

2012

Ohio Improvement Process (OIP) Guide

Facilitating Districtwide Improvement
in Instructional Practices and Student Performance

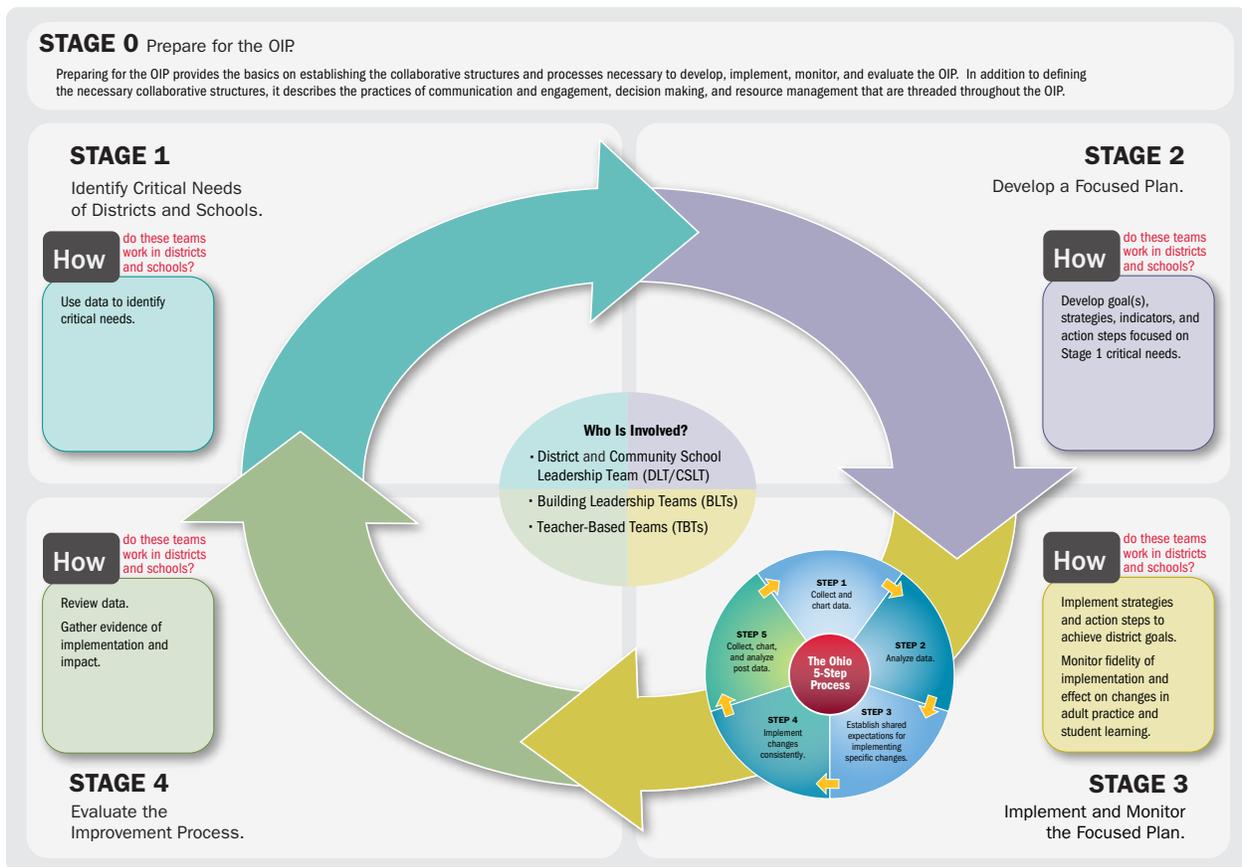


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The Ohio Improvement Process

To see the full-size visual, [click here](#).



This guide is intended for districts, community schools, and buildings implementing the Ohio Improvement Process (OIP) and their leadership teams. Research that is the basis of the OIP can be found in the Ohio Leadership Development Framework Modules on the website www.ohioleadership.org. Further online training on each stage (Stages 0, 1, 2, 3, and 4) also appears on that website.

Overview

During the past 10 years, the Ohio Department of Education (ODE) has provided guidance to districts or community schools that are involved in the continuous improvement process. This guidance, a linchpin of the Statewide System of Support (SSoS), has benefited schools, districts, and community schools. The department recognizes, however, that it needs to model continuous improvement and that the guidance and support that is provided needs to be constantly improved. The work that has gone into the development of the *OIP Guide* is the culmination of that improvement.

The *OIP Guide* should be considered as a whole. The objective is not to simply comply with state and federal requirements; it is to improve education for every student in every school. A local high-achieving education system (district, community school, buildings, classrooms) using this process will accomplish the following aims:

- Complete a comprehensive, systematic analysis of the critical areas for improving student achievement.
- Focus on a few issues that have the greatest impact on student achievement by determining cause and effect.
- Develop a few SMART goals that respond to the most critical needs.
- Agree on evidence-based or research-based measurable strategies to reach the goals.
- Indicate a small number of actions with purposeful timelines and designate a responsible person(s) and necessary resources to implement them.
- Determine focused, content-specific, high-quality professional development (HQPDP) for all staff.
- Identify specific parent involvement actions to meet the needs of parents and students.
- Create a schedule and explicit steps to monitor strategies, actions, student performance, and adult practices.
- Establish methods and techniques to communicate the plan and plan progress and results.
- Engage internal and external stakeholders throughout the process.

Seven Principles of the OIP

The vision for Ohio is “all students start ready for kindergarten, actively engage in learning, and graduate ready for college and careers,” regardless of race, gender, ethnicity, socioeconomic status, limited English proficiency, disability, gift, or talent. Each district or community school and building is working toward that end, as well as toward ensuring equitable access to high-quality instruction for all student groups in keeping with federal and state laws. Continuous improvement planning is the core process for improving instructional practice, leading to higher achievement for all students. The following seven principles summarize the essential characteristics of the OIP.

- 1. Aligns vision, mission, and philosophy.** Every step of the continuous improvement planning process should always be addressed in light of the vision, mission, and philosophy or beliefs of the district and community school. The questions should be “Do the strategies, actions, and resource allocations support our vision, mission, beliefs, and goals?” and “Are our behaviors and decisions congruent with our vision, mission, beliefs, and goals?”
- 2. Is continuous and recursive.** Districts fully committed to high performance do not view continuous improvement as a process that occurs in addition to what they do. Continuous improvement is the core work at every level of the organization and by nature repeats itself.
- 3. Relies on quality data interpretation.** An effective planning process is predicated on the ability of the district or community school, buildings, and classrooms to use (collect, organize, analyze) data to identify critical problems, develop a focused plan, monitor progress, and evaluate plan impact.
- 4. Is collaborative and collegial.** Every plan gets its strength from the people who are committed to it. To make sure the plan will yield positive results, engage the community in understanding the plan, helping to make it stronger, and ultimately, becoming invested in making it work. Include business and community representatives, students, parents, teachers, administrators, and district or community school staff in the planning process, and make the draft plan available for input from the entire community. Make sure the plan reflects the combined thinking and planning of collaborative teams who support plan development, implementation, monitoring, and evaluation.
- 5. Ensures communication with those who are affected by the success of the district or community school at each stage.** District or community school priority needs and causes may be related to the issues communities and schools are seeing, and their thoughts may help the planning team(s) better understand the situation. Multiple opportunities for communication and feedback should be included throughout the process.
- 6. Produces one focused, integrated plan that directs all district or community school work and resources.** Heretofore, districts and community schools have had many plans (e.g., technology, professional development, Title 1, Title 2, special education, career and technical education) for many reasons (e.g., basis of funding applications, federal or state requirements). Multiple plans diminish the district’s or community school’s ability to respond to the most critical needs. By developing one integrated, focused plan that responds to the most critical needs, the district or community school will leverage resources to achieve lasting success.
- 7. Establishes the expectation for substantive changes in student performance and adult practices.** The purpose of having a well-conceived planning process is to produce a plan that, if implemented with fidelity, will change student and adult behaviors that lead to improved instructional practice and student performance.

“Everyone leads. It takes each of us to make a difference for all of us.”

—Everyone Leads by *Dan Zadra (Compiler), Kobi Yamada, and Steve Potter (Designers)*
(Newtown, PA: *Compendium, 2003*)

Large-Scale Change

The OIP principles and process supports large scale change by

- *Emphasizing the district or community school role* and recognizing that each district and all the schools within that district are part of a system and need to operate as one, requiring a different role and relationship for district-level central office personnel (i.e., moving from program “ownership” to shared leadership, responsibility, and accountability)
- *Redefining leadership* as being about the “improvement of instructional practice and performance, regardless of role” (R. F. Elmore, *School Reform From the Inside Out: Policy, Practice, and Performance* [Cambridge, MA: Harvard Education Press, 2004]) and recognizing that improvement is everyone’s responsibility—at all levels of the district or community school and in all districts and community schools—thus requiring a common approach and focus across all programs, departments, and offices within the district.
- *Redefining “the system”* to include a focus on aligned and coherent actions at the school, district or community school, region, and state levels that minimizes or eliminates contradictory or conflicting directives.
- *Monitoring the degree of implementation of focused strategies* to determine the effects on changes in adult practice and student achievement is a critical part of the improvement process with an emphasis on monitoring for improvement and learning—not compliance.
- *Establishing internal accountability* where adults hold each other accountable for shared work through leadership structures (DLT/CSLT, BLT, and TBTs).
- *Sustaining improvement* through a collective focus on a few targeted strategies and full implementation of these strategies districtwide or community school-wide (every building, every classroom).
- *Setting boundaries for and focusing local conversation and dialogue* to assist adults in collectively and strategically making smarter decisions about which problems to tackle and how to spend time, energy, and resources in addressing those problems (representing a change from solutions regardless of need to identified needs driving the right solutions).

