the Plan

The Activity Planning Tool support strategy implementation. Activities are identified as part of the planning process to address the ***entire life of the plan***. It is also likely that the plan will be adjusted as it is being implemented based on fidelity and impact data.

Activity Planning Tool to Support Strategy Implementation

Strategy _____

Installation	Implementation	Monitor and Adjust the Fidelity of Adult Implementation and Student Impact	Evaluate the Fidelity of Adult Implementation and Student Impact
QUESTIONS: How will we ensure READINESS for implementation? How will we ensure that staff and administrators have the KNOWLEDGE and SKILLS to implement? How will we ensure that SYSTEMS are in place to support high quality implementation?	QUESTIONS: How will we ensure HIGH QUALITY IMPLEMENTATION of the strategy. Including initial and full implementation?	QUESTIONS: How will we ensure the strategy is MONITORED FOR FIDELITY OF ADULT IMPLEMENTATION? How will we ensure the strategy is MONITORIED FOR IMPACT ON STUDENT ACHIEVEMENT?	QUESTIONS: How will we ensure that the FIDELITY OF ADULT IMPLEMENTATION of the strategy IS EVALUATED? How will you ensure the strategy's IMPACT IS EVALUATED?
POSSIBLE ACTIVITIES · Identifying scale of implementation, including first practitioners · Creating stakeholder understanding of the need and shared vision and purpose for the strategy; understanding of how the strategy integrates with current work · Designing initial and long-term professional learning for staff and administrators · Creating a Strategy Implementation Guide, including identifying the "non-negotiables" of strategy implementation · Purchasing materials · Employing staff · Removing barriers to implementation · Identifying and ensuring reliability of data systems for monitoring implementation fidelity and impact.	POSSIBLE ACTIVITIES · Providing coaching to support implementation · Implementing instructional rounds · Implementing Tier 1, Tier 2 and/or Tier 3 Activities · Implementing a Behavioral Support Program · Implementing relevant Whole Child activities · Incorporating technology · Implementing parent involvement activities · Implementing community engagement activities	POSSIBLE ACTIVITIES · Identifying the monitoring mechanism(s) and protocol(s) to collect implementation fidelity and impact data · Implementing interim target monitoring system(s) · Identifying walkthroughs/learning walk monitoring process · Structuring PLC/CASL meetings to review implementation and impact data and possibly make adjustments · Communicating monitoring data with staff	POSSIBLE ACTIVITIES · Analyzing and summarizing strategy implementation data · Analyzing and summarizing end target data
ACTIVITY:	ACTIVITY:	ACTIVITY:	ACTIVITY:
ACTIVITY:	ACTIVITY:	ACTIVITY:	ACTIVITY:
ACTIVITY:	ACTIVITY:	ACTIVITY:	ACTIVITY:

This template is designed to support district and school collaborative planning for strategy implementation. Monitoring and evaluation activities for schools inform the district evaluation process embedded in the MICIP platform.

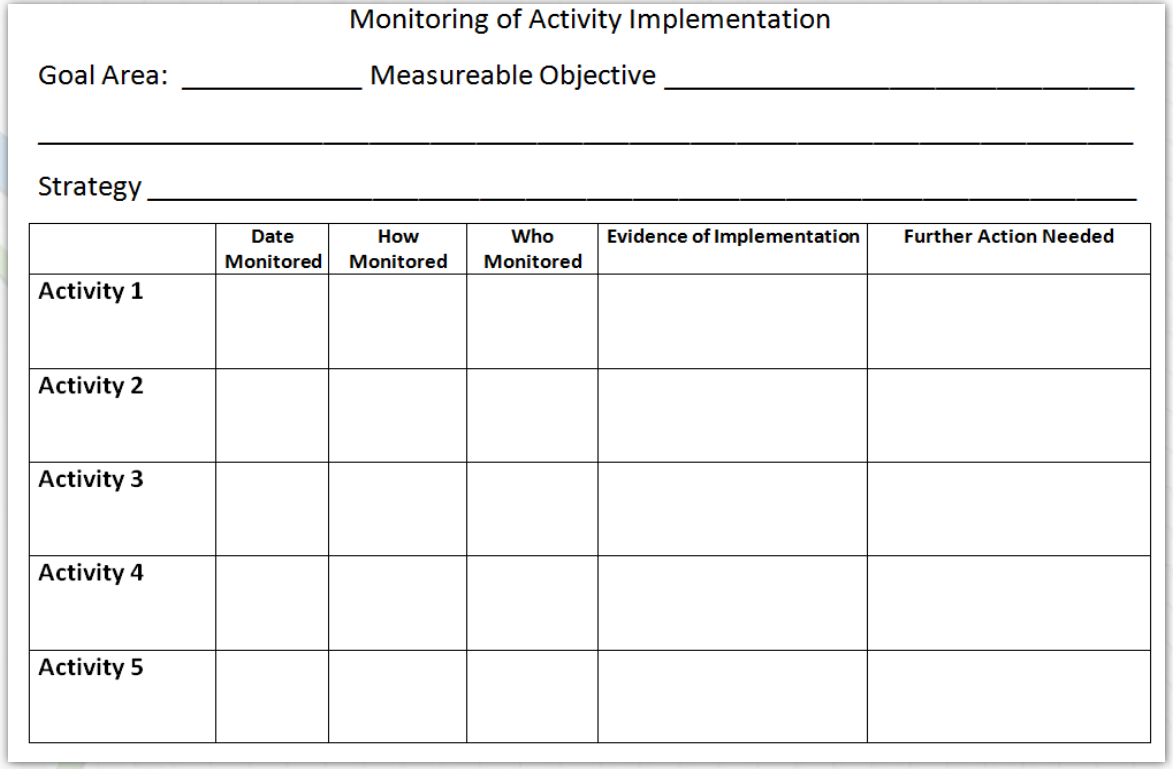
Designed by Ben Boerkoel, Continuous Improvement Consultant at MDE, and Lisa Guzzardo Asaro, Consultant Improvement Consultant at Macomb ISD Rev 1.15.21

Activity Planning Tool

Activity Planning Tool Directions

Monitoring Activities for Fidelity

- This document allows teams to monitor activity implementation outside the MICIP system. Teams can upload and hyperlink any evidence they want added into the MICIP platform.
- Make sure to add any notes with the evidence you want to consider when considering adjustments later.



Monitoring of Activity Implementation

Goal Area: _____ Measureable Objective _____

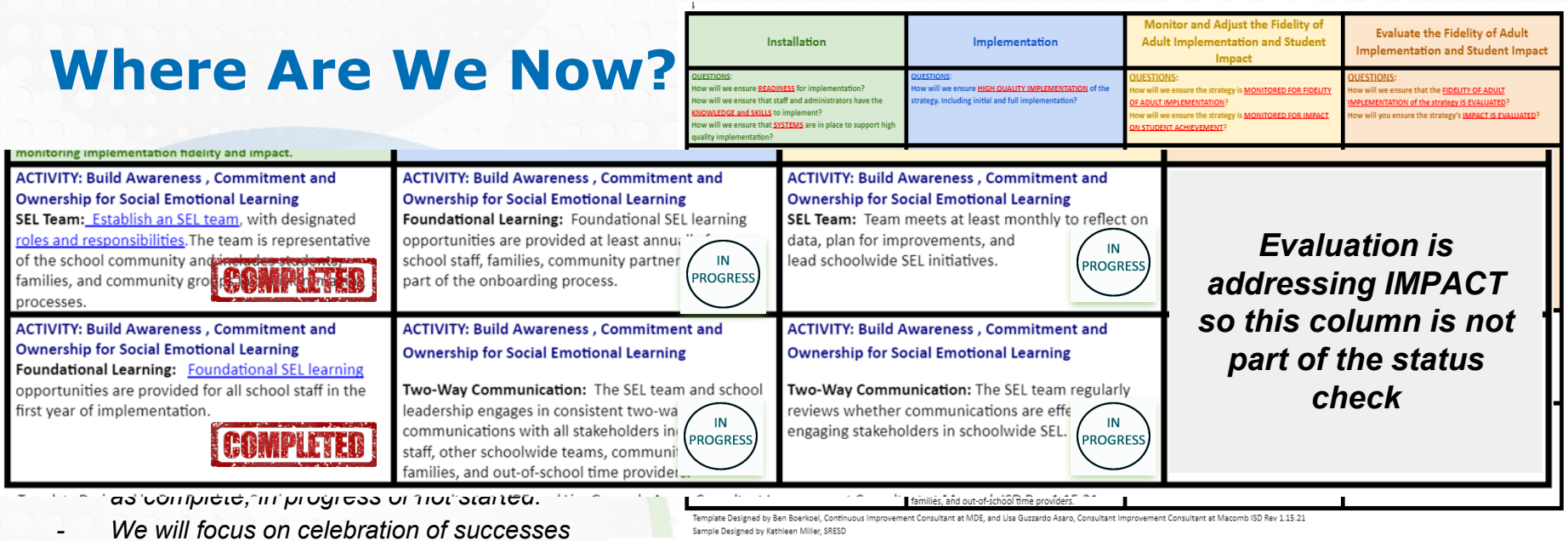
_____

Strategy _____

	Date Monitored	How Monitored	Who Monitored	Evidence of Implementation	Further Action Needed
Activity 1					
Activity 2					
Activity 3					
Activity 4					
Activity 5					

Monitoring of Activity Implementation

Where Are We Now?



Installation	Implementation	Monitor and Adjust the Fidelity of Adult Implementation and Student Impact	Evaluate the Fidelity of Adult Implementation and Student Impact
QUESTIONS: How will we ensure READINESS for implementation? How will we ensure that staff and administrators have the KNOWLEDGE and SKILLS to implement? How will we ensure that SYSTEMS are in place to support high quality implementation?	QUESTIONS: How will we ensure HIGH QUALITY IMPLEMENTATION of the strategy, including initial and full implementation?	QUESTIONS: How will we ensure the strategy is MONITORED FOR FIDELITY OF ADULT IMPLEMENTATION? How will we ensure the strategy is MONITORED FOR IMPACT ON STUDENT ACHIEVEMENT?	QUESTIONS: How will we ensure that the FIDELITY OF ADULT IMPLEMENTATION of the strategy IS EVALUATED? How will you ensure the strategy's IMPACT IS EVALUATED?
monitoring implementation fidelity and impact.			
ACTIVITY: Build Awareness , Commitment and Ownership for Social Emotional Learning **SEL Team:** Establish an SEL team, with designated roles and responsibilities.The team is representative of the school community and includes students, families, and community gro processes. COMPLETED	**ACTIVITY: Build Awareness , Commitment and Ownership for Social Emotional Learning** **Foundational Learning:** Foundational SEL learning opportunities are provided at least annua school staff, families, community partner part of the onboarding process. IN PROGRESS	**ACTIVITY: Build Awareness , Commitment and Ownership for Social Emotional Learning** **SEL Team:** Team meets at least monthly to reflect on data, plan for improvements, and lead schoolwide SEL initiatives. IN PROGRESS	***Evaluation is addressing IMPACT so this column is not part of the status check***
ACTIVITY: Build Awareness , Commitment and Ownership for Social Emotional Learning **Foundational Learning:** Foundational SEL learning opportunities are provided for all school staff in the first year of implementation. COMPLETED	**ACTIVITY: Build Awareness , Commitment and Ownership for Social Emotional Learning** **Two-Way Communication:** The SEL team and school leadership engages in consistent two-wa communications with all stakeholders in staff, other schoolwide teams, communi families, and out-of-school time provider IN PROGRESS	**ACTIVITY: Build Awareness , Commitment and Ownership for Social Emotional Learning** **Two-Way Communication:** The SEL team regularly reviews whether communications are effe engaging stakeholders in schoolwide SEL. IN PROGRESS	

families, and out-of-school time providers.

Template Designed by Ben Boerkoel, Continuous Improvement Consultant at MDE, and Lisa Guzzardo Asaro, Consultant Improvement Consultant at Macomb ISD Rev 1.15.21
Sample Designed by Kathleen Miller, SRESD

as complete, in progress or not started.

- *We will focus on celebration of successes and problem-solving of barriers later.*

1. Consider making it standard practice to update/review the status of activities at the beginning of each team meeting. *If we haven't implemented our plan, changes in outcomes are unlikely.*

Date	% Complete	% In Progress	% Not started

https://docs.google.com/document/d/1-zIgoOXrWDw76w0S4haYXQDPz2GkOe1JISLdoqU-R-A/edit

Strategy Monitoring:

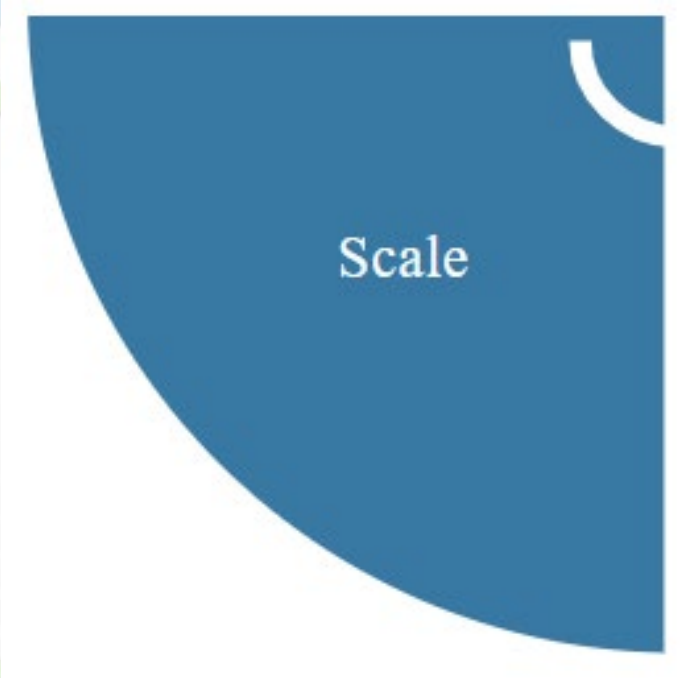
Three aspects of implementation are interdependent and determine IMPACT. They all need to be monitored.

Scale/Reach

The degree or extent to which a strategy is being used.

Includes the level of spread at which it is being used, such as the number of teachers using the strategy, students accessing the strategy, number of schools, etc.

Includes the stage of implementation i.e., Exploration, Installation, Initial Implementation, Full Implementation.



What progress are we making on reaching the intended populations?

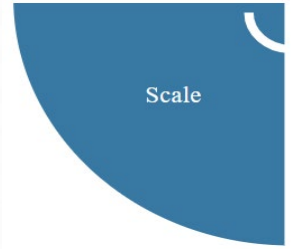
What progress are we making on implementing the appropriate stage of implementation?

Scale/Reach Questions

- Is the target population receiving the strategy?
- Is the intensity appropriate?
- What is being provided?
- What is being received?
- Is the strategy reaching all students equitably?
- Are we engaged in the right activities for the stage we are in?
- Are recipients satisfied with the strategy?

What is the evidence?

Scale & Reach Tools

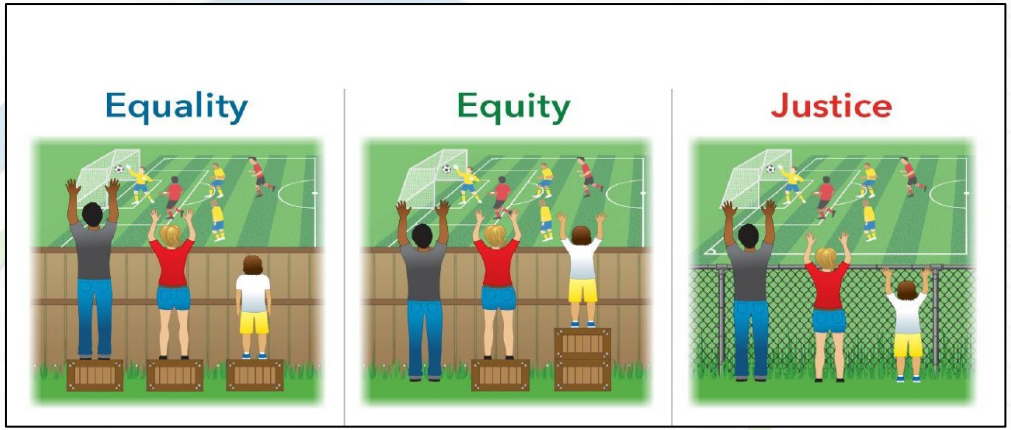


Scale & Reach Processing Sheet

	Answer question with short response		Answer yes or no. If no, provide details.	Should the strategy be continued as it is or are adjustments needing to be made? If adjusting, what needs to be done?
Who is the target population?		Is the target population receiving the strategy?		
What is the current intensity?		Is the intensity appropriate?		
What is being provided?		What is being received?		
What are the characteristics of the students receiving the strategy?		Is the strategy reaching all students equitably?		
What stage are we in?		Are we engaged in the right activities for the stage we are in?		
Are recipients satisfied with the strategy?		How do you know?		
What is your evidence?				

This document can be used to determine your status regarding scale and reach with the strategy.

Monitoring Using an Equity Lens



- To what extent are **all students equitably benefiting** from the strategies and activities?
- Are we addressing problematic policies, practices and structures that are **barriers to equitable outcomes**?
- Are we **collecting perception data** from those impacted by our educational practices? What does it **tell us**?
- If we are **considering adjustments** based on our data, how will we ensure that it will not have **unintended negative consequences**, especially on specific populations?

Scale/Reach - Stages of Implementation

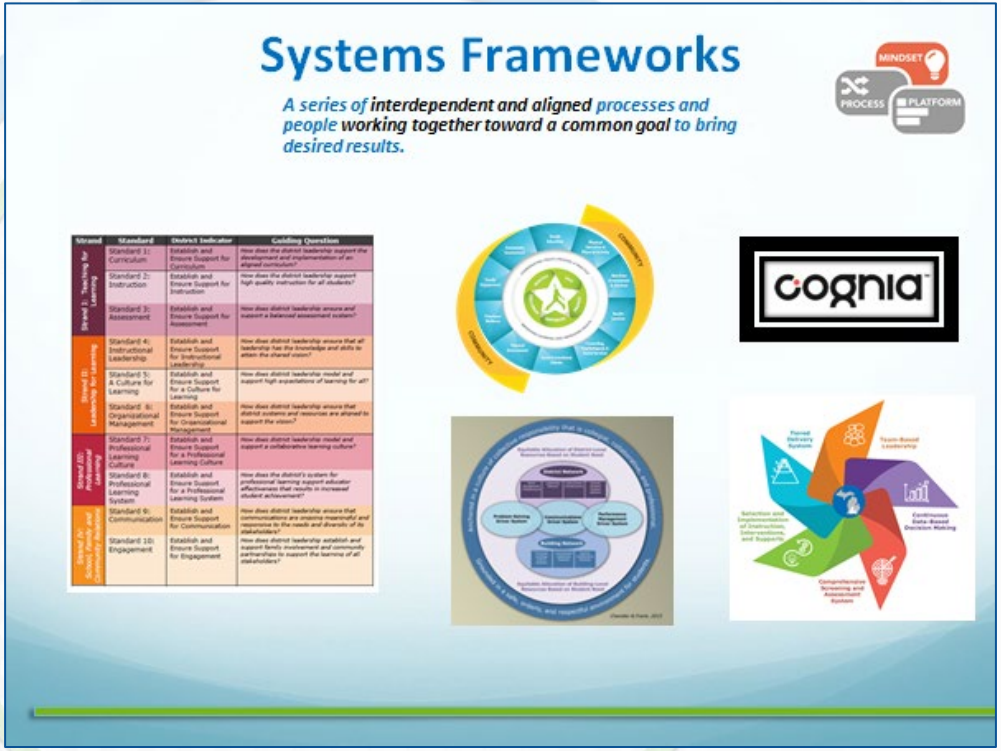
INSTALLATION STAGE OUTCOMES

- ☐ Implementation team is functioning well
- ☐ Majority of practitioners are trained in the program/practice
- ☐ Infrastructure is in place to support coaching to effectively develop competencies required to use the program/practice
- ☐ Fidelity measure and criteria are established for the program/practice
- ☐ Infrastructure is in place to collect, analyze, and use data (i.e., fidelity, program/process, outcome) to continuously improve use of the program or practice
- ☐ Staff have access to data infrastructure and are equipped to use it
- ☐ Policies and procedures to support use of the program/practice are in place and understood by practitioners, leaders, community partners, and stakeholders
- ☐ Bi-directional communication is taking place among stakeholders including community partners, individuals and families, practitioners, supervisors and leaders

NIRN Implementation Stages Planning Tool

Are you monitoring your systems since systems impact implementation (and, consequently, impact) ?

Monitoring Your Systems Tools



Systems Monitoring

Overarching questions:	
• Are the necessary components in place for each system? • What adjustments are needed to install or strengthen the system?	
System	**Guiding Questions**
Instructional	• Does your instructional framework support the implementation of the strategy/strategies selected? • Are strategies being implemented that improve instructional practices?
Assessment/Data	• Are you collecting the appropriate data to support your implementation? • What tool is in place to collect the data and make it easily accessible?
Leadership	• Are leaders visiting classrooms to check on implementation progress? • Is feedback given that moves teachers forward? • Are classroom visits meeting the timelines of your evaluation tool?
Student Support	• Have you considered the whole child in developing strategies? • What do you have in place to support the *cognitive, physical, behavioral, social and emotional* needs of students? • Do all students have equitable access to strategies and supports?
Human Resource	• Do you have the proper personnel in the proper places to support implementation? (Teacher leaders, coaches, etc.) • Are you providing appropriate Professional Learning to staff to support implementation?
Technology	• Do you have appropriate technology to support implementation? • How does your technology support your implementation? • How does technology support improvement of instructional practice?
Communication	• How are you communicating to all stakeholders on a regular basis? • What information is important for each stakeholder group?

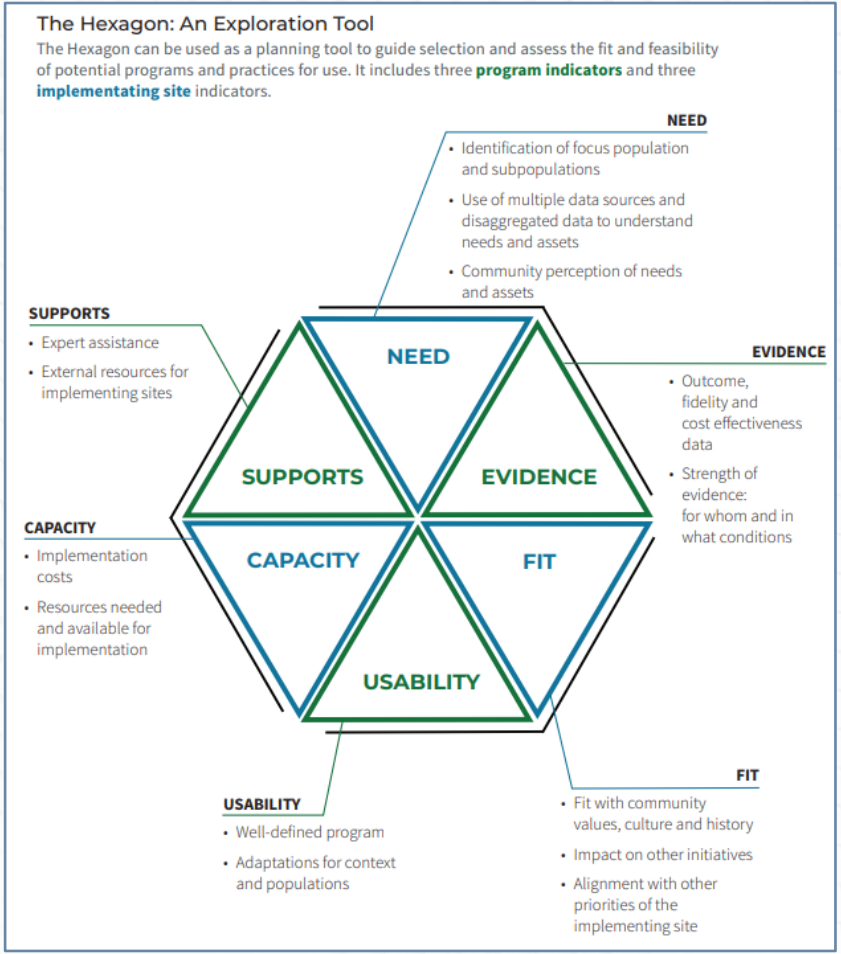
Guiding Questions Checklist assists with examining your system

A system framework can help you determine the degree to which components are in place in different systems within your organization as well as how effective they are.

