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Going Live: Implementation of the National Center for Scaling Up Effective School's Model

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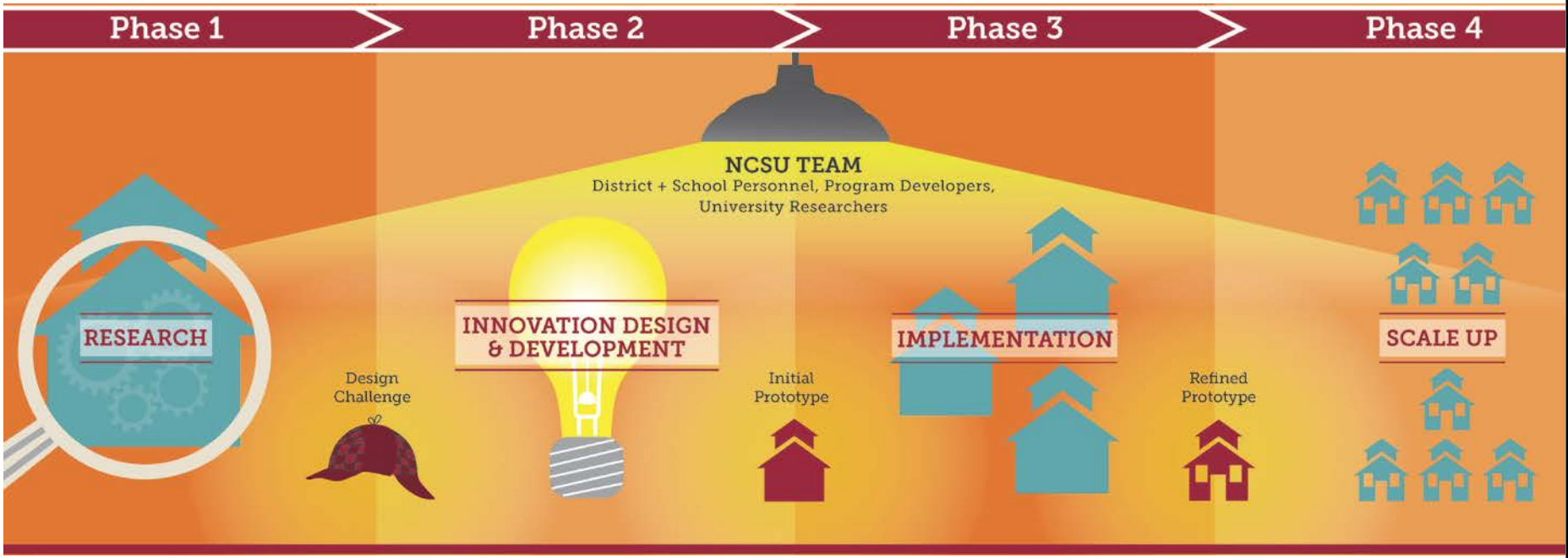
Phase 3-Implementation



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The Design Challenge

Personalization for Academic and Social Emotional Learning

A systemic, school-wide approach to meeting the academic and social emotional needs for students through a culture of personalization as well as deliberate organizational structures and routines that, in turn, lead to higher motivation, engagement and self efficacy for students.

Student Ownership and Responsibility

Increasing student ownership and responsibility means creating a set of norms and school wide practices that foster a culture of learning and engagement among students. We emphasize two activties for this: 1) changing students' belief and mindsets to increase self-efficacy and 2) engaging students to do challenging academic work.

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Research Questions

- How has *innovation* been implemented, and how does it shape behavior?
- What happens with implementation when we design with adaptations in mind?

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The Nature of Implementation, Support, and Conditions in a Continuous Improvement Process

The design of innovation prototypes must reflect core elements of programs or practices that have been shown to be effective *in the district in which the improvement work is occurring*.

The continuous improvement process used here relies on rapid-cycle testing Improvement science is an approach that involves multiple tests of small changes to produce larger, system change.

Finally, authentic researcher-practitioner partnerships that rely on local knowledge and expertise, while ensuring that practices are aligned with local goals and policies.