Integrated, Research-Based Approach

The OIP is based on research about what causes districts and community schools to improve. In summary this research states that

- To sustain improvement of teaching and learning on a large scale, the whole district or community school must be involved and include strong lines of communication.
- The role of district or community school and school administrators should be refocused with the highest priority on improving teaching and learning. Data are used as the vehicle for changing conversations in ways that allow the most critical problems the district or community school faces to be identified and addressed.
- It is important to give equal focus to the “how,” as well as the “what,” of improving teaching and learning, continuously using a cycle of monitoring and evaluating progress in order to constantly improve achievement.

The complete OIP Guide covers the following content to help ensure the aims are accomplished.

Stage 0: Preparing for the OIP

- Collaborative structures
- District Leadership Team or Community School Leadership Team (DLT/CSLT) and Building Leadership Team (BLT), and Teacher-Based Team (TBT) membership and roles and responsibilities
- OIP orientation for DLT/CSLT or BLTs
- Shared leadership: supporting ongoing, two-way communication and engagement
- Intentional data decision making and resource management

Stage 1: Identifying Critical Needs

- Understanding the structure and requirements of the decision framework (DF) and building decision framework (BDF)
- Collecting, organizing, and summarizing data
- Completing the DF/BDF to identify and affirm critical focus areas

Stage 2: Developing a Focused Plan

- Creating SMART goals
- Developing evidence-based or research-based district or community school strategies and indicators
- Producing evidence-based or research-based district or community school and building actions and aligning resources
- Tasking the district or community school plan and aligned school improvement plans (SIPs)
- Reviewing, revising, and adopting the plan

Stage 3: Implementing and Monitoring the Focused Plan

- Implementing the plan systematically and systemically
- Maintaining a culture of inquiry through collaborative structures and processes
- Aligning HQPD across district and community school plans and building plans to achieve results
- Applying a balanced assessment system for monitoring student performance indicators
- Monitoring and analyzing changes in student performance and adult implementation to make midcourse corrections and report plan progress
- Designing an intentional monitoring system
- Making midcourse corrections and reporting plan progress
- Generalizing successes across the district so lessons learned become systemic

Stage 4: Evaluating the Improvement Process

- Evaluating the impact of the plan and process
- Annual evaluation of impact and plan process
- Reporting evaluation results
- Revising the plan: completing the **DF/BDF**
- Revising the plan: goals, goal targets, strategies, indicators, and actions
- Refining the monitoring approach

As districts and community schools improve through effective continuous planning, the planning process itself also will improve. This may be difficult to believe when the first written plan is just being implemented, but districts and community schools that are willing to continue focusing their efforts on the effective use of data and planning eventually will notice that the process seems effortless and that it is essential to their continued success.

Stage 4 **Evaluating the Improvement Process**

Evaluating the Impact of the Plan and Process	1
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Abstract

Stage 4 describes how data, collected through progress monitoring in Stage 3, are analyzed and interpreted to respond to questions posed in the **IMM** Team Narrative Evaluation Report. Results are written in an annual and a summative (multiyear) evaluation report that identifies the causes of the impact. Stage 4 provides an opportunity for the district to confirm or challenge their theory of action and make informed decisions about improvements. Five working agendas, with relevant talking points, key messages, and resources, are provided to support the facilitation of meetings that focus on key activities for the DLT/CSLT and BLTs to evaluate the improvement process and refine the improvement plan on the basis of the evaluation.

Evaluating the Impact of the Plan and Process

The processes and protocols utilized in **Stage 4, Evaluate the Improvement Process**, assist in transforming the view of educational accountability from a list of test scores to a learning system for improved decision making and professional practice.

The Ohio Leadership Advisory Council identified the essential practices against which leadership development could be assessed for the purpose of improving instructional practice and student performance. Two results demonstrate whether these practices are being implemented successfully:

- Improvement of instructional practice districtwide to incorporate higher order thinking and 21st century skills at every level and across all content areas
- 100 percent of students meeting more rigorous minimum proficiency levels

Both results are monitored throughout implementation of the OIP and evaluated to ensure success. It is in the district's best interest to monitor and evaluate its own progress toward these results as measured by its plan goal targets and strategy indicators so that course corrections can be made and it can be a leading and not a losing district. (See Figure 17.) The major tool used in Stage 4 is the **Implementation Management/Monitoring Tool (IMM)**.

Figure 17. The Leadership Learning Framework

↑ Achievement of Results ↓	Lucky High results, low understanding of antecedents Replication of success unlikely	Leading High results, high understanding of antecedents Replication of success likely
	Losing Low results, low understanding of antecedents Replication of failure likely	Learning Low results, high understanding of antecedents Replication of success unlikely
← Antecedents of Excellence →		

Adapted from Douglas Reeves, *Learning Leader: The Leadership for Learning Framework* (Alexandria, VA: ASCD, 2006).

Monitoring and Evaluation as Interrelated Functions

Monitoring and evaluation are interrelated functions of the overall process, but they are not the same. (See Table 9.) Monitoring is performed while a plan is being implemented, with the aim of improving the design and function in the course of implementation. Monitoring provides constant feedback to the DLT/CSLT and BLT on the progress of the plan indicators, the problems being faced, and the efficiency and fidelity with which implementation is occurring.

“The combination of monitoring and regular evaluation is crucial to maximizing and sustaining improvement efforts. Furthermore, use of both formative and summative data to evaluate impact and process is essential to determining reasons for the identified results.”

Dean Fixsen, Developing Programs: Assessing Implementation (Workshop presentation, Columbus, OH, May 2010)

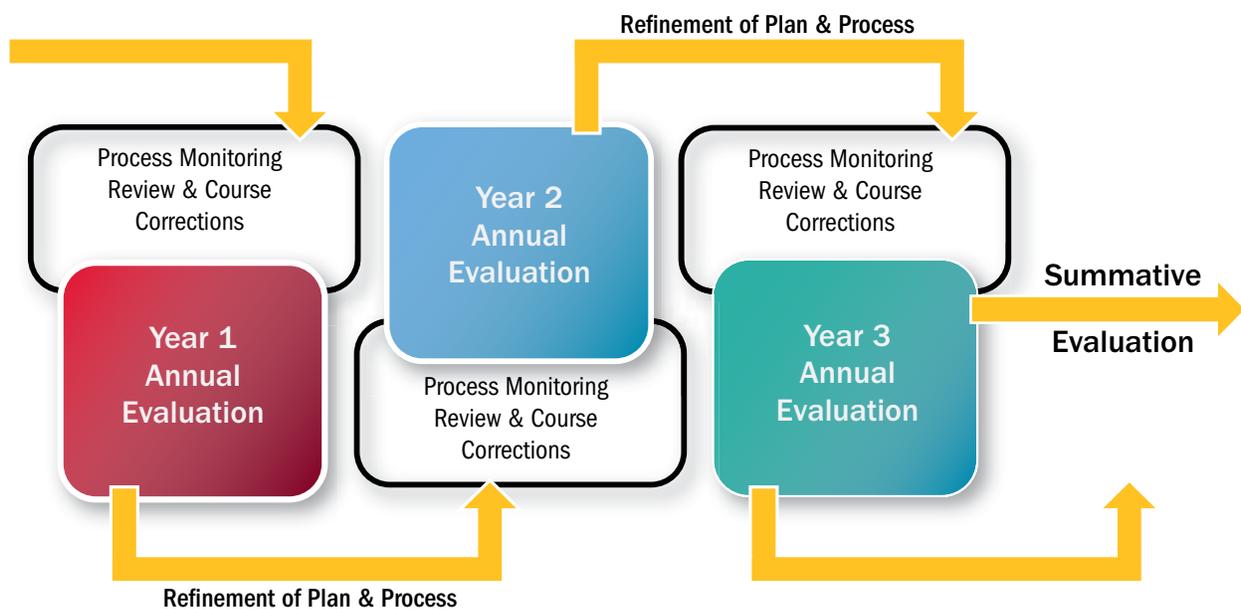
Data is collected through progress monitoring and the midyear review process at the TBT, BLT, and DLT/CSLT levels. This data is used to inform the annual evaluation and confirm or challenge the theory of action. (See Stage 2.) Stage 4 requires a systemic analysis of that data during plan implementation—anticipated and actual outcomes and their impact on student performance. In addition, an evaluation of the impact of the improvement process is conducted by the DLT/CSLT. Evaluation of the impact of the plan and process combine to complete the annual evaluation and subsequent summative evaluation of the multiyear plan.

The Progress Monitoring and Evaluation Model in Figure 18 (also reproduced in **Progress Monitoring and Evaluation Model and Descriptors, Resource 23**) will assist the OIP facilitator in summing up the relationship between monitoring and evaluation over a multiyear planning process. It shows that during each year of the multiyear plan, an annual evaluation will be completed, using data collected during the progress monitoring reviews to inform the annual evaluation and make midcourse corrections. At the end of the multiyear plan, a summative evaluation occurs. It will use data collected during the annual evaluations and result in refinement of the plan and process.

