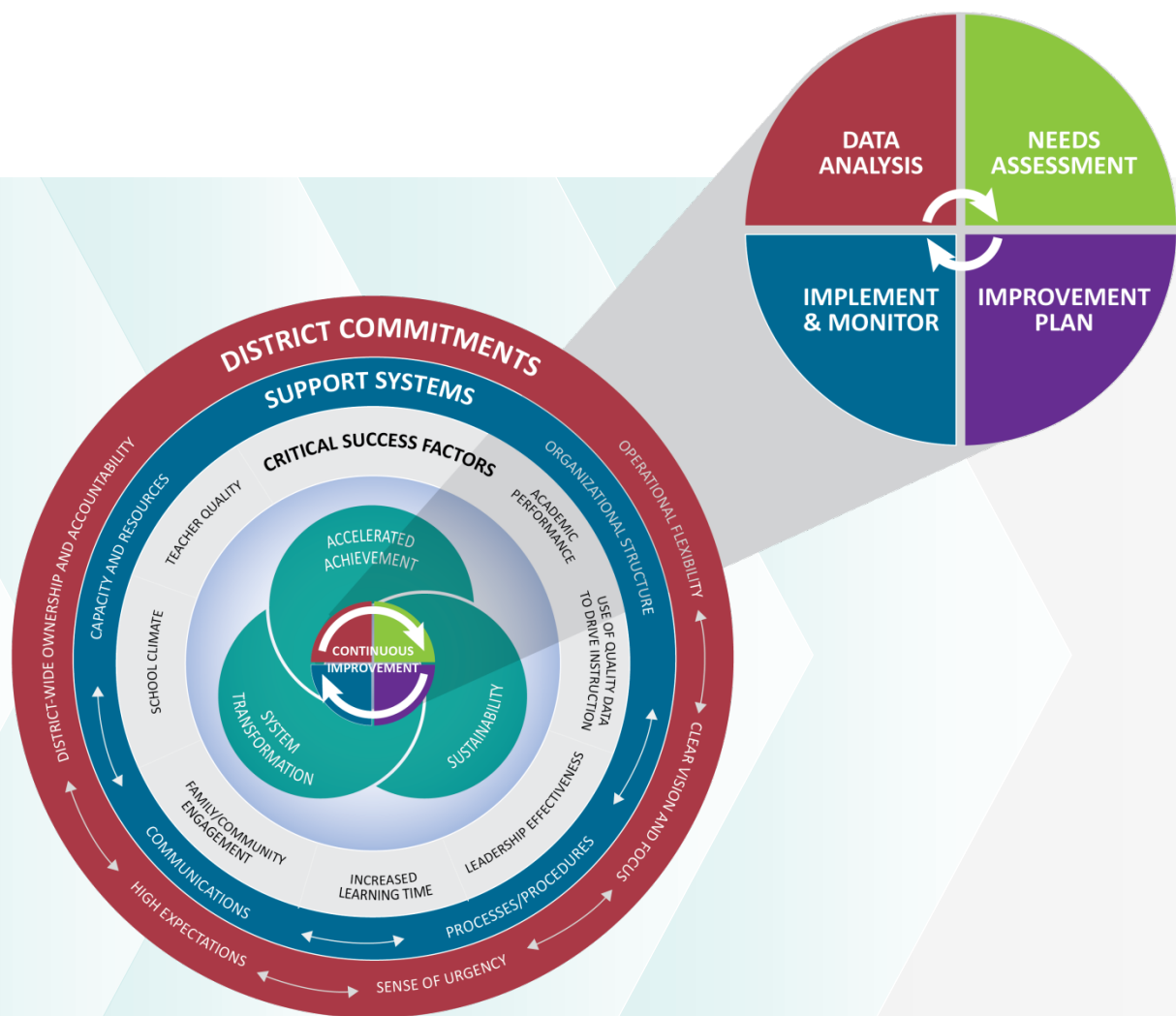


# Guidance for the Texas Accountability Intervention System

## Implementation and Monitoring Guidance

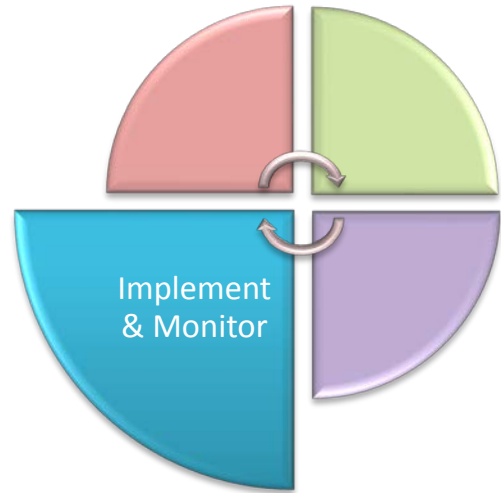


# Texas Accountability Intervention System (TAIS) Implementation and Monitoring Guidance

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## Introduction

The intent of this document is to provide support for implementation and monitoring of improvement plans for LEA/campuses. The process set forth is aligned to the State Framework, which includes the Texas Accountability Intervention System (TAIS) continuous improvement process. This guidance document is designed to support the intervention team through the implementation and monitoring process by creating a clear blueprint for monitoring the implementation of improvement plans. An improvement plan is only effective if it is both implemented with fidelity and monitored on a regular basis. Establishing priorities, timelines, and checkpoints ensure plans get results.



## Design and Framework:

Part 1 of this guidance document covers general research and best practice for implementation and monitoring. Part 1 is designed as a 4-step process to be used by any LEA/campus that needs additional support or information developing a process and schedule for monitoring.

Part 2 is a step-by-step guide for LEA/campus in improvement due to accountability ratings and/or PBM staging. Part 2 is designed to help walk the intervention team which includes the DCSI and the Professional Service Provider (PSP) through the submission of reports required by the TEA TEC §39.106 (d).

**Note:** While Campus Improvement Plans (CIP) and District Improvement Plans (DIP) are comprehensive plans for all of the activities of an LEA/ campus, the guidance in this document is designed to help develop a process to ensure successful implementation and monitoring of the targeted improvement plan to address areas of low performance as stated in TEC §39.106 (d).

