



District Continuous Improvement Framework

Implementation
Zones Guide
Third Edition, 2022



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Institute for Human Development

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).

Contents

Systems

Purpose & Function	1
Implementation Zones	2
Data Elements & Zone Determination	3
Data Criteria	4
IZ Worksheet	6
IZ Landscape	8

Purpose & Function

Implementation Zones (IZs) are a data-driven approach to describing district- and building-level implementation processes and outcomes.

The purpose of Implementation Zones is to provide a structure to address the following needs.

- 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

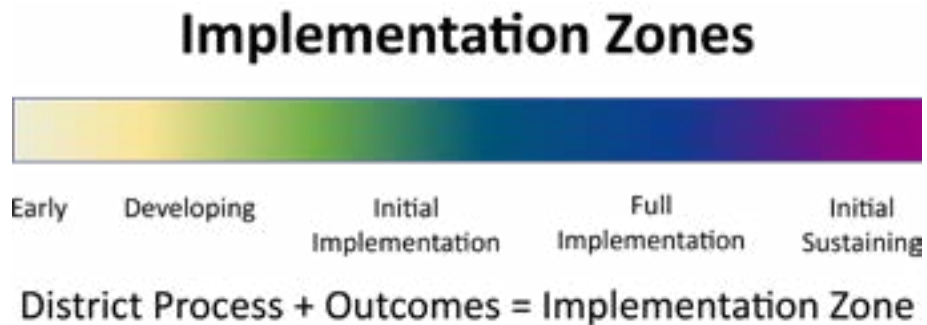
Districts are organized into cadres within each Implementation Zone. Benefits to this approach include the following.

- Clarity in the implementation process. Cadre's provide districts with an increased understanding of the the DCI journey and their progress as they work toward full implementation and sustainability.
- Fidelity to the DCI Framework. The cadre approach also ensures there is consistency between the CSTs and Facilitators working with districts who have similar strengths and needs. Cadres provide opportunities for districts to draw upon and share successful experiences with other districts.

Implementation Zones are similar to a data dashboard and can be used to guide district conversations answering "where are we now?" in the journey toward full implementation of the DCI framework.

Implementation Zones

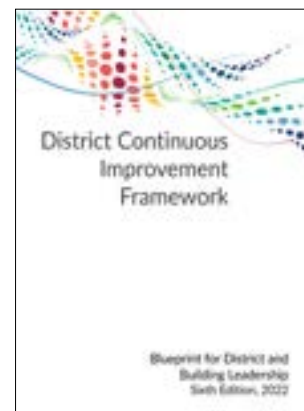
Figure 1. Implementation Zones and Implementation Stages



A district is placed in one of five 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
- Initial Sustaining Zone: Districts showing sustained implementation of effective practices across multiple years

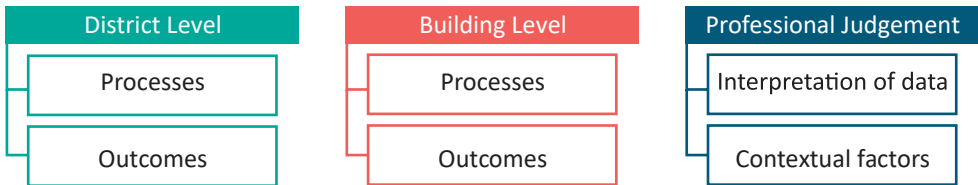
See the [Blueprint](#) pages 38-41 for more information on Implementation Zones



Data Elements & Zone Determination

As noted earlier, the IZ structure is data driven.

Figure 2. Elements in IZ Determination



The district-level data refer to processes and outcomes. The district-level processes are measured by data from both the Virtual Learning Platform (VLP) and the Self-Assessment Practice Profile (SAPP). From the VLP data, we can learn the percent of instructional staff accessing at least one Professional Learning Module. From the SAPP data, we can identify the percent of instructional staff who have taken at least one SAPP.

