Implementation Drivers

"The Active Implementation Frameworks are the ingredients necessary to ensure programs are implemented as intended and achieve socially significant outcomes. *Implementation Drivers* are one of the frameworks. The *Implementation Drivers* provide the building blocks of the implementation infrastructure to build staff competency to use effective innovations and create organizational environments that support effective innovations."

COMPETENCY

(1) Selection: Selection refers to the purposeful process of recruiting, interviewing, and hiring 'with the end in mind'. Recruitment, interviewing, and selection processes can support high quality implementation that leads to better fidelity and improved outcomes for children and families.

(2) Training: We know from implementation that training of staff alone does not result in changes in instructional practices and improved outcomes. But, training is still an important process to provide background information, introduce skills and major concepts, theory and values of the effective innovations. In short, training is necessary for building staff competency, but it is not sufficient if used alone.

(3) Coaching: Coaching is a necessary component for promoting teacher confidence and ensuring competence. Coaching is defined as regular, embedded professional development designed to help staff use the program or innovation as intended.

FIDELITY

(4) Fidelity: Fidelity assessment refers to measuring the degree to which staff are able to use the innovation or practices as intended. We define fidelity assessments as multiple measures that reflect the using the content as intended, in the right context, and with quality necessary to achieve outcomes.

ORGANIZATION

(5) Decision Support Data System: (DSDS) is a system for identifying, collecting, and analyzing data that are useful to the staff and leadership of the implementing agencies. The data system needs to provide timely, reliable data for decision making.

(6) Facilitative Administration: Facilitative Administration focuses on the internal processes, policies, regulations, and structures over which an implementing organization has some control. Leadership and Implementation Teams are often responsible for activating this driver.

(7) Systems Intervention: Systems Intervention focuses on the external variables, policies, environments, systems or structures that influence or have impact on an implementing organization. Leaders and implementation teams identify barriers that are beyond their level of authority and work to bring issues to the attention of those who an address such barriers.

LEADERSHIP

(8) Technical: Technical challenges are those characterized by agreement on a definition of the dimensions of the problem at hand, agreement that the problem would be defined similarly by the groups impacted by it and engaged in address it, and clearer pathways to solutions are known. Technical challenges respond well to a more traditional management approach where problems are defined, solutions are generated, resources are garnered, and tasks are assigned, managed, and monitored. A leader guides the overall process and is more "in charge."

(9) Adaptive: Adaptive challenges involve legitimate, yet competing, perspectives of the problem and on what might constitute a viable solution. Viable solutions and implementation pathways are unclear and defining a solution requires learning by all. This "all" means that the primary locus of responsibility is not a single entity or person. These types of challenges require a different type of leadership and often require leadership at many levels.

*Adapted from National Implementation and Research Center (NIRN)
*Numbering on items added for the purpose of activity only

Virginia Tiered System of Supports (VTSS)

Leadership Roles and Responsibilities

Superintendent

- ➢ Organizes division leadership to support the VTSS Vision and Mission
- ➢ Communicates the VTSS plan to school board and community
- ➢ Includes VTSS as a framework that supports the division Comprehensive Plan and School Improvement Plan
- ➢ Allocates resources for VTSS professional learning (both personnel and funding)
- ➢ Monitors and communicates expectations for division VTSS implementation
- ➢ Establishes a culture that promotes and supports data informed decision making system
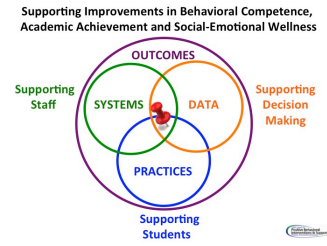

Central Office Leadership Team

- ➢ Supports the VTSS Vision and Mission utilizing VTSS documents/action steps
- ➢ Integrates the VTSS framework into division planning (division calendars, agendas, professional learning)
- ➢ Determines representation of the leadership team: (i.e. Division Coordinator, Superintendent (or designee), Data Management Specialist, Behavior Specialist, Instructional Director, Psychologist, Social Worker, others as division deems appropriate)
- ➢ Learns the systems change process and monitors fidelity for successful academic and social behavioral VTSS implementation
- ➢ Develops and manages data systems for informed data decision making and problem solving
- ➢ Communicates and builds VTSS commitment with all stakeholders


School Based Leadership Team

- ➢ Supports the VTSS Vision and Mission utilizing VTSS documents/action steps
- ➢ Organizes Tier I: Universal /"core" team based on VTSS research/evidence-based practices
- ➢ Plans and develops Tier II/Tier III supports and system infrastructure based on VTSS research/evidence-based practices
- ➢ Builds VTSS commitment by educating all faculty, staff, students, parents, and community members
- ➢ Utilizes effective data meeting structures to monitor student progress

All leadership teams work together to build an integrated framework that promotes

shared leadership at the division, school, classroom, and community levels.

