Evidence-Based Practices for Improving School Achievement

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Implementation Stages

Facilitating Change: How Long Does it Take?

School Culture
- 2-4 Years
- System Structures

Outcome Data
- 4-7 Years
Goal = Change in adult behavior (knowledge and skills), organizational structures, and relationships between consumers, stakeholders, and system partners.

Stages of Implementation

- Initial Implementation
- Program Installation
- Exploration & Adoption
- Full Implementation
- Over time = accepted practices
- Structural supports in place
- Changes in skills, capacity, culture
- Skillful performance

Goal = Change in adult behavior (knowledge and skills), organizational structures, and relationships between consumers, stakeholders, and system partners.

Scaling-Up of Evidence-Based Practices

- Scaling-up means that at least 60% of the students who could benefit from an innovation have access to that innovation in schools across the state.
- Readiness is defined as a developmental point at which a person, organization, or system has the capacity and willingness to change.

Exploration Stage

- Creating “readiness for change” is an active component of the Exploration Stage.
- Which includes identifying the need for change, what it takes to implement the innovation effectively, developing stakeholders and champions, deciding to proceed (or not)
Exploration Continued

- Using a purveyor group that is skilled at helping educators explore the options.
- Teacher support and “buy in”, commitment, and innovation acceptance have a big impact on success and sustainability. (Denton, Vaughn, and Fletcher, 2003; Han & Weiss, 2005)

Exploration Continued

- Determine the needs of students, teachers, schools, and community.
- Degree to which evidence-based practices match need.
- Determine whether implementation is feasible.
- Create readiness for change

Installation Stage

- Establishing the resources needed to use an innovation and resources required to implement the innovation with fidelity resulting in good outcomes for children
- Installation is a very important part of the implementation process.
Initial Implementation Stage

- The first use of the innovation by educators and others working in a school and district.
- This stage is sometime referred to as the “awkward stage”.

Full Implementation

- The skillful use of an innovation well-integrated into the repertoire of educators and routinely supported by roles, functions, and structures supported by the building and district administration.
- However, this may take 2 – 5 years to achieve

Implementation Drivers

- Behavior change is created and supported by core implementation components also called *implementation drivers*
Competency Drives

- Training & Staff Selection
- Coaching
- Performance assessment (fidelity)

Organization Drives

- Performance Assessment (fidelity)
- Systems Intervention
- Facilitative Administration
- Decision Support Data System
Organization Drivers

- Decision Support Systems
- Facilitative Support
- Systems Interventions

Leadership Drivers

- Performance Assessment (fidelity)
- Coaching
- Systems Intervention
- Facilitative Administration
- Decision Support
- Data System

Integrated & Compensatory

Leadership Drivers

- Technical
- Adaptive

Table Talk

Hexagon Tool
Evaluating Evidence-Based Practice during the Exploration Stage
North Carolina State
Implementation Team
• NCDPI has entered into a partnership with the State Implementation and Scaling Up Evidence-Based Practice (SESEP) Center (December 2011)
• Implementation of MTSS across Pre K -12 public school systems by 2020-21 school year

Implementation

Rockingham County- State of North Carolina’s North Star!
• 25 schools in Rockingham County
  – 16 PBIS (Implemented and Trained) schools
    (15 have received state recognition, one is beginning implementation this school year)
  – 9 non-pbis
  ~ 13, 000 students
  – EC Population: School Age- 1818, Preschool- 216
  – Rockingham County is designated as Tier 1
  – RCS is eligible for the Community Eligibility Provision for school lunch meals at no cost
RCS PBIS Schools Recognized By NCDPI

<table>
<thead>
<tr>
<th>School</th>
<th>NCDPI Recognition Earned 2013-2014</th>
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<tbody>
<tr>
<td>Wentworth Elementary</td>
<td>Implementing Status - First Year</td>
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<tr>
<td>Bethany Elementary</td>
<td>Green Ribbon</td>
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<td>Reidsville High School</td>
<td>Green Ribbon</td>
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<td>Earl College High School</td>
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<td>Moss Street Elementary</td>
<td>Green Ribbon</td>
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<td>Williamsburg Elementary</td>
<td>Green Ribbon</td>
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<tr>
<td>Reidsville Middle School</td>
<td>Model</td>
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<td>Central Elementary</td>
<td>Exemplar - Highest Level of Recognition</td>
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<td>Monroe Elementary</td>
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<td>Western Rockingham Middle School</td>
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<tr>
<td>South End Elementary</td>
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<td>Gilbert Elementary</td>
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<td>Lincoln Elementary</td>
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<td>Draper Elementary</td>
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<td>Hunter Street Elementary</td>
<td>Exemplar - Highest Level of Recognition</td>
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<tr>
<td>SCORE Alternative School</td>
<td>Exemplar - Highest Level of Recognition</td>
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</table>

Stages of Implementation

- **Exploration/Acceptance**: Development Committee and acquiring more information about the innovation.
- **Installation**: Creating the systems and materials to prepare for implementation.
- **Initial Implementation**: First signs of innovation initiation. Implementation is focused on short-term work to lay the groundwork for the innovation.
- **Full Implementation**: Full implementation of the innovation. Few if any changes are being made in ongoing use.

