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Transforming State Systems to Improve Outcomes for Children with Disabilities

Hawaii's SSIP PDSA - consider what's next based on two OSEP recommended frameworks: Leading by Convening & Implementation Science

SEAC Meeting
October 5, 2018

Presenters: Christina Tydeman & Cesar D'Agord

This presentation was made using materials from:

Main touch points for this presentation:

- Overview of Implementation Frameworks
    - An implementation framework concept
    - Implementation Science
    - Leading by Convening (will not be covered today)
- Hawaii's State Systemic Improvement Plan (SSIP)
    - SIMR Progress Data
    - The Plan, Do, Study, Act (PDSA) concept
    - SSIP next steps
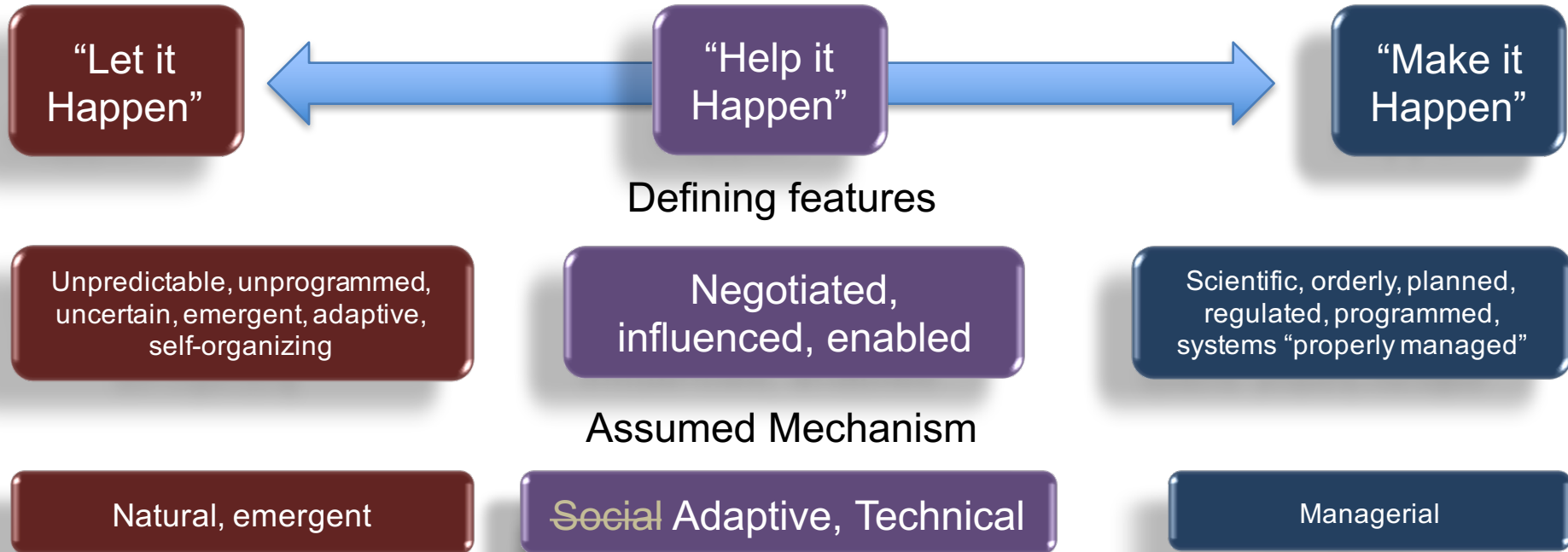
Overview of Implementation Frameworks

- Ways in which service organizations implement innovations

- "Different Conceptual and Theoretical Bases for the Spread of Innovation in Service Organizations"

Source: Greenhalgh, T., Robert, G., Macfarlane, F., Bate, P., & Kyriakidou, O. (2004). Diffusion of innovations in service organizations: systematic review and recommendations. *The Milbank Quarterly*, *82*(4), 581-629.

Creating sustainable change
is complex and challenging.

Spread of Innovation in service organizations

"Let it Happen" ← "Help it Happen" → "Make it Happen"

Defining features

"Let it Happen"	"Help it Happen"	"Make it Happen"
Unpredictable, unprogrammed, uncertain, emergent, adaptive, self-organizing	Negotiated, influenced, enabled	Scientific, orderly, planned, regulated, programmed, systems "properly managed"

Assumed Mechanism

| Natural, emergent | ~~Social~~ Adaptive, Technical | Managerial |

Source: Greenhalgh, T., Robert, G., Macfarlane, F., Bate, P., & Kyriakidou, O. (2004). Diffusion of innovations in service organizations: systematic review and recommendations. *The Milbank Quarterly, 82*(4), 581-629.