Data Driven Decision Making: Division

DATA/Evidence of Need:

Using the data, develop a precision statement. Who? What? When? Where? Why?

Outcome (Set a goal):

Key Practices: What key practices will the schools commit to implementing with fidelity? Name and define them.

Action Plan	Who?	When?	Fidelity Measures

Key Systems: How will the division support the school in the implementation of new practices?

Action Plan	Who?	When?	Fidelity Measures

Data/Progress Monitoring: Did we do what we said we would do? With fidelity? Outcomes? Are we making progress?
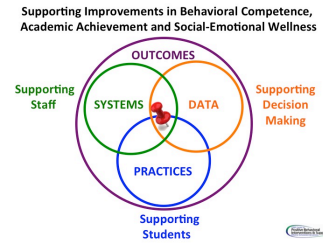
Data Driven Decision Making: Division

DATA/Evidence of Need:
Elementary School A has 78% free and reduced lunch. Elementary School A has 64% pass rates in English and 61% in math. Teacher survey data indicated that areas of greatest need were preventing students from fleeing classroom. PBIS Tiered Fidelity Inventory score at 60 for Tier 1. Amount of time to find student who flees classroom and address the behavior ranged from 30 to 60 minutes for administrator. 42 referrals for students fleeing classroom in past school year. Referrals were equally distributed across grade levels. Staff turnover for 2018-19 is 60%. Virginia Social Indicator Dashboard reflects that Division A leads the state in heroin arrests.

Using the data, develop a precision statement. Who? What? When? Where? Why?
22% of students received a referral for fleeing the classroom during the 2017-18 school year equally distributed across the grade levels because students were unable to regulate and lacked boundaries and were then simultaneously rewarded with both task avoidance and adult attention.

Outcome (Set a goal):
In the first semester of 2018-19, referrals for fleeing the class will be reduced by 50%.

Key Practices: What key practices will the schools commit to implementing with fidelity? Name and define them.

Action Plan	Who?	When?	Fidelity Measures
Teachers will utilize module 1 of setting up the classroom and include a place in the classroom for students to sit and reflect	All staff	1st 2 weeks of school	Classroom Systems Walkthrough
Teachers will modify classroom expectations (linked to schoolwide expectations) to include classroom behaviors that require a pass to leave the room.	All staff	1st 2 weeks of school	Classroom Systems Walkthrough

Teachers will teach the matrix to students from 9 to 9:15 each morning	All staff	1st 2 weeks of school	Lesson plans developed by PBIS teams Counselor assisted walk throughs
Teachers will teach Second Step lessons from 9 to 9:20 each morning	All Staff	Remainder of school year	Lesson plans Counselor assisted walkthroughs
Teachers will increase Opportunities to Respond in the classroom utilizing their own baselines.	All Staff	School Year	Lesson plans OTR counts on observation
Key Systems: How will the division support the school in the implementation of new practices?			
Action Plan	**Who?**	**When?**	**Fidelity Measures**
Principal and Instructional Coaches will make certain that teachers have time to access the module and materials to create the space for students	Principal and instructional coaches	1st 2 weeks of school	Classroom Systems walkthrough
Principals and Instructional Coaches will do a 5 minute walkthrough to ensure classroom behaviors and room set-up meets expectations	Principal	1st 2 weeks of school	Classroom Systems Walkthrough documented for each classroom
Teachers will receive lesson plans and assistance from PBIS team on teaching the matrix and modifying classroom expectations	PBIS Team	1st 2 weeks of school	Lesson Plans Observation of Classroom Matrices in classrooms
DLT ensures the funding, training and school schedule modifications for Second Step at School A	DLT Counselors Principal	Summer and Fall, 2018	DLT, Counselors Principal
DLT prioritizes Opportunities to Respond as division initiative with funding, summer training, and Total Participation Techniques training	DLT	SY 2018-19	Attendance at summer training, Instructional Coach monitoring utilizing Classroom Systems walkthrough
Data/Progress Monitoring: Did we do what we said we would do? With fidelity? Outcomes? Are we making progress?			

Month	ODR flee	ODR overall	Notes
August	3		42% of students who fled classroom last year have moved.
September	1		
October			
November			
December			
January			
February			
March			
April			
May			

Selection of Evidence Based Practices for Reading, Math, and Behavior: *Is it the right thing to do? Do we think we can do it the right way?*

