Building Bridges to Student Success Summit
June 27, 2019
Lexington Kentucky

Kathleen Ryan Jackson
NIRN
Why aren’t all children & students benefiting from the best ideas we have in education?

Silent Reflection
In 5 words or less share your thoughts

Go To: www.menti.com
Use Code: 77 65 96
Are we asking teachers and school staff to do magic?

GOD WORK, BUT I THINK WE NEED JUST A LITTLE MORE DETAIL RIGHT HERE!
Implementation Research: A Synthesis of the Literature

The challenge schools face is not finding what works, but implementing what works.

Fixsen, Naoom, Blase, Friedman, & Wallace (2005)
Best Available Evidence

Implementation Framework
- Implementation Teams
- Improvement Cycles
- Usable Innovations
- Implementation Drivers
- Implementation Stages
### Comprehensive School Reform

**8,000 Schools - 2 Billion Dollars**

<table>
<thead>
<tr>
<th>Select One Evidence Based Practice</th>
<th>Year 1-3</th>
<th>Year 4-5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every Teacher Trained</td>
<td>Fewer than 50% of the teachers received some training</td>
<td>Fewer than 10% of the schools used the CSR as intended</td>
</tr>
<tr>
<td>Every Teacher Continually Supported</td>
<td>Fewer than 25% of those teachers received support</td>
<td><strong>Vast majority of students did not benefit</strong></td>
</tr>
</tbody>
</table>

Aladjem & Borman, 2006; Vernez, Karam, Mariano, & DeMartini, 2006
Turn and Talk

Are we asking school staff to do magic?

Good work,

But I think we need just a little more detail right here!
Follow the Growing Evidence

Teacher
School Administrator
PreK - 12
MTSS Initiative

Insanity: doing the same thing over and over again and expecting different results.

Implementation Specialist
Bottom-up Change
Informs State and Federal Policy
Formula for Success

Usable Innovation → Effective Implementation & Improvement → Enabling Context → Educationally Significant Outcomes

What We Expect to See → How We Support What we Expect to See → How Teams Use Data → Close Educational Disparities

3-5 Years Under Optimal Conditions
Elementary and Middle Example

Math Screening Data

Increase in Benchmark

n = 2 Schools

Percent at Benchmark

- Fall 2017: 21.5%
- Winter 2018: 38.5%
- Spring 2018: 51.0%

Source: KY Data Dashboard
Middle School Example
Math State Summative Assessment Data
Increase in Proficient Performance
n = 1 School

Percent Proficient

All Students
- 37.1% in 2017
- 40.8% in 2018

Students with Disability
- 11.5% in 2017
- 11.8% in 2018

African American Students
- 25.6% in 2017
- 29.5% in 2018

Source: KY School Report Card
How Do We Get Started?
We Support **Teams** to Get **Data** Flowing

**Diverse Team Perspectives**

Direct experience with the culture, needs & environment

**Data Drives All Decisions**

Survey Data

Measure Training Effectiveness
K-12 Example
Environment & Training Data

Schoolwide Evaluation Tool - SET

Training Data

- Webinar 1
- Webinar 2
- Webinar 3
- Webinar 4
- Webinar 5
- Webinar 6
- Webinar 7
- Webinar 8
- Webinar 9
- Webinar 10

Leadership Team in Place
Support Model in Place
Data System in Place
Action Plan in Place
MET SET Criteria

2007-08
2008-09
2009-10
2010-11

Not at all (1) to apply (5)
Early Childhood Example
Environment & Child Outcomes

ECERS
Environment Rating

Absenteism
Outcome

Program A (162 students)
- Not at risk: 12%
- At risk: 30%
- Chronically absent: 36%
- Excessively absent: 22%
Getting Started with High Functioning Teams
From "Letting it Happen"

14%
17 Years

To "Making it Happen"

80%
3 Years

Fixsen, Blase, Timbers, & Wolf, 2001; Balas & Boren, 2000; Green & Seifert, 2005; Saldana & Chamberlain, 2012
High Functioning Implementation Teams
Answer 3 Questions

<table>
<thead>
<tr>
<th>What Do We Want to Change?</th>
<th>How Will We Support the Change?</th>
<th>How Will We Know We are Improving?</th>
</tr>
</thead>
</table>

**Answer 3 Questions**

- **What Do We Want to Change?**
- **How Will We Support the Change?**
- **How Will We Know We are Improving?**
Get Started: Implementation Team Behaviors

1. Team purpose clear
   • What we are trying to change is clearly defined

2. Team roles and responsibilities clear
   • Documented & agreed upon

3. Executive leadership communicates commitment regularly
   • Present at all meetings & provide equitable resource allocation

4. Team members are representative of diverse perspectives
   • Solicit feedback regularly & know the needs & supports required

5. Teams use data monthly
   • Trained to use implementation and outcome data
Activity
If you were to design your own Implementation Team

• Look across your organization and ask, is there an existing team that could be repurposed?
  • Or, do you need to start fresh?