## Part 1: Implementation and Monitoring

**Step 1:** Assessing Readiness for Implementation and Monitoring

**Step 2:** Developing a Schedule for Monitoring

**Step 3:** Evaluating and Making Adjustments to the Monitoring Schedule

**Step 4:** Communicating the Process and Schedule for Monitoring

## Step 1: Assessing Readiness for Implementation and Monitoring

Before implementing your targeted improvement plan, it is imperative for the LEA/campus to ensure that it does not jump to action without ensuring that the plan is based on clear goals and objectives. With this in mind, the following set of questions is intended to serve as a checkpoint to determine whether the LEA/campus has completed the needs assessment and planning process and is ready to move forward with implementing and monitoring the improvement plan.

- Has the LEA/campus developed the improvement plan based on prioritized needs as a result of data analysis and a root cause analysis?
- Has the LEA/campus clearly defined the identified needs and developed annual and short terms goals to address the areas of low performance?
- Are the LEA/campus-developed annual and short term goals “SMART”? (See Appendix A for more on SMART goals)
- Has the improvement plan been communicated and shared with all stakeholders?

## Step 2: Developing a Schedule for Monitoring

A sound monitoring process establishes a monitoring schedule to verify successful implementation. The process should remain focused on clear goals and objectives established in the improvement plan. Therefore, it is important to develop a monitoring schedule with designated times for reviewing data to determine if strategies and interventions are being implemented effectively. Monitoring schedules should also allow for the flexibility to make mid-course corrections based on real-time data.

