OSSEO AREA SCHOOLS

ISD 279

SISEP

State Implementation and Scaling-up of Evidence-based Practices

DEPARTMENT OF EDUCATION

State District Partnerships: Sustaining Implementation Capacity

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Ten Minnesota Commitments to Equity

1. Prioritize equity.
2. Start from within.
3. Measure what matters.
4. Go local.
5. Follow the money.
6. Start early.
7. Monitor implementation of standards.
8. Value people.
9. Improve conditions for learning.
10. Give students options.

State Approach

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.**

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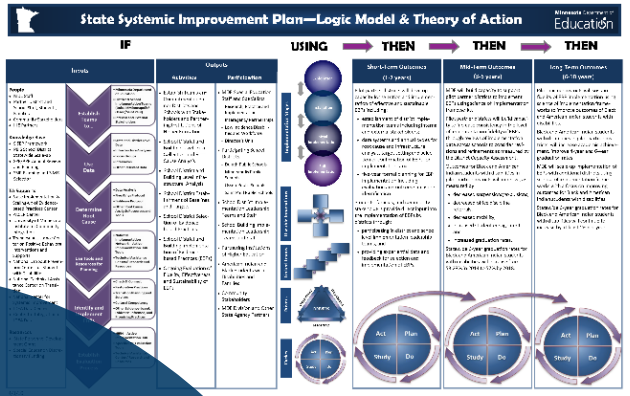
Purpose: Develop and enhance the infrastructure necessary to put organizational supports into place to create, install, implement and evaluate the supports needed to improve outcomes for American Indian and black students with disabilities.

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



State Systemic Improvement Plan (SSIP)

"Ambitious, yet achievable"

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

Targeting Specific Students

- 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)

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Active Implementation (AI): *Check & Connect*

Letting it happen

- Recipients are accountable

Helping it happen

- Recipients are accountable

Making it happen

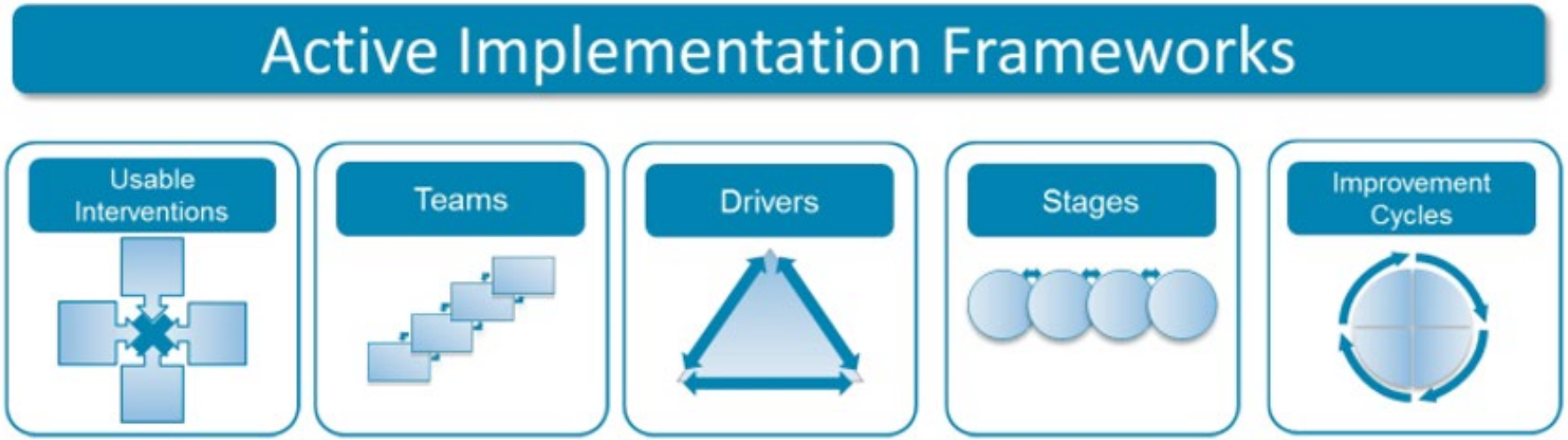
- Active support implementation and sustainability of practice
- Implementation Teams are accountable

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



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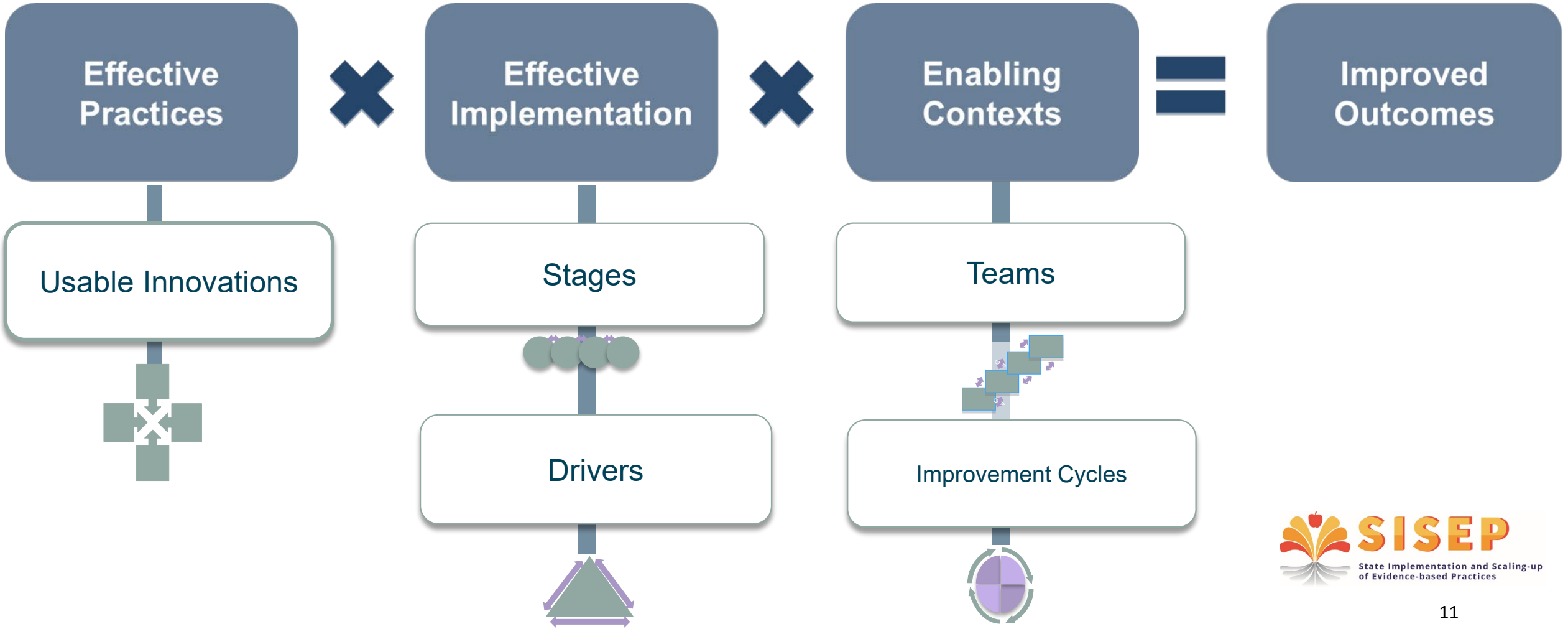
CHECK & CONNECT