NIRN's Hexagon Tool

Can be used as an exploratory tool before implementing but also can be used after installation to monitor implementation drivers and system components.

To what extent are we ***addressing the findings from the hexagon tool*** for this strategy? In the areas where the ratings were low, are they moving in a positive direction? In the areas where the ratings were higher, are they staying at a high level?



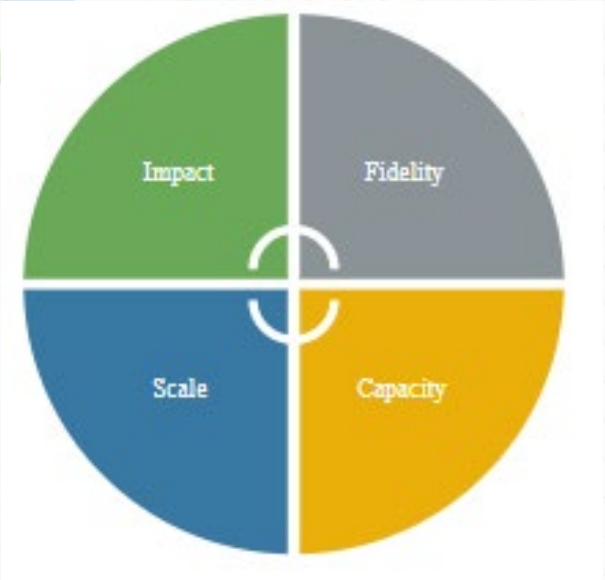
Monitoring: Three aspects of implementation are interdependent and determine IMPACT. They all need to be monitored.

Scale/Reach

The degree or extent to which a strategy is being used.

Includes the level of spread at which it is being used, such as the number of teachers using the strategy, students accessing the strategy, number of schools, etc.

Includes the stage of implementation i.e., Exploration, Installation, Initial Implementation, Full Implementation.



Fidelity

Degree to which a strategy or plan is implemented as intended according to research or evidence.

Capacity

Systems, activities, and resources that are necessary to successfully adopt and sustain effective practices, supports, and interventions.

Strategy Monitoring: Three aspects of implementation are interdependent and determine IMPACT. They all need to be monitored.

Impact

The degree to which a measurable goal is achieved as the result of implementing strategies and activities.

What progress are we making on the end and interim targets?

Progress on impact in MICIP is defined by growth on interim and end targets.

End Target Measures

- The value that defines the ultimate level of achievement of a measurable goal

Interim Target Measures

- A value that measures *progress* toward a measurable goal
    - A value that measures **progress toward an academic goal** (e.g., moving from 25% achievement to 50%)
    - A value that measures **progress toward implementation** of a goal (e.g., providing professional learning to all staff to be able to implement a strategy).

Impact – Progress on Interim and End Targets

Impact

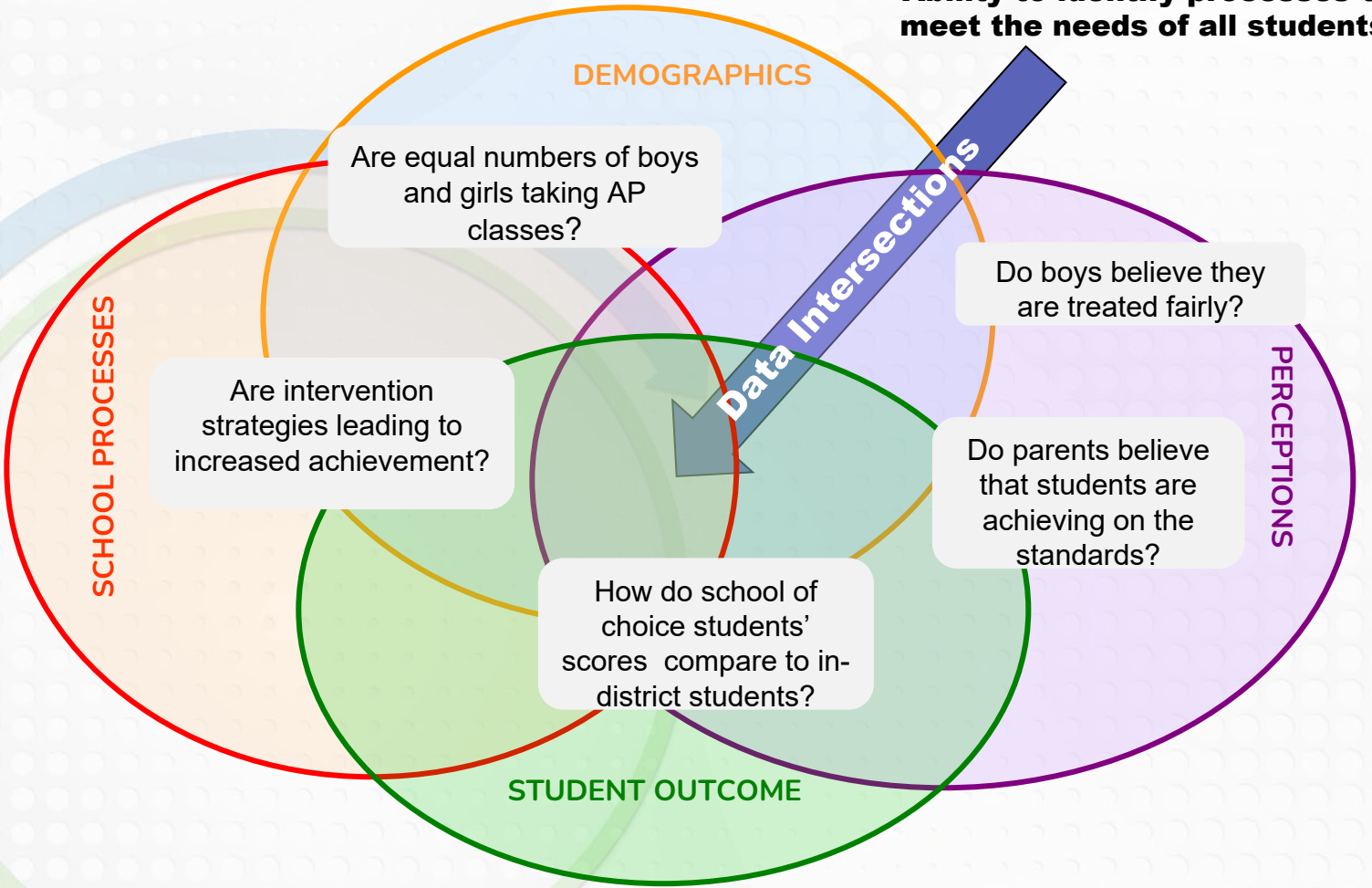
ACADEMIC ACHIEVEMENT DATA and Potential Triangulated Data Examples

Academic Data Qualitative	Academic Data Quantitative	Non-Academic Data Qualitative	Non-Academic Data Quantitative	Systems Data Qualitative	Systems Data Quantitative
• Student Interview • Observation • Survey • Inventory • Focus Groups • Formative (Student Work Product)	• Local Screener • Local Diagnostic • Local Interim/Benchmark • Local Summative • District Common Assessments • State Assessments • National Assessment • Graduation Rate • Dropout Rate • State Subgroup • Graduation Rate by Subgroup • Dropout Rate by Subgroup • College Enrollment • College Acceptance • College Completion • Failure Rate by Subgroup • AP/IB Rates by Subgroup • Grades Broken by Subgroup	• Focus Groups • Community Partner Programs • District/ Building Survey Data from Families • Windshield Tour • Survey of Health Professionals • Parent Engagement Survey • Staff Exit Surveys • Employee Wellness Surveys	• Behavior/Suspension (SWIS) – also by Subgroup • Attendance Rate • District/ Building Survey Data from Families • Michigan Profile for Healthy Youth (MiPHY) • SAEBRS/ MySAEBRS or SRSS • Youth Risk Behavior Survey • Healthy School Action Tool (HSAT) • Health Education Course Completion • GVSU Climate Survey • School Climate Survey (PBIS) • PBIS TFI • PBIS Inventory • Reading TFI • Social Work/ Counseling Data • Hearing/Vision Screening Data • Breakfast/Lunch/Snack Service Counts • Nurse Data (# students & Reason) • 504 Data • Inventory of Student Access/ Demographics to Courses and Extra Curriculars • ASCD WSCC Survey Tool • Whole Child Network Rubrics for Safe, Healthy, Supported, Engaged, Challenged	• District Systems Review • School System Review • System Quality Factors • School Quality Factors • Blueprint Protocol • MTSS Interviews with Related Service Staff • Financial Information – Percent of Gen Ed Funds used by SPED Department • Funding Inventory of State & Federal Funds • Cognia Assessments • Alternative Education Offerings and Comparison to Traditional Offerings	• District Capacity Assessment (DCA) • Regional Capacity Assessment (RCA) • Self-Assessment of MTSS (SAM) • Early Warning Systems Data • Special Education Referrals vs Qualifications Broken by Subgroup and Referral Source • Leadership Retention Data • Staff Retention Data Broken by Field & Demographics • Staffing Trends – Positions NOT Filled by Qualified/ Certified Staff • Equity Audit • School Index/ Accountability Identifications • Student Mobility Patterns/Trends • Program Implementation Fidelity Data (i.e., math or literacy program implementation)

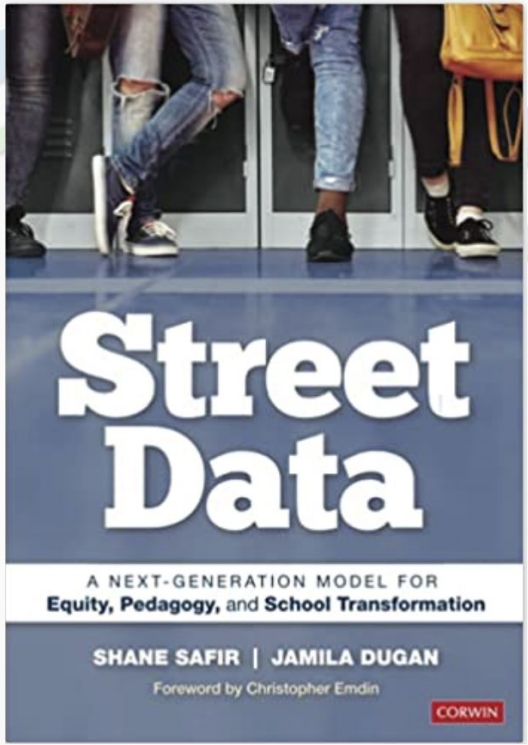
[Triangulated Data Sources for Academic, Non-Academic, and Systems Data (michigan.gov)]

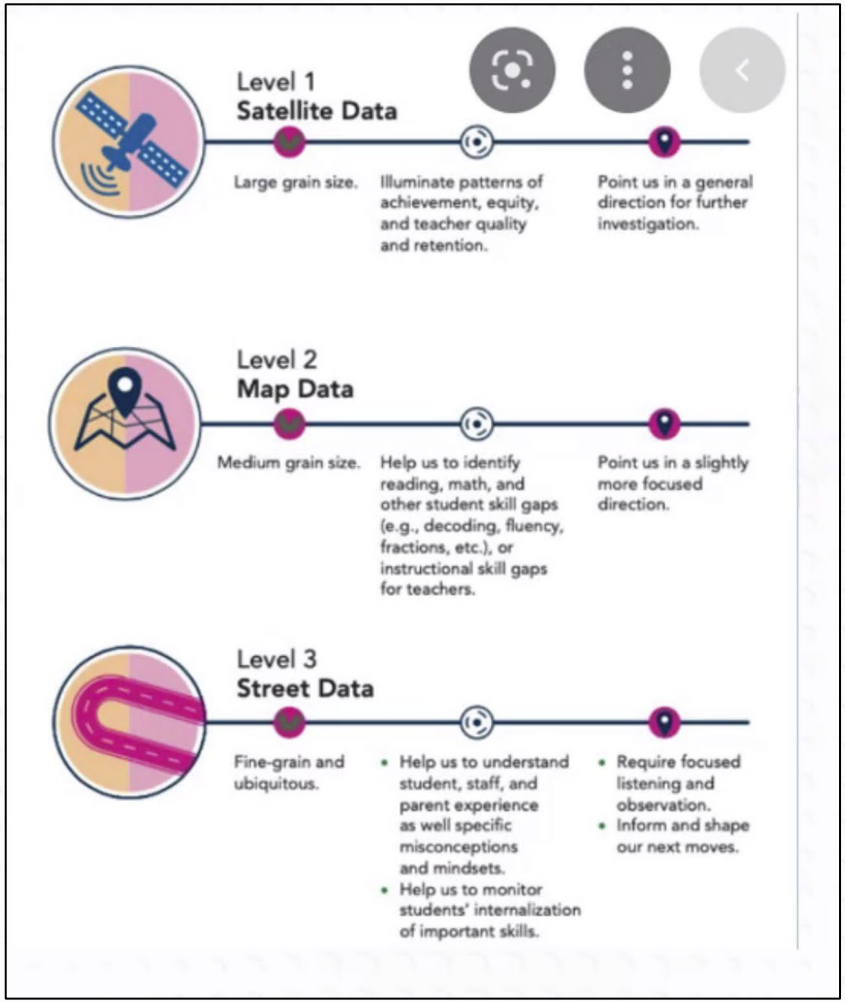
Ability to identify processes to meet the needs of all students.

Impact



Are we getting the data from those most impacted?





Data Collection Methods

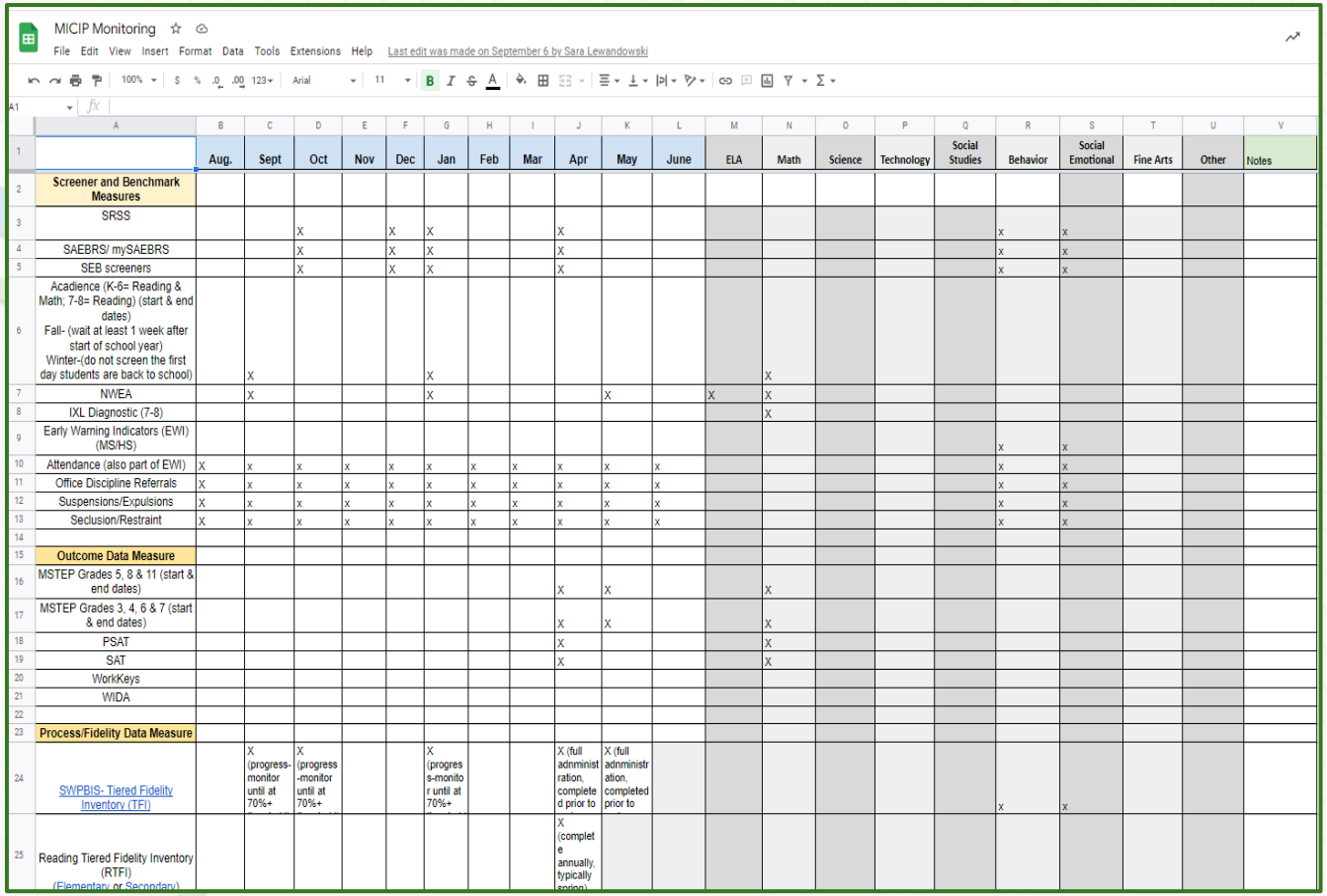
Impact

Data Collection Methods for the Types of Data

TYPES OF DATA	DATA COLLECTION METHODS				
	Records, Database, Documents	Test Results	Observations, Checklists	Surveys	Interviews/ Focus Groups
DEMOGRAPHICS					
» Students	X	X	X	X	X
» School	X		X	X	X
» Staff, Teachers	X			X	X
» Parents/ Community	X				
STUDENT ACHIEVEMENT	X	X	X		
CURRICULUM, INSTRUCTION, & PROGRAM	X	X	X	X	X
PERCEPTIONS					
» Students				X	X
» Staff				X	X
» Parents/ Community				X	X

Mapping MICIP Measures/ Assessments

This is a list of common measures/assessments used in districts. Districts can delete and add the measures/assessments they are using.



MICIP Monitoring

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	Aug.	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	ELA	Math	Science	Technology	Social Studies	Behavior	Social Emotional	Fine Arts	Other	Notes
Screener and Benchmark Measures																					
SRSS			X		X	X			X								x	x			
SAEBRS/ mySAEBRS			X		X	X			X								x	x			
SEB screeners			X		X	X			X								x	x			
Acadience (K-6= Reading & Math; 7-8= Reading) (start & end dates) Fall- (wait at least 1 week after start of school year) Winter-(do not screen the first day students are back to school)		X				X							X								
NWEA		X				X				X		X	X								
IXL Diagnostic (7-8)													X								
Early Warning Indicators (EWI) (MS/HS)																	x	x			
Attendance (also part of EWI)	X	x	x	x	x	x	x	x	x	x	x						x	x			
Office Discipline Referrals	X	x	x	x	x	x	x	x	x	x	x						x	x			
Suspensions/Expulsions	X	x	x	x	x	x	x	x	x	x	x						x	x			
Seclusion/Restraint	X	x	x	x	x	x	x	x	x	x	x						x	x			
Outcome Data Measure																					
MSTEP Grades 5, 8 & 11 (start & end dates)									X	X			X								
MSTEP Grades 3, 4, 6 & 7 (start & end dates)									X	X			X								
PSAT									X				X								
SAT									X				X								
WorkKeys																					
WIDA																					
Process/Fidelity Data Measure																					
SWPBIS- Tiered Fidelity Inventory (TFI)		X (progress-monitor until at 70%+	X (progress-monitor until at 70%+			X (progress-monitor until at 70%+			X (full adnministration, completed prior to	X (full adnministration, completed prior to							x	x			
Reading Tiered Fidelity Inventory (RTFI) (Elementary or Secondary)									X (complete annually, typically spring)												

