

Creating Sustainable Practices Using Implementation Science

GEORGIA'S REIMAGINING EDUCATION CONFERENCE
June 21-22, 2021

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Session Logistics

- **Handouts:** Session handouts are available for download in the handouts section
 - ❖ Handouts are also available on our Events and Conferences webpage
- **Questions:** Enter questions/comments in the questions box
- **Feedback:** Please complete the pop-up survey at the close of the session
- **Certificate of Attendance:** A link to a certificate of attendance will be emailed in 24-hours
 - ❖ Must attend the entire live session
- **On Demand:** Session recordings will be available for on-demand access following the close of the conference on the Events and Conference webpage at <http://www.gadoe.org/sdeevents>
 - ❖ On-demand views are not eligible to receive a certificate of attendance

About Your Presenter

Kim Garcia Bennett has been the Director of Coastal GLRS for three years. She has over 20 years experience working with both adults and students. She served as a career counselor in a private/public capacity as well as a special education teacher, school level RTI Coordinator, and district level academic specialist. She has presented at state and local conferences on the impact of effective implementation practices that support co-teaching and restorative practices.



About Your Presenter

Curtis Jones has been the superintendent in Bibb County for six years. A life-long public servant, Dr. Jones is a retired U.S. Army 20-year veteran and has been a public educator for 24 years. He has presented at the national and state levels with a focus on leadership.



Session Goals

To learn about using implementation science to support sustainable practices in your schoolhouse or district.

To provide implementation strategies for practical use.

Poll Question



On a scale from 1 to 4, how comfortable are you using implementation science to improve outcomes for your projects/initiatives?

1. Not comfortable at all
2. Somewhat comfortable
3. Comfortable
4. Extremely comfortable

Implementation Science: What is it?

Implementation science is a method of improvement that concentrates on how **education** changes are carried out to ensure that the **implementation** process accounts for local variables in schools and other relevant contextual factors in order to be successful in any setting.

Step 1: Identify Implementation Drivers: Assessing Best Practices

Step 2: Stages of Implementation Analysis: Where Are We?



SCCPSS and Coastal GLRS Partnership: 2015

Coastal GLRS partnered with the leaders in the Exceptional Child Department to support the work of improving achievement for students with disabilities.

Implementation science was utilized to ensure practices were installed that would build capacity and sustainability.



Where did we start and was it really that scary? NO!



The journey began....

Our journey....

2015: Savannah-Chatham County: State Systemic Improvement:
Student Success (SSIP)

Campaign: ***Student Success Imagine the Possibilities!***

The Office of Special Education Programs (OSEP) required that each State Educational Agency (SEA) develop a State Systemic Improvement Plan that included a comprehensive, multi-year focus on improving results for Students with Disabilities!

Coastal GLRS Support

- Met with all stakeholders
- Identified pilot schools
- Trained district level support: Academic Specialists
- Promoted and coached on action planning
- Provided professional learning, technical assistance, and coaching support
 - Co-teaching
 - Specially designed instruction
 - Effective coaching
 - Tier I instruction
 - Implementation Science
 - Data Analysis: Continuous School Improvement

Implementation Drivers: Assessing Best Practices

Competency Drivers- are mechanisms to develop, improve and sustain one's ability to implement an intervention as intended in order to benefit children, families and communities.

Organization Drivers- are mechanisms to create and sustain hospitable organizational and system environments for effective services.

Leadership Driver- focuses on providing the right leadership strategies for the types of leadership challenges. These leadership challenges often emerge as part of the change management process needed to make decisions, provide guidance, and support organization functioning.

Why are implementation drivers important?

Competency Driver: Recruitment and Selection Staff

| COMPETENCY DRIVER - Recruitment and Selection of Staff | | | | | | |
|---|-----------------|---------------------------|---------------------|-------------------|-------------------------|--------------|
| To what extent are best practices being used? | <i>In Place</i> | <i>Partially In Place</i> | <i>Not In Place</i> | <i>Don't Know</i> | <i>Don't Understand</i> | <i>Notes</i> |
| 1. <u>Accountability</u> for development and monitoring of quality and timeliness of selection services <u>is clear</u> (e.g. lead person designated and supported) | | | | | | |
| 2. <u>Job description</u> clarity re: accountability and expectations | | | | | | |
| 3. <u>Pre-Requisites</u> for employment are <u>related to "new practices"</u> and expectations (e.g. basic group management skills) | | | | | | |
| 4. Interactive Interview Process | | | | | | |
| Behavioral vignettes and Behavior Rehearsals | | | | | | |
| Assessment of <u>ability to accept feedback</u> | | | | | | |
| Assessment of <u>ability to change own behavior</u> | | | | | | |
| 5. <u>Interviewers</u> who understand the skills and abilities needed and can <u>assess applicants accurately</u> . | | | | | | |
| 6. <u>A regular process is in place to feed forward</u> -interview data to training staff & administrators & coaches (integration) | | | | | | |
| 7. <u>A regular process is in place to feedback</u> from exit interviews, training data, turnover data, opinions of administrators & coaches, and staff evaluation data to <u>evaluate effectiveness of this Driver</u> | | | | | | |
| Best Practice Scores - Percent of Recruitment and Selection Items in each column (Total Items: 9). Note: "Don't know" and "Do Not Understand" are not scored, nor part of the denominator when calculating scores. | | | | | | |

SCCPSS hired nine academic specialists to support teachers by providing best instructional practices for students with disabilities.

Organization Driver: Decision Support Data Systems

| ORGANIZATION DRIVER - Decision Support Data Systems | | | | | | |
|---|-----------------|---------------------------|---------------------|-------------------|-------------------------|-------|
| To what extent are best practices being used? | <i>In Place</i> | <i>Partially In Place</i> | <i>Not In Place</i> | <i>Don't Know</i> | <i>Don't Understand</i> | Notes |
| 1. <u>Accountability</u> for measurement and reporting system <u>is clear</u> (e.g. lead person designated and supported) | | | | | | |
| 2. Includes data related to <u>intermediate and longer-term</u> desired outcomes | | | | | | |
| 3. Includes <u>data on performance (fidelity) assessment</u> results for each practitioner | | | | | | |
| 4. Measures are " <u>socially important</u> " (e.g. academic achievement, reduction in substance abuse) | | | | | | |
| 5. Data are: | | | | | | |
| <u>Reliable</u> (standardized protocols, trained data gatherers) | | | | | | |
| <u>Reported frequently</u> (e.g. weekly, quarterly) | | | | | | |
| <u>Built into practice routines</u> | | | | | | |
| <u>Widely shared</u> with organization personnel | | | | | | |
| Shared with <u>family members and community stakeholders</u> | | | | | | |
| <u>Used to make decisions</u> (e.g. curricula, training needed, coaching improvements) | | | | | | |
| Best Practice Scores - Percent of Decision Support Data System Items in each column (Total Items: 10). Note: "Don't know" and "Do Not Understand" are not scored, nor part of the denominator when calculating scores. | | | | | | |

Coastal GLRS supported the academic specialist team in developing a system to collect data.

Leadership Driver

| LEADERSHIP DRIVER | | | | | |
|---|-----------------------|--------------|----------------|-----------------|--------------------------|
| Do you agree that best practices are being used? | <i>Strongly Agree</i> | <i>Agree</i> | <i>Neutral</i> | <i>Disagree</i> | <i>Strongly Disagree</i> |
| Technical Leadership | | | | | |
| 1. Leaders within the organization have provided specific guidance on technical issues where there was sufficient clarity about what needed to be done. | | | | | |
| 2. Leaders within the organization have been very good at giving reasons for changes in policies, procedures, or staffing. | | | | | |
| 3. Leaders within the organization have been actively engaged in resolving any and all issues that got in the way of using the innovation effectively. | | | | | |
| 4. Leaders within the organization have been very good at focusing on the issues that really matter at the practice level. | | | | | |
| 5. Leaders within the organization have been fair, respectful, considerate, and inclusive in their dealings with others. | | | | | |
| Adaptive Leadership | | | | | |
| 1. Leaders within the organization continually have looked for ways to align practices with the overall mission, values, and philosophy of the organization. | | | | | |
| 2. Leaders within the organization have convened groups and worked to build consensus when faced with issues on which there was little agreement about how to proceed. | | | | | |
| 3. Leaders within the organization have established clear and frequent communication channels to provide information to practitioners and to hear about their successes and concerns. | | | | | |

Coastal GLRS coached the Exceptional Children Leadership team on assessing internal stakeholders who had the most impact on the initiative.

