National Center on Scaling Up Effective Schools

Phase 1: Research

Phase 2: Innovation Design & Development

Phase 3: Implementation

Phase 4: Scale Up

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The research was conducted under Scaling Up, the National Education Science Roundtable (NSER), and the U.S. Department of Education. The opinions expressed do not necessarily reflect the views of the institutions with which they are affiliated or the U.S. Department of Education.

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National Center on Scaling Up Effective Schools

**What:**
- Increase the capacity of other districts to scale up effective schools
- Identify innovative practices
- Share these innovations among other school districts
- Develop, test, iterate, and implement evidence-based innovations

**Why:**
- Enhance effective practices and scale them to multiple districts
- Ensure that practices are aligned with district goals
- Allow for adaptation to context
- Leave behind capacity for taking effective practices to scale

**Principles:**
- Districts that act as an innovation leaders are more effective
- Practice adaptation and scale
- Evidence improves and scales over time
- New school models are formed

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**NCSU TEAM**
District + School Personnel, Program Developers, University Researchers

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**RESEARCH**

**DESIGN CHALLENGE**
Once collected, the data are analyzed to identify the key differentiating features between the higher and lower value-added schools. In particular, the findings highlight the ways in which the higher value-added schools orchestrated the essential components. These research findings become the “design challenge,” that guides the collaborative design process to develop school-based innovations.

**INNOVATION DESIGN & DEVELOPMENT**

**INITIAL PROTOTYPE**
After the prototype concept is generated by the District Innovation Design Team (DIDT) in the Innovation Design phase, it is shared with school Innovation Design Teams (IDTs) who further develop and refine it. Working together, DIDTs and SDTs members use a continuous improvement process to develop, implement, test, and improve the prototype. The implementation process is evaluated to inform effective practices and improvements, which lead to the refined prototype.

**REFINED PROTOTYPE**

The refined prototype is created and implemented through ongoing improvement cycles using quantitative and qualitative data from the testing of the final prototype. Together, the research teams, developer partners, DIDTs and SDTs study all aspects of the prototype in order to refine, improve, and adapt it. Using the refined prototype and evaluation of effective implementation practices, the DIDT begins the scale up process in additional schools.

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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?
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.)

Phase 2
Effective School Principles:

- Innovation reflects core elements of practices shown to be effective in district where the improvement work is occurring.
- Continuous improvement relies on rapid-cycle testing.
- Partnership model includes researchers and practitioners as equals in the work.
Center on Scaling Up Effective Schools

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Principles:
1. Have a larger capacity of students and teachers.
2. Ensure that practices are aligned with district goals and strategies.
3. How for adoption and scale.
4. Leave behind capacity for taking effective practices to scale (Sustainable practices, not just a process.)
5. Be explicit about what works and do not just reproduce the same thing.
6. Use data to drive continuous improvement and ensure an effective implementation.

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RESEARCH
INNOVATION DESIGN & DEVELOPMENT
IMPLEMENTATION
SCALE UP

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Phase 1: Research
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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Phase 2: Innovation Design & Development
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.
## TWO LEARNING AGENDAS

1. Build team capacity for innovation design, transfer, implementation, and scale-up

### Content/Process
- **Effective Use of Data**
- **Innovation Design**
- **Managing Change**
- **Shared Leadership**
- **Implementation & Transfer**
- **Accountability & Evaluation**

2. Deepen teams understanding of the differentiating practices of effective high schools

### Content/Process
- **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**
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
Phase 3: Implementation

Phased Implementation
- Phased Implementation: gradual introduction of new systems or procedures. It involves creating a plan, testing, and then implementing in stages.
- This method allows for continuous improvement and adaptation to feedback.

Full Implementation Begins in August 2024
- Full Implementation begins in August 2024 to ensure the company is ready for new changes.
- It will involve comprehensive training and support to ensure a smooth transition.

- Prezi solution to enhance the visual presentation and engagement.
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.
Phase 4: Scale Up
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.
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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What:
- Identify the key components of the design process for successful scaling.
- Develop a framework for identifying and addressing the critical factors that contribute to successful scaling.

Why:
- To support the implementation of innovations and practices that are aligned with student needs and goals.
- To ensure that innovations are developed and implemented in a way that is consistent with the needs of students.

Principles:
- Innovation is a critical component of successful scaling.
- Implementation is a critical component of successful scaling.
- Scale-up is a critical component of successful scaling.

Phase 1: Research
- Design Challenge
  - Identification of the key components of the design process for successful scaling.

Phase 2: Innovation Design & Development
- Initial Prototype
  - After the prototype concept is created, it is tested in the Innovation Design phase.

Phase 3: Implementation
- Refined Prototype
  - The refined prototype is created and implemented through ongoing improvement cycles using quantitative and qualitative data.

Phase 4: Scale Up

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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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