Table 9. Monitoring Versus Evaluation

	Monitoring	Evaluation
Definition	The practice that DLTs/CSLTs and BLTs use to supervise the plan in progress to ensure that the tasks, actions, and strategies are on course and on schedule for meeting goals as measured by progress against indicators	The practices that DLTs/CSLTs and BLTs engage in to critically examine and analyze monitoring data to assess the extent to which the plan implementation produced the desired results
Purpose	Refining strategies and actions during implementation	Refine the plan and process
Focus	Actions and strategies	Goals, collective strategies, and collective actions and their impact on indicators and targets
When	While a plan is being implemented	At the end of a plan year
Frequency	DLT/CSLT: minimum of quarterly BLT: minimum of monthly TBT: minimum of twice a month	DLT/CSLT and BLT: annual, multiyear
Feedback	Continuous to DLT/CSLT, BLT, and TBT on progress of plan indicators, problems being faced, and efficiency of implementation	Informs the refinement and design of future improvement efforts

Figure 18. Progress Monitoring and Evaluation Model



Importance of Transparency

In the OIP process, it is essential that both monitoring and evaluation be transparent throughout all stages of the process. A district or community school and building should strive to create open and ongoing communication that allows all stakeholders to understand the workings of the data collection and analysis system as it relates to the focused plan and ultimately student achievement. Districts and community schools should develop their progress monitoring and evaluation data, including the role that the DLT/CSLT, BLTs, and TBTs will play, with the expectation the data used to make decisions will be transparent and easily accessible by all stakeholders. In doing so, they

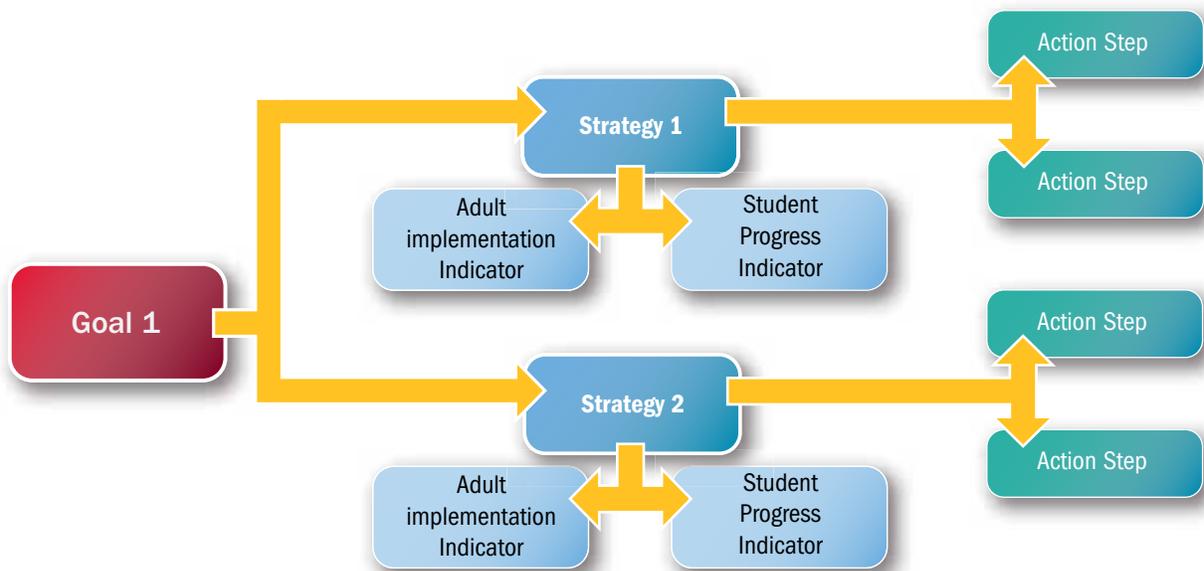
- Allow the DLT/CSLT, BLTs, and TBTs to have access to timely information
- Open lines of communication
- Allow for broader based participation in decision making
- Promote timely decisions
- Encourage the whole system to become a learning organization

Foundation for Ongoing Monitoring and Evaluation

Stage 4 provides the opportunity for teams (DLT/CSLT, BLTs, and TBTs) to reflect on the outcomes and impact of their work annually and over the course of a district's multiyear continuous improvement plan. In Stage 2, the theory of action for improvement in adult practices and student performance was illustrated as a part of the planning process. In Stage 3, action research took place during the implementation of the plan. Stage 4 is the culmination of the action research.

During the annual evaluation or summative evaluation of Stage 4, the DLT/CSLT and BLT will test the theory of action. In the OIP theory of action, the district or community school established **goals** that were based upon the identified needs of the students. They identified **strategies** based upon identified cause-and-effect relationships. They made the assumption that if these strategies were done with at least 90 percent fidelity, then the district would meet the improvement goals. For each strategy, **indicators for adult implementation and student progress** were established along with progress measures for periodic monitoring throughout the plan. **Action steps** necessary to effectively carry out the strategies were identified by the DLT/CSLT. BLTs then aligned their action steps to the district plan.

Figure 19. Theory of Action Model



In order for the district to engage in Stage 4 successfully, it must have built a foundation in the prior stages. Specifically, the DLT/CSLT must have

- A **needs assessment** based on valid, thorough, and reliable data (Stage 1). The DLT/CSLT and BLT should ensure that
 - The data are compelling and defensible
 - The data are comprehensive
 - Discussions about the data were deep enough (**DF/BDF Essential and Expanded Questions, Resource 7**, provides many questions that an OIP facilitator can use to foster a deeper discussion on the part of the DLT/CSLT, BLTs, and TBTs. These expanded questions are organized by level and area of the **DF/BDF** tool.)
 - The right people were involved in the discussion and decision-making process
 - The appropriate group techniques were used for a thorough understanding and analysis of the data to identify the most critical needs
- A **focused plan with aligned measures (Stage 2)**. The DLT/CSLT should be as confident as possible that implementation of actions and strategies will lead to the desired results. The DLT/CSLT will need to ensure that
 - There is a positive relationship between strategy indicators and goal targets
 - The actions will result in implementation of the strategy
 - The strategies will result in achievement of the goal

- **A monitoring system that yields data relative to plan implementation (Stage 3).** Although data are used to monitor implementation of the focused plan during Stage 3, they are used for another purpose in Stage 4. Stage 4 takes the data collected in Stage 3 and analyzes them from a systems perspective to determine outcomes and impact of overall plan implementation (including the process used to develop, implement, and monitor implementation of focused strategies and actions) during the annual evaluation each year, as well as during the summative plan evaluation at the end of the multiyear plan. Use of effective data and data-based decision-making are the key to continuous improvement; therefore, the DLT/CSLT must ensure that
 - The monitoring system is comprehensive
 - The system yields substantial data to document progress

These foundations support a model predicated on the use of a multiyear continuous improvement planning process. During the course of each year, teams perform ongoing review of adult implementation and student performance data and make the appropriate course corrections where they are needed. As Table 9 suggested, the DLT/CSLT should monitor at least quarterly, reviewing and making course corrections as necessary, and BLTs should monitor at least monthly. Both the DLT/CSLT and BLT should probably check midyear to assess plan progress and process. At the end of each year, the DLT/CSLT and BLTs perform an annual evaluation of progress toward meeting the annual targets as specified in the plan and the effectiveness of the process. At that point, the DLT/CSLT and BLTs refine the plan or the process. **DF** student data priority responses and **DF** implementation questions relative to the goals and strategies should be revisited annually to ensure that the **CCIP** needs assessment (derived from the **DF** Profile) and action plan reflect the current needs and progress made by the district.

At the conclusion of the plan cycle (three, four, or five years—the duration depends on the goal timeline), the DLT/CSLT conducts a summative evaluation and the entire OIP process begins again. This may mean revisiting the entire DF (for now there should be significantly more quantitative and qualitative data to review and use in responding to the priority responses and probes); rewriting and revising goals, strategies, and indicators; and creating new action steps. This cycle of needs assessment, planning, implementation, monitoring, and evaluation illustrates the recursive nature of the OIP.

Monitoring data must be considered within the larger context of the district-identified or community school goals, strategies, and actions, as well as the building actions aligned to those goals. Pursuing isolated discussion focused on discrete indicators could result in not seeing the forest for the trees. Consideration of both monitoring data and summative data will be important in how districts and buildings track their progress, make decisions about course corrections, and learn together about the implications of the data being gathered. Although the evaluation process needs to be doable, DLTs/CSLT, BLTs, and TBTs have to be able to provide enough depth of data for meaningful analysis and insight. The job of an OIP facilitator is to ask questions that enable the leadership teams to engage in the analysis in order to make course corrections and understand implications of strategies and actions.

Annual Evaluation of Impact and Plan Process—Working Agenda

A. Purpose, Ground Rules Review, and Meeting Assignments

Review meeting purpose, previously developed group rules, and meeting assignments (for example, timekeeper, recorder, or reporter). Evaluating the impact of the plan and the improvement process is critical for learning and understanding what changes in adult practices throughout the system resulted in changes in student performance. A set of predetermined questions are identified in the **IMM** Team Narrative Evaluation Report, but the district also may choose to add other questions for which they are seeking answers.

The purpose of this meeting is to complete an annual evaluation of the impact of the plan and process.

The DLT/CSLT needs to identify the audience(s) for the evaluation results, the timeline during which the evaluation will occur, resources, and most important, the specific questions that the evaluation will attempt to answer. The facilitator will need to review and prepare the available information and data from the monitoring reports. This preparation includes collecting summary data and information and developing charts that illustrate the data so the maximum amount of team time can be spent in analyzing the data.

The following data should be collected for the district and all buildings, including information for all students, including those who may be served outside the district (for example, preschool, career tech, special needs placements, alternative education). Specifically,

- Secure the most recent annual data relative to plan goals and targets (for example, KRA-L,* ECO,* SPP,* SWIS,* value-added data, state required assessments).
- Secure the progress monitoring data from **IMM** relative to the student performance and adult implementation indicators.
- Gather DLT/CSLT and BLT summary monitoring data and reports, which includes TBT summary data for the current year.
- Collect DLT/CSLT process summary data (for example, meeting schedule and minutes and notes, member attendance for DLT/CSLT and BLT, including TBT, **IMM** Communication, and **IMM** Implementation Timeline).
- Compare district to building annual goal target data and student performance and adult implementation data.