Stages of Implementation Analysis: Where Are We?

- Exploration
- Installation
- Initial implementation
- Full implementation



Key point: Although this may seem linear, it is not. At some point or another districts may have to toggle back and forth between stages as circumstances change. The overarching goal is to produce stage-based action plans for the project/initiative and improve access and outcomes for all students.

The right work, the right time, and the right people!

| Stage-Related Activities for: Exploration | In Place (2) | Initiated or Partially In Place (1) | Not Yet in Place (0) | Evidence for "In Place" or "Initiated or Partially In Place" Components |
|---|-----------------|---|----------------------------|--|
| 1. Form "Implementation Team" or Re-Purpose/Expand a Current Group | | | | |
| 2. Develop communication plan to describe the exploration process (e.g. activities, participants, timeline, benefits, risks) to key stakeholder groups | | | | |
| 3. Analyze Data to determine need and prevalence of need | | | | |
| 4. Select Targeted Areas to address Need (e.g. student, teacher, family outcomes) | | | | |
| 5. Review and identify programs, practices, interventions that match target area and address need | | | | |
| 6. Review and discuss "eligible" programs and practices (i.e. use the Hexagon tool or a Delphi Process) in relation to: | | | | |
| a) Need | | | | |
| b) Fit | | | | |
| c) Resources – Sustainability | | | | |
| d) Strength of Evidence | | | | |
| e) Readiness for Replication | | | | |
| f) Capacity to Implement | | | | |
| 7. Select programs/practices for continued exploration based on assessment results from above | | | | |
| 8. Develop methods to promote exploration and assess "buy-in" for range of impacted stakeholders | | | | |
| 9. Analyze information and results of exploration activities | | | | |
| 10. Implementation Team makes final selection or makes recommendation to appropriate level (e.g., next leadership level team, best practices groups, local partners, alliance, District leadership) for final selection | | | | |
| Total | | | | |
| Average % in Each Category - Strength of Exploration Score: | | | | |
| Overall Score: (15 items X 2 = MAX: 30) | | | | |

The academic specialist team collected district data:

- Perception
- Student achievement data
- School processes
- Demographics
 - Fit and Feasibility
 - Capacity to implement

Aggregated and analyzed data.

| Stage-Related Activities for: Installation | In Place (2) | Initiated or Partially In Place (1) | Not Yet in Place (0) | Evidence for "In Place" or "Initiated or Partially In Place" Components |
|---|--------------|-------------------------------------|----------------------|---|
| 1. Identify structural and functional changes needed (e.g. policies, schedules, space, time, materials, re-allocation of roles and responsibilities, new positions needed) | | | | |
| a) Within the classroom/building level | | | | |
| b) Across the district level (e.g. collaborative teams, behavior teams, literacy teams) | | | | |
| c) Outside the district level (e.g. community, mental health centers etc.) | | | | |
| 2. Make structural and functional changes needed to initiate the new program, practice, framework | | | | |
| a) Within the classroom/building level | | | | |
| b) Across the district level (e.g. collaborative teams, behavior teams, literacy teams) | | | | |
| c) Outside the district level (e.g. community, mental health centers etc.) | | | | |
| 3. Development of selection protocols for "first practitioners" (e.g., administrators, teachers or staff) | | | | |
| a) Within the classroom/building level | | | | |
| b) Across the district level (e.g. collaborative teams, behavior teams, literacy teams) | | | | |
| c) Outside the district level (e.g. community, mental health centers etc.) | | | | |
| 4. Selection of "first practitioners" | | | | |
| a) Building administrators | | | | |
| b) Teachers/Staff | | | | |
| c) Other: | | | | |
| 5. Identification of Training Resources, logistics | | | | |
| 6. Training of first cohort of implementers | | | | |
| a) Teachers | | | | |
| b) Building administrators | | | | |
| c) Trainers: | | | | |
| d) Coaches: | | | | |
| e) Other: | | | | |
| 7. Develop coaching and support plans for Teachers | | | | |
| 8. Evaluate "readiness" and sustainability of fidelity data system | | | | |
| 9. Analyze and problem-solve around the sustainability of training, coaching, data systems | | | | |
| 10. Establish communication links to report barriers and facilitators to next leadership level and/or policymakers during next stage (e.g. Initial Implementation) | | | | |

Teams to carry out the work included:

- Program Specialist
- Academic Specialist
- Behavior Specialist
- School Psychologist
- District Staffing Specialist-Compliance

Nine teams with six to eight schools each.

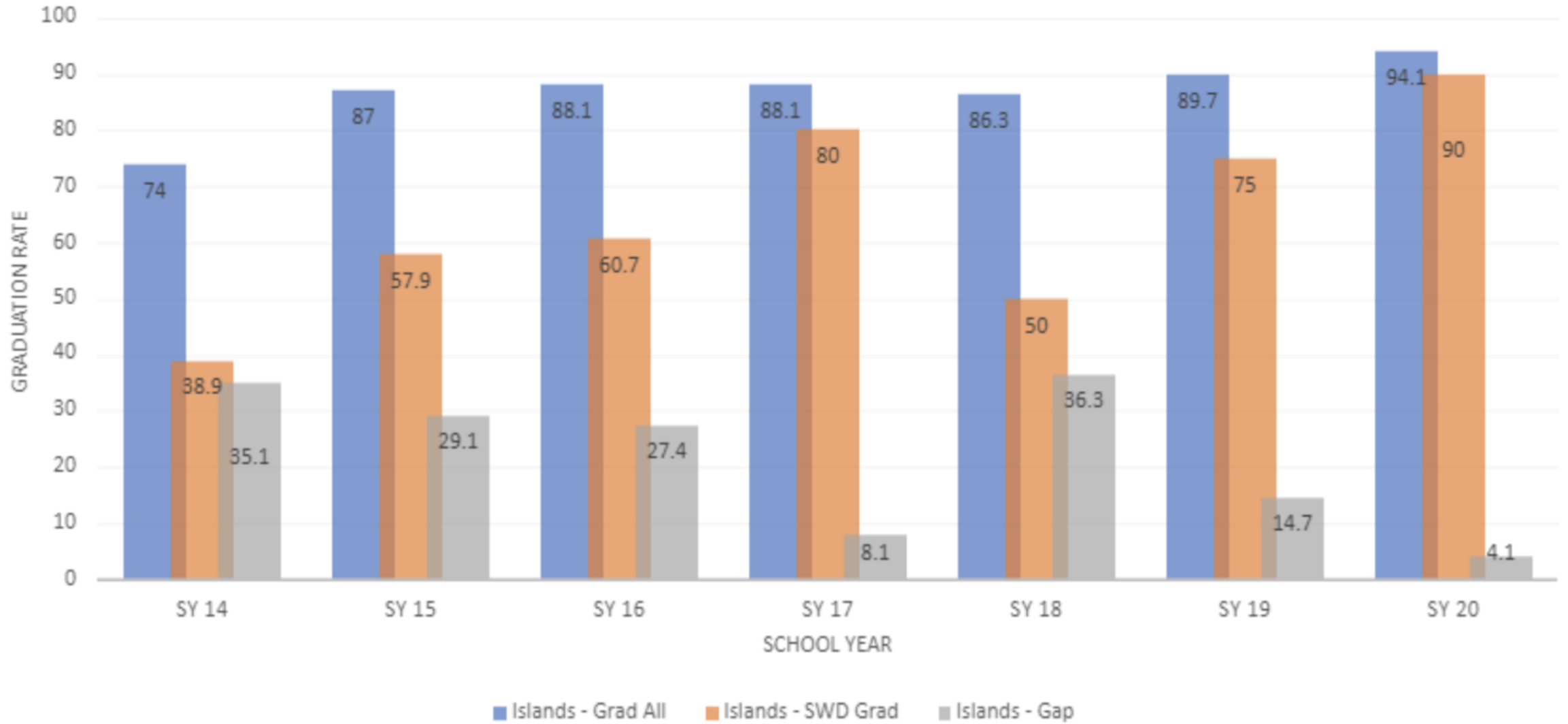
| Stage-Related Activities for: Initial Implementation | In Place (2) | Initiated or Partially In Place (1) | Not Yet In Place (0) | Evidence for fully "In Place" Components |
|--|-----------------|---|----------------------------|---|
| 1. Communication plan(s) developed to inform stakeholders of "launch dates", activities, and convey support | | | | |
| 2. Communication protocols developed for identifying barriers and adaptive challenges and problem-solving at each "level" (e.g. weekly implementation team meetings to identify issues, create plans, review results of past problem-solving efforts, forward issues to next "level" as appropriate) | | | | |
| 3. Leadership develops support plan to promote ongoing efforts | | | | |
| 4. Written coaching plan developed at relevant levels (e.g. unit/site; Teacher; grade-level, building) | | | | |
| 5. Coaching system in place (see Best Practices for Coaching Systems) | | | | |
| 6. Data systems functioning for measuring and reporting outcomes | | | | |
| 7. Data systems functioning for measuring and reporting fidelity | | | | |
| 8. Document that reviews initial implementation challenges and facilitators. | | | | |
| 9. Revision recommended for Implementation Drivers based on review of challenges and with sustainability considerations | | | | |
| a) Recruitment and Selection | | | | |
| b) Training and Booster Training | | | | |
| c) Coaching processes and data | | | | |
| d) Fidelity measures and reporting processes | | | | |
| e) Outcome data measures and reporting process | | | | |
| f) Building and/or District Administrative policies and practices (Facilitative Administration) | | | | |
| g) Other Levels of Administrative policies and practices (Systems Intervention) | | | | |
| h) Leadership support strategies | | | | |
| 10. If appropriate, plan for next cohort of practitioners | | | | |
| Total | | | | |
| Average % in Each Category - Strength of Initial Implementation | | | | |
| Overall Score: (17 items X 2 = MAX: 34) | | | | |

