State District Partnerships: Sustaining Implementation Capacity

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Ten Minnesota Commitments to Equity

1. Prioritize equity.
2. Start from within.
4. Go local.
5. Follow the money.
7. Monitor implementation of standards.
8. Value people.
10. Give students options.
Examine the various ways in which linked implementation teams, informed by data, evolve and support the capacity of the State Education Agency (SEA), regions, districts and schools to manage implementation and move towards results.
**Purpose:** Develop and enhance the infrastructure necessary to put organizational supports into place to create, install, implement and evaluate the supports needed to improve outcomes for American Indian and black students with disabilities.

**Phased plan includes:**

- Detailed analysis outlining steps to develop a comprehensive multi-year plan for improving results for children and youth with disabilities
  - Information and data reporting progress on key short-, mid-, and long-term outcomes
- Staff across the Minnesota Department of Education (MDE) and partner districts involved in linked implementation team partnerships, with involvement of internal and external stakeholders
Why Do This Work?

• There is a need to improve student results-
  compliance is not enough
• There is a science around implementation
• Importance of using evidence-based practices
  to achieve outcomes
• American Indian and Black students with disabilities....
  • Graduated at lower rates than their peers
  • Had higher dropout rates than their peers
  • Had the lowest graduation rates over time
SSIP Partner Districts

State Identified Measureable Result (SIMR)

Six-year Graduation Rates for American Indian and Black students with disabilities
Formula for Success: *Implementing* Check & Connect

**Usable Innovations**
*(Check & Connect)*

**Effective Implementation methods**
*(Stages and Drivers)*

**Enabling Contexts**
*(Linking Teams and Improvement Cycles)*

**Educationally Significant Outcomes**
*(Improved graduation rates for Minnesota American Indian and Black students with disabilities)*
Active Implementation (AI): Check & Connect

Letting it happen
  • Recipients are accountable

Helping it happen
  • Recipients are accountable

Making it happen
  • Active support implementation and sustainability of practice
  • Implementation Teams are accountable

Based on Hall & Hord (1987); Greenhalgh, Robert, MacFarlane, Bate, & Kyriakidou (2004); Fixsen, Blase, Duda, Naoom, & Van Dyke (2010)
Active = use data to guide effective implementation

**Goal**: Provide updates about Minnesota Check & Connect implementation work

1. Illustrating AI Frameworks in practice, and

2. Emphasizing data use continually guiding our SSIP partnerships
Formula for Success: Active Implementation Frameworks

Effective Practices

Effective Implementation

Enabling Contexts

Improved Outcomes

Usable Innovations

Stages

Teams

Drivers

Improvement Cycles

State Implementation and Scaling-up of Evidence-based Practices
Check & Connect

- Intervention used with K-12 students who show warning signs of disengagement; who are at risk of dropping out of school
- Mentor assigned who regularly reviews their performance (e.g., attendance, behavior, or academic problems)
- “Check:” continually assess student engagement through close monitoring of student performance and progress indicators
- “Connect:” individualized attention to students, using interventions to help students solve problems, build skills, and enhance competence, in partnership with school personnel, family members, and community service providers
- Mentor advocates for students, emphasizes the importance of staying in school
Check & Connect Core Components

- Mentor
- Check
- Connect
- Fidelity of Implementation
- Family Engagement
Teams are accountable for the work, not individuals.

Linked Implementation Teams with Data

Teams use implementation data to make decisions to support the use of the innovation.
What Types of Data?

• **Effort data:** document actions occurring such as time spent on a specific endeavor, number of training sessions attended, etc.
  • *How often? How much?*

• **Fidelity data:** measure the extent to which adults are using the critical features of a practice as they were designed. *Independent checks for fidelity are more valid and reliable than self-report*
  • *How well?*

• **Outcome data:** measures the extent to which the activities, initiatives, and improvement efforts are leading to a desired end
  • *What changed?*
What Types of Teams?

