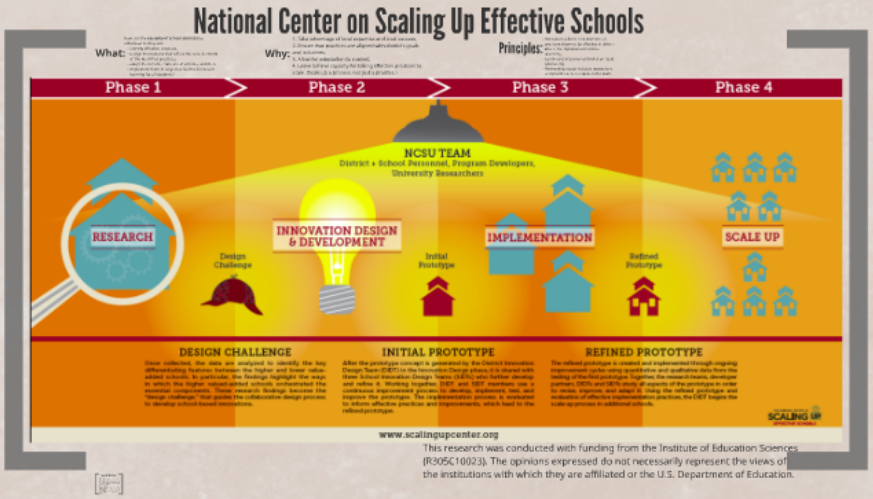
National Center on Scaling Up Effective Schools



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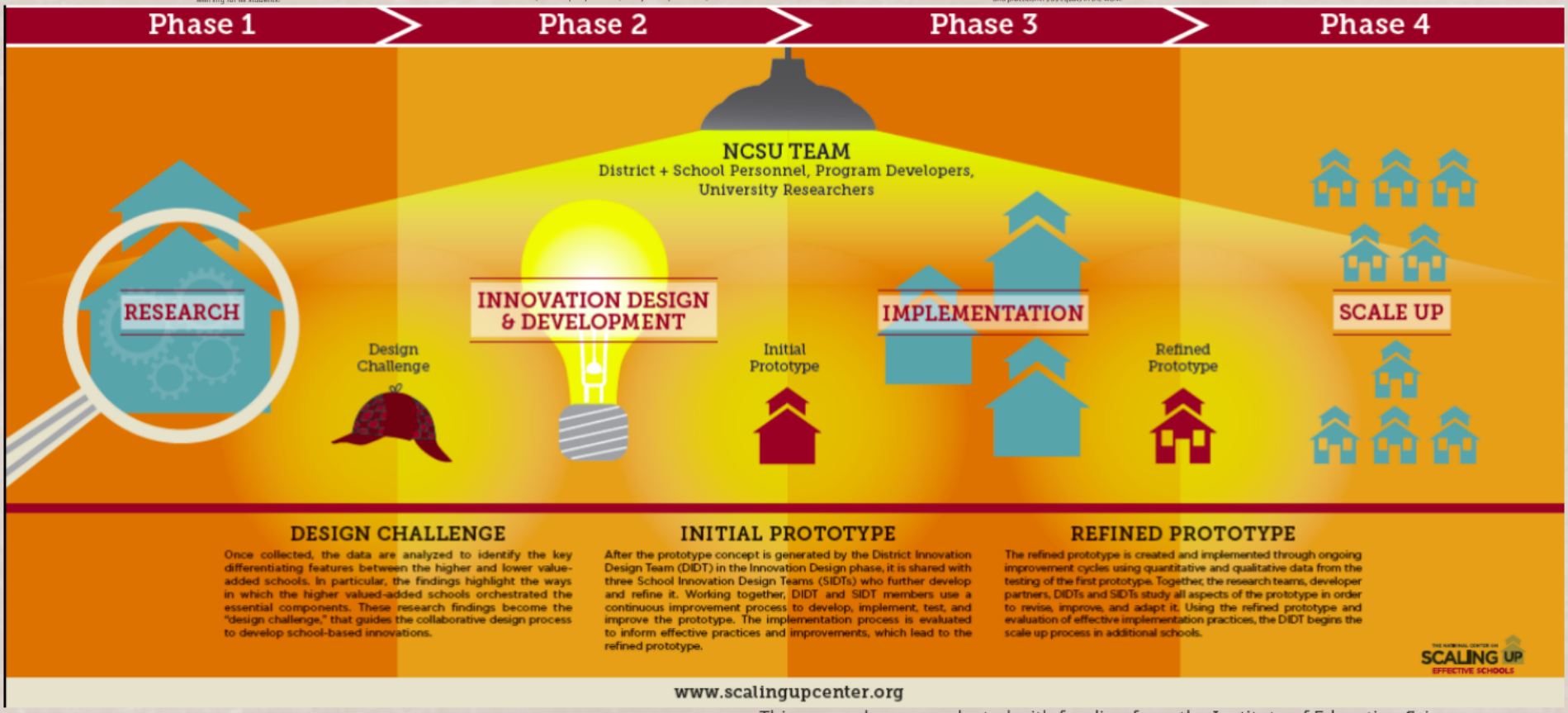
What: How can the **capacity of school districts** be enhanced so they can
- identify effective practices,
- design innovations that reflect the core elements of the identified practices,
- adapt them to the contexts of schools, and then
- implement them in ways that lead to increased learning for all students?