OSEP recommended frameworks

- Leading by Convening

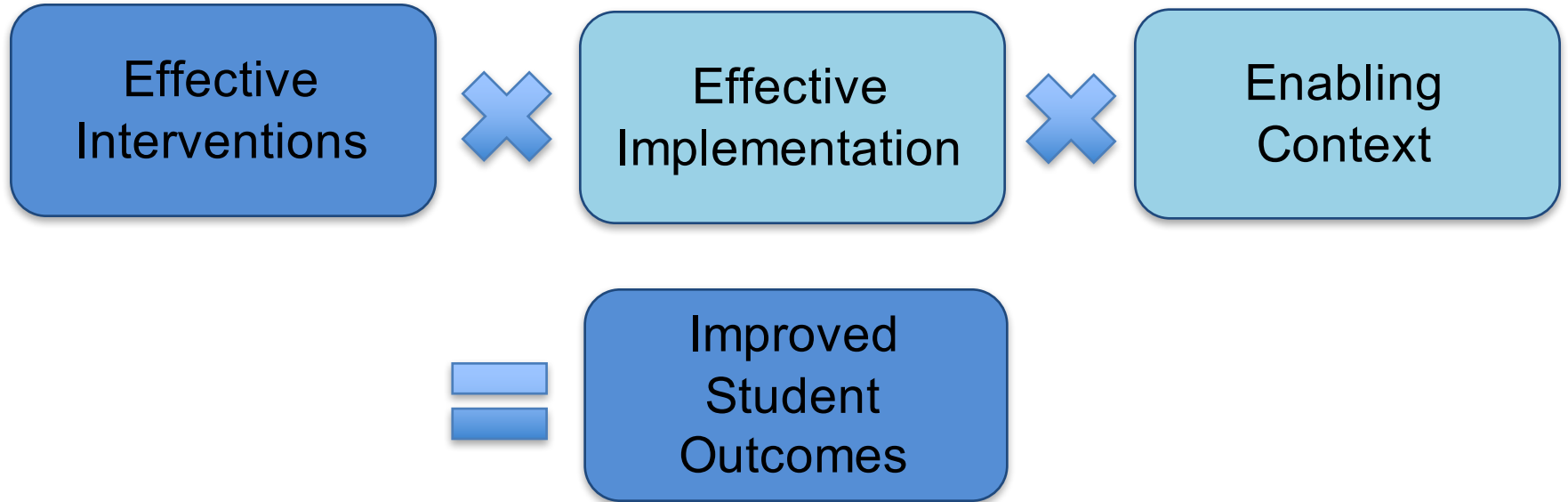- Implementation Science

Leading by Convening

A blueprint for authentic stakeholder engagement:

- To bring general and special education into Learning Partnerships across:

  – Families, Practitioners, Administrators, and Policymakers

- To build the relationships necessary to accomplish the practice changes necessary to implement IDEA

- Aim at being TRANSFORMATIVE!

Implementation Science

- Implementation Science is the study of factors that influence the full and effective use of innovations in practice. The goal is not to answer factual questions about what is, but rather to determine what is required. (NIRN, 2015)