### Questions to consider in Assessing Implementation:

- What data are being collected to measure implementation?
- What checkpoints for assessing successful implementation or completion of each intervention been developed and communicated to staff?
- Are persons responsible for each intervention clearly identified?
- What deadlines have been established for the completion of activities prerequisite to beginning implementation of primary interventions? (i.e. if training is needed for certain interventions to take place or if resources must be acquired prior to implementation)
- How is progress toward implementation of interventions communicated by and to the staff?

After a process for assessing implementation is in place, a method for monitoring the ongoing interventions needs to be developed. The phrase “what gets monitored gets done” is commonly used in education, but there is a critical part missing. Improvement requires more than merely completing activities. It is about getting results. This means the monitoring process and schedule has to be flexible and based on real-time data so that adjustments can be made to maximize impact.

### Questions to consider for Monitoring Interventions:

- What data are being collected and short term goals being achieved to ensure LEA/campus is on track to meet annual goals?
- What data are NOT being collected that need to be collected to make data-informed decisions?
- What is the process for reviewing implementation data (see above)? What adjustments are being made if full implementation is not occurring?

- What is the established schedule for reviewing data and the improvement plan to assess progress or lack of progress?
- How does staff have input in the monitoring plan? Does staff share relevant data with the intervention team? If so, how?
- What process is used to determine alignment between goals and desired outcomes?

Effective monitoring is similar to a smaller scale TAIS continuous improvement process. The team collects data, analyzes data to identify needs or areas of concern, develops an adjusted improvement plan, then implements and monitors the plan.

### **Step 3: Evaluating and Making Adjustments to the Monitoring Process**

The purpose of monitoring is to ensure adjustments to an improvement plan can be made based on data collected during implementation. Just as the intervention team needs to assess the quality of the improvement plan, the process for monitoring should be evaluated.

#### **Questions to consider when Evaluating the Monitoring Process:**

- Does the monitoring process have clear guidelines for revision?
- Has the monitoring process been communicated to all stakeholders?
- Does the monitoring process stay focused on core values and student success?
- Does the monitoring process stay focused on actions to address areas of low performance?
- Is the monitoring process flexible and allowing for mid-course corrections?
- Does the monitoring process include a schedule for reviewing data to determine if adjustments need to be made?
- Are leading and lagging indicators included in the monitoring process?

#### **Questions to consider for Adjustments:**

- How will the assessment of leading and lagging indicators be timed so that interventions are not changed before evidence of impact can be determined?
- How will the intervention team assess whether the monitoring process is continuing to improve student achievement?
- If the improvement plan or monitoring needs to be changed, what is the process for developing mid-course corrections?
- Do all LEA/campus goals, strategies, and interventions have data sources that the intervention team can review in order to determine the need for adjustments?
- Who is involved in the decisions to make adjustments to the monitoring process?

### **Step 4: Communicating the Process and Schedule for Monitoring**

In order for improvement to occur, all stakeholders need to know how to achieve the desired outcomes. It is vital to communicate not only the improvement plan, but how the plan will be monitored and adjusted to reach the annual goals. This involves not only regular meetings of the intervention team to evaluate progress, but regular sharing with stakeholders of the status of implementation.

**Communicating with stakeholders involves two important parts:**

- 1) Sharing the ideas and progress on implementation.
- 2) Ensuring stakeholder input on next steps.

In order to keep staff and the community involved and invested in the improvement efforts, opportunities for input are necessary.

**Questions to consider for communicating:**

- What methods of communication will be used to share the improvement plan, including the monitoring process, with stakeholders? Will it be shared through faculty meetings, an online community, a website, PLC meetings, email updates, or other options?
- How will feedback on implementation and monitoring be collected and considered by the intervention team?
- If adjustments are made to the improvement plan, what is the process to update stakeholders?
- Do adjustments to the improvement plan, based on monitoring, need to be approved by the board?
- What training is needed for staff to actively participate in the monitoring process?

## Part 2

For LEAs/campuses with a Professional Service Provider (PSP) and required monitoring interventions go to <http://www.tcdss.net/>.