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 shown to be highly effective. CSTs also provide coaching on the DCI Practices.

Self-Assessment Practice Profiles (SAPP) are online tools for team-based analysis of progress aligned with each Professional Learning Module. Through this tool, individual educators, as well as teams of educators, indicate their level of implementation related to specific DCI Practices. Educators may complete a SAPP for all Professional Learning Modules as a baseline measure, or for only the Professional Learning Modules that are the district’s focus. A SAPP should be taken at least twice per year to gain an understanding of implementation growth across the district.

Professional Judgement

The Coaching Support Team Facilitators, with assistance from team members, review each district’s Implementation Zone data. Through this review, Implementation Zone determinations are confirmed.

What is the VLP?

What is the SAPP?

The district-level outcomes are measured by data from the Implementation Survey through which we learn the number of items the district has "in place" (see p. 5). Having items "in place" means a district has accomplished that item.

The building-level processes are measured by data from the Collaborative Work Implementation Survey (CWIS). These data include the number of buildings showing CWIS response rates by zone.

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



The Collaborative Work Implementation Survey (CWIS) measures the degree of implementation of desired DCI processes and practices across a district. The scale assesses the application of DCI and measures growth in application over time. The CWIS is designed to be administered district wide and reviewed by the district leadership team to identify district-wide goals.

Data Criteria

District-level Processes include VLP and SAPP data

The VLP data used is the percent of instructional staff accessing at least one Professional Learning Module. The SAPP data used 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
- Initial Sustaining Zone districts maintain 76 - 100% of instructional staff using the VLP and SAPP over 3 consecutive years

District-level Outcomes include data from the Implementation Survey

The Implementation Survey 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"
- Initial Sustaining Zone districts have 15-17 items "in place" for 3 consecutive years

The Implementation Survey contains action steps that districts are expected to accomplish along their DCI Journey. It provides structure, reflects current status, and indicates next steps. This survey outlines the action steps critical for systems level change and provides a tool to document when each step is accomplished.

What is the
Implementation
Survey?



Building-level Processes include data from the CWIS

The CWIS data used for this measure include 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%
- Initial Sustaining Zone districts maintain a response rate, by building, of 76-100% for 3 consecutive years

Building-level Outcomes also are based on data from the CWIS

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

What does CWIS Domains averaging 4 or 5 mean?

An average of 4 or 5 on CWIS Domains means average responses of “most of the time” or “always” for Effective Teaching and Learning Practices, Common Formative Assessment, and Data-Based Decision Making, or responses of “agree” or “strongly agree” for the Professional Development and Leadership domains.

- 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
- Initial Sustaining Zone districts maintain a response rate, by building, of 76-100% for 3 consecutive years

IZ Worksheet

Figure 3 is an example of the IZ Worksheet where all the data are gathered. The criteria for each data element are listed in the gray rows. Districts, together with their Facilitator and/or CST, are able to see each data element in the IZ Worksheet. This information not only makes Implementation Zone placement transparent, it also serves to help districts create a plan to move forward through the implementation process.

