# MICIP

MICHIGAN INTEGRATED CONTINUOUS IMPROVEMENT PROCESS

# Monitor and Adjust Guide

## October 2021

MICHIGAN Department of Education

CENTER FOR EDUCATIONAL PERFORMANCE AND INFORMATION

MAISA
MICHIGAN ASSOCIATION OF INTERMEDIATE SCHOOL ADMINISTRATORS
SUPPORTING REGIONAL EDUCATION SERVICE AGENCIES

# Monitor and Adjust

In continuous improvement there are a couple of sayings that convey important truths about monitoring: "The minute you start implementing, you start monitoring," and "What gets monitored, gets done." Monitoring in MICIP is the responsibility of both the district and school and involves implementation, including fidelity, scale and reach, and capacity; activity completion; and impact. School teams are responsible for collecting monitoring data for those goals and strategies assigned to their buildings/programs and for reporting it to the district continuous improvement team while the district is responsible for collecting the data across the entire district. The district is also responsible for monitoring goals and strategies assigned only to it. Both the school and district teams should participate in analyzing the data regarding goals and strategies assigned to them.

Monitoring is not just an isolated component of the continuous improvement cycle; it is also connected to the other components. The team cannot think about monitoring for the first time when it's time to monitor; the team must consider the elements of fidelity, scale/reach, capacity, and impact when engaging in the assess needs, plan, and implement processes as well. The team should consider the ratings it gave these elements using the hexagon tool and plan to address any challenges to ensure strong implementation. Measuring the implementation and impact of these elements then becomes part of the monitoring process.

Evidence is critical. Judgments regarding implementation or impact should not be based simply on hunches; they need to be based on evidence, on data. Therefore, knowing what data we are collecting, how we are collecting it, and the frequency with which we are collecting it need to be addressed as part of the planning process.

Also critical to data collection and analysis is having the right tools. For example, having tools such as a strategy implementation guide and an aligned monitoring tool can be critical to monitoring implementation fidelity. Monitoring completion of activities can be done directly in the MICIP platform, but it might also be helpful to use an external tool such as the one in the Resources below. It is also critical that a district monitor the effectiveness of its systems as part of implementation. Implementation is frequently impacted by the presence or lack of strong systems to support it. This necessitates returning to the district's systems framework and asking questions such as "Are the necessary system's components in place? How might the effectiveness of the systems be impacting implementation and impact? What kind of adjustments need to be made to either install or strengthen them?"

Similarly, impact data can be collected in a variety of ways. When collecting impact data, it is important to be clear of how impact is defined. In MICIP, impact is a measurable goal defined by growth toward interim and end targets. However, there are other ways to define impact as well. Consider other definitions as presented in the article

"Measuring Impact of Educational Programs" in the resources below. There is not necessarily a right or wrong tool; what is critical is that continuous improvement team members base their monitoring decisions on data.

Monitoring data should inform questions about movement between implementation stages. Monitoring data may look somewhat different depending on the stage of implementation. For example, what does the data say regarding when to move from installation to initial implementation? From initial implementation to full implementation? Back to a previous stage? Should the entire district move at one time, or do timeframes vary by building?

District-wide monitoring data is summarized in the district plan, although differences between schools can also be noted. Based on the monitoring data, the continuous improvement team will consider whether adjustments are needed either throughout the entire district or by individual schools/programs.

## Key Vocabulary – Monitor and Adjust

| Term | Definition |
|---|---|
| **Adjust** | To make changes based on data |
| **Capacity** | Systems, activities, and resources that are necessary to successfully adopt and sustain effective practices, supports, and interventions |
| **Fidelity of Implementation** | The degree to which a strategy is implemented as intended according to research or evidence |
| **Impact** | The degree to which a measurable goal is achieved as the result of implementing a strategy |
| **Implement** | To put a plan into effect |
| **Monitor** | To review the implementation and impact of actions |
| **Scale/Reach** | The degree or extent to which a strategy is being used. Scale could include the level of spread at which it is being used, such as the number of teachers using the strategy, students accessing the strategy, number of schools, etc. Scale could also include the stage of implementation i.e., Exploration, Installation (Getting Ready), Initial Implementation (Getting Started), Full Implementation (Getting Better) |