Teams met with administrators for introductions and to clarify our roles and responsibilities for implementation including PL, technical assistance, and coaching.

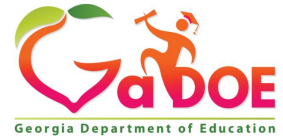
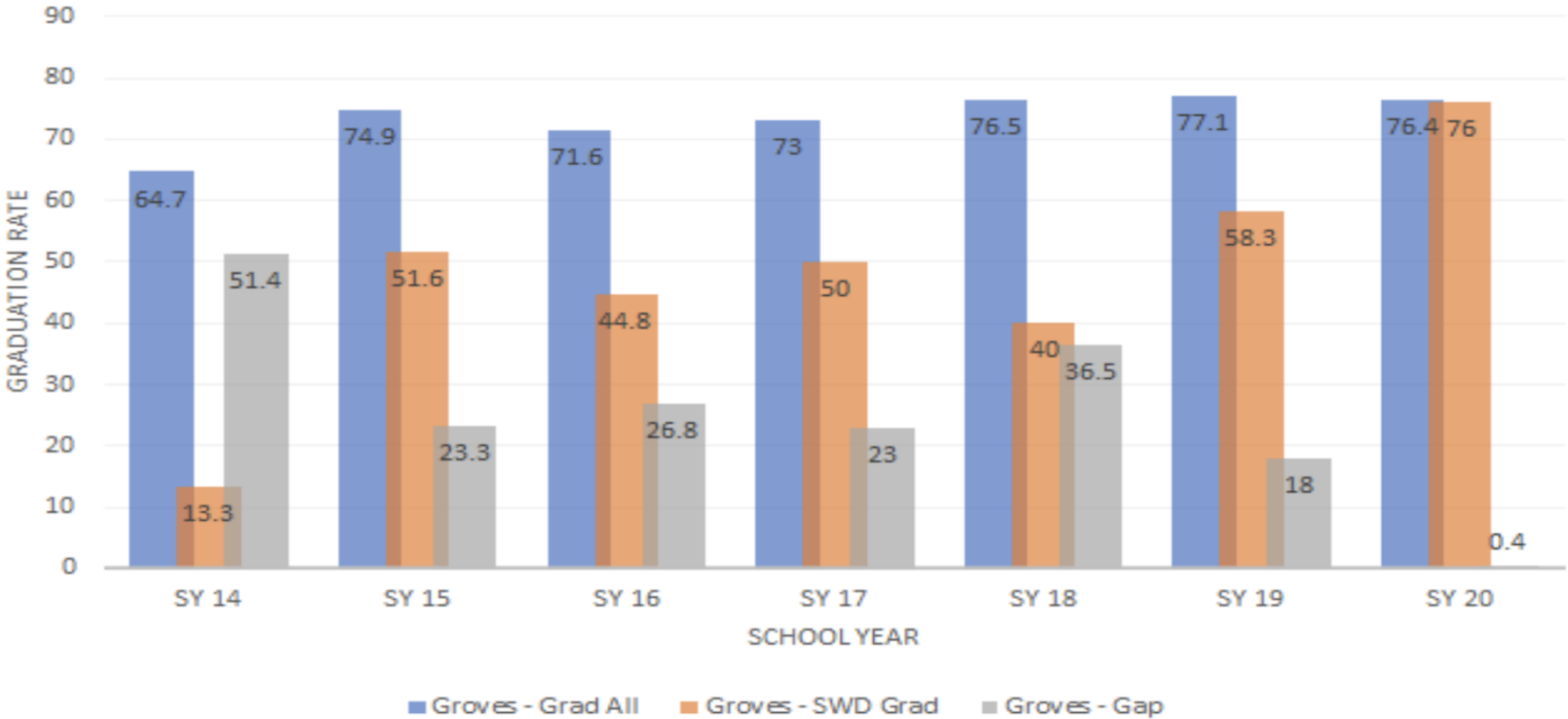
| Stage-Related Activities for: Full Implementation | In Place (2) | Initiated or Partially In Place (1) | Not Yet In Place (0) | Evidence for "In Place" or "Initiated or Partially In Place" Components |
|--|-----------------|---|----------------------------|--|
| 1. Monitoring and support systems are in place for each Implementation Driver: | | | | |
| a) Recruitment and Selection | | | | |
| b) Training and Booster Training | | | | |
| c) Coaching processes and data | | | | |
| d) Fidelity measures and reporting processes | | | | |
| e) Outcome data measures and reporting process | | | | |
| f) Building and/or District Administrative policies and practices (Facilitative Administration) | | | | |
| g) Other Levels of Administrative policies and practices (Systems Intervention) | | | | |
| h) Leadership support strategies | | | | |
| 2. Feedback process from Teachers to Building and/or District administrators is in place and functional (e.g. Teacher participation on Leadership and Implementation Teams, changes in administrative supports and policies occur to facilitate best practices) | | | | |
| 3. Feedback process from Schools to next levels of administration in place and functional (e.g. School Leadership to District) | | | | |
| 4. Feedback process to State or Regional/Intermediate District support is in place and functional. (e.g. system in place for Districts and Schools to feed information and feedback to appropriate State and/or Regional/Intermediate Districts) | | | | |
| 5. Leadership and Implementation Teams use data (e.g. student outcomes, behavior, and fidelity) to make decisions | | | | |
| 6. Improvement processes are employed to address issues through the use of data to identify challenges, development of plans, monitoring of plan execution and assessment of results (PDSA cycles) until improvement occurs or functional processes are embedded and routinized. | | | | |
| Total | | | | |
| Average % in Each Category - Strength of Initial Implementation | | | | |
| Overall Score: (MAX: 13 Items X 2 = 26) | | | | |

Teams provided a cycle of support based on the continuous inspection of the implementation plan.

