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”

Creating sustainable change is complex and challenging.
Spread of Innovation in service organizations

Defining features

“Let it Happen”
Unpredictable, unprogrammed, uncertain, emergent, adaptive, self-organizing

“Help it Happen”
Negotiated, influenced, enabled

“Make it Happen”
Scientific, orderly, planned, regulated, programmed, systems “properly managed”

Assumed Mechanism

Managerial

Social
Adaptive, Technical

Natural, emergent

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

Effective Interventions × Effective Implementation × Enabling Context

= Improved Student Outcomes
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 several 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
What Does It Take?

• It Takes Time
• It Takes Teams
• It Takes Supports
• It Takes Communication
Active Implementation Stages

1. **Exploration**
   - Assess need;
   - Examine fit and feasibility

2. **Installation**
   - Assure resources;
   - Develop supports

3. **Initial Implementation**
   - Initiate practice;
   - Use data to improve supports

4. **Full Implementation**
   - Practice is consistent;
   - Positive outcomes

---

State Implementation & Scaling-up of Evidence-based Practices
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

State Implementation Team

District / Complex Area Implementation Team

Complex Implementation Team

School Implementation Team
What Does It Take?

• It Takes Time
• It Takes Teams
• It Takes Supports
• It Takes Communication
Implementation Drivers

Integrated & Compensatory

Improved Outcomes
Consistent and Competent Use of Effective Practices

Help to develop, improve, and sustain practitioners’ competence and confidence to implement effective practices

Competency Drivers

Help ensure sustainability and improvement at the organization and system levels

Organization Drivers

Leadership Drivers

Help guide leaders to use the right leadership strategies for the situation
What Does It Take?

• 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 today and the final year of implementation of the Hawai‘i SSIP
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)
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:**
Hawaii’s portfolio of public schools provide an array of PK-12 articulated models that are plausible 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.

**THE 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.
## SIMR Progress Data

<table>
<thead>
<tr>
<th>Year</th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actual Data</td>
<td>8.33%</td>
<td>9.56%</td>
<td>9.08%</td>
</tr>
<tr>
<td>Target</td>
<td>Baseline</td>
<td>11.0%</td>
<td>20.0%</td>
</tr>
<tr>
<td>Students Tested</td>
<td>1,824</td>
<td>1,907</td>
<td>1,960</td>
</tr>
</tbody>
</table>
Let’s reflect on what we’ve achieved in implementing the SSIP in Hawai‘i
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?