Active Implementation

Systems Alignment for Outcomes

Student / Family

School

Complex

District / Complex Area

State

Federal Policymakers
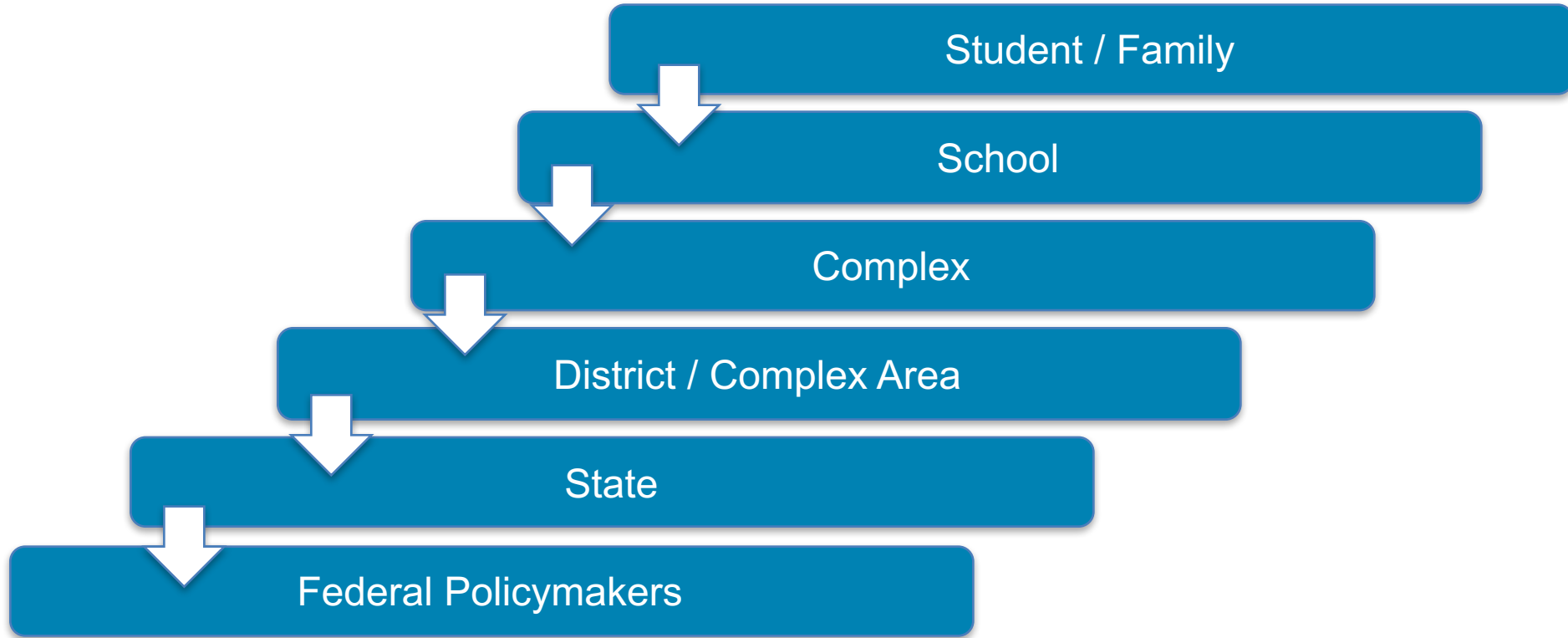
Systems Alignment for Outcomes

- In 2014 at the SSIP Phase I, several groups of stakeholders were convened (all groups were represented)

- The SIMR was decided after severl rounds of data analysis and discussions

- The Implementation Plan was aligned with General Education and HIDOE's Six Priorities

