

Vetted Improvement Programs Readiness Guide

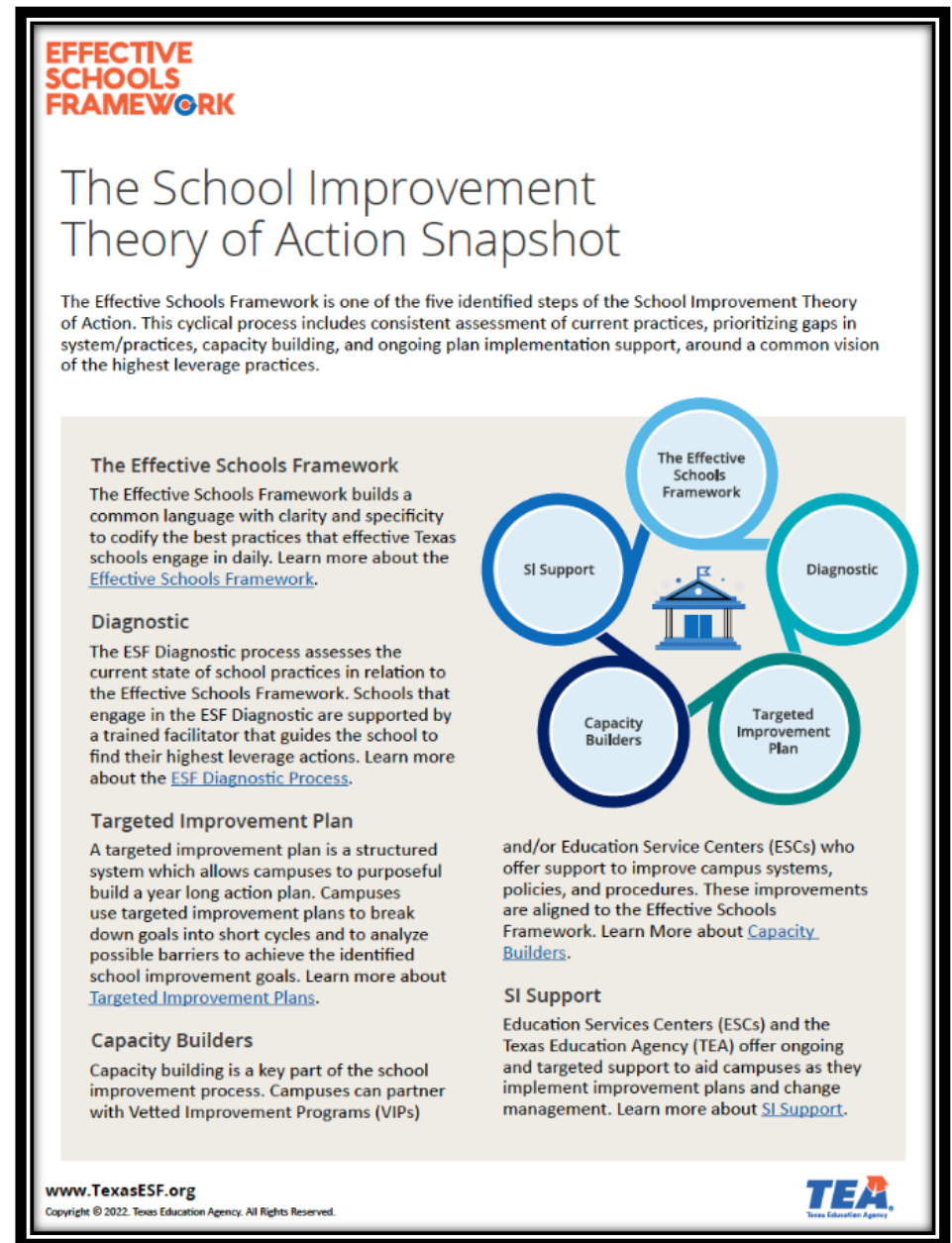
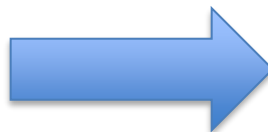


What is a VIP?

Vetted Improvement Partners are programs that are aligned to the Effective Schools Framework and engage LEAs in high leverage instructional practices. These programs must have a proven track record in supporting schools in achieving significant growth and student achievement outcomes, supporting schools to make long term, sustainable changes to adult led campus systems.

What is the role of a VIP?

The role of the VIP within the TEA School Improvement Theory of Action is to support schools in implementing a plan that drives their improvement. This plan begins with the ESF—the common foundational framework of school improvement. The LEA will have completed an ESF Diagnostic visit; this diagnostic identified the focus areas that are the highest leverage actions the school can take in order to improve. Using these highest leverage focus areas, the school has completed a Targeted Improvement Plan which outlines goals and how the school intends to make improvements. The role of the VIP is to help the school refine that plan and put it into action. The VIP supports the campus with professional development including coaching, face to face training, and implementation support. They also provide ongoing monitoring to support meeting goals. Without VIPs, making significant improvements in school and student outcomes would be much more challenging!



