

School Processes That Can Drive Scaling-up of an Innovation, or Contribute to its Abandonment

2015 NCSU Conference

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Context of the RAISE Project

- 2010 WestEd's Strategic Literacy Initiative won an i3 Validation grant
- Reading Apprenticeship:

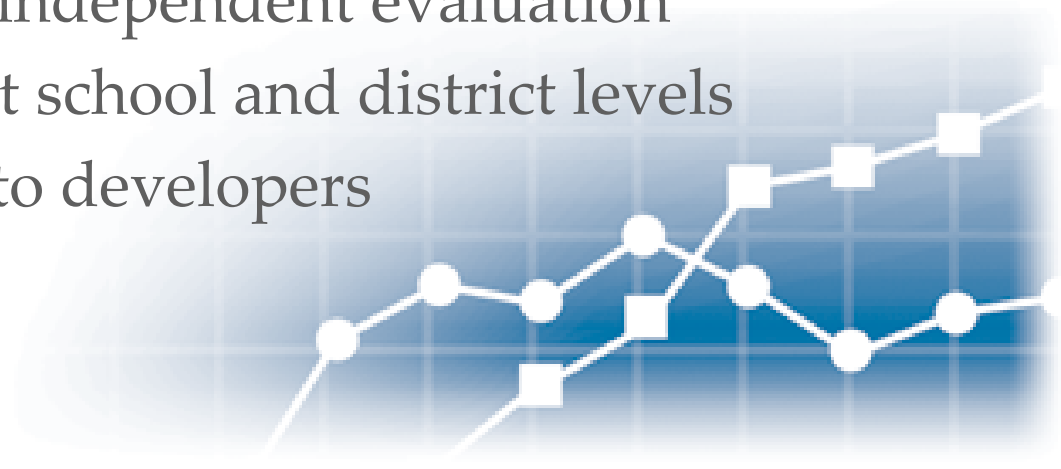
An instructional framework that helps teachers support discipline-specific literacy

- **RAISE:** "Reading Apprenticeship Improving Secondary Education"



Context of the RAISE Project

- Five year project that supported:
 - 42 school **RCT** in PA and CA
 - The *Scale-up Project* that followed 239 additional schools in PA, UT, IN, and MI
- Today, we report on the **Scale-up Project**
 - A significant part of independent evaluation
 - Focus on processes at school and district levels
 - Formative feedback to developers



Projected vs. Actual Participation

Original Proposal Projection		Actual RAISE Participation	
Estimated no. of teachers	Estimated no. of schools	No. of teachers trained	No. of schools trained
2754	306	1964	274

#'s include all RAISE schools:
RCT + scale-up



The RAISE *Scale-up* Project

- RAISE innovation: promote communities in the schools
 - Involve team of biology, history, ELA teachers
 - Develop cadre of “teacher leaders”
 - Convene monthly team meetings
 - Promote shift in local ownership and commitment
 - Assure sustainability
- Developed a logic model building on Coburn’s (2003) four dimensions



Overview of Logic Model

- Stage 1.** Development activities and intermediate outcomes
- Stage 2.** Shift in ownership of core components/activities to local level
- shared responsibility
 - intermediate outcomes established and reinforced and becoming more independent from resources/direction of developer
- Stage 3.** Sustained ownership at local level
- Developer's resources and direction fade
- Stage 4.** Reading Apprenticeship broadly institutionalized
- policy shifts and Reading Apprenticeship spreading with depth, beyond the original LEAs that were recruited to join the project



RAISE Scale-up Cohorts

Cohort	2011-2012	2012-2013	2013-2014	2014-2015
1	Year 1	Year 2	Year 3	Year 4
2		Year 1	Year 2	Year 3
3			Year 1	Year 2
4				Year 1

Cohorts 1 - 4 = 239 schools
~1720 teachers



Data Collection


- Observed and documented key project activities
- Tracked the numbers of schools and teachers served
 - Based on attendance at training
 - Attrition tracked informally based on survey responses and follow-up
- Surveyed participating teachers and school administrators
 - Teachers: 3 times a year
 - Principals: once at the end of the year
- Survey responses decreased over time



First Year of Implementation

Cohort	2011-2012	2012-2013	2013-2014	2014-2015
1	Year 1	Year 2	Year 3	Year 4
2		Year 1	Year 2	Year 3
3			Year 1	Year 2
4				Year 1

Cohorts 1 Survey = 296 teachers (75%) from 61 schools
39 administrators (60%)



Uptake of Activities

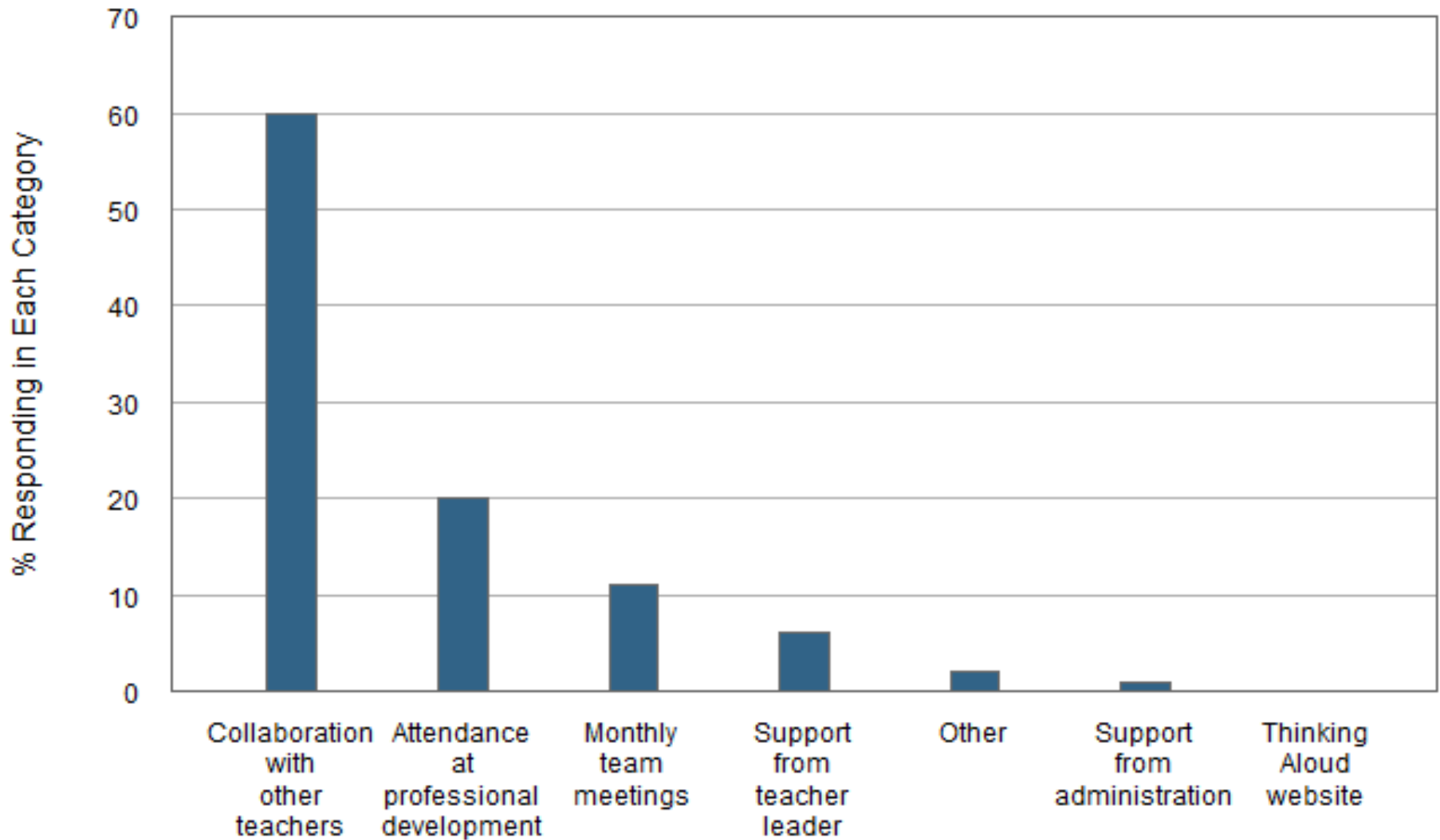
RAISE professional development

- 90% felt that PD led to changes in their teaching practices

Use of pedagogical practices

- 67% used Reading Apprenticeship practices at least weekly

Support and Capacity Building



Buy-in & Commitment

Teachers

- **92%** agreed that RA is **appropriate framework for literacy instruction** in classroom
- **70%** **fully or fairly committed** to making RA work at their schools

Principals

- **97%** believed **student learning would improve** if more teachers join RAISE
- **95%** **fully or fairly committed** to making RA work at their schools

Challenges for Implementation and Sustainability

Teachers:

- Competing priorities
- RA slowed down pace of instruction
- Student behavior
- Student abilities

Principals:

- Competing priorities
- Budget constraints

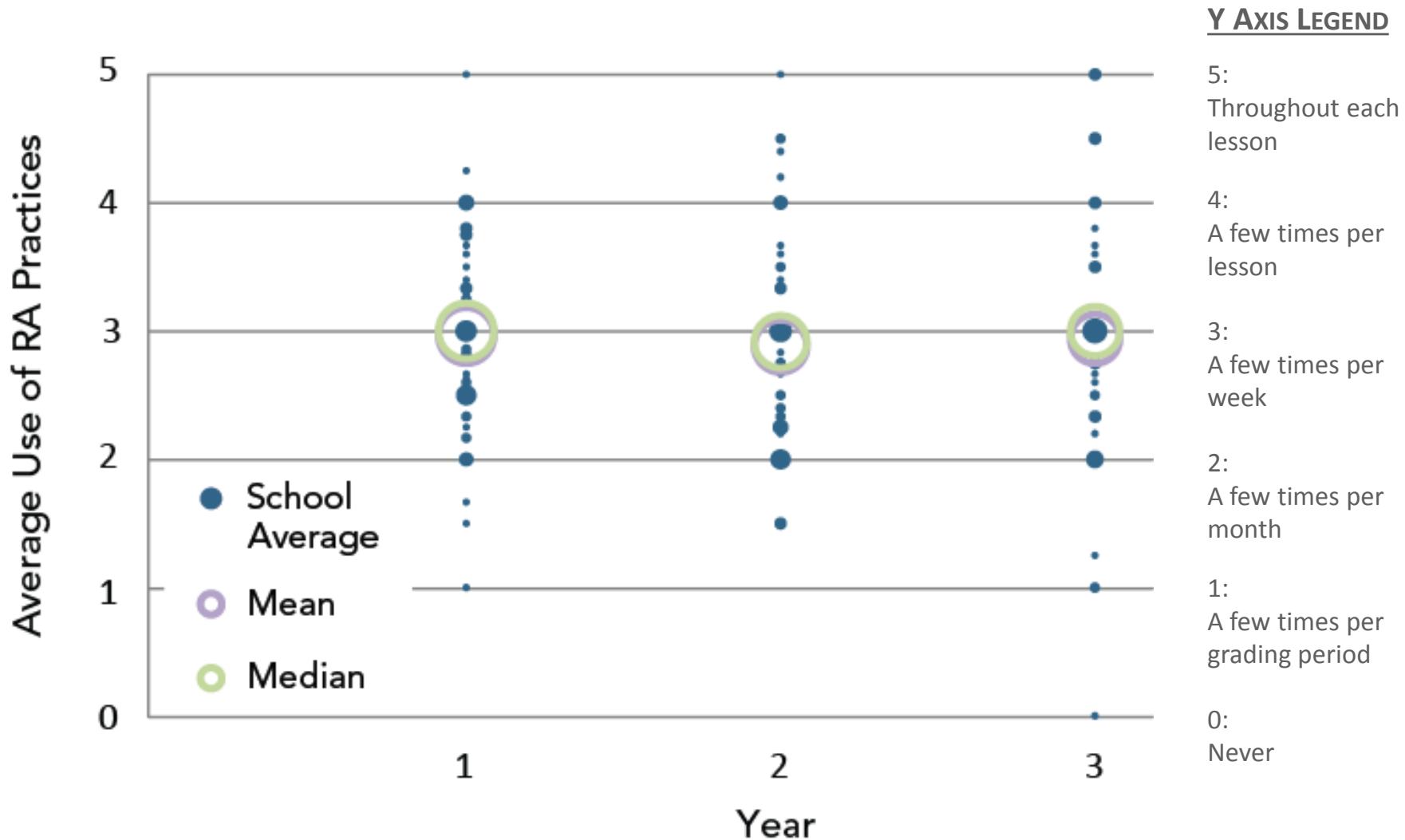


Longitudinal Results from Cohort 1

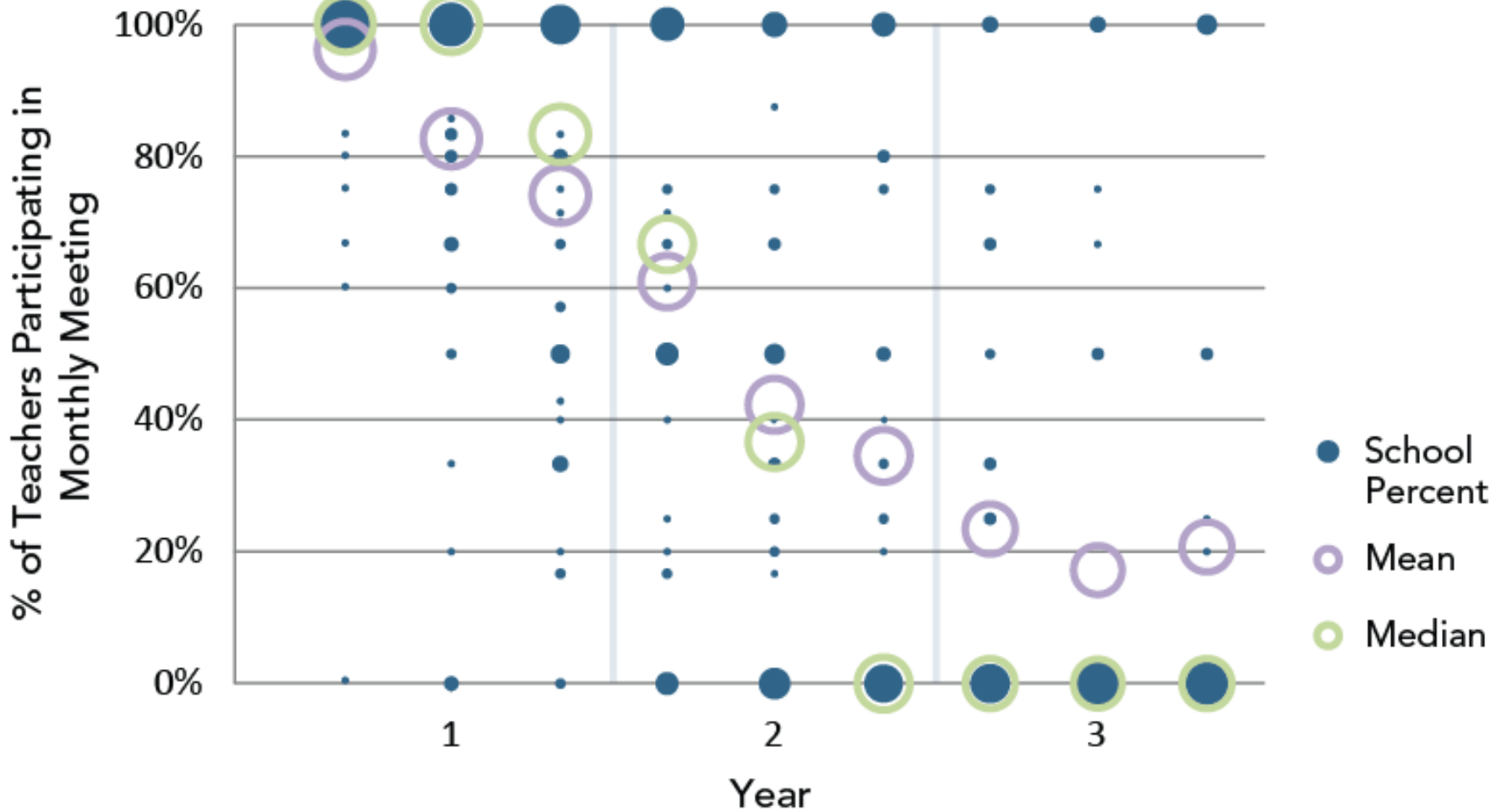
Cohort	2011-2012	2012-2013	2013-2014	2014-2015
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4				Year 1



Use of Reading Apprenticeship Practices

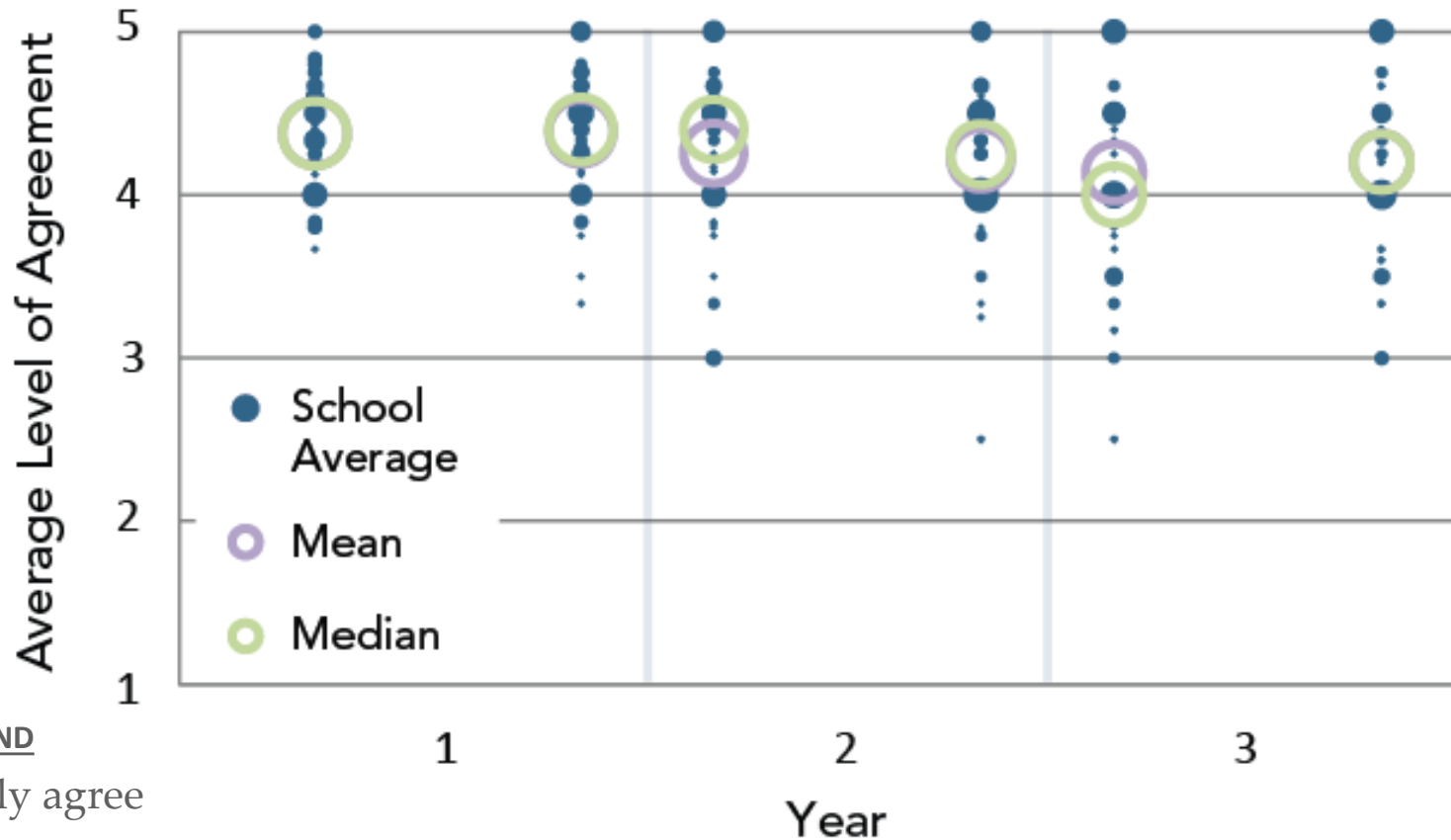


Attendance at Monthly Meetings



Buy-in to framework...

...as a means to improve student achievement



Y AXIS LEGEND

5 = Strongly agree

4 = Agree

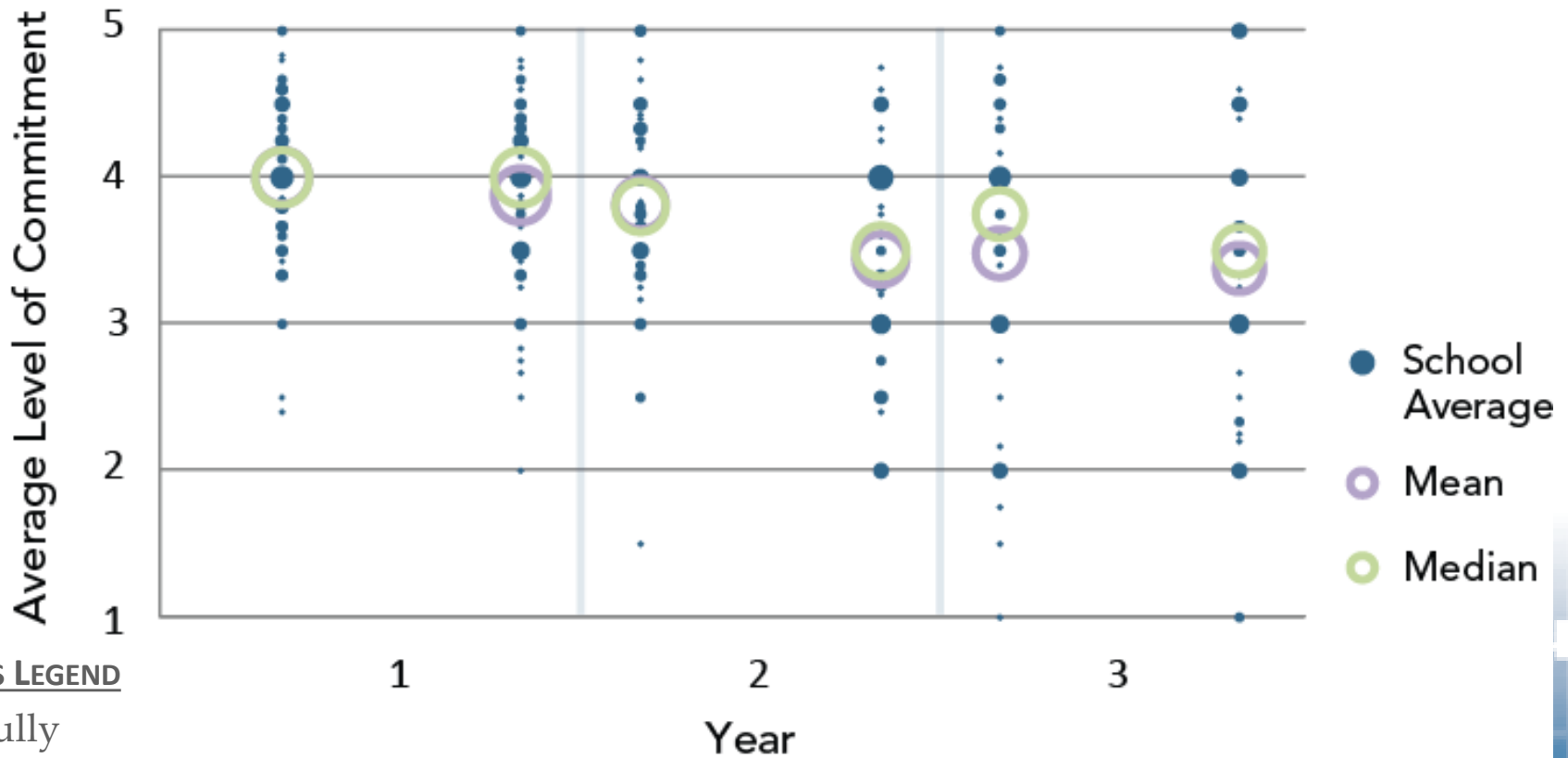
3 = Neither agree nor disagree

2 = Disagree

1 = Strongly disagree

Commitment to making it work...

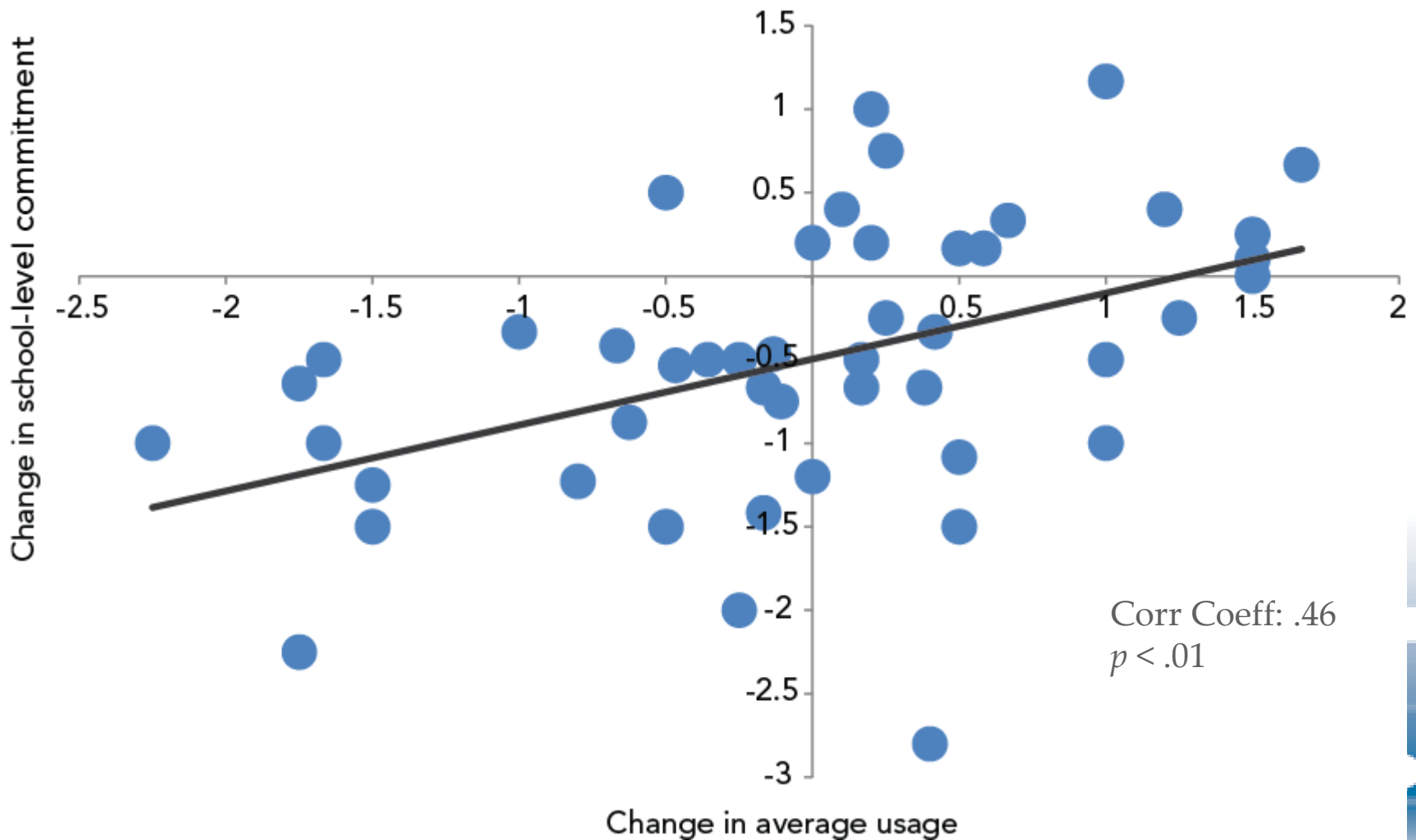
...in the school



Y AXIS LEGEND

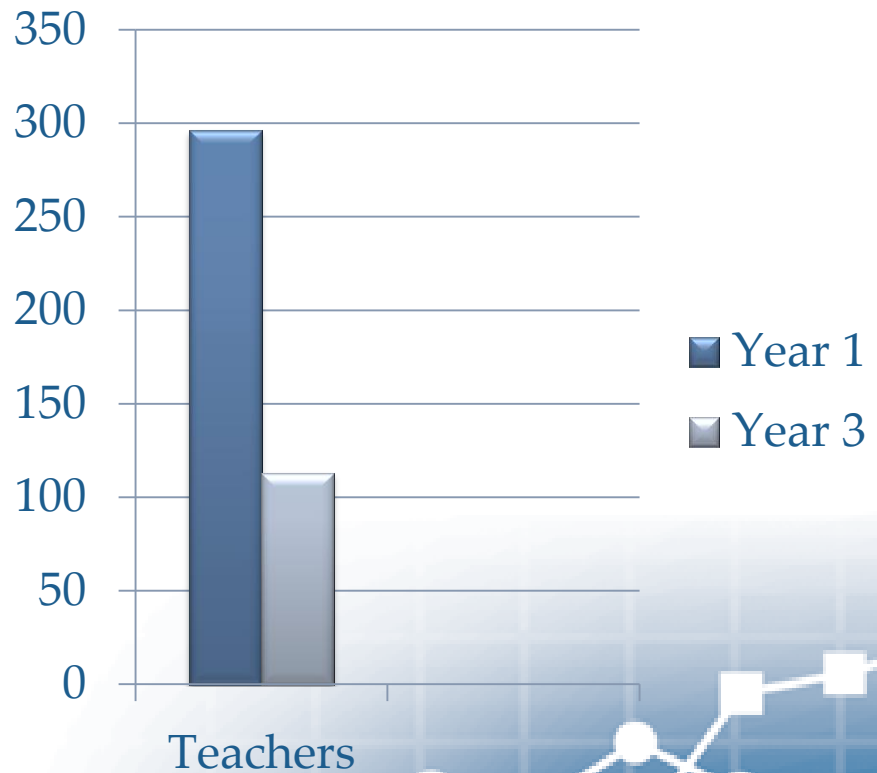
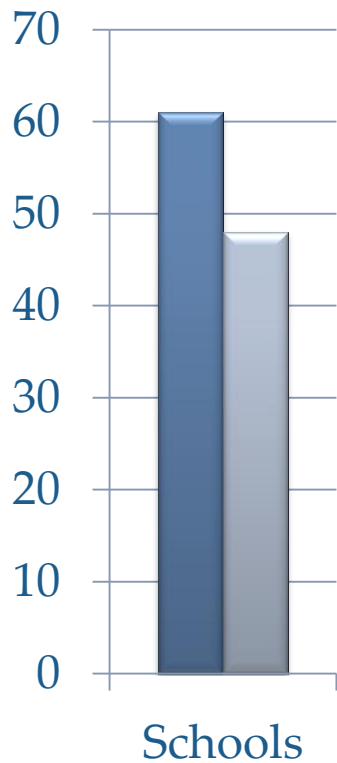
- 5 = Fully
- 4 = Fairly
- 3 = Willing to give it a chance
- 2 = Not a priority
- 1 = Not willing to do it

Relationship between Change in Average Usage and School-Level Commitment



But there was another trend...

Decline in survey response rates from Y1 to Y3

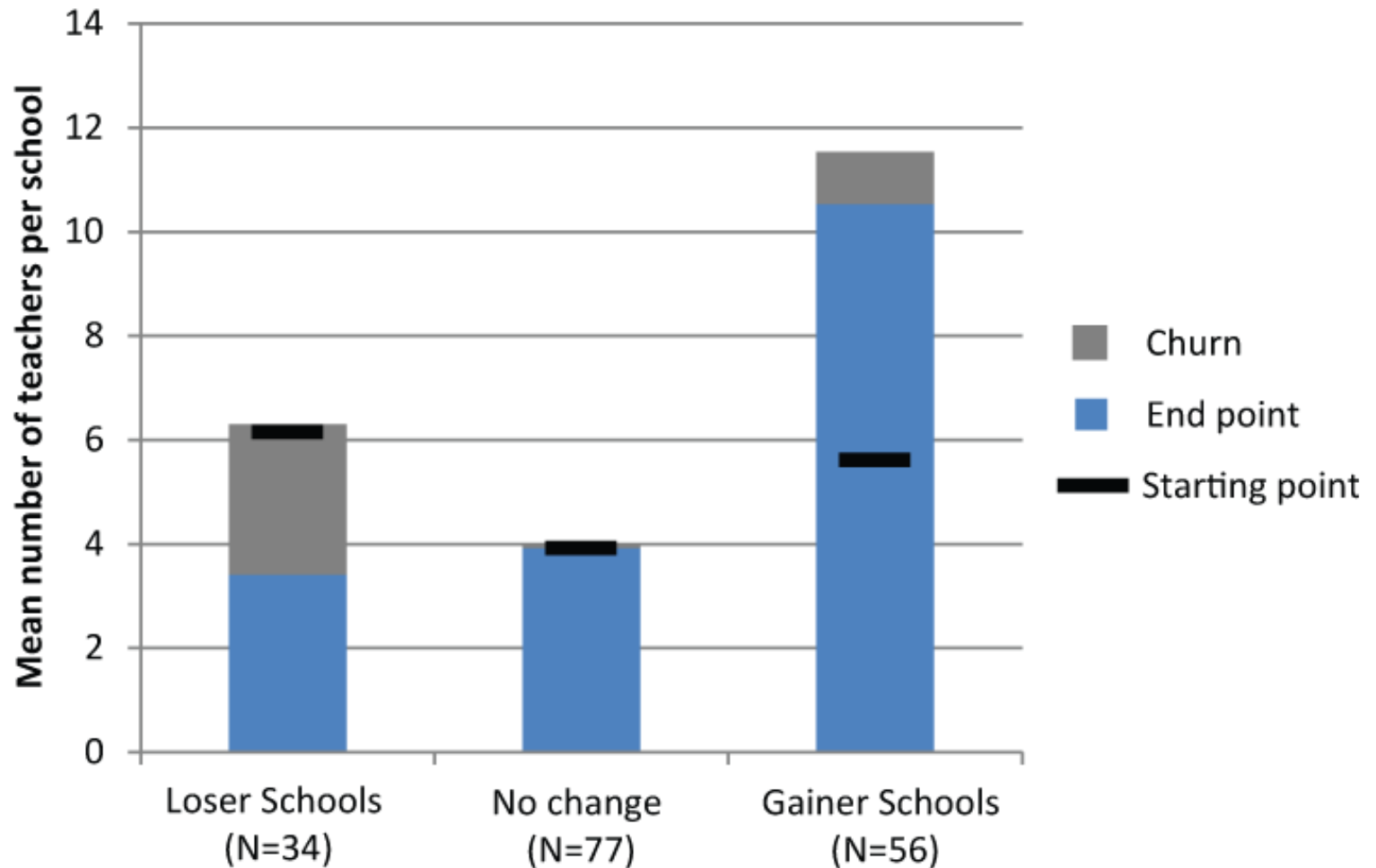


Looking for a Objective Indicator of Scale-up

- Decline in survey response rates from Y1 to Y3 raises concern about self report
 - Positive responses may be an over-estimate
 - Yet, we still see increase variability
 - Further analysis suggests “survey fatigue”
- Take a closer look at the “participant tracker”



Schools' Gain and Loss of Teachers: "Churn"



Identifying an Measurable Scale-up Outcome

- Recruitment process: Internal and external spread
- Continued focus on the school level
 - Growth or loss of teachers is an indicator of strength of an internal process
- Sample: Cohort 1 and 2 schools through 2014

The GL metric



GL Metric

Cohorts 1 and 2 = 167 schools

Cohort	2011-2012	2012-2013	2013-2014
1	Year 1	Year 2	Year 3
2		Year 1	Year 2
3			Year 1 (existing schools only)
4			

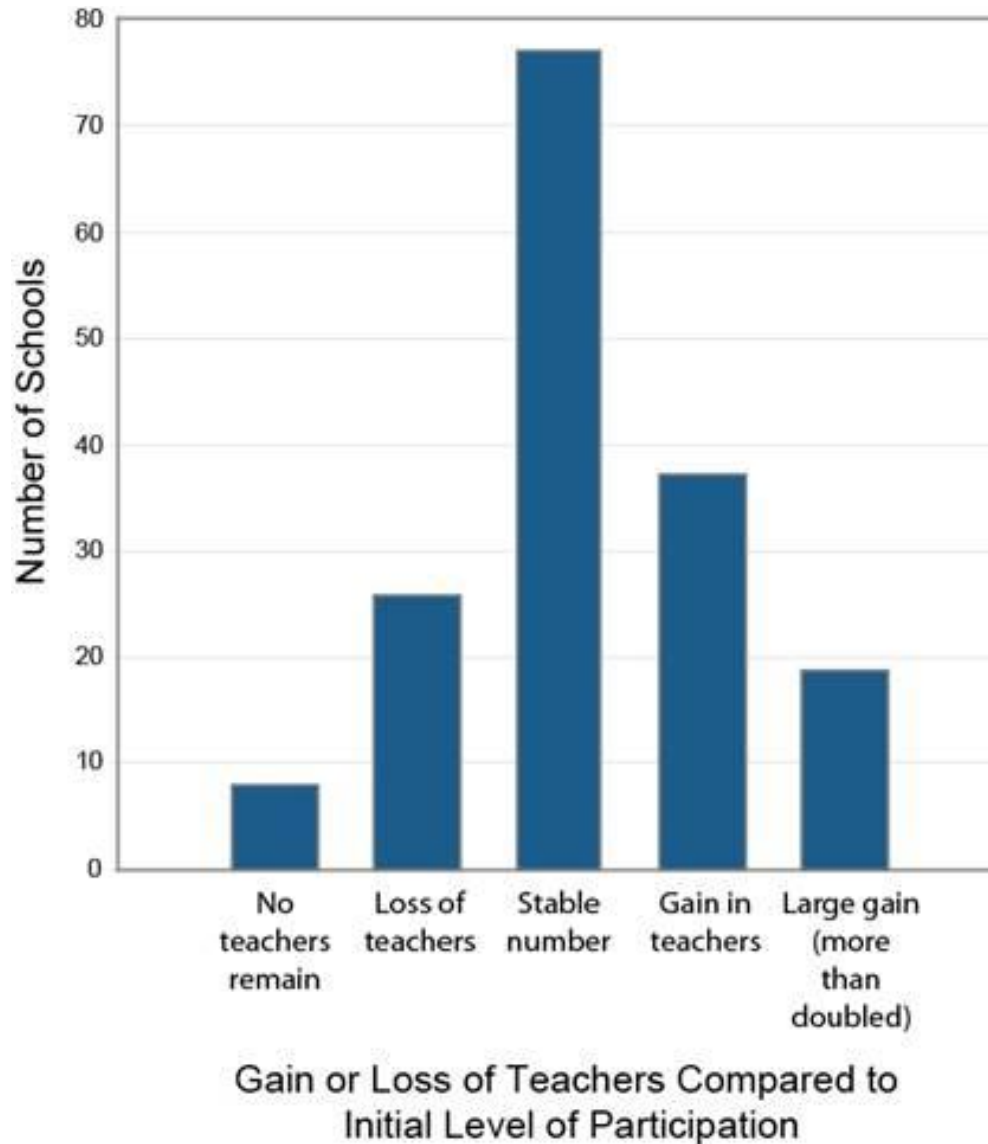
Number of active RAISE teachers in those schools as of Spring 2014

Number of teachers who were originally trained

—



Distribution of Gain-Loss (GL)



Potential Predictors of GL

Data: NCES and surveys from each school's *first* year of implementation

- Contextual variables
 - E.g., school characteristics
- RAISE program activities
 - E.g., monthly meetings
- Intermediate scale-up outcomes
 - E.g., Level of commitment to making program work at school



What Predicts GL? Contextual Variables

Reading Apprenticeship is equally scalable across all types of communities covered by this study

Marginal to no significant associations with GL

- School size; student-teacher ratio
- Student socio-economic status; ethnicity
- District resource allocation
- Rating of school leadership; principal involvement in district
- Teacher and principal turnover & retention
- Years of experience as teacher



What Predicts GL?

Contextual variables

Having a novice principal predicts GL

- Negative association with years served as administrator or if their immediate plan is to continue serving at school
- Greater enthusiasm for RA among younger principals?



What Predicts GL?

RAISE Program Activities

Establishing a community of practice early in implementation

- Attendance at monthly meeting and level of commitment to making RA work in the school predict GL

Classroom implementation (in initial year) does not predict GL

- No association with time for lesson planning, average use of RA practices



What Predicts GL?

Intermediate Scale-up Outcomes

Principal involvement unclear

- Positive association with principal “involvement” (completed survey), but no significant association with school leadership rating, whether the principal attended training, recommended RAISE to others in the school, or if RAISE was required



Take-aways

- Measuring scale-up can't just use # of teachers trained or schools affected
 - A program takes hold in a school to different degrees
- We can use variability in taking hold to identify factors that an innovation should focus on
- Our next question: can “success factors” in schools in the RCT and Scale-up be compared?
 - Characteristics in RCT associated with achievement gains
 - Characteristics in Scale-up associated with a positive internal process



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