(http://sisep.fpg.unc.edu/)
RCS Exploration Phase

- Assessed capacity, resources, and buy-in
- Began developing awareness and support for adoption (parents, staff, central office)
- Explained the risks involved in adopting ("What will be different for us as a result?")
- Identified staff who will be comfortable managing the risks (change in practice, ambiguity) for leadership roles

RCS Installation

- Assessed whether we would have access to experts (trainers, coaches, colleagues) who know the innovation well
- Build consensus and commitment for adoption

"For the things we have to learn before we can do them, we learn by doing them."
-Aristotle

RCS Initial Implementation

- Created a "space" for the work to happen
- Begin recruiting and hiring staff
  - PBIS Coordinator
- Began Conducting training
RCS Full Implementation

- Developed the **infrastructures** to support implementation
  - On-going training
  - Coaching and supervision
  - PBIS Coaches Meeting
  - Coaching and Consultation in between meetings
  - Monitoring
  - Implementation Inventory/SET Evaluations (Outcome Evaluations)
  - Implementing is a routine while implementing the innovation

Full Implementation
- Use of the innovation is stabilized. Few if any changes are being made in on-going use.

RCS Full Implementation

- Replicate school implementations within the district based on initial implementation
  - Select a model demonstration site(s) and then learn from implementation efforts
  - Let early adopters make the mistakes first
  - Continue to refine systems that support how data are analyzed and how decisions are made
- Ensure feedback loops are in place between the implementation support systems
  - Building leadership team Implementation Planning Team
- All the components of the innovation are in place and fully functioning

Full Implementation
- Use of the innovation is stabilized. Few if any changes are being made in on-going use.

RCS Full Implementation

- Scaling Up and Engaging in Complex Problem Solving
  - Discipline Task Force
  - Disproportionality Problem Solving (District/Teams)
  - Exploration and Discussion of MTSS and scaling up

Full Implementation
- Use of the innovation is stabilized. Few if any changes are being made in on-going use.
Full Implementation

- Planning for Sustainability!
- It is important to first, do it right (fidelity), then do it better (innovate) (Kent McIntosh says….SUSTAIN HARDER!)
- Continuous Regeneration is doing it better
  – More efficient with implementation
- It is important to have feedback loops in place to review data to determine if alterations to the innovation are still positively impacting student outcomes
- Consultation with:
  – Experts, trainers, coaches, colleagues
- Systems adoption within the district
  – New staff orientation
  – Should get easier over time

Essential Components of the Implementation Progression

Installation  
Exploration  
Sustainability  
Infrastructure  
Implementation

Implementation Drivers

“Know your driver”
**Positive Student Outcomes**
- Improved Achievement
- Improved Implementation
- Decrease ODRs

**PBIS**
- Systems Intervention
- Facilitative Administration
- Decision Support Data System
- Integrated & Compensatory Leadership
- Adaptive Technical

**Performance Assessment (Fidelity)**
- Coaching
- Training
- Selection

**Leadership**
- School and Coach Must Selection Criteria
- Communication Collaboration Between Schools and District
- Identify, Respond, and Support PBIS Teams, Accountability, Priority, Visibility

**Outcomes and Evaluation**

<table>
<thead>
<tr>
<th>School Name</th>
<th>Exploration</th>
<th>Installation</th>
<th>Initial Implementation</th>
<th>Full Implementation</th>
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<tbody>
<tr>
<td>Huntsville Elementary</td>
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<td>Gibson Elementary</td>
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<td>Monticello Elementary</td>
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<td>Central Elementary</td>
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<td>Western Rockingham Middle</td>
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<td>SCORE Alternatives</td>
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<td>Bedditive Middle</td>
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<td>Early College High School</td>
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<td>Moss Street Elementary</td>
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<tr>
<td>Wentworth Elementary</td>
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Rockingham County Total Office Referrals

PBIS Implementation Began (13 schools)

PBIS Exemplar Implementation Began (15 schools)

Discipline Task Force Began

PBIS Exemplar Implementation Began (15 schools)

Exemplar Implementation!

