District Continuous Improvement Framework

Implementation Zones Guide
First Edition, 2020
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Personnel from the Institute for Human Development (IHD), at Northern Arizona University, provide training, education, and service for people with disabilities and conduct research focusing on improving educational and disability systems. For over ten years, this team has worked closely with the Missouri Department of Elementary and Secondary Education, Office of Special Education to infuse research into professional development and the statewide system of support. This translation of research into practice occurs through the reciprocal exchange of information, between community members, partner organizations, state agencies, and the IHD. IHD is part of a national network of University Centers for Excellence in Developmental Disabilities (UCEDD).
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Purpose & Function

New to the DCI Framework for the 2020-2021 school year are Implementation Zones (IZs). Implementation Zones are a data-driven approach to describing district- and building-level implementation processes and outcomes.

As DCI continues to grow and evolve, Implementation Zones provide a structure to address the following needs.

- To effectively and efficiently serve more districts
- To differentiate support for districts based on implementation data
- To help districts better understand the journey from onboarding to sustainability
- To improve efficiency of CST and Facilitator effort
- To improve continuity of support from year to year
- To aid in sustainability of DCI

Districts will be organized as cadres representing each Implementation Zone. The multiple benefits to this approach are listed below.

- Transparency of district placement
- Ease of placement for new districts
- Clarity to the implementation processes toward sustainability, providing districts an increased understanding of the DCI journey
- Consistency of message and materials provided to districts - the CSTs and Facilitators will be working with districts that have similar strengths and weaknesses, providing the opportunity to draw upon and share successful experiences other districts are having
Implementation Zones

A district will be placed in one of four Implementation Zones.

- Early: Districts beginning DCI
- Developing: Districts putting elements of the DCI Framework into place and starting to see evidence of effective implementation
- Initial Implementation: Districts implementing all pieces of the DCI Framework to some, and possibly varying, extent across the district
- Full Implementation: Districts showing initial evidence of sustaining effective practices
- Anticipated for next year (2021-2022) will be an Initial Sustaining Zone: Districts showing sustained implementation of effective practices across multiple years

See Blueprint pages 28-31 for more information on Implementation Zones
Data Elements & Zone Determination

As noted earlier, the IZ structure is data driven.

The district-level data refer to processes and outcomes. The district-level processes are measured by the Virtual Learning Platform (VLP) data from which we can learn the percent of instructional staff accessing at least one Professional Learning Module.

The VLP is an online portal that provides DESE endorsed, evidence-based training and materials. Through the VLP, district instructional staff can access the online Professional Learning Modules for each of the DCI Practices. It is through these Professional Learning Modules that the instructional staff can study the DCI Practices, which are the instructional practices which are shown to be highly effective. CSTs also provide coaching on the DCI Practices.

The district-level outcomes are measured by the Self-Assessment Practice Profile (SAPP) data from which we can learn the percent of instructional staff that have taken at least one SAPP.

The Self-Assessment Practice Profile (SAPP) is a tool designed to help educators self-check implementation levels of newly learned skills and knowledge. The SAPP is taken at least twice per year to get an overview of implementation across the district. The SAPP elicits current levels of knowledge, skills, and abilities for DCI Practices included in the DCI Framework.
The building-level processes are measured by data from the Collaborative Work Implementation Survey (CWIS). These data are the number of buildings showing CWIS response rates by zone.

The building-level outcomes refer again to the CWIS data. These data are the number of CWIS domains averaging 4 or 5 by building.

**Data Criteria**

**District-level Processes include VLP and SAPP data**

The VLP data is the percent of instructional staff accessing at least one Professional Learning Module. The SAPP data is the percent of instructional staff accessing at least one SAPP.

- The Early Zone is 0-10% of instructional staff
- The Developing Zone is 11-50% of instructional staff
- Initial Implementation Zone is 51-75% of instructional staff
- Full Implementation Zone is 76-100% of instructional staff

**District-level Outcomes include data from the Implementation Checklist**

The Implementation Checklist data are the number of items "in place" by essential function (leadership, communication, commitment, performance/outcomes, alignment).

- In the Early Zone, districts will have less than 5 items "in place"
- Developing Zone, districts have 5-10 items "in place"
- Initial Implementation Zone, districts have 11-14 items "in place"
- Full Implementation Zone, districts will have 15-17 items "in place"

**Building-level Processes include data from the CWIS**

The CWIS data are the number of buildings showing the following CWIS response rates.