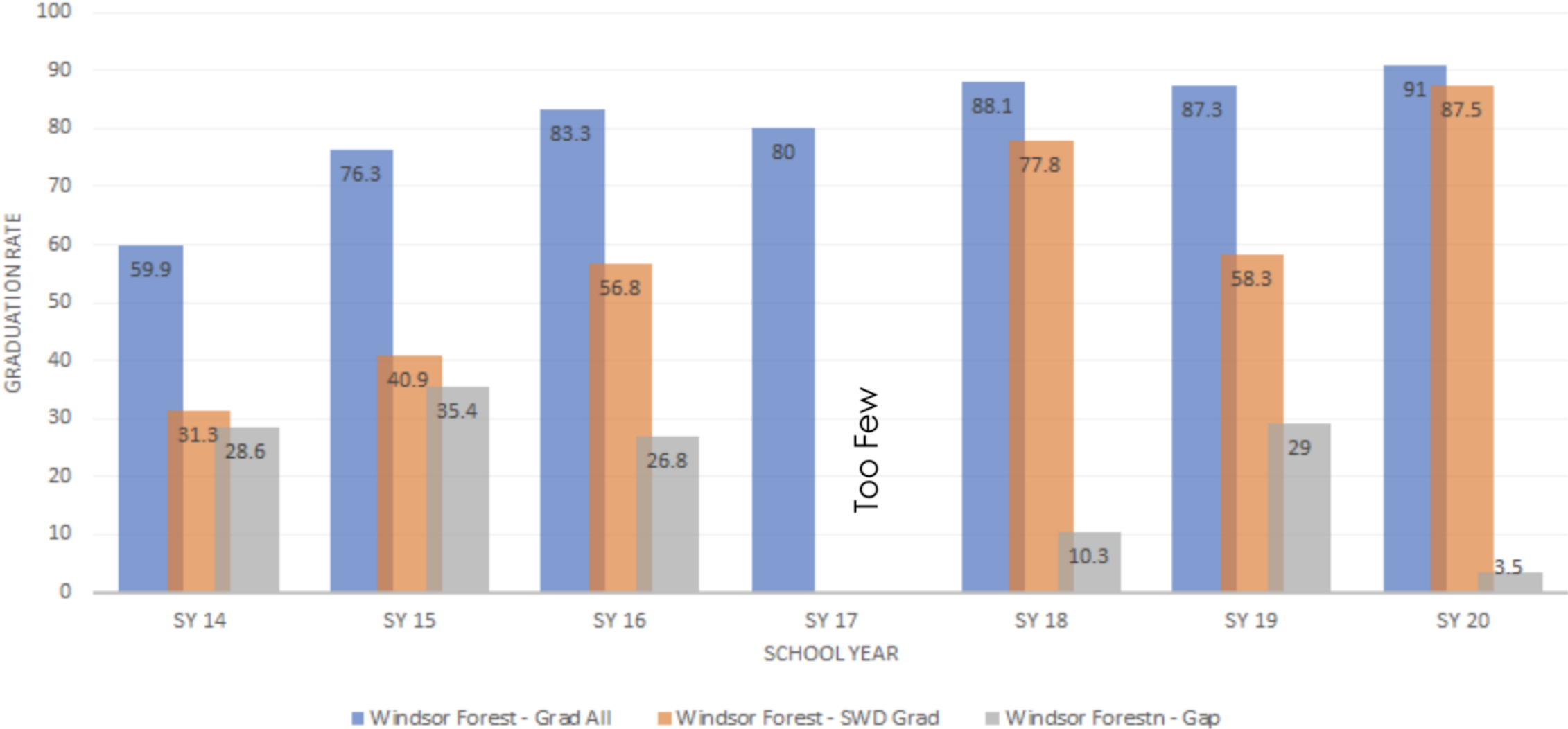
Islands High School Graduation Data



Groves High Graduation Data



Windsor Forest High Graduation Data



SCCPSS and Coastal GLRS Partnership: 2021

Academic Specialists attend the Coastal GLRS Coach Cohort.

The Exceptional Child Department staff continues to use the team approach to support schools by providing professional learning, technical assistance, and coaching.

SSIP implementation data is analyzed monthly to support the work.

Continues to build capacity and sustainability within the schools through the special education team leaders and instructional coaches.

Coastal GLRS collaborates with instructional coaches in the TSI, CSI, Impact, and Promise Schools to promote best practices for instructional coaching, effective Tier I instruction (Universal Design for Learning), parity (building positive relationships), and specially designed instruction.

Implementation science helped build a *mindshift* for change!





Curtis Jones

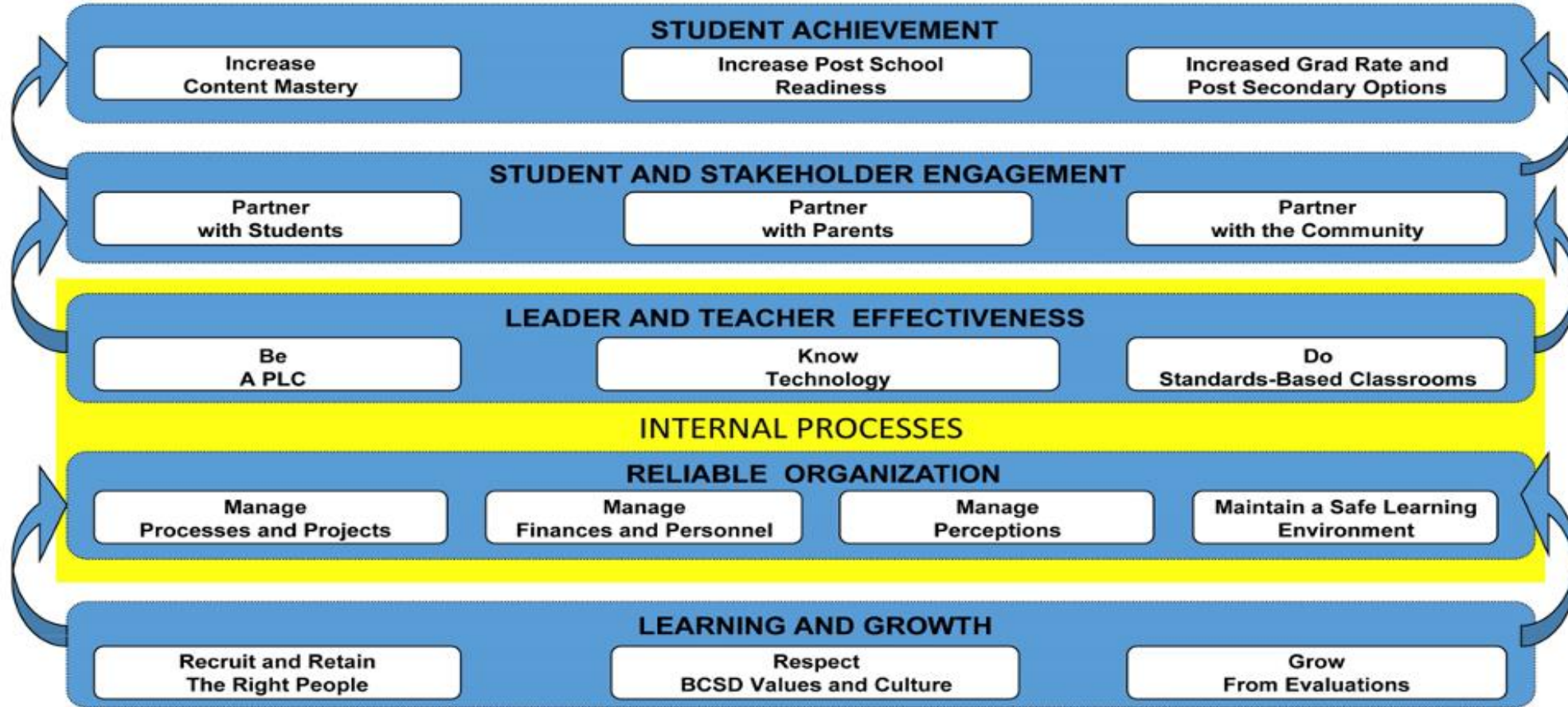
Bibb County's Route To Graduation

LEADERSHIP.SCHOLARSHIP.CITIZENSHIP.