- The CAST was the main mechanism of support and accountability

SSIP
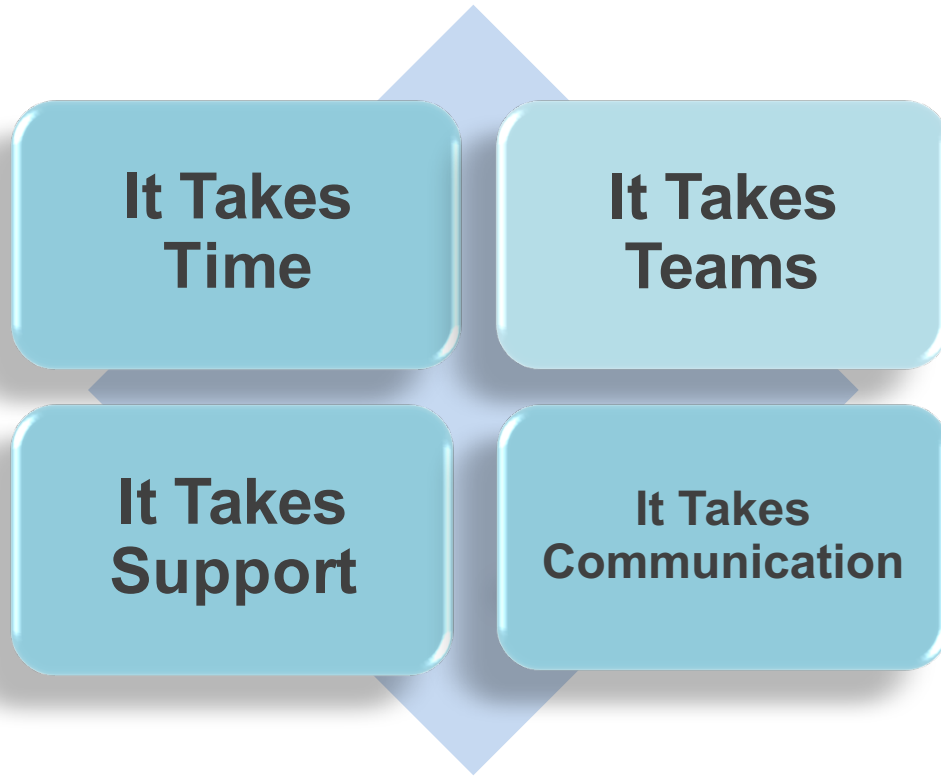Stakeholder
Meeting
December
2014
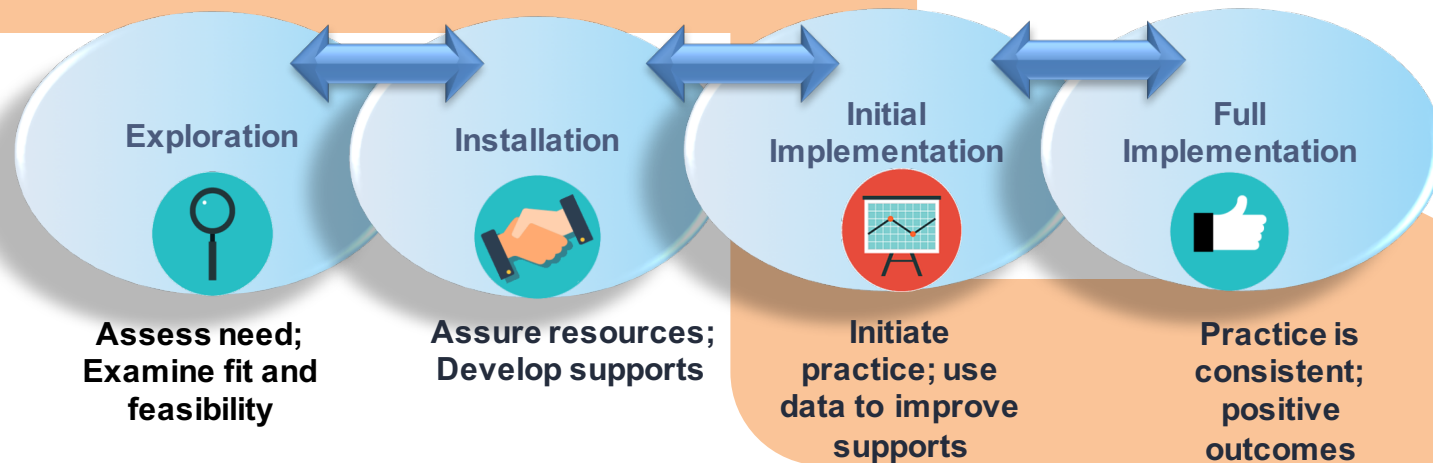
Change is great…

…you go first!

What does it take?

It Takes Time

It Takes Teams

It Takes Support

It Takes Communication

- **It Takes Time**
- It Takes Teams
- It Takes Supports
- It Takes Communication

