



Cohort Selection – *Making Decisions on Where to Focus Implementation*





SSIP Interactive Institutes

Albuquerque, NM; April 29-30, 2015

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Chicago, IL; May 27-28, 2015
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**Red, blue, small, large, cotton,
linen, light, dark, heavy,
lightweight ...**



So many decisions, So little time

Cohort — a group of people banded together or treated as a group (for the SSIP this refers to the group chosen to participate in the initial phase of implementation)



Use of Data Analysis and Infrastructure Analysis Results

- Broad Analysis of multiple data sources
- Data Disaggregation
- Trend Analysis
- Infrastructure / Root Cause Analysis
- Identification of SiMR
- Identification of Coherent Strategies and ToA

- WHAT NEXT



Demonstration Sites / Pilots



- They are a necessary part of systems change efforts
- Focus on implementation of evidence-based practices
- Rarely lead to widespread or sustainable practices
- Do not generally include making systems change or establishing implementation capacity

Transformation Zones

- A “vertical” slice of the education system
- Small enough to be manageable
- Large enough to include all aspects of the system
- Should include teachers and staff, stakeholders and partners, policy makers, and all components of bureaucracy in between
- Should involve some LEAs that you feel certain will be successful (don’t choose only the lowest performers)



Additional Considerations for Selection Criteria

- LEA superintendent must agree for the LEA to be involved with the work
- Voluntary participation is preferable
- LEA should have resources for implementation
- Participants should be selected considering a variety of variables (i.e., urban/rural, high performing/low performing, etc.)
- Consider developing a rubric for cohort selection

How Is a Transformation Zone Different From a Demonstration Project or Pilot?

- There is dual intention from the onset (the innovation and system structures that support the innovation).
- Intentions are fully understood and agreed upon at all levels (LEAs, parents, schools, district administrators, state leaders).
- Decisions are made with the future in mind.

Differences Continued:

- Policy, funding, and regulatory exceptions are anticipated, accepted, and tested.
- Practice-level feedback loops at each policy level (e.g., school, district, state) are formalized and built into communication protocols.
- Changes in the areas outlined above begin in the first month or two and continue until critical problems have been solved and system alignment within the transformation zone has been achieved.

An Example of Cohort Selection Criteria in One State:

Level of interest from the local system

Local system's data system (more robust)

Include a diverse group of local systems:

- Mix of local systems at low and high end of performance expectations in the area of children taking action to meet needs
- Variety of configurations for service delivery (all in-house, all contracted, mixed)
- Mix of demographics/large and small systems/across regions

State Example (cont'd)

Local system's status on data quality measures

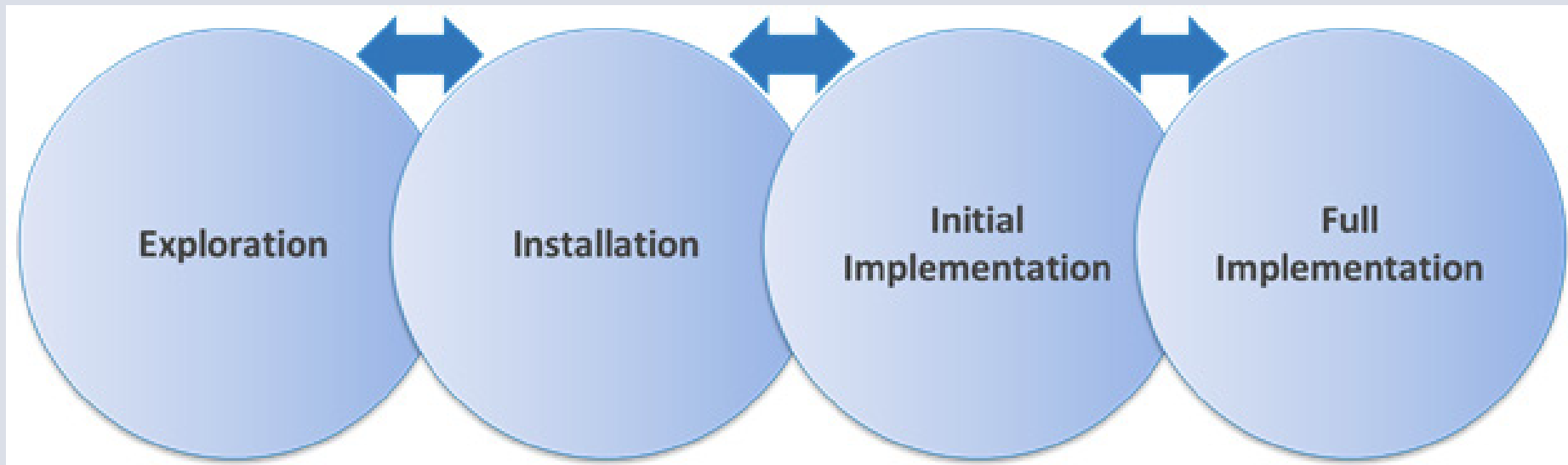
Enough children in total cohort to make a statistical difference in results

With a smaller cohort, will have quicker results with rapid improvement cycles

Local systems with internally driven accountability for the process

Consider short-term and long-term improvements and how moving from the cohort to statewide implementation will work

Implementation Stages



Creating Readiness for Change

1. Identification and validation of need
2. Consideration of required changes
3. Planning for change
4. Communication plan
5. Implementation plan
6. Data collection and reporting plan

Another State Example

- Data Analysis and Selection of potential cohorts (state map)
- Eliciting Interest / Involvement
- Stages of Implementation – Exploration – Assessing Readiness (Rubric)
- Creating Readiness for Change

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