Charting

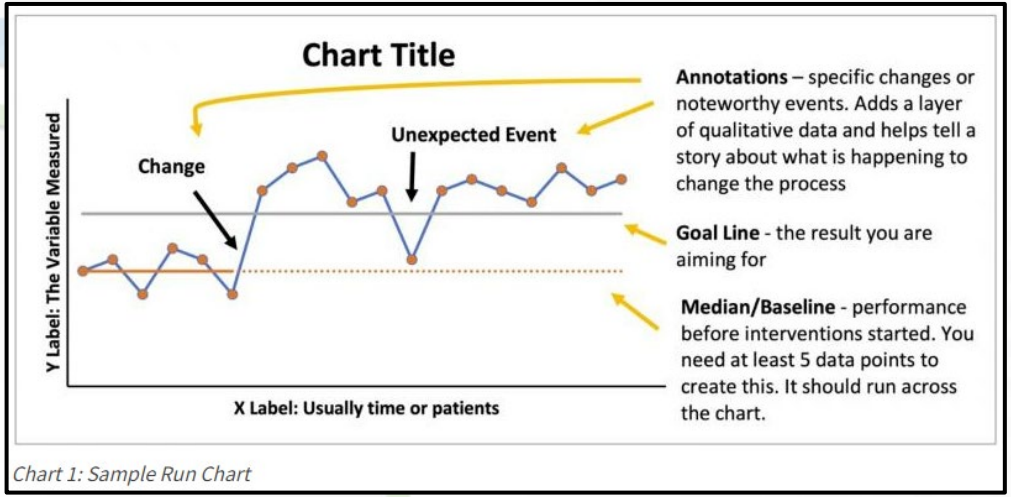
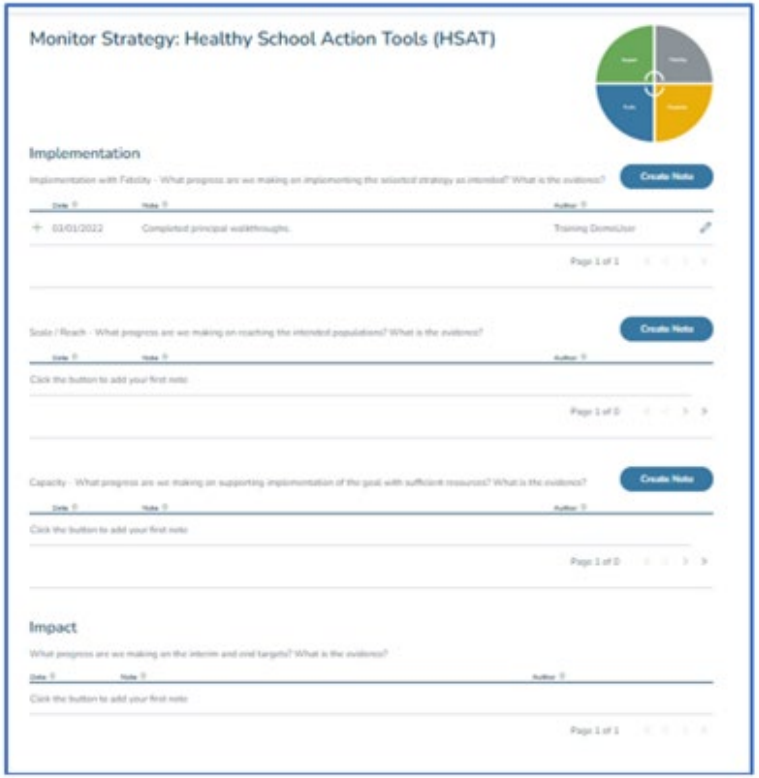
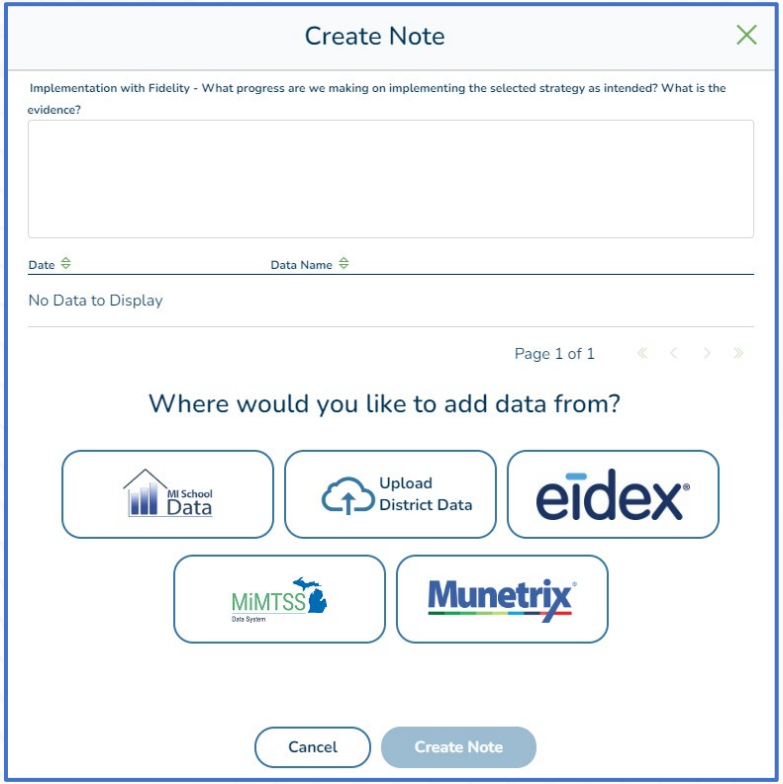


Chart 1: Sample Run Chart

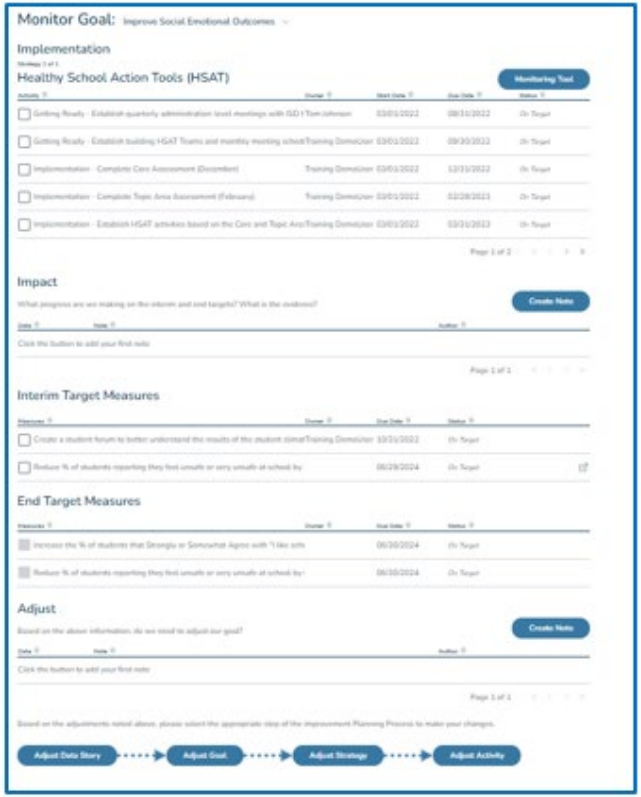
https://nirn.fpg.unc.edu/practicing-implementation/pdsa-cycles-improvement-and-implementation

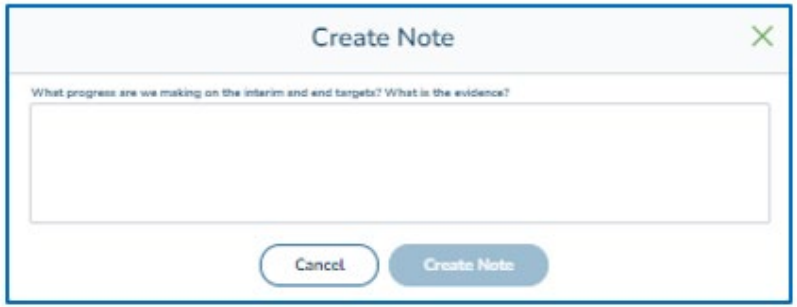
Monitoring Implementation





Adding Evidence when Monitoring Impact





Questions to Consider When Monitoring to Determine Adjustments Needed

General Question:

- Do you have the **right monitoring tool(s)** to give you the information you need to consider adjusting?

Data Story Consideration:

- What monitoring data will give a more **complete picture** of your plan?

Goal Considerations:

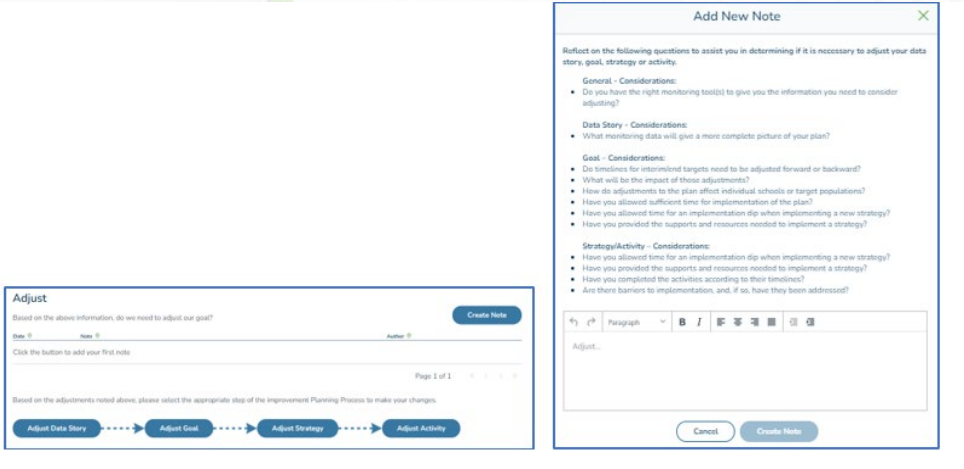
- Do timelines regarding interim/end **targets need to be adjusted** forward or backward?
- What will be the **impact of those adjustments**?
- How do adjustments to the plan **affect individual schools or target populations**?
- Have you allowed **sufficient time** for implementation of the plan?
- Have you allowed time for an **implementation dip** when implementing a new strategy?
- Have you provided the **supports and resources** needed to implement a strategy?

MICIP
MICHIGAN INTEGRATED CONTINUOUS IMPROVEMENT PROCESS

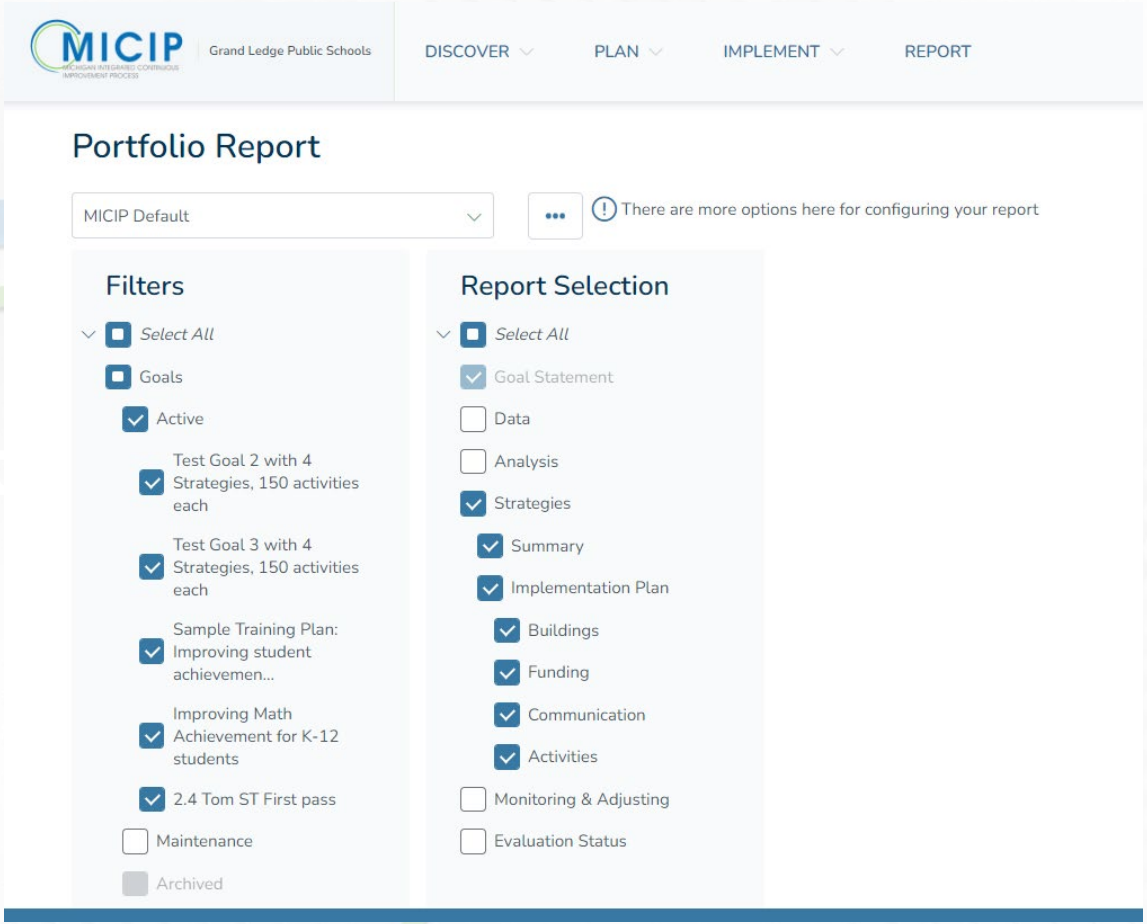
Questions to Consider When Monitoring to Determine Adjustments Needed

Strategy/Activity Considerations:

- Have you allowed **time for an implementation dip** when implementing a new strategy?
- Have you **provided the supports and resources** needed to implement a strategy?
- Have you **completed the activities according to the timeline**?
- Are there **barriers to implementation**, and, if so, have they been addressed?



MICIP
MICHIGAN INTEGRATED CONTINUOUS IMPROVEMENT PROCESS



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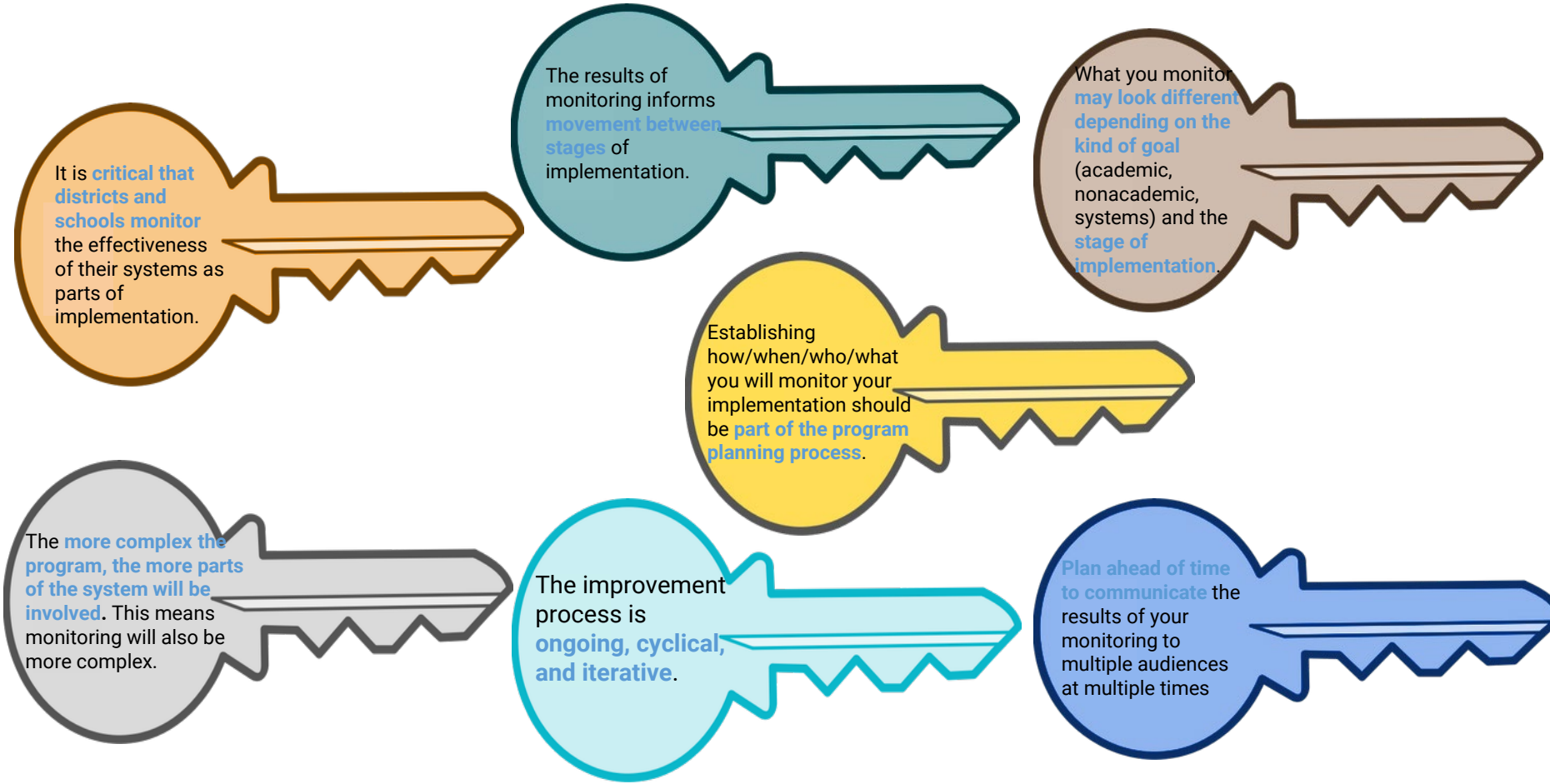
Key Takeaways for Monitoring



Learning Outcomes

- Understand the purpose and role of Monitor and Adjust
- Identify tools that can be used for Monitor and Adjust
- Understand how monitor and adjust work in the MICIP Platform

Personal Support

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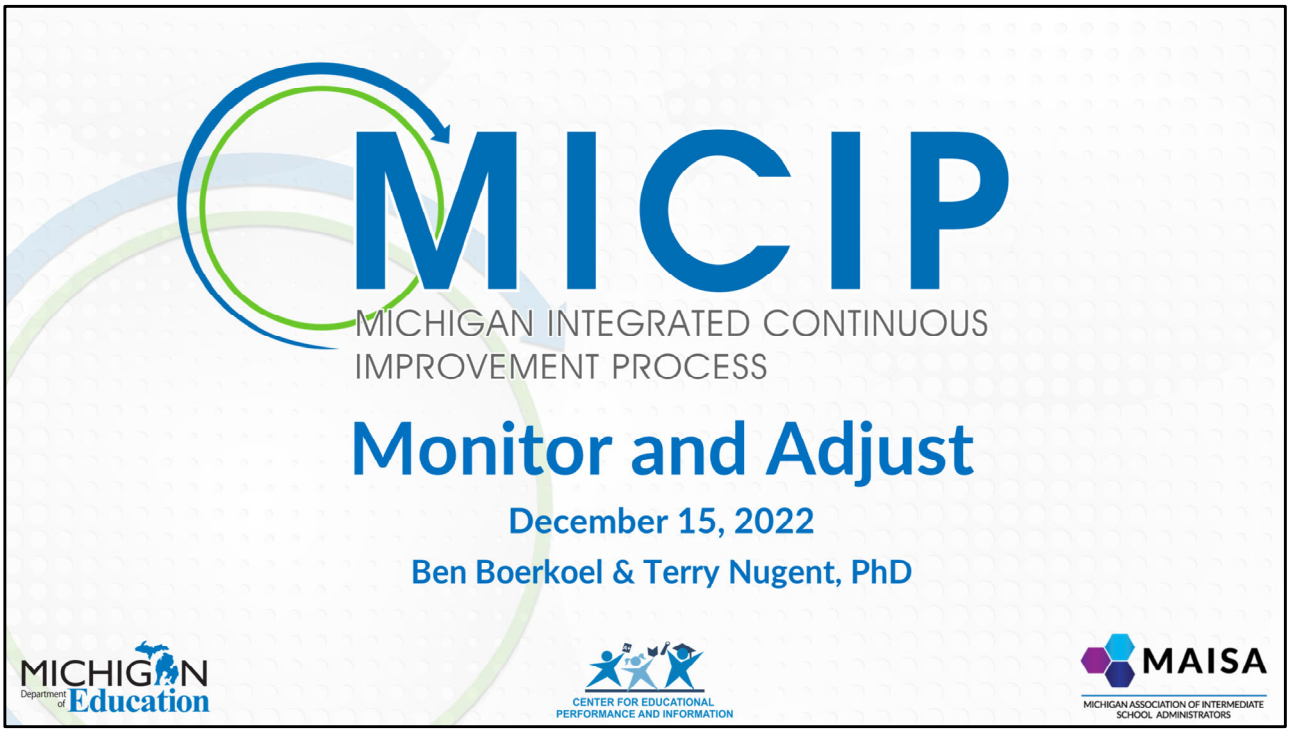
Questions?


MICIP
MICHIGAN INTEGRATED CONTINUOUS IMPROVEMENT PROCESS
Monitor and Adjust
December 15, 2022
Ben Boerkoel & Terry Nugent, PhD
MICHIGAN Department of Education
CENTER FOR EDUCATIONAL PERFORMANCE AND INFORMATION
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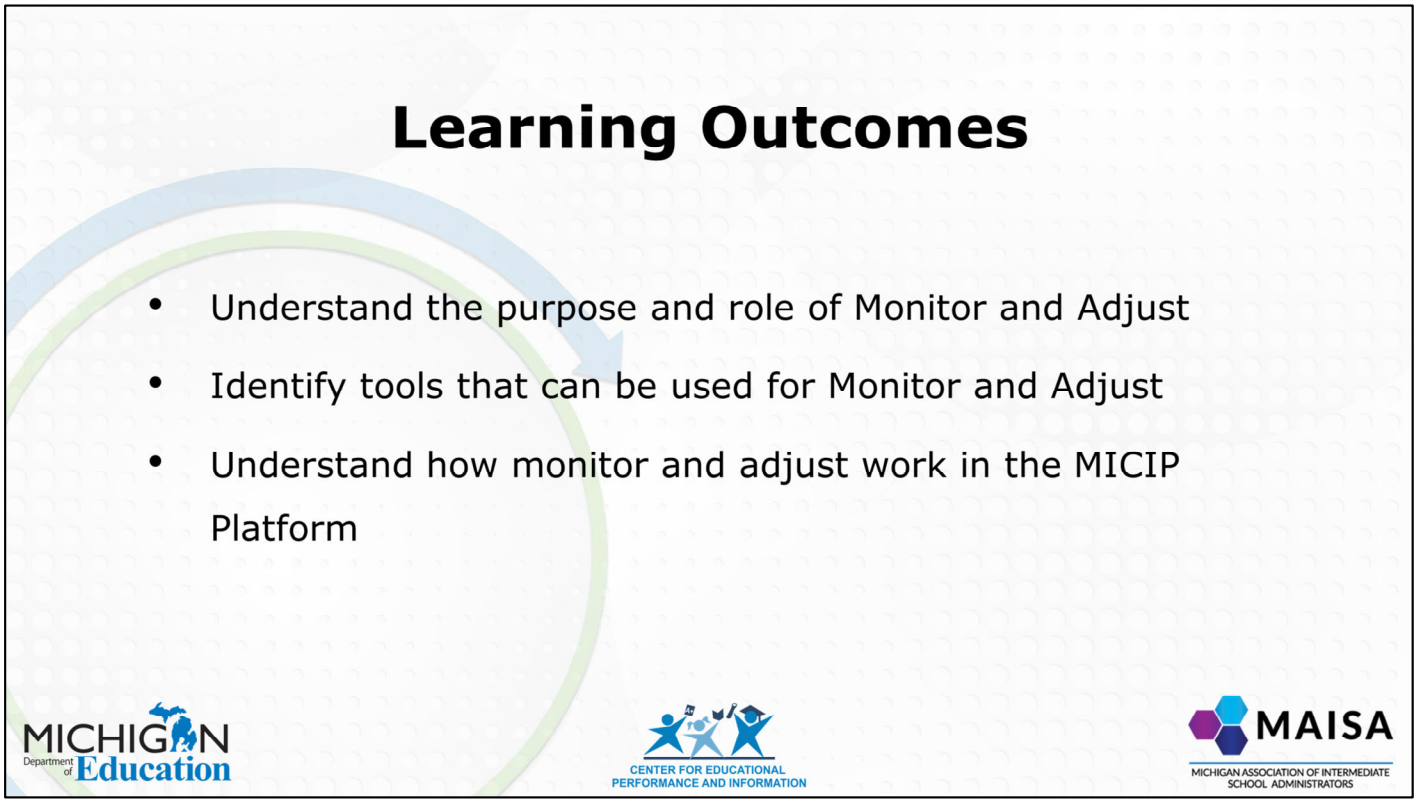
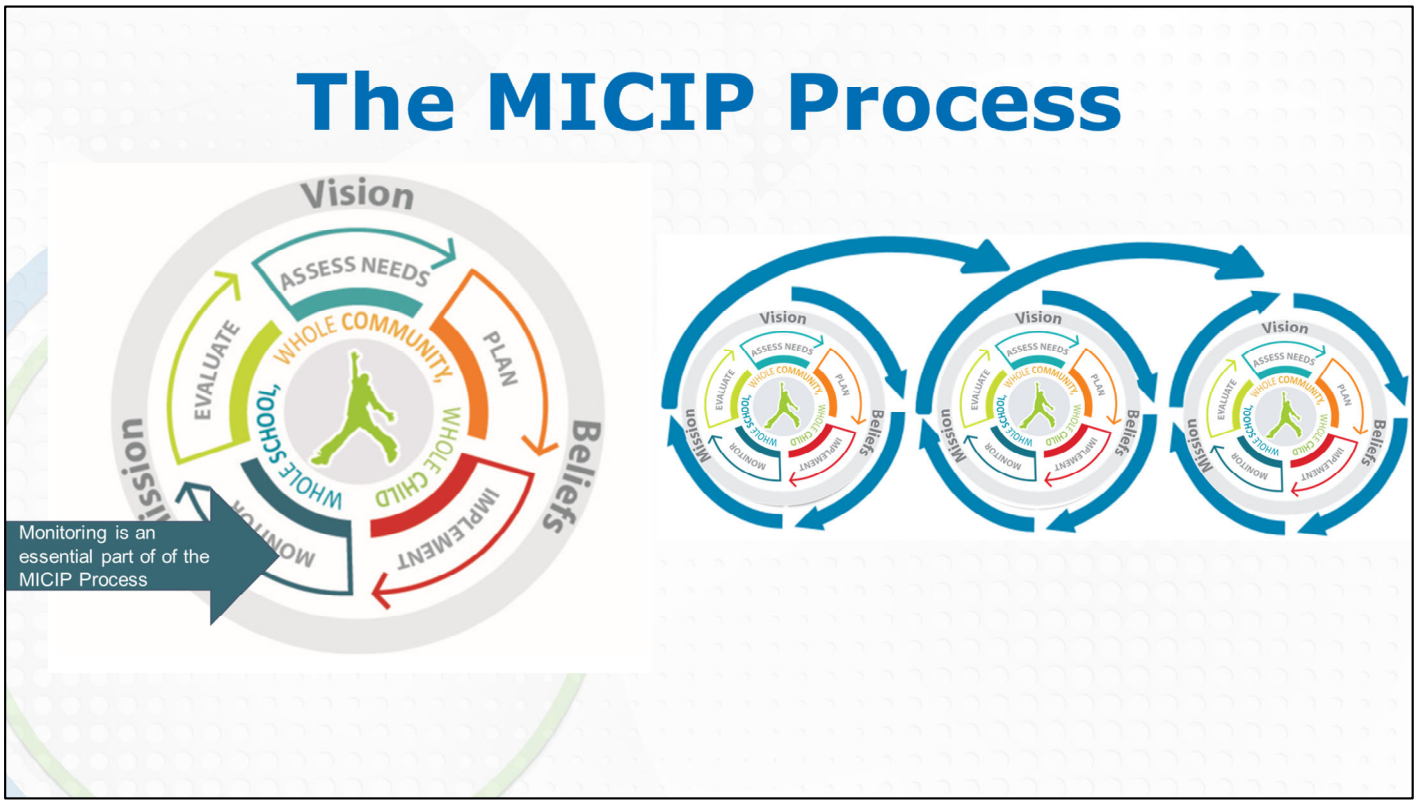


Our learning outcomes for today are the following:

- Understand the purpose and role of monitor and adjust
- Identify tools that can be used for monitor and adjust
- Understand how monitor and adjust work in the MICIP Platform

If you built a plan in MICIP, you developed a data story, identified a root cause for the data that then resulted in a challenge statement, and developed an action plan with end and interim targets as well as strategies and activities to address the challenge.