Victory in Our Schools

Overriding Objective = CCRPI > 70



STRATEGIC PRIORITIES

Priority 1: Get students reading on grade level.

Priority 2: Be successful on the Georgia Milestones.

Priority 3: Increase the number of students in school every day.

Priority 4: Close the knowing-doing gap.

Priority 5: Work hard to support schools.

Priority 6: Establish a culture of accountability for everyone.

Georgia Department of Education: Office of Special Education

Student Success, Imagine the Possibilities (Rallying Cry)

- Target Districts and Schools
- Initial training and guidance for selected districts
- Follow up support provided by GLRS and GA DOE
- Small grant to support the initiation of each district's project

The journey
starts with
one step.



Who We Are

OUR VISION

Each student will demonstrate strength of character and will be college or career ready.

OUR MISSION

The Bibb County School District develops a highly trained staff and an engaged community dedicated to educating each student for a 21st century global society.

OUR VALUES

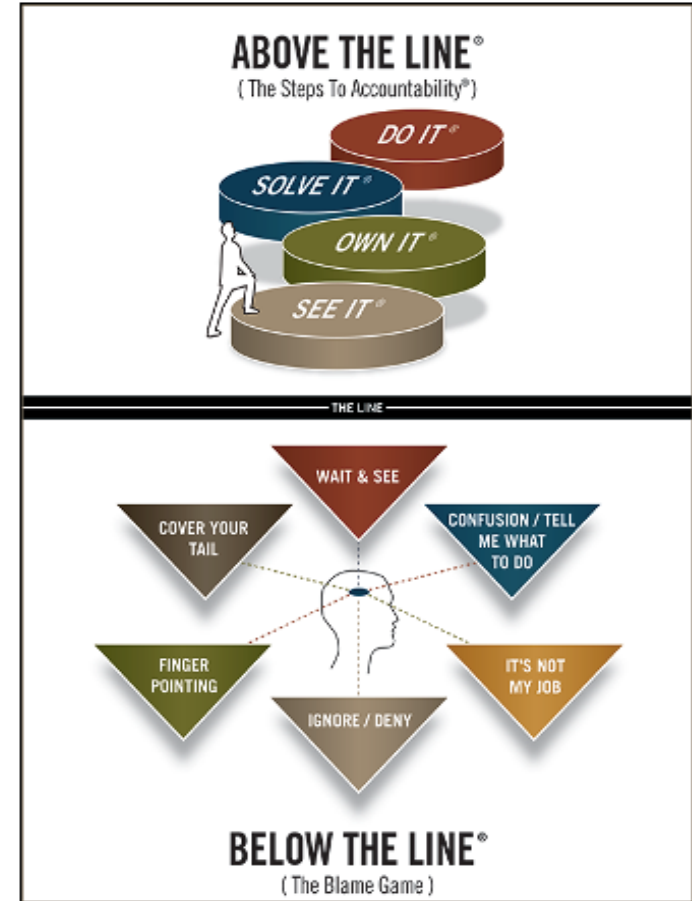
COMPETENCE
LOYALTY
OPEN COMMUNICATION
DEFINED AUTONOMY