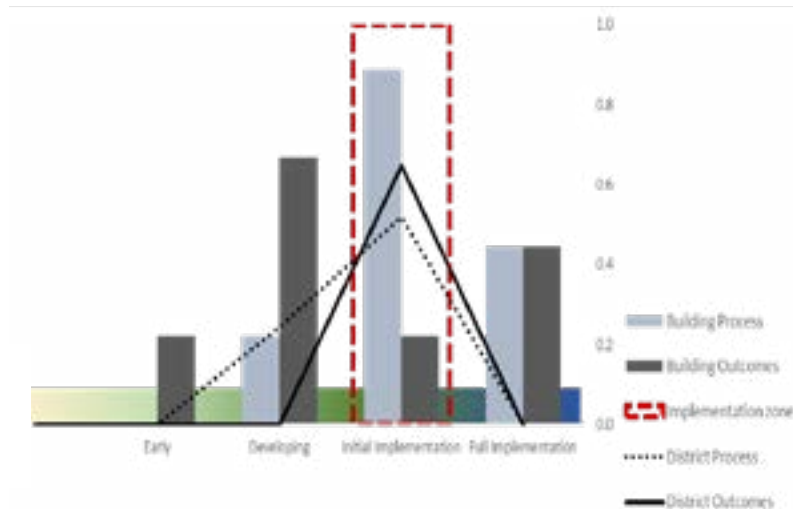
Figure 3. Implementation Worksheet

District: SAMPLE DISTRICT		Date: April 2020			
Number of buildings: 7					
Number of instructional staff: 362					
		Criteria			
Implementation Zone Worksheet		Early	Developing	Initial Implementation	Full Implementation
District-level processes	Criteria	0-10%	11-50%	51-75%	76-100%
	VLP ¹ : % of instructional staff accessing at least 1 PLM		24%		
	SAPP ² : % of instructional staff accessing at least 1 SAPP			52%	
District-level outcomes	Criteria	0-4 items	5-10 items	11-14 items	15-17 items
	Implementation Checklist: # of items "in place"			11	
	<i>By essential function</i>	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	Criteria	0-19%	20-45%	46-75%	76-100%
	Number of buildings showing CWIS ³ response rates by zone		1	4	2
Building-level outcomes	Criteria (number of domains averaging 4 or 5)	<45% OR 0 domains	1-2 domains	3 domains	4-5 domains
	Number of buildings having CWIS domains averaging 4 or 5	1	3	1	2

IZ Landscape

The IZ Landscape is the visual representation of the data, bringing all the data elements together to illustrate the Implementation Zone for that district. Figure 4 shows a sample IZ Landscape.

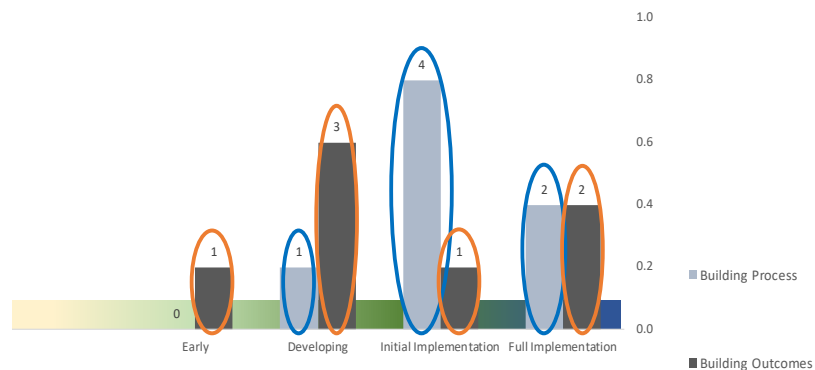
Figure 4. Implementation Zone Data



Let's break this down into pieces!