It's now time to begin implementing the plan. However, before doing so, you might want to check to ensure that you built monitoring activities into the plan. In previous iterations of the continuous improvement cycle, you might recall that monitoring was not called out as a separate component. Research showed that, in previous improvement efforts, while there were many strategies and activities taking place, monitoring was not an integral part of the process, with the result that adjustments were not being made based on data and plans were not getting the results they had hoped for. As the slide notes, monitoring is an essential part of the MICIP process. However, monitoring does not just happen once. Rather, the MICIP process is a series of implementation cycles with multiple opportunities for monitoring, and each monitoring component informs the next cycle.

To systematically review the progress of implementation and the impact of actions.

"The minute you start implementing, you start monitoring."

"What gets monitored, gets done."

"Plan for your monitoring and monitor what you plan."

Monitoring is defined as systematically reviewing the progress of the implementation and the impact of actions. Note also the three quotes regarding monitoring:

- "The minute you start implementing, you start monitoring."
- Because we are human beings, we know that "What gets monitored, gets done."
- "Plan for your monitoring and monitor what you plan."

Do we know ***what is working*****?**

Do we know ***what may not*** be getting the intended impact**?**

Do we know ***why*** we are getting the results we are getting**?**

How do we know**?**

Do we ***need to adjust*****?**

If so, ***what adjustments*** are needed?

Monitoring helps us answer a number of questions, including those noted on this slide:

- Do we know ***what is working***?
- Do we know ***what may not*** be getting the intended impact?
- Do we know ***why*** we are getting the results we are getting?
- ***How*** do we know?
- Do we **need to adjust**?
- If so, what **adjustments** are needed?

Monitor

The responsibility of both the district and school

Evidence is critical.

- **Schools/Programs**
  - ➢ Goals and strategies/activities assigned to the school – reporting to the district continuous improvement team

- **District**
  - ➢ Collecting data about goals/strategies/activities assigned to schools/programs across the district
  - ➢ Goals/strategies/activities assigned only to the district

- **Both**
  - ➢ Analysis of the data regarding goals/strategies/activities assigned to them.

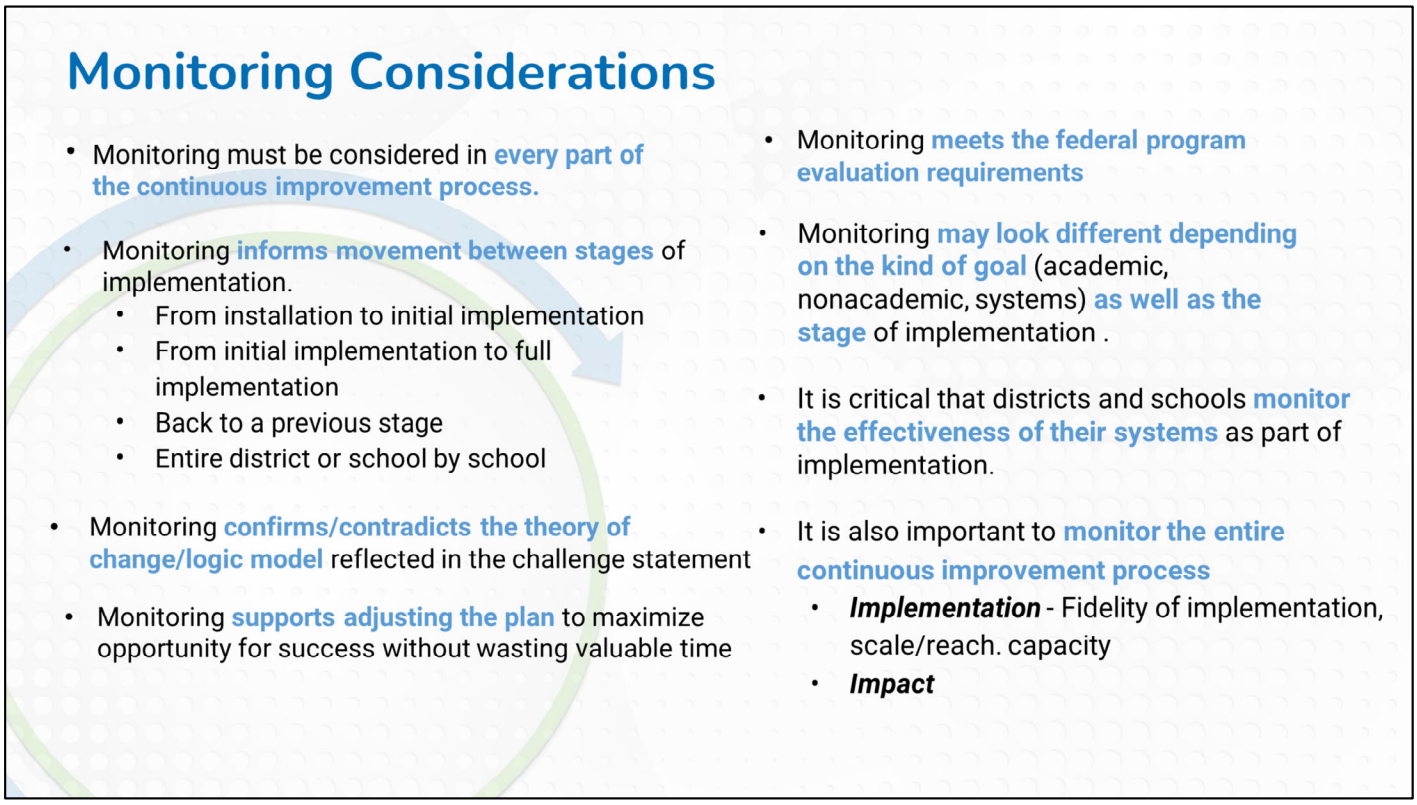
How will you ensure that the monitoring process is consistent across entities monitoring the same thing?

Monitoring is the responsibility of both the district and the school, but each has a slightly different role.

Schools are responsible for monitoring the programs and initiatives that have been assigned to the school and then reporting the data back to the district continuous improvement team.
The district is responsible for collecting the data from its schools and collating it to develop a district-wide picture. The district may also have plans that are assigned only to it which it needs to monitor.
Both the schools and the district should engage in the analysis of the data regarding the goals, strategies, and activities assigned to them.

Evidence is critical - this later impacts conversations about adjusting. You want decisions based on data rather than on personal hunches.

Note the key question at the bottom of the slide - how will you ensure that the monitoring process is consistent across entities monitoring the same thing, e.g. across different buildings, grade levels, classrooms? Doing this requires having the same tool(s) and understanding about what it looks and sounds like in practice. It also requires having ongoing conversations between those who are monitoring.



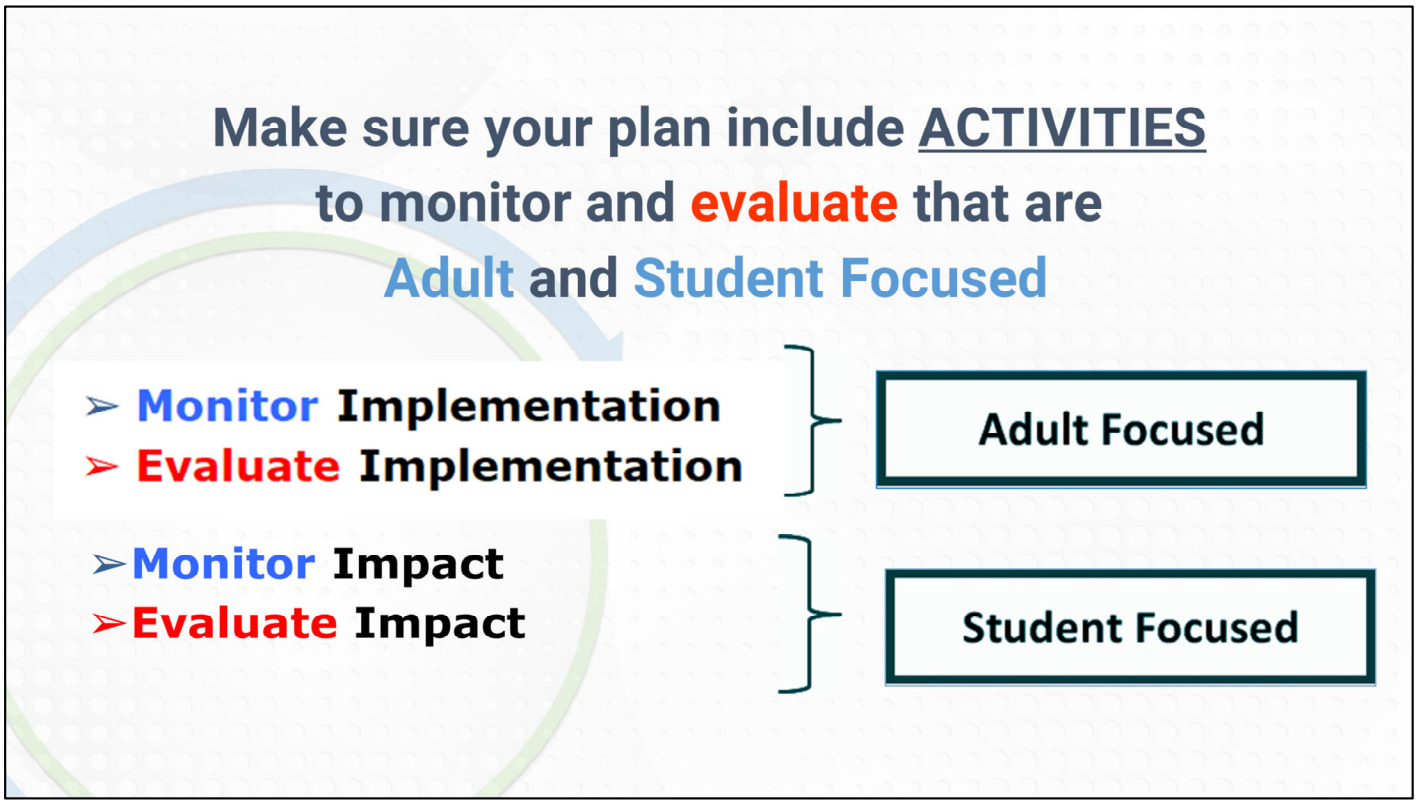
There are a number of things to keep in mind when monitoring:

1. Monitoring must be considered in every part of the continuous improvement process.
    - During assess needs, the data that is chosen for the data story should later be able to be used for monitoring so we know if any impact is being made.
    - During the planning process, the strategies and activities that are identified will need to be monitored for implementation. It is critical to identify the monitoring activities and timelines as part of designing the plan.
    - Monitoring is essential during implementation to know if the plan is working.
    - Evaluation is essentially the summative part of monitoring, and monitoring data will be used to inform evaluation.

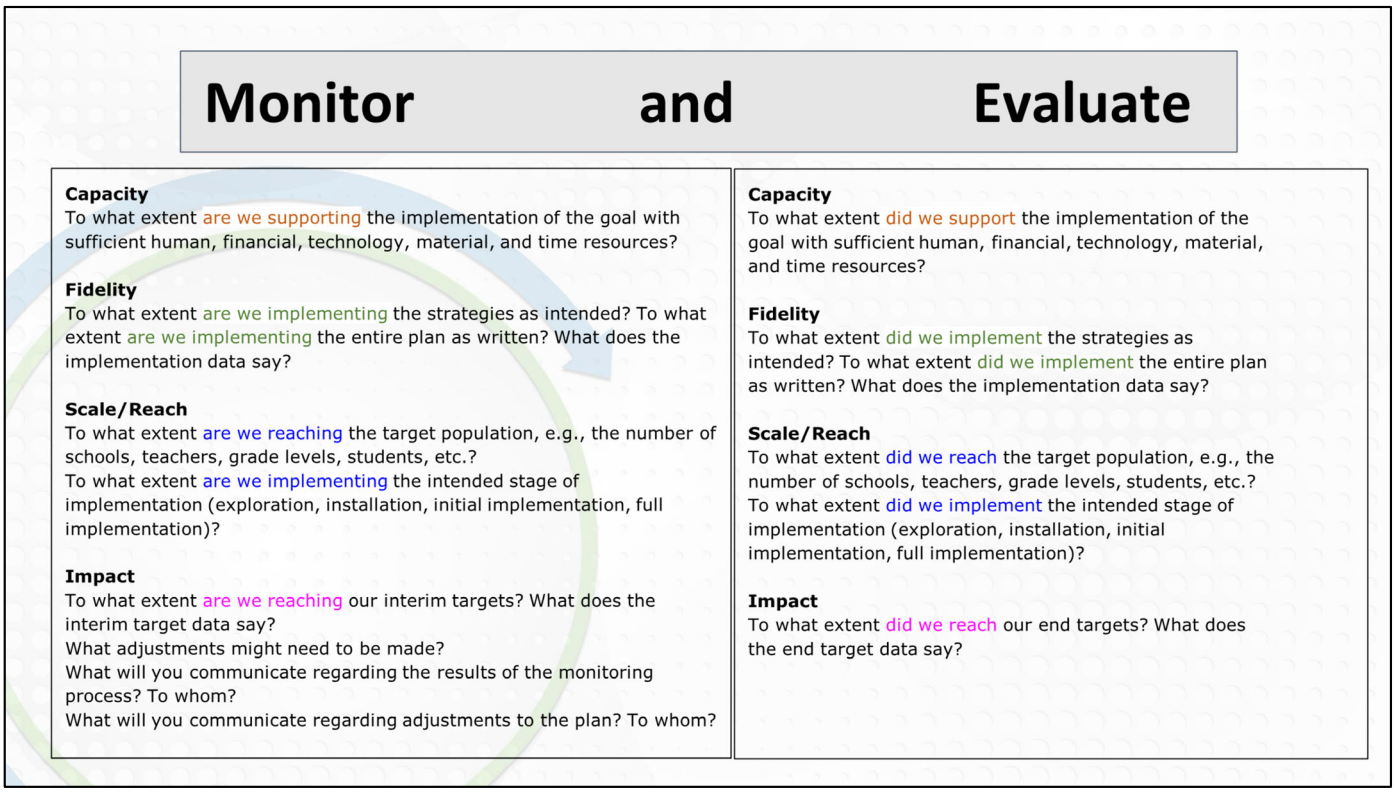
2. Monitoring informs the movement between stages of implementation, whether forward or backward, whether by the whole district or by individual schools or programs.
3. Monitoring confirms or contradicts the theory of change and the logic model reflected in the challenge statement.
4. Monitoring supports adjusting the plan based on data on an as-needed basis rather than waiting until valuable time has been wasted on something that is not working. It's also likely that the adjustments will need to be minor compared to those needed after much time has passed.
5. Monitoring meets the federal program evaluation requirements for programs using federal funds. Although it is called program evaluation, the on-going evaluation

process is really monitoring, with evaluation just being the summative end point.

6. Keep in mind that monitoring may look different depending on the primary focus of the goal as well as the stage of implementation. For example, an academic goal is likely to primarily have achievement targets while a non-academic goal is more likely to have behavior or attitude targets for impact. A systems goal is likely to have more implementation targets until the end target that will likely also include student impact. While not required, we encourage districts to consider all three kinds of data for a complete data story. When considering stages of implementation, implementation and impact are likely to have different meanings in the installation stage as compared to an implementation stage, as an example.
7. Not only should districts monitor the specific actions in a plan; they should also monitor the effectiveness of the systems to support those actions whether the goal is a systems goal or not.
8. Finally, while it is critical to monitor the individual actions in a plan, it is important to mention the entire continuous improvement process for implementation and impact.

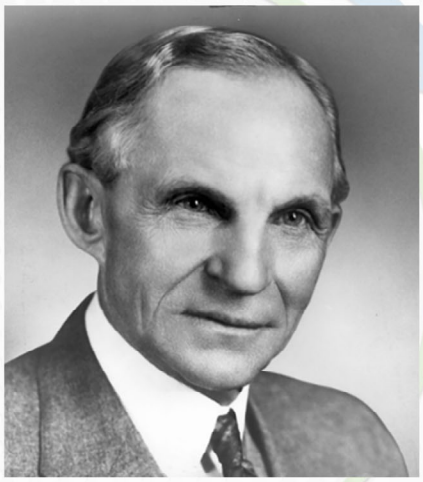


This slide reminds us that monitoring and evaluation activities include those that are both adult and student-focused, with implementation being primarily focused on the adults and impact being primarily focused on students. Again, monitoring is a formative process while evaluation is a summative process.



As reminded in the previous slide, monitoring and evaluation in MICIP are focused on the same things, with implementation being focused on capacity, fidelity, and scale/reach and impact being focused on results. Again, monitoring must be considered in every part of the continuous improvement process. Note that the questions that are part of each component are identical except for the tenses of the verbs.

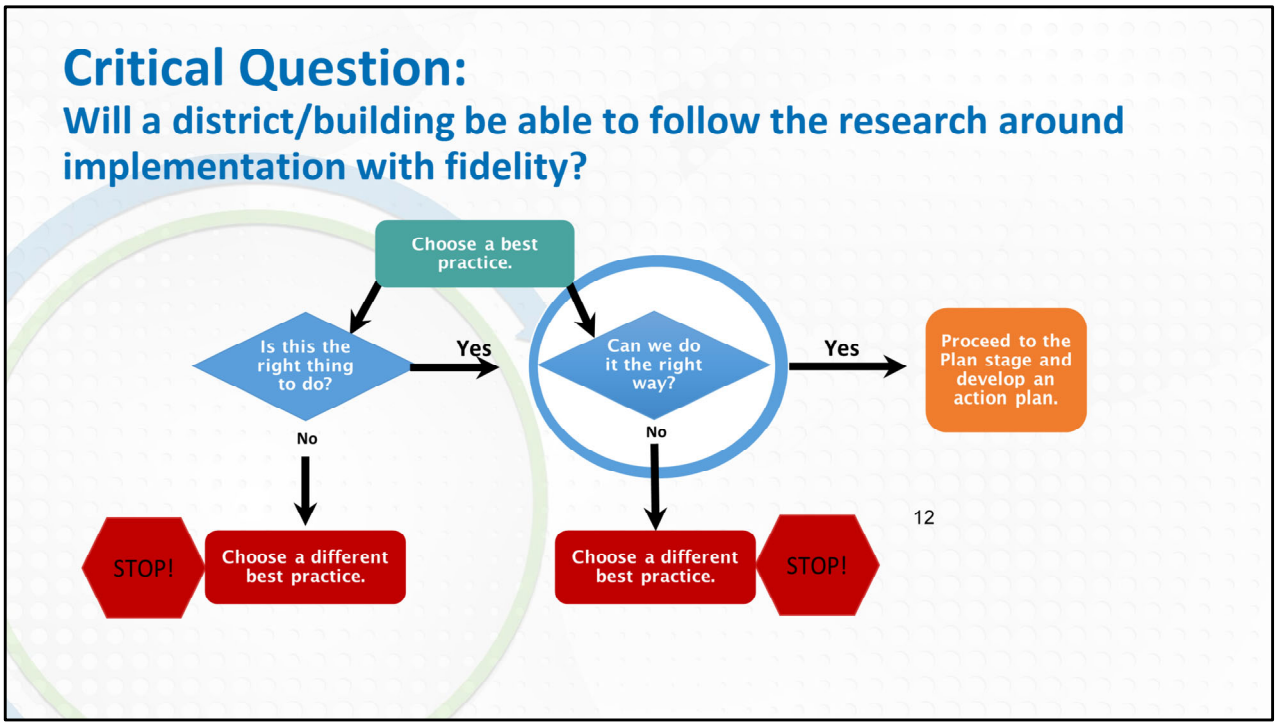
Monitoring Adult Implementation is Key!



"If You Always Do What You've Always Done, You'll Always Get What You've Always Got." ~ Henry Ford

(Student outcomes will not change until adult behavior changes.)

One of the quotes for which Henry Ford is famous is the one on this slide. "If you always do what you've always done, you'll always get what you've always got." This is especially true when it comes to adult behavior. In terms of continuous improvement, if we want student outcomes to change, we need to first change adult behavior. And referencing the quote several slides back, if we want adult behavior to change, we need to monitor whether it is indeed changing.



When identifying a continuous improvement strategy, there are two key questions a district must answer: Is it the right thing to do and can we do it the right way? If the answer to either of these questions is no, we might need to chose something different.