Why:
1. Take advantage of local expertise and local success,
2. Ensure that practices are aligned with district's goals and initiatives,
3. Allow for adaptation to context,
4. Leave behind capacity for taking effective practices to scale. (Scale up a process, not just a practice.)

Principles:
- Innovation reflects core elements of practices shown to be effective in district where the improvement work is occurring.
- Continuous improvement relies on rapid-cyle testing.
- Partnership model includes researchers and practitioners as equals in the work.



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Phase 1: Research

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Phase 3

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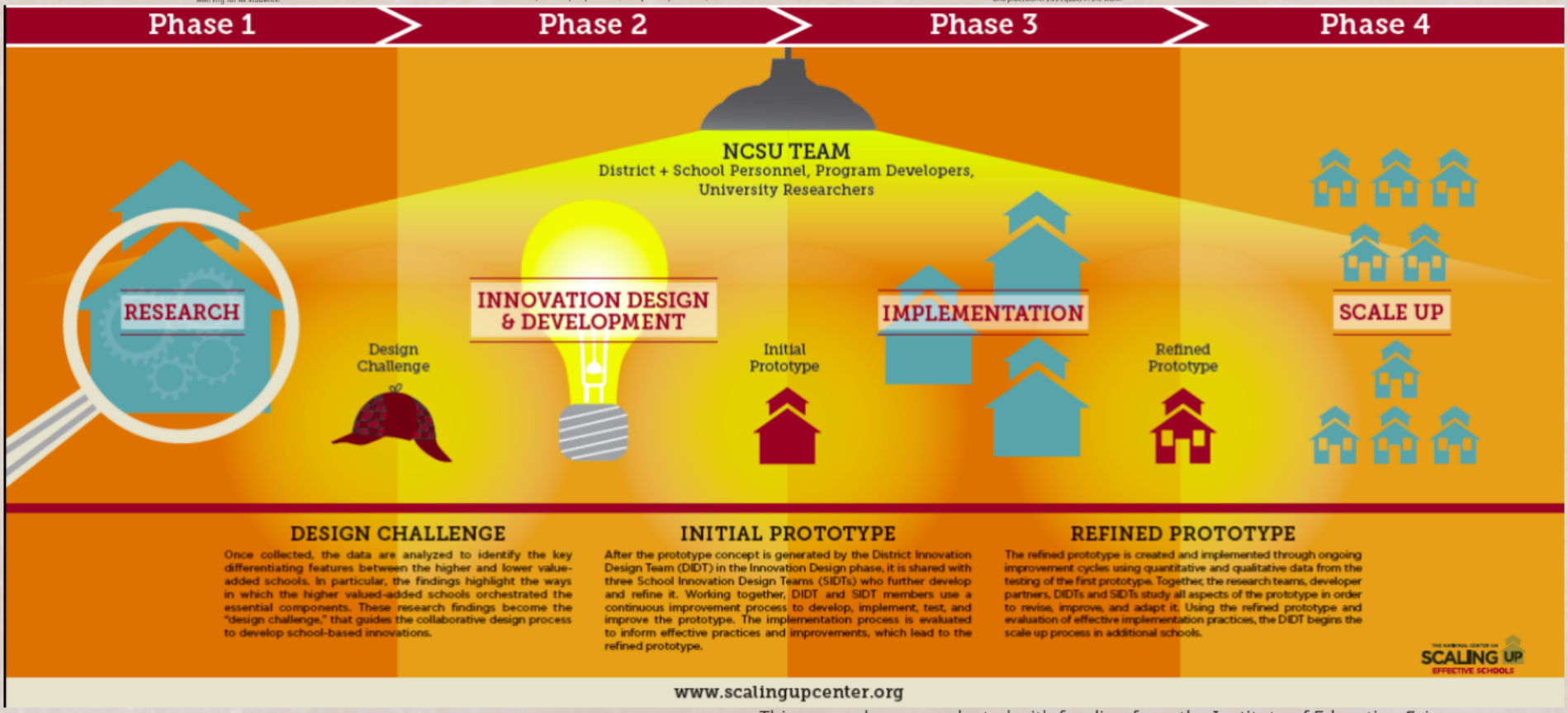

