Targeted Improvement Strategies: Deep Implementation Planning

Nebraska Department of Education
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Session Overview

- Identify the connection between the State Systemic Improvement Plan (SSIP) and the Targeted Improvement Plan (TIP)
- Investigate the role of Implementation Science in the deep implementation of the Focus for Improvement and/or the Student-Centered Evidence-Based Strategy
- Use the Hexagon Tool and the Practice Profile tools to inform the development of an implementation action plan
## Proposed SSIP Activities by Phase

<table>
<thead>
<tr>
<th>Phase I Analysis</th>
<th>Phase II Development</th>
<th>Phase III Evaluation and Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Data Analysis;</td>
<td>- Multi-year plan</td>
<td>- Reporting on Progress including:</td>
</tr>
<tr>
<td>- Description of</td>
<td>addressing:</td>
<td>- Results of Ongoing Evaluation</td>
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<tr>
<td>Infrastructure to</td>
<td>- Infrastructure</td>
<td>- Extent of Progress</td>
</tr>
<tr>
<td>Support</td>
<td>Development;</td>
<td></td>
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<tr>
<td>Improvement and</td>
<td>- Support LEA in</td>
<td></td>
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<tr>
<td>Build Capacity;</td>
<td>Implementing</td>
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<tr>
<td>- State-identified</td>
<td>Evidence-Based</td>
<td></td>
</tr>
<tr>
<td>Measureable Result;</td>
<td>Practices;</td>
<td></td>
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<tr>
<td>- Selection of</td>
<td>- Evaluation Plan</td>
<td></td>
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<tr>
<td>Coherent</td>
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<tr>
<td>Improvement Strategies</td>
<td></td>
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<tr>
<td>- Theory of Action</td>
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Focus is on building State capacity to support LEAs with the implementation of evidence-based practices that will lead to measurable improvement in the SiMR.
Nebraska SIMR

“After the stakeholder committees engaged in a thorough analysis of the data and discussion of the infrastructure in place in Nebraska, the following State Identified Measurable Result (SIMR) was selected:

Narrow the gap between the reading proficiency rates of students with disabilities and the general education students at 3rd grade.”
SSIP Plan Focus

- Uses the data and infrastructure analyses, improvement strategies and theory of action

- *Details how the State will support and build the capacity of LEAs to implement practices that lead to the SIMR*

- Articulates how you will evaluate progress of implementation and the outcomes and impact of your work.
The SSIP Improvement Strategies:

Achieve better outcomes for Students with Disabilities

- Revise the monitoring system
- Change calculation for determinations
- Require districts to develop and implement targeted improvement plans (TIP)
“Children/students cannot benefit from interventions they do not experience.”

Embedding Research on Implementation of the Targeted improvement plan
Why Do We Need Implementation Science?

Without careful planning for implementation:

- What is adopted is not used with fidelity and good outcomes
- What is used with fidelity is not sustained for a useful period of time
- What is used with fidelity is not used on a scale sufficient to impact problems

Fixsen and Blasé, 2008
Frame of Reference
Think-Pair-Share

• What do you already know about Implementation Science?
  – Take a moment to reflect on what you already know about implementation science
  – Share your thoughts with your elbow partner
  – What did you learn from your partner?
The Five “Buckets” of Implementation Science

- **WHO**: Teams
- **WHEN**: Stages
- **WHAT**: Usable Interventions
- **HOW**: Drivers
- **Cycles**
Usable Interventions

Interventions need to be teachable, learnable, doable, and be readily assessed in practice. The following criteria need to be in place to ensure that your targeted intervention strategy is usable:

- Clear description of the program
- Clear essential functions that define the program
- Operational definitions of essential functions
- Practical performance assessment to measure its effectiveness (PDSA cycle)
Stages of Implementation

**Implementation Stages**

1. **Exploration**
   - Assess needs
   - Examine intervention components
   - Consider Implementation Drivers
   - Assess Fit

2. **Installation**
   - Acquire Resources
   - Prepare Organization
   - Prepare Implementation Drivers
   - Prepare Staff

3. **Initial Implementation**
   - Adjust Implementation Drivers
   - Manage Change
   - Deploy Data Systems
   - Initiate Improvement Cycles

4. **Full Implementation**
   - Monitor & Manage Implementation Drivers
   - Achieve Fidelity & Outcome Benchmarks
   - Further Improve Fidelity & Outcomes