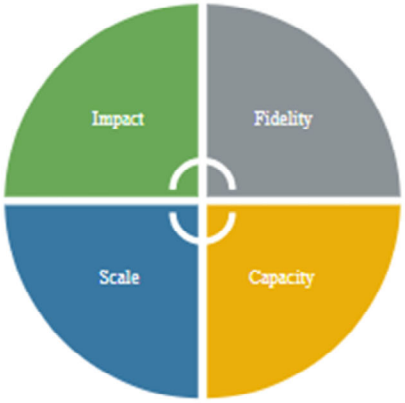
Monitoring: Three aspects of implementation are interdependent and determine IMPACT. They all need to be monitored.

Scale/Reach

The degree or extent to which a strategy is being used.

Includes the level of spread at which it is being used, such as the number of teachers using the strategy, students accessing the strategy, number of schools, etc.

Includes the stage of implementation i.e., Exploration, Installation, Initial Implementation, Full Implementation.



Fidelity

Degree to which a strategy or plan is implemented as intended according to research or evidence.

Capacity

Systems, activities, and resources that are necessary to successfully adopt and sustain effective practices, supports, and interventions.

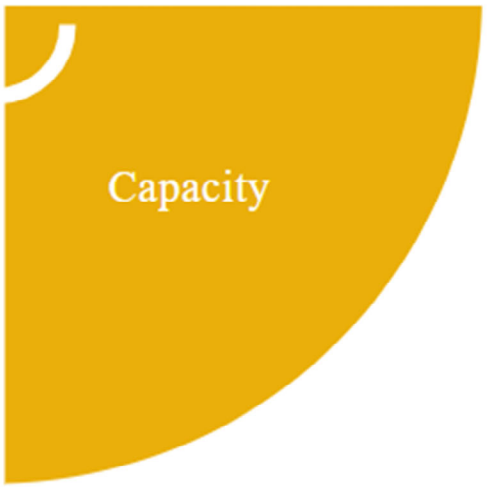
Assuming the two questions on the previous page can be answered affirmatively and the district chooses to move ahead with the identified strategy or initiative, there are several things to keep in mind about the components of implementation and impact.

1. The three implementation components are interdependent. E.g., If you do not have the capacity, you will not be able to implement to the scale and reach that you want or to implement at the level of fidelity required by research or evidence.
2. The implementation components all determine impact. If any of the three are missing or weak, impact will be affected.

As a result, all three aspects of implementation need to be monitored. However, it is not required to monitor all three aspects every time you monitor.

In the next few slides, we will review the definition of each and also look at tools that can be used.

Strategy Monitoring: Three aspects of implementation are interdependent and determine IMPACT. They all need to be monitored.



Capacity

Systems, activities, and resources that are necessary to successfully adopt and sustain effective practices, supports, and interventions.

What progress are me making in supporting those implementing the plan with sufficient human, financial, technology, material and time resources?

We begin with capacity since it directly impacts fidelity and scale/reach. On this slide, note the definition of capacity according to the National Implementation Research Network (NIRN) as well as the question that is posed in MICIP as part of the monitoring process.

Capacity Tools

Capacity

Implementing Site Indicator
CAPACITY TO IMPLEMENT

1. Typically, how much does it cost to run the program or practice each year? Are there resources to support this cost? If the current budget cannot support implementation, outline a resource development strategy.
2. What are the staffing requirements for the program or practice (number and type of staff, e.g., education, credentials, content knowledge, cultural competency, cultural congruency)?
3. Does the implementing site currently employ or have access to staff that meet these requirements?
4. If so, do those staff have a cultural and language match with the population they serve, as well as relationships in the community?
5. What administrative practices must be developed or refined to support the use of this program or practice?
6. Is leadership knowledgeable about and in support of this program or practice? Do leaders have the diverse skills and perspectives representative of the focus population?
7. Do staff have the capacity to collect and use data to inform ongoing monitoring and improvement of the program or practice?
8. What administrative policies or procedures must be adjusted to support the work of practitioners and others to implement the program or practice?
9. Will the current communication system facilitate effective internal and external communication with stakeholders, including the focus population?
10. Will the program or practice require use of or changes to building facilities? Use notes section to explain. List required uses of and/or changes. Include costs if known.
11. Does the program or practice require new technology (hardware or software, such as a data system)? Use notes section to explain. List required hardware and/or software. Include costs if known.
12. Does the program or practice require use of or changes to the monitoring and reporting system? Use notes section to explain. List required uses of and/or changes. Include costs if known.

NIRN Hexagon Discussion Analysis Tool

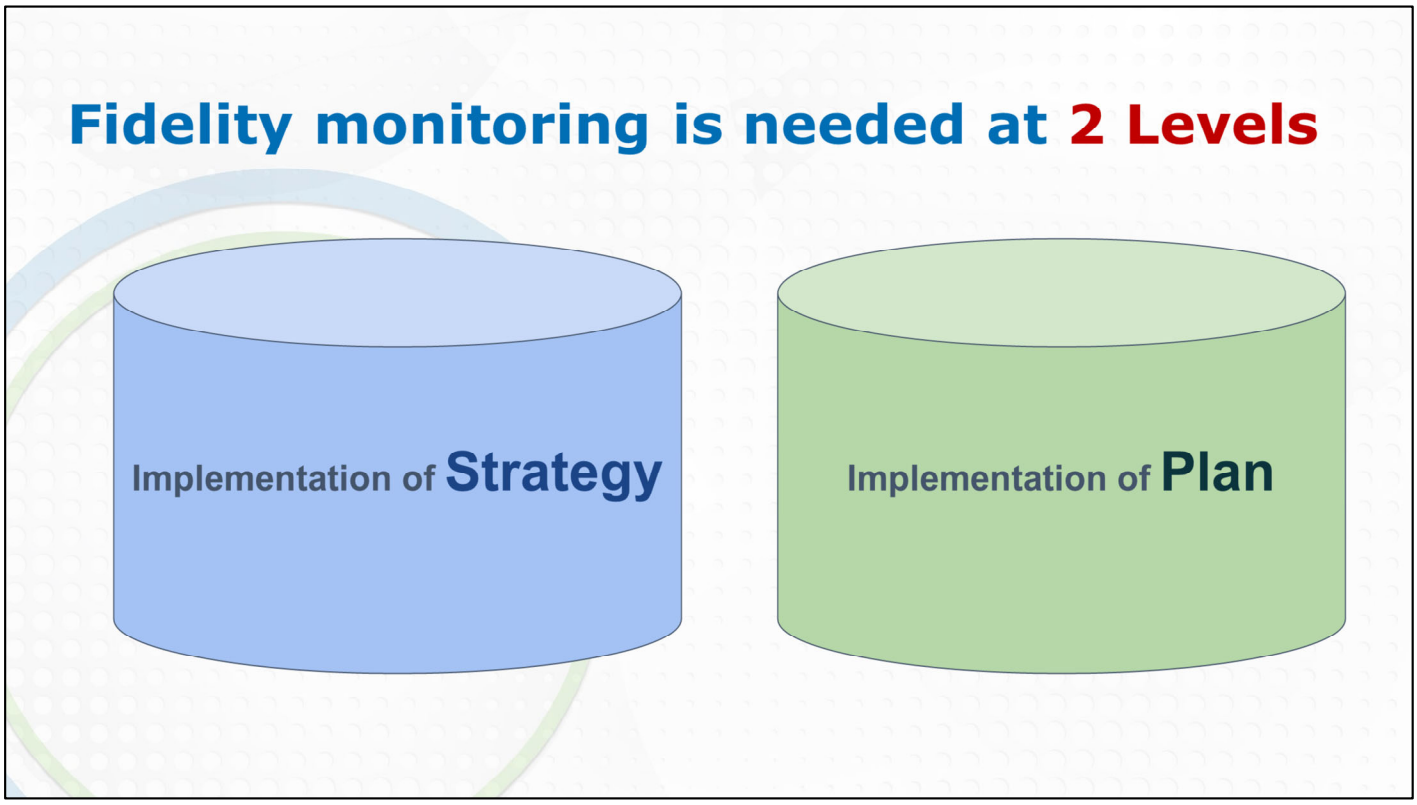
Capacity Processing Sheet

Element	Describe Current Status	Implications and Adjustments Needed
Budget: Is there a budget designated for the implementation and is available for use?		
Staff: Is there adequate staff in place to implement as intended?		
Leadership: Is there leadership support in place?		
Data: Is data being collected to monitor and evaluate?		
Communication: Is there a communication plan in place and being used?		
Time: Is there time allocated for training, data analysis, implementation of strategies, etc.?		

The tool on this slide identifies some of the major components of capacity as identified in the NIRN Hexagon Tool. If following the MICIP process, the district will already have used the Hexagon Tool to identify its capacity as part of the planning process using the questions on the left. The district may have decided that it has or can build the capacity to move ahead even though not all components are in place. As part of planning, it's important for the district to identify any actions that must be implemented to fill gaps and ensure that a district has capacity to implement a strategy at the highest level of fidelity. While this tool is primarily meant for planning, we can also use it to identify whether we have followed through on the activities we have identified through the planning process related to capacity.

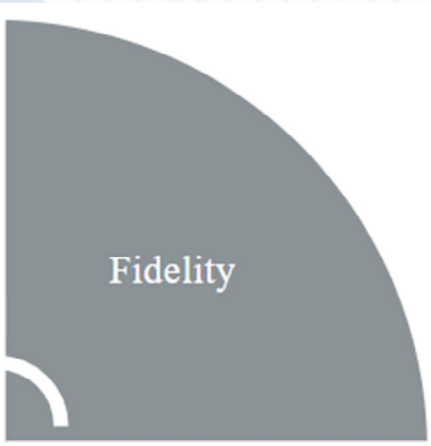
There are two other tools that can help measure capacity. The District Capacity Assessment (sometimes referred to as the DCA) can be used to measure the district's capacity to implement an initiative. While sometimes associated only with MTSS, it can be used to assess the capacity to implement **any** initiative. The Drivers Best Practice Assessment is similar to the DCA but is designed to be used by schools and identifies how well a school is making best use of the practices defined by implementation drivers as well as what data will you need to collect around those drivers.

MiMTSS Data is now integrated into MICIP . A MICIP administrator will need to enable MiMTSS access under third party integrations in the platform. If you need assistance, contact Terry Nugent.



When monitoring fidelity, it is important to remember that fidelity monitoring is needed at two levels, at both the strategy level and the plan level.

Strategy Monitoring: Three aspects of implementation are interdependent and determine IMPACT.



Fidelity

Degree to which a strategy or plan is implemented as intended according to research or evidence.

What progress are we making on implementing the selected strategy or plan as intended?

Note the definition of fidelity on this slide as well as the key question asked in MICIP.

A Critical Tool: Strategy Implementation Guides

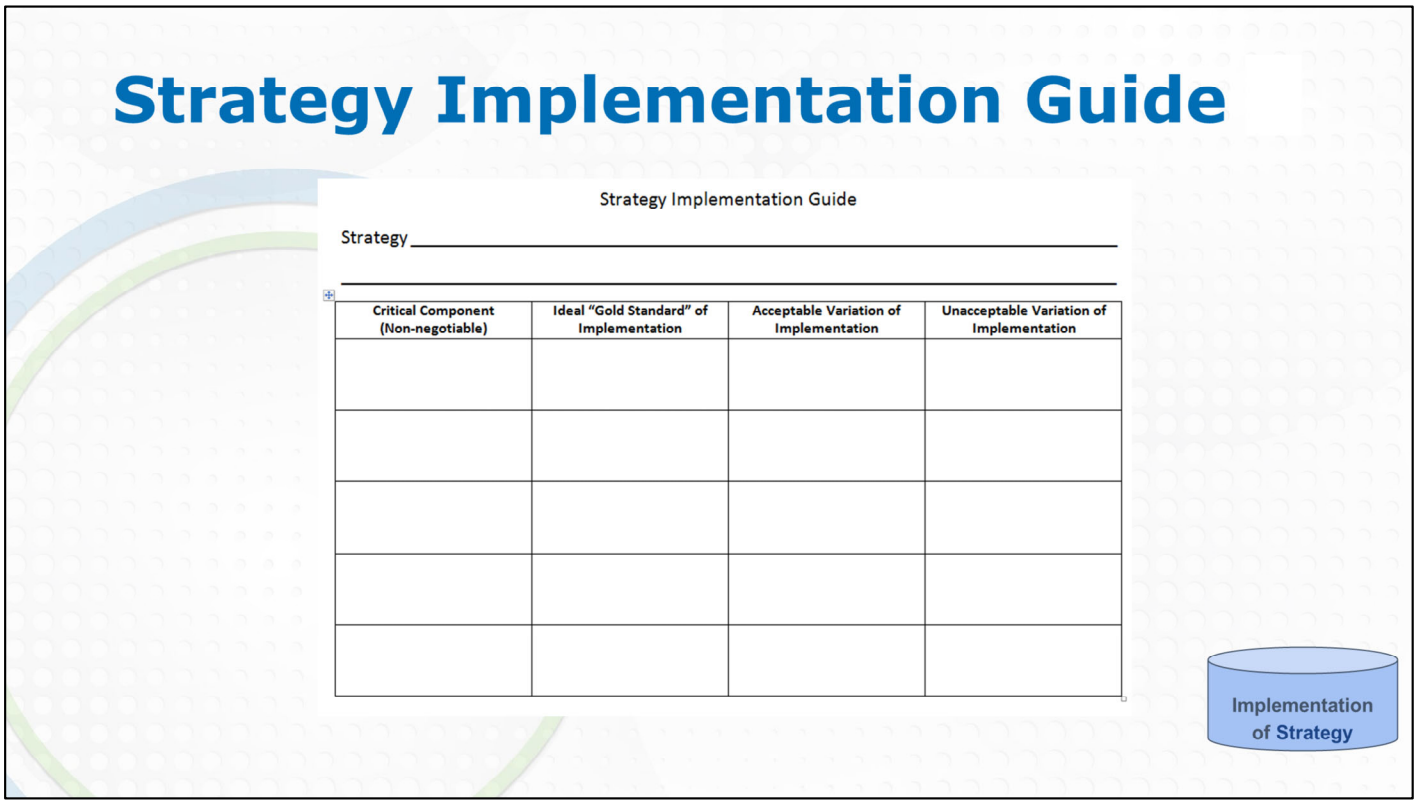
The Strategy Implementation Guide bridges the gap between the research and implementation.

This protocol/tool is how stakeholders involved with implementation understand the expectations for **WHAT** and **HOW** to execute implementation with fidelity so that maximum impact can be obtained.

Implementation of **Strategy**

One of the most important tools for fidelity of implementation is the Strategy Implementation Guide, sometimes referred to as the SIG. Note the statements on this slide regarding the SIG.

- The Strategy Implementation Guide bridges the gap between the research and implementation.
- **WHAT** **HOW**
-



Let's take a look at the features of such a guide. In the first column, we are asked to identify the critical components of the strategy. These are the practices that, according to research or evidence, must be in place to be able to implement the strategy with fidelity. In the second column we describe the expected behaviors regarding implementation of those components with the highest level of fidelity. This is sometimes referred to as the gold standard. In the third column we identify any acceptable variations. In other words, if we cannot implement at the level of the gold standard, acceptable variations are those that should still bring the desired results. For example, if a literacy strategy calls for 45 minutes of reading instruction five days a week, but a school's schedule will not allow that, might implementing reading instruction for 60 minutes or more on two of those days be an acceptable variation? If a strategy is so tight, there may not be any acceptable variations. Sometimes we also talk about acceptable variations as those variations that need to be made at the specific location to be able to implement the strategy.

In the last column we identify unacceptable variations, those practices that should not be implemented. It is important to explicitly identify such practices so there is no question about whether they are allowable. If a strategy cannot be implemented at at least the acceptable variation level, it is likely a sign that it may be necessary to choose another strategy. If the strategy is a complex strategy with several components, it is advisable to develop a guide for each component.

It would be ideal for an entire staff to help develop a strategy implementation guide. If

that is not practical and the guide must be developed by a smaller group of people, it is important that the guide be brought to the entire staff for input/feedback so that, eventually, all staff members agree on the elements of the guide and what they look and sound like in implementation.

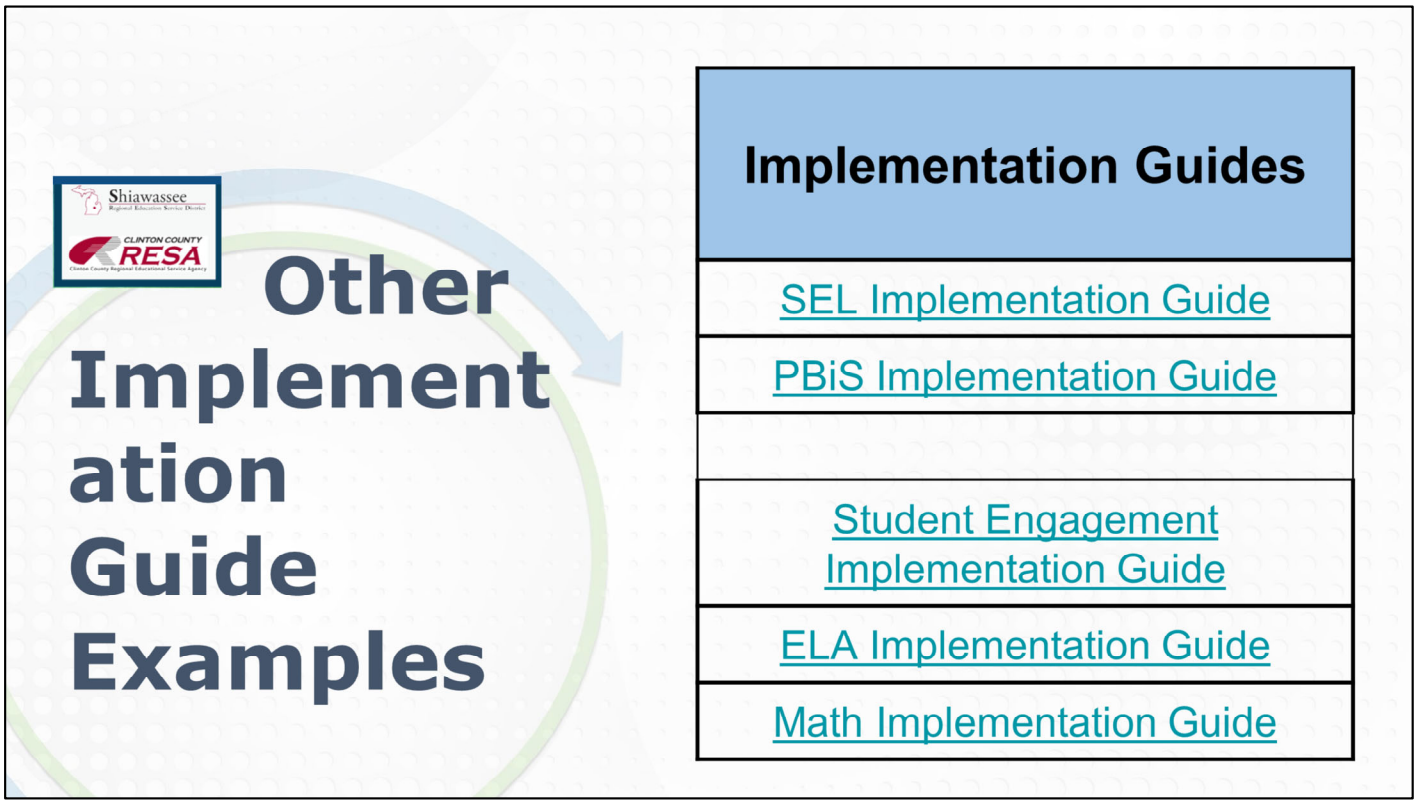
Strategy Implementation Guide

The implementation guide is critical so that everyone has a clear understanding of the expected behaviors regarding putting the strategy into practice.

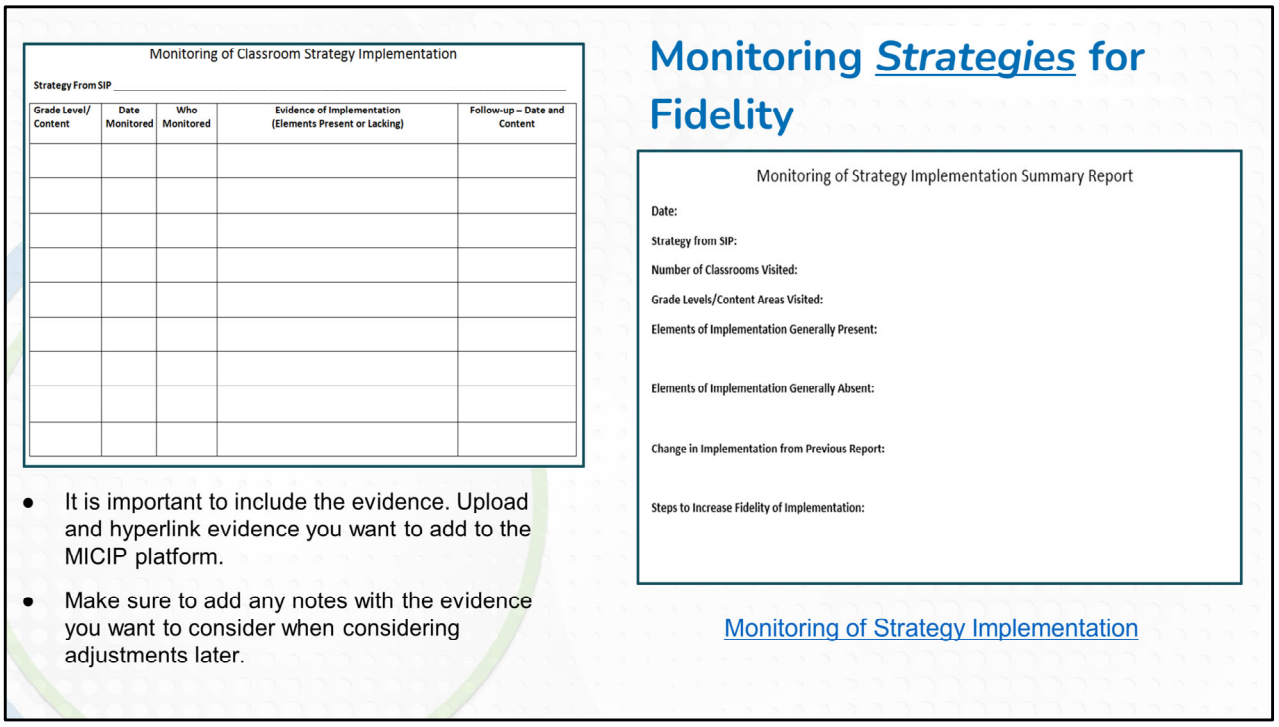
Critical Component How does this component contribute to the overall outcome of this practice?	**"Gold Standard" for Implementating a Critical Component** What would you see when this component is implemented well?

Strategy Implementation Modified Template

While it is ideal to have all four columns completed for a SIG, you could start with the first two columns. This slide shows a Strategy Implementation template that has been modified to include just the critical components and the gold standard. It is important to keep in mind that the more detailed you are regarding implementation details – including defining what, who, when, how often, etc. for your specific context – the more likely you will set the stage for successful implementation. It is also important to remember that, depending on the strategy, implementation of all critical components may take more than the first year.



Our colleagues from Shiawassee and Clinton County Regional Educational Service Agencies have graciously shared examples of additional implementation guides developed in their county.