Active Implementation Stages

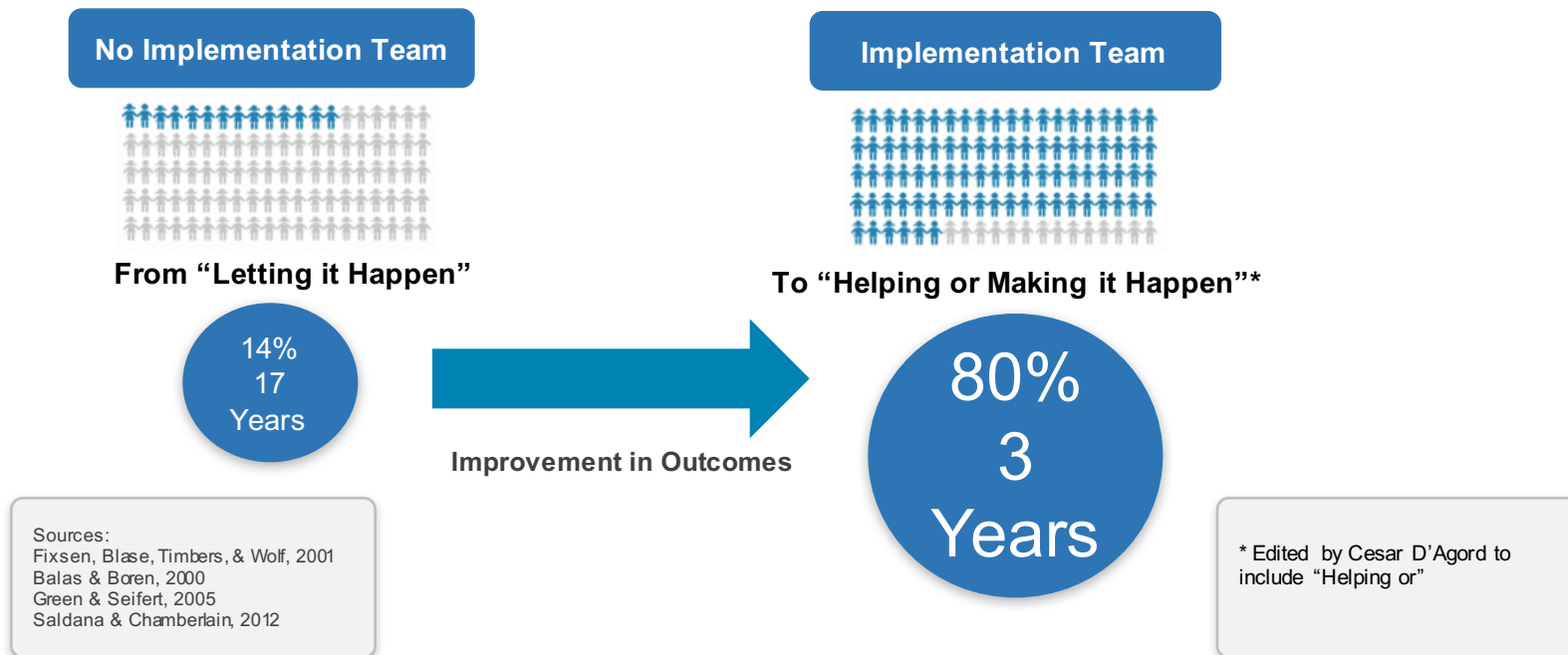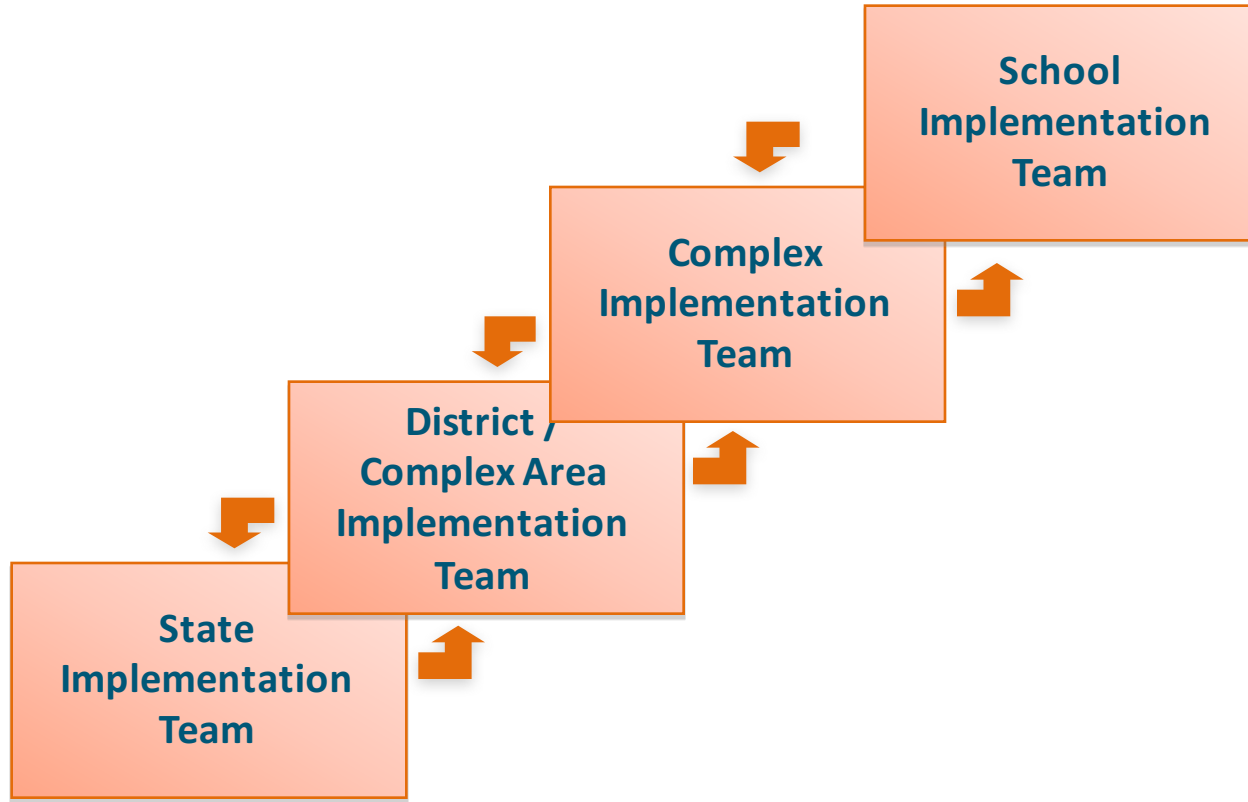# What Does It Take?