Formula for Success: Active Implementation Frameworks



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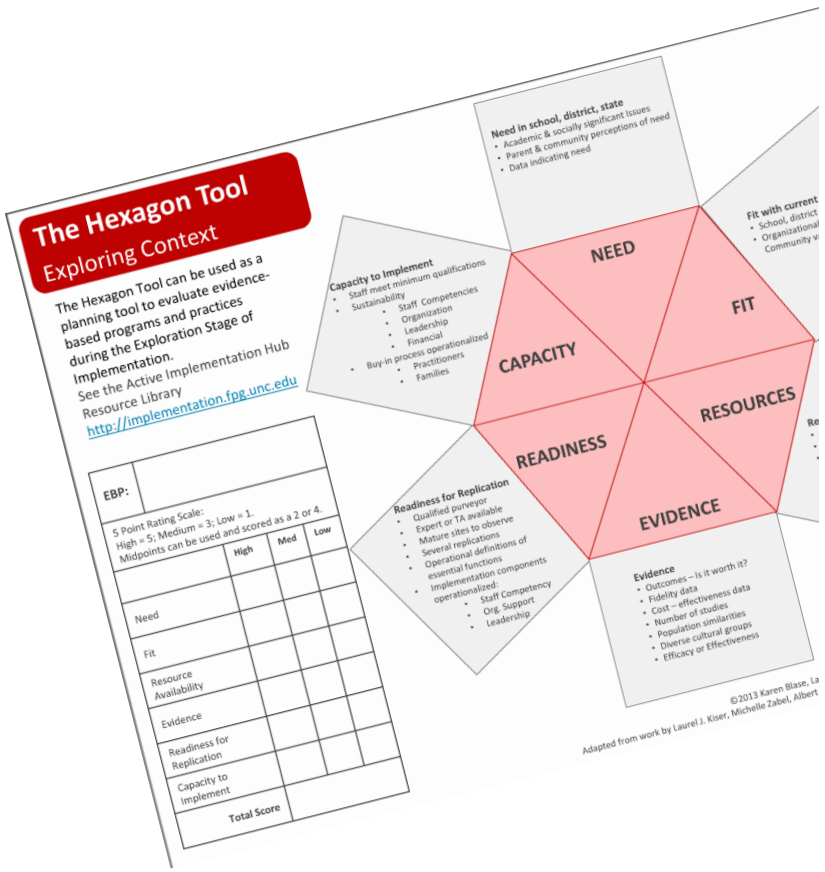
Usable Innovation: Hexagon Tool and Check & Connect

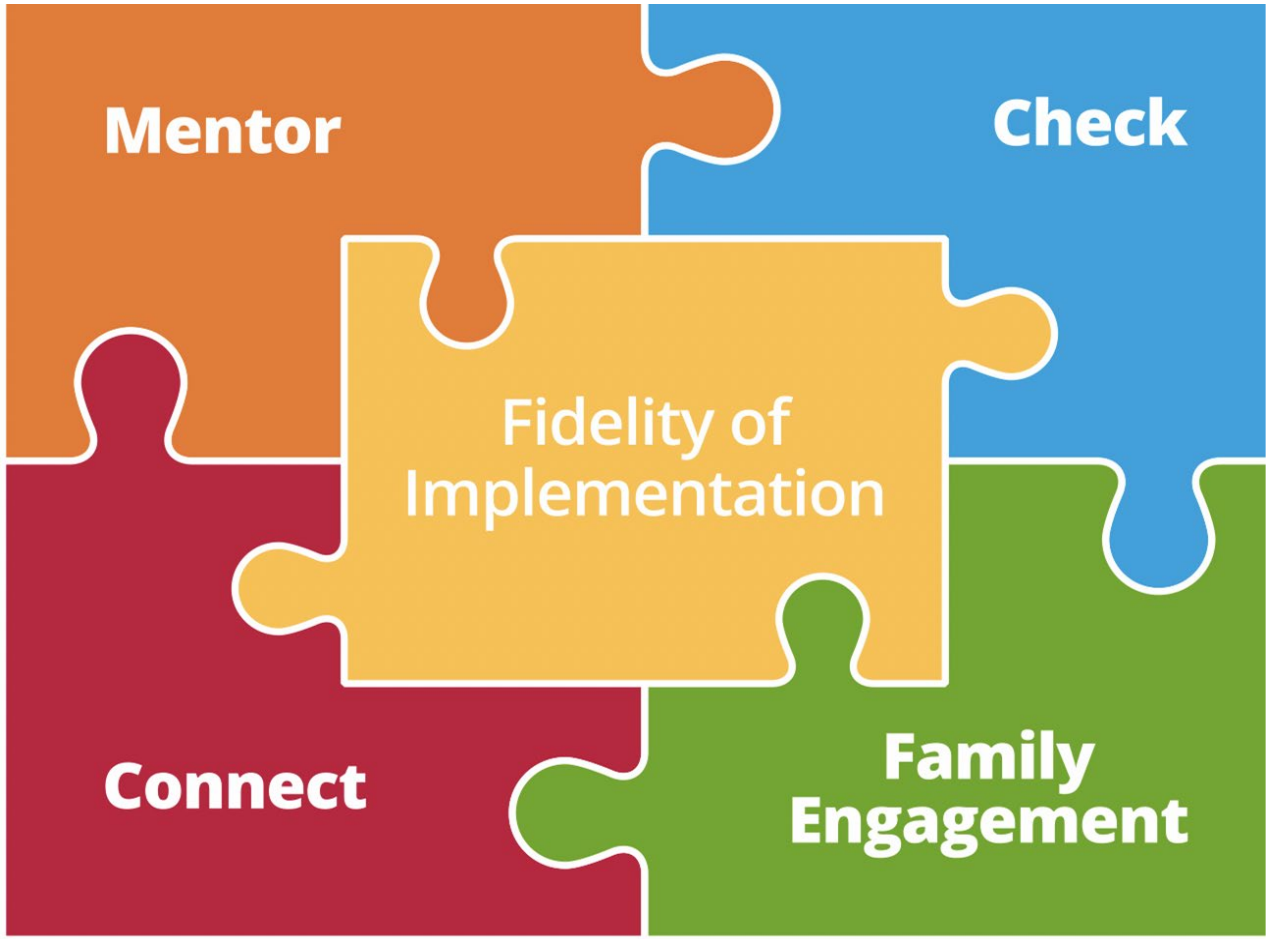


Check & Connect

- 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

National Implementation Research Network

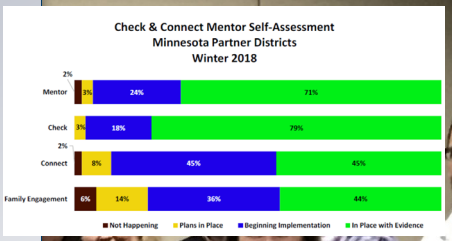
Check & Connect Core Components



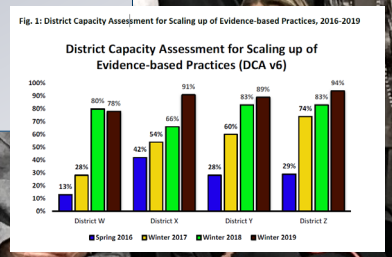
Linked Implementation Teams with Data

Teams are accountable for the work, not individuals.