HONOR

NON-NEGOTIABLES

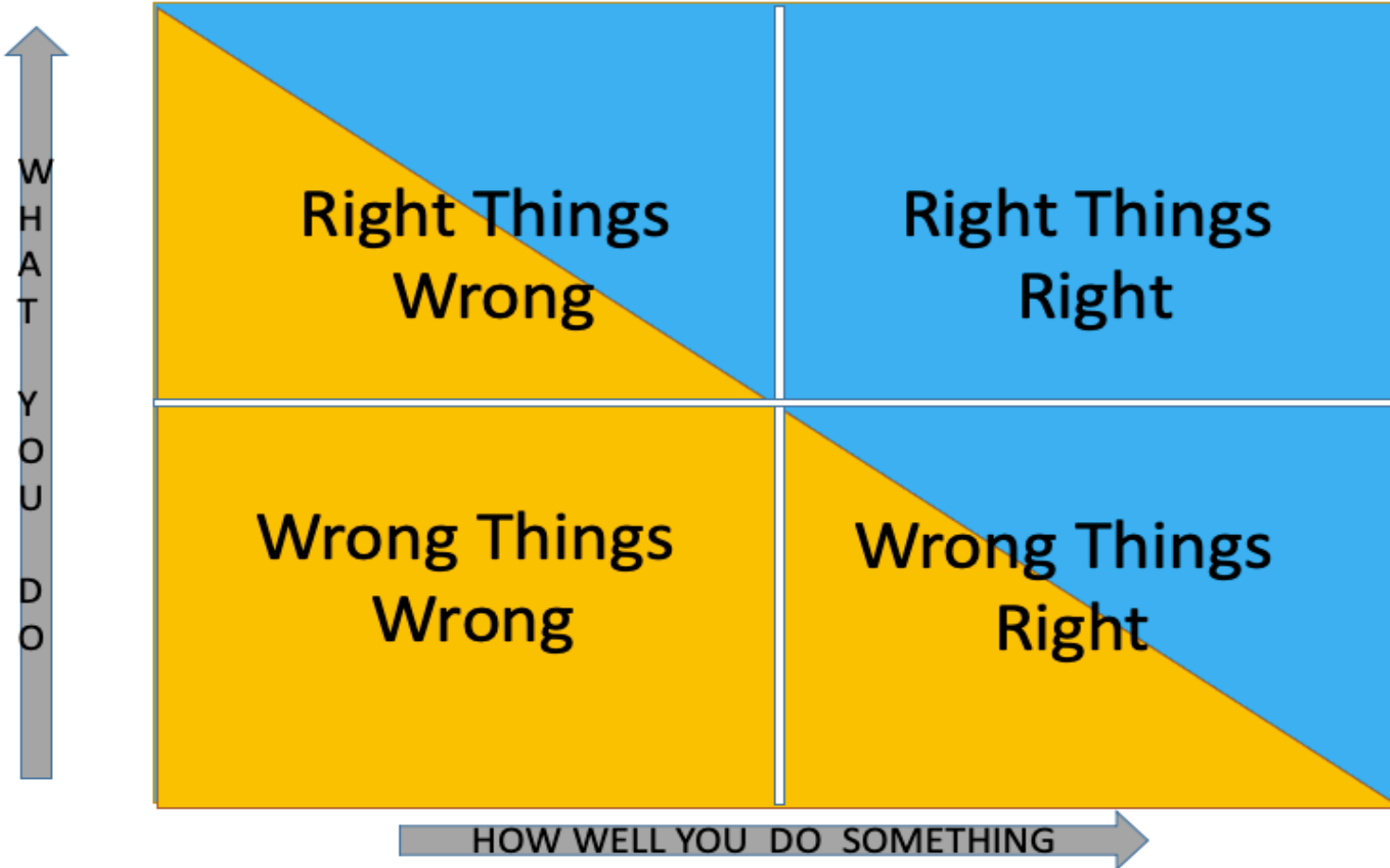
PBIS
RTI
FIP
TKES & LKES



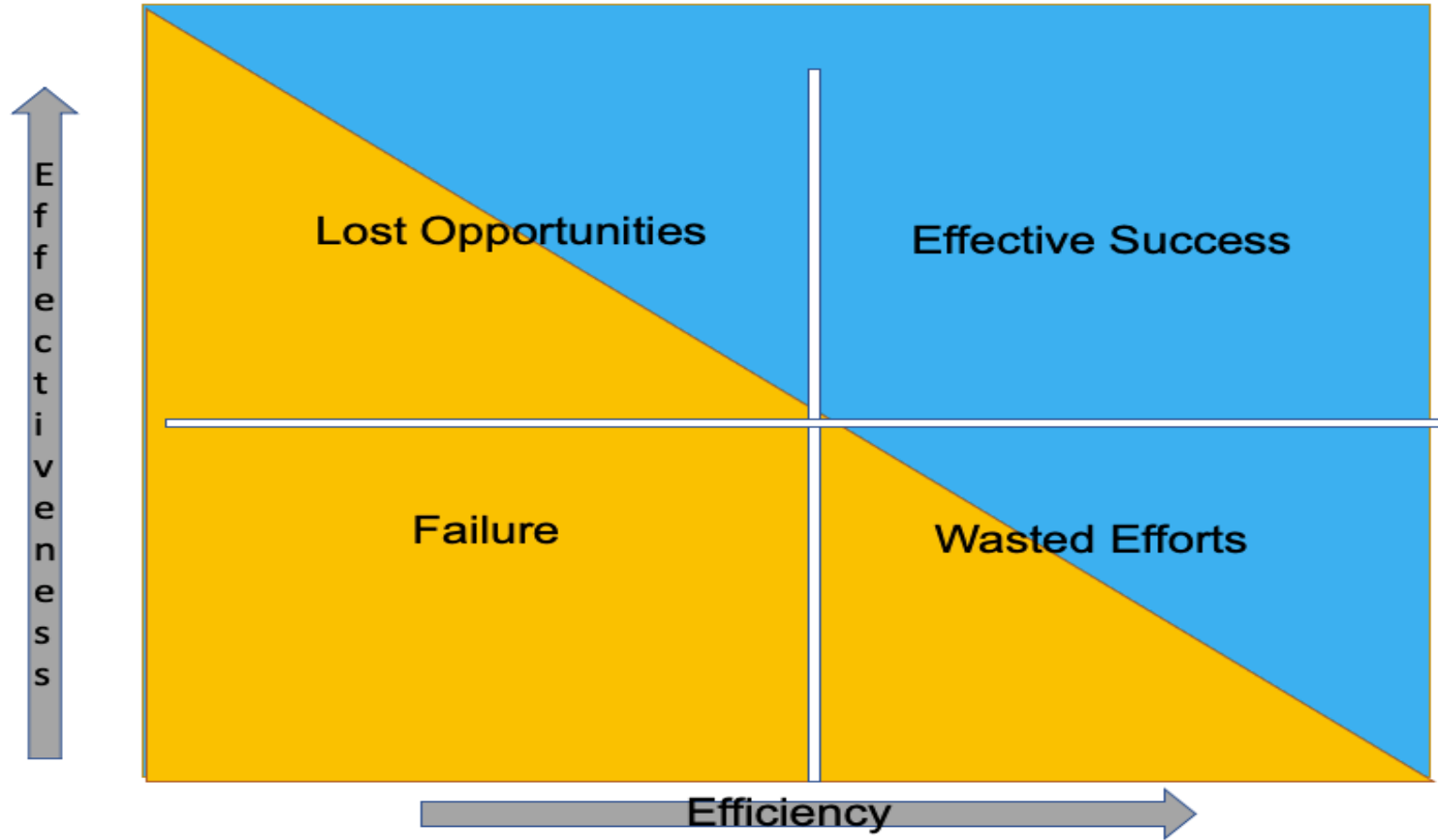
©Patrick Leadership



What It Looks Like...



In Other Words...



This journey
is
a
Team's Journey.



SSIP in Bibb

Identification in FY16 as an SSIP Target District

SSIP Central Office Team Developed

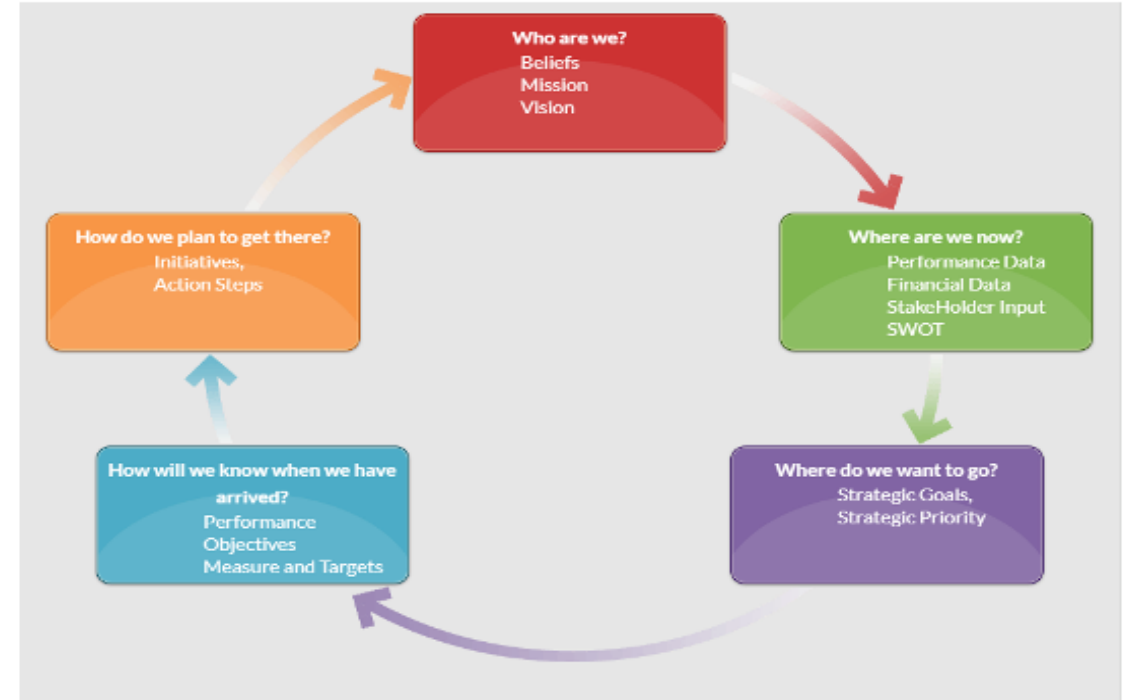
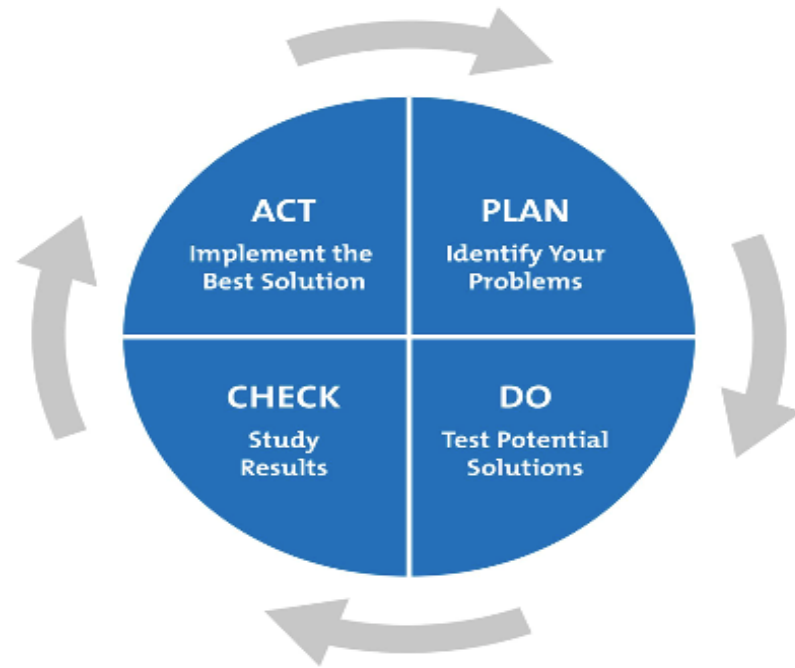
- Key players and roles –
 - Executive Director – Facilitate programming, provide funding, support process development
 - Zone Coordinators – Support school with the operations of SSIP plan
 - Assistant Superintendent of Student Affairs – Collaborates with team, updates Cabinet
 - Transition Success Coach – Collaborates with school and leads plan development with school building team

SSIP Building Team

- Key players and Role –
 - Principal, Assistant Principals – Support team in implementing, provide opportunities for team to share information with building staff
 - Lead Teacher and Transition Success Coach – Train, coach building team, monitor all student data, support the development of individual student plans