* Refer to Acronyms and Glossary.

Summaries and charts that provide data to answer the first three of the predetermined evaluation questions will need to be created. (See Figure 20.) Support of others in the district experienced in using data and generating spreadsheets may be needed. Here are some tasks that will help the group address these questions:

- Export or manually enter **IMM** data into a spreadsheet (for example, Excel, for the creation of charts).
- Prepare charts, graphs, or tables that provide comparisons and trends. These will be unique to each district. Do not provide every member of the DLT with the raw data that supports the summary. It is helpful for each goal, strategy, or action manager to have these raw data in case questions arise.
- The strategy or action manager also should bring his or her completed **Task Implementation Template, Resource 11**. The facilitator will need to decide how much of this information should be provided in paper copy and how much electronically.

Figure 20. Graphic Organizer of Evaluation Questions

IMM Evaluation Question 1: How do plan results compare to actual goal target (s) in student performance?			
Subquestions	Findings: What We Know From the Data	Evidence or Data Source	Reason—Why or Why Not Occurred
Subquestion a			
Subquestion b			
IMM Evaluation Question 2: How do adult implementation results compare to student performance results?			
Subquestions	Findings: What We Know From the Data	Evidence or Data Source	Reason—Why or Why Not Occurred
Subquestion a:			
Subquestion b:			
Subquestion c:			
IMM Evaluation Question 3: Has the plan been implemented as designed, on time, and within budget?			
Subquestions	Findings: What We Know From the Data	Evidence or Data Source	Reason—Why or Why Not Occurred
Subquestion a:			
Subquestion b			

B. Review and Description of the Purposes and Processes for the Evaluation

A good starting point is a discussion about the conditions necessary for a quality evaluation, that is, needs assessment based on valid, thorough, and reliable data; focused plan with aligned measures; and monitoring system that yields data relative to plan implementation. Reinforce the reason for evaluating—not to punish, but to improve. Here are some specific benefits from evaluation:

- Projected results can be compared with actual results.
- The extent to which changes in adult practices affect student performance can be assessed.
- The fidelity to the plan and its degree of implementation can be analyzed.
- The strategies and actions that have had the greatest impact become clear and decisions can be made about which should be continued, modified, or deleted.
- Lessons learned can be applied to ongoing improvement efforts.
- Plans can be made to institutionalize successes and eliminate unsuccessful practices.

Review what data has been gathered, organized, and summarized and how it was completed.

C. Presenting Summary Data for IMM Evaluation Questions

Walk the DLT/CSLT through the documents (either individual copies or posters large enough for all to read).

Orient DLT/CSLT to the content of the documents, presenting specific data that addresses each question. Options are

- Gallery walk of posters
- Individual review (if individual copies provided)
- Group review, that is, by grade spans, goal, and strategies

D. Answering IMM Evaluation Questions 1–3

Divide the DLT/CSLT by the number of goals and assign each group one goal. Be sure to assign the roles of facilitator, recorder, and reporter.

Create a graphic organizer that includes the subquestions, data, and cause. Be sure one of the columns answers the why or why not question for each as this gives cause. See Figure 20.

In groups, complete the chart, summarizing findings from a review of the data, citing the evidence and data source and listing the cause, that is, why the expected event did or did not occur. Complete for **IMM Questions 1–3** using the **Directions for Answering the Six IMM Evaluation Questions and Subquestions With Evaluation Report Template, Resource 26**.

- Report out findings and conclusions to the whole group.
- Answer the overall question on the basis of the conclusions from the subquestions.

- Ask DLT/CSLT members to make notes about changes they believe should be made to the plan on the basis of answers to the subquestions. As they identify the reason (why or why not), the DLT/CSLT may wish to consider unanticipated factors that enhanced or inhibited the process or progress.

It is important to examine all questions for each goal because the questions and subquestions inform each other.

E. Answering IMM Evaluation Question 4

The task here is to review the primary work of the DLT/CSLT, BLTs, and TBTs as inquiry and learning and review the fact that the overarching purpose of the OIP is to create districts and schools that learn. (See Glossary for definitions of inquiry and learning.) One purpose of this stage is to consolidate gains from the important lessons learned. The task is to now answer this question:

IMM Question 4: What were the strengths and opportunities for improvement in each OIP stage?

DLT/CSLT should be guided through a discussion of the OIP, reflecting on the three foundations for evaluation (first, needs assessment based on valid, thorough, and reliable data; second, focused plan with aligned measures; third, monitoring system that yields data relative to plan implementation) and their experience in answering the IMM questions. Options for discussing each subquestion identified for IMM Question 4 found in Directions for Answering the Six IMM Evaluation Questions and **Subquestions With Evaluation Report Template, Resource 26**, are as follows:

- Individual reflection followed by group discussion
- Complete an individual survey using the subquestions, rating them 1–4. Have individuals [dot](#) or mark their answer on a posted survey. If a question has all high marks, then not much discussion is needed. Concentrate on the questions that have disparate or low marks.
- Reach agreement on how to improve the process.

F. Answering IMM Evaluation Question 5

From the data and conclusions from IMM Questions 1–3, recommendations to the plan can be made by answering **IMM Question 5: What changes should be made to the plan to ensure improved student achievement?** and its subquestions found in Directions for Answering the Six IMM Evaluation Questions and **Subquestions With Evaluation Report Template, Resource 26**.

Record ideas on chart paper or use an LCD to provide a visual group memory. Another option would be to have the plan put on large posters and make the agreed-upon changes on the posters.

G. Answering IMM Evaluation Question 6

From the data and information and conclusions from IMM Questions 4–5, recommendations to the process and plan as well as systemwide policies, procedures, and practices can be made by answering **IMM Question 6: Based on lessons learned as a result of implementing this plan and process, what should be done to eliminate unsuccessful practices and institutionalize successes?** and its subquestions found in Directions for Answering the Six IMM Evaluation Questions and **Subquestions With Evaluation Report Template, Resource 26**.

Options for facilitating this discussion are

- Have individuals list three lessons learned.
- In pairs or small groups, have members share the lessons learned, combining or more thoroughly describing the lessons learned.
- Chart the lessons learned, being sure that each lesson is specific, clear, and actionable (something can change as a result of the lesson learned).
- Have one pair or group report out.
- As the next pair or group reports, check items on the first list that are duplicates and cross the items off the list. Continue until all groups have reported. The result should be a list of lessons with multiple checks.
- Taking the items with multiple checks, brainstorm how the lessons can be institutionalized.

Another option for identifying successful practices is to use the Protocol for Analyzing Success in **Sample Protocols to Support the OIP, Resource 20D**.

Note: Institutionalize means to incorporate into a structured and well-established system. In order to institutionalize successes in a district, changes in policies, procedures, resource dedication, or employment practices would need to occur.

“We gush with enthusiasm for effects—‘Just show me the results!’—but pay little attention to the causes.”

Douglas Reeves, Transforming Professional Development into Student Results (Arlington, VA: ASCD, 2010)

H. Next Steps and Summary of Discussion and Decisions

The DLT/CSLT will need to summarize what has been agreed to, who is responsible for making changes to the plan, and assign person(s) to revisit the communication plan in relation to the evaluation findings.

Reporting Evaluation Results—Working Agenda

Once consensus is reached on progress and impact, the DLT/CSLT should prepare a report for stakeholders. The report may be one of the most challenging pieces for the leadership team to complete because it is the document that describes the culmination of their work, either annually or multiyear. It is what most people, including the community, will know about how the district or community school is engaging in continuous improvement.

A. Purpose, Ground Rules Review, and Meeting Assignments

Be prepared to show the **IMM** Evaluation Report in a format that is easily visible to the group, as well as the data charts and graphs that supported responses to the **IMM** evaluation questions and the current **CCIP/SIP** with proposed changes prior to the meeting.

The purpose of this meeting is to determine what, how, and to whom the evaluation results will be reported.

B. Selecting Methodology to Report

The DLT/CSLT and BLTs will need to determine the most important information that all members need to know about the methods used to organize, analyze, and interpret the evaluation data. Begin with the most important methods that would be of interest to all potential audiences. Think about how the public perceives the types of data. For example, qualitative data may not be viewed as equally important with quantitative data.

C. Summary of Findings and Causes

One technique for compiling formal reports is to have a short (two pages maximum) executive summary, as well as a full report that contains more details. Each finding, organized by the three **IMM** evaluation questions, should be followed by a chart that supports the finding. The DLT/CSLT may find it is important to personalize each finding in the report. This may be done by including verbatim comments from stakeholders (parents, students, teachers, administrators) to provide context for the readers of the report.

If the DLT/CSLT and BLT want to list findings by priority rather than by question, they can create a large table of the findings on a spreadsheet and then sort on a priority column. This would put all high-priority items at the top. The table can then be split and any graphics or headers added as needed.

D. Prioritizing Recommendations and Actions for Improvement to Report

The DLT/CSLT and BLT may need to make choices about which recommendations and actions for improvement should be included in a formal, public report. Both process and impact recommendations and actions have been identified and should be reported, although the weight of each in the report may vary.

Recommendations for improving the process can be described as reinforcement of or changes to district or community school or building procedures. They might be listed in the report as practices to reinforce or sustain the process. The weight of process recommendations may be lighter because generally only internal stakeholders are interested in the process changes, unless they have ramifications for changing policy or affecting schedules. That is, parents may not be interested in the specific amount of monitoring conducted by a DLT/CSLT or BLT, but they would be interested if there were less instructional time as a result of an increase in TBT time.