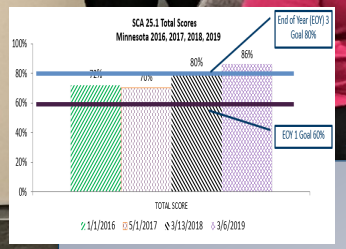
School-based Implementation Teams

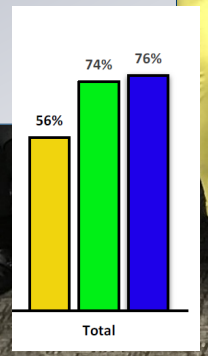


District Implementation Teams



MDE 'Regional' Implementation Teams





State Core Management Implementation Team

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

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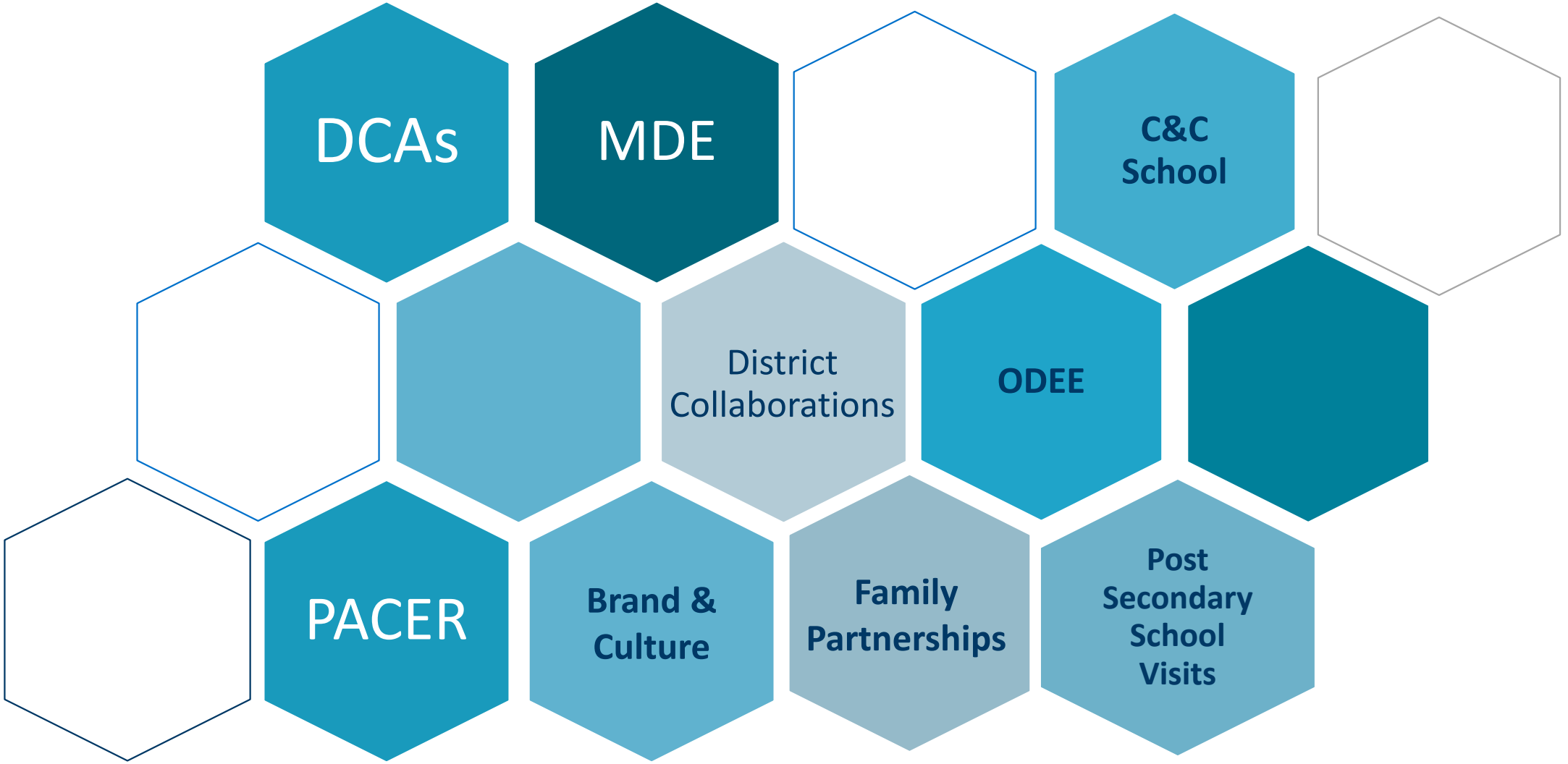
Osseo — District Priorities

- **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

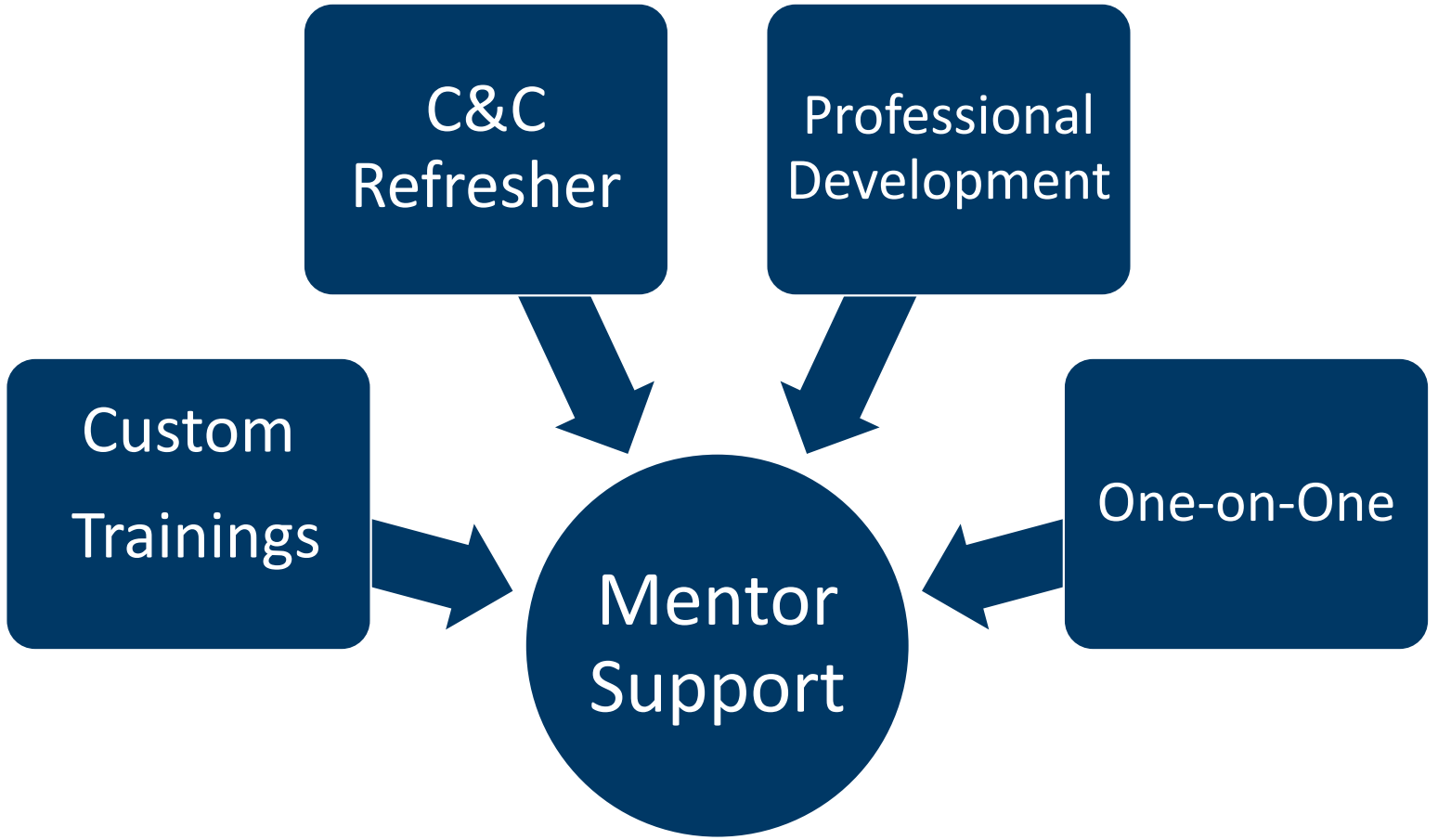
- Create transformational system change to ensure equitable student achievement.
- Develop understanding and support of our district's mission and core values among members of our community.
- **Engage students and families as partners to achieve our mission and strategic objectives.**
- Leverage and align the talents of our employees and the assets of our system to achieve our mission and strategic objectives.