• Use NIRN Activity 3.3 to facilitate your thinking and planning.
NIRN Activity 3.3 – Side 1
Create a Mock Implementation Team

• What is the proposed work or purpose of the team?
• What core competencies are needed, who can fill them?
• What is a functional number of members?
• Who are the stakeholders – with diverse perspectives and roles?
• Are their gaps in competencies, capacity?
• How can we fill those gaps?
<table>
<thead>
<tr>
<th>Name</th>
<th>Lilly</th>
<th>Susan</th>
<th>Ed</th>
<th>Leah, Tom, Pat</th>
<th>Carrie, John</th>
<th>Alice</th>
<th>Joe</th>
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<tbody>
<tr>
<td>Structure or Affiliation</td>
<td>District Office</td>
<td>School Admin</td>
<td>School Special Education Teacher</td>
<td>School General Education Teachers</td>
<td>Family Grandparents</td>
<td>Student</td>
<td>Probation</td>
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<td>Role</td>
<td>Behavior Consultant</td>
<td>Principal</td>
<td>Home room teacher, targeted reading</td>
<td>Gen Ed, Point Card</td>
<td>BSP use and monitoring, point card</td>
<td>BSP use and monitoring, point card</td>
<td>BSP use and monitoring, point card</td>
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<td>Function Expertise</td>
<td>FBA, BSP, PBIS, Implementation Science</td>
<td>Systems of Support; resource allocation (training, coaching, data use)</td>
<td>BSP monitoring, Check-in/Check-out</td>
<td>BSP use and monitoring, Point Card</td>
<td>Family relations</td>
<td>Knowledge of needs and strengths</td>
<td>Community relations</td>
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<tr>
<td>Function Responsibility</td>
<td>Support and communicate; school staff, student, family, community</td>
<td>Support student; communicate student, school staff, family, district</td>
<td>Support student; Communicate school staff, family, community</td>
<td>Support student; Self-monitor</td>
<td>Self-advocacy</td>
<td>Support student; Communicate to school staff and family</td>
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<td>PURPOSE:</td>
<td>INNOVATION FOCUS:</td>
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“Everyone can see they have a role to play”

Kentucky Family Advocate
Implementation Teams Linked and Networked

State Supports

University & Regional Supports

District Implementation Team

School Implementation Team

Share Out

What did you discover? What is your next right step?
Getting Started with Use of One Innovation
Get Started
HEXAGON Discussion and Analysis Tool

Identify **one innovation** you are using and not getting the results you expected.
Implementation Indicators

- **System Indicators**
  - Capacity-Need-Fit

- **Innovation Indicators**
  - Evidence-Supports-Usability

Identify **one innovation** you are using and not getting the results you expected.
Question, does it meet the needs of the population?
  • Page 7

Question, does it have evidence of effectiveness?
  • What level of ESSA evidence does it have?
    • Page 4

Record the score
  • Page 3
Question, is there sufficient capacity to use the innovation?
• Page 9

Question, are supports for staff sufficient?
• Page 6

Record the score
• Page 3
Question, is it Usable or clearly defined to meet the philosophy and culture of the context?
  • Page 5

Question, does the innovation fit the local context and culture, and align with other priorities and innovations?
  • Page 8

Record the score
  • Page 3
Get Started
HEXAGON Discussion and Analysis Tool

Share Out
What did you discover?
What is your next right step?
Why aren’t all children & students benefiting from the best ideas we have in education?

Silent Reflection

In 5 words or less share how your thoughts may have changed

Go To: www.menti.com

Use Code: 77 65 96
JUST IMAGINE THE POSSIBILITIES

What We Expect to See

How We Support Staff

How Teams Use Data

Close Educational Disparities
Contact Information

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