Plan and practice improvements may be additions, deletions, or modifications of existing strategies, actions, timelines, or resource reallocations (people, time, money, materials, technology) and are recorded in the **IMM** Implementation Details. It is not likely all of these will be reported in full in a public evaluation report. The last question of the **IMM** Evaluation Report provides a place to record lessons learned. It is likely that most lessons learned will be translated into changes in the plan. All these changes may be too many to report publicly, and therefore, it is best for the changes to be prioritized so that the most significant and important changes are reported publicly. One technique for prioritization is

- Put each practice on a large sticky note.
- Stick the sticky notes on a wall.

- Group the sticky notes in predefined or emergent categories, for example, goal or strategy topics, near-term/far-term changes, changes affecting stakeholder groups. This is often referred to as affinity analysis.
- Assign priorities to each practice by asking each DLT/CSLT member to **dot** the five that are the most important for stakeholders to know about. If the number of DLT/CSLT members is small, each member could be given a differently colored dot. When your group assigns priorities, this color coding would highlight whether many members thought the same change in practice was a priority or whether one or a few members thought the change was a priority. A minor variation on the sticky note approach is to put the practices on 3" x 5" note cards and arrange them on a flat surface for grouping.

The final question on the **IMM** evaluation report also describes the practices that should be eliminated or institutionalized. The DLT/CSLT also may want to prioritize them to determine which should be included in a public report.

The DLT/CSLT may decide to create two versions of the recommendations and actions for improvement, one for internal stakeholders and another for external stakeholders.

E. Making the Report Usable

The content, format, and wording of the report should be evaluated for usability. An evaluation report template is provided at the end of this agenda. The DLT/CSLT may want to verify that the report format will be useful to the intended readers early in the process, then get feedback once the evaluation report is drafted. Asking other groups, such as the PTSA, union leadership, school board, or others to critique the report can provide a political benefit, assuming that the DLT/CSLT is willing to make changes to the report. Some questions to ask

- Is the report too long or too short?
- Is there enough detail to understand the impact of the plan and process and recommendations and actions for improvement?
- How much detail do you want on the methods that were used?
- Does the inclusion of charts, graphs, and tables make it easier to understand?
- Is the language clear and tactful?

Make sure that time and people are allocated for drafting the evaluation report. Getting usability data back to the DLT/CSLT quickly enhances credibility.

Do not forget to list the positive things that the DLT/CSLT finds about the process and impact and include those in the executive summary and any summary or conclusions in the longer version of the evaluation report.

F. Communicating the Evaluation Report Results

Audiences

The DLT/CSLT should create the mailing list for the report and be cautioned not to send it to anyone else unless there is permission from the superintendent or building administrator. Audiences may include any of the following:

- certificated and noncertificated staff members of the board of education
- parents
- general public
- community groups
- students
- other

Evaluation reports sometimes have political consequences, so make sure that the DLT/CSLT is clear about who gets the report and for what purpose. The leadership team should identify who will be the spokesperson(s) for these audiences. The DLT/CSLT must consider how the report will be used by BLTs and TBTs to increase their understanding of the impact on their work.

Formats

It is possible that different versions of reports (with the same information at different levels of detail) will be targeted to different stakeholders. Some format considerations are the following:

- Videotaped highlights. Highlight tapes can educate and be powerful, but they are time-consuming to create. Keep in mind that the length of a highlight tape should be matched to the audience. An executive tape might last 10–15 minutes, whereas a tape for the board or BLT teams might last 30–60 minutes.
- Segments of the report released through the media or newsletters. The results would be chunked and meted out over a designated period of time.
- Orally by a panel or individually
- Websites

Timelines and Responsibilities

The DLT/CSLT will need to decide the timelines for and who will assume responsibility for

- Gathering data
- Drafting the report
- Editing and finalizing the report
- Distributing the report

G. Next Steps and Summary of Discussion and Decisions

The DLT/CSLT and BLTs will need to summarize what has been agreed to, who is responsible for drafting the report, how and when communication will occur, and the process for final approval. The facilitator will need to follow up and ensure the next steps are completed. The DLT/CSLT also may want to have a way to gather feedback about the report from stakeholders.

H. Completing the Evaluation Report Template

Here are suggestions for what to include in the evaluation report. (A general outline is in **Resource 26**.)

Note: Remember to keep the evaluation report as succinct and easy to understand as possible. **Resource 26** provides the content of the report.

Introduction

- Brief description of the district or community school student, parent, and teacher demographics
- Vision, mission, principles, and structures for continuous improvement (DLT/CSLT, BLT, TBT)
- Data about student diversity that may have an impact on strategies to help all students meet standards: enrollment by grade, gender, race/ethnicity, English language proficiency, disability status, primary disability, poverty status, etc.
- General description of plan (goals and strategies)

The narrative section of the report may be supported by bulleted lists, charts, or graphs.

Methodology Used for Evaluation

- Overview of evaluation process and purpose
- Data sources used to develop the report
- How the data was gathered and organized

Bullet lists or a table would be one option for listing the types of data, data sources, and explanation of method. See Figure 21.

Figure 21. Presenting the Data

TYPES OF DATA	SOURCES OF DATA	EXPLANATION OF METHODS
Perception	<ul style="list-style-type: none"> ■ Administrator, teacher, student, and parent surveys ■ BLT Interviews 	<ul style="list-style-type: none"> ■ Pre and post electronic surveys were sent to all using district Intranet accounts. ■ Two DLT/CSLT members interviewed each BLT.
Observation	<ul style="list-style-type: none"> ■ Classrooms ■ TBTs 	<ul style="list-style-type: none"> ■ Stratified, random sample of 25% of classrooms were observed twice during the year. ■ At least two TBT meetings were observed in each building at the beginning, middle, and end of year
Documents	<ul style="list-style-type: none"> ■ BLT meeting agendas/minutes ■ BLT monthly reports ■ IMM progress reports 	<ul style="list-style-type: none"> ■ All BLT monthly meeting agendas and minutes were compared with monthly reports. ■ All BLT monthly reports were reviewed. ■ All BLT and DLT/CSLT IMM progress reports were downloaded.

Data may be organized so that comparisons among constituent groups (administrators, teachers, students, and parents) could be drawn.

Achievement and other data is organized by school and grade-level clusters of schools to show how individual buildings are progressing and groups of schools (elementary, middle, and high schools) are progressing.

Summary of Key Findings and Causes

- Determination of which are needed for the audience
- Evaluation of progress toward goal achievement
- Evaluation of strategy effectiveness
- Evaluation of plan implementation results (students and adults)
- Evaluation of process implementation (DTL/BLT and TBT effectiveness, monitoring system, communication flow)
- Causes of the results, effect, or impact
- Other key findings important to the audience

Questions 1–3 of the IMM provide a place to record a summary of impact and process findings. For each question, the DLT/CSLT will need to respond briefly and may use graphs or charts to illustrate the data that support these findings.

The causes or reasons for the findings are answered by the why or why not question that accompanies each subquestion under the three questions.

Recommendations and Actions for Improvement

- Changes to plan
- Changes to process
- Next steps

Responses to **IMM Questions 4 and 5** describe recommendations and actions for improvement from two viewpoints—process and plan or practices. This section of the report may be written in narrative form and supplemented with bullet lists, charts, or graphs. See Figure 22.

Example

1. **Recommendations for improving the process** can be described as reinforcement of or changes to district or building procedures. For example, if the DLT/CSLT finds that the BLTs have not been meeting at least monthly or the BLT determines some TBTs have not been following district or building guidelines for TBTs, procedures can be reinforced by clearer communication and more frequent monitoring of the process. They might be listed in the report as practices to reinforce or sustain the process. If the procedures are not working, however, then changes need to be made. For example, if the DLT/CSLT or BLT finds that the observation data that are being collected do not correlate with the indicators, then the observation tool or process may need to be modified. This type of recommendation may be listed either as a practice to change or as an action for improvement.
2. **Recommendations for improving the plan** and practices may be additions, deletions, or modifications of existing strategies, actions, timelines, or resource reallocations (people, time, money, materials, technology) and should be changed in the **IMM** Implementation Details.

Lessons Learned

- As appropriate, include how lessons learned will be integrated into the plan actions or communication approach.
- Include why the practice is successful or unsuccessful.

IMM Question 6 provides lessons learned and practices to be eliminated and institutionalized. An example is in Figure 22.

Figure 22. Organizing Lessons Learned

EXAMPLE	
<p>Lessons Learned</p> <ul style="list-style-type: none"> • We learned that TBTs need more training on how to analyze data. • We learned that not all teachers and parents understood the plan. 	<p>Actions for Improvement</p> <ul style="list-style-type: none"> • Increase the amount and options for training on data analysis and provide weekly follow-up support to TBTs during first semester. • Develop multiple and alternative methods of communicating the plan, e.g., summary on grocery bags at the local market.
<p>Unsuccessful Practices to Be Eliminated</p> <ul style="list-style-type: none"> • We should discontinue the use of a different formative assessment for each grade level because it results in each grade level having a different expectation for quality work. • We should discontinue demonstration classrooms because scheduling them for all teachers is difficult and it creates a competitive rather than collaborative climate. 	<p>Successful Practices to Be Institutionalized</p> <ul style="list-style-type: none"> • We should continue to require that TBTs follow the TBT protocol at least once per week because the protocol provides structure and less than once a week is not enough time to quickly inform instructional changes. • We should continue to have instructional coaches model the TBT protocol with every TBT until such time as all TBTs follow it faithfully.