- The Early Zone has a response rate by building of 0-19%
- The Developing Zone has a response rate by building of 20-45%
- Initial Implementation Zone has a response rate by building of 46-75%
- Full Implementation Zone has a response rate by building of 76-100%
Building-level Outcomes also are based on data from the CWIS

The CWIS data are the number of buildings for whom the results show CWIS domains with a response averaging 4 or 5.

- The Early Zone has either less than 45% response rate OR zero domains with a response averaging 4-5
- The Developing Zone has 1-2 domains with a response averaging 4-5
- Initial Implementation has 3 domains with a response averaging 4-5
- Full Implementation has 4-5 domains with a response averaging 4-5

IZ Worksheet

Below is an example of the IZ Worksheet where all the data are gathered. The criteria for each data element is listed in the gray rows. Districts, together with their Facilitator/CST, will be able to see each data piece in the Worksheet. This information not only makes Zone placement transparent, it also serves to help districts plan to move forward through the implementation process.

<table>
<thead>
<tr>
<th>District: SAMPLE DISTRICT</th>
<th>Date: April 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of buildings: 7</td>
<td></td>
</tr>
<tr>
<td>Number of instructional staff: 362</td>
<td></td>
</tr>
</tbody>
</table>

### Implementation Zone Worksheet

<table>
<thead>
<tr>
<th>District-level processes</th>
<th>Criteria</th>
<th>Early (0-10%)</th>
<th>Developing (11-50%)</th>
<th>Initial Implementation (51-75%)</th>
<th>Full Implementation (76-100%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>VLP&lt;sup&gt;1&lt;/sup&gt;: % of instructional staff accessing at least 1 PLM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SAPP&lt;sup&gt;2&lt;/sup&gt;: % of instructional staff accessing at least 1 SAPP</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>District-level outcomes</th>
<th>Criteria</th>
<th>Early (0-4 items)</th>
<th>Developing (5-10 items)</th>
<th>Initial Implementation (11-14 items)</th>
<th>Full Implementation (15-17 items)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implementation Checklist: # of items “in place”</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

**By essential function**: Number of items “in place”

- Leadership (3 items): 3
- Communication (2 items): 2
- Commitment (5 items): 3
- Performance/outcomes (5 items): 3
- Alignment (2 items): 0

### Building-level processes

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Early (0-19%)</th>
<th>Developing (20-45%)</th>
<th>Initial Implementation (46-75%)</th>
<th>Full Implementation (76-100%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of buildings showing CWIS&lt;sup&gt;3&lt;/sup&gt; response rates by zone</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Building-level outcomes</th>
<th>Criteria (number of domains averaging 4 or 5)</th>
<th>&lt;45% OR 0 domains</th>
<th>1-2 domains</th>
<th>3 domains</th>
<th>4-5 domains</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of buildings having CWIS domains averaging 4 or 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What does CWIS Domains averaging 4 or 5 mean?

If a district averages a 4 or 5 on CWIS Domains, it means an average response of “most of the time” or “always” for Effective Teaching and Learning Practices, Common Formative Assessment, and Data-Based Decision Making, and “agree” or “strongly agree” for Professional Development and Leadership domains.
IZ Landscape

The IZ Landscape is a visual representation of the data, bringing all the data elements together to illustrate the Implementation Zone for that district. Below is a sample IZ Landscape.

Let's break this down into pieces!

Building-level Processes and Outcomes

The light gray bars are the building processes - the CWIS data. In this case (see blue ovals) the district has one building in the Developing Zone, four buildings in the Initial Zone, and two in the Full Implementation Zone.

The dark gray bars are the building outcomes - still CWIS data - the number of buildings having CWIS domains averaging four or five. In this case (see orange ovals) the district has one building in the Early Zone, three in the Developing Zone, one in Initial Implementation Zone, and two in Full Implementation Zone.
Systems: Implementation Zones

District-level Processes and Outcomes

The black dotted line represents the District Processes - the VLP and SAPP data. This district has 24% of their instructional staff accessing at least one Professional Learning Module on the VLP (Developing Zone) and 52% of instructional staff accessing at least one SAPP (Initial Implementation Zone).

The black line at its peak represents the District Outcomes from the Implementation Checklist. This district has 65% of items in place (11 of 17). For this element, that places them in the Initial Implementation Zone.

Bringing it all back together, this district is placed in the Initial Implementation Zone, as represented by the dotted red box.

The preponderance of this district’s data falls in the Initial Implementation Zone. As noted on page 2, this zone is described as districts implementing all pieces of the DCI Framework to some, and possibly varying, extent across the district elements.
Effective teaching and learning for ALL students

District Continuous Improvement (DCI)

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