**2-4 Years**

State Implementation & Scaling-up of Evidence-based Practices
Current TIP Stages Processes

- **Exploration Stage**
  - Developing Team Structures
  - Developing Communication Plans

- **Installation Stage**
  - Developing a training plan
  - Training first implementers
  - Developing a coaching plan
  - Establishing readiness of data systems to track progress
  - Establishing communication protocols
Implementation Drivers

- Performance Assessment (fidelity)
- Coaching
- Systems Intervention
- Facilitative Administration
- Decision Support Data System

- Training
- Select

- Competency Drivers
- Organization Drivers
- Leadership Drivers

- Technical
- Adaptive

- Integrated & Compensatory

State Implementation & Scaling-up of Evidence-based Practices
Competency Drivers are developed to improve and sustain the implementation of the Targeted Improvement Plan

- Competency Drivers
  - Selection of initial implementers
  - Training for initial implementers
  - Coaching for initial implementers
  - Ongoing fidelity assessment of initial implementation
Improvement Cycles

Act

Plan

Study

Do
Current implementation of the PDSA Cycle should include

- **Plan**: Detailing the specifics of the improvement process through the development of *action plans*
- **Do**: Implementing the plan as prescribed
- **Study**: Periodically analyzing the data to determine if outcomes are achieved
- **Act**: Make changes to next phase to improve the process or outcomes
Implementation Teams

Team who support implementation, sustainability, and scale-up through the implementation stages, drivers and improvement cycles.

Accountable for guiding the implementation of the TIP

- Installing and sustaining drivers
- Monitoring fidelity
- Communicating with community
- Supporting the development of an environment conducive to implementation
Analyzing your Focus for Improvement

• Using the Hexagon Tool
• Completing a Practice Profile
• Developing an Action Plan
The Hexagon Tool helps LEAs systematically evaluate evidence-based programs or practices via six broad factors:

1. **Needs** of individuals; how well the program or practice might meet identified needs of the LEA

2. **Fit** with current initiatives, priorities, structures and supports, and parent/community values

3. **Resource Availability** for training, staffing, technology supports, data systems and administrative support
Evaluate Your Focus for Improvement
The Hexagon Tool

4. **Evidence** indicating the outcomes that might be expected if the program or practices are implemented well

5. **Readiness** for replication of the program or practice across schools within the LEA, including expert supports available, exemplars available for observation, and how well the program is implemented

6. **Capacity** to implement as intended and to sustain and improve implementation over time throughout the improvement cycle stages
The Adapted Hexagon Improvement Strategy Exploration Tool

The “Hexagon” can be used as a planning tool to evaluate evidence-based programs and practices during the Exploration Stage of Implementation. Download available at: www.scalingup.org/tools-and-resources

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NEED

- Does the improvement strategy that you are considering align with
  - Academic and socially significant issues?
  - Parent and community perception of need?
  - Data supporting the need?

FIT

- Does the improvement strategy fit with current priorities, organizational structures, and community values?

RESOURCES

- Are resources available to support the improvement strategy?
  - Curricula & Classroom
  - Technology supports (IT dept.)
  - Staffing
  - Training
  - Data Systems
  - Coaching & Supervision
  - Administration & system

EVIDENCE

- Is there evidence to support that the improvement strategy will positively impact results in the identified focus area?
  - How well is it operationalized?
  - Are Imp Drivers operationalized?

READINESS

- Are resources available to support implementation of the improvement strategy?
  - Qualified purveyor
  - Expert or TA available
  - Mature sites to observe
  - Several replications

CAPACITY

- Does the state have the capacity to implement the improvement strategy?
  - Staff meet minimum qualifications
  - Able to sustain Imp Drivers
    - Financially
    - Structurally
  - Buy-in process operationalized
    - Practitioners
    - Families

EBP:

5 Point Rating Scale:
High = 5; Medium = 3; Low = 1.
Midpoints can be used and scored as a 2 or 4.

<table>
<thead>
<tr>
<th>High</th>
<th>Med</th>
<th>Low</th>
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<tbody>
<tr>
<td>Need</td>
<td></td>
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<tr>
<td>Fit</td>
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<tr>
<td>Resource Availability</td>
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<td>Evidence</td>
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<tr>
<td>Readiness for Replication</td>
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<td>Capacity to Implement</td>
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Total Score
Team Work - Hexagon Tool Analysis

Use the Hexagon tool and graphic organizer to evaluate your readiness to implement your targeted improvement strategy.

