



**DEFINING CHARACTERISTICS
AND PRACTICES OF “ODDS-
BEATING” ELEMENTARY
SCHOOLS IMPLEMENTING THE
COMMON CORE LEARNING
STANDARDS AND ANNUAL
PROFESSIONAL PERFORMANCE
REVIEWS**

INTRODUCING THE RESEARCH

- Funded by New York State Education Department as part of the Race-to-the-top Agenda
- Collaboratively designed with academic freedom
- 9 elementary schools in round 1
 - 6 “odds-beaters:” 2 rural, suburban & urban
 - 3 comparison “typical schools”



PRIMARY RESEARCH QUESTIONS

- What forces, factors, and actors help to explain odds-beaters performance on state learning assessments as they implement the common core state standards (CCSS), the annual professional performance reviews (APPR), & data-driven instruction (DDI)?
- Do the CCSS, APPR, & DDI penetrate to the instructional core & result in curriculum & instruction shifts?
- What is the overall theory of action for odds-beating elementary schools?



METHODS

- Comparative case study design with mixed methods
- Research teams complete site visits over 2 days:
 - Key informant interviews & focus group interviews
 - Structured classroom observations
 - Document reviews
 - Structured survey for school climate & instruction
 - Students were not interviewed



THE RTTT POLICY FRAME: THE PRIORITY FOR MULTI-LEVEL ALIGNMENT