- **MDE Core Management Team**: Supervisors/leads from each of the 4 district teams, Director
- **MDE District Teams**: Four Teams, ~four MDE members each with background/skills in implementation science, data, evidence-based practice facilitation, and supervisor role.
- **MDE Transformation Zone Team**: MDE members of the four district teams (~16 MDE staff)
- **MDE Implementation Workgroup**: Implementation specialists from each of the MDE Teams (four staff)
- **MDE Data Workgroup**: Data-knowledgeable staff, at least one from each of the four teams (~six-eight staff)
- **MDE Facilitation Workgroup**: Facilitation knowledgeable/interested staff, at least one from each of the four MDE teams
- **District Implementation Team**: District teams with project facilitator, district leadership, evidence-based practice (EBP) expert, along with MDE District Team
- **Building Implementation Team**: School level team responsible for EBP implementation
Welcome to Osseo
Osseo — Demographics

- 21,085 Students—fifth largest district in Minnesota
- 13.4 percent Special Education
- 30 sites
- 56 percent Students of color
- 80 languages and dialects spoken
- Overall Graduation Rate of 84.9 percent

State Test Scores—all students
- Math       50.2 percent Proficient
- Reading    56 percent Proficient
Each student articulates, plans for, and progresses toward his/her evolving dreams.

Each student chooses to contribute to community in a mutually meaningful way.

Each student demonstrates initiative and persistence to continually learn that which is important to him/her.

Each student is ready for kindergarten.

Each third-grader can read at grade level.

Each student graduates from high school.

Each student is ready for college and career.

The achievement gap is closed on all state-mandated measures.
Osseo — District Strategies

• Create transformational system change to ensure equitable student achievement.

• Develop understanding and support of our district’s mission and core values among members of our community.

• Engage students and families as partners to achieve our mission and strategic objectives.

• Leverage and align the talents of our employees and the assets of our system to achieve our mission and strategic objectives.
Results This Year — Effort

1. Identify a Mentor
2. Conversation
3. **Mentor Survey**
4. Invite
5. C&C Training
6. Confirm
7. Communication Plan

- C&C Refresher
- Professional Development
- Custom Trainings
- One-on-One
- Mentor Support
Successful Planning to Build Capacity

District Capacity Assessment
Osseo Area Schools 2016-20

- 29% in 2016
- 74% in 2017
- 83% in 2018
- 89% in 2019
- 95% in 2020
Check & Connect Training & Coaching — Osseo

- SDAS – C&C
- District Implementation Team
- Building Implementation Teams
- Monthly Mentor Meetings
- Family Partnerships

- C&C Events
- PDs

- C&C Marketing Tools
- Mentor Selection Process
- DATA

Drivers
## Increasing Check & Connect Services — Scaling Up

<table>
<thead>
<tr>
<th>Years</th>
<th>Mentors</th>
<th>Students</th>
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<tbody>
<tr>
<td>2017-18</td>
<td>22</td>
<td>29</td>
</tr>
<tr>
<td>2018-19</td>
<td>57</td>
<td>74</td>
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<tr>
<td>2019-20</td>
<td>66</td>
<td>77</td>
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# Osseo SSIP Graduation Results 2019-20

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<thead>
<tr>
<th></th>
<th>2018-19</th>
<th>2019-20</th>
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<tbody>
<tr>
<td>Graduated</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>Continuing High School</td>
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<td>3</td>
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<tr>
<td>Continuing GED</td>
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<td>0</td>
</tr>
<tr>
<td>Unknown</td>
<td>1</td>
<td>0</td>
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Osseo Challenges This Year

- We are still working on...
  - Maintaining data fidelity
  - Increasing and strengthening family partnerships
  - Reinforce coaching service delivery plan to support building implementation teams
  - Scaling up (more...)

isd709.org
Osseo — Effect of Changes on Implementation

Needs

Change

Support

Students
Mentors
Admin
Check During Distance Learning — Osseo

- **WEEKLY FORMAL CHECK-INS**
- **INCREASED COMMUNICATION WITH FAMILIES**
- **PERSISTENCE**
- **TEAM COLLABORATION**
“This was awesome - parents were so appreciative and I think felt connected. I met her mom—in person—for the first time in two years!”

“Thank you for the gift bag. I appreciate it and appreciate you helping me because you are the reason I have a chance of graduating on time.”
Osseo Lessons Learned

What matters?

- Student-centered focus
- Leadership
- Support
- Partnerships
- Fidelity of implementation
- Resources
Planning for Sustainability

- Department of Educational Equity
- Increase District C&C Trainers
- Expand C&C Mentors
- Continue to build C&C value
• District level “dashboard” to continually measure progress and implementation data

• Number of students receiving Check & Connect

• Number of mentors trained and providing (and not currently providing) Check & Connect services

• List Group Training and Coaching Events
Scaling Up of Check & Connect--SSIP Partner Districts
2015-2019...2020...2021...

- **Students Served**
- **Mentors Serving**
- **Buildings**

Year | Students Served | Mentors Serving | Buildings
--- | --- | --- | ---
2015 | 0 | 0 | 0
2016 | 0 | 0 | 0
2017 | 26 | 9 | 9
2018 | 201 | 52 | 52
2019 | 226 | 83 | 83
2020 | ?? | ?? | ??
2021 | ?? | ?? | ??

