FAQ: School-wide Implementation Review (SIR)

What is the SIR?

The School-wide Implementation Review (SIR) is a self-assessment designed to gauge school-wide implementation of a system of supports for reading or mathematics. The Wisconsin RtI Center developed the SIR to fulfill these primary purposes for schools:

- To operationalize Wisconsin's vision of an Equitable Multi-level System of Supports (e-MLSS)
  What does an equitable, multi-level system of supports look like in action?

- To help school teams localize this vision
  What does implementation look like in our school?

- To provide schools with a tool to monitor annual progress toward full implementation
 *What are our strengths? Where have we improved? What do we still need to work on?*

Access SIR at *no charge for Wisconsin schools*

Who should take the SIR?

The School-wide Implementation Review (SIR) is designed for school leadership teams, including the building principal and representatives of multiple perspectives, to complete together. While completing the SIR is optional, schools will likely find that collaborative completion of the SIR will help their leadership teams build a shared knowledge base of the features for Wisconsin's vision and gain a greater awareness of how their school is positioned to meet that challenge.

How is the SIR organized?

The SIR includes 61 statements based on key system features of equitable, multi-level systems of supports. The first three sections of the SIR correspond to the three inner rings of the graphic depiction of these features (see graphic):
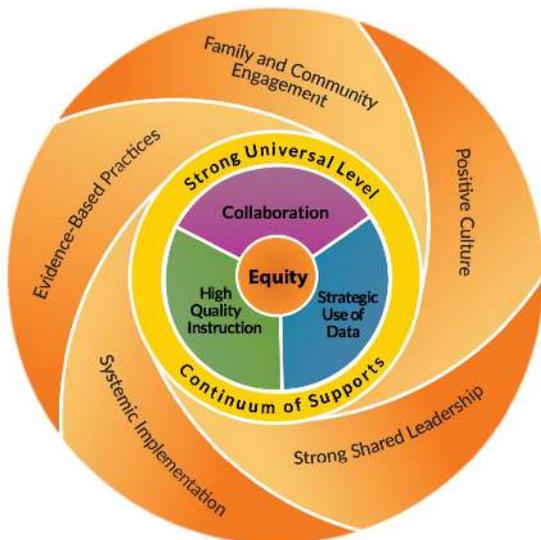
High Quality Instruction that is engaging, standards based, data driven, and research based;

Strategic Use of Data, including screening, diagnostic assessments, and progress monitoring; and
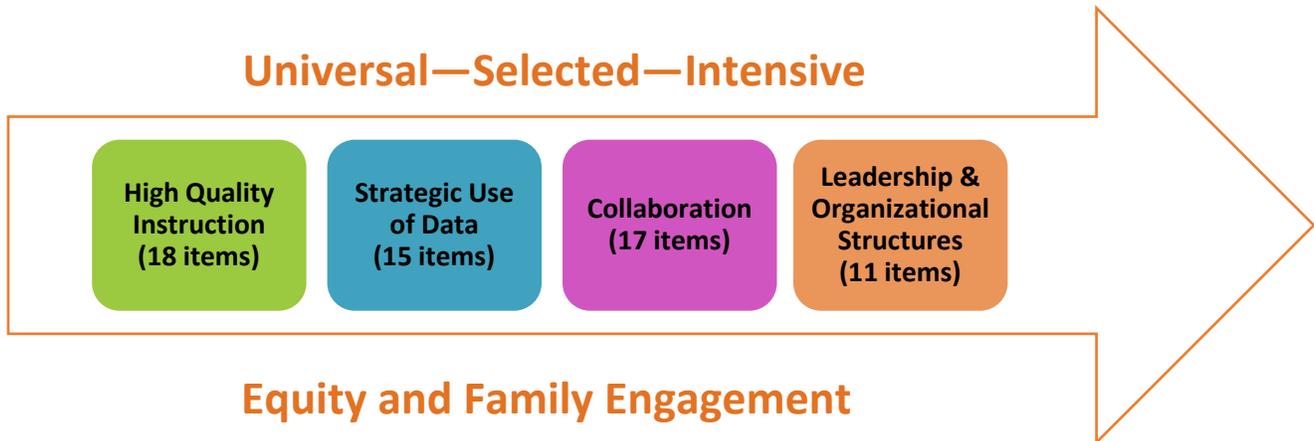
Collaboration around student data and instruction.

Each of these three sections is divided into levels, or a **Continuum of Supports**. Each section starts with items that describe a **Strong Universal Level**, tier 1 practices that reach all students, followed by practices at the selected (tier 2) and intensive (tier 3) levels of support for students who either exceed or do not yet meet school-defined benchmarks.

The fourth section of the SIR is Leadership & Organizational Structures; this section defines the underlying building-level supports that, when in place, provide the context that enables schools to enact an equitable, multi-level system of supports. These include aspects of **Strong Shared Leadership**, **Systemic Implementation**, **Evidence-based Practices**, and **Positive Culture**.

Statements regarding **Equity**, the core of the graphic and Wisconsin's vision, are found in all sections of the SIR, as are items on **Family Engagement**.

The graphic below provides a summary illustration of the organization of the SIR for reading or mathematics.