Partnerships with Key Players



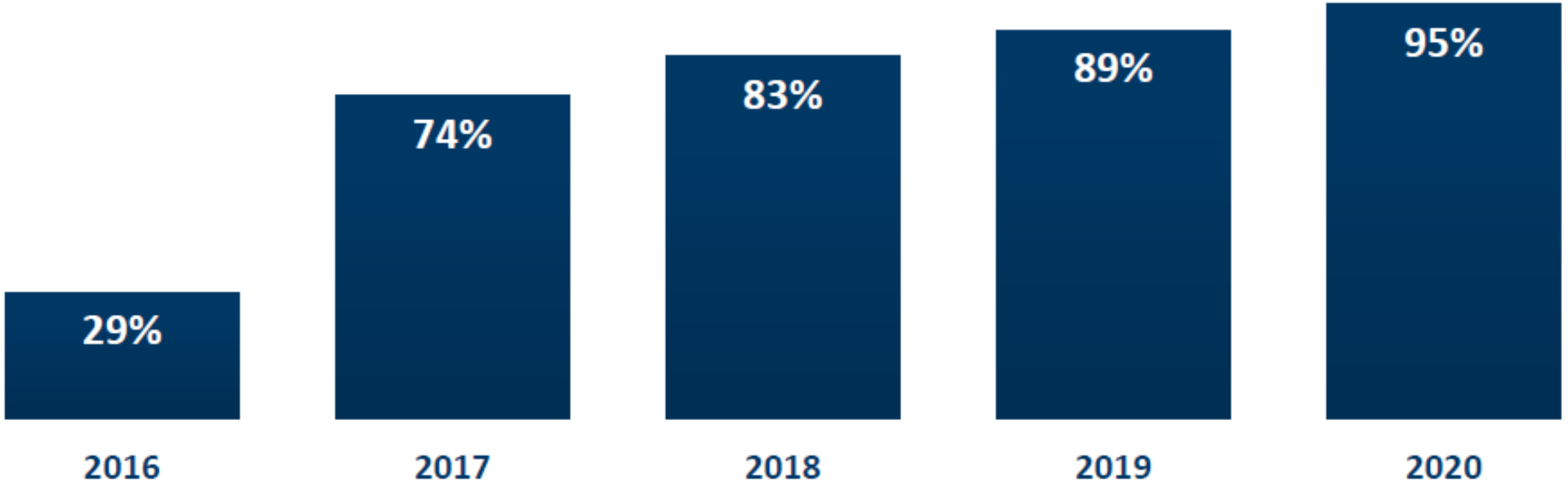
Results This Year — Effort

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



Successful Planning to Build Capacity

District Capacity Assessment
Osseo Area Schools 2016-20

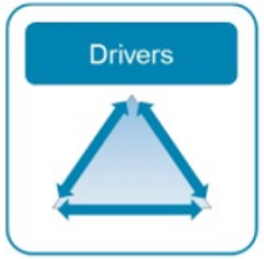


Check & Connect Training & Coaching — Osseo

- 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



Increasing Check & Connect Services — Scaling Up

Years	Mentors	Students
2017-18	22	29
2018-19	57	74
2019-20	66	77

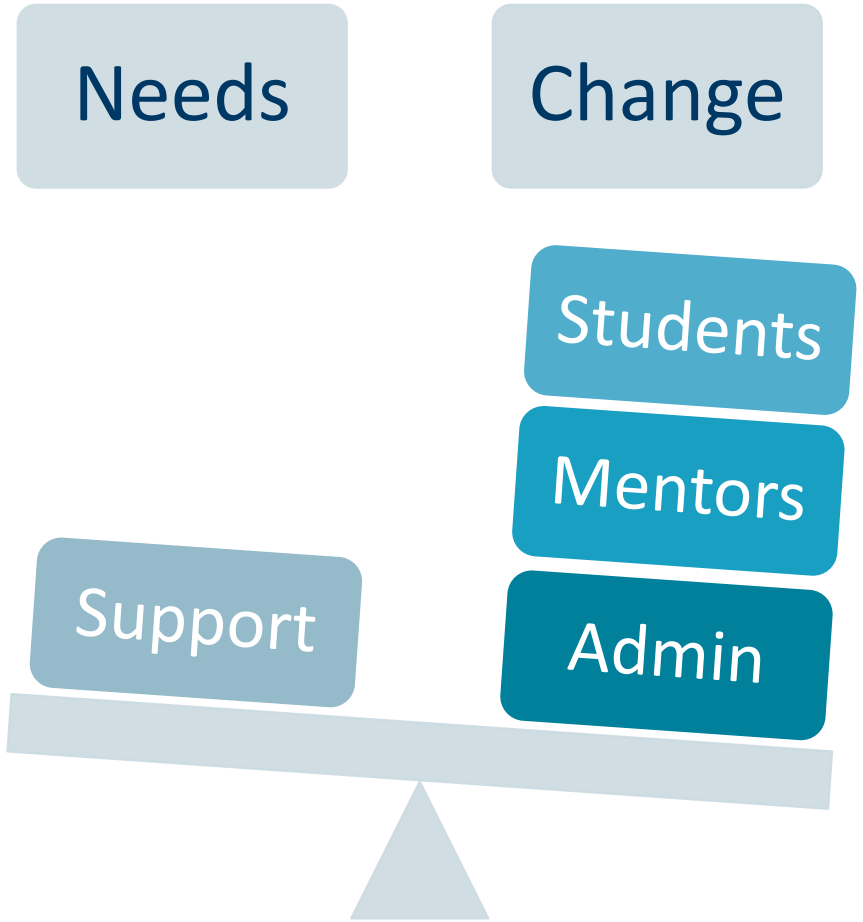
Osseo SSIP Graduation Results 2019-20

	2018-19	2019-20
Graduated	10	9
Continuing High School	3	3
Continuing GED	1	0
Unknown	1	0

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…)

Osseo — Effect of Changes on Implementation



Check During Distance Learning — Osseo

WEEKLY FORMAL CHECK-INS

INCREASED COMMUNICATION WITH FAMILIES

PERSISTENCE

TEAM COLLABORATION

Connect During Distance Learning — Osseo

“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.”

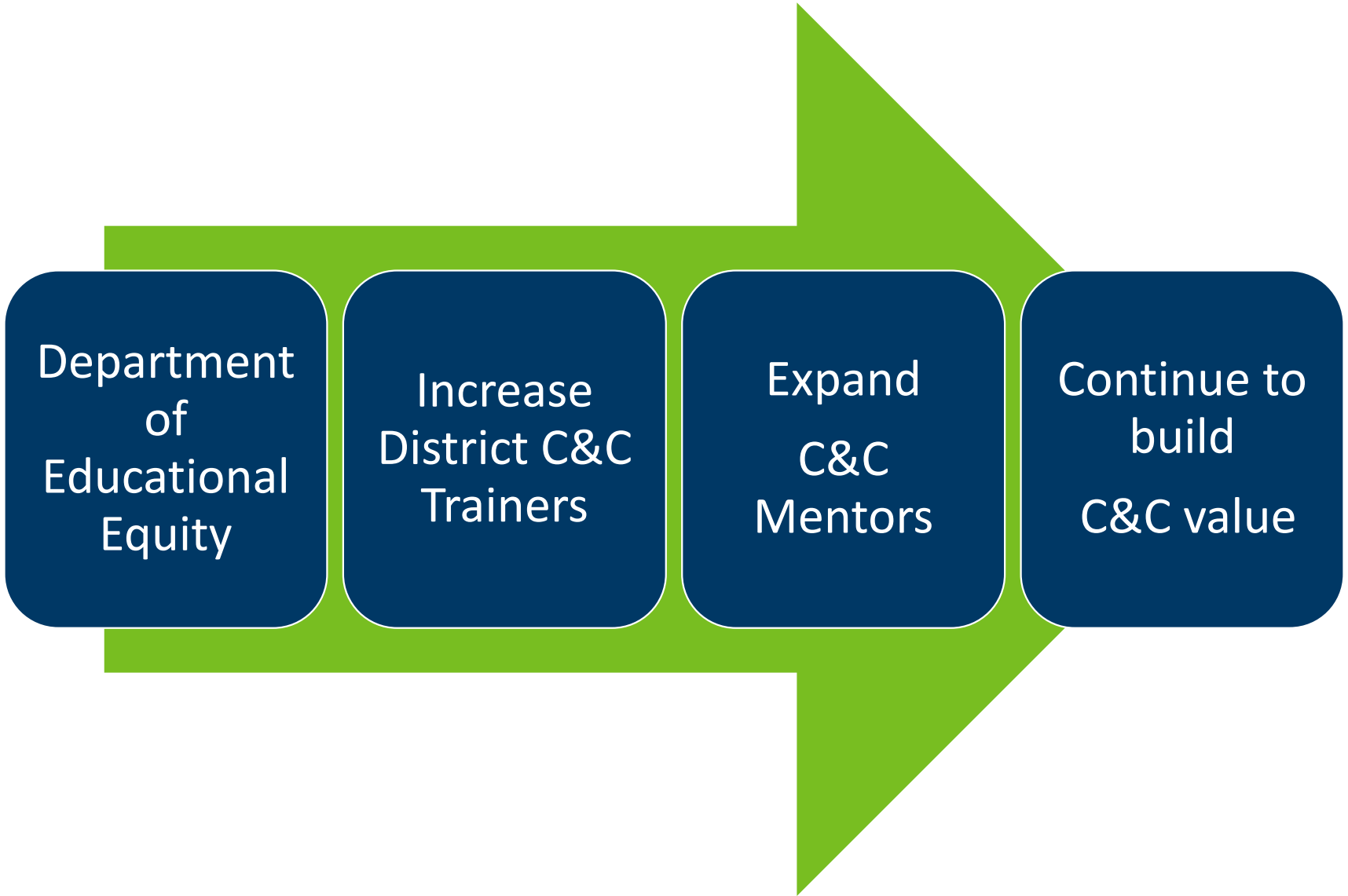
“This was awesome - parents were so appreciative and I think felt connected. I met her mom—in person—for the first time in two years!”