Building-level Processes and Outcomes

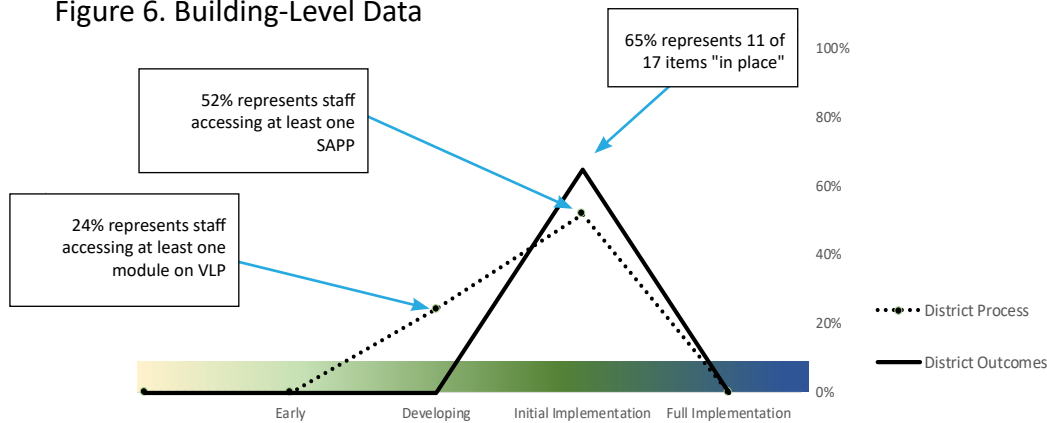
Figure 5. Building-Level Data



The light gray bars are the building processes - the CWIS data. In this example (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 example (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.

Figure 6. Building-Level Data

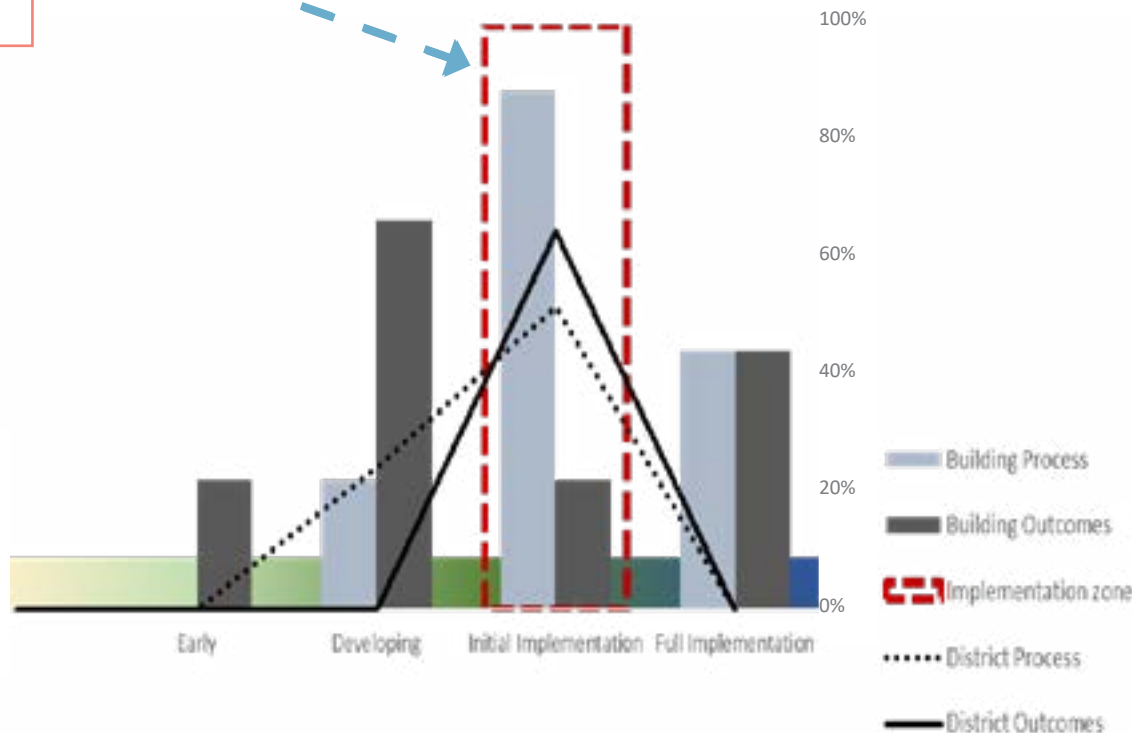


The black dotted line represents the District Processes - the VLP and SAPP data. This district has 24% of their instructional staff accessing at least one Professional Learning Module on the VLP (Developing Zone) and 52% of instructional staff accessing at least one SAPP (Initial Implementation Zone).

The solid black line at its peak represents the District Outcomes from the Implementation Survey. 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.

Figure 7. Implementation Zone Data



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.

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