Bibb Plan Development

Figure 1: The Plan-Do-Check-Act Cycle



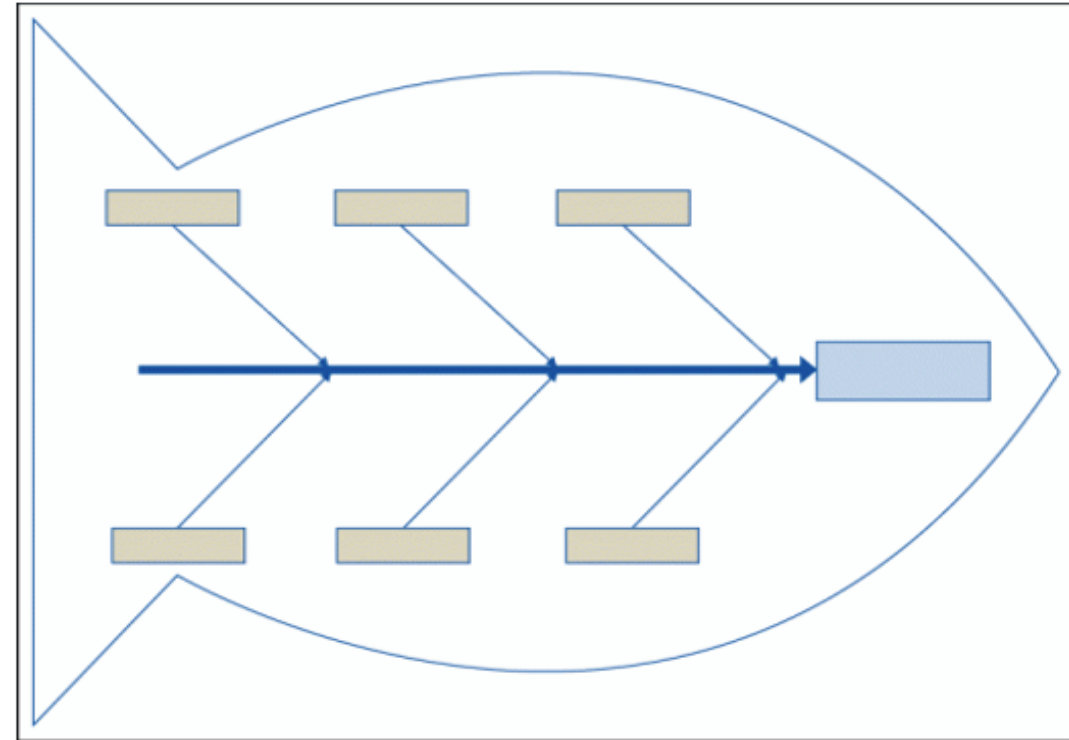
Data Analysis

Review of Data

- Historical Graduation Data
- Student Retention Data
- Attendance Data
- Course Data
- Practices regarding grading
- Behavior

Root Cause

- Multi-grade failures
- Low reading level of rising 9th grade special education students
- Work completion issues



Barriers to Graduation

Identified Barriers

- Course failure
- Attendance Issues
- Behavior
- Repeat retention
- Late teacher entry of grades

School Success Team

Student Success Imagine the Possibilities – team brain storming

- SSIP plan
 - In time credit recovery
 - Communication with families around grades at least monthly
 - Shout outs
 - Support calls
 - Individual course plan
 - Attendance review team
 - Behavior support
 - Monthly accountability team meeting
 - Implement Language Live
 - Capacity building

Implementation

Zone Coordinator, Transition Success Coach and Lead Teacher

1. Initial staff training on SSIP Plan
2. Shared monthly template for tracking student data
 - Attendance
 - Behavior
 - Course grades
 - Correction plan
3. PEC team meeting monthly with SSIP School Team
 - All PEC staff had an assigned caseload to follow and report on (ownership)
 - Tracking sheet completion
 - Plan development and follow through
 - Caring adult in the building role
4. SSIP Central Office Team
 - Review monthly data with Building Teams
 - Identify barriers
 - Identify resources
 - Celebrate!!!!



Action

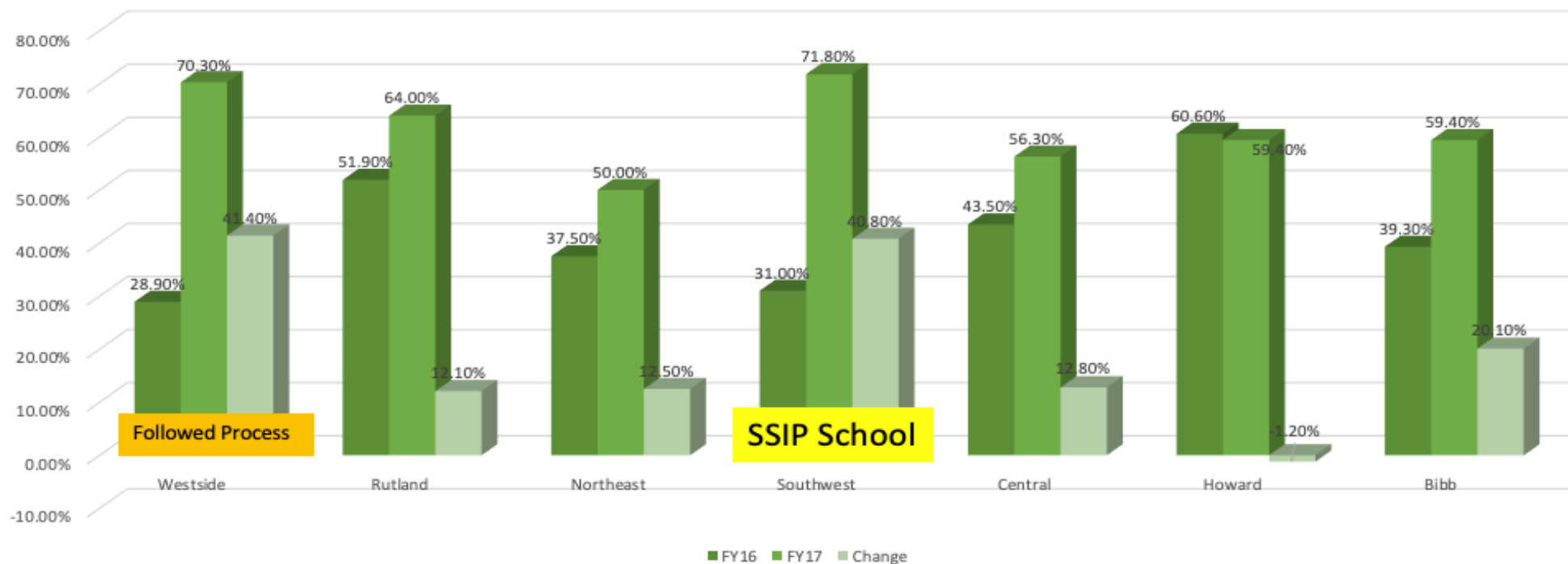
- School wide collaboration
- Individual student plans updated monthly
 - In-time credit repair (Edgenuity – make up assignments during study skills or after school)
 - Implement supplemental reading program
 - Supporting students with assistive technology when needed
 - Parent communication
- Student, Teacher and Team accountability
 - Monthly data checks
 - Monthly data presentation to SSIP team