Osseo Lessons Learned

What matters?

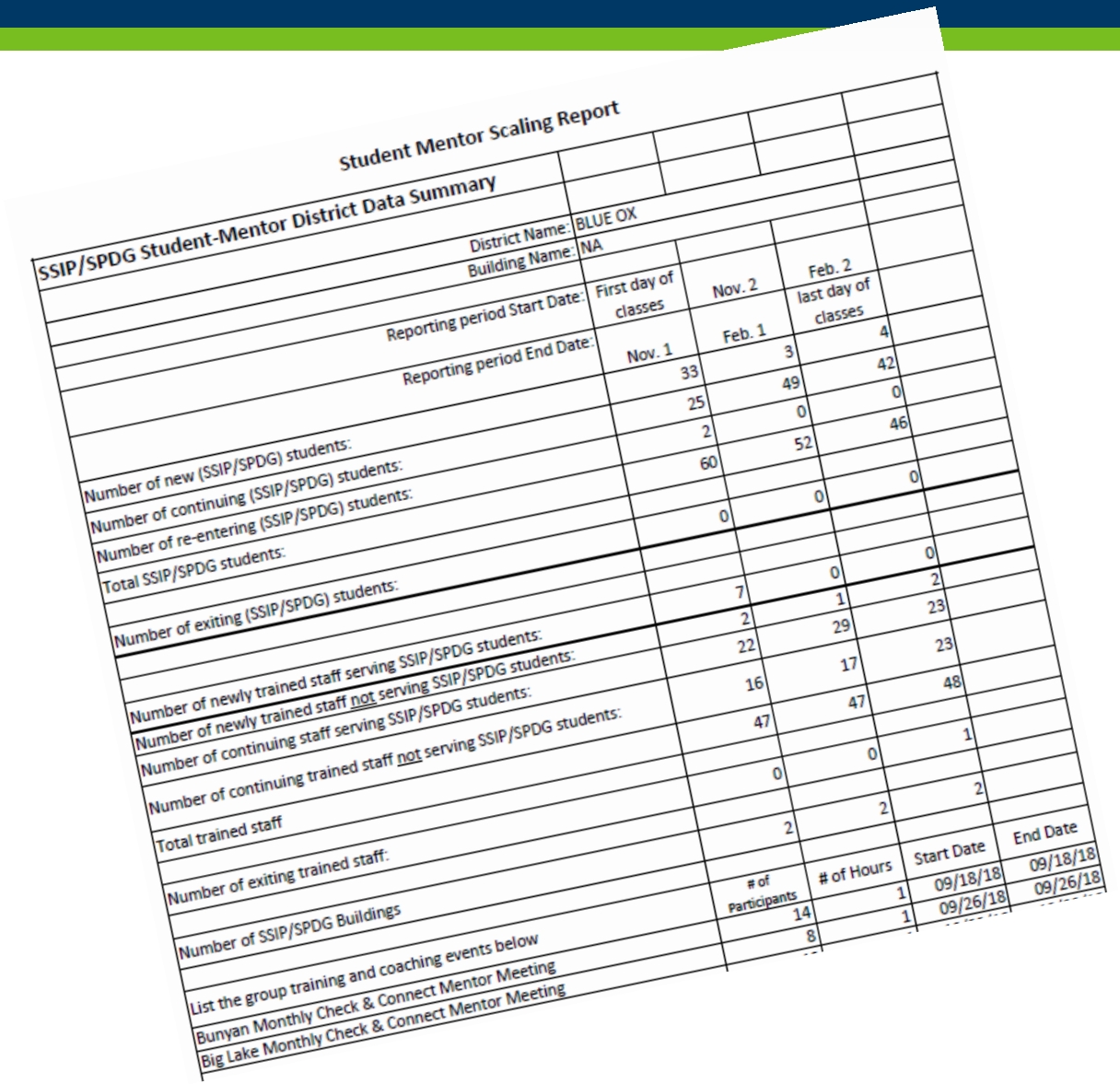
- Student-centered focus
- Leadership
- Support
- Partnerships
- Fidelity of implementation
- Resources