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Phase 1: Research

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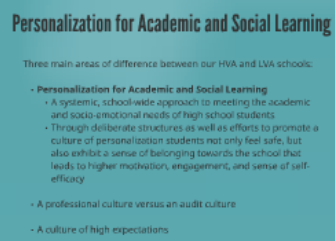
Research

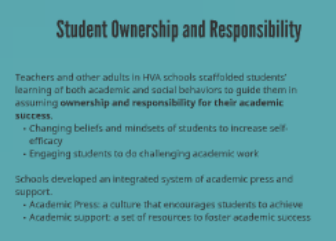
By studying both higher and lower value-added schools, researchers identify the programs, processes, and practices that may explain the difference in their performance.



Personalization for Academic and Social Learning

Three main areas of difference between our HVA and LVA schools:

- **Personalization for Academic and Social Learning**
  - A systemic, school-wide approach to meeting the academic and socio-emotional needs of high school students
  - Through deliberate structures as well as efforts to promote a culture of personalization students not only feel safe, but also exhibit a sense of belonging towards the school that leads to higher motivation, engagement, and sense of self-efficacy
- A professional culture versus an audit culture
- A culture of high expectations



Student Ownership and Responsibility

Teachers and other adults in HVA schools scaffolded students' learning of both academic and social behaviors to guide them in assuming **ownership and responsibility for their academic success.**

- Changing beliefs and mindsets of students to increase self-efficacy
- Engaging students to do challenging academic work

Schools developed an integrated system of academic press and support.

- Academic Press: a culture that encourages students to achieve
- Academic support: a set of resources to foster academic success