Bibb High School Tracking Form

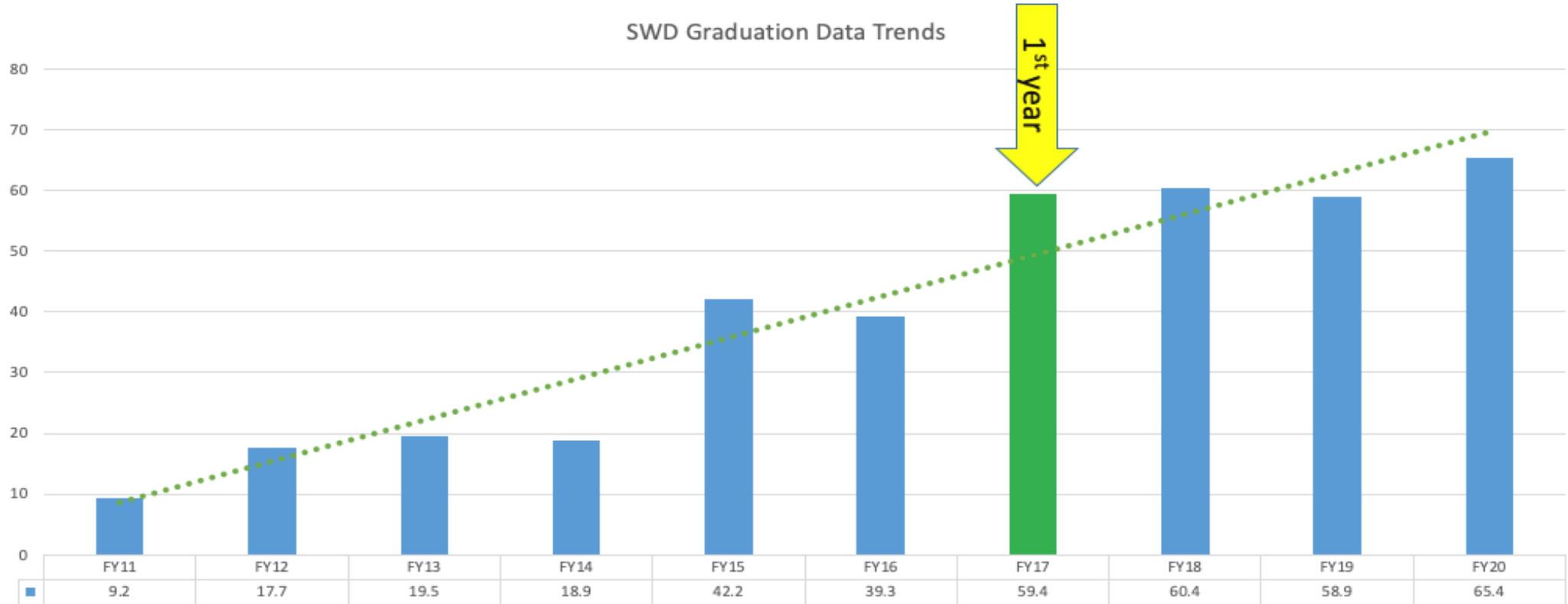
| Exceptionality | DOB | Interventions | Attendance | | Grades | | | | | | ISS | OSS | Behavior |
|----------------|----------|---------------|-------------|----------|----------|-----|--------------|------|-----|----|-----------|-----------|---|
| | | | Missed Days | Elective | Elective | Ela | Math Support | Math | Sci | SS | # of Days | # of Days | Concern |
| MI | 11/12/05 | Read 180 | 6 | 87 | 73 | 70 | 70 | 68 | 78 | 81 | 3 | 5 | implement behavior contract; Ms. Doe will meet with math teacher re: falling grades to determine if tutoring or additional help needs to be implemented |
| SLD | 1/24/05 | Study Skills | 11 | 56 | 82 | 82 | 82 | 75 | 90 | 90 | 4 | 2 | 11/12/20: mentor contacted parent to discuss concerns: attendance |

Year 1 Results

Bibb County SWD Graduation Rate



District Results of Implementation



Next Steps

- Team development at all high schools
- Training and capacity building for Transition Success Coaches and Leads
- Tracking Sheet accountability at all high schools
 - Suggest utilizing tracking sheet for all Tier III at risk students
 - Create a similar tracking sheet for middle school PEC students
- Monthly feedback to building administration

You Must Manage and Lead!

MANAGEMENT
is doing things right

LEADERSHIP
is doing the right things

Peter Drucker

The Distance between Winning and Losing





Curtis Jones

Bibb County's Route To Graduation

LEADERSHIP.SCHOLARSHIP.CITIZENSHIP.



If no one told you that
they appreciate you today,
we appreciate you!



Q&A

Please type in any questions you have for us in the questions box.

Session Feedback

Thank you for attending our session!

- Please take a moment to provide your feedback on the pop-up survey at the close of the session.
- A link to the survey will also be included in your follow-up email, along with a certificate of attendance and the session recording.

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@coastalgrs

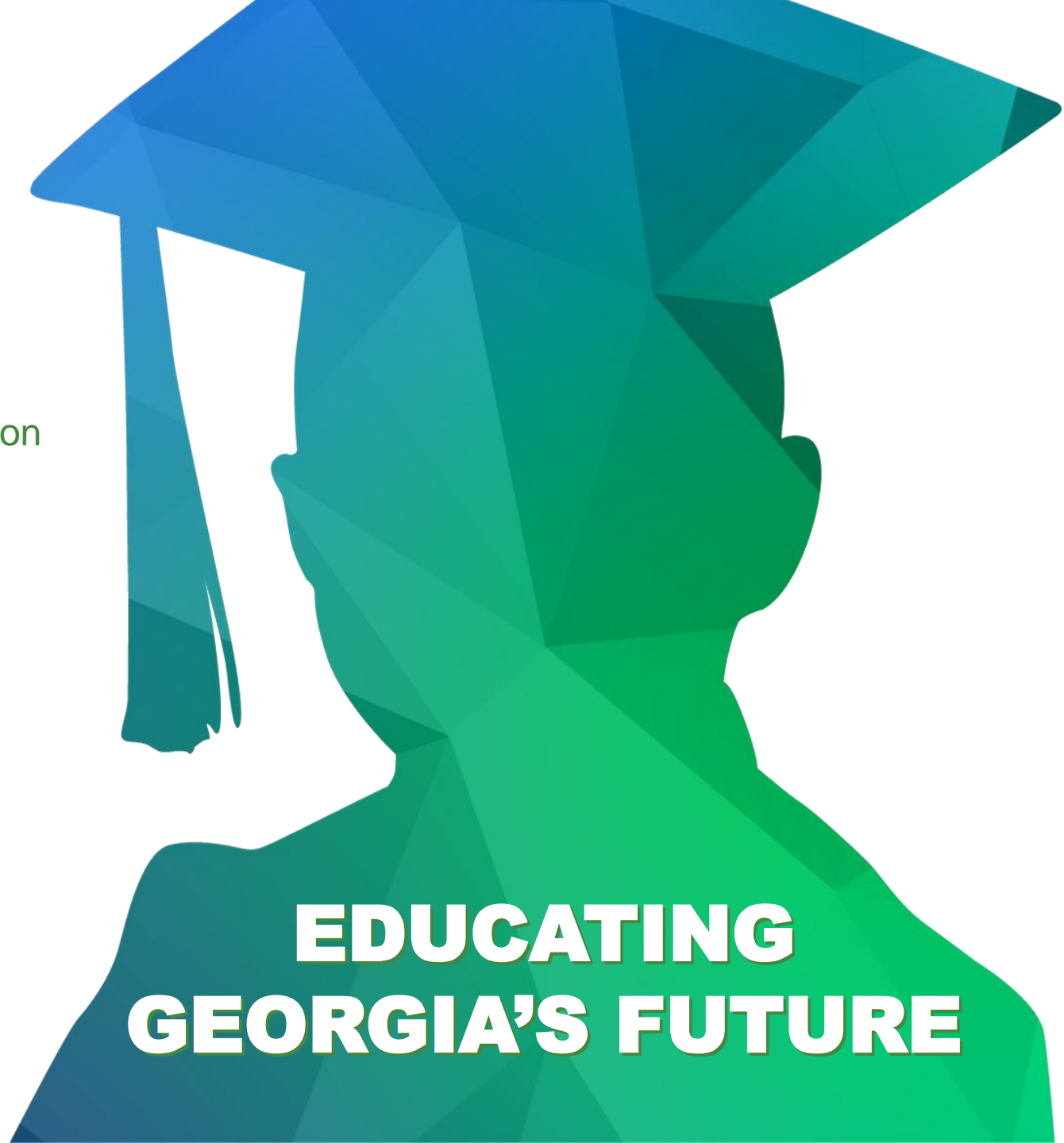
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Georgia Department of Education



**EDUCATING
GEORGIA'S FUTURE**