- It Takes Time
- **It Takes Teams**
- It Takes Supports
- It Takes Communication

Why an Implementation Team?

No Implementation Team

From "Letting it Happen"

14%
17
Years

Implementation Team

To "Helping or Making it Happen"*

80%
3
Years

Improvement in Outcomes

Sources:
Fixsen, Blase, Timbers, & Wolf, 2001
Balas & Boren, 2000
Green & Seifert, 2005
Saldana & Chamberlain, 2012

* Edited by Cesar D'Agord to include "Helping or"

Linking Team Structures

- It Takes Time
- It Takes Teams
- **It Takes Supports**
- It Takes Communication
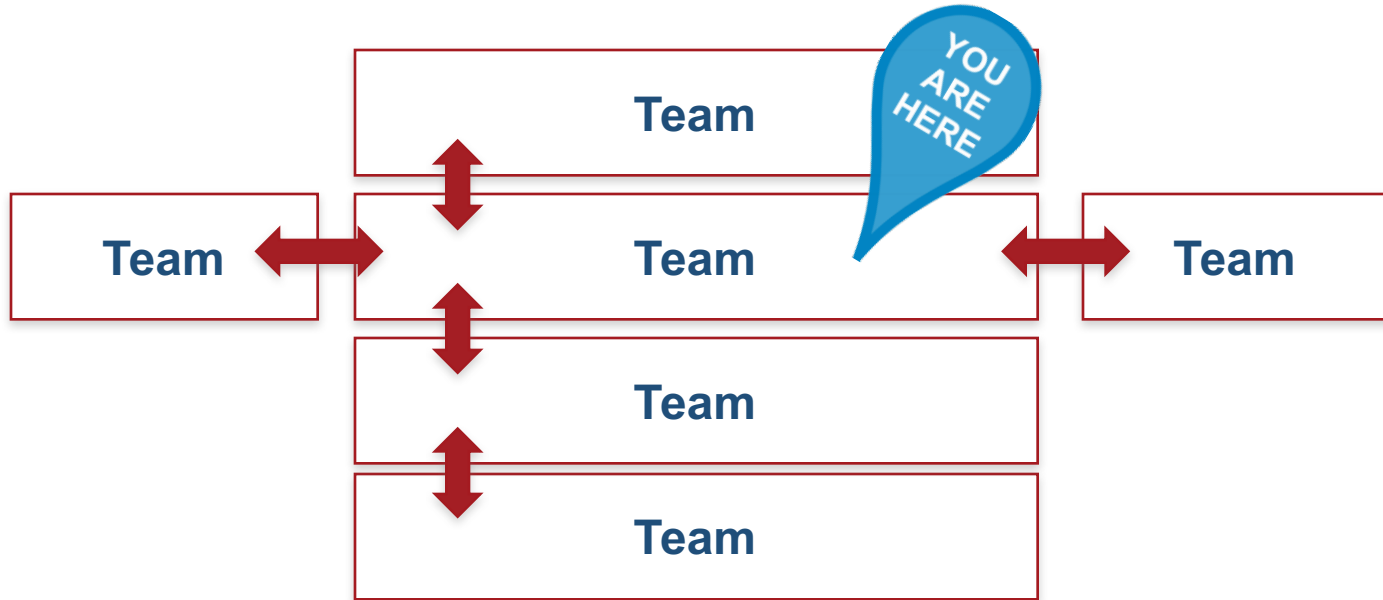

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State Implementation
& Scaling-up
of Evidence-based Practices

- It Takes Time
- It Takes Teams
- It Takes Supports
- **It Takes Communication**

Who Should Be Communicating?