## Resources – Monitor and Adjust

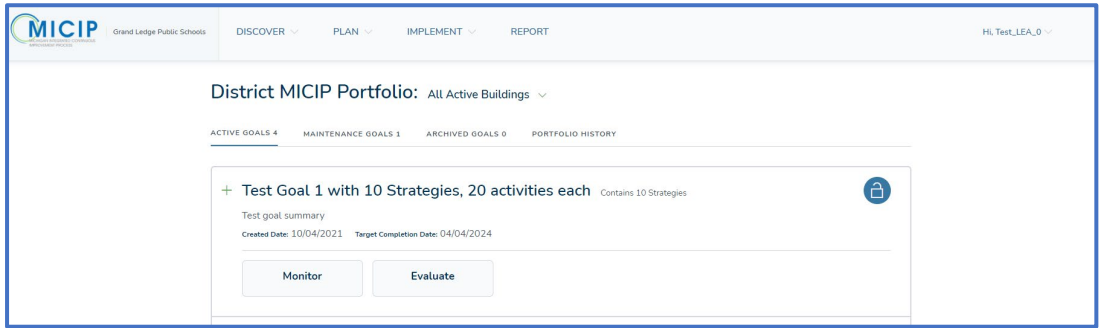
- **Strategy Implementation Guide Template**
- **Directions for Creating a Strategy Implementation Guide**
- **Monitoring for Strategy Implementation Form**
- **Monitor for Activity Implementation**
- **Article - Measuring Impact of Educational Programs**

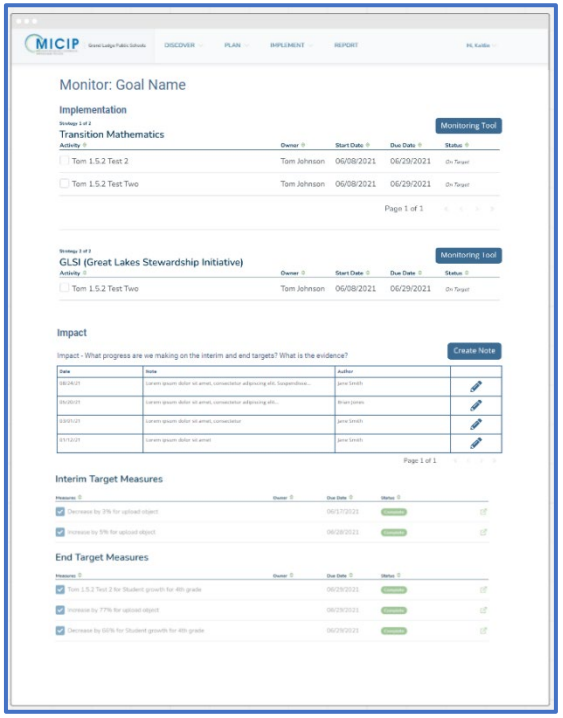
## Process – Monitor and Adjust

- ## Guiding Questions – Monitor and Adjust

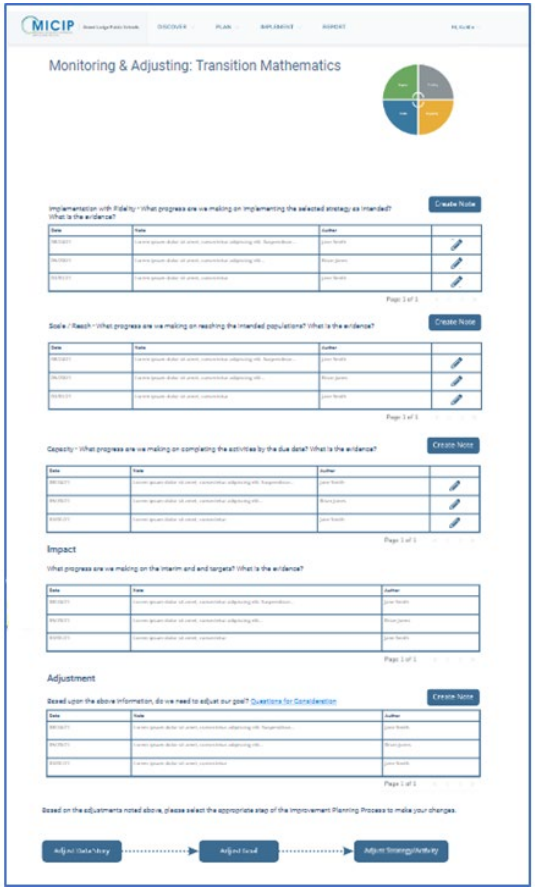
1. What key performance indicators or critical components are you monitoring for implementation and impact? Does everyone agree on what they look and sound like in practice?
2. To what extent is monitoring embedded into the continuous improvement plan, including the data you are collecting, when you are collecting it, who will collect it, and how you are collecting it? Does everyone have the same understanding of the answers to these questions?
3. How will you ensure that the monitoring process is consistent across entities monitoring the same thing?
4. Using an equity lens to engage in the monitor and adjust process is critical. The team should reflect on questions such as the following as it plans for monitoring as well as during the monitoring process itself:
    - To what extent are all students equitably benefiting from the strategies and activities? How do we know?
    - Are we addressing problematic practices and structures that are barriers to equitable outcomes?
    - Are we collecting perception data from those impacted by our educational practices? What does it tell us?
    - If we are considering adjustments based on our data, how will we ensure that it will not have unintended negative consequences, especially on specific populations?

