# Section 4: Developing a Monitoring Plan

The purpose of Step 4 is to determine and record how the goals of a local education agency (LEA) will be measured and tracked. Once an LEA has identified feasible strategies to address its gaps, the LEA should create a system for ongoing assessment of the strategies and monitoring progress toward each goal. When this important step is skipped, schools, districts, and states run the risk of implementing a strategy or program to address a problem that does not yield the intended results because they not implemented it as intended.

To conduct a meaningful and thorough monitoring and support system (and the overall LEA Equity Plan), best practice is to engage a variety of stakeholders throughout the process, such as (a) teachers and teacher leaders, (b) principals and principal supervisors, (c) parents, (d) district leaders, (e) students, (f) board members, (g) local business leaders, and (h) community members.[[1]](#footnote-2)

The steps presented on the following pages will allow an LEA to complete “Section 4: Ongoing Monitoring and Support”of the *2018 LEA Equity Plan Template,* which includes the following components:

* Identify the staff members who will be responsible for assessing progress on implementing the strategies.
* Describe how the LEA will continue to engage stakeholders to ensure that the strategies are implemented as envisioned, including mechanisms for receiving and incorporating input throughout the process via ongoing, two-way feedback loops.
* Identify the measures the LEA will take to assess progress on implementing these strategies, including any data (e.g., hiring data, teacher observation data) that the LEA will collect and analyze.
* Identify the short-term and long-term performance metrics that your LEA and/or school(s) will use to assess progress toward achieving your teacher equity goals.
* If applicable, describe any steps that your LEA plans to take or is considering to seek technical assistance in its efforts.

## Step 1: Display Strategies and Goals

LEAs should first display the LEA’s list of strategies and aligned milestone goals. Note that these were identified in the *Section 3: Strategies for Eliminating Equity Gaps Tool* as part of the Step 4 Strategy Worksheet. (For guidance on selecting strategies, please refer to that tool). Table 1 is one example of how to do this.

Table 1: Sample Global Strategies

|  |  |  |
| --- | --- | --- |
| Selected Equity Plan Strategies | Measures of Success | Person responsible |
| *Partner with preparation programs to offer professional learning about school settings* | *By 2021, our DC Staffing Data Collaborative survey data will show improvement by 20% from the baseline year in the rate of teachers who agree or strongly agree that they feel prepared to teach in our schools.* | *Manager of Talent, Victory PCS* |
|  |  |  |
|  |  |  |

## Step 2. Establish a Monitoring Plan[[2]](#footnote-3)

To ensure that (1) progress toward each short- and long-term goal for each strategy defined in the LEA Equity Plan is monitored across time and (2) the LEA engages in continuous reflection and improvement based on ongoing progress toward these goals, LEAs should first agree to a process and timeline for monitoring progress. To do so, LEAs should consider the planning questions below*. LEAs may record notes in the progress Monitoring Planning Table on page 6.*

* How often will our team monitor progress toward each leading indicator?
* What evidence will we collect of progress toward each leading indicator?
* How will we know we are on track toward meeting our long-term goal?
* What are our interim benchmarks?
* What might we do to course-correct if we are not on track to meet our long-term goal according to the benchmarks established?
* Considering the workflow of the school year and staff capacity for implementation, what is the best time to start and end each strategy and activity?
* How will we support stakeholder engagement at each level (e.g., district, building leadership, and teachers)? How will we create ownership for strategy implementation and results?

## Step 3: Monitor Progress and Identify Evidence to Support Progress

LEAs should establish a process for collecting and reviewing evidence of progress toward each goal, specifying meeting dates and locations. It is recommended that a point person responsible for monitoring each goal periodically present updates on the LEA’s progress.

Using information that the LEA filled in from Step 2, complete the Progress Monitoring Planning Table, Steps 2-4, for each indicator described below (see page 6). Each row includes the following guiding questions to help monitor the LEA’s progress:

* What is the monitoring interval?
* Did your team do what was planned in your strategy?
* How do you know (i.e., evidence)?
* How much progress have you made toward your goal?
* Do you need to make any adjustments at this time?