What Should We Talk About?

- What's working?
- What's not working?
- What's getting in our way?
- How do we know?

DATA

Back to Hawai'i's SSIP and SIMR

To improve reading proficiency for students with disabilities identified as SLD, OHI and SoL in grades 3 and 4

A few things we know:

- Changes to CAST

- Changes in Leadership

- New HIDOE Implementation Plan with three high impact strategies:

    – School Design

    – Student Voice

    – Teacher Collaboration

- No SIMR progress (data does not show improvement)

NA HOPENA A'O

GOAL 3
Successful Systems of Support

GOAL 2
Staff Success

GOAL 1
Student Success
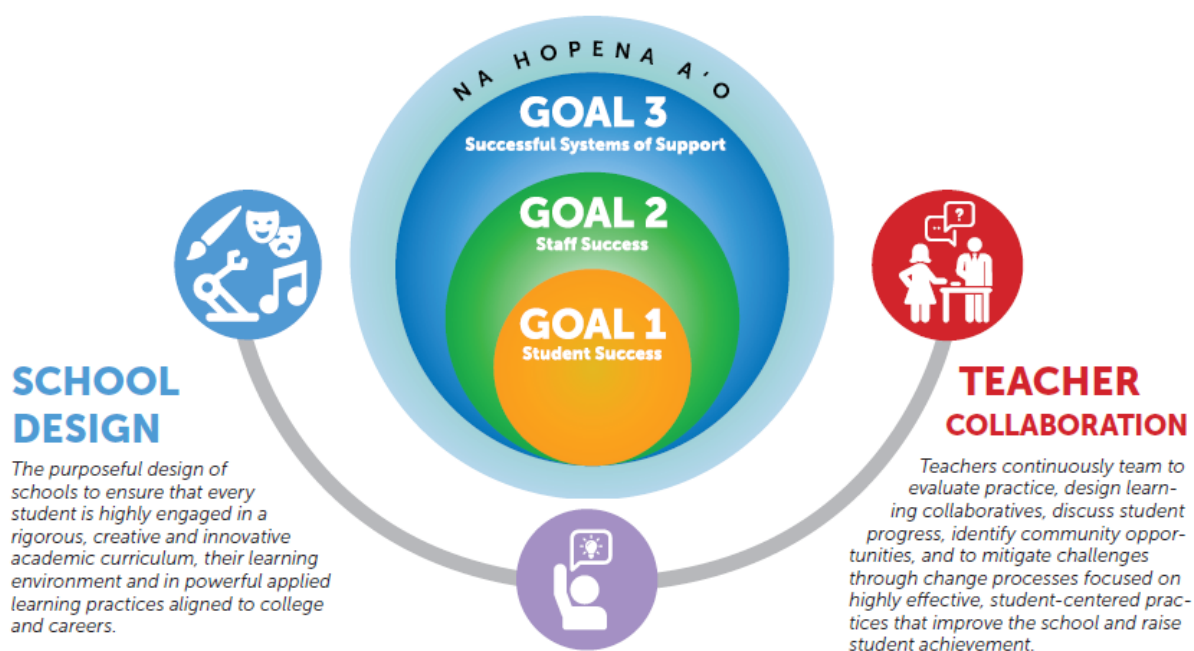
SCHOOL DESIGN

The purposeful design of schools to ensure that every student is highly engaged in a rigorous, creative and innovative academic curriculum, their learning environment and in powerful applied learning practices aligned to college and careers.

The WHAT:

Hawai'i's portfolio of public schools provide an array of PK–12 articulated models that are planful in how they use time, curriculum, pedagogy, pathways, community partners, supports, decision-making collaboratives and student products based on a specific college and career approach.

STUDENT VOICE

Students' perspectives and aspirations are highly valued in the classroom, school, and community, and influence the design of educational programs, learning experiences, and school structure through student choice practices. Leaders' decisions are informed by student input.

The WHY:

We want to hear and reflect the values, opinions, beliefs, perspectives, languages and cultural backgrounds of students in the school. Teachers will utilize instructional approaches and techniques that are based on student choices, interests, passions, and ambitions.

TEACHER COLLABORATION

Teachers continuously team to evaluate practice, design learning collaboratives, discuss student progress, identify community opportunities, and to mitigate challenges through change processes focused on highly effective, student-centered practices that improve the school and raise student achievement.