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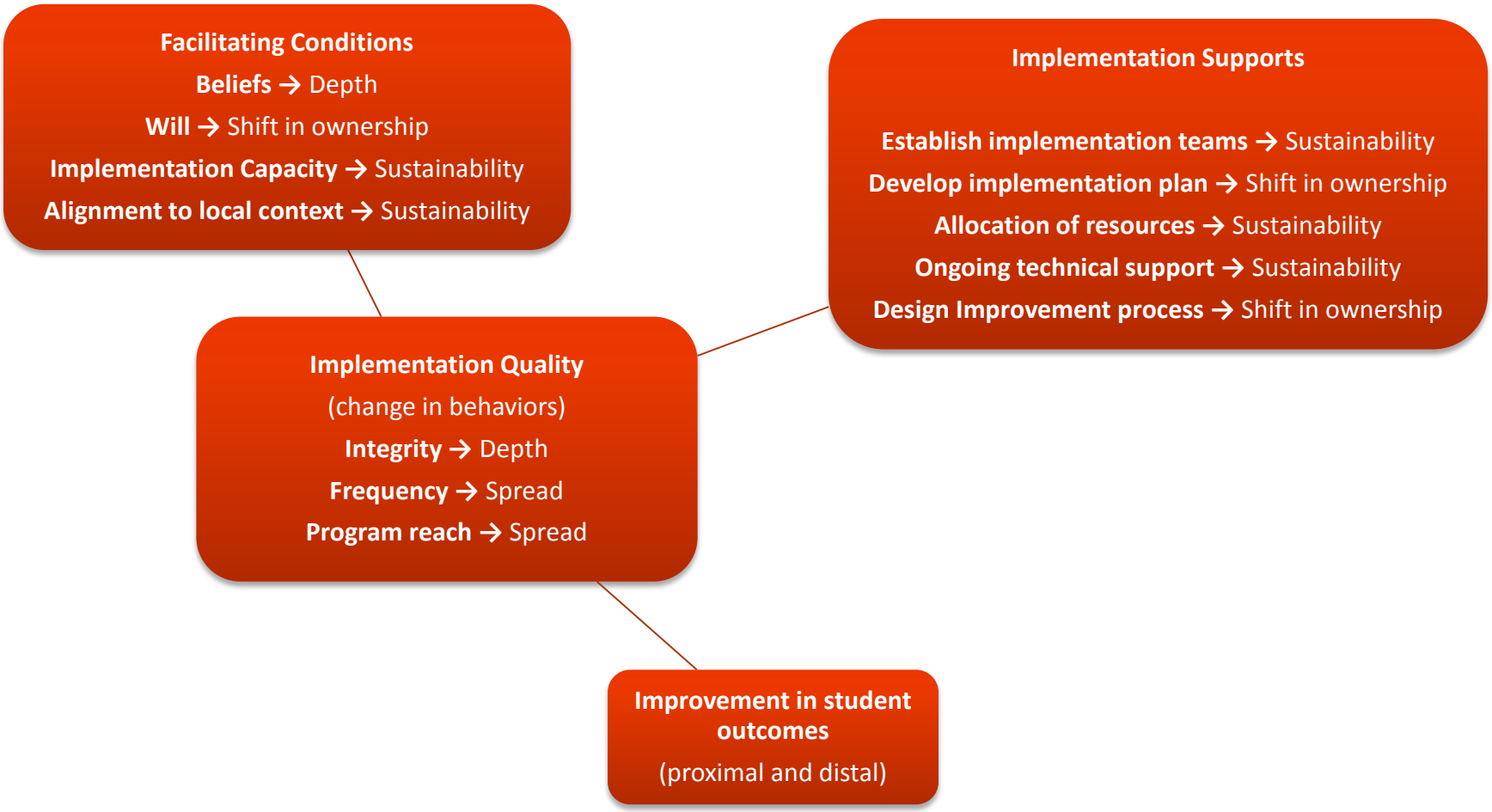
Implementation Framework



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The Nature of Implementation, Support, and Conditions in a Continuous Improvement Process

In terms of implementation, here we are interested in:

1. the extent to which each innovation was implemented with *integrity* to the design that remained true to the innovation's core principles while adapting to local circumstances and conditions
2. the *frequency* or how often, various components of the innovation were implemented
3. the *reach* of the innovation.

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Each school designed their own initiative based on "core principles"

Core Principles of PASL

- Educator Teams
- RCIs
- Norms for Engagement
- Goal Achievement Skills
- Intentional Use of Information

Core Principles of SOAR

- Teaching about growth mindset
- Developing a school-wide problem solving process
- Working with students on Goal Setting Skills

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Site Descriptions

Broward

	Orange Grove	Mariposa	Flamingo Isles
Enrollment	2400-2700	2000-2300	2900-3200
Student Race/Ethnicity			
Hispanic	<20%	<20%	40-50%
African American	50-70%	>80%	20-40%
White	<20%	<20%	<20%
Economically Disadvantaged	60-80%	>80%	50-60%

Fort Worth

	Desert Grove	Forest Glen	Valley
Enrollment	<1500	700-1200	<1500
Student Race/Ethnicity			
Hispanic	40-60%	>80%	>80%
African American	40-60%	<20%	<20%
White	20-40%	<20%	<20%
Economically Disadvantaged	40-60%	>80%	>80%

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Comparative multilevel case studies of each school

Broward

- Fall & spring surveys of students
- Fall surveys of teachers
- Feb/March weeklong visits to each school
- Interviews conducted at each school with principal, 9th grade assistant principal, 9th grade guidance counselor, PASL teachers, SIDT members.
- Three focus groups with students
- Observations of PASL classrooms

Fort Worth

- Fall & spring surveys of students
- Fall surveys of teachers
- Oct/April weeklong visits to each school
- Interviews conducted at each school with principal, assistant principals, guidance counselors, sample teachers, SIDT members.
- Focus groups with students, teachers,
- Observations of SOAR classrooms

Adaptations of PASL in the three schools Broward

Mariposa High School

- **Educator Teams** Power of Period 1 for all students, cross talks among all PP1 teachers
- **RCIs** conducted during PP1 and tracked by administrators
- **Norms of Engagement** explicit discussion about extracurriculars and C&CR
- **Goal Achievement Skills** specific lessons conducted during PP1
- **Intentional Use of Data** PASL binders, cross talks, data chats with students
- **Adaptations** monthly character development, adopting a senior

Flamingo Isles High School

- **Educator Teams** All 9th grade second period teachers "PASL teachers"
- **RCIs** Conducted by all PASL teachers with students
- **Goal Achievement Skills** Taught by physical education teachers
- **Intentional Use of Data** Monitoring of 9th grade students by PASL teachers
- **Norms of Engagement** Preexisting programs such as peer mentoring and student gov't

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Adaptations of PASL in the three schools Broward con't

Orange Grove High School

- **Educator Teams** Core team of 9th grade English, science & physical education teachers and three SIDT members; Academic Tuesdays
- **RCIs** conducted by earth science teachers for students with D or F on report card
- **Norms of Engagement** Alignment of college and career readiness oriented activities already present at the school
- **Goal Achievement Skills** Lessons taught by a physical education teacher
- **Intentional Use of Data** English teachers responsible for "data chats"

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Adaptations of SOAR in the three schools in Fort Worth

Desert Grove High School

- Initial emphasis on teaching about and developing growth mindsets
- Grade monitoring and graphing
- Introduction of a school wide problem-solving process
- The use of the *Think It Out* behavioral reflection form

Forest Glen High School

- Highly prescriptive curriculum for a new advisory period created specifically for SOAR-related activities.
- Lesson plans focused on developing a growth mindset, goal setting activities, problem solving and personalization organization.

Valley High School

- GROW behavioral reflection form and student goal setting
- XYZ grade monitoring form
- Identify, Plan, Act and Check (PAC) problem solving activity.
- Action steps poster

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Integrity

To what extent did implementers adhere to all of the core principles of the design and local adaptations planned by site-level teams?

- Implementers across the two districts reported adhering to nearly all elements of PASL and SOAR. They reported believing in PASL and SOAR as innovations that would positively affect the experiences and outcomes of high school students.
- Schools differed in the extent to which they integrated PASL and SOAR components into coherent programs, however. For several schools, PASL and SOAR activities were highly integrated, however in others, they were more fragmented.
- All schools struggled with implementing organizational routines and the diffusion of practices.

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Frequency

How often did elements of the innovation occur?

- Schools differed in the frequency in which PASL and SOAR activities occurred. This was both intentional—as each school design called for different frequency of the innovation—as well as a reflection of the success of implementation at each school.
- Some aspects of the innovation were implemented with more frequency than others

  -For example, in Broward, RCIs were implemented with greater frequency than other innovations, but teachers pushed back on filling out the RCI documentation forms.

  -In Fort Worth, grade reporting happened every three weeks in two schools and in the third, there was a weekly SOAR related lesson. In terms of growth mindsets practices, there was little follow up after initial introductions

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Reach

How many individuals are implementing the reform and how many students are exposed to it?

- In Fort Worth, all three schools implemented SOAR school-wide.
- In Broward, the reach differed by school as one school implemented school-wide with all students, another implemented with all 9th graders and another was more compartmentalized with English, earth science and one physical education teacher who had 9th grade students the PASL teachers.
- Diffusion of PASL and SOAR practices beyond the assigned students differed by individual teacher with some teachers reporting that they found the practices helpful and used them beyond the allotted time while others used it only in the given PASL or SOAR period.

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How has the innovation been implemented, and how does it shape behavior?

- Some schools were more ambitious than others leading to different levels of reach.
- At both sites, there was a tension between the ideas of PASL and SOAR and the practices intended to achieve PASL and SOAR. Implementers reported high degree of agreement with the ideas and goals of PASL and SOAR across schools, but there was variation in the ways the organizational routines, activities and curricula were implemented.
- SIDT members engaged in difference minimizing in order to build buy-in by linking preexisting practices with innovation ideas. Unfortunately, this did not lead to changes in practice.

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What happens with implementation when we design with adaptations in mind?

- There is buy-in by members of the DIDT and SIDT at the school site. They have vetted the innovation which may account for the buy-in
- SIDT members play a key role in implementation at the school site, taking a leadership role and modeling innovation behaviors.
- Organizational structures and routines that are critical remain difficult to enact.