Modifying Instructional Practice and Revising the Plan

After each annual evaluation, the plan will be revised on the basis of the findings and recommendations, and instructional practices will be modified. At the end of the multiyear plan, however, the DLT/CSLT will need to follow the OIP by identifying critical needs and refining or revisiting the focused plan. At this point, the DLT/CSLT and BLTs may choose not to complete a full **DF/BDF** but should at least revisit priority responses and implementation probes in the **DF/BDF** student data when specifically relevant to the focused action plan and select targeted sections consistent with the evaluation results. The goals and strategies may stay the same if warranted by the data. Actions may continue or be revised. There is no prescribed formula. What is important is that the DLT/CSLT and BLTs understand the cyclical nature of the OIP and how the process can be used to support sustainable systems change.

There are three major activities in revising the plan after the summative evaluation:

1. **Complete the entire or selected parts of the DF/BDF**, using the essential and additional probing questions and the data from the annual evaluations.
2. **Revise the plan**—that is, goals, goal targets, strategies, indicators, and actions—using the findings and recommendations from the annual evaluations.
3. **Refine the monitoring approach** to tightly align to the goal targets and strategy indicators.

Each of these activities is described in more detail in the working agenda that follows.

Revising the Plan: Completing the DF/BDF—Working Agenda

A. Purpose, Ground Rules Review, and Meeting Assignments

The facilitator will need to ensure that data has been collected, organized, and summarized; develop an agenda; prepare packets and make meeting arrangements.

The purpose of this meeting is to complete full or selected parts of the **DF/BDF**.

Note: It may be appropriate to spread this agenda over more than one meeting because there may be additional data to analyze beyond the multiyear evaluation data (for example, on-line OLAC performance assessment).

B. DLT/CSLT Member Presentations—Data Summaries by Levels and Areas

The DLT/CSLT is ready to complete the **DF**. Although analysis can be conducted with statistical programs and electronic data tools, the process of digging through it, finding patterns and trends, diagramming observations, and collaborating about what is seen is a very powerful process. Completing the **DF** by the DLT/CSLT offers new insights and illuminates views that might not have otherwise been seen if the **DF** were done by a few people or by individuals. Lessons learned about the process should be applied as the DLT/CSLT moves through the **DF**. As team members analyze the data and respond to the **DF** essential and expanded facilitation questions (see **Resource 7**), not only do they see more clearly as a result of their concrete experience of the data, they engage in their own professional growth by exploring their own data. Although the second time of moving through the **DF** will be easier because of familiarity with the process and significantly more data, the discussions may be deeper for the same reasons, and thus, the time for this stage of the process may not be shorter than the initial time.

All data summaries will need to be submitted to the facilitator prior to the session. Let DLT/CSLT members know that they will be asked to give a three- to five-minute presentation on their data summaries by (all or selected) level/area. The DLT/CSLT may be sent a data packet with all summaries before the meeting to allow them time to familiarize themselves with the content.

C. Analyzing Data and Completing the DF

In Stage 1 of this Guide, a process using a **DF** wall and gallery walk was provided as a technique to facilitate completion of the **DF**. The primary function of the wall is to allow group members to view the data, ask questions, and discuss the data and results. It is advisable that an organizer such as the **Data Source Identification, Resource 6**, be used to record the data summary. The role of the recorder will be critical to having a record of the DLT/CSLT discussion. Remind the leadership team that levels I and III produce the district goals. Some items will not be discussed at all because they have been determined not to be focus areas; others will require extensive discussion on the basis of the evaluation findings or new data presented in the **DF**. It may be possible to cluster other items, or the same data may be used to respond to several items, thus requiring little time for discussion. It is

important for the OIP facilitator to keep the conversation moving and to make decisions as quickly as possible. The amount of time needed depends on several variables, for example, the number of DLT/CSLT members, the quantity and quality of data, and the emotional response to the data.

D. Confirming DF Priorities

Once the **DF** is complete, the DLT/CSLT looks at the results by level and identifies the district priority problems. After going through level 1, district priority student performance problems should be identified. This list can be created by looking at the level/area from the **DF** with the lowest scores and highest level of concern. Since there are now multiple years of data, the DLT/CSLT should be looking for trends and patterns that provide a focus for district goals and strategies.

E. Next Steps and Summary of Discussion and Decisions

The completed **DF**, which includes the profile report, should be sent to all DLT/CSLT members. The facilitator will want to identify any obvious data gaps found while completing the **DF** and determine how these gaps will be addressed. Periodically, use the **Checklist for Evaluating Meeting Effectiveness (Resource 4)** to give everyone in the group an opportunity to provide written feedback.

Revising the Plan: Goals, Goal Targets, Strategies, Indicators, and Actions— Working Agenda

A. Purpose, Ground Rules Review, and Meeting Assignments

The facilitator will need to ensure that data has been collected, organized, and summarized and the **CCIP** and **IMM** are in an easy-to-read format. They also will need to prepare agenda and packets and make meeting arrangements. As a reminder, goals are based on level I and level III of the **DF**. Goal targets are annual and should be informed by the progress made over the last several years. Goal targets can be broken down by grade level, grade clusters, subgroups, and so forth. The most important thing to remember about actions is that each action for achieving the goal or strategy should have either a direct impact on students or an indirect one, such as ongoing professional development and capacity building. You may wish to revisit Stage 2 of this OIP Guide for more detail.

The purpose of this meeting is to revise the goals, goal targets, strategies, indicators, and actions using the findings and recommendations from the annual evaluation.

Note: The facilitator may choose to spread this agenda over more than one meeting if there are additional data beyond the multiyear evaluation data.

B. Reviewing Research and Criteria for Plan

According to the *Ohio Leadership Development Framework*, there should be a small number of district goals that allow for a concentrated focus on the core work that needs to be done to leverage sustainable improvements in adult practice and student performance. A key concept to emphasize is that the district will have a few (no more than four) focused strategies for each of the two to three goals. During this part of the agenda, the DLT/CSLT will

- Review types of focused goals (student performance goals and expectations and conditions goals).
- Review goal, target, strategy, action, indicator definitions, and criteria.
- Share goal, strategy, action, task, and indicator definitions (**Resource 10**).
- Review the difference between district and school plans.

C. Revising Goals and Goal Targets

If goals have been accomplished, that is, performance indicators have been met, the DLT/CSLT may need to create a new goal (see Stage 2) or keep the same goal with a new goal indicator. If the goal was not accomplished, which means the goal targets were not met, targets will need to be reset on the basis of the evaluation results.

D. Revising Research-Based Strategies and Indicators

The purpose of this activity is to identify cross-cutting ideas that will result in a manageable number of strategies. Using the **DF** profile, share the recurring ideas and seek agreement (a manageable number, for example, two to four) on the strategy categories. This may require prioritizing and merging of ideas or accepting, rejecting, or modifying strategies from the existing plan. Divide each goal work group by the number of strategy categories and have each subgroup write a first draft strategy statement that will address the needs listed.

Once the strategies are drafted, they need to be checked against the most current evidence and research available on the topic and for the subgroup(s) addressed. This task serves two functions: (1) to help provide focus to the strategy and (2) to increase the likelihood of improving student performance overall and for the specific student subgroups addressed, assuming that the strategy is successfully implemented. Research-based solutions should be evaluated on two dimensions, quality and relevance. The goal workgroups will need to share their strategies with each other.

The DLT/CSLT will need to review the strategies, examining them for redundancy, overlap, and coherence in order to ensure a reasonably structured set of strategies. Once complete, all goals, strategies, and indicators should be reviewed using **Focused Plan Descriptors Checklist, Resource 9**.

TIP:

Ensure that the strategies if implemented will accelerate the rate of subgroup performance to match the expected performance of all students.

Indicators are developed for each strategy, generally one adult implementation and one student performance. Because of differences in the performances of subgroups, it may be necessary to have multiple parts to the student performance indicator. It is possible and desirable that some of the same indicators will be used across strategies. Therefore, indicators cannot be finalized until all strategies have been developed.

The baseline measure established for each type of indicator will be reset on the basis of the evaluation results. Short-term progress measures are set to assess the degree of changes in knowledge, skills, attitudes, policies, and practices and student performance.

E. Generating, Keeping, Dropping, or Modifying Actions

Determine whether each current action should be kept, dropped, or modified. If an action requires modification, make the adjustments by some means that will make proposed changes obvious. The following criteria may be used when deciding whether to keep, drop, or modify an action:

- If the action is fully completed, will it contribute to implementation of the strategy?
- Does the action reach the targeted student population and content area(s)?
- Does the action reach a critical mass of targeted school staff, students, or families?
- In light of the overall goal of improving student performance, do the benefits outweigh the costs, that is, in time, people, money, materials, supplies, technology?
- What do the evaluation results say about the actions we have in our current plan?

Identify possible new actions by examining the cause-and-effect diagrams or the **DF** profile to check that the priority causes are addressed either by existing actions or by new actions. It is possible that a cause may need to be worded as a possible action.

Review all action steps in the plan, regardless of their related strategies, in consideration of the multiyear plan. Look for commonalities and cross-cutting components among all action steps. Strategically sequence or group the action steps so the work can be as streamlined as possible, while still getting the desired results.

Activity

- Write action steps on cards or provide actions typed in a large font on strips of paper.
- Create headers reading Year 1, Year 2, and Year 3 (or write as headers on three pages of newsprint or large note cards)

Use an affinity process to arrange cards according to what needs to happen in Year 1, 2, and 3 of the plan and what could be delayed, if appropriate. Consider: What would be a natural flow of the work?

TIP:

Continually ask

How does the improvement work relate to the ongoing work of the district?

How do these actions replace and change the work rather than add onto the work of the district?