The HOW:

Quality school designs that meet the needs of ALL students is possible through powerful teacher collaboratives that are data-informed and allow for deep discussions about curriculum quality that leads to timely curriculum and support adjustments based on student performance data.

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SIMR Progress Data

Year	2014-15	2015-16	2016-17
Actual Data	8.33%	9.56%	9.08%
Target	Baseline	11.0%	20.0%
Students Tested	1,824	1,907	1,960

Let's reflect on what we've achieved in implementing the SSIP in Hawai'i

Plan

Act

PDSA

Do
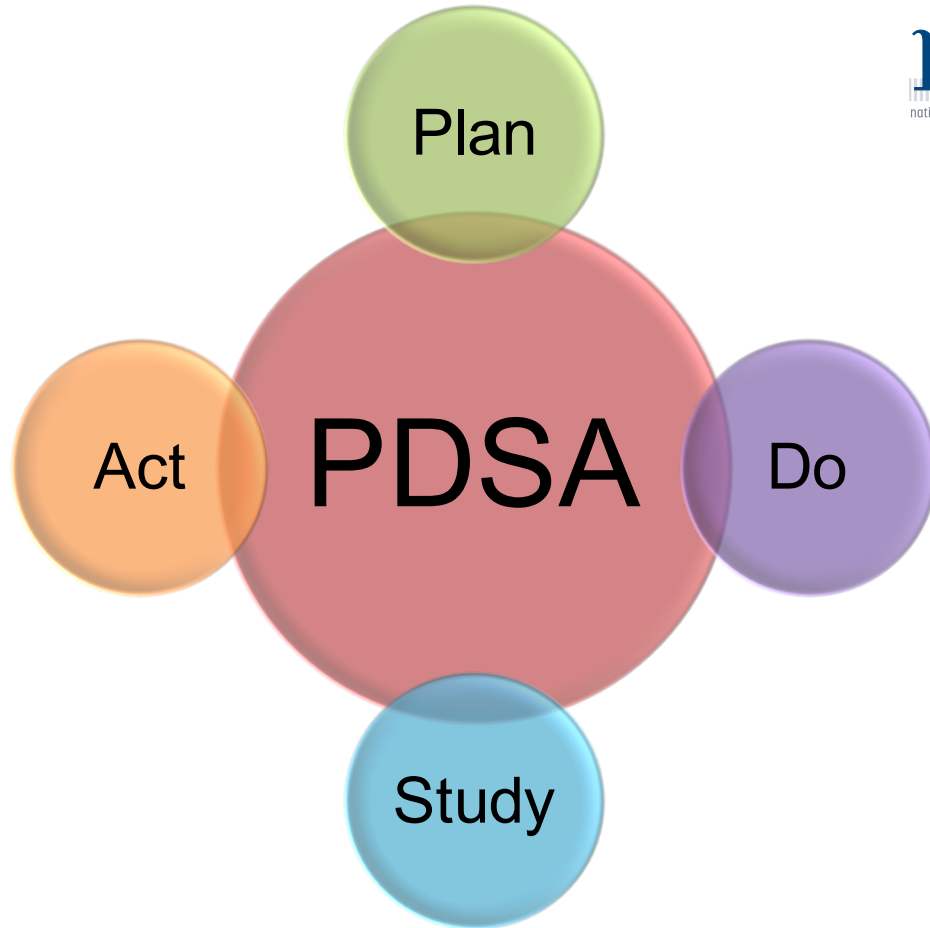
Study

Plan, Do, Study, Act

- **Plan:** clarifies the problem and identifies the overall aim; the tool, process, to implement; and specific targets or objectives.

- **Do:** involves the implementation of the tool, process, or change and the collection of both process and outcome data.

- **Study:** participants examine the data and consider the extent to which processes were implemented and targets or objectives were met.

- **Act:** if needed, make adjustments to specific objectives or targets, to the overarching aim of the continuous improvement work, and/or modify any tools or processes.

Plan, Do, Study, Act

- **Study:** Discuss what we have done, see what worked and what has not worked.

- **Act:** Start thinking about what changes should we consider, and start discussing next steps!

Next steps

- Suggested discussions for next meetings:
  - Considering the two frameworks (LbC and IS) what changes would you consider recommending for the next SSIP?
  - Who are the stakeholders who should be involved on the re-thinking or continued implementation of the SSIP?