- **Directions - Implementation**




1. On the District MICIP Portfolio page you will see all active goals with a monitor and evaluate button for each. Choose the goal you want to monitor and click on the monitor button.
2. When entering the Monitor section, you will have an opportunity to monitor both implementation and impact. Under Implementation you will see each of the strategies with the associated activities. To engage in the monitoring process for implementation, click on the monitoring tool icon on the right next to the name of the strategy you wish to monitor.

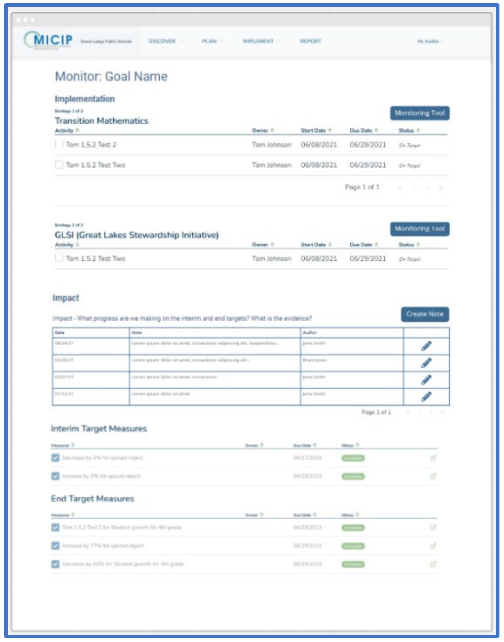


3. For each strategy, you are asked to reflect on the following:
    - Implementation with Fidelity – What progress are we making on implementing the selected strategy as intended? What is the evidence as suggested by the strategy implementation guide?
    - Scale/Reach – What progress are we making on reaching the intended populations, e.g., the number of schools, teachers, grade levels, students, etc.? To what extent are we implementing the intended stage of implementation (exploration, installation, initial implementation, full implementation)? Are we clear on what success should look like for that stage? What is the evidence?

- Capacity – What progress are we making on supporting completion of the strategies and activities by the due date(s) with sufficient human, financial, technology, material, and time resources? What is the evidence?

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

4. By clicking on the Create Note button, you will have an opportunity to create a note with any information. Each time you record a note, it will be stamped with the name of the author and date when the note was entered. It is critical that you not only summarize your thinking but also cite the evidence. **As part of Release 1.9 scheduled in December 2021, you will be able to upload evidence; in the meantime, it is important that you save the evidence in another location**. Notes can be edited by clicking on the pencil.