DATA	PRACTICES	SYSTEMS
NEED	**EVIDENCE**	**RESOURCES**
☐ Do we have data that supports the need?	☐ Is there research to support its use?	☐ Is there time and money for adequate training?
☐ Have we considered parent and community support?	☐ Is there research to support its use with a particular population?	☐ Is the technology department able to support the EBP if needed?
☐ Will this EBP support a school improvement or continuous improvement goal?	☐ Is the effect size sufficient?	☐ Is there time and money for adequate coaching?
☐ Is there data specific to the EBP that can serve as a component of progress monitoring?	☐ Is it cost-effective or is there something less expensive that yields similar results?	**READINESS**
☐ Can the data be communicated to students (feedback) and parents?	☐ Is there a fidelity checklist or tool?	☐ Does the leadership team support the EBP?
☐ Is there a system in place to evaluate the data to determine outcomes?	**FIT**	☐ Did the leadership team obtain buy-in?
	☐ Are there competing initiatives?	☐ Have committed staff members to been selected to implement?
	☐ Is there clarity about where the initiative fits in the tiered system?	**CAPACITY**
	☐ Is there sufficient time in the schedule for the EBP?	☐ Has the coach or expert on the EBP been identified as a primary assistant and communicator?
		☐ Is the EPB easily replicated ?
		☐ Does the division support the EBP?
		☐ Can families be shown how to support the EBP?

Evaluation of Evidence Based Practices: *Did we do it the right way? Did it work the way we planned?*

DATA	PRACTICES	SYSTEMS
NEED	**EVIDENCE**	**RESOURCES**
☐ Does the data suggest that this EBP was successful?	☐ Has fidelity of implementation been measured?	☐ Are the materials organized and categorized by an assigned person?
☐ Has the data been mined to determine the subgroups for whom the EBP was successful?	☐ Is there evidence of an instructional match between student need and the EBP?	☐ Is on-going assistance available in terms of coaching and training?
☐ Does the data suggest that this EBP is still needed?	**FIT**	**CAPACITY**
	☐ Does the EBP continue to support the school or division priorities?	☐ Are there a sufficient number of trained implementers?
	☐ Does the EBP align with the standards and teaching matrix?	☐ Is the EBP incorporated into a long-range plan to support outcomes

Step One: Consider all of the resources from the resource mapping. Is it complete?

Step Two: Evaluate current EBPs and select new EPBs as needed.

Step Three: Complete a Continuum of Supports document that outlines the EBPs to be used in school and division.

Resource Map/Tier Definition   Tier 1   Subject or Strand:

Universal Screener	Evidence-based Practices	How is progress monitored? How often?	Data that indicates the need for targeted and/or more intensive interventions (Entry Criteria to tier 2)	Time and setting	How is fidelity of implementation measured?	How are parents informed and/or involved?	Who is needed to implement? What professional learning/coaching does staff need?

Division Data Summary Sheet **(Indicate responses in bold)**					
Academics, Graduation					
					Comments
School Accreditation	% of schools fully accredited				*consider the number of schools that are warned or reconstituted and impact on division plan; comment on schools with support from OSI
SOL scores Reading	Division:		Division SWD:		*include any comments on other disaggregated data
SOL scores Math	Division:		Division SWD:		*include any comments on other disaggregated data
SOL scores ALG 1	Division:	Division HS average only	Division SWD:	Division HS SWD Average Only:	*include any comments on disaggregated data *include if there is consistency among High Schools if more than 1 HS
Federal Graduation Indicator	Division:		Division SWD:		(SWD state is 53)
Other					*Any other data relative to this division (working with OCR, etc.)
Behavior (*TFI and ODR data based on participating schools that report EOY data**)**					
PBIS Participation	YES PBIS is a division-wide initiative NO PBIS is not yet a division wide initiative		If no, % of schools with PBIS team:		
TFI results –Tier 1	% of schools below 50:	% of schools between 50 and 60:	% of schools between 60 and 70:	% of schools 70 and above:	*note if available any relative information on advanced tiers
ODR data	% of schools where less than 80% of students have 0 – 1 ODR	% of schools where 80 – 99% of students have 0 – 1 ODR	% not submitted:		*note other data about non-SS if available
Short Term Suspensions/Risk Ratios/AA	% of schools low risk ratio	% of schools moderate risk ratio	% of schools high risk ratio		*note any particular information regarding long term *note any particular dispro notes
Short Term Suspensions/Risk Ratios/SWD	% of schools low risk ratio	% of schools moderate risk ratio	% of schools high risk ratio		*note any particular information regarding long term *note any particular dispro notes
Attendance					
Attendance (10% or less are not chronically absent)	Division: % of students missing 0 – 10%:	Division: % of SWD missing 0 – 10%:			*note disparities between elementary, middle and high as well as any particular schools with high rates of chronic absenteeism
Division Capacity					
DCA results	Up to 50	50 to 60	60 to 70	70 to 90	
Overall Division POI estimation from matrix	Exploration	Installation	Implementation	Full Implementation	Complete based on current knowledge – subjective at this time; comment on specific areas as it will vary among the 6 components and data points of focus
Additional qualitative comments relating to leadership changes, etc.					

Florida has Relative Risks of **1.2 – 1.9 as low** disproportionality, **2.0 – 2.9 as moderate** disproportionality, and **3 + as significant** levels of disproportionality.