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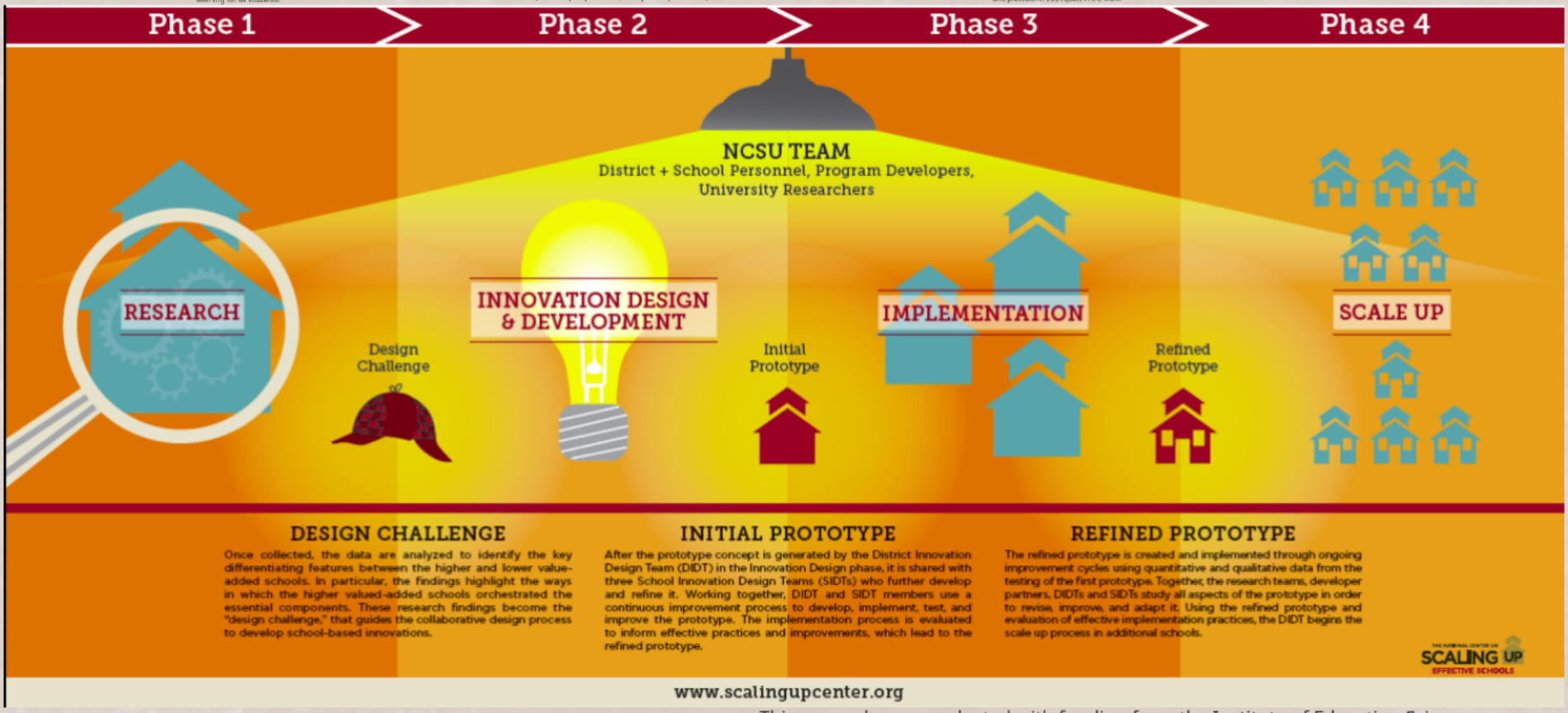

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Phase 1: Research

Phase 2: Innovation Design & Development

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Innovation Design

The design challenge guides the work of the District Innovation Design Team (DIDT), which is composed of school and district representatives, university researchers, and developers, as they develop a prototype to be tested and implemented in three innovation schools.

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TWO LEARNING AGENDAS	
1. Build team capacity for innovation design, transfer, implementation, and scale-up	2. Deepen teams understanding of the differentiating practices of effective high schools
Content/Process	**Content/Process**
• Effective Use of Data • Innovation Design • Managing Change • Shared Leadership • Implementation & Transfer • Accountability & Evaluation	• Components of Effective High Schools • Differentiating practices • Evidence base from the literature • Evidence from the local setting • Key components of the innovation • Supporting and/or hindering contextual factors

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PASL Innovation

- Educator teams
- Intentional points of contact
- Norms of engagement
- Goal achievement lessons
- Intentional use of data

SOAR Innovation

- Growth mindset lessons and extension practices
- School-wide problem-solving process
- Professional development and ongoing learning

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Phase 3: Implementation

Phased Implementation

- Prototype is further developed and piloted by School Innovation Design Teams (SIDTs) using continuous improvement process.
- Conduct Plan-Do-Study-Act (PDSA) cycles around specific prototype components.
- Sequential PDSA cycles used to develop, refine, and scale-in through the school.
- PDSA used to build buy-in at the school and adapt to local context.