Student Instructional Time Gained by Reduction of Office Referrals

Estimated Time for Student in Office: 30 minutes
Estimated Time for Administrator to Process Referral: 20 minutes

<table>
<thead>
<tr>
<th></th>
<th>Student</th>
<th>Administrator</th>
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<tbody>
<tr>
<td>Minutes</td>
<td>242,190</td>
<td>161,460</td>
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<tr>
<td>Hours</td>
<td>4037</td>
<td>2691</td>
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<tr>
<td>Days</td>
<td>506</td>
<td>336</td>
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</table>

This does not include if student receives OSS, ISS, etc. This is only process time in the office to process referral that is gained by drops in office referrals.

Rockingham County Schools Office Discipline Referrals by Incident

The bars represent different types of incidents including bus misbehavior, disruptive behavior, excessive tardy, inappropriate language, insubordination, aggressive behavior, fights, and Possessing weapon.
Lessons Learned Application

Stages of Implementation Applied at District Level

- Implementation is not an event
- A mission-oriented process involving multiple decisions, actions, and corrections

Implementation Challenge

- Selecting effective, efficient, relevant, durable evidence-based solutions
- Establishing systems level infrastructure to support scaled implementation of evidence-based solution
- Arranging for accurate, sustained, & generalized local implementation of evidence-based solution

(Slide from Sugai, 2010)
Multi-Tiered Systems of Support

**District MTSS Problem Solving Team**
- Vision
- Policy
- Priority
- Planning for implementation
- Providing implementation supports (coaching, training, evaluation)
- Barrier busting

**Implementation Support Team**
- Coordination
- Create materials
- Collect and summarize data
- Identify barriers to implementation

**Rockingham County District Model**

**Exploration/Adoption**
- Is MTSS the right thing for us to do?
  - Identifying Need
  - Determining Fit
  - Examining Evidence
- Can we do it the right way?
  - Resource Availability
  - Assessing Readiness
  - Capacity to Implement
Exploration/Adoption

- Central level administration can identify the critical features of the program (e.g., creating a district implementation plan, regularly scheduled meetings to review progress and adjust plan accordingly, provide for coaching/training)
- A district exploration team which includes cabinet level administrators investigates whether the district has the capacity to support implementation (funding, resources, time, skills)
- 100% of district staff responsible for overseeing educational program within district are committed to supporting and implementing the program

Installation

- Develop implementation team
- Conduct district capacity audit
- Develop district implementation plan
- Arrange for coaching and training
- Develop district data systems
- Make “room” for the initiative

Installation/Implementation Team Activities

- Develop implementation support plan (for districts/schools)
- Help to “make room” for the practices through braiding of initiatives
- Coordinate and monitor implementation of plan
- Create implementation materials
- Collect and summarize data (share with executive problem solving team)
- Identify barriers to implementation (share with cabinet team)
Making Room for the Initiative through Braiding MTSS with District Strategic Goals

Successful Student Outcomes (Sugai, 2010)

Braiding means

Consider the core features of an initiative, what other current initiatives share these features and may be combined to

– Share resources
– Share activities (e.g., Professional Development)
– Share information (e.g., data collection)

Worksheet for Braiding District Initiatives: Braiding Around Multi-tiered System of Support (MTSS)

<table>
<thead>
<tr>
<th>District Initiative</th>
<th>Purpose/Target Group</th>
<th>Expected Outcomes</th>
<th>Manifest Effects</th>
<th>Level of Understanding &amp; Communication across District</th>
<th>Level of Success</th>
<th>Financial Commitment</th>
<th>Level of Accountability &amp; Mission</th>
<th>Level of Understanding &amp; Communication across District</th>
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<tr>
<td>SSMT/RtI</td>
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<td>3D Literacy Block</td>
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Implementation Tools

- District Capacity Assessment
- Initiative Inventory
- Treatment Integrity Protocols/Implementation Inventory

Lessons Learned from PBIS and MTSS

- Importance of Communication
- Data Needs and Access
- Administrative Changes
- Ownership
- Ongoing Training Needs
- Coaching Infrastructure
- Self Evaluation
- Visibility, Communication of Progress
- Planning for sustained implementation & expansion begins early & formally
- Continuous and sustained implementation is about efficacy, relevance, priority, & fidelity

References


Contact Information

- **Dr. Jim Deni**
  - Professor at Appalachian State University
  - Scaling for Implementation Team, NCDPI
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  - Phone: 828-262-2272, Extension: 414

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