This slide shows an example of a possible strategy implementation monitoring tool tied to the strategy implementation guide. Whoever is doing the monitoring would note the grade level/content area and the date and individual being monitored. The evidence of implementation would be identified using the implementation guide, noting which elements are present and which are lacking. Depending on the evidence, follow-up might include additional professional learning/coaching if the level of implementation was low or providing professional learning/coaching to others if the level of implementation was high. Note that this tool is strictly meant for monitoring and should not be used for individual evaluation. A tool like this could be used on a variety of scales, including for individual reflection, grade level/content area reflection, or whole school reflection.

Stages of Implementation

Exploration - To examine the degree to which a particular program or innovation *meets the district's needs* and whether *implementation is feasible*.

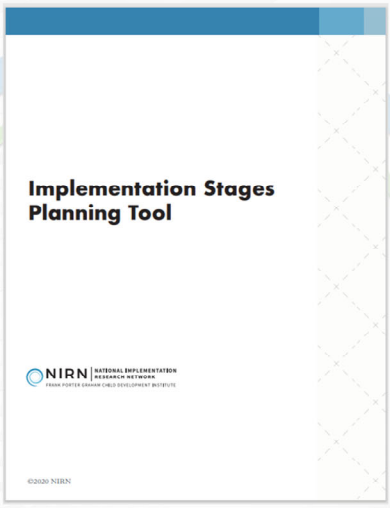
Installation - To ensure that *resources for implementation* are in place and to *develop practitioner competency*.

Initial Implementation - To first put the strategy into place and identify *solutions to barriers* for implementation; initial implementation could also involve *implementation on a limited scale.*

Full Implementation - To *skillfully put the strategy into place* and *achieve intended outcomes*. Full implementation could also mean *moving from implementation on a limited scale to full scale.*

Monitoring the plan involves knowing whether we are implementing the correct activities for the stage we are in. This requires a knowledge of the stages as outlined on this slide. Note the description of each stage of implementation, starting with exploration, where we examine the degree to which a particular program or innovation meets the district's needs and whether implementation is feasible. We then move to installation where we ensure that resources for implementation are in place, and we develop practitioner competency. We next move to initial implementation where we first put the strategy in place and identify solutions to barriers for implementation. Finally, we move to full implementation where we fully implement the initiative or move from implementation on a limited scale to full scale. Assuming a district or building has a variety of initiatives, it's likely that they will be in different stages of implementation, and monitoring for each initiative will look different based on the stage.

NIRN Implementation Stages Planning Tool



Implementation Stages Planning Tool

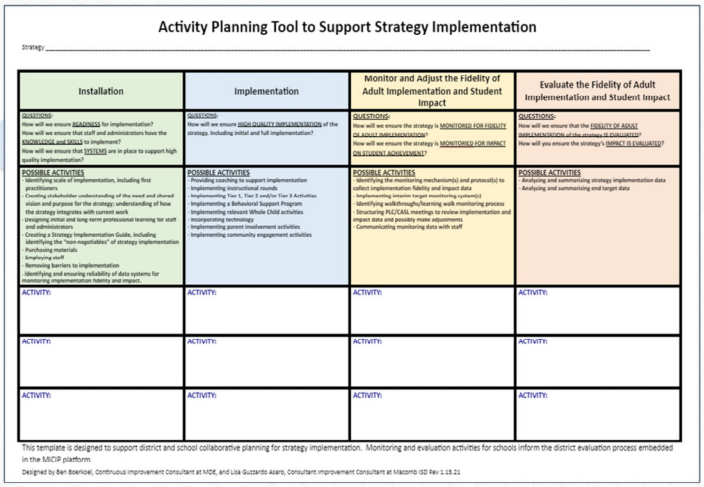
- Use the Implementation Stages Planning Tool at any point in the implementation process.
- Assists you in ensuring that your implementation activities match your current stage of implementation.
- Supports you in moving into subsequent stages of implementation.

NIRN has developed the Implementation Stages Planning Tool that describes the various actions and behaviors that should take place at each stage. Along with the tool on the next slide, the Stages Planning Tool will help identify the activities that a district may need to consider as part of its plan.

Monitor Implementation of the Plan

The planning tool allows you to be specific in your actions and monitor implementation as evidence for fidelity monitoring.

The Activity Planning Tool support strategy implementation. Activities are identified as part of the planning process to address the ***entire life of the plan***. It is also likely that the plan will be adjusted as it is being implemented based on fidelity and impact data.



Activity Planning Tool to Support Strategy Implementation

Strategy _____

Installation	Implementation	Monitor and Adjust the Fidelity of Adult Implementation and Student Impact	Evaluate the Fidelity of Adult Implementation and Student Impact
QUESTIONS: How will we ensure READINESS for implementation? How will we ensure that staff and administrators have the KNOWLEDGE and SKILLS to implement? How will we ensure that SYSTEMS are in place to support high quality implementation?	QUESTIONS: How will we ensure HIGH QUALITY IMPLEMENTATION of the strategy, including initial and full implementation?	QUESTIONS: How will we ensure the strategy is MONITORED FOR FIDELITY OF ADULT IMPLEMENTATION? How will we ensure the strategy is MONITORED FOR IMPACT ON STUDENT ACHIEVEMENT?	QUESTIONS: How will we ensure that the FIDELITY OF ADULT IMPLEMENTATION of the strategy IS EVALUATED? How will you ensure the strategy's IMPACT IS EVALUATED?
POSSIBLE ACTIVITIES - Identifying scale of implementation, including first practitioners - Creating stakeholder understanding of the need and shared vision and purpose for the strategy; understanding of how the strategy integrates with current work - Designing initial and long-term professional learning for staff and administrators - Creating a Strategy Implementation Guide, including identifying the "non-negotiables" of strategy implementation - Purchasing materials - Employing staff - Removing barriers to implementation - Identifying and ensuring reliability of data systems for monitoring implementation fidelity and impact.	POSSIBLE ACTIVITIES - Providing coaching to support implementation - Implementing instructional rounds - Implementing Tier 1, Tier 2 and/or Tier 3 Activities - Implementing a Behavioral Support Program - Implementing relevant Whole Child activities - Incorporating technology - Implementing parent involvement activities - Implementing community engagement activities	POSSIBLE ACTIVITIES - Identifying the monitoring mechanism(s) and protocol(s) to collect implementation fidelity and impact data - Implementing interim target monitoring system(s) - Identifying walkthroughs/learning walk monitoring process - Structuring PLC/CASL meetings to review implementation and impact data and possibly make adjustments - Communicating monitoring data with staff	POSSIBLE ACTIVITIES - Analyzing and summarizing strategy implementation data - Analyzing and summarizing end target data
ACTIVITY:	ACTIVITY:	ACTIVITY:	ACTIVITY:
ACTIVITY:	ACTIVITY:	ACTIVITY:	ACTIVITY:
ACTIVITY:	ACTIVITY:	ACTIVITY:	ACTIVITY:

This template is designed to support district and school collaborative planning for strategy implementation. Monitoring and evaluation activities for schools inform the district evaluation process embedded in the MICIP platform.

Designed by Ben Boerkoel, Continuous Improvement Consultant at MDE, and Lisa Guzzardo Asaro, Consultant Improvement Consultant at Macomb ISD Rev 1.15.21

Activity Planning Tool

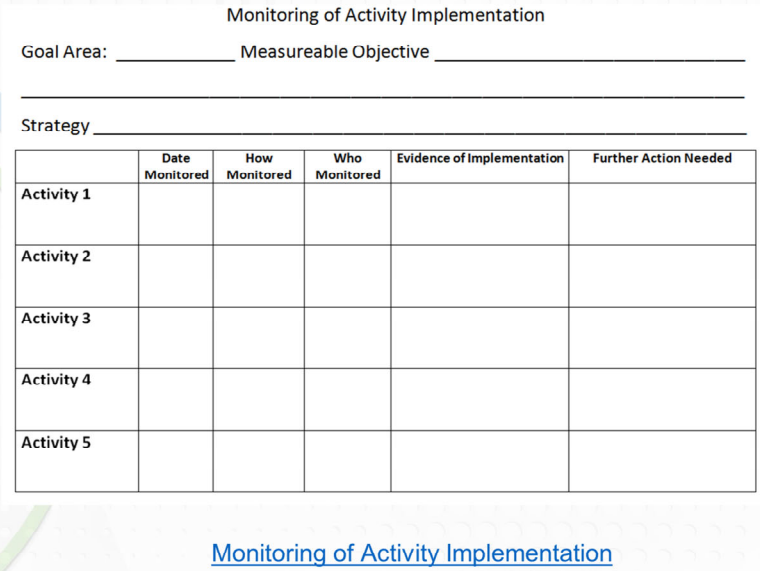
Activity Planning Tool Directions

The Activity Planning Tool helps identify activities that support implementation for each stage. Monitoring implementation of the plan includes monitoring the implementation of the various selected activities to determine if they are being implemented by their due dates. While the Activity Planning Tool is intended to primarily be used to plan activities for the various stages, it can also be used to identify gaps in planning or implementation through the monitoring process. Note that the tool asks the user to identify not only activities for installation or implementation but also for monitoring and evaluation.

It is critical that these monitoring and evaluation activities be considered as part of the planning process and not just when the time comes for monitoring or evaluation. Note the statement to the left of the chart that as part of the planning process the activities should be identified for the **entire life of the plan** even thought they may not be implemented during the first year. Doing so helps keep implementation on track and also facilitates the budget process for the life of the plan. The monitoring process helps note whether the implementation process is on track and whether the budget is being expended as planned.

Monitoring Activities for Fidelity

- This document allows teams to monitor activity implementation outside the MICIP system. Teams can upload and hyperlink any evidence they want added into the MICIP platform.
- Make sure to add any notes with the evidence you want to consider when considering adjustments later.



Monitoring of Activity Implementation

Goal Area: _____ Measureable Objective _____

_____

Strategy _____

	Date Monitored	How Monitored	Who Monitored	Evidence of Implementation	Further Action Needed
Activity 1					
Activity 2					
Activity 3					
Activity 4					
Activity 5					

Monitoring of Activity Implementation

This tool is tied to the activity planning tool and is an example of a simple activity monitoring tool. It's important to decide on the monitoring calendar when the monitoring process is planned. Note that hyperlinked documents will not be live in MICIP, but the link can be copied into another browser.

Where Are We Now?

Installation	Implementation	Monitor and Adjust the Fidelity of Adult Implementation and Student Impact	Evaluate the Fidelity of Adult Implementation and Student Impact
QUESTIONS: How will we ensure READINESS for implementation? How will we ensure that staff and administrators have the KNOWLEDGE and SKILLS to implement? How will we ensure that SYSTEMS are in place to support high quality implementation?	QUESTIONS: How will we ensure HIGH QUALITY IMPLEMENTATION of the strategy. Including initial and full implementation?	QUESTIONS: How will we ensure the strategy is MONITORED FOR FIDELITY OF ADULT IMPLEMENTATION? How will we ensure the strategy is MONITORED FOR IMPACT ON STUDENT ACHIEVEMENT?	QUESTIONS: How will we ensure that the FIDELITY OF ADULT IMPLEMENTATION of the strategy IS EVALUATED? How will you ensure the strategy's IMPACT IS EVALUATED?
ACTIVITY: Build Awareness , Commitment and Ownership for Social Emotional Learning **SEL Team:** Establish an SEL team, with designated roles and responsibilities. The team is representative of the school community and includes students, families, and community groups in processes. COMPLETED	**ACTIVITY: Build Awareness , Commitment and Ownership for Social Emotional Learning** **Foundational Learning:** Foundational SEL learning opportunities are provided at least annu[ally] for school staff, families, community partners part of the onboarding process. IN PROGRESS	**ACTIVITY: Build Awareness , Commitment and Ownership for Social Emotional Learning** **SEL Team:** Team meets at least monthly to reflect on data, plan for improvements, and lead schoolwide SEL initiatives. IN PROGRESS	***Evaluation is addressing IMPACT so this column is not part of the status check***
ACTIVITY: Build Awareness , Commitment and Ownership for Social Emotional Learning **Foundational Learning:** Foundational SEL learning opportunities are provided for all school staff in the first year of implementation. COMPLETED	**ACTIVITY: Build Awareness , Commitment and Ownership for Social Emotional Learning** **Two-Way Communication:** The SEL team and school leadership engages in consistent two-wa[y] communications with all stakeholders in[cluding] staff, other schoolwide teams, communi[ty] families, and out-of-school time provider[s]. IN PROGRESS	**ACTIVITY: Build Awareness , Commitment and Ownership for Social Emotional Learning** **Two-Way Communication:** The SEL team regularly reviews whether communications are effe[ctive] engaging stakeholders in schoolwide SEL. IN PROGRESS	

Template Designed by Ben Boerkoel, Continuous Improvement Consultant at MDE, and Lisa Guzzardo Asaro, Consultant Improvement Consultant at Macomb ISD Rev 1.15.21
Sample Designed by Kathleen Miller, SRESD

- *We will focus on celebration of successes and problem-solving of barriers later.*

1. Consider making it standard practice to update/review the status of activities at the beginning of each team meeting. *If we haven't implemented our plan, changes in outcomes are unlikely.*

Date	% Complete	% In Progress	% Not started

https://docs.google.com/document/d/1-zlgoOXrWDw76w0S4haYXQDPz2GkOe1JISLdoqU-R-A/edit

This slide shows another example of an activity monitoring tool aligned to the Activity Planning Tool.

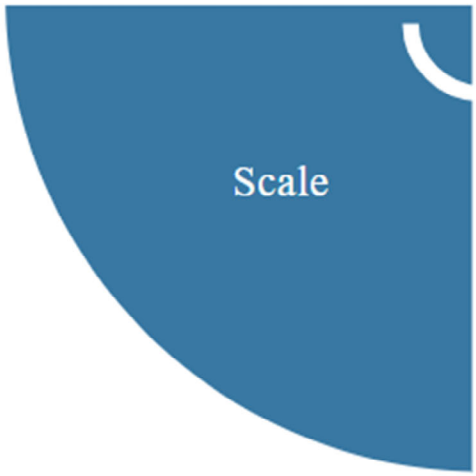
Strategy Monitoring:
Three aspects of implementation are interdependent and determine IMPACT. They all need to be monitored.

Scale/Reach

The degree or extent to which a strategy is being used.

Includes the level of spread at which it is being used, such as the number of teachers using the strategy, students accessing the strategy, number of schools, etc.

Includes the stage of implementation i.e., Exploration, Installation, Initial Implementation, Full Implementation.



What progress are we making on reaching the intended populations?

What progress are we making on implementing the appropriate stage of implementation?

The last implementation component is scale and reach. Note that the description and the questions raised point to two areas, whether the plan is reaching the intended populations as well as whether the appropriate stage is being implemented given the status and timeline of the plan.

Scale/Reach Questions

Scale

- Is the target population receiving the strategy?
- Is the intensity appropriate?
- What is being provided?
- What is being received?
- Is the strategy reaching all students equitably?
- Are we engaged in the right activities for the stage we are in?
- Are recipients satisfied with the strategy?

What is the evidence?

Monitoring scale and reach regarding the target population might be as simple as a checklist or a series of questions such as those on this slide. Note again the importance of evidence.

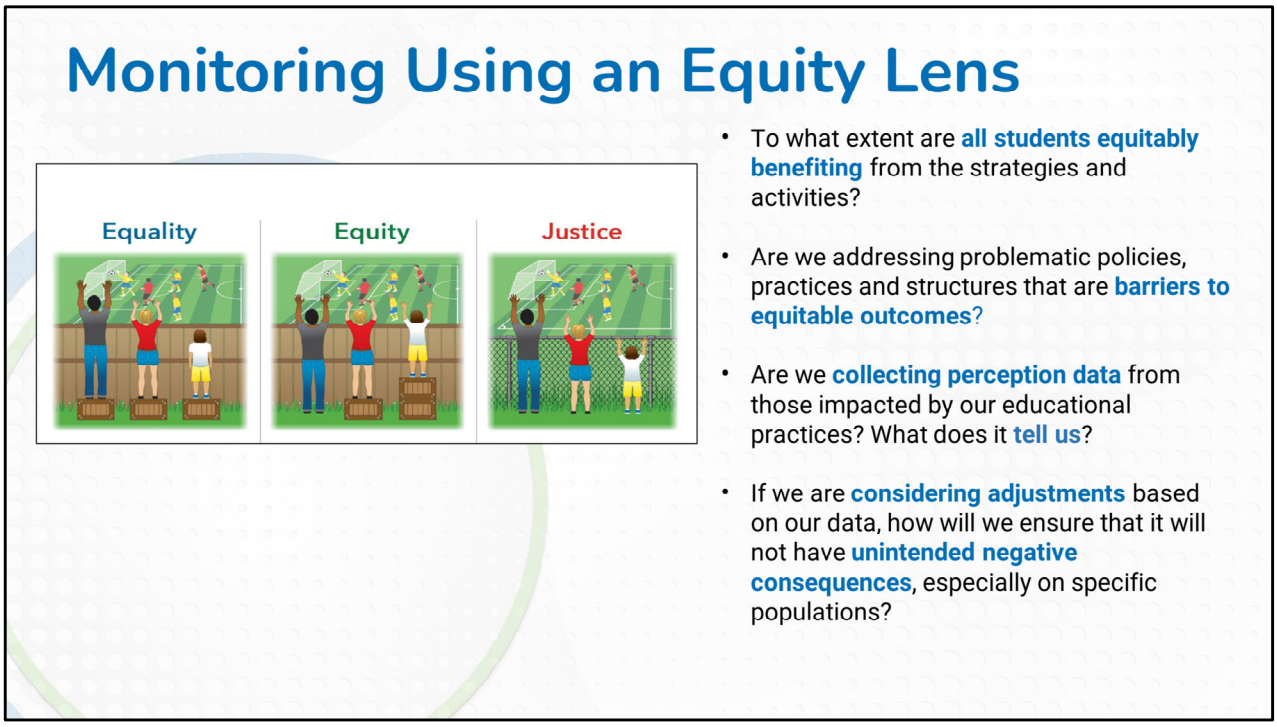
Scale & Reach Tools

Scale & Reach Processing Sheet

	Answer question with short response		Answer yes or no. If no, provide details.	Should the strategy be continued as it is or are adjustments needing to be made? If adjusting, what needs to be done?
Who is the target population?		Is the target population receiving the strategy?		
What is the current intensity?		Is the intensity appropriate?		
What is being provided?		What is being received?		
What are the characteristics of the students receiving the strategy?		Is the strategy reaching all students equitably?		
What stage are we in?		Are we engaged in the right activities for the stage we are in?		
Are recipients satisfied with the strategy?		How do you know?		
What is your evidence?				

This document can be used to determine your status regarding scale and reach with the strategy.

A simple document such as the one on this slide can be used to address the questions on the previous slide.

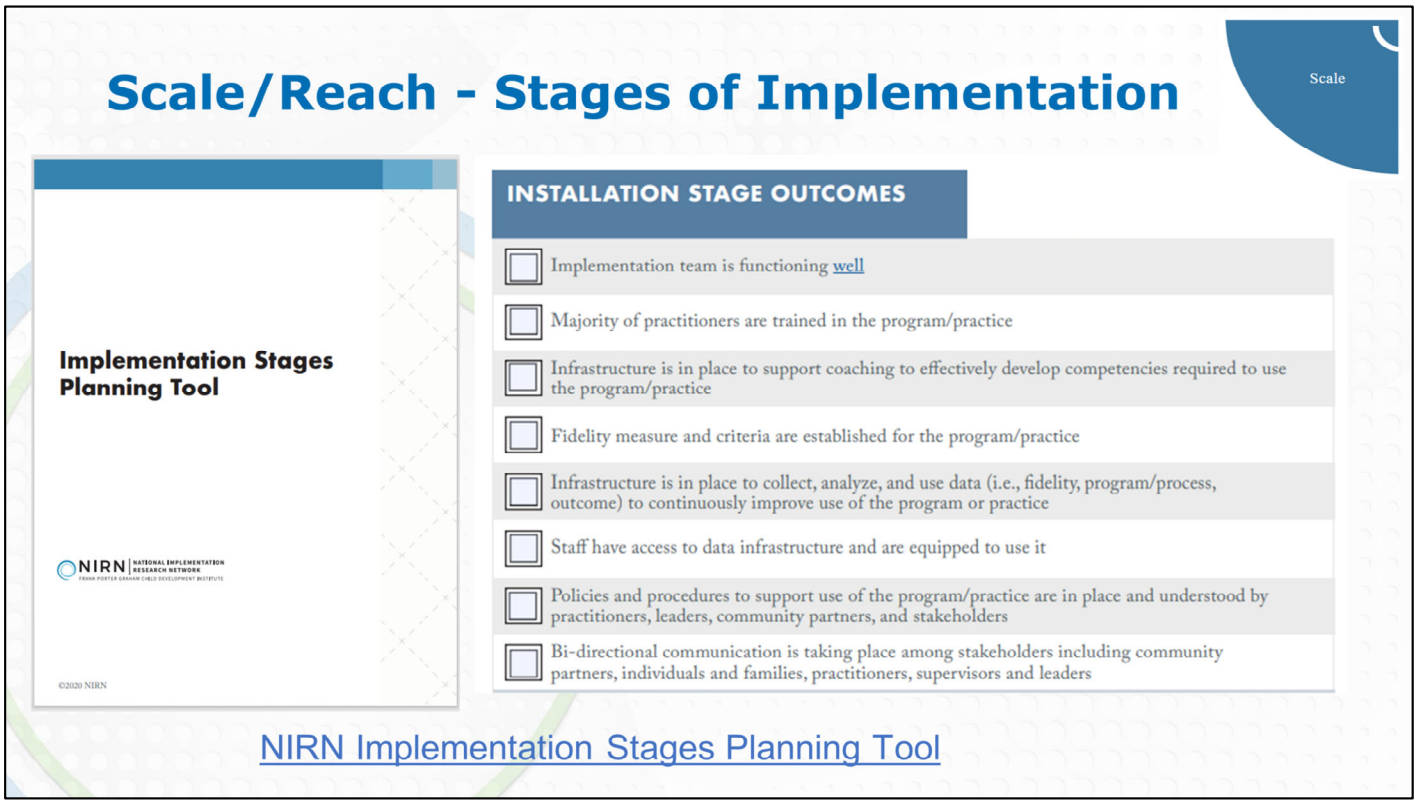


Equity is part of the MICIP mindset that impacts the entire process, and equity is directly related to scale and reach. The questions on this slide address just a few of the high-level considerations if a district is using an equity lens in its continuous improvement process:

- To what extent are **all students equitably benefiting** from the strategies and activities?
- Are we addressing problematic policies, practices and structures that are **barriers to equitable outcomes**?
- Are we **collecting perception data** from those impacted by our educational practices? What does it **tell us**?

- If we are **considering adjustments** based on our data, how will we ensure that it will not have **unintended negative consequences**, especially on specific populations?