Full Implementation Began in August 2014

- PDSA by SIDTs continues as a tool to scale in, ensure integrity of implementation, and refine prototype.
- Quarterly review meetings with DIDT to assess outcomes and share progress with district.
- Research team visited schools and reported back to SIDTs.

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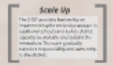
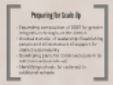
Phase 4: Scale Up





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Scale Up

The DIDT provides leadership on implementing the revised prototype in additional schools and builds district capacity to evaluate and sustain the innovation. The team gradually transfers responsibility and ownership to the district.

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Preparing for Scale Up

- Expanding composition of DIDT for greater integration throughout the district
- Gradual transfer of leadership: Establishing people and infrastructure of support for district sustainability
- Developing plans for continued scale-in to initial innovation schools
- Identifying schools for scale-out to additional schools

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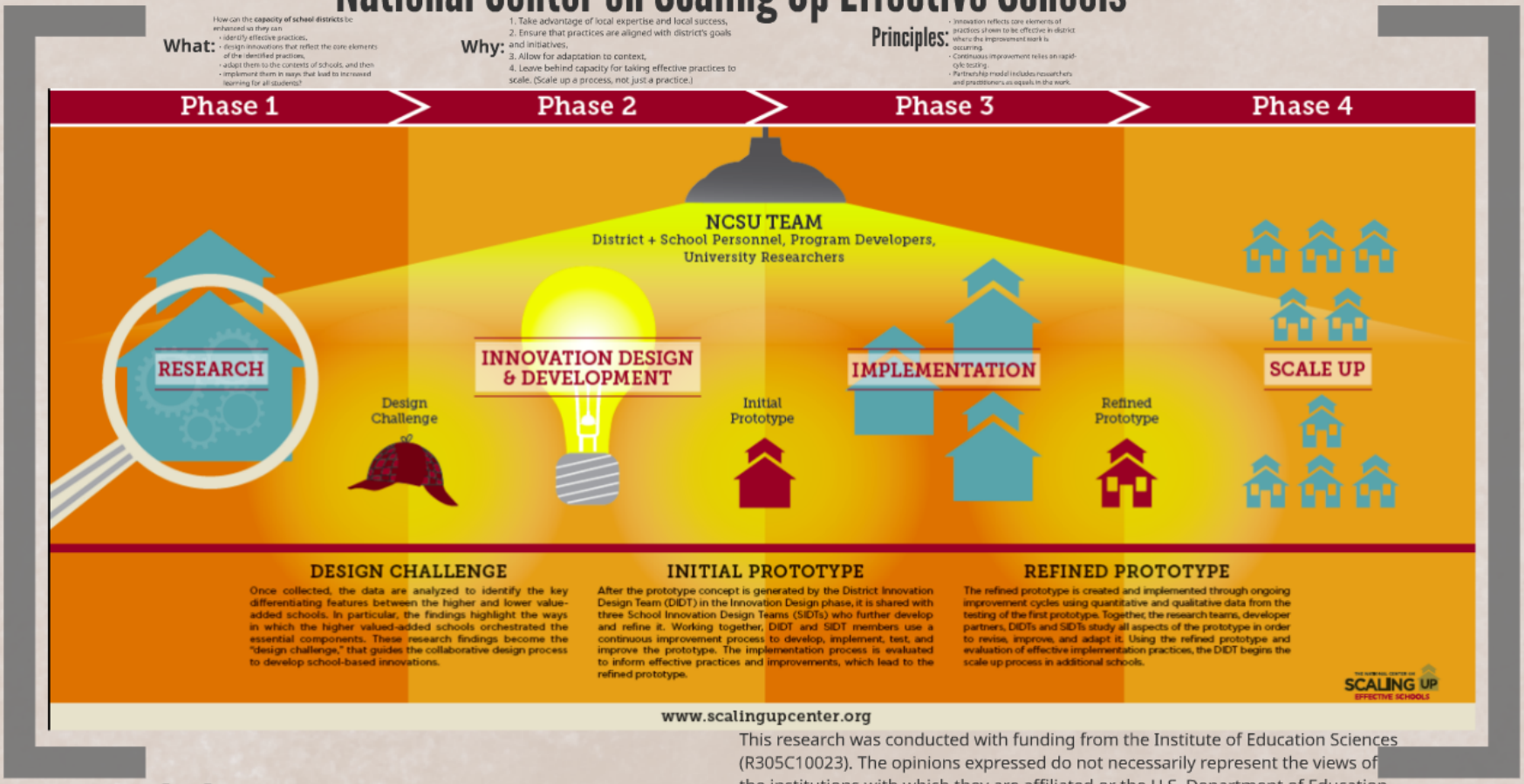