F. Testing the Theory of Action

Once the draft plan is completed, the DLT/CSLT should determine whether its theory of action is well conceived, and therefore, whether success can be predicted. This can be accomplished by asking these questions:

- If we successfully complete the actions we have described with at least 90 percent of staff implementing as intended, will we accomplish our strategy? Ask this for each strategy.
- If we successfully fulfill our strategies, will they achieve our goal? Ask this for each goal.

G. Completing the IMM Implementation Details

Once all actions are complete for Year 1, ask the DLT/CSLT to identify the monitoring evidence and data sources that will be used to document that the action is implemented. Responsibilities, timelines, and resources also will need to be assigned to each action. Year 2 and 3 actions may be included in the plan and marked as occurring in the future. The DLT/CSLT will want to strive for a balance of persons and groups responsible for action steps. Complete the **CCIP** and **IMM** Implementation Details with this information.

Tasks for each action will be generated by the persons or groups responsible for each action and reviewed by the strategy manager to ensure equitable distribution of assignments. Tasks are a list of activities that need to be undertaken for someone to complete an action. At this point, the resources needed for each action can be stated in general terms, for example, software license, printing costs, or training materials for a specific number of individuals. At a later time, the treasurer or other person responsible for fiscal funding sources will develop detailed budget breakdowns that correspond to the implementation details.

H. Next Steps and Summary of Discussion and Decisions

It is the superintendent's responsibility to secure the approval of the local board of education. Endorsement of the plan is of paramount importance because it establishes the district work for the next several years. Soliciting stakeholder input into the plan will occur at this juncture. As a last step, districts should review the compliance components of the **CCIP** and flag parts of their plan that address these components. The district or community school must add an action and flag it to address any compliance component that has not already been addressed through plan development. The ODE provides a list of requirements for each of the compliance components. ODE's Office of Federal Programs can provide assistance in addressing compliance components. The plan should be edited and sent to the DLT/CSLT and goal workgroups.

Refining the Monitoring Approach— Working Agenda

A. Purpose, Ground Rules Review, and Meeting Assignments

The most important thing to remember about monitoring is that it provides the core of the district's internal accountability system in determining whether instructional practices are having the desired effect on student performance. Revisit Stage 3 of this Guide for more detail.

The purpose of this meeting is to refine the monitoring approach to align with the revised plan.

B. Revisiting Plan Indicators

The indicators are the gauge by which goals and strategies are determined to be successful. It is important that these be clearly written so that data can be collected to determine progress. The DLT/CSLT and BLT should review the indicators against the descriptors in **Focused Plan Descriptors Checklist, Resource 9**.

C. Aligning Monitoring Processes to Plan Indicators

It is likely that the monitoring processes will change as the DLT/CSLT and BLT have more sophisticated assessment and data management systems in place. This is particularly true of processes for collecting and analyzing student performance data. It also is likely that monitoring processes can be streamlined, eliminating the collection of extraneous data. For example, if a DLT/CSLT or BLT have consistently used classroom observations as a process, it may find that it can focus the type of observations to be directly connected to the indicator. It also is possible that those conducting the observations have enough experience and conversation to increase interrater reliability, thus making the data more valid and reliable.

The DLT/CSLT and BLT will need to study their current monitoring process and more tightly align (or replace) to plan indicators by asking these questions:

How well did the monitoring processes we used produce the data we needed to measure progress? Why or Why not?

How well were those who implemented the monitoring processes adequately prepared to collect, organize, and report the data?

What procedures did we follow to ensure interrater reliability?

Was the data collected valid and useful? Why or Why not?

How can the current processes be modified to align to our current plan indicators?

Whichever process is adapted or selected (**See Monitoring System Components and Methods to Monitor Student Performance and Adult Implementation, Resource 24**, for options), it needs to be directly connected to plan indicators, followed consistently and the data used regularly.

D. Reviewing Procedures and Tools for Recording Monitoring Data

Recording the monitoring data consistently and systematically is critical because it provides an important component of the information that will determine whether midcourse corrections are needed. The processes used will determine whether the DLT/CSLT and BLT wish to modify the procedures and tools for recording monitoring data. Questions to ask may include

Are the recording tools clearly understood, that is, are the items defined in such a way that anyone using the tool has the same interpretation?

Are the recording tools easy to use and consistently used in all buildings? Are the appropriate people recording the data thoroughly and consistently?

Can the data be easily extracted from the tools so comparisons can be made and analysis be conducted?

Are the procedures for collecting, recording, and reporting the data defined and followed?

E. Establishing a Monitoring Schedule

Revisit the monitoring schedule from the prior period and determine whether it can be replicated or needs adjustments.

F. Next Steps and Summary of Discussion and Decisions

Tools and procedures may need to be revised. Professional development may need to occur. And communication about the changes will need to be planned and carried out.

In summary, this transformational Stage 4 of the OIP has been accomplished when leadership teams have completed the following:

- Checked the district's or community school's theory of action through a thorough analysis of data collection throughout the process
- Assessed the level of fidelity of OIP use to support full implementation of the districtwide strategies and actions to reach goals and its impact on desired changes in adult practice and student achievement
- Reported summative progress and evaluation results
- Made recommendations that are based on summative progress and evaluation results
- Taken actions based upon recommendations to institutionalize successful practices, to eliminate unsuccessful practices, and to modify, revise, or develop a new multiyear focused plan
- Reinforced the recursive nature of the OIP by going back to Stage 1 and progressing through Stage 4

Acronyms

BDF—Building Decision Framework

BLT—Building Leadership Team

CCIP—Comprehensive Continuous Improvement Plan

CSLT—Community School Leadership Team

DF—Decision Framework

DIBELS—Dynamic Indicators of Basic Early Literacy Skills

DLT—District Leadership Team

ECO—Early Childhood Outcomes Summary Form

ELA—English language arts

ELL—English language learners

ESC—Educational Service Center

HQPD—High Quality Professional Development

IMM—Implementation Management/Monitoring

IPDP—Individual Professional Development Plan

KRA-L—Kindergarten Readiness Assessment—Literacy

LEA—Local education agency (district)

LEP—Limited English proficient

MAAP—Matrix of Achievement and Progress

ODE—Ohio Department of Education

OIP—Ohio Improvement Process

OLAC—Ohio Leadership Advisory Council

PD—Professional development

PTSA—Parent-Teacher-Student Association

SAFE—Security Application for Enterprise

SIP—School improvement plan

SMART Goals—Specific, measurable, achievable, relevant, timely goals

SSoS—Statewide System of Support

SPoC—Single point of contact

SPP—State Performance Plan

SST—State Support Team

STARS—System to Achieve Results for Students

SWD—Students With Disabilities

SWIS—Schoolwide Information System

TBT—Teacher-Based Team

OIP Glossary

Achievement Gap: The disparity in academic performance on tests among identified groups or the difference between how a group performs and what is expected of that group. Typically, the disparity is defined as a difference between white students and students of color or between students who receive a free or reduced-price lunch and those who do not.

Actions: Specific steps to operationalize a strategy and reach a goal.

Adult Implementation Indicator: Gauge by which a strategy is determined to be met in terms of changes in practices expected of adults.

Annual Goal Target: Gauges against which to judge whether an annual goal is met.

Baseline: Starting point from which an indicator can be measured.

Building Leadership Team (BLT): A team of individuals who promote a culture of common expectations or commitment by maintaining a schoolwide focus on improving student achievement. The team fosters shared leadership and responsibility for the success of every child through the creation of purposeful communities.

Capacity Building: Providing opportunities—such as job-embedded staff development, coaching, and time for reflection on effective instructional practices—that enhance the ability of teachers and administrators to positively affect student learning.

Collaboration: Highest level of functioning in a continuum of how information, knowledge, and working together operate in any organization.

Collaborative Structure: A structure designed to increase teacher or district staff capacity in meeting the challenge to close achievement gaps and raise the bar for all students. Other terms may be used, such as data teams, grade-level teams, department teams, to describe a professional learning community in a district or building. Characterized by continuous school-based or district-based professional development, mutual support, and coaching with peers; dedicated time for collaborative work; and permission to take risks as a staff to learn, practice, and hone their skills. Effective school and district leadership is fundamental to creating collaborative structures.

Common Formative Assessments: Teacher-generated periodic or interim assessments that are collaboratively designed by teams for specific units of instruction. Common formative assessments are created as short matching pre- and postassessments to ensure same-assessment-to-same-assessment comparison of student growth. Common formative assessments usually contain a blend of item types, including selected response and constructed response, representing power standards.

Communication: Exchange of ideas and information by any of a variety of methods.

Community School Leadership Team (CSLT): See District Leadership Team.

Comprehensive Assessment System: The means by which a district measures student performance from the time that the student enters education to the time the student leaves. Includes three types of assessments:

1. Initial or diagnostic assessments that identify student strengths and weaknesses or identify what a student already knows about a topic and identify any gaps or misconceptions.
2. Formative or interim assessments used by teachers and students during instruction that provide feedback to adjust ongoing teaching and learning to improve students' achievement or intended instructional outcomes.
3. Summative assessments given periodically to determine, at a particular point in time, what students know and do not know relative to content standards.

Comprehensive Continuous Improvement Plan (CCIP): A unified grants application and verification system that consists of two parts: the Planning Tool and the Funding Application. The Planning Tool contains the goals, strategies, action steps, and district goal amounts for all grants in the CCIP. The Funding Application contains the budget, budget details, nonpublic services, and other related pages. The CCIP should be the district's focused plan for improvement.

Consensus: After discussion, a group has reached consensus on a decision if most team members agree with the decision and if those who disagree are willing to accept the decision and try to make it work. Consensus allows those who disagree to gather more data and raise an issue if indicated.

Content Standards: Specific, measurable descriptions of what students should know and be able to do at each grade in each curriculum area.