## Step 4. Reflect on Successes and Course-Correct for Continuous Improvement as Needed

Using the process established in Steps 1-3, LEAs should reflect on successes and course-correct as needed. Throughout the monitoring process, it is important for LEAs to consider what has contributed to any successes experienced. Could successful approaches be relevant or useful to supporting the success of other strategies in the LEA’s Equity Plan?

If the LEA finds that a benchmark is not on track to meet the long-term goal, it is time to engage in deeper self-reflection and revisit the implementation plans to make some course corrections with the goal of getting back on track.

LEAs may wish to consider the self-reflection questions below to determine why benchmarks may not have been met. *LEAs may record notes in the Progress Monitoring Table on the next page.*

* Were the planned action steps in the strategy actually implemented?
* What evidence supports the determination that the strategy or planned actions were implemented or not implemented?
* Was the implementation partial or complete? (Were key aspects of the strategy omitted or were all aspects of the strategy implemented as planned?)
* What factors either supported or hindered implementation of the strategy or planned action steps, and how did these factors affect the outcomes?
* Were resources (e.g., funds, personnel, time, knowledge, willingness, other resources) sufficient to ensure successful implementation of the strategy or planned action steps?
* Was it possible (i.e., realistic) to obtain and evaluate outcomes from implementation of the strategy or planned action steps during the designated monitoring interval (such as recruitment and retention of experienced, qualified, effective educators)?

Progress Monitoring Planning Table, Steps 2-4

This worksheet is one format for a monitoring plan. LEAs should use a format that is most conducive to their needs.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Strategy, Goal, and Leading Indicator(s)** | Name of Strategy |  | | |
| Long-Term Goal of Strategy |  | | |
| Leading Indicator(s) |  |  |  |
| **Step 2. Establish a Monitoring Plan** | How often will our team monitor progress toward each leading indicator? |  |  |  |
| What evidence will we collect of progress toward each leading indicator? |  |  |  |
| How will we know we are on track toward meeting our long-term goal? |  |  |  |
| What are our interim benchmarks? *(Adjust time intervals as needed to match your monitoring intervals.)* |  |  |  |
| *Three-month benchmark* |  |  |  |
| *Six-month benchmark* |  |  |  |
| *One-year benchmark* |  |  |  |
| *Two-year benchmark* |  |  |  |
| What might we do to course-correct if we are not on track to meet our long-term goal according to the benchmarks established? |  |  |  |
| Who will be responsible for monitoring progress for this indicator? |  |  |  |
| Considering the workflow of the school year and staff capacity for implementation, what is the best time to start and end each strategy and activity? |  |  |  |
| How will you support stakeholder engagement at each level (e.g., district, building leadership, and teachers)? How will you create ownership for strategy implementation and results? |  |  |  |
| **Step 3. Monitor Progress and Identify Evidence** | What is the monitoring interval (e.g., three months, six months)? |  |  |  |
| Did your team do what was planned in your strategy? |  |  |  |
| How do you know? (i.e., What is the evidence — meeting agendas, data collection, other artifacts or evidence)? |  |  |  |
| How much progress have you made toward your goal? |  |  |  |
| Do you need to make any adjustments at this time? (Indicate yes or no. If no, planning will take place in Step 3.) |  |  |  |
| **Step 4. Self-Correct and Course-Correct as Needed** | What went wrong? (Use the self-reflection questions in this section to guide your answer.) |  |  |  |
| Revisit your possible course corrections from your monitoring plan (Step 1). Would they help get you back on track? |  |  |  |
| What will you do to course-correct? |  |  |  |
| Establish new benchmarks for monitoring progress as needed. |  |  |  |
| *Three-month benchmark* |  |  |  |
| *Six-month benchmark* |  |  |  |
| *One-year benchmark* |  |  |  |
| *Two-year benchmark* |  |  |  |

1. For more information on stakeholder engagement, please see the GTL Center’s [Moving Toward Equity Stakeholder Engagement Guide](https://www.gtlcenter.org/sites/default/files/GTL_Moving_Toward_Equity.pdf). [↑](#footnote-ref-2)
2. For more guidance on monitoring progress towards goals, please see the GTL Center’s [Equitable Access Implementation Playbook: Monitoring Tool.](https://www.gtlcenter.org/sites/default/files/Monitoring_Tool.pdf)  [↑](#footnote-ref-3)