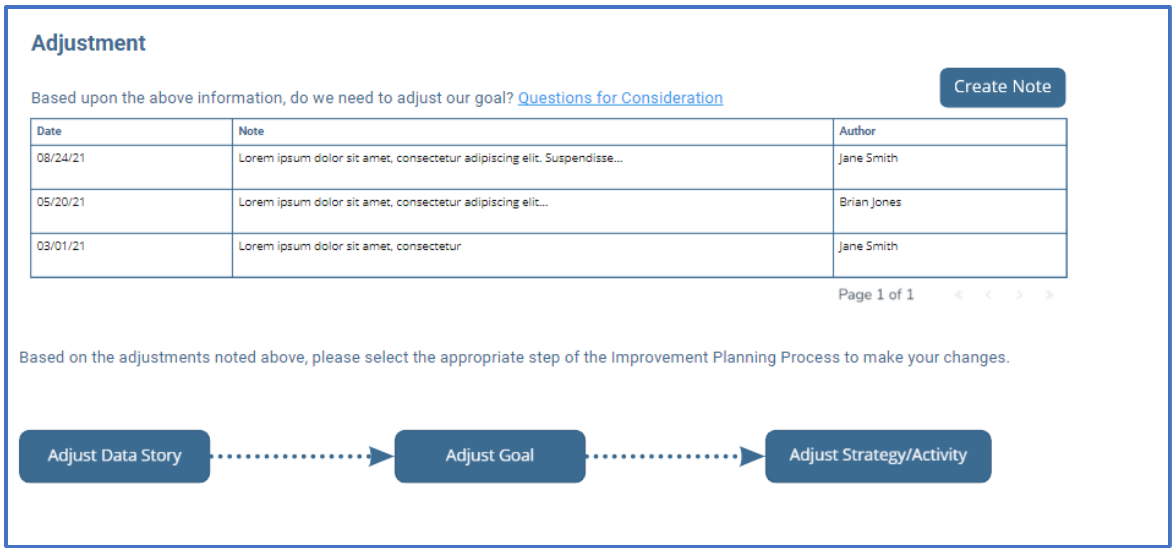

- **Directions – Impact**

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

- **Communicating About Monitoring**

  Each time you monitor the plan, you should consider communicating the monitoring results, including:
  - What needs to be communicated
  - To whom it needs to be communicated
  - When it needs to be communicated
  - How it needs to be communicated

  The answers to these questions may vary with what has been monitored.




**Note: The ability to adjust the plan in the MICIP platform is scheduled to be part of Release 1.9 in December 2021.**

- **Directions – Adjustment**
  1. Once you have reflected on implementation and impact, you will consider any adjustments you might need to make based on the evidence. To make adjustments you will return to the Monitor page with the Goal name and go to the Adjustment section. Write your reflection in the box by clicking on "Create Note;" include the rationale and evidence for the adjustment. Each time you record a note, it will be stamped with the name of the author and date when the note was entered. Your plan can be adjusted in the areas of the data story, the goal, or the strategy and activities. Before you adjust, consider questions such as the following:
     - Adjust Data Story – What data might you add to the data story to show progress on your strategies?
     - Adjust Goal – Do the timelines for your interim and/or end targets need to be adjusted either forward or backward? How do these adjustments affect individual schools or individual target populations? Have you allowed sufficient time for implementation of the strategy? Have you allowed time for an implementation dip when implementing a new strategy? Have you provided the supports needed to implement the strategy?

- Adjust Strategy/Activity – Before choosing a new strategy, have you allowed time for an implementation dip that frequently happens when implementing a new strategy? Have you provided the necessary supports and resources needed to implement the strategy? Have you completed the activities according to the timelines? Are there barriers to implementation of the strategy and, if so, have they been addressed?

2. To make the adjustment, click on the button for the area you wish to adjust, and you will be taken to the appropriate place in the platform.

   Note that it is not necessary to adjust the plan every time you monitor. Adjustments should only be made if the data suggests that they are necessary.

- **Communicating About Adjustment**

  Once you have adjusted the plan, consider communicating about the adjustments made; the answers to these questions may vary with what has been adjusted.
  - What needs to be communicated
  - To whom it needs to be communicated
  - When it needs to be communicated
  - How it needs to be communicated

## Monitoring the Monitoring and Continuous Improvement Processes

The team also needs to regularly monitor the monitoring process itself by asking about the fidelity of implementation of monitoring and whether it is having the desired impact. Similarly, it is also important that the team regularly step back and reflect on not only the success of the plan but on the entire continuous improvement process as well by asking, "To what extent are we implementing the entire plan as written? What does the implementation data say?" Are we having the impact we want to have?"

To share comments, questions, or additional resources, please contact Ben Boerkoel at **boerkoelb@michigan.gov**.