Note: The data for 2020 and 2021 is estimated (??).
Fidelity 2018-19 — Check & Connect Tools

- Self Assessment
- Fidelity Survey
- Practice Profile
Measuring Fidelity of Implementation

**Measures**
- Mentor Self-Assessment
- Monthly Fidelity Survey
- Mentor Practice Profile

**Aspects of Fidelity**
- Adherence
- Quality
Using Data as Leadership Teams

- Multiple Data Points
- Looking at Trends
- Celebrating Successes
- Addressing Challenges at a School or District Level
Engaging Students in a Dialogue about their Experiences in School and What Influences their Learning and School Engagement
Strategies for Engaging Students, Capturing Their Voice

• Examine opportunities to include students before building an evaluation as part of quality improvement.

• Provide space for students to reflect on current programming and design solutions to their own self-described challenges.

• Have your data collection tools reviewed by students.

• Sustain student involvement in program implementation by developing relationships with them.
Results 2016-17 — Student Focus Groups

• Contributing Factors to Low Graduation Rates
  • Not getting enough help from teachers
  • Low teacher expectations

• What Things Should the School District Change
  • Ensure higher teacher expectations
  • Build self-advocacy skills in students

• How to Engage Families
  • Build self-advocacy skills for the family
  • Increase teacher engagement and communication with the family
Many students gave high praise for C&C and reported it is helping them (with school).

Students reported various new ways their families are contacted or engaged with their school.

When asked why American Indian and black students with disabilities don’t graduate at the same rate as others, students shared that there are times staff may not know how to help students who are “different” and sometimes it just takes longer for students on Individualized Education Programs (IEPs) to succeed.

Students indicated that districts need to hire the “right people” who are passionate about their job, care about students, and are able to connect and understand from where a student is coming.
Analysis across the four partner districts found that......

* students tended to have higher trust and engagement with their families as compared to their teachers and peers in the school.

* students are hopeful about their future and consider education as an important aspect of ensuring future success.

However......

* there may be a possible lack of motivation for students to complete their education.

* students have a perception of lack of control over their school work.
Successes for Developing State-Regional Capacity: Transforming Division Work

- Increasing Capacity for the use of Implementation Science
  - Professional Development for Division staff
  - Coaching supports across teams

- Using Implementation Science in natural opportunities of our work
  - Real world application to implement an evidence-based practice
  - Cross-unit teams in partnership with selected districts

- Developing and using decision-making data systems to support the work
Developing a Practical Balance *between*...

• ...“Doing” implementation work and “lifting up” implementation patterns with a common vocabulary across linked district and MDE teams (e.g., *applied* vs. conceptual implementation focus)

• ...“Expectations and focus of work”— supporting district teams to identify next right steps without over-stepping with unwanted or unneeded guidance AND grounding progress with data

Using an iterative process: **Get started, Get better and Measure!**
SSIP Partner Districts Average DCA Score 2016-2019

- Spring 2016: 28%
- Winter 2017: 54%
- Winter 2018: 78%
- Winter 2019: 88%

Getting to Capacity — District Capacity Assessment (DCA)
<table>
<thead>
<tr>
<th>School Year</th>
<th>4-Year Grad Rate</th>
<th>5-Year Grad Rate</th>
<th>6-Year Grad Rate (SIMR)</th>
<th>7-Year Grad Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>2017</td>
<td>2016</td>
<td>2015</td>
<td>2014</td>
</tr>
<tr>
<td>2020-21</td>
<td>2021</td>
<td>2020</td>
<td>2019</td>
<td>2018</td>
</tr>
</tbody>
</table>
BIG PICTURE: Fidelity, Capacity and Scaling-up

Implementation Capacity

Check and Connect Scale-Up with Fidelity

District Capacity Assessment

↑ # Mentors
↑ # Students
↑ # Schools
For More Information on........

• Minnesota Department of Education — SSIP Federal Report
  https://education.mn.gov/MDE/dse/sped/fed/

• Check & Connect
  http://checkandconnect.umn.edu/

• National Implementation Research Network (NIRN)
  https://nirn.fpg.unc.edu/

• State Implementation and Scaling-up of Evidence-based Practices Center (SISEP): https://sisep.fpg.unc.edu/

• NIRN/SISEP Active Implementation Hub: https://nirn.fpg.unc.edu/ai-hub
Questions?
Comments?
Thank you!