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Directions: Please use this tool to evaluate your program in its current format. The purpose of this document is to help you to determine if your program meets the criteria to be a VIP; if it does not, you may use this guide to determine next steps for program development. You may also determine that the specific program in mind is not a 'right fit' to be developed to further include these VIP Success Criteria. VIP programs are meant to serve the needs of a very specific set of campuses engaging in school improvement interventions that are seeking long term adult-led systems change and campus-wide impact. Categories highlighted in yellow are prerequisites to move forward in the application process during the 2021 VIP Application Cycle. If you do not fully meet the success criteria for a category without the "prerequisite criteria" designation, you may still complete an application.

Category	Description	Success Criteria	Self-Reflection Questions to Address:	Prerequisite Criteria?
Duration and Breadth of Experience Delivering training	Number of years offering training program	<ul style="list-style-type: none"> Has multiple years (at least 2) of proven program implementation 	<i>How long have we been offering the program exactly as described?</i>	Yes
Duration and Breadth of Experience Delivering training	Number of Districts and campuses that have participated	<ul style="list-style-type: none"> Program has addressed the needs of at least 20 or more different campuses/districts 	<i>How many campuses and districts have engaged with the program, exactly as described in the Program description?</i>	
Alignment to the Effective Schools Framework (ESF)	Training program builds educators' capacity in alignment with EAs and KPs captured on the ESF	<ul style="list-style-type: none"> Programs align their scope and sequence to the essential actions where they indicate alignment Program shows evidence of alignment to most or all key practices within scope and sequence and provided artifacts 	<i>Have I fully unpacked the essential action the program aligns to?</i> <i>Does the professional development that my program offers align to the key practices of the essential actions?</i> <i>Can I demonstrate this alignment through artifacts such as professional development decks or coaching agendas?</i>	

Vetted Improvement Programs Readiness Guide



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Scope of Training	Duration and cadence of the training program (how long it lasts, intensity of implementation support and coaching)	<ul style="list-style-type: none"> Includes the 3 pillars of professional development: face to face PD, implementation support and coaching. Includes at least a year-long scope of training Includes at least 2 cycles of face to face training Includes multiple cycles of implementation support and coaching 	<p><i>Has my program identified a clear cadence of training?</i></p> <p><i>Are there frequent implementation support opportunities that would be able to inform coaching practices?</i></p> <p><i>Are the implementation support and coaching focused on training district leaders to sustain the change over time?</i></p>	
Scope of Training	Tier and size of staff the training program targeted (PM, P, AP, teacher leader, teachers)	<ul style="list-style-type: none"> Program requires that Principal Supervisors are trained on the base content and trained to sustain leadership of the implementation Program requires Principal and campus leadership team engage in training Teachers and teacher leaders engage in/ benefit from training 	<p><i>Does the program address Principal Supervisors as the focus for training and development? Does it also focus on direct development of principals and the campus leadership team?</i></p> <p><i>If the program is not currently focused on leader development, is that a viable and logical step for your program to take to ensure this is the case?</i></p>	Yes

Vetted Improvement Programs Readiness Guide



Category	Description	Success Criteria	Self Reflection Questions to Address:	Prerequisite Criteria?
Evidence of Impact	Tier and strength of the evidence of training's impact	<ul style="list-style-type: none"> Includes Tier 1 data: year over year improvement in campus-level student performance based on standardized objective outcomes (STAAR, district suspension data, etc.) Multiple years' data (2 years +) Tier 1 Data indicates sustained growth over time, year to year Tier 1 Data is a direct result of the implementation of the program's intervention (ties directly to the intensity of the intervention) 	<p><i>Are the data points tied directly to the program as described in the application?</i></p> <p><i>Does data for schools engaging with my program reflect one or more of the following in its year-over-year data:</i></p> <ul style="list-style-type: none"> <i>Growth in proficiency/meets data on STAAR or like assessments in other states?</i> <i>Overall scale score growth, growth in domain 2a or a comparable data set for schools in other states?</i> <i>Significant reduction in ODRs/Suspensions year over year?</i> <p><i>For your given data set, can you do the following to explain your evidence of impact in a clear and compelling manner:</i></p> <ul style="list-style-type: none"> <i>Clearly describe the source of my Tier 1 data and explain how it compares favorably to larger state or national trends</i> <i>Articulate that the data represents the right intervention: How does your program drive campuses to make more growth than the average growth for like campuses not participating in the intervention?</i> <i>Tell the data story: Make the data meaningful by annotating the data to indicate that it is directly tied to the intervention.</i> 	Yes
Evidence of Impact	Percentage of districts and campuses trained	<ul style="list-style-type: none"> Data submitted represents at least 75% 	<i>Does the impact data represent a significant subset of the campuses you trained year over year?</i>	

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	represented in evidence of impact	of campuses trained		
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