Universal—Selected—Intensive

| High Quality Instruction (18 items) | Strategic Use of Data (15 items) | Collaboration (17 items) | Leadership & Organizational Structures (11 items) |

Equity and Family Engagement

How do schools score themselves on the SIR?

Completion of the SIR requires that school teams are familiar with research-based **levels (or stages) of implementation** that successful organizations use to reach full implementation and, ultimately, sustain new ways of working. To complete the SIR, school teams discuss and come to a consensus on the level of implementation that best describes the school's current status for each item on the SIR. These levels include:

Not In Place. At this level, schools have not yet begun to consider implementation, do not see the need to undertake a change, and/or have identified other more-pressing priorities.

Purpose Building (or Exploration). Here, schools recognize the need to change, learn about the issues and potential solutions, and build consensus to move forward.

Infrastructure (or Installation). At this stage, schools spend time building capacity for the change to take hold. Activities here include identifying and securing needed resources, rethinking personnel roles and schedules, providing skill training, and creating common expectations and definitions. All of the work done at this stage helps to create clarity among stakeholders and to set the stage for successful implementation.

Initial Implementation. Here, the school begins using the new program or practice. As is true for most new practices, new users typically experience an "awkward phase." The new practice does not fit old patterns, may take longer to use or do, and will likely create disruptions in old habits or routines. Schools that move successfully through this stage pay close attention to implementation barriers, providing staff with on-the-job coaching and feedback, and monitoring agreed-upon practices. Inattention or poor support at this critical stage typically results in staff "retreating" to tried-and-true methods that have worked in the past.

Full Implementation: Schools that successfully transition from the initial implementation stage move to this level of refinement, making the practice their own. At this level, the "new" practice has been integrated into habits and routines in the school. Staff is less concerned with how the new practice affects them and more concerned with the impact the practice has on student learning. Here, schools begin to refine, streamline, and document these practices so that new staff are able to understand expectations and for existing staff to guard against personalizing practices so much so that the original intent, or fidelity, of the program is lost.

To learn more about stages of implementation and implementation science, visit
National Implementation Research Network's Active Implementation Hub at https://nirn.fpg.unc.edu/ai-hub

Why use the levels of implementation?
Desirable outcomes are achieved only when effective programs are implemented well (Fixsen, et al., 2005). Historically, though, when schools don't achieve the results expected, the tendency is often to blame and replace programs, schedules, or curricula without attending to the system that supports their implementation. This is where implementation science comes in.

With efforts directed at what's needed at each stage of implementation, schools can systematically and systemically move programs and practices from not in place to full implementation. Without on-going attention to the implementation process, however, schools can stagnate or revert to status quo practices.

Armed with a greater awareness of their current levels of implementation, school leadership teams will be better prepared to plan the type of professional development and support needed and to proactively address the set of barriers unique to each level to keep their school moving forward. School teams will also be prepared to anticipate a realistic set of outcomes for each level, understanding that it's not until schools reach the full implementation level that they realize changes in student results (Reeves, 2011).

How often and when should schools complete the SIR?
Because completing the SIR is a time-intensive activity, school teams should plan to complete the SIR for each content area once per year; however, the time of year is up to the individual school. Some school teams, for instance, may prefer to complete the SIR in the spring so that they can put an action plan together for the upcoming school year. Other school teams may prefer to complete the SIR mid-year so that they can report results and update action plans accordingly. Still others might complete the SIR in the summer or at the start of the school year to re-focus their leadership team's priorities for the upcoming year.

How do schools access the SIR?
The SIR is available online at no cost to all Wisconsin schools via a secured login. The document, Accessing the School-wide Implementation Review (SIR) for Schools, provides a step-by-step guide for logging in, starting new SIR assessments, and reviewing previous SIRs. Schools can also contact their Regional Technical Assistance Coordinator to guide them through this process.

How do school teams learn how to complete the SIR?
Regional Technical Assistance Coordinators are available to provide supports to schools in all aspects of completing the SIR. The Wisconsin RtI Center also offers the guide, Six Steps for Completing the SIR, which includes detailed information to complete the School-wide Implementation Review.

If schools take the SIR online, how will the school data be used?
By completing the SIR online, schools are granting permission to the Wisconsin RtI Center to use their data for the following purposes:

- to revise and validate the SIR over time

- to analyze and report out aggregated school results for monitoring the impact of the work of the Wisconsin RtI Center and progress of Wisconsin schools toward implementing Wisconsin's vision of RtI

- to analyze and report out aggregated question-level results for planning professional development at the regional and state level

- to link SIR data to student outcomes

For further information or questions about the School-wide Implementation Review,
please contact the Wisconsin RtI Center.

References

Fixsen, D., Naoom, S., Blase, K., Friedman, R., & Wallace, F. (2005). Implementation research: a synthesis of the literature. Retrieved from https://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf

Reeves, D. (2011). Finding your leadership focus: what matters most for student success. New York: Teacher's College Press.

Wisconsin Department of Public Instruction. (2017). Wisconsin's framework for equitable multi-level systems of supports. Retrieved from https://dpi.wi.gov/sites/default/files/imce/rti/pdf/rti-emlss-framework.pdf