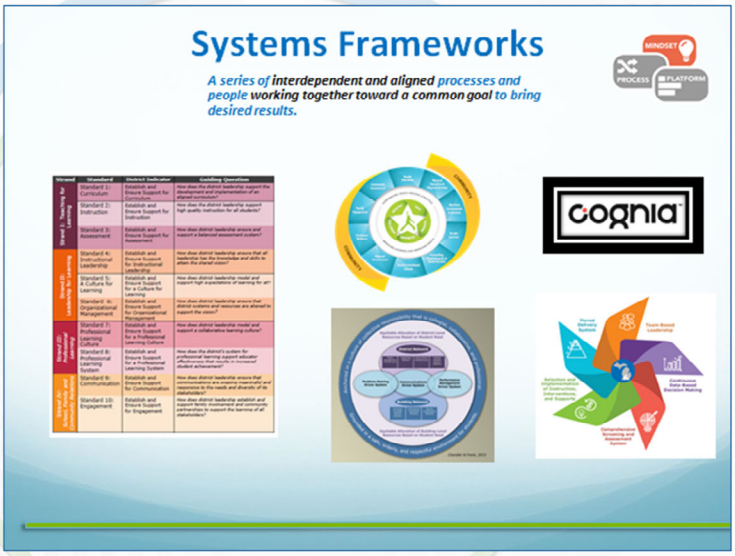
If a district commits to addressing gaps in equity, it is critical to monitor any actions identified to address those gaps.



As previously mentioned, scale and reach can also include whether you are in the correct stage. Monitoring will look different depending on the stage you are in. Monitoring in the installation stage will likely be more about checking the boxes regarding whether you did something vs. the quality of the implementation. As with so many of the planning tools, the NIRN Implementation Stages Planning Tool can also be used for monitoring,

While it is important to monitor the actions in our plans, it is also critical to monitor the systems that are necessary to support the implementation of those actions. Ideally, any gaps in such systems would also be addressed through the continuous improvement plan.

Monitoring Your Systems Tools



Systems Monitoring

Overarching questions:	
• Are the necessary components in place for each system? • What adjustments are needed to install or strengthen the system?	
System	**Guiding Questions**
Instructional	• Does your instructional framework support the implementation of the strategy/strategies selected? • Are strategies being implemented that improve instructional practices?
Assessment/Data	• Are you collecting the appropriate data to support your implementation? • What tool is in place to collect the data and make it easily accessible?
Leadership	• Are leaders visiting classrooms to check on implementation progress? • Is feedback given that moves teachers forward? • Are classroom visits meeting the timelines of your evaluation tool?
Student Support	• Have you considered the whole child in developing strategies? • What do you have in place to support the *cognitive, physical, behavioral, social and emotional* needs of students? • Do all students have equitable access to strategies and supports?
Human Resource	• Do you have the proper personnel in the proper places to support implementation? (Teacher leaders, coaches, etc.) • Are you providing appropriate Professional Learning to staff to support implementation?
Technology	• Do you have appropriate technology to support implementation? • How does your technology support your implementation? • How does technology support improvement of instructional practice?
Communication	• How are you communicating to all stakeholders on a regular basis? • What information is important for each stakeholder group?

Guiding Questions Checklist assists with examining your system

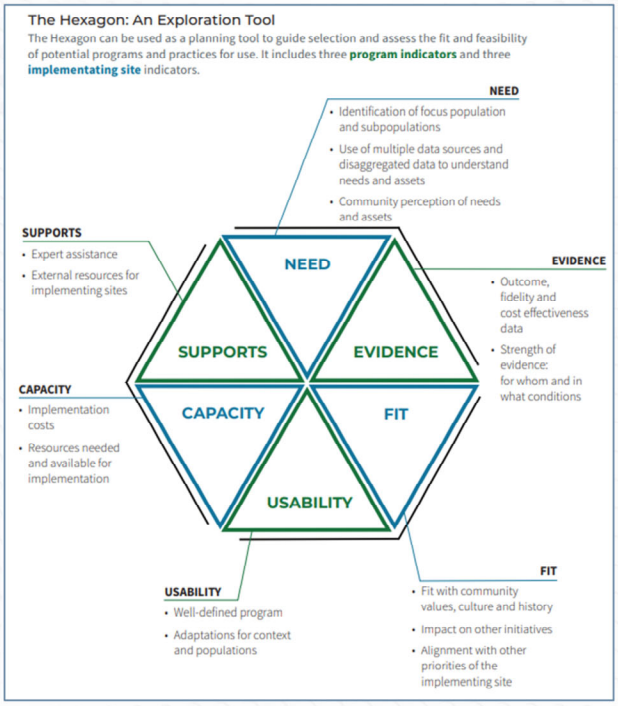
A system framework can help you determine the degree to which components are in place in different systems within your organization as well as how effective they are.

To be able to measure system effectiveness, it's important that a district have a framework with an aligned assessment tool to use as a reference point. The tool should include a description of the various systems as well as the components of what the system should include. This slide suggests a few of the frameworks that might be used, including the MDE District Improvement Framework (DIF), the Whole Child Framework, the Blueprint, Cognia, and MTSS. The Systems Monitoring document is an example of the kinds of questions that might be asked regarding the various systems.

NIRN's Hexagon Tool

Can be used as an exploratory tool before implementing but also can be used after installation to monitor implementation drivers and system components.

To what extent are we ***addressing the findings from the hexagon tool*** for this strategy? In the areas where the ratings were low, are they moving in a positive direction? In the areas where the ratings were higher, are they staying at a high level?



As mentioned earlier in this presentation, the NIRN Hexagon Tool helps us answer two key questions:

1. Is it the right thing to do?
2. Can we do it the right way?

Note that the green components (supports, evidence, usability) are primarily characteristics of the initiative and help us answer the first question while the blue components (capacity, fit, need) and are primarily characteristics of the implementation site and help us answer the second question. The district is asked to rate itself on the six components. It is very important that when using the Hexagon Tool, the district is honest in its scores so that they accurately represent the district's position. Low scores on any of the components do not necessarily mean an initiative cannot be implemented so long as the district believes it can address the gaps through activities. As part of the monitoring process, it is important to look at the hexagon tool scores and consider if you

have addressed the areas that scored low and whether they are moving in a positive direction while assuring that the areas that scored high remain high.

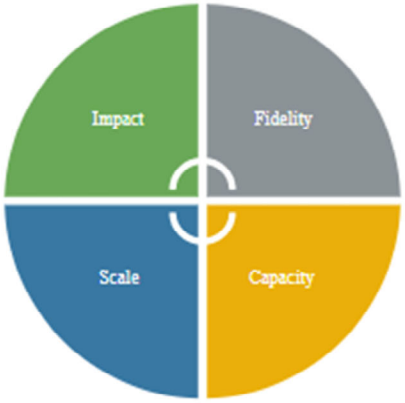
Monitoring: Three aspects of implementation are interdependent and determine IMPACT. They all need to be monitored.

Scale/Reach

The degree or extent to which a strategy is being used.

Includes the level of spread at which it is being used, such as the number of teachers using the strategy, students accessing the strategy, number of schools, etc.

Includes the stage of implementation i.e., Exploration, Installation, Initial Implementation, Full Implementation.



Fidelity

Degree to which a strategy or plan is implemented as intended according to research or evidence.

Capacity

Systems, activities, and resources that are necessary to successfully adopt and sustain effective practices, supports, and interventions.

In summary, all three components of implementation are critical to each other and to impact and, therefore, need to be monitored.

Strategy Monitoring: Three aspects of implementation are interdependent and determine IMPACT. They all need to be monitored.

Impact
The degree to which a measurable goal is achieved as the result of implementing strategies and activities.

What progress are we making on the end and interim targets?

The final monitoring component is impact and is primarily defined by progress on end and interim targets. The type of goal a plan includes will determine the type of end and interim targets. As we have been saying, all three aspects of implementation help determine impact.

Progress on impact in MICIP is defined by growth on interim and end targets.

Impact

End Target Measures

- The value that defines the ultimate level of achievement of a measurable goal

Interim Target Measures

- A value that measures *progress* toward a measurable goal
  - A value that measures **progress toward an academic goal** (e.g., moving from 25% achievement to 50%)
  - A value that measures **progress toward implementation** of a goal (e.g., providing professional learning to all staff to be able to implement a strategy).

Note that an end target is a value that defines the ultimate level of achievement of a measurable goal however that goal is defined. An interim target measures progress toward the measurable goal and can be defined as either a value that measures progress toward the ultimate impact or progress toward implementation. For example, it might mean moving from the 25th percentile to the 50th percentile in achievement or it could mean the percentage of staff that have been trained in implementing a strategy toward getting all staff trained.

Impact – Progress on Interim and End Targets

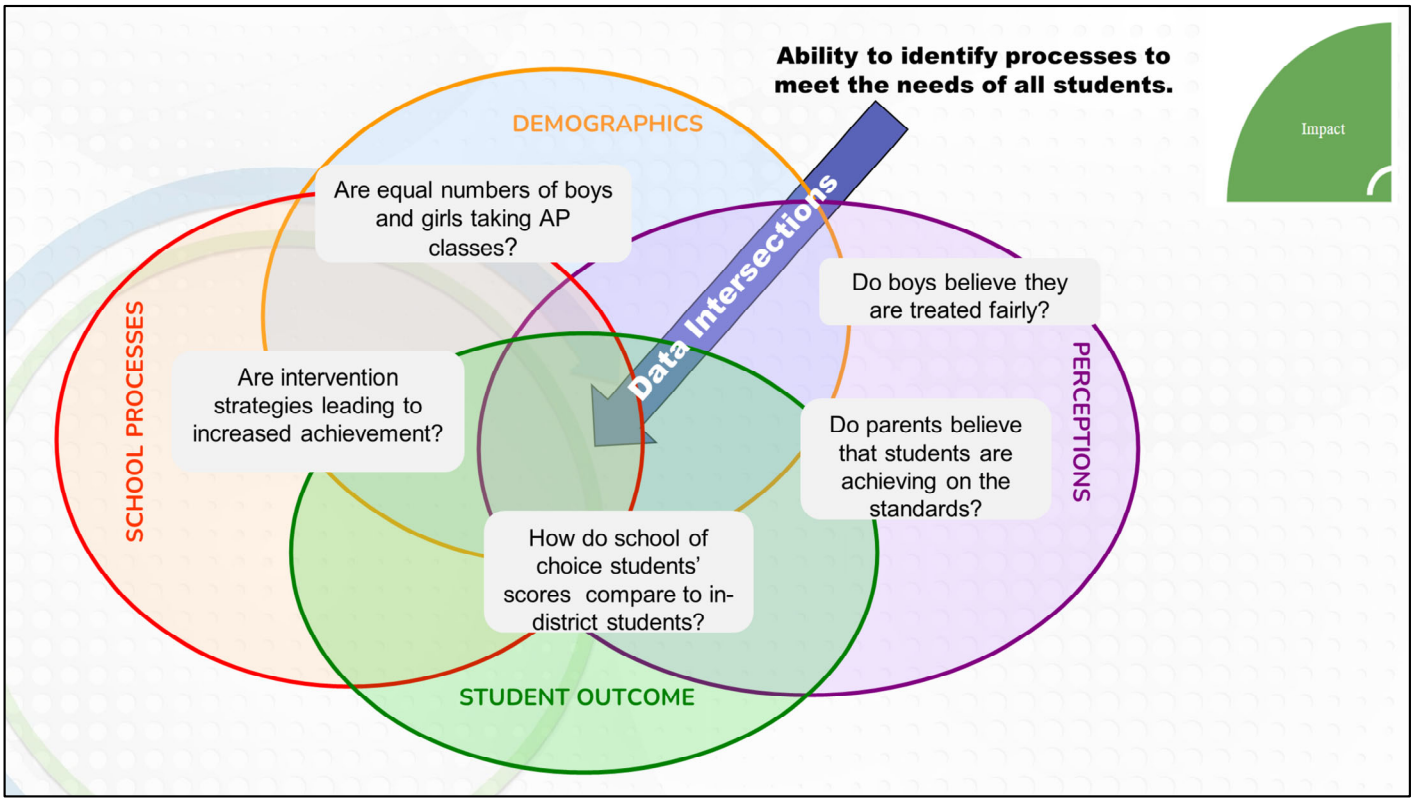
Impact

ACADEMIC ACHIEVEMENT DATA and Potential Triangulated Data Examples

Academic Data Qualitative	Academic Data Quantitative	Non-Academic Data Qualitative	Non-Academic Data Quantitative	Systems Data Qualitative	Systems Data Quantitative
• Student Interview • Observation • Survey • Inventory • Focus Groups • Formative (Student Work Product)	• Local Screener • Local Diagnostic • Local Interim/Benchmark • Local Summative • District Common Assessments • State Assessments • National Assessment • Graduation Rate • Dropout Rate • State Subgroup • Graduation Rate by Subgroup • Dropout Rate by Subgroup • College Enrollment • College Acceptance • College Completion • Failure Rate by Subgroup • AP/IB Rates by Subgroup • Grades Broken by Subgroup	• Focus Groups • Community Partner Programs • District/ Building Survey Data from Families • Windshield Tour • Survey of Health Professionals • Parent Engagement Survey • Staff Exit Surveys • Employee Wellness Surveys	• Behavior/Suspension (SWIS) – also by Subgroup • Attendance Rate • District/ Building Survey Data from Families • Michigan Profile for Healthy Youth (MiPHY) • SAEBRS/ MySAEBRS or SRSS • Youth Risk Behavior Survey • Healthy School Action Tool (HSAT) • Health Education Course Completion • GVSU Climate Survey • School Climate Survey (PBIS) • PBIS TFI • PBIS Inventory • Reading TFI • Social Work/ Counseling Data • Hearing/Vision Screening Data • Breakfast/Lunch/Snack Service Counts • Nurse Data (# students & Reason) • 504 Data • Inventory of Student Access/ Demographics to Courses and Extra Curriculars • ASCD WSCC Survey Tool • Whole Child Network Rubrics for Safe, Healthy, Supported, Engaged, Challenged	• District Systems Review • School System Review • System Quality Factors • School Quality Factors • Blueprint Protocol • MTSS Interviews with Related Service Staff • Financial Information – Percent of Gen Ed Funds used by SPED Department • Funding Inventory of State & Federal Funds • Cognia Assessments • Alternative Education Offerings and Comparison to Traditional Offerings	• District Capacity Assessment (DCA) • Regional Capacity Assessment (RCA) • Self-Assessment of MTSS (SAM) • Early Warning Systems Data • Special Education Referrals vs Qualifications Broken by Subgroup and Referral Source • Leadership Retention Data • Staff Retention Data Broken by Field & Demographics • Staffing Trends – Positions NOT Filled by Qualified/ Certified Staff • Equity Audit • School Index/ Accountability Identifications • Student Mobility Patterns/ Trends • Program Implementation Fidelity Data (i.e., math or literacy program implementation)

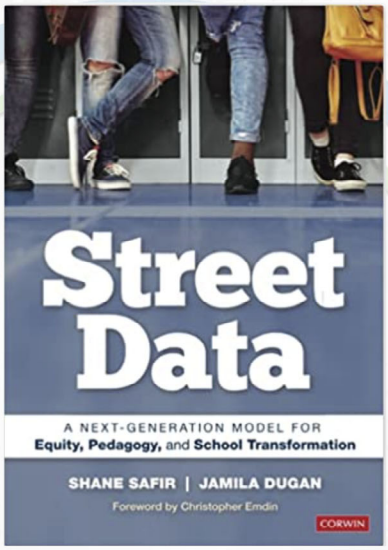
Triangulated Data Sources for Academic, Non-Academic, and Systems Data (michigan.gov)

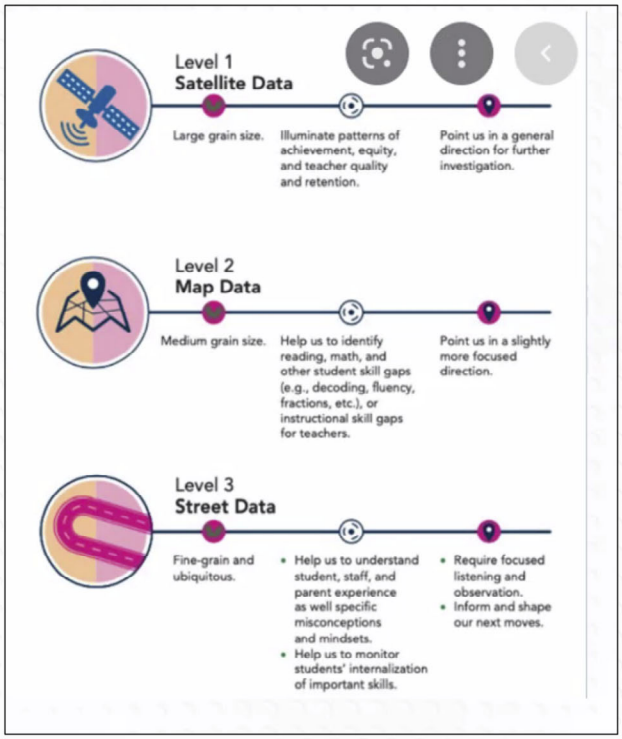
This chart shows examples of various kinds of data that might be used to build a data story and then used for monitoring. While it is not required for a data story to include data from all categories, it is recommended that the district at least consider data in all three areas.



This slide shows how a data story – and consequently, monitoring – might consider data from the four types - outcome, demographic, process, and perception.

Are we getting the data from those most impacted?





As a district considers data, it is also encouraged to explore the three levels of data as described in the book Street Data. This includes satellite data, or large grain size data that typically includes state or national assessments; map data, or medium grain size that allows us to dig more deeply and might include data about specific skill areas; and street data that is garnered by talking directly to those being impacted by the data we are collecting. While street data can be gathered through various instruments such as surveys, it is preferred that it be gathered by speaking directly to the individuals being impacted.

Data Collection Methods

Impact

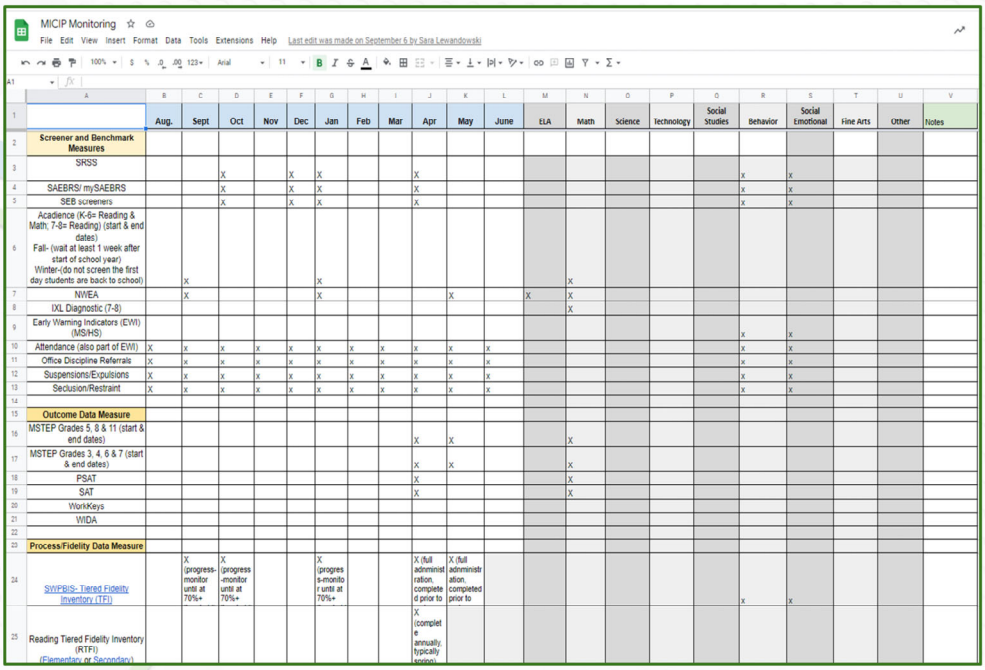
Data Collection Methods for the Types of Data

TYPES OF DATA	DATA COLLECTION METHODS				
	Records, Database, Documents	Test Results	Observations, Checklists	Surveys	Interviews/ Focus Groups
DEMOGRAPHICS					
» Students	X	X	X	X	X
» School	X		X	X	X
» Staff, Teachers	X			X	X
» Parents/ Community	X				
STUDENT ACHIEVEMENT	X	X	X		
CURRICULUM, INSTRUCTION, & PROGRAM	X	X	X	X	X
PERCEPTIONS					
» Students				X	X
» Staff				X	X
» Parents/ Community				X	X

A simple table such as this might be used to keep track of the various types of data being collected and to identify gaps that might need to be filled.

Mapping MICIP Measures/ Assessments

This is a list of common measures/assessments used in districts. Districts can delete and add the measures/assessments they are using.



MICIP Monitoring

File Edit View Insert Format Data Tools Extensions Help Last edit was made on September 6 by Sara Lewandowski

	Aug.	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	ELA	Math	Science	Technology	Social Studies	Behavior	Social Emotional	Fine Arts	Other	Notes
Screener and Benchmark Measures																					
SRSS			X		X	X			X								x	x			
SAEBRS/ mySAEBRS			X		X	X			X								x	x			
SEB screeners			X		X	X			X								x	x			
Acadience (K-6= Reading & Math; 7-8= Reading) (start & end dates) Fall- (wait at least 1 week after start of school year) Winter-(do not screen the first day students are back to school)		X				X							X								
NWEA		X				X				X		X	X								
IXL Diagnostic (7-8)													X								
Early Warning Indicators (EWI) (MS/HS)																	x	x			
Attendance (also part of EWI)	X	x	x	x	x	x	x	x	x	x	x						x	x			
Office Discipline Referrals	X	x	x	x	x	x	x	x	x	x	x						x	x			
Suspensions/Expulsions	X	x	x	x	x	x	x	x	x	x	x						x	x			
Seclusion/Restraint	X	x	x	x	x	x	x	x	x	x	x						x	x			
Outcome Data Measure																					
MSTEP Grades 5, 8 & 11 (start & end dates)									X	X			X								
MSTEP Grades 3, 4, 6 & 7 (start & end dates)									X	X			X								
PSAT									X				X								
SAT									X				X								
WorkKeys																					
WIDA																					
Process/Fidelity Data Measure																					
SWPBIS- Tiered Fidelity Inventory (TFI)		X (progress-monitor until at 70%+	X (progress-monitor until at 70%+			X (progress-monitor until at 70%+			X (full adminnistration. completed prior to	X (full adminnistration. completed prior to								x	x		
Reading Tiered Fidelity Inventory (RTFI) (Elementary or Secondary)									X (complete annually, typically winter)												

This sheet shows a much more sophisticated spreadsheet that might be used for monitoring the various data kinds and types. Districts can map out the assessments and measures they will use to monitor. Having ongoing, incremental, easy-to-understand reports are necessary to adequately monitor. Our colleagues at Shiawassee and Clinton County RESAs developed and shared this template. The document is hyperlinked in the slide.