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Phase 1: Research

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Research Questions

- Implementation:
  - How has the innovation been implemented?
- Impact:
  - How has the innovation changed behaviors?
  - How have the behaviors influenced proximal and distal outcomes?
- Process for scaling:
  - What is the Center's process for continuous improvement?
  - How has this process shaped the scaling of the innovation?
  - To what extent was the innovation taken to scale?

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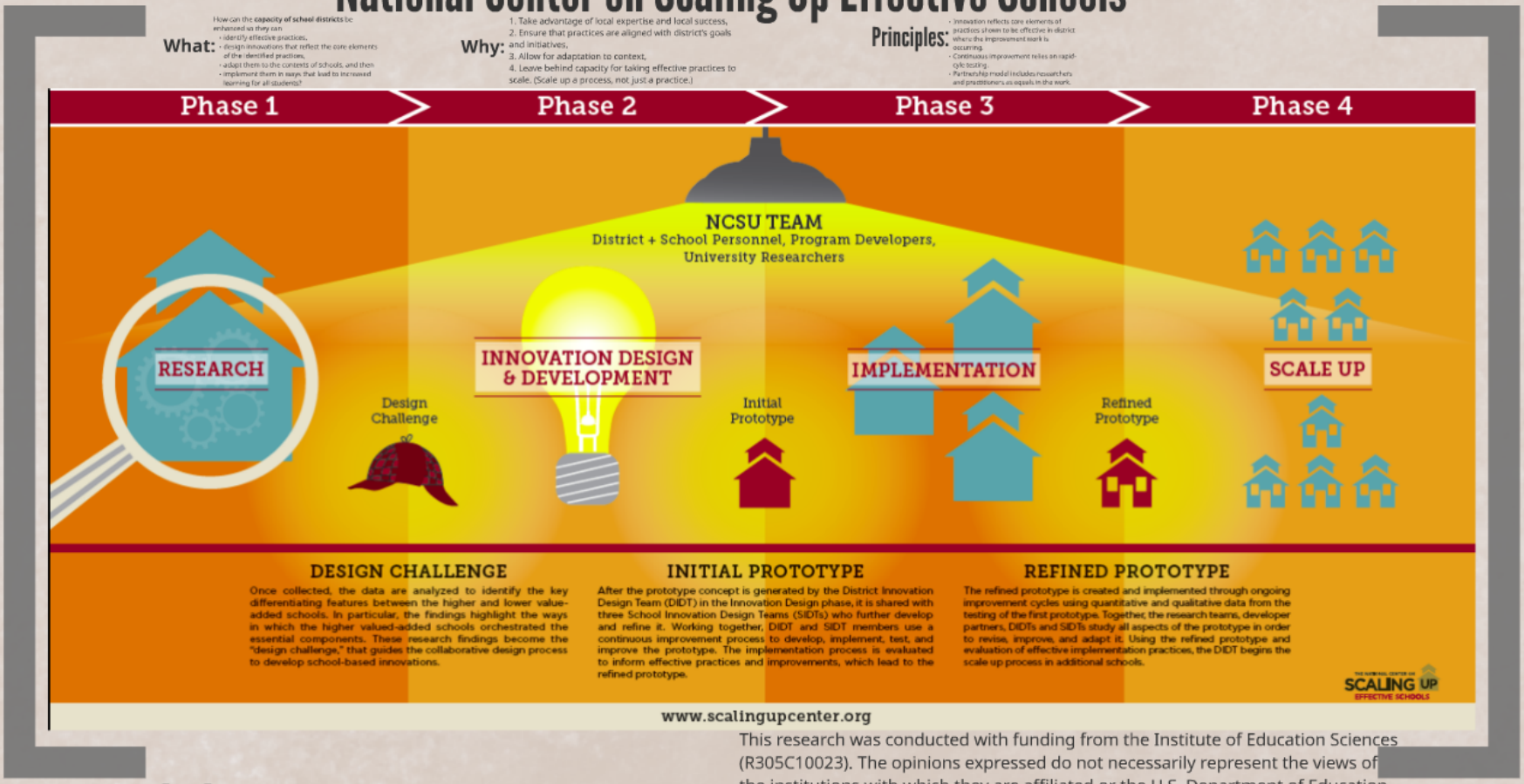