Analyzing Improvement Strategies SISEP Hexagon Tool

Guiding Questions

Improvement strategy under consideration: _______________________________________________________

<table>
<thead>
<tr>
<th>Guiding Questions</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td><strong>NEED</strong> - How well the improvement strategy or practice might meet identified needs.</td>
<td></td>
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<tr>
<td>What data indicate the need for this improvement strategy or practice?</td>
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</tr>
<tr>
<td>1. What data has been analyzed to indicate the need for this evidence-based strategy or practice?</td>
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<td>2. What root cause was identified from the data analysis?</td>
<td></td>
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<td>3. How would this evidence-based strategy or practice address the root cause?</td>
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Hexagon Tool Debrief

• What did you learn about your “readiness” to implement your “Student-Centered Evidence-Based Strategy?”

• What are your strength areas?

• What areas need further development?
  – Highlight these areas to ensure they become part of your action plan
Practice Profile

• Using the Hexagon Tool notes, identify each of the following:
  – What will the implementation of the Targeted Improvement Strategy look like?
  – What key components were identified to support the implementation of the student centered evidence-based practice?
  – What unacceptable variations were identified?
  – How can you turn these descriptions into discreet action steps?
### Practice Profile Example

<table>
<thead>
<tr>
<th>Expected Implementation</th>
<th>Contribution to the Outcome</th>
<th>Acceptable Variation</th>
<th>Unacceptable Variation</th>
</tr>
</thead>
<tbody>
<tr>
<td>District-wide/school-wide assessment system (behavior &amp; academics) includes:</td>
<td>All types of assessment data are needed in order to determine the following:</td>
<td>Assessment system includes all of these areas but is not uniform across all schools- cannot examine district-wide data using same metric.</td>
<td>Assessment system lacks any one of these data sources.</td>
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<tr>
<td>- Universal screening (at least 3x/year)</td>
<td>- Student performance level</td>
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<tr>
<td>- Diagnostic/functional</td>
<td>- Instructional need</td>
<td></td>
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<td>- Progress monitoring</td>
<td>- Effectiveness of instruction</td>
<td></td>
<td></td>
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<tr>
<td>- Summative assessment data</td>
<td>- Mastery</td>
<td></td>
<td></td>
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<tr>
<td>- Ongoing formative assessment</td>
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<tr>
<td>- Benchmark</td>
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<tr>
<td>District-wide/school-wide assessment system is designed to measure all critical areas (academic/behavioral foundational skills and academic content) and eliminate redundancy of assessments.</td>
<td>The assessment system must measure all critical areas for each grade level to ensure the instruction provided is meeting the needs of the population served. However, the team should regularly problem-solve the assessments to ensure they are guiding, not interfering, with instruction.</td>
<td>Assessment system includes all of these areas but is not uniform across all schools- cannot examine district-wide data using same metric.</td>
<td>Administered assessments measure the same thing and stakeholders determine the assessments are interfering, not contributing, to student learning.</td>
</tr>
</tbody>
</table>
Action Planning

• Review the description of the practitioner behavior in the “Expected Use” column of your Practice Profile

• Determine what action steps would be necessary to reach that level of practice

• Put these “Activities” in the first column of the Action Plan
  – Identify steps to implement the activities, timelines, other agency, persons or projects that need involvement, identify resources and infrastructure needed to complete the activities
Action Planning Tool

Use the tool to complete initial action planning

<table>
<thead>
<tr>
<th>Activities/Action Steps</th>
<th>Timeline</th>
<th>Person(s)/Agency/Project Responsible for leading/completing the activity</th>
<th>Resources needed</th>
<th>Implementation Driver or Infrastructure Component</th>
</tr>
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Identify how you will know that these actions or activities have actually occurred or been effective?
Reflection on the Work

- How has the data analysis (this morning) changed your Focus for Improvement and/or Student Centered Evidence-Based practice?
- How has the process of developing a “Practice Profile” make your plan more concrete?
Next Steps

What is on your “to do” list?
Review the Action Plan and identify the tasks assigned to you and the dates for completion.

Fill out the “to do” list in your guided notes.
Thank you!

- Please complete the evaluation for today at the following link: https://www.surveymonkey.com/r/R2ZZQJN

If you have further question or concerns contact:
Kelly Wojcik: Kelly.Wojcik@nebraska.gov