Charting

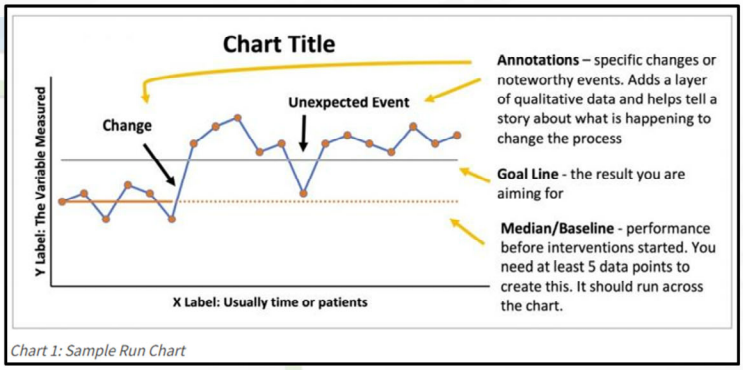


Chart 1: Sample Run Chart

https://nirn.fpg.unc.edu/practicing-implementation/pdsa-cycles-improvement-and-implementation

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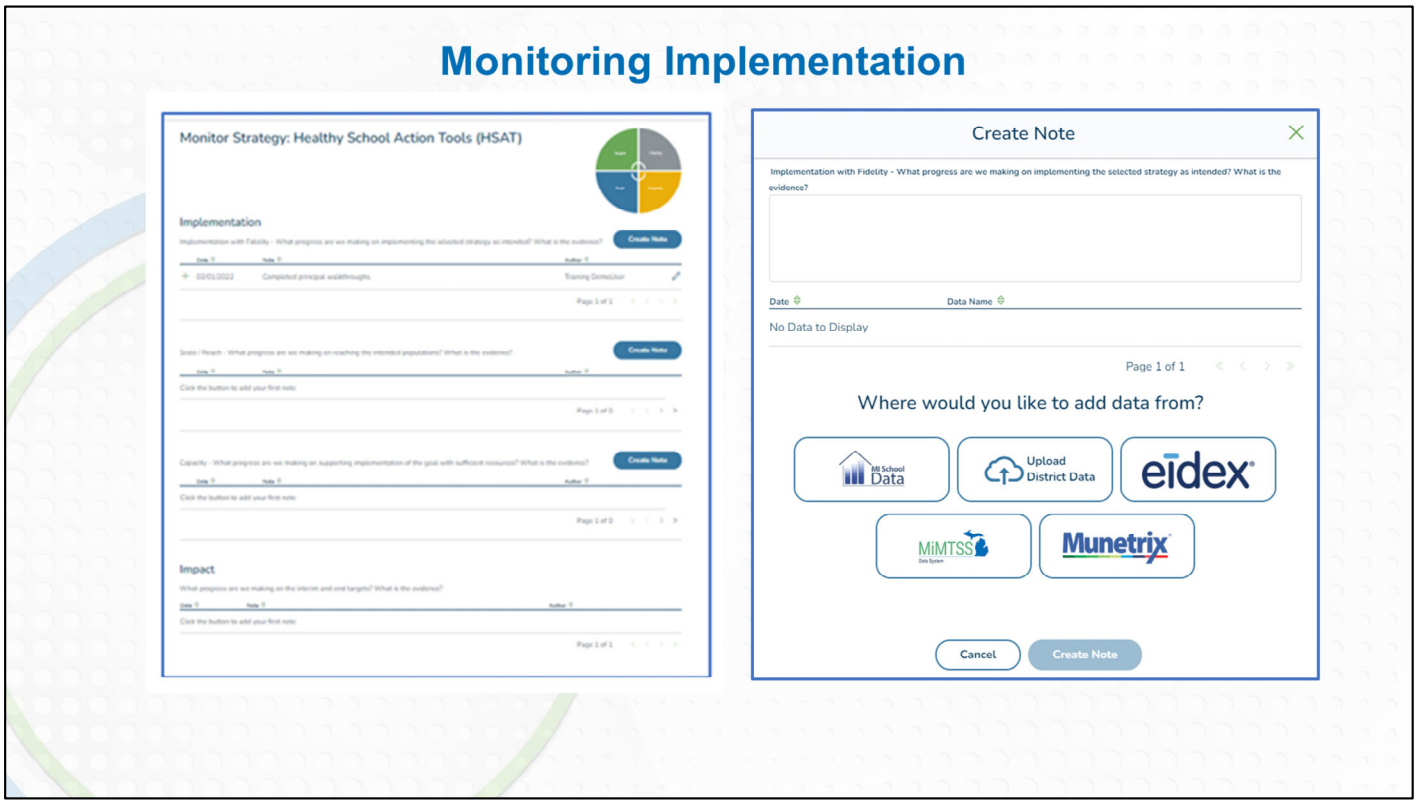
This slides illustrates a practice that districts might find helpful in looking at data. Charting the data in a way that indicates a baseline, the goal line and progressions toward the goal gives a quick visual representation of progress and is easily shareable.



What does monitoring look like in MICIP?

As mentioned in the previous slides, for each strategy, you are asked to reflect on the following:

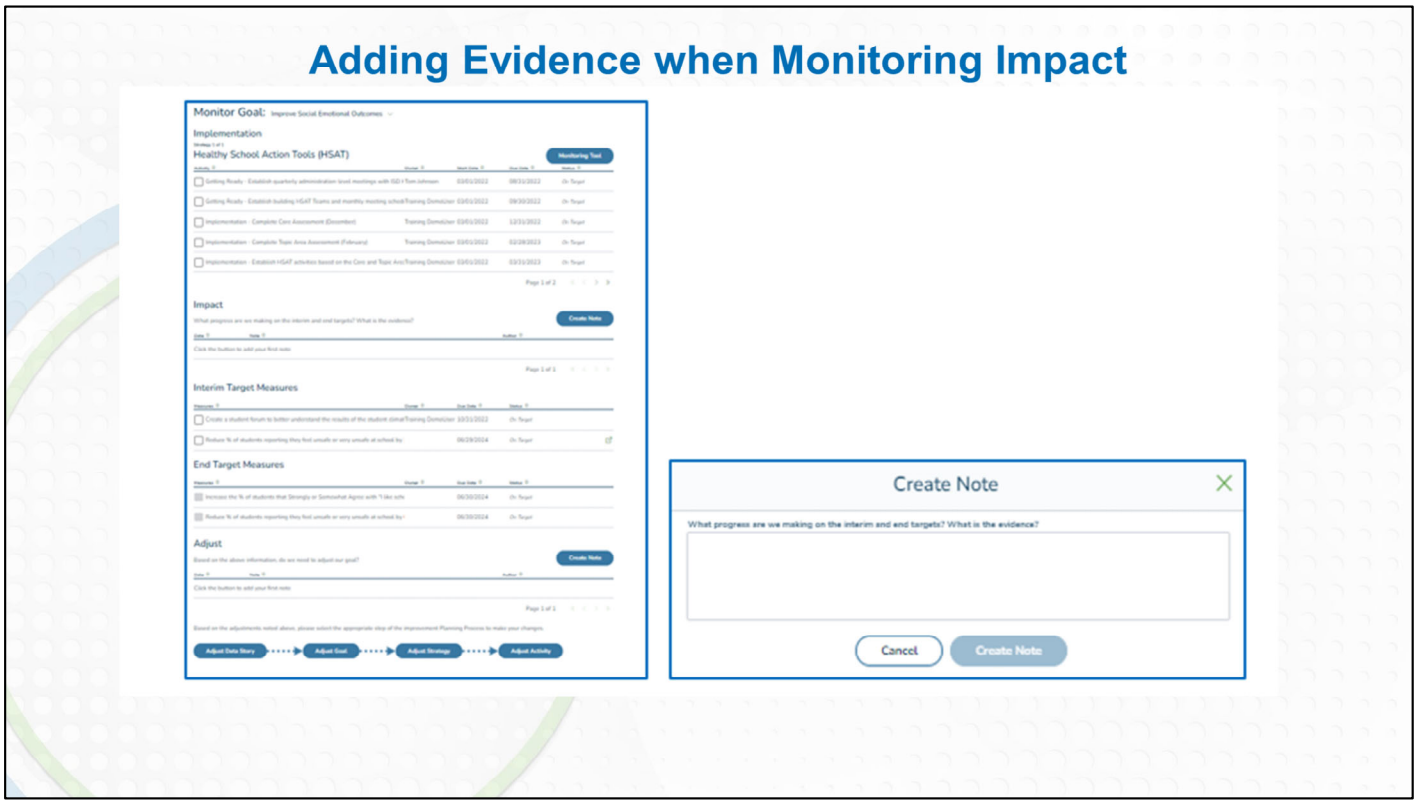
- Capacity – What progress are we making on supporting completion of the strategies and activities by the due dates with sufficient human, financial, technology, material, and time resources? What is the evidence?
- Implementation with Fidelity – What progress are we making on implementing the selected strategy as intended? What is the evidence as suggested by the strategy implementation guide?
- Scale/Reach – What progress are we making on reaching the intended populations, e.g., the number of schools,

teachers, grade levels, students, etc.? To what extent are we implementing the intended stage of implementation (exploration, installation, initial implementation, full implementation)? Are we clear on what success should look like for that stage? What is the evidence?

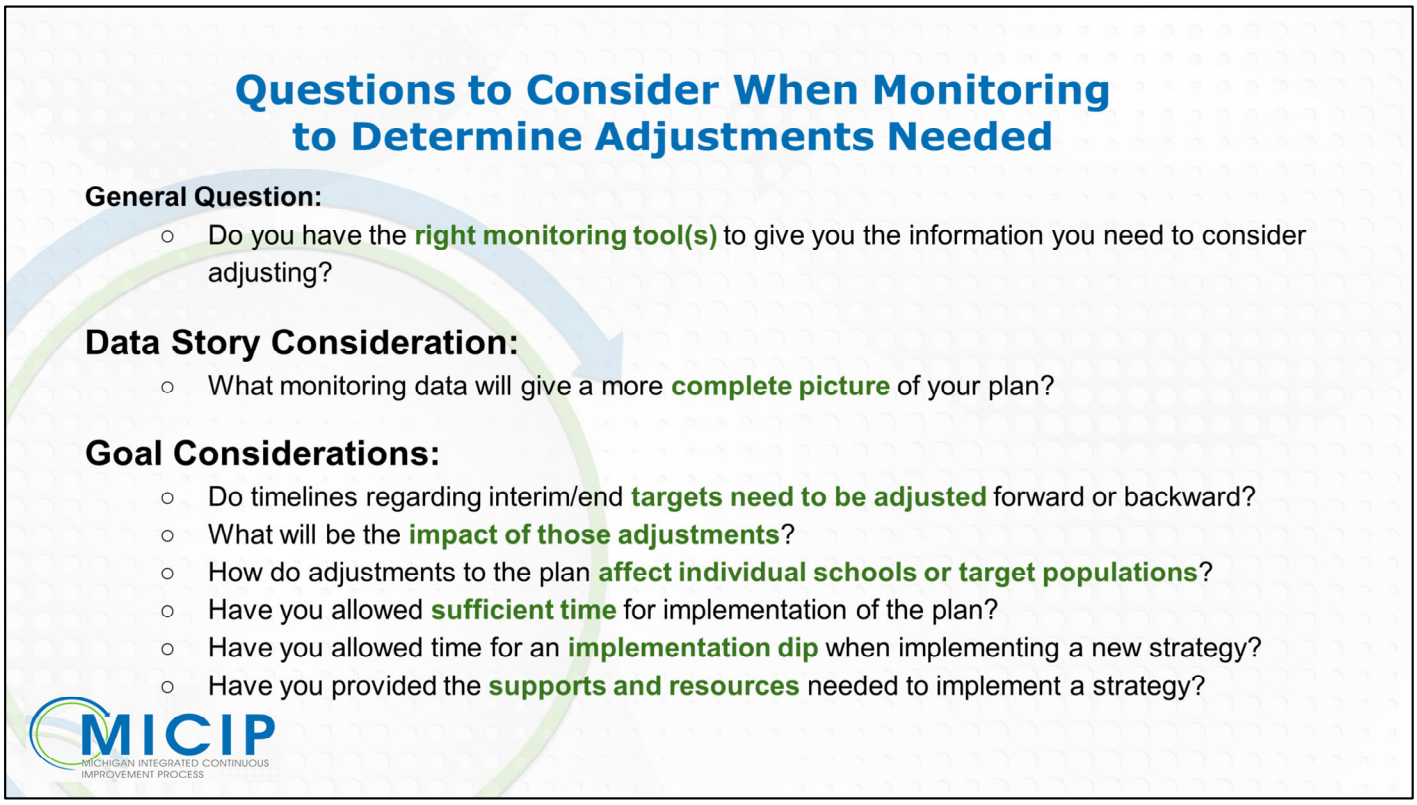
Note that evidence comes in many forms, including both anecdotal as well as numerical. Also, note that you do not need to reflect on every question each time you monitor.

By clicking on the Create Note button, you will have an opportunity to create a note with any information. Each time you record a note, it will be stamped with the name of the author and date when the note was entered. It is critical that you not only summarize your thinking but also cite the evidence. Any type of evidence can be added to the Create Note box**.** Notes can be edited by clicking on the pencil. To streamline the monitoring process, both district and school teams can add notes to the platform, with school teams identifying their notes with the name of their school. E.g., Star Elementary Progress Notes…

Note that notes can be revised, but they cannot be totally deleted.



To measure impact, you will return to the Monitor page with the Goal name and go to the Impact section. You will see the interim and end targets associated with the goal, and you are asked to answer the question "What progress are we making on the interim and end targets? What is the evidence?" Write your reflection in the box by clicking on "Create Note." Each time you record a note, it will be stamped with the name of the author and date when the note was entered. It is critical that you not only summarize your thinking but also cite the evidence. Only interim target measures can be viewed and checked for completion on this page.



During the monitoring process you will periodically want to consider whether you need to make any adjustments based on the evidence. You can adjust in four areas – data story, goal, strategy, and activity. Note that it is not necessary to adjust every time you monitor. Before you adjust, you are prompted with a series of questions such as those on this screen and the next. The questions will vary depending on the area of adjustment you are considering, but there is also a general question that you will want to consider before making any adjustments: Do you have the right monitoring tool(s) to give you the information you need to consider adjusting? If so, then consider the questions in the area you are considering. If not, you will want to take a look at your current

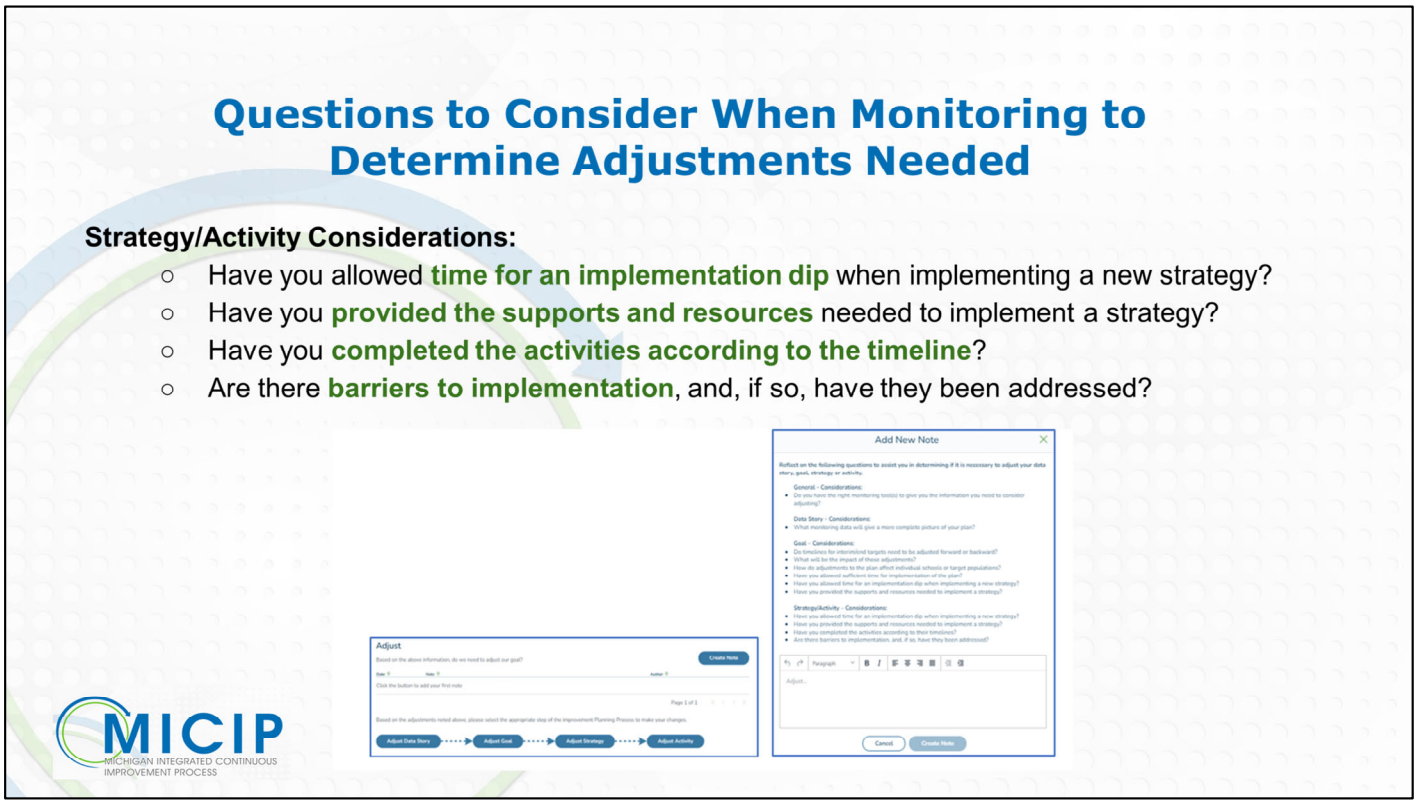
tools to discern what else you need.

Note the following question regarding the data story:

- What monitoring data will give a more **complete picture** of your plan?

If considering adjusting the goal, ask the following questions:

- Do timelines regarding interim/end **targets need to be adjusted** forward or backward? There may be a tendency to simply extend a target further out if it has not been met without analyzing and addressing the reason(s) for it not being met. When considering adjusting the goal, it is critical that the district also consider the rest of the questions in this list.
- What will be the **impact of those adjustments**?
- How do adjustments to the plan **affect individual schools or target populations**?
- Have you allowed **sufficient time** for implementation of the plan?
- Have you allowed time for an **implementation dip** when implementing a new strategy?
- Have you provided the **supports and resources** needed to implement a strategy?



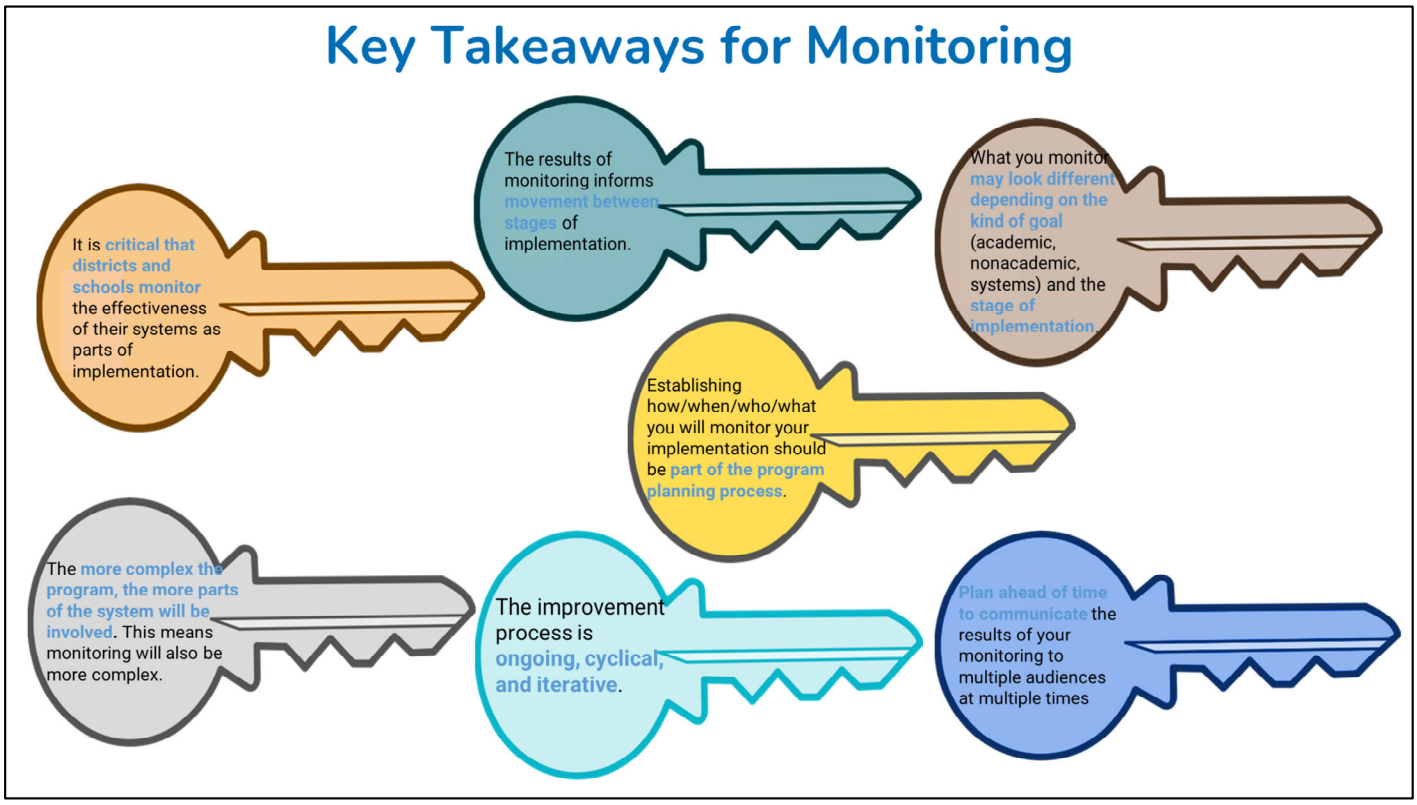
If you are considering strategy or activity adjustments, consider the following:

- Have you allowed **time for an implementation dip** when implementing a new strategy?
- Have you **provided the supports and resources** needed to implement the strategy?
- Have you **completed the activities according to the timeline**?
- Are there **barriers to implementation**, and, if so, have they been addressed?

If you determine you need to adjust, click on the tab for the area you wish to adjust. You will also be required to annotate why you are making the adjustment.

The portfolio report section allows MICIP users who have permissions to generate hundreds of reports. These is achieved by which filters are selected. To produce a monitoring report requires these filters.

- Select goal or goals under filters.
- Select strategies and monitoring/adjusting under report selections
- If you are looking at a district-wide strategy, select all buildings.
- If you are looking at a particular school, then only select that school.



In closing, we invite you to take a minute to review these key takeaways for monitoring.

Learning Outcomes

- Understand the purpose and role of Monitor and Adjust
- Identify tools that can be used for Monitor and Adjust
- Understand how monitor and adjust work in the MICIP Platform

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Please also review the learning outcomes for today to see if this presentation met these outcomes for you. Following the next slide, we will answer questions about these or other learning outcomes.

- Understand the purpose and role of Monitor and Adjust
- Identify tools that can be used for Monitor and Adjust
- Understand how monitor and adjust work in the MICIP Platform

Personal Support

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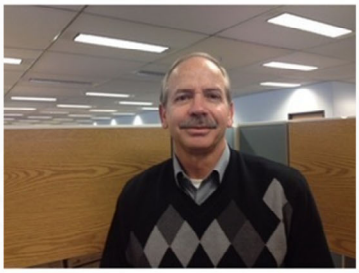

Renie Araoz – MDE MICIP Administrator for MICIP User Management Accounts
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If you need support for your work around monitoring and adjusting in MICIP, please contact any of us on this screen.

For those who are using this presentation with a group, you might wish to stop the presentation at this point. Or you might wish to stay with us as we answer the questions raised by our attendees today.