Ohio Improvement Process

IP

Step 4 IMPLEMENT AND MONITOR

1 IDENTIFY Critical Needs

2 RESEARCH and Select Evidence-Based Strategies

3 PLAN for Implementation

4 IMPLEMENT and **MONITOR**

5 EXAMINE, Reflect, Adjust

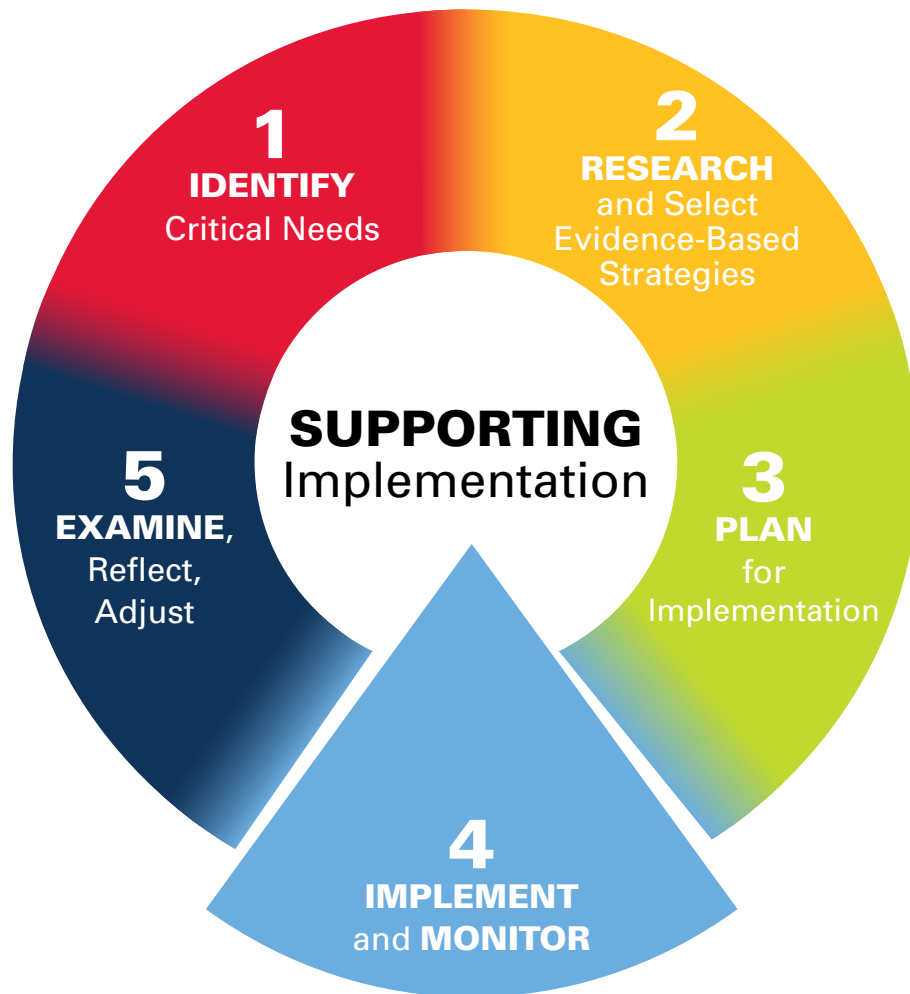**SUPPORTING** Implementation

Implementation requires changes in adult behaviors and practices. Implementation is the main focus of the district leadership team (DLT), building leadership team (BLT) and teacher-based teams (TBTs).

Monitoring is collaborative learning through observing implementation of adult practices and their impact on student outcomes.

DLT
- Measures plan implementation and its impact based on adult and student indicator data; and
- Monitors by observing adult practices and analyzing student impact to decide if more district or building supports are needed, such as coaching, professional learning and resources.

BLT
- Measures plan implementation and its impact based on adult and student indicator data; and
- Monitors by observing adult practices and analyzing student impact to determine if more district or building supports are needed, such as coaching, professional learning and resources.

TBTs
- Measure instructional plan implementation and its impact on adult and student data; and
- Monitor student mastery of learning standards using formative assessments.

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How Do We Inform our Implementation Efforts?

Collecting ongoing adult and student data and analyzing it in a rapid cycle gives implementers immediate feedback for course corrections and informs implementation and monitoring efforts.

A rapid cycle of data analysis, such as formative assessments, measures the effectiveness of a strategy more quickly than a traditional assessment, such as a unit test or quarterly assessment. This gives program implementers ongoing feedback to support continuous quality improvement.

Data Collection

During Step 3, *Plan for Implementation*, the district, building and teacher-based teams create adult and student indicators to monitor progress of selected evidence-based strategies. Teams and/or individuals collect implementation evidence that shows the level of impact.

Course Corrections

Data collection and analysis allow adults to make course corrections based on evidence. Implementers should base course corrections on all evidence and whether the strategy is having the intended impact.

If the strategy is not having the intended impact, corrections could include additional training, coaching or resources based on the identified need.

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