Continuous Improvement Framework: The concept that effective schools are engaged in a long-term process of improvement of teaching and learning that is demonstrated by a pattern of continuous improvement of learning for every child. The continuous improvement cycle includes determination of prioritized needs, planning for focused improvement, implementation of the plan, and monitoring and evaluation of the results.

Culturally Relevant Educational Practices: Using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically or economically diverse students to make learning encounters more relevant and effective for them.

Data-Driven Decisions: Decisions that districts and schools make by knowledgeably and effectively using a range of data at the classroom, school, and district levels to improve instructional support and practices.

Data-Driven Decisions for Academic Achievement (D3A2): An ODE initiative that provides a systematic approach for Ohio educators to access data and align resources. Users are able to identify and access resources to meet specific needs from different systems that communicate using common standards, for example, Schools Interoperability Framework (SIF) to ensure consistent data standards and the Ohio Standard Identifier Code (OSIC) to show alignment to Ohio's Academic Content Standards.

Data Teams: See Teacher-Based Teams.

Decision Framework (DF): An electronic tool that ultimately provides the **CCIP** needs assessment by using essential questions that can be answered with student achievement data, perceptual data, and other forms of data at the state and local level. The essential questions are organized around levels with a focus on student achievement and growth in content areas by grade level, building, and subgroup, followed by essential questions related to the critical student performance problems identified and uncover possible causes of these problems tied to the following: curriculum, instruction, assessment, managing educator talent, and expectations and conditions, for example, school climate, parents and family, community involvement, and allocation of resources.

Decision Parameters: Factors that help make sound decisions that serve as guidelines rather than policy, rule, or procedure.

District Leadership Team (DLT): A team of individuals who promote a culture of common expectations or commitment by maintaining a districtwide focus on high achievement for all students.

Early Childhood Outcomes Summary Form (ECO): Measurement of every preschool child with a disability using a seven-point scale to document the child's progress in each of three categories (positive social and emotional skills, acquiring and using knowledge and skills, and taking appropriate action to meet needs).

English Language Learners (ELL): A student subgroup described by instructional needs that change as students gain English language proficiency; ELL students receive services based on their achievement on academic assessments.

Evaluation: The practice that DLTs and BLTs engage in to critically examine and analyze monitoring data to assess the extent to which the process and plan implementation produced the desired results.

Evidence-Based: The process of reviewing, assessing, and applying proven strategies to address data-determined needs.

Evidence of Success: Tangible documentation that shows progress toward achieving a strategy.

Expectations and Conditions Goal: A broad statement that specifies a desired change in order to improve or increase the opportunities or potential for improvement in learning and identifies the end result to be achieved within a given timeframe.

Extended Learning Time: An increase in the amount of time students have available for school by providing opportunities before and after school and during the summer, modified school calendars, and changes in the structure of the school day. Extended learning time also can be provided by reducing or eliminating pullout programs that interrupt regular instructional time, increasing the focus on learning during scheduled class time by reducing extraneous activities and scheduling longer blocks of time for classes.

Fidelity: The degree to which the plan accurately produces its effect: exact correspondence with the process and faithful to the OIP nonnegotiables and OLAC principles in the face of obstacles.

Focused Plan: A blueprint based on identified needs that directs all district work and resources and leads to improvement in student achievement.

Formative Assessment: A continuous instructional process used by teachers to obtain evidence of student understanding for the purpose of improving teaching or learning. To be effective, teachers must be skillful in using various assessment strategies and tools, such as observation, student conferences, portfolios, performance tasks, prior knowledge assessments, rubrics, feedback, and student self-assessment. More important, they must have a deep understanding of the formative assessment process and understand its close relationship to instructional scaffolding.

Grade- or Department-Level Teams: See Professional Learning Community.

Implementation Management/Monitoring Tool (IMM): An electronic tool that provides a way for districts to document how their district and school plans will be implemented. The district or school can identify items to be measured, resources needed, persons and groups responsible, timeline for implementing, and completion status of implementation items.

Indicator: There are two types of indicators. A *performance indicator* is the gauge by which a goal is determined to be met. A *progress indicator* is the gauge by which a strategy is determined to be successful. Progress indicators have a baseline measure established and short-term progress measures to assess degree of changes in knowledge, skills, attitudes, policies, and practices; and documentation is identified to provide evidence that the indicator is met.

Inquiry: A search for knowledge; an investigation or research that has the aim of augmenting knowledge, resolving doubt, or solving a problem by questioning and seeking the truth.

Institutionalize: The translation of a district's mission, policies, vision, and continuous improvement plan into actions applicable to the daily activities of its administrators and staff; the integration of OIP principles into the district culture and structure.

Job-Embedded Professional Development: Ongoing professional development grounded in day-to-day teaching and designed to enhance teachers' content-specific instructional practices with the intent of improving student learning; aligned to learning standards and school and district improvement plans (Darling-Hammond & McLaughlin, 1995; Hawley & Valli, 1999; Hirsh, 2009; NSDC, 2010).

KRA-L: Assessment that measures young children's literacy skills at the beginning of the kindergarten year on six elements or indicators: answering questions, sentence repetition, rhyming identification, rhyming production, letter identification, and initial sounds.

Learning: Acquiring and applying new knowledge, behaviors, skills, or values; knowledge acquired by systematic study.

Mission: The district's purpose or the reason it exists. Fulfilling the mission is how a district realizes its vision.

Mobility: The degree to which a student population of a building 120 days before a test window is not in the same building at the time of the test window.

Monitoring: The practice that DLTs and BLTs use to supervise the plan in progress to ensure the tasks, actions, and strategies are on course and on schedule in meeting goals as measured by progress against indicators.

Multiple Risk Factors: A multiplicity of reasons for which students may be at risk of academic failure, for example, high levels of both discipline occurrences and absences.

Nonnegotiable Goal: Goals upon which all staff members act.

Observation: A statement that reflects an opinion, testimonial, or comment about data.

Pattern: Data that show a relationship within the same set of data.

Professional Learning Community or Team: *See Collaborative Structures.*

Recursiveness: The repeating of a cycle or process, either indefinitely or until a specific point is reached.

Research-Based Practices: The process of reviewing, assessing, and applying proven strategies on the basis of empirical evidence to address data-determined needs.

Root Cause: The deepest underlying cause of positive or negative symptoms within any process that if eliminated would result in elimination or substantial reduction of the symptom.

SAS EVAAS: Valuable diagnostic information about past practices and reports on students' predicted success probabilities at numerous academic milestones, K–12.

School Improvement Plan: The school's focused plan for improvement.

Schoolwide Information System (SWIS): Web-based information system designed to help school personnel use office referral data to design particular interventions for individual students and general interventions for all students.

Shared Leadership: Leadership shared by team leaders and team members—rotating to the person with the key knowledge, skills, and abilities to address the particular issues facing the team at any given moment with the focus on “improvement of instructional practice and performance, regardless of role” (Elmore, 2006).

SMART (Specific, Measurable, Achievable and Attainable, Results-Oriented, Targeted) Goal: A broad statement that specifies a desired measurable change in student performance to close a gap or an improvement opportunity or potential for improvement in learning and that identifies the end result to be achieved within a given time.

Stakeholder: Anyone who affects or is affected by the success of the district. Typical stakeholder groups include students, teachers, paraprofessionals, support staff, school administrators, students' immediate family members, school board members, community leaders, local business and industry representatives, and citizens who live in the community.

Standards: Subject-matter benchmarks to measure students' academic achievement. Curriculum standards drive what students learn in the classroom.

State Performance Plan (SPP) Indicators: A strategic framework of 20 measures on which the state collects data in order to determine a district's or building's level of performance, to set targets for improvement, and to develop improvement strategies to improve the performance of students with disabilities in the state.

Strategy: A set of specific, measurable written statements about what a district is going to accomplish to meet a need and get closer to reaching a goal within a given time.

Strategy Indicator: The gauges by which a strategy is determined to be met in terms of student performance and adult practices.

Student Performance Goal: A broad statement that specifies a desired change in student performance to close a gap and identifies the end result to be achieved within a given time.

Students With Disabilities (SWD): Students who have a physical or mental impairment that substantially limits one or more major life activities; have a record of such an impairment; or are regarded as having such an impairment. Students with disabilities are those students served under “Assistance for Education of All Children With Disabilities” (Part B) of the Individuals with Disabilities Education Act.

Subgroups: A smaller group distinguished in some way from other members of the larger group of which it is a part. Under federal law, each school and district is assessed to determine whether it has achieved adequate yearly progress (AYP) for all students in communication arts and mathematics, as well as among each subgroup (Asian and Pacific islander, black, Hispanic, American Indian, white, free or reduced-price lunch, individualized education program [IEP], limited English proficient [LEP]) unless there are 30 or fewer students in the subgroup. There must be at least 50 students in the IEP and LEP subgroups for a school or district to be accountable for AYP.

Summative Assessment: Assessments—for example, state assessments, district benchmark assessments, end-of-term or semester exams—given periodically to determine at a particular point in time what students know and do not know relative to content standards to help evaluate the effectiveness of programs, goals, or alignment of curriculum.

Tasks: A list of steps in order to complete an action.

Teacher-Based Teams (TBT): Teacher-Based Teams (TBTs) are teams composed of teachers working together to improve instructional practice and student learning through shared work. As part of the OIP use of collaborative structures, TBTs follow a common set of guidelines described in a five-step process connected directly to the focused goals, strategies, and actions described in the school improvement plan.

Trend: A statement based on at least three years of data from the same data source.

Value-Added Data: A component of Ohio’s accountability system that measures growth or improvement over a period of time to determine the value gained by a student during that time period.

Vision: A shared understanding of what the district wants to create (picture of the future) by stakeholders who are committed.

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