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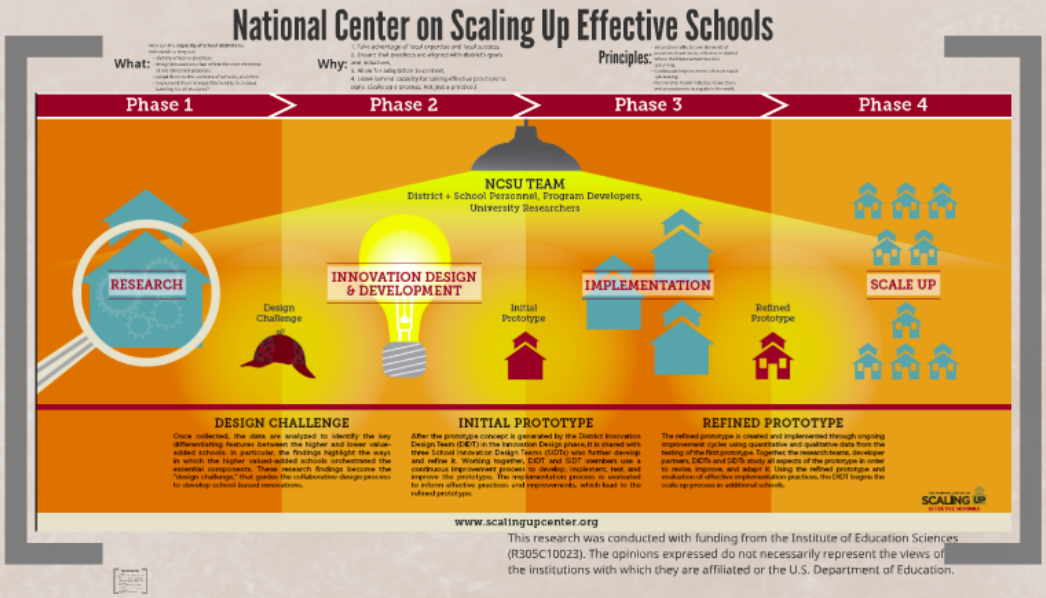

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Phase 1: Research

Phase 2: Innovation Design & Development

Phase 3: Implementation

Phase 4: Scale Up

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