Planning for Sustainability



MDE in partnership with District Teams — Student/Mentor Scaling Form

- 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



Student Mentor Scaling Report

SSIP/SPDG Student-Mentor District Data Summary

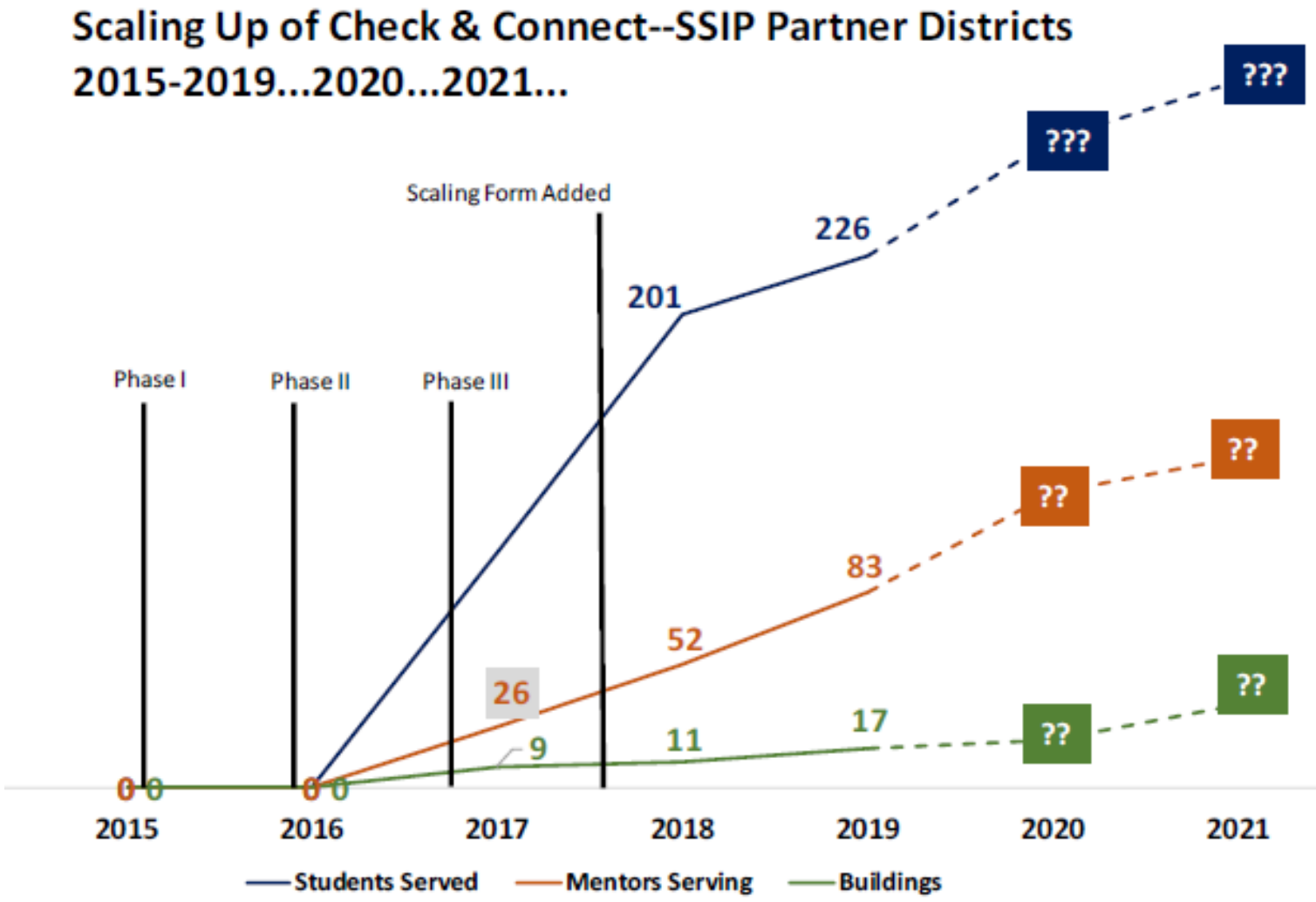
District Name: BLUE OX

Building Name: NA

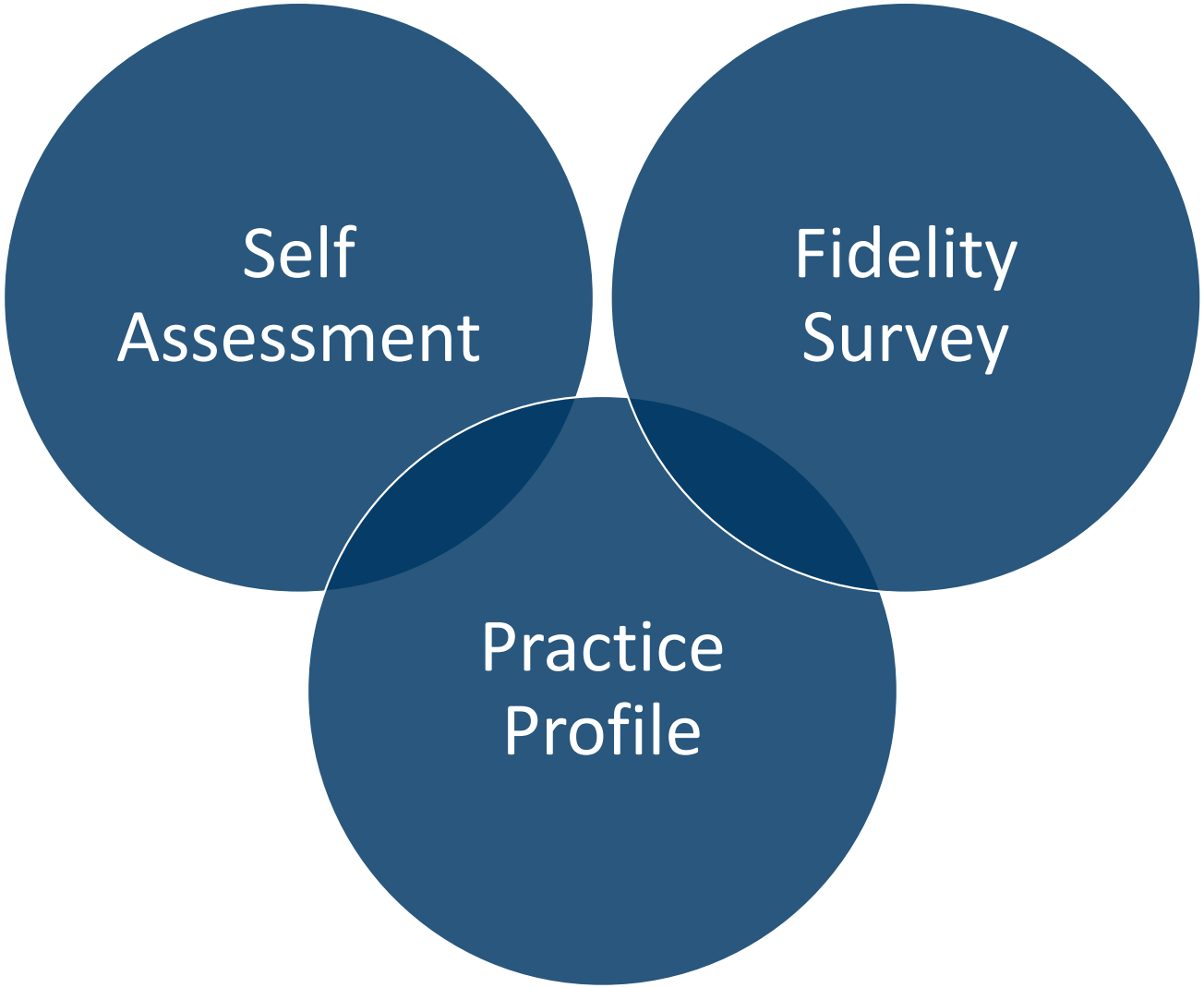
Reporting period Start Date:	First day of classes	Nov. 2	Feb. 2 last day of classes	
Reporting period End Date:	Nov. 1	Feb. 1	4	
Number of new (SSIP/SPDG) students:	33	3	42	
Number of continuing (SSIP/SPDG) students:	25	49	0	
Number of re-entering (SSIP/SPDG) students:	2	0	46	
Total SSIP/SPDG students:	60	52	0	
Number of exiting (SSIP/SPDG) students:	0	0	0	
Number of newly trained staff serving SSIP/SPDG students:	7	0	2	
Number of newly trained staff not serving SSIP/SPDG students:	2	1	23	
Number of continuing staff serving SSIP/SPDG students:	22	29	23	
Number of continuing trained staff not serving SSIP/SPDG students:	16	17	48	
Total trained staff	47	47	1	
Number of exiting trained staff:	0	0	2	
Number of SSIP/SPDG Buildings	2	2		

List the group training and coaching events below	# of Participants	# of Hours	Start Date	End Date
Bunyan Monthly Check & Connect Mentor Meeting	14	1	09/18/18	09/18/18
Big Lake Monthly Check & Connect Mentor Meeting	8	1	09/26/18	09/26/18

Scaling Data



Fidelity 2018-19 — Check & Connect Tools



Measuring Fidelity of Implementation

Measures

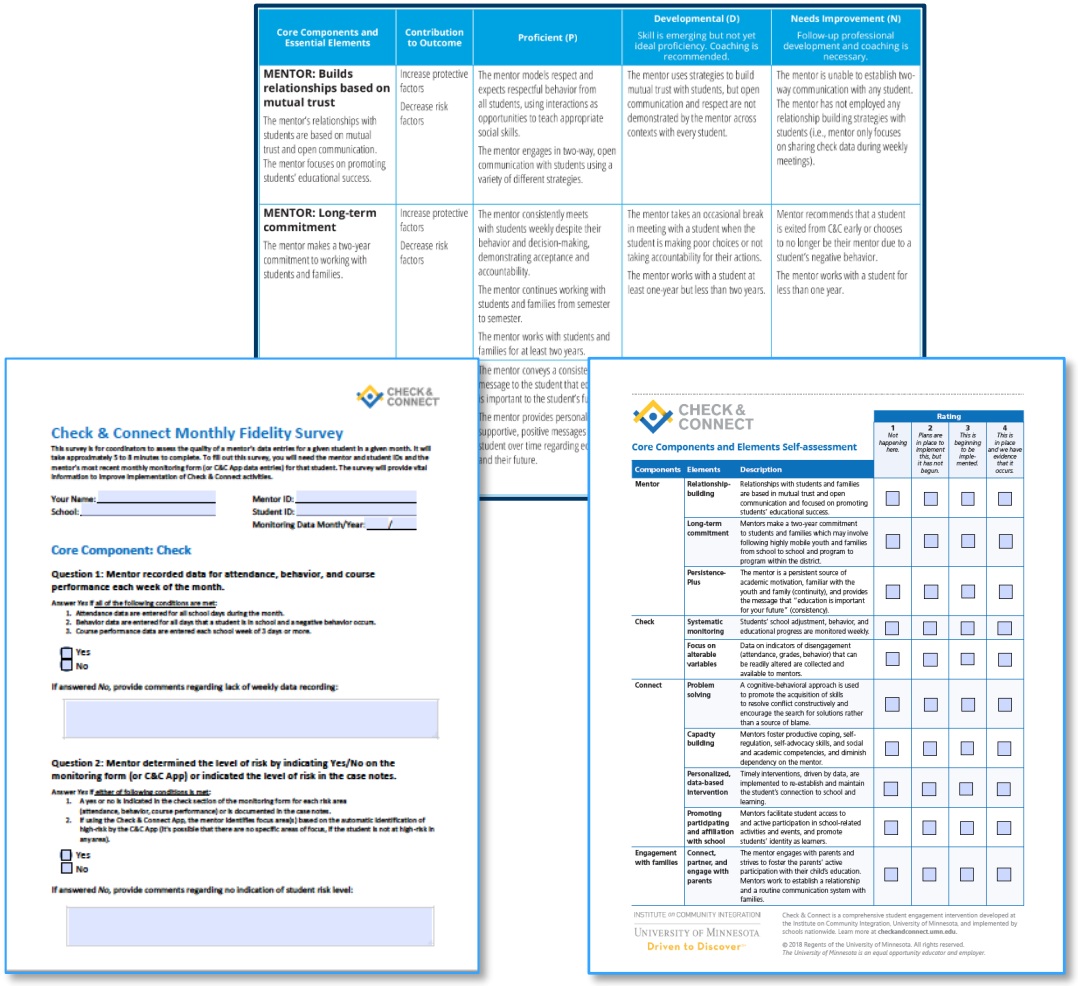
- ✓ Mentor Self-Assessment
- ✓ Monthly Fidelity Survey
- ✓ Mentor Practice Profile

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



Core Components and Essential Elements	Contribution to Outcome	Proficient (P)	Developmental (D) Skill is emerging but not yet ideal proficiency. Coaching is recommended.	Needs Improvement (N) Follow-up professional development and coaching is necessary.
MENTOR: Builds relationships based on mutual trust The mentor's relationships with students are based on mutual trust and open communication. The mentor focuses on promoting students' educational success.	Increase protective factors Decrease risk factors	The mentor models respect and expects respectful behavior from all students, using interactions as opportunities to teach appropriate social skills. The mentor engages in two-way, open communication with students using a variety of different strategies.	The mentor uses strategies to build mutual trust with students, but open communication and respect are not demonstrated by the mentor across contexts with every student.	The mentor is unable to establish two-way communication with any student. The mentor has not employed any relationship building strategies with students (i.e., mentor only focuses on sharing check data during weekly meetings).
MENTOR: Long-term commitment The mentor makes a two-year commitment to working with students and families.	Increase protective factors Decrease risk factors	The mentor consistently meets with students weekly despite their behavior and decision-making, demonstrating acceptance and accountability. The mentor continues working with students and families from semester to semester. The mentor works with students and families for at least two years.	The mentor takes an occasional break in meeting with a student when the student is making poor choices or not taking accountability for their actions. The mentor works with a student at least one-year but less than two years.	Mentor recommends that a student is exited from C&C early or chooses to no longer be their mentor due to a student's negative behavior. The mentor works with a student for less than one year.

CHECK & CONNECT

Check & Connect Monthly Fidelity Survey

This survey is for coordinators to assess the quality of a mentor's data entries for a given student in a given month. It will take approximately 5 to 8 minutes to complete. To fill out this survey, you will need the mentor and student IDs and the mentor's most recent monthly monitoring form (or C&C App data entries) for that student. The survey will provide vital information to improve implementation of Check & Connect activities.

Your Name: _____ Mentor ID: _____
School: _____ Student ID: _____
Monitoring Data Month/Year: ___/____

Core Component: Check

Question 1: Mentor recorded data for attendance, behavior, and course performance each week of the month.

Answer Yes if all of the following conditions are met:
1. Attendance data are entered for all school days during the month.
2. Behavior data are entered for all days that a student is in school and a negative behavior occurs.
3. Course performance data are entered each school week of 3 days or more.

☐ Yes
☐ No

If answered No, provide comments regarding lack of weekly data recording:

Question 2: Mentor determined the level of risk by indicating Yes/No on the monitoring form (or C&C App) or indicated the level of risk in the case notes.

Answer Yes if either of following conditions is met:
1. A yes or no is indicated in the check section of the monitoring form for each risk area (attendance, behavior, course performance) or is documented in the case notes.
2. If using the Check & Connect App, the mentor identifies focus area(s) based on the automatic identification of high-risk by the C&C App (it's possible that there are no specific areas of focus, if the student is not at high-risk in any area).

☐ Yes
☐ No

If answered No, provide comments regarding no indication of student risk level:

CHECK & CONNECT

Core Components and Elements Self-assessment

Components	Elements	Description	Rating 1 Not happening here.	2 Plans are in place to implement this, but it has not begun.	3 This is beginning to be implemented	4 This is in place and we have evidence that it occurs.
Mentor	Relationship-building	Relationships with students and families are based in mutual trust and open communication and focused on promoting students' educational success.	☐	☐	☐	☐
	Long-term commitment	Mentors make a two-year commitment to students and families which may involve following highly mobile youth and families from school to school and program to program within the district.	☐	☐	☐	☐
	Persistence-Plus	The mentor is a persistent source of academic motivation, familiar with the youth and family (continuity), and provides the message that "education is important for your future" (consistency).	☐	☐	☐	☐
Check	Systematic monitoring	Students' school adjustment, behavior, and educational progress are monitored weekly.	☐	☐	☐	☐
	Focus on alterable variables	Data on indicators of disengagement (attendance, grades, behavior) that can be readily altered are collected and available to mentors.	☐	☐	☐	☐
Connect	Problem solving	A cognitive-behavioral approach is used to promote the acquisition of skills to resolve conflict constructively and encourage the search for solutions rather than a source of blame.	☐	☐	☐	☐
	Capacity building	Mentors foster productive coping, self-regulation, self-advocacy skills, and social and academic competencies, and diminish dependency on the mentor.	☐	☐	☐	☐
	Personalized, data-based intervention	Timely interventions, driven by data, are implemented to re-establish and maintain the student's connection to school and learning.	☐	☐	☐	☐
	Promoting participating and affiliation with school	Mentors facilitate student access to and active participation in school-related activities and events, and promote students' identity as learners.	☐	☐	☐	☐
Engagement with families	Connect, partner, and engage with parents	The mentor engages with parents and strives to foster the parents' active participation with their child's education. Mentors work to establish a relationship and a routine communication system with families.	☐	☐	☐	☐

INSTITUTE on COMMUNITY INTEGRATION
UNIVERSITY OF MINNESOTA
Driven to Discover℠

Check & Connect is a comprehensive student engagement intervention developed at the Institute on Community Integration, University of Minnesota, and implemented by schools nationwide. Learn more at checkandconnect.umn.edu.

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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

Results 2018-19 — Student Focus Groups

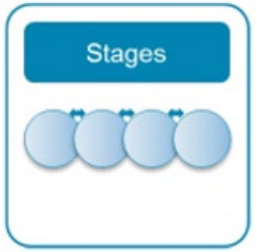
- Many students gave high praise for C&C and reported it is helping them (with school).
- Students reported various new ways their families are contacted or engaged with their school.
- When asked why American Indian and black students with disabilities don't graduate at the same rate as others, students 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.

Results 2018-19 — Student Engagement Instrument

- 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



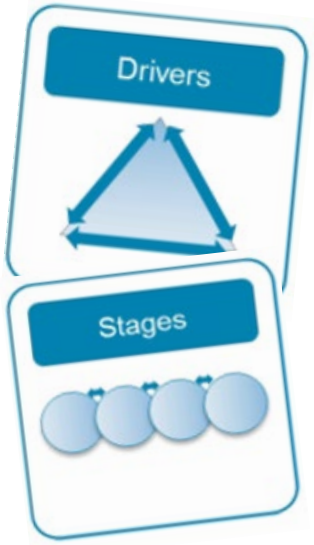
Successes and Opportunities for Developing District Capacity

Developing a Practical Balance *between…*

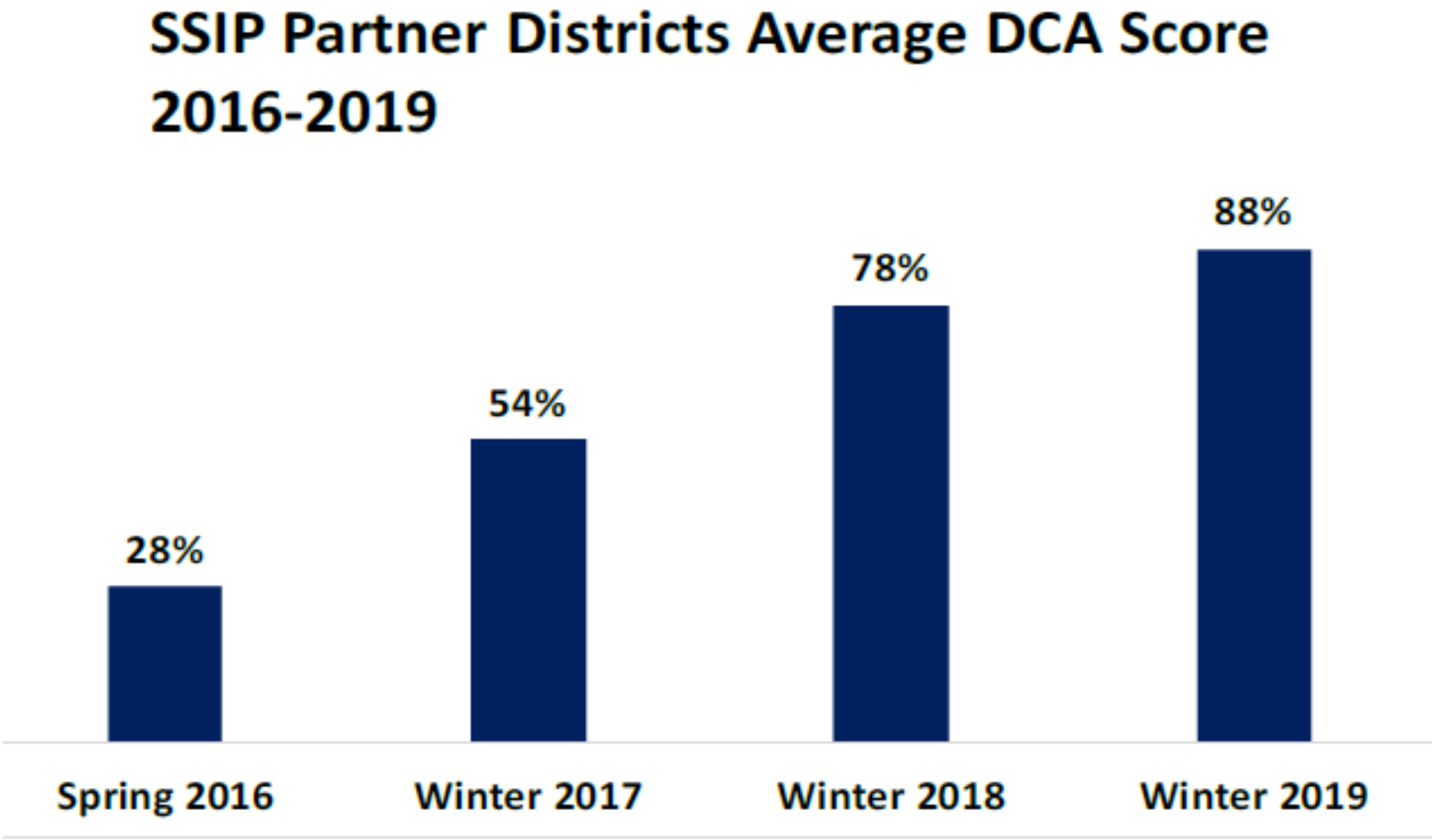
- …"Doing" implementation work and "lifting up" implementation patterns with a common vocabulary across linked district and MDE teams (e.g., **applied** vs. conceptual implementation focus)
- …"Expectations and focus of work"-- supporting district teams to identify next right steps without over-stepping with unwanted or unneeded guidance AND grounding progress with data

Using an iterative process: **Get started, Get better and *Measure*!**

Getting to Capacity — District Capacity Assessment (DCA)



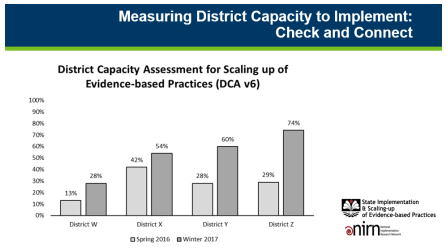
SISEP
State Implementation and Scaling-up of Evidence-based Practices



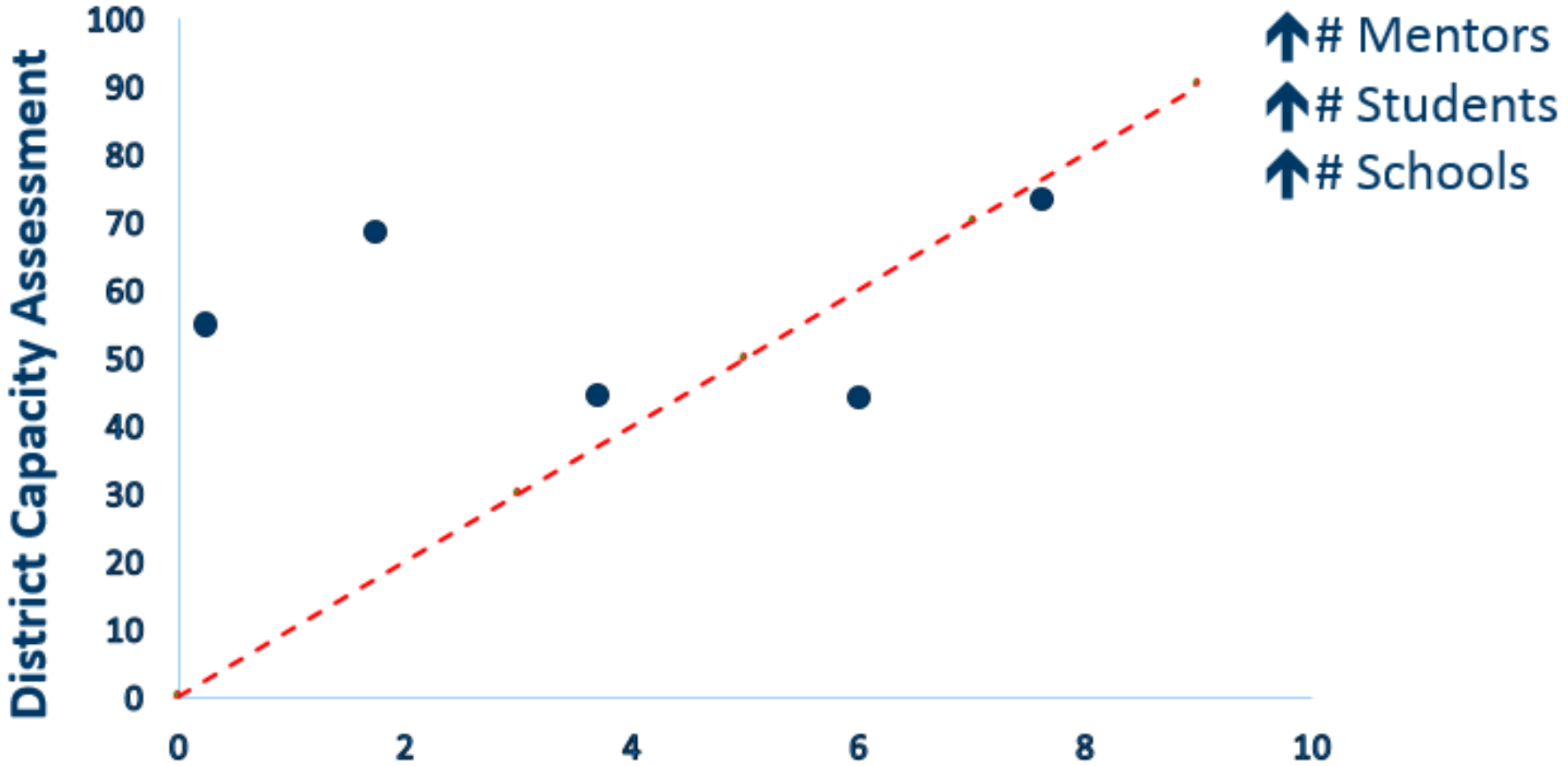
Getting to Results

School Year	4-Year Grad Rate	5-Year Grad Rate	6-Year Grad Rate (SIMR)	7-Year Grad Rate
2014-15	2015	2014	2013	2012
2015-16	2016	2015	2014	2013
2016-17	**2017**	2016	2015	2014
2017-18	**2018**	**2017**	2016	2015
2018-19	**2019**	**2018**	**2017**	2016
2019-20	**2020**	**2019**	**2018**	**2017**
2020-21	2021	2020	2019	2018

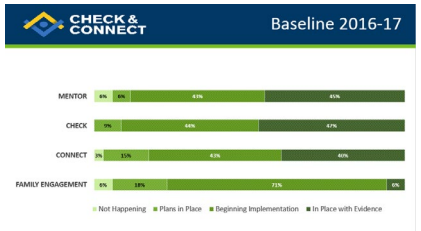
BIG PICTURE: Fidelity, Capacity and Scaling-up



Implementation Capacity



Check and Connect Scale-Up with Fidelity



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

DEPARTMENT OF